

# TEACHER EDUCATION SOURCEBOOK

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For Graduate Initial Certification IECE or Library Media

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**We are learners.  
We are educators.  
We are Racers.**

## **Teacher Education Services**

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## **MURRAY STATE** UNIVERSITY

### **Teacher Education, Student Teaching, and Certification**

#### **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 this process as well as a reference for the graduate initial certification teacher candidate.

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**

**Section B: Kentucky Passing Scores for Praxis Subject Assessments**

**Section C: Checklists for admission, “What to do and when”**

**Section D: Important Dates**

**Section E: Resources**

For additional information, call or email:

Teacher Education Services, 2101 Alexander Hall, Murray State University, Murray, KY 42071-3340;

phone: 270-809-2054 or e-mail [msu.teachereducationservices@murraystate.edu](mailto:msu.teachereducationservices@murraystate.edu) or [awalker@murraystate.edu](mailto:awalker@murraystate.edu).

## **Murray State University Social Media Policy**

The policy can be found at [murraystate.edu/about/administration/advancement/branding-mkt-comm/socialmedia.aspx](http://murraystate.edu/about/administration/advancement/branding-mkt-comm/socialmedia.aspx)

All students should read and understand this policy as they are expected to abide by this policy.

In addition, you are required to follow social media policies of school districts in which you complete field experiences.

Do not post any identifying information or images of minors in the school setting on social media.

## **Murray State Non-Discrimination Statement**

[murraystate.edu/headermenu/administration/OfficeOfInstitutionalDiversityEquityandAccess/NonDiscriminationStatement.aspx](http://murraystate.edu/headermenu/administration/OfficeOfInstitutionalDiversityEquityandAccess/NonDiscriminationStatement.aspx)

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, sex, gender identity, sexual orientation, religion, age, veteran status, or disability in employment or application for 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.

In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. Examples of prohibited sexual harassment and sexual violence can be found in the “Policy Prohibiting Sexual Harassment” which can be accessed via the link referenced in Appendix I.

Inquiries concerning the application of these provisions may be referred to: 1) the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071 Telephone: (270) 809-3155 Fax: (270) 809-6887; TDD: (270) 809-3361;

Email: [msu.titleix@murraystate.edu](mailto:msu.titleix@murraystate.edu); or 2) to the Assistant Secretary of the United States Department of Education, U.S. Department of Education, Office for Civil Rights, 400 Maryland Avenue, SW, Washington, D.C. 20202-1100; Telephone: 1-800-421-3481 FAX: 202-453-6012; TDD: 1-800-877-8339; Email: [OCR@ed.gov](mailto:OCR@ed.gov)

**For more information, contact the Title IX Coordinator and Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).**

Date Modified: August 2004, February 2008, November 2008 (amended), July 2013 (Office Title Change), August 2015, June 2018 (addition of gender identity and to replace the term sex for gender).

## When Should I...?

**Begin the process of being admitted to Teacher Education:** At the time of taking the first introductory course in a graduate initial certification program, you should begin the process for admittance. Students should register for admission to teacher education and certification by attending an admission to teacher education and student teaching orientation for graduate initial certification during the semester they are taking ELE 605 or LIB 600. This orientation is offered by Teacher Education Services once each semester. (See page D1) Registration can be found by selecting the Teacher Education Program page after going to [murraystate.edu/tes](http://murraystate.edu/tes)

- **Register with Kentucky Department of Education/Office of Educator Licensure and Ethics (KDE/OELE, formerly Education Professional Standards Board)** at [EPSB.ky.gov](http://EPSB.ky.gov) and enter beginning field hours and components when taking first core education class.
- **Complete the process for being admitted to teacher education and student teaching.** A student should be admitted before the completion of nine credit hours. Completion of an admission to teacher education and student teaching orientation, during the semester you are taking ELE 605 or LIB 600, is required. Following the orientation, you will begin working on student teaching supplemental items that are required for admission to student teaching.
- **Take required assessments for certification:**  
Library Media candidates should take the Principles of Learning and Teaching Exam (PLT), #5622, 5623, or 5624 and Praxis Subject Assessments #5311.

IECE candidates should take #5023 Interdisciplinary Early Childhood Education. IECE candidates are not required to take the PLT.

You should begin taking assessments at least two semesters before student teaching. The Principles of Learning and Teaching Exam (for Library Media candidates) should be taken during the semester in which you are student teaching.

- **NOTE:** Students should be advised that Teacher Certification requirements are subject to change. Before registering for the test(s) please refer to the Education Professional Standards Board (EPSB) website for current requirements. You may contact EPSB/KDE at 502-564-4606 or 888-598-7667 to obtain current requirements.
- **Engage in student teaching.** Student teaching is the capstone experience for our teacher preparation programs.
- **Apply for a Kentucky teaching certificate.** This should be done during the student teaching semester. For full instructions, please refer to our Certification page by going to [murraystate.edu/tes](http://murraystate.edu/tes) and then clicking Certification. Before a recommendation for Kentucky certification can be made to the KDE/OELE (formerly Education Professional Standards Board), the student must have earned a master's degree, successfully completed student teaching, met all standards and requirements, and passed assessments required for certification. Kentucky certification requirements must be met prior to being recommended for any other state's certification.

## **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 KDE/OELE (formerly EPSB). Admission to teacher preparation programs in Kentucky is also governed by the EPSB, through the KDE/OELE. 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 OELE are similar, but not identical. Students seeking teacher certification must be formally **admitted both to the University and to the teacher education program**.

At Murray State, the admissions process is governed by Teacher Education Services (TES) and teacher education committees representing all teacher certification programs at the University. Students submit a formal application for a review by TES. The teacher education committees 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 and Human Services. These committees review Certificates of Merit and Records of Concern.

## **CAEP Accreditation**

The Council for Accreditation of Educator Preparation (CAEP) is the major body for accrediting the quality of teacher education programs. Completing certification requirements at CAEP-approved institution assures students that their teacher preparation program will be recognized and accepted anywhere in the country. Maintaining CAEP accreditation is a continuous process requiring the cooperation and participation of students, faculty, staff, and personnel in the public schools. Murray State University's next review by CAEP and KDE/OELE (formerly EPSB) will be in the fall 2023.

## **Orientation** (See page D1)

1. All graduate initial certification IECE or Library Media students **must** complete the combined orientation for **admission to teacher education and student teaching**.
2. Students should complete the online orientation session scheduled during the semester you are enrolled in ELE 605 (IECE) or LIB 600 (Library Media).
3. Those desiring to complete a teacher certification program are encouraged to seek admission to teacher education early in their program. It is anticipated that the admission to teacher education application will be submitted on or before the completion of 9 graduate hours.

**PROFESSIONAL CODE OF ETHICS  
FOR KENTUCKY SCHOOL PERSONNEL 16 KAR 1:020**

**Certified Personnel in the Commonwealth:**

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession.

**To students**

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing or grabbing; rape; threats of physical harm; and sexual assault.

**To parents**

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. 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.

**To the education profession**

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

Name: \_\_\_\_\_

M#: \_\_\_\_\_

**Declaration**I am an applicant for admission to: ☐ teacher education ☐ student teaching ☐ alternative certification ☐ proficiency evaluation

- A. If you have ever held or currently hold a professional license, credential or other document issued to you by any **other jurisdiction other than Kentucky** within the United States or abroad, enclose a copy of the certificate(s) and provide the following:

Type of Professional Certificate	State or Jurisdiction of Issuance	Issue Date	Expiration Date

- B. Disclosure of Background Information:

If you answer "yes" to any question below, SUBMIT a narrative with your application. The narrative should include dates, locations, school systems, court records, and any other information that explains the circumstances in detail.	YES	NO	Document Attached
1. Have you ever had a professional certificate, license, credential or any document issued for practice denied, suspended, revoked or voluntarily surrendered? If you have had a professional certificate, license, credential or any other document issued for practice initially denied by a licensing body, but later issued, you must answer "yes."			
2. Have you ever been suspended or discharged from any employment or military service because of allegations of misconduct?			
3. Have you ever resigned, entered into a settlement agreement or otherwise left employment as a result of allegations of misconduct?			
4. Is any action now pending against you for alleged misconduct in any school district, court or before any educator licensing agency?			
5. Have you ever been convicted of or entered a guilty plea, an "Alford" plea or a plea of nolo contendere (no contest) to a felony or misdemeanor, even if adjudication of the sentence was withheld in Kentucky or any other state? For the purpose of this application, minor traffic violations should not be reported. Convictions for driving while intoxicated (DWI) or driving under the influence of alcohol or other drugs (DUI) must be reported.			
6. Do you have any criminal charges pending against you?			
7. If you indicated "yes" to question #1 through #6, has the EPSB previously reviewed the information? (Date of review _____)			

I declare that I understand the standard for personal and professional conduct expected of a professional educator in Kentucky. I further certify that I have read and examined the Professional Code of Ethics for Kentucky Certified School Personnel, 16 Kentucky Administrative Regulation 1:020, understand its provisions and agree to abide by its terms during the course of my preparation and career as a professional educator.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Affirmation**

I affirm and declare that all information given by me on this declaration is true and correct and complete to the best of my knowledge. I understand that any misrepresentation of facts, by omission or addition, may result in the dismissal from the teacher education program and denial or revocation of my teaching certificate in the future. Further, I understand that KRS 161.120 provides that a teaching certificate may be revoked at any time upon determination that false information was presented toward obtaining a teaching certificate.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Admission to Teacher Education

### In Order to be Admitted to Teacher Education, You Must Have:

1. Completed an admission to teacher education and student teaching orientation. Only students who have been admitted to Murray State and who are enrolled in graduate initial certification coursework at Murray State can apply for admission to teacher education;
2. Completed a Declaration of Eligibility for Certification in admission to teacher education orientation (pages A5-6);
3. Earn a **2.75** grade point average or higher at completion of your bachelor's degree or on last 30 hours of coursework; an overall GPA of 3.0 is required to remain in and graduate from a graduate program.
4. Have a Bachelor's Degree with a "B" or higher in the required English Composition Course, Public Speaking course, MATH 117 or approved higher level math course, and in ELE 605 (for IECE candidates) or LIB 600 (for Library Media candidates);
5. Completed a successful interview with academic advisor;
6. Submit application for admission to teacher education once all requirements have been met; and
7. Successful review by Teacher Education Services and notification via an email from TES of acceptance into teacher education.

### 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 Institutional Diversity, Equity, and Access 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, 270-809-2018.

### Prior to Being Admitted to Teacher Education Services 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 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 action or plea-bargains which occur after the original declaration is made must be reported to Teacher Education Services at the time they occur.
5. If answered yes to any of the 6 items on the declaration of eligibility, must submit letter of explanation to director of TES for review.
6. Must be reviewed by director of Teacher Education Services prior to admission to teacher education and/or student teaching.
7. Failure to report such incidents could result in removal from the program.

## **Admission to Teacher Education Interview Form**

The admission to teacher education interview serves three purposes:

1. to guarantee that all candidates have an opportunity to reflect upon their decision to seek teacher certification before applying for admission to the teacher preparation program;
2. to monitor candidates' ability to exhibit the COEHS teacher education dispositions and skills in collaboration, creativity, communication, and critical thinking (KDE/OELE (formerly EPSB) 4C's); and
3. to give candidates' program faculty an opportunity to provide direct input into the admission to teacher education process.

Before applying for admission to teacher education, candidates will be acquainted with the trends and realities of the teaching profession, the requirements for Kentucky certification, and the admission to teacher education process. Candidates have the opportunity to prepare in advance. During the interview, advisors will use the rubric and interview prompts to assess candidates' dispositions and to comment on candidates' responses. Upon completion of the interview, advisors will submit their comments, ratings, and recommendations online to Teacher Education Services.

**Preparation:** To prepare for the interview, candidates will review the provided rubric and the following resources:

- Kentucky Teacher Performance Standards: [EPSB.ky.gov/mod/book/view.php?id=133](https://epsb.ky.gov/mod/book/view.php?id=133)
- Kentucky Professional Code of Ethics: [EPSB.ky.gov/mod/page/view.php?id=55%22](https://epsb.ky.gov/mod/page/view.php?id=55%22)
- Be prepared to provide examples of how you meet each of the 18 items below. It is your responsibility to present adequate justification and examples of how you meet the dispositions.

## Dispositions

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

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

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

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

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

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

Rinaldo, V., Denig, S., Sheeran, T. J., Vermette, P. J., & Smith, R. M. (2009). Validly and reliably assessing teacher candidate dispositions toward teaching, *Teacher Education and Practice*, 22(2), 165-179

The Candidate Self-Assessment disposition rubric can be found on the Student Resource Links page after going to [murraystate.edu/tes](http://murraystate.edu/tes)

Dispositions are operationally defined as tendencies or beliefs that are conveyed or made public through observable behaviors. Students are graded with respect to their level of acceptable behavior or their deviation from it. Advisors will use the following scale for reference: A score of **3** is given to students for whom you have not observed any behaviors that would lead you to believe that their dispositions are anything other than acceptable. Scores that approach **1** should be given to student whom exhibit less than acceptable behaviors and scores that approach **5** should be reserved for students who exhibit exceptional behaviors.

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

Candidate's Name: \_\_\_\_\_ M# \_\_\_\_\_

Major(s)/ Area(s): \_\_\_\_\_

- |   |  |                                   |                                       |
|---|--|-----------------------------------|---------------------------------------|
| 1. Demonstrates <b>critical thinking</b> skills                                 | <input type="checkbox"/> Area for Growth | <input type="checkbox"/> Emerging | <input type="checkbox"/> Demonstrated |
| 2. Generates <b>creative</b> original thoughts, approaches, and interpretations | <input type="checkbox"/> Area for Growth | <input type="checkbox"/> Emerging | <input type="checkbox"/> Demonstrated |
| 3. <b>Collaborates</b> well with others   | <input type="checkbox"/> Area for Growth | <input type="checkbox"/> Emerging | <input type="checkbox"/> Demonstrated |
| 4. Presents self in a <b>confident</b> manner                                   | <input type="checkbox"/> Area for Growth | <input type="checkbox"/> Emerging | <input type="checkbox"/> Demonstrated |

For items #5-7, use the following scale:

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

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

- |   |                   |
|---|-------------------|
| a) Maintains appropriate confidentiality                            | ①   ②   ③   ④   ⑤ |
| b) Demonstrates compliance with laws/regulations/policies/standards | ①   ②   ③   ④   ⑤ |
| c) Maintains professional appearance                                | ①   ②   ③   ④   ⑤ |
| d) Is prepared for class or appointments                            | ①   ②   ③   ④   ⑤ |
| e) Is punctual for class or appointments                            | ①   ②   ③   ④   ⑤ |
| f) Demonstrates honesty/academic integrity                          | ①   ②   ③   ④   ⑤ |

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

- |  |                   |
|--|-------------------|
| a) Demonstrates high expectations  | ①   ②   ③   ④   ⑤ |
| b) Demonstrates respect for the beliefs of others  | ①   ②   ③   ④   ⑤ |
| c) Demonstrates and/or promotes effective collaboration skills<br>(with colleagues, instructors, students)   | ①   ②   ③   ④   ⑤ |
| d) Demonstrates respect for cultural differences   | ①   ②   ③   ④   ⑤ |
| e) Demonstrates patience with and/or compassion for those experiencing difficulty<br>in the learning process | ①   ②   ③   ④   ⑤ |
| f) Demonstrates flexibility during the learning process  | ①   ②   ③   ④   ⑤ |

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

- |  |                   |
|--|-------------------|
| a) Demonstrates critical thinking in written or verbal form  | ①   ②   ③   ④   ⑤ |
| b) Addresses issues of concern professionally (with instructors/colleagues/students)                               | ①   ②   ③   ④   ⑤ |
| c) Responds positively to constructive criticism   | ①   ②   ③   ④   ⑤ |
| d) Takes responsibility for his/her learning by actively seeking out new information                               | ①   ②   ③   ④   ⑤ |
| e) Demonstrates personal progress through professional development to improve content<br>and pedagogical knowledge | ①   ②   ③   ④   ⑤ |
| f) Demonstrates reflective practice in written or verbal form  | ①   ②   ③   ④   ⑤ |

8. Exhibits effective speaking, listening, written, and non-verbal

**communication** skills

☐Area for Growth    ☐Emerging    ☐Demonstrated

Comments:

Interviewer's Recommendation

- ☐ I **recommend** the candidate continues in the teacher education program.

☐ I do **NOT recommend** the candidate's continuation in the teacher education program at this time.

## Professional Behavior, Professional Ethics, and Criminal Background Checks

All students seeking certification are expected to abide by the Kentucky School Personnel Code of Ethics. (page A5)

1. 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**. A new declaration and a background check must be submitted. Failure to notify TES can result in program removal.
2. Persons convicted of a felony or crimes involving morals violations **are not** eligible for a Kentucky teaching certificate. Persons who have been dishonorably discharged from the armed forces or who have had a professional certificate revoked **may not** be eligible for a Kentucky teaching certificate.
3. 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.
4. Every student must have an up-to-date background check and Child Abuse and Neglect (CAN) check on file with Teacher Education Services (TES) prior to participation in any field placement. Information for obtaining a CAN check can be found on the Student Resource Links page after going to [murraystate.edu/tes](http://murraystate.edu/tes)
5. 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.)
6. The Kentucky Department of Education/Office of Educator Licensure and Ethics (formerly EPSB) actively monitors certification applicants and the certified teaching workforce.

**Note:** Federal background checks cannot be shared by school districts. If one is required, it must be completed for each school district where a student is placed for each practicum and student teaching.

## Kentucky Teacher Performances Standard and Teacher Performance Assessment (TPA)

COEHS Policy 6.8 requires students to create a TPA documenting mastery of the Kentucky Teacher Performance Standards. During student teaching, the student develops a TPA to demonstrate their ability to design instruction, assess learning, and analyze student results. The TPA is scored by the university coordinator and a second reader from the COEHS or the University.

## COEHS Teacher Education Committee and Committee Reviews

1. The COEHS Teacher Education Committee is made up of representatives from the COEHS initial certification program and the public schools.
2. The teacher education committees review those students who have been issued Records of Concern and other issues regarding admissions.

## 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 KY Department of Education/Office of Educator Licensure and Ethics (formerly EPSB) 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 (9 hours) in teacher education.**

## Most Common Hindrances to Being Admitted to Teacher Education

1. GPA too low...a minimum 2.75 GPA on a 4.0 scale at completion of your bachelor's degree or 3.0 on last 30 hours of coursework is required for admission; an overall GPA of 3.0 is required to remain in and graduate from a graduate program. Courses with poor grades should be retaken. Retaking courses is the most efficient method of raising the GPA.
2. Not having the following coursework:
  - a. ENG 101, 102, 105, or 150 with a "B" or higher
  - b. MAT 117 (or higher-level approved math course) with a "B" or higher
  - c. COM 161 or HON 165 with a "B" or higher
  - d. ELE 605 (for IECE candidates) or LIB 600 (for Library Media candidates) with a "B" or higher

## Computer Literacy and Technology Applications

It is the intent of state regulations and 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. Check with your advisor to determine if this is a course requirement or if this requirement is met through other means.

## Field Experiences – General Concepts

### Introduction

Field and laboratory experiences occur throughout the teacher education program at Murray State. To meet Kentucky teacher certification and 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 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 your first year as a teacher.

### Pre-Student Teaching Field Experiences

Students are required to log all field hours in Via and Kentucky Field Experience Tracking System (KFETS). Professors will verify all field experiences in Via. The coordinator of field experiences will assist the director of TES in auditing student field experiences so that it may be verified that each student has completed all required field experience hours and components prior to initial certification.

Field experiences are also an important part of the Murray State continuous assessment program. At the end of each course required for certification, instructors have an opportunity to comment on student performance. When Certificates of Merit or Records of Concern are given, 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 COEHS teacher education committee.

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 advanced practicum). 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 have been completed.

### **Kentucky Field Experience Tracking System (KFETS):**

Beginning fall 2014, the Kentucky Education Professional Standards Board, now KDE/OELE, requires students enter field experience hours in the Kentucky Field Experience Tracking System (KFETS), an online application for tracking field experiences of teacher candidates enrolled in a Kentucky teacher preparation program and students who plan to enroll in an initial graduate certification program in Kentucky.

Students are required to obtain a login to KDE/OELE (formerly EPSB) website at [EPSB.ky.gov](http://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.

Each candidate must create a KDE/OELE account at [EPSB.ky.gov](http://EPSB.ky.gov)

**Step 1:** Click on "Log In to KDE/OELE" on left of screen at [EPSB.ky.gov](http://EPSB.ky.gov)

**Step 2.** Click on "Create New Account"

**Step 3.** Enter #SSN and birthdate. Click on "Create Account."

**Step 4.** Enter demographic information, desired password, and answers to hint question. Click on "Create Account."

**Step 5.** You will be given your user name and KDE/OELE 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 KDE/OELE 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.

All field experience must be entered in KFETS, Watermark Student Learning and Licensure (formerly Via), and documented on an [Audit and Component Sheet](#).

Directions are available on the Field Notes page, after going to [murraystate.edu/tes](http://murraystate.edu/tes)

Field Experience Management (FEM) Instructions are available at: <https://sites.google.com/murraystate.edu/coehs-vialivetext/>

Audit and Component Sheets are available on the Audit and Component Sheets page, after going to [murraystate.edu/tes](http://murraystate.edu/tes)

Audit and Component Sheet instructions are available on the Help Documents page, after going to [murraystate.edu/tes](http://murraystate.edu/tes)

## Guidelines for Student Participation in Field Experiences

1. **Any information or impression of the school in which you participate is confidential.** The **Kentucky School Personnel Code of Ethics** 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 and abide by the **Student Record Confidentiality and Professional Decorum Acknowledgment** prior to beginning any field experience. This document can be found on the Student Resource Links page after going to [murraystate.edu/tes](http://murraystate.edu/tes)
3. A background check and Child Abuse and Neglect (CAN) check are required prior to beginning field experiences. There are fees to complete the checks. You will not be able to begin your field experience until you have completed the necessary paperwork, the results of checks have been received, and you have been cleared to begin field experiences. The CAN check is completed online. The results of the CAN check are given to Teacher Education Services (TES). School districts determine their policies and procedures for background checks. There are two types of background checks—volunteer and federal. The location of a placement determines which of these checks will be required and the frequency for the checks. Some school districts require the volunteer background check. Others require the federal background check. Districts do not share the results of federal background checks with other districts or TES. **The process for Federal background checks changed in October 2020.**
4. Remember you are a guest in the school. The total program of participation depends upon the success of each individual in his/her assignment.
5. 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.
6. Any changes in the dates or times of your placement must be approved by the cooperating teacher and your instructor.
7. 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.
8. 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.
9. Follow the routine established by the teacher for the classroom.
10. 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.
11. 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.
12. Behavior that is not acceptable to a school can result in the school requesting that you be removed from this experience.
13. If you have a problem that cannot be solved by your teacher, speak with your university instructor.
14. If you must miss a field experience due to illness, etc., you should notify the school, your cooperating teacher, and your university professor.
15. Wear your student ID. Some schools may also require you to wear their visitors’ nametag.
16. Leave book bags and large purses in your vehicle.
17. Cell phones and other electronic devices should not be taken into the classroom without prior approval of the classroom teacher and university instructor.



18. Many schools have a no chewing gum rule. Do not chew gum in the school buildings.
19. Do not take food or beverages in the schools.
20. While in the school, follow every procedure in which the students are involved (fire drills, assembly, etc.).
21. The field experience is a vital part of your class. Make the best of your teaching experience.
22. 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.
23. Do not post any identifying information or images of minors in the school setting on social media.
24. If you have further questions regarding these guidelines or your placement, contact your instructor.

**NOTE:** The Racer Restart Initiative and school district policies and procedures must be followed.

## **STUDENT RECORD CONFIDENTIALITY AND PROFESSIONAL DECORUM ACKNOWLEDGEMENT**

I understand that by virtue of my participation and/or enrollment in \_\_\_\_\_  
at Murray State University, I agree to adhere to the following: course #

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**

## Continuous Assessment

Murray State is committed to continuously assessing progress in the field and laboratory components of its graduate initial certification programs, as well as the more traditional academic components. Currently, students are assessed in their ability to engage in teaching; in field and clinical activities; growth toward meeting the Kentucky Teacher Performance Standards (InTASC) and COEHS Dispositions and professional behaviors; and demonstrate academic skill proficiency.

Each semester professors are asked to verify that students have successfully completed the field and laboratory activities associated with the course in Via and KFETS and to determine if students have displayed characteristics which should be “flagged” as they have completed the course requirements. Professors may issue Certificates of Merit or Records of Concern based on Kentucky Teacher Performance Standards (InTASC), College of Education and Human Services Dispositions and/or Professional Behaviors. Student progress is reviewed in each professional education course and at Practicum Checkpoints. Progress reports, known as “flag” reports, are filed with Teacher Education Services and become a part of the individual student’s teacher education file. Problems or concerns raised by the continuous assessment process are reviewed by the appropriate COEHS teacher education committee.

In addition to the end-of-semester assessment process, professors may issue a Record of Concern or Certificate of Merit to students at any time during the semester. The student and instructor sign and date the Record of Concern indicating that they have discussed the matter. If a student receives a Record of Concern, the COEHS Teacher Education Committee, whose role is to consider any immediate actions that might need to be taken, will review it. 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 Performance Standards, and professional behaviors and dispositions.

Information provided by professors as part of this tracking system is also used by teacher education committees in making decisions about students’ progress through the program. Teacher Education Services and/or college education 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.

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 that academic skills, cooperative skills, higher-order thinking, and authentic problem-solving will together be the keys to economic and personal success.

The Murray State teacher preparation program is designed to help students be successful, not only as educational personnel in the Kentucky classroom environment but in any classroom in the world. As a result, the Murray State faculty and staff are committed to assessing student knowledge, skills, and attitudes in a wide variety of domains. The following “flags” (Certificate of Merit and Record of Concern) for evaluation of student performance in professional education coursework are one of the tools being used to achieve these ends.

**Note:** Records of Concern may be grounds for dismissal from the teacher education program or denial of admission to teacher education and /or student teaching.

## Record of Concern

**Student:** \_\_\_\_\_ **M#:** \_\_\_\_\_ **Major:** \_\_\_\_\_ **Course:** \_\_\_\_\_

- I. I perceive this student demonstrating particular problems that potentially could interfere with success as a teacher in Kentucky classrooms. Entries that are checked indicate observed problems with Kentucky Teacher Performance Standards (InTASC), Dispositions, or Professional Behaviors.
- II. I perceive this student demonstrating particular problems in field experience that potentially could interfere with success as a teacher in Kentucky classrooms (attach copy of Observation Instrument Assessing Standards and Dispositions).

### Kentucky Teacher Performance Standards (InTASC)

- |   |   |
|---|---|
| <input type="checkbox"/> 1. Understands learner development.                            | <input type="checkbox"/> 6. Applies multiple methods of assessment.                             |
| <input type="checkbox"/> 2. Understands learner differences.                            | <input type="checkbox"/> 7. Plans and implements rigorous and engaging instruction              |
| <input type="checkbox"/> 3. Works with others to create positive learning environments. | <input type="checkbox"/> 8. Models and implements a variety of instructional strategies         |
| <input type="checkbox"/> 4. Demonstrates content knowledge appropriate for grade level. | <input type="checkbox"/> 9. Engages in continuous professional learning and ethical practice.   |
| <input type="checkbox"/> 5. Demonstrates application of content.                        | <input type="checkbox"/> 10. Seeks leadership roles and opportunities to take responsibilities. |

### Dispositions

#### Professional Commitment and Responsibility

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

#### Critical Thinking and Reflective Practice

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

### Professional Behaviors

- ☐ 1. Attends class.
- ☐ 2. Participates and demonstrates effort in class.
- ☐ 3. Uses appropriate (standard) writing in professional settings.
- ☐ 4. Uses appropriate (standard) spoken grammar in professional settings.
- ☐ 5. Uses courteous, appropriate, and professional modes of communication.
- ☐ 6. Maintains personal hygiene.
- ☐ 7. Exhibits confidence.
- ☐ 8. Other – Explain: \_\_\_\_\_

**Additional information, documentation, or needed explanation can be recorded on back or attached to this form.**

**I have discussed these matters and my concerns with this student.**


**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

# CERTIFICATE of MERIT



**M#** 

THIS CERTIFICATE IS PROUDLY PRESENTED FOR AN UNUSUALLY HIGH LEVEL OF EFFORT  
AND/OR ABILITY IN THE EXECUTION OF ONE OR MORE OF THE FOLLOWING AREAS:

- ☐ KENTUCKY TEACHER PERFORMANCE STANDARDS (InTASC)
- ☐ PROFESSIONAL BEHAVIORS
- ☐ DISPOSITIONS





**College of Education  
and Human Services**



Signature and Title DATE

## 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 a teaching career in Kentucky.

### The Concept of an “Approved Program”

All Kentucky institutions of higher education with teacher preparation programs file “approved programs” with the KDE/OELE (formerly EPSB). 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 submit their approved program form. This approved program form, **reviewed and signed** by authorized departmental advisors, indicate that all courses, whether Murray State, transfer or substituted courses, together are equivalent to the approved programs on file at the EPSB/KDE. Transfer or substituted courses must be completely documented on your program form. Transcripts must be on file with the COEHS.

## EPP Student Teaching Policies

### Admission to Student Teaching

1. Candidates must complete an Admission to Teacher Education and Student Teaching. Dates and registration information for orientations are available from Teacher Education Services and on the Student Teaching Program page (after going to [murraystate.edu/tes](http://murraystate.edu/tes)). Orientations will be conducted online through Google Classroom. An application for admission to student teaching is started at this orientation.
2. Candidates complete their Program Form and In-Progress Audit and Component Sheet (according to directions provided during the orientation) and meet (in-person or by video conference) with their advisor to review both items and complete requirements for both items as specified at the orientation.  
**Note:** GPAs are calculated by the university. Copies of course exceptions **must** be emailed to TES along with the Program Form.
3. To be admitted to student teaching, candidates complete these requirements:
  - a. Complete an Admission to Teacher Education and Student Teaching Orientation.
  - b. Complete all program-specific course work (except student teaching). This includes completing all course work with grades I, E, or R before the student teaching semester.  
**Note:** 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. As per 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. Request must be approved by the COEHS Dean.
  - c. Achieve and maintain an overall GPA  $\geq 2.75$ . An overall GPA of 3.0 is required to remain in and graduate from a graduate program.
  - d. Provide documentation of the required 200 hours of clinical (field) hours and required components to EPSB (KFETS) and Teacher Education Services ([Audit and Component Sheet](#)).
  - e. Submit physical, TB Risk Assessment, PBIS (I, II, III), and other required items in the supplemental items section of their application.
  - f. Complete criminal record and Child Abuse and Neglect (CAN) checks.
  - g. Submit student teaching application.

## Student Teaching Placements

1. Candidates must be admitted to Teacher Education and Student Teaching as per guidelines listed above.
2. The EPP creates Memorandums of Understanding (MOU) with P-12 school districts delineating agreed-upon roles and responsibilities for co-designing and implementing clinical and student teaching experiences.
3. The course instructor and P-12 administrators identify qualified Cooperating Teachers based upon these criteria: effective classroom management, best instructional practices as measured by student achievement, mastery of content knowledge, aptitude, and ability to mentor preservice educator, varied assessment to inform instruction, standards-aligned teaching, creation of a learning community to support a diverse student population, and previous evaluations of the cooperating teacher.
4. The graduate instructor of the clinical course works with P-12 administrators to assign student teachers with qualified Cooperating Teachers in these school districts:
  - a. Kentucky: Ballard, Caldwell, Calloway, Carlisle, Christian, Crittenden, Dawson Springs Independent, Fulton, Fulton Independent, Graves, Henderson, Hickman, Hopkins, Jefferson, Livingston, Lyon, McCracken, Marshall, Mayfield Independent, Muhlenberg, Murray Independent, Paducah Independent, Shelby, Todd, Trigg, Union, or Webster
  - b. Tennessee: Henry or Paris Special District
5. Murray State University faculty serve as University Supervisors of student teaching experiences, therefore the EPP does not place student teachers outside the designated districts or in other states.
6. All student teaching assignments are all-day for a minimum of 70 days. Candidates provide their own transportation.
7. Candidates may request preferred school systems for their student teaching experiences. These preferences are considered but cannot be guaranteed.
8. Candidates cannot be assigned to schools which they attended, nor to any schools where they are or have been employed. They are not placed where there are close social or family ties or where their children or grandchildren attend school. Candidates cannot be employed at their assigned school during their student teaching experiences. Hardship cases can submit documentation for review by a committee including the Director of Teacher Education or designee and Department Chair.
9. Candidates may teach in the same school **district** where they attended school. If a district has only one school at a certain level (e.g. one elementary school), the district can petition the COEHS Dean for an exception to the policy. The district submits a written statement documenting there will be a job opening in a high-need area during the upcoming year and requests to have the candidate complete student teaching in the school he/she attended as a child.
10. Student teaching assignments are made at the end of the semester preceding the student teaching assignment. After receiving the assignment, candidates contact the principal and supervising teacher to arrange a meeting and to complete a background check through the Board of Education of each placement(s).

## Unsatisfactory Student Teaching Performance Procedures

1. After one unsuccessful graduate student teaching placement due to unsatisfactory performance, a plan for improvement may be deemed necessary by the College of Education and Human Services. This 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.
2. Any student who has an unsuccessful undergraduate placement or graduate placement due to unsatisfactory performance may be refused re-admittance to student teaching if it is determined 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 reapplies 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.

3. A student denied readmission to student teaching as per the above may pursue an appeal as per the College of Education and Human Services Grievance Procedure.
4. Any student who has had two unsuccessful undergraduate placements or graduate placements shall not be readmitted to student teaching.
5. An unsuccessful placement includes, but is not limited to, termination of placement due to unsatisfactory performance. An unsuccessful placement may exist regardless of any assigned grade (e.g. X, I, W, WP, or E).

### **GPA Rule and Student Teaching**

Any student with **less than a 2.75 overall minimum GPA** and less than 3.0 in either Library Media or IECE graduate program **will not** be allowed, under any circumstance, to begin student teaching.

### **Professional Behavior, Professional Ethics, and Criminal Background Checks**

1. All students seeking certification are expected to abide by the Kentucky School Personnel Code of Ethics and submit periodic criminal record checks. Every student completing field experiences are required to have the results of a background and Child Abuse and Neglect (CAN) check on file with TES prior to beginning field experiences.
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 KDE/OELE (formerly EPSB) at 1-888-598-7667 to discuss individual concerns with their attorney.
3. The Kentucky Department of Education/Office of Educator Licensure and Ethics (formerly EPSB) actively monitors certification applicants and the certified teaching workforce.
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. Failure to report could lead to dismissal from the program.
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 A17)
6. All student teachers/practicum students shall be subject to a state and national criminal records and CAN 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. Districts do not share Federal Background Check Results.

### **Health Concerns and Student Teaching**

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. All students are required to have a record of TB risk assessment and physical uploaded to Recruiter prior to student teaching. All public health issues are of particular concern to teachers and students seeking teacher certification. Students must follow Healthy at School procedures set by each school district.



## Praxis Information

### Praxis Scores

Passing Praxis Subject Assessments and Principles of Learning and Teaching Exam scores for your appropriate specialty area(s) and certificate level are required for a student to be recommended for certification. Praxis and PLT scores must be sent from ETS to TES as they are verified in the KECS.

**It is the student's responsibility to verify that passing scores have been sent to and received by Teacher Education Services and KDE/OELE (formerly EPSB).**

### Top 10 Questions Asked by Praxis Candidates

1. Can I register online?

**Yes, register at [ets.org/praxis/register](https://ets.org/praxis/register).**

2. Where can I access the Praxis Information and Bulletin online?

**Download the latest edition at [ets.org/praxis/about/bulletin](https://ets.org/praxis/about/bulletin).**

3. Where can I find help understanding my scores?

**Download a guide to understanding your scores at [ets.org/praxis/scores/understand](https://ets.org/praxis/scores/understand).**

4. Is there a score verification service?

**Information about score verification is available at [ets.org/praxis/scores/review](https://ets.org/praxis/scores/review).**

5. How can I order Praxis study guides?

**You can order them at [ets.org/store](https://ets.org/store).**

6. Where can I find information on free Study Companions?

**A detailed description of each Praxis test is available online at [ets.org/praxis/prepare/tips](https://ets.org/praxis/prepare/tips); click on #7 at the bottom of the page.**

7. Where can I get information about test anxiety, general information, and study tips?

**This information is available online at [ets.org/praxis/prepare/tips](https://ets.org/praxis/prepare/tips).**

8. 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 [ets.org/praxis/contact](https://ets.org/praxis/contact).**

9. Can I get financial assistance for the test fees?

**Visit [ets.org/praxis/about/fees/fee\\_waivers/](https://ets.org/praxis/about/fees/fee_waivers/)**

10. Where do I send test score results?

**Murray State University 1494 and KY EPSB 7283**

### What Tests to Take for Kentucky Certification, Test Dates, Cut-Off Scores, Phone Numbers:

**Note:** Register online at [ets.org/praxis/register](https://ets.org/praxis/register) well before the deadline date.

**Note:** Fee waiver deadlines are very early. Refer to [ets.org/praxis/about/fees/fee\\_waivers/](https://ets.org/praxis/about/fees/fee_waivers/) for information and deadlines.

### Teacher Certification Requirements

Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (KDE/OELE) website at [www.epsb.ky.gov](http://www.epsb.ky.gov) for current requirements or contact the Office of Educator Licensure and Effectiveness at 502-564-4606 or toll free 888-598-7667.

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. **IECE candidates are not required to take the PLT.**

**Murray State University Test Code: 1494**  
**KY EPSB 7283**

Kentucky Department of Education, Office of Educator Licensure and Effectiveness: 502-564-4606 or 888-598-7667

**Caution:** A separate registration form must be filed for each day of testing. The Praxis Subject Assessments are one (1) to four (4) hour tests and range in cost from \$130.00 to \$170.00 each. The fee for the PLT Exam is \$156.00.

**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 [ets.org/praxis/register](https://ets.org/praxis/register), at the Murray State Testing Center or by direct correspondence with ETS at the following address:

Educational Testing Service Corporate Headquarters  
660 Rosedale Road  
Princeton, NJ 08541 USA  
Phone: 609- 921-9000

Due to COVID-19, ETS is temporarily offering at home testing for some tests.

For more information, please refer to ETS at: [ets.org/s/cv/praxis/at-home/](https://ets.org/s/cv/praxis/at-home/)

**Please note:** If you choose this option, you must list the score recipients as **both** MSU **1494** and KY EPSB **7283**.

Test takers who are deaf or hard-of-hearing can call TTY (609)771-7714. Registration information is available online at [ets.org/praxis/register](https://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.

**How long are the tests valid?** Scores on Praxis Subject Assessments completed more than five years prior to application for certification shall not be accepted.

**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 KY EPSB (**7283**) and Murray State (**1494**) as score recipients. The examinee also receives a copy of the scores. Additional reports may be obtained for a fee of \$50 per recipient.

**What are the fees?** Each assessment has a fee that is paid to ETS. The ETS website and the Murray State Testing Center have the list of fees for assessment. The KDE/ OELE (formerly 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 Murray State Testing Center. These forms must be validated by Murray State 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 2022-23 should consider applying for the fee waiver in the fall of 2022. For more information regarding Fee Waivers, go to [ets.org/praxis/about/fees/fee\\_waivers/](https://ets.org/praxis/about/fees/fee_waivers/)

**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 people with disabilities?** 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 270-809-2018.

**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.

**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. IECE majors are not required to take the PLT.

**Free Test Preparation:** Praxis Preparation Materials may be downloaded from the Educational Testing Service (ETS) website by visiting [ets.org/praxis/prepare/materials](https://ets.org/praxis/prepare/materials) and selecting the test that you will take. For each test there is a Study Companion (PDF), Computer Delivered Testing Demonstration (Flash), View Transcript, What to Expect on the Day of Your Computer-Delivered test (Flash) as well as Prepare for a Test with Strategy & Tips as well as other helpful information.

**Financial Assistance:** Fee waivers may be available if you qualify. Check [ets.org/praxis/about/fees/fee\\_waivers/](https://ets.org/praxis/about/fees/fee_waivers/) for eligibility criteria, which includes:

- a. currently receiving financial aid,
- b. enrollment in undergraduate or graduate program,
- c. FAFSA and
- d. required to take a Praxis test.

**Note:** Fee waivers are limited and requests are processed on a first-come, first-serve basis.

Kentucky Academy for Equity in Teaching (KAET) offers financial assistance for students enrolled in a Kentucky teaching program that are needing financial assistance for the Praxis exams (CASE and/or Subject Assessments). Students may apply for assistance at: <https://docs.google.com/forms/d/e/1FAIpQLSfxCQiHzcHkyobMb2IHotA5rrOOSzZJrpolSQt-buBZMJi0yQ/viewform> Reimbursement for the test is determined by the need which is indicated on the application. A Praxis Preparation Program and mentoring are available and required for further reimbursements if the Praxis test(s) are not passed.

## Information on Kentucky Teacher Certification and Beginning Teacher Examinations

### In-State Applicants for Initial Certification:

1. Complete an approved teacher preparation program at a regionally accredited teacher education institution and have a cumulative GPA of 2.75 on a 4.0 scale.
2. Successfully complete **all** assessments appropriate for **each** content area and grade range for which certification is requested. Test scores must be sent to KYEPSB (KDE/OELE) and Murray State University.
3. For instructions on applying for initial certification, refer to our **Certification** page after first going to [murraystate.edu/tes](https://murraystate.edu/tes)

## Graduation Requirements

The process of recommending a student for certification is a cooperative effort between Teacher Education Services and the Murray State 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 KDE/OELE (formerly EPSB) for the issuance of a Kentucky teaching certificate. 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 2023 are due in December 2022. August 2023 graduate applications are due in March 2023. December 2023 graduate applications are due in April 2023. Please check with the registrar's office for specific dates. **Please note: You will not receive a recommendation for a teaching certificate from Murray State until your degree has been conferred.**

## What Kind of Certificate Will I Receive?

Students who complete teacher certification programs in Kentucky receive an initial certificate in their particular subject matter area(s).

## Receiving a Kentucky Teaching Certificate

It can take a minimum of six weeks for a Kentucky certificate to be issued by the KDE/OELE (formerly EPSB). A five-year substitute certificate will automatically be issued with your initial Kentucky certificate. Certification status can be checked online at the KDE/OELE website at [kyepsb.net](http://kyepsb.net).

## 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 the Certification page (after going to [murraystate.edu/tes](http://murraystate.edu/tes)). 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 some instances, 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.**

Certification Area	Test Code	Test Name	Passing Score
<b>No PLT required</b>			
<b>IECE (B-P)</b>	5023	Interdisciplinary Early Childhood Education	166
<b>PLT of your choice:</b>			
<b>School Media Librarian</b>	5622	Principles of Learning and Teaching: Grades K-6	160
	<i>or</i> 5623	Principles of Learning and Teaching: Grades 5-9	160
	<i>or</i> 5624	Principles of Learning and Teaching: Grades 7-12	160
	<b>and</b>		
	5311	Library Media Specialist	156

**Score Recipients must be Murray State University 1494 and KY EPSB 7283**

### Praxis Subject Assessments and PLT Exams required for Kentucky Certification

Please refer to [ets.org](https://www.ets.org) for information regarding test dates and sites for Praxis Subject Assessments and PLT Exams. Not all tests are offered in every testing window. There is limited access for testing at the Testing Center.

Due to COVID-19, Testing Dates may change. Please refer to ETS at: <a href="https://www.ets.org/praxis/register/dates_centers/">https://www.ets.org/praxis/register/dates_centers/</a>
Due to COVID-19, ETS is temporarily offering at home testing for some tests. For more information, please refer to ETS at: <a href="https://ets.org/s/cv/praxis/at-home/">ets.org/s/cv/praxis/at-home/</a> <b>Please note:</b> If you choose this option, you must list the score recipients as <b>both MSU 1494 and KYEPSB 7283</b> .

**Score recipients must be MSU 1494 and KY EPSB 7283.**

**Note:** ETS Registration deadline dates are dates for **receipt** of registration materials.

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

To find test dates go to [ets.org/praxis/register/centers\\_dates/computer](https://ets.org/praxis/register/centers_dates/computer)

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

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

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

To find information about score verification services go to [ets.org/praxis/scores/services/verify\\_scores](https://ets.org/praxis/scores/services/verify_scores)

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

To find information on free Study Companions go to [ets.org/praxis/prepare/tips](https://ets.org/praxis/prepare/tips)

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

To find information about financial assistance, go to [ets.org/praxis/about/fees/fee\\_waivers/](https://ets.org/praxis/about/fees/fee_waivers/)

**Note:** Students are encouraged to take the Praxis Subject Assessments and the PLT Exam (if applicable) while student teaching. This will provide time for any possible retakes and will ensure smooth processing of certification applications after student teaching. Scores from Praxis Subject Assessments are valid for five (5) years.

## What Should Be Done and When Should It Be Done

### Admission to Teacher Education

<b>When to do :</b>	As soon as one decides to pursue teacher certification as a Murray State student
<b>Initiating Activity:</b>	Complete an admission to teacher education and student teaching orientation for graduate students (usually completed while taking ELE 605 or LIB 600) (see page D1)
<b>Ending Activity:</b>	File completed application with Teacher Education Services
<b>Timeframe:</b>	Upon completion of 9 graduate credit hours. Admission to teacher education is a pre-requisite to admission to student teaching and to be eligible to continue enrollment in courses
<b>Anticipated Outcome:</b>	Student is admitted to teacher education

### Checklist:

- ☐ complete a combined admission to teacher education and student teaching orientation for Initial Graduate Programs
- ☐ complete Declaration of Eligibility at admission to teacher education and student teaching orientation (update if status changes; write letter if required)
- ☐ 2.75 overall GPA required at point of admission.
- ☐ completed Bachelor's degree to include:
  - ENG 101, 102, 105 or HON 150 with "B" or higher
  - COM 161 or HON 165 with "B" or higher
  - ELE 605 or LIB 600 with "B" or higher
  - MAT 117 or higher level with "B" or higher
- ☐ schedule appointment with academic advisor to complete interview
- ☐ make sure you have accounted for all items listed as supplemental items

**Note:** These items will remain with the status of '**Not Received**' until TES reviews your submitted application. You do not need to upload any supplemental items to your Teacher Education application. When you submit your application, the items will still be showing as '**Not Received**'
- ☐ you will receive an email to your Murray State email address stating you have been admitted to teacher education

## **Admission to Student Teaching:**

<b>When to do:</b>	Begin completing items after completing an admission to teacher education and student teaching orientation for graduate students
<b>Initiating Activity:</b>	Complete an admission to teacher education and student teaching orientation for graduate students
<b>Ending Activity:</b>	Submit completed application for admission to student teaching
<b>Timeframe:</b>	Supplemental items are due at various deadlines throughout the semesters prior to student teaching, while the application for admission to student teaching must be submitted for review once TES has notified student to submit application (shortly before student teaching placement begins)
<b>Anticipated Outcome:</b>	Student is admitted to student teaching

### **Checklist:**

- ☐ if applicable, be sure that computer literacy and technology requirement(s) are met
- ☐ complete admission to teacher education and student teaching orientation for graduate students and receive instructions for completing admission to student teaching materials during the orientation
- ☐ complete Declaration of Eligibility for Certification at admission to teacher education and student teaching orientation for graduate students; write letter if required
- ☐ begin admission to student teaching application (do not submit application)
- ☐ Review Program Form (and In-Progress Audit and Component Sheet) with your advisor.
- ☐ upload Program Form (indicating anticipated semester and year for all remaining courses; Include course substitution forms if taking any course other than those listed on program form) to Item #3 and In-Progress Audit and Component Sheet to Item #4
- ☐ complete student teaching placement discussion with instructor the semester prior to student teaching
- ☐ maintain a GPA  $\geq$  3.0 overall
- ☐ complete 200 or more hours field placement and required components.
- ☐ upload all remaining supplemental items for review
- ☐ you will receive an email to your Murray State email address when it is time to submit your application
- ☐ you will receive an email to your Murray State email address stating you have been admitted to Student Teaching

## **Student Teaching Placement:**

<b>When to do:</b>	One semester prior to student teaching semester
<b>Initiating Activity:</b>	Placement discussion with instructor the semester prior to student teaching
<b>Ending Activity:</b>	Student receives placement information with dates, places, subject, and grade level of student teaching assignment
<b>Timeframe:</b>	Student teaching generally occurs in the following blocks of time: 14 weeks (in two seven-week placements, minimum of 35 days each),
<b>Anticipated Outcome:</b>	Student successfully completes the student teaching experience

### **Checklist:**

- ☐ complete admission to teacher education and student teaching orientation for graduate students
- ☐ upload your Program Form and In-Progress Audit and Component Sheet on or before the deadline(s)
- ☐ discuss placement(s) with instructor/advisor, review where you would like to student teach
- ☐ upload your physical including TB risk assessment
- ☐ receive your student teaching placement from your instructor/advisor
- ☐ meet with cooperating teacher(s)
- ☐ complete all coursework: no 'Incompletes'; verification of courses taken at other institution(s)
- ☐ complete criminal background and CAN checks
- ☐ upload all remaining supplemental items for review
- ☐ prepare and take Praxis Subject Assessments and Principles of Learning and Teaching Exam (IECE candidates are not required to take the PLT)
- ☐ you will receive an email to your Murray State email address when it is time to submit your application
- ☐ you will receive an email to your Murray State email address stating you have been admitted to Student Teaching
- ☐ successfully complete 14 weeks of student teaching



## Application for Kentucky Teaching Certificate and Program Completion

<b>When to do:</b>	During student teaching semester
<b>Ending Activity:</b>	Teacher Education Services clears student for final recommendation for a Kentucky Teaching Certificate
<b>Timeframe:</b>	Student must have completed all program requirements and have degree conferred before his/her CA-1 form can be approved and processed by Teacher Education Services and sent to KDE/OELE
<b>Anticipated Outcome:</b>	Student receives Kentucky Teaching Certificate 6-9 weeks following conferred degree

### Checklist:

- ☐ complete all phases of student teaching (admission to Teacher Education, maintaining proper GPA requirements throughout entirety of process, complete 14 weeks of successful student teaching, and confirmation of degree)
- ☐ pass **all** Praxis Subject Assessments and PLT Exam (IECE Candidates are not required to take the PLT). Score recipients must be MSU **1494** and KY EPSB **7283**
- ☐ For full instructions, please refer to our Certification page by going to [murraystate.edu/tes](http://murraystate.edu/tes) and then clicking Certification.
- ☐ degree must be conferred before a recommendation to KDE/OELE can be made
- ☐ if notified that scores have not been received from Educational Testing Service, arrange with ETS for Praxis Subject Assessments and PLT Exam score reports to be sent to TES and/or KYEPSB
- ☐ submit out-of-state certificate applications with TES as needed

**Remember, you must be recommended for Kentucky Certification before you can be recommended for out of state certification.**

## Miscellaneous Information and Important Dates

### Admission to Teacher Education and Student Teaching Orientation (for graduate students)

Completion is required for all graduate initial certification students.

This orientation will be offered once per semester.

Orientation registration is found at [murraystate.edu/tes](https://murraystate.edu/tes)

**Note:** Orientations will be conducted through Google Classroom. A link to join the Google Classroom will be emailed at 8 am on the morning of the registered orientation and all items must be completed by 8 pm that night. Registration will close 2 days prior to the scheduled orientation.

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## COEHS Teacher Education Committee and Committee Reviews

1. The COEHS Teacher Education Committee is made up of representatives from the COEHS initial certification program and the public schools.
2. The teacher education committees review those students who have been issued Records of Concern and other issues regarding admissions.

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## Master's Degree Applications

Please refer to the [Graduation Information](#) page on the Murray State University website.

- **May Graduates** – Master's degree applications are due by February 15<sup>th</sup>.
- **August Graduates** – Master's degree applications are due by March 15<sup>th</sup>.
- **December Graduates** – Master's degree applications are due by September 15<sup>th</sup>.
- **Winter Graduates** – Master's degree applications are by October 15<sup>th</sup>.

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**Note:** A Master's degree is one of the criteria for certification.

**Recommendations for a teaching certificate will not be made until your degree has been conferred.**

## Characteristics of Highly Effective Teaching and Learning – common to all content areas

The following statements represent characteristics that are common to all content areas.

<p><b>1: Learning Climate</b> A safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted</p> <p><u><b>Teacher Characteristics</b></u></p> <p>___ A. creates learning environments where students are active participants as individuals and as members of collaborative groups</p> <p>___ B. motivates students and nurtures their desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect</p> <p>___ C. cultivates cross cultural understandings and the value of diversity</p> <p>___ D. encourages students to accept responsibility for their own learning and accommodates the diverse learning needs of all students</p> <p>___ E. displays effective and efficient classroom management that includes classroom routines that promote comfort, order and appropriate student behaviors</p> <p>___ F. provides students equitable access to technology, space, tools and time</p> <p>___ G. effectively allocates time for students to engage in hands-on experiences, discuss and process content and make meaningful connections</p> <p>___ H. designs lessons that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of learning</p> <p>___ I. creates an environment where student work is valued, appreciated and used as a learning tool</p> <p><u><b>Student Characteristics</b></u></p> <p>___ A. accepts responsibility for his/her own learning</p> <p>___ B. actively participates and is authentically engaged</p> <p>___ C. collaborates/teams with other students</p> <p>___ D. exhibits a sense of accomplishment and confidence</p> <p>___ E. takes educational risks in class</p> <p>___ F. Practices and engages in safe, responsible and ethical use of technology</p>	<p><b>2: Classroom Assessment and Reflection</b> The teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction</p> <p><u><b>Teacher Characteristics</b></u></p> <p>___ A. Uses multiple methods to systematically gather data about student understanding and ability</p> <p>___ B. Uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice</p> <p>___ C. Revises instructional strategies based upon student achievement data</p> <p>___ D. Uncovers students' prior understanding of the concepts to be addressed and addresses students' misconceptions/incomplete conceptions</p> <p>___ E. Co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the expectations for quality performance</p> <p>___ F. Guides students to apply rubrics to assess their performance and identify improvement strategies</p> <p>___ G. Provides regular and timely feedback to students and parents that moves learners forward</p> <p>___ H. Allows students to use feedback to improve their work before a grade is assigned</p> <p>___ I. Facilitates students in self- and peer-assessment</p> <p>___ J. Reflects on instruction and makes adjustments as student learning occurs</p> <p><u><b>Student Characteristics</b></u></p> <p>___ A. Recognizes what proficient work looks like and determines steps necessary for improving his/her work</p> <p>___ B. Monitors progress toward reaching learning targets</p> <p>___ C. Develops and/or uses scoring guides periodically to assess his/her own work or that of peers</p> <p>___ D. Uses teacher and peer feedback to improve his/her work</p> <p>___ E. Reflects on work and makes adjustments as learning occurs</p>
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## Characteristics of Highly Effective Teaching and Learning – common to all content areas

The following statements represent characteristics that are common to all content areas.

<p><b>3: Instructional Rigor and Student Engagement</b> A teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving</p> <p><b>Teacher Characteristics</b></p> <p>___ A. Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students.</p> <p>___ B. Teacher scaffolds instruction to help students reason and develop problem-solving strategies.</p> <p>___ C. Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills.</p> <p>___ D. Teacher provides meaningful learning opportunities for students.</p> <p>___ E. Teacher challenges students to think deeply about problems and encourages/models a variety of approaches to a solution.</p> <p>___ F. Teacher integrates a variety of learning resources with classroom instruction to increase learning options.</p> <p>___ G. Teacher structures and facilitates ongoing formal and informal discussions based on a shared understanding of rules and discourse.</p> <p>___ H. Teacher integrates the application of inquiry skills into learning experiences.</p> <p>___ I. Teacher clarifies and shares with students learning intentions/targets and criteria for success.</p> <p><b>Student Characteristics</b></p> <p>___ A. Student articulates and understands learning intentions/targets and criteria for success.</p> <p>___ B. Student reads with understanding a variety of texts.</p> <p>___ C. Student applies and refines inquiry skills.</p>	<p><b>4: Instructional Relevance</b> A teacher's ability to facilitate learning experiences that are meaningful to students and prepare them for their futures.</p> <p><b>Teacher Characteristics</b></p> <p>___ A. Teacher designs learning opportunities that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of the learning.</p> <p>___ B. Teacher links concepts and key ideas to students' prior experiences and understandings, uses multiple representations, examples and explanations.</p> <p>___ C. Teacher incorporates student experiences, interests and real-life situations in instruction.</p> <p>___ D. Teacher selects and utilizes a variety of technology that support student learning.</p> <p>___ E. Teacher effectively incorporates 21st Century Learning Skills that prepare students to meet future challenges.</p> <p>___ F. Teacher works with other teachers to make connections between and among disciplines.</p> <p>___ G. Teacher makes lesson connections to community, society, and current events.</p> <p><b>Student Characteristics</b></p> <p>___ A. Student poses and responds to meaningful questions.</p> <p>___ B. Student uses appropriate tools and techniques to gather, analyze and interpret information from quantitative and qualitative evidence.</p> <p>___ C. Student develops descriptions, explanation, predictions, and models using evidence.</p> <p>___ D. Student works collaboratively to address complex, authentic problems which require innovative approaches to solve.</p> <p>___ E. Student communicates knowledge and understanding in a variety of real-world forms.</p> <p>___ F. Student communicates knowledge and understanding for a variety of purposes.</p>
<p><b>5. Knowledge of Content</b> A teacher's understanding and application of the current theories, principles, concepts and skills of a discipline.</p> <p><b>Teacher Characteristics</b></p> <p>___ A. Teacher demonstrates an understanding and in-depth knowledge of content and maintains an ability to convey this content to students.</p> <p>___ B. Teacher maintains on-going knowledge and awareness of current content developments.</p> <p>___ C. Teacher designs and implements standards-based courses/lessons/units using state and national standards.</p> <p>___ D. Teacher uses and promotes the understanding of appropriate content vocabulary.</p> <p>___ E. Teacher provides essential supports for students who are struggling with the content.</p> <p>___ F. Teacher accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately.</p>	<p><b>Student Characteristics</b></p> <p>___ A. Student demonstrates growth in content knowledge.</p> <p>___ B. Student uses and seeks to expand appropriate content vocabulary.</p> <p>___ C. Student connects ideas across content areas.</p> <p>___ D. Student uses ideas in realistic problem solving situations.</p>

Domain 1 Planning & Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
<p><b>A. Demonstrating Knowledge of Content and Pedagogy</b></p> <ul style="list-style-type: none"> <li>i. Knowledge of Content and the Structure of the Discipline</li> <li>ii. Knowledge of Prerequisite Relationships</li> <li>iii. Knowledge of Content-Related Pedagogy</li> </ul> <p><b>B. Demonstrating Knowledge of Students</b></p> <ul style="list-style-type: none"> <li>i. Knowledge of Child and Adolescent Development</li> <li>ii. Knowledge of the Learning Process</li> <li>iii. Knowledge of Students' Skills, Knowledge, and Language Proficiency</li> <li>iv. Knowledge of Students'</li> <li>v. Interests and Cultural Heritage</li> <li>vi. Knowledge of Students' Special Needs</li> </ul> <p><b>C. Selecting Instructional Outcomes</b></p> <ul style="list-style-type: none"> <li>i. Value, Sequence, and Alignment</li> <li>ii. Clarity</li> <li>iii. Balance</li> <li>iv. Suitability for Diverse Learners</li> </ul> <p><b>D. Demonstrating Knowledge of Resources</b></p> <ul style="list-style-type: none"> <li>i. Resources for Classroom Use</li> <li>ii. Resources to Extend Content Knowledge and Pedagogy</li> <li>iii. Resources for Students</li> </ul> <p><b>E. Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>i. Learning Activities</li> <li>ii. Instructional Materials and Resources</li> <li>iii. Instructional Groups</li> <li>iv. Lesson and Unit Structure</li> </ul> <p><b>F. Designing Student Assessment</b></p> <ul style="list-style-type: none"> <li>i. Congruence with Instructional Outcomes</li> <li>ii. Criteria and Standards</li> <li>iii. Design of Formative Assessments</li> <li>iv. Use for Planning</li> </ul>	<p><b>A. Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>i. Teacher Interaction with Students</li> <li>ii. Student Interactions with One Another</li> </ul> <p><b>B. Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>i. Importance of the Content</li> <li>ii. Expectations for Learning and Achievement</li> <li>iii. Student Pride in Work</li> </ul> <p><b>C. Managing Classroom Procedures</b></p> <ul style="list-style-type: none"> <li>i. Management of Instructional Groups</li> <li>ii. Management of Transitions</li> <li>iii. Management of Materials and Supplies</li> <li>iv. Performance of Non-Instructional Duties</li> <li>v. Supervision of Volunteers and Paraprofessionals</li> </ul> <p><b>D. Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li>i. Expectations</li> <li>ii. Monitoring of Student Behavior</li> <li>iii. Response to Student Misbehavior</li> </ul> <p><b>E. Organizing Physical Space</b></p> <ul style="list-style-type: none"> <li>i. Safety and Accessibility</li> <li>ii. Arrangement of Furniture and Use of Physical Resources</li> </ul>	<p><b>A. Communicating with Students</b></p> <ul style="list-style-type: none"> <li>i. Expectations for Learning</li> <li>ii. Directions and Procedures</li> <li>iii. Explanation of Content</li> <li>iv. Use of Oral and Written Language</li> </ul> <p><b>B. Using Questioning and Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>i. Quality of Questions</li> <li>ii. Discussion Techniques</li> <li>iii. Student Participation</li> </ul> <p><b>C. Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>i. Activities and Assignments</li> <li>ii. Grouping of Students</li> <li>iii. Instructional Materials and Resources</li> <li>iv. Structure and Pacing</li> </ul> <p><b>D. Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li>i. Assessment Criteria</li> <li>ii. Monitoring of Student Learning</li> <li>iii. Feedback to Students</li> <li>iv. Student Self-Assessment and Monitoring of Progress</li> </ul> <p><b>E. Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>i. Lesson Adjustment</li> <li>ii. Response to Students</li> <li>iii. Persistence</li> </ul>	<p><b>A. Reflecting on Teaching</b></p> <ul style="list-style-type: none"> <li>i. Accuracy</li> <li>ii. Use in Future Teaching</li> </ul> <p><b>B. Maintaining Accurate Records</b></p> <ul style="list-style-type: none"> <li>i. Student Completion of Assignments</li> <li>ii. Student Progress in Learning</li> <li>iii. Non-Instructional Records</li> </ul> <p><b>C. Communicating with Families</b></p> <ul style="list-style-type: none"> <li>i. Information About the Instructional Program</li> <li>ii. Information About Individual Students</li> <li>iii. Engagement of Families in the Instructional Program</li> </ul> <p><b>D. Participating in a Professional Community</b></p> <ul style="list-style-type: none"> <li>i. Relationships with Colleagues</li> <li>ii. Involvement in a Culture of Professional Inquiry</li> <li>iii. Service to the School</li> <li>iv. Participation in School and District Projects</li> </ul> <p><b>E. Growing and Developing Professionally</b></p> <ul style="list-style-type: none"> <li>i. Enhancement of Content Knowledge and Pedagogical Skill</li> <li>ii. Receptivity to Feedback from Colleagues</li> <li>iii. Service to the Profession</li> </ul> <p><b>F. Demonstrating Professionalism</b></p> <ul style="list-style-type: none"> <li>i. Integrity and Ethical Conduct</li> <li>ii. Service to Students</li> <li>iii. Advocacy</li> <li>iv. Decision Making</li> </ul> <p><b>Compliance with School and District Regulations</b></p>



Topic	Page
"Approved Program" Concept .....	A20
Admission to Murray State Differs from Admission to Teacher Education .....	A4
Admission to Student Teaching Requirements.....	A21
Admission to Teacher Education Requirements.....	A7-8
Certificates in Other States .....	A27
Checklist 1: Admission to Teacher Education (What Should be Done and When it Should be Done) .....	C1
Checklist 2: Admission to Student Teaching (What Should be Done and When it Should be Done) .....	C2
Computer Literacy and Technology Applications .....	A12
Confidentiality .....	A16
Continuous Assessment .....	A17
Field & Laboratory Experiences-General Concepts .....	A12-13
General Information – Student Teaching.....	A20-21
GPA Rules and Student Teaching .....	A23
Graduation Requirements .....	A27
Important Dates: Admission to Student Teaching .....	D1
Important Dates: Admission to Teacher Education .....	D1
Kentucky Passing Scores for Praxis Subject Assessments and PLT Exam (Effective September 2019).....	B1
Orientations .....	A4
Physical/Learning Disability .....	A7
Professional Behavior/Ethics and Criminal Background Checks (Student Teaching).....	A23
Professional Behavior/Ethics and Criminal Background (Teacher Education) .....	A11
Warning for Students not Meeting All Requirements .....	A12

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