



## Program Review Document

### Preparation Program:

*Middle Grades Education for Initial Certification, Master of Arts in Teaching*

Date Submitted: *January, 2018*

<b>Certification Level:</b>	<input type="checkbox"/> B-P <input type="checkbox"/> P-5 <input type="checkbox"/> 5-9 <input type="checkbox"/> 5-12 <input checked="" type="checkbox"/> 8-12 <input type="checkbox"/> P-12
<b>Preparation Level:</b>	<input checked="" type="checkbox"/> Initial
<b>Modes of Delivery:</b>	<input type="checkbox"/> Face-to-Face Only <input type="checkbox"/> Online Only <input checked="" type="checkbox"/> Hybrid
<b>Degree Type:</b>	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate (MAT) <input type="checkbox"/> Undergraduate – Cert Only <input checked="" type="checkbox"/> Option 6
<b>Program Codes:</b>	<b>WKU #0458</b>
<b>University Catalog:</b>	<a href="https://www.wku.edu/undergraduatecatalog/">https://www.wku.edu/undergraduatecatalog/</a> <a href="http://catalog.wku.edu/graduate/">http://catalog.wku.edu/graduate/</a>
<b>WKU Quality Assurance Document:</b>	<a href="http://www.wku.edu/cebs/caep/">http://www.wku.edu/cebs/caep/</a>

**SYLLABI:** All Professional Education, Methods Syllabi, and a Sampling of Content Area Syllabi are available on the WKU website [http://www.wku.edu/cebs/peu/epsb\\_prds.php](http://www.wku.edu/cebs/peu/epsb_prds.php).

### Program Description

**COURSES:** Below are all required courses for this program. Course descriptions are those found in the appropriate WKU catalog (see links above). The MAT in Middle Grades Education for Initial Certification leads to initial teacher certification in Middle Grades Education (grades 5-9) for qualified individuals with bachelor’s degrees and content majors or equivalent. Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical knowledge and skills to become highly qualified educators in their fields. Upon completion of the 36-hour program, graduates will be professional educators who possess the dispositions and skills to apply state-of-the-art, evidence-based, best teaching practices to increase student achievement. Two concentrations are available in this program: 1. Alternate Route to Certification Concentration for English/Language Arts, Social Studies, Mathematics, and Science and 2. Standard Concentration for English/Language Arts, Social Studies, and Mathematics, and Science. The distinction between the Alternate Route to Certification and the Standard Concentrations is that students qualifying for temporary provisional teaching certification, through employment with a participating public school district, are classified as Alternate Route to Teacher Certification under Option 6 of the state of Kentucky. These Alternate Route to Certification students must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification is contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification. Teacher candidates who do not qualify for a temporary provisional certification must meet the equivalent of the state required student teaching requirements in the specific content area in which they are seeking certification.

Students in all concentrations are expected to become competent in theory, research, and application of best teaching practices in their respective fields and to exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All professional education courses in the program require satisfactory completion of key assessments.

The MAT program is a mixed delivery program including courses online and courses face to face for the Standard and Alternate Route concentrations with field experience required within the program and for the capstone internship course. The Residency concentration requires students to be in residence in a specified district with other face-to-face requirements.

- **Core Education Courses**

**Alternate Route to Certification Concentration in the Disciplines and Standard Concentration for English/Language Arts, Social Studies, Mathematics, and Science (Middle Grades 5-9)**

**Introduction to Professional Education:**

**EDU 520:** Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)

**Educational Technology:**

**LME 535:** Survey of Educational Technology Practices (3 hrs.)

Focus on Instructional Design and communication models appropriate to effective utilization of multimedia for instruction and training. Application of various multimedia to design, produce, and evaluate instructional/training projects.

**Diversity and Classroom Management:**

**EDU 522:** Fundamentals of Differentiated Instruction (3 hrs.)

Designing a qualitatively difference instruction for students with varying abilities, interests, learning profiles and affect within the regular classroom experience.

**Assessment:**

**EDU 570:** Educational Assessment for P-12 Learners (3 hrs.)

Best practices for educational assessment for classroom teachers. Designed for graduate students seeking initial teacher certification program.

**Literacy Instruction:**

**LTCY 510:** Methods of Teaching Literacy to Adolescents (3 hrs.)

Theoretical foundation and current best practices for literacy instruction. Emphasis on literacy lesson and unit planning. Field experiences are required; students are responsible for own transportation.

**Research Skills:**

**3 hours from:**

**TCHL 520:** Principles of Action Research for Teacher Leaders (3 hrs.)

Prerequisites: TCHL 500 or admission to a program that leads to graduate initial teacher certification. Principles of action research as it is applied to educational settings.

**EDFN 500:** Research Methods (3 hrs.)

An introductory graduate course in methods of educational research. This course develops students' understanding of the conventions of educational research so that they can understand and use published research. Students learn that research is one source of effective educational practice. Research is presented as a type of data-based scientific inquiry and compared to and contrasted with other methods of non-empirical inquiry.

**Internship:**

**EDU 589:** Advanced Internship for the MAT (6 hours) Must be full semester or equivalent. Prerequisites/corequisites: Admission to initial certification graduate program or instructor permission, and admission to the professional education unit. Students complete state approved equivalent of a student teaching experience through supervised practice in an appropriate setting. Settings will vary according to the student background, certification goals, and advisor approval. Students are responsible for arranging their own transportation to assigned sites.

- **Core Content Courses**

**Content Methods Course:**

Program-specific content methods course approved by the advisor (3 hrs.)

**Electives:**

Advisor-approved electives from the student's academic discipline selected with advisor approval (6 hours).



**2. KENTUCKY TEACHER PERFORMANCE STANDARDS ALIGNMENT:** The table delineates how the EPP-wide Initial Preparation Key Assessments, aligned to both Kentucky Teacher Performance and InTASC Standards, are embedded in the program.

KEY ASSESSMENTS					
AREA		NAME	STANDARD ALIGNMENT		COLLECTED
			KTS	InTASC	
1	Content Assessment	Praxis II	(1)	(4,5)	Praxis Report
2	Other Content Assessment	Major GPA	(1)	(4)	Prior to Student Teaching
3	Assessment of Professional Capabilities	Praxis PLT	(2-10)	(1-3,6-10)	Praxis Report
4	Clinical Experiences Measure of Teaching Proficiency	Student Teacher Evaluation	1-10	1-10	EDU 589
5	Measure of Assessment Proficiencies	A: Learning Goals & Pre/Post Assessment B: Analysis of Student Learning	1-3,5-7	1-10	EDU 570
6	Ability to Diagnose and Prescribe for Personalized Student Learning	Design for Instruction	1,2,5,6	1,4-10	EDU 522
7	Application of Content Knowledge and Pedagogical Skills	Teacher Work Sample	1-3,5-7,9	1-10	EDU 589
8	Assessment of Literacy Outcomes	Operational Stance Concerning Content-Area and Discipline-Specific Literacies	1,2,5	1,4-7	LTCY 510
9	Dispositions	Dispositions Form	NA	NA	EDU 520, EDU 522, EDU 589
10	KTS Exit Survey	KTS Exit Survey	1-10	1-10	EDU 589

**3. COURSE EXPERIENCES ADDRESSING LEARNED SOCIETY (SPA) STANDARDS:** The table below delineates the alignment between program courses and the appropriate SPA standards.

Association for Middle Level Education Standard # and Description	Course Alignment							Content Area Electives and Methods Course
	EDU 589	EDU 520	LTCY 510	EDU 522	EDU 570	TCHL 520	LME 535	
<b>1: Young Adolescent Development</b> – Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.	X	X		X				
<b>2: Middle Level Curriculum</b> – Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).		X		X				X
<b>3: Middle Level Philosophy and School Organization</b> – Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.	X	X				X		
<b>4: Middle Level Instruction and Assessment</b> – Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic states, family composition).					X			
<b>Standard 5: Middle Level Professional Roles</b> – Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and	X	X						

work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.								
<b>National Council of Teachers of English &amp; International Reading Association Standard # and Description</b>	EDU 589	EDU 520	LTCY 510	EDU 522	EDU 570	TCHL 520	LME 535	Content Area Electives and Methods Course
1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.								X
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.								X
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).								X
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.								X
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.								X
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.								X
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.								X
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.							X	X







a positive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.								
<b>Standard 6: Professional Knowledge and Skills</b> - Effective teachers of middle grades mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.	X	X						

SPA Standard # and Description  National Science Teachers Association	EDU 589	EDU 520	LTCY 510	EDU 522	EDU 570	TCHL 520	LME 535	Content Area Electives and Methods Course
	<b>Standard 1: Content Knowledge</b> Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure							
<b>Standard 2: Content Pedagogy</b> Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students.	X	X	X	X	X		X	
<b>Standard 3: Learning Environments</b> Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources—including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.		X	X	X			X	
<b>Standard 4: Safety</b> Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure								X
<b>Standard 5: Impact on Student Learning</b> Effective teachers of science provide evidence to show that P-12 students’ understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.				X	X			
<b>Standard 6: Professional Knowledge and Skills</b> Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content, and science pedagogy, including approaches for	X	X						

addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community								
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**4. CURRICULUM CONTRACT:**



**CURRICULUM CONTRACT**

**Graduate Degree Program – MAT Middle Grades Education for Initial Certification (5-9) (Program 458)**

**Middle Grades Certification for English/Language Arts; Social Studies; Mathematics; or Science.**

**MASTER OF ARTS IN TEACHING**

**Note:** Candidates seeking a Middle Grades Education for Initial Certification MAT must complete or have completed a teacher certifiable major in order to be recommended for the certification. Successful completion of this program qualifies the candidate for a certification in Middle Grades Education at the current certification level in the Commonwealth of Kentucky.

**Admission Requirements:**

To be admitted into a teacher preparation program, candidates must meet all minimal criteria described on the next page under “Transition Point 1: Admission to Education Preparation Programs.”

<p><b>Introduction to Professional Education:</b> EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)</p> <p><b>Educational Technology:</b> LME 535: Survey of Educational Technology Practices (3 hrs.)</p> <p><b>Diversity and Classroom Management:</b> EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p> <p><b>Assessment:</b> EDU 570: Educational Assessment for P-12 Learners (3 hrs.)</p> <p><b>Literacy Instruction:</b> LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p> <p><b>Research Skills:</b> <b>3 hours from:</b> TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.) OR EDFN 500: Research Methods (3 hrs)</p> <p><b>Content Methods Course:</b> Program-specific content methods course approved by the advisor (3 hrs.)</p> <p><b>Internship:</b> EDU 589: Advanced Internship for the MAT (6 hours) Must be full semester or equivalent.</p> <p><b>Electives:</b> Advisor-approved electives from the student’s academic discipline selected with advisor approval (6 hours).</p> <p><b>Total Program Hours: 36</b></p>	<p><b><u>Teacher Certifiable Major</u></b></p> <p><i>Candidate must complete or have completed a teacher certifiable major, or equivalent, at the undergraduate or graduate level in order to be eligible for Middle Grades Initial Certification.</i></p>
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**Mid-Point Assessment Requirements:**

To be admitted into the Advanced Internship for the MAT, EDU 589, candidates must meet all minimal criteria described on the next page under “Transition Point 2: Admission to Final Experience.”

**Program Completion Requirements:**

1. To complete a teacher preparation program, candidates must meet all minimal criteria described on the next page under “Transition Point 3: Program Exit.”
2. Note that there are additional requirements described on the next page that must be met in order to be recommended for initial certification.
3. Rules and regulations governing the completion of this program of study have been described above and on the next page. By signing below, you are acknowledging that you understand and accept responsibility for meeting these requirements.

**Remediation Opportunities:**

**TP 1:** Candidates may continue to submit Faculty Recommendations until three are positive.

**TP 2:** Candidates may request additional instruction from faculty and may resubmit Key Assessments in order to improve their scores.

**TP 3:** Candidates may request additional instruction from faculty and may resubmit the Teacher Work Sample Key Assessment in order to improve their score. Candidates may repeat student teaching.

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

_____ Candidate's Name (printed)	_____ Education Advisor's Signature/Date
/	/
_____ Candidate's Signature/Date	_____ Specialization Advisor's Signature/Date

**Delineation of Unit/Program Transition Points – Initial Preparation**

<b>Transition Point 1: Admission to Middle Grades MAT Program for Initial Certification Preparation Programs</b>			
<b>Data Reviewed</b>	<b>Minimal Criteria for Admission/Continuation</b>	<b>Review Cycle</b>	<b>Reviewed By</b>
<u>Unit Level Data:</u>		Each Month	Professional Education Council
<ul style="list-style-type: none"> <li>Admission Application</li> </ul>	<ul style="list-style-type: none"> <li>Completion of application</li> </ul>		
<ul style="list-style-type: none"> <li>Documentation of completion of baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of completion of baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution</li> </ul>		
<ul style="list-style-type: none"> <li>Recommendation for admission following a transcript review by an MAT advisor associated with the certification area sought (deficiencies may require applicant to take additional undergraduate courses)</li> </ul>	<ul style="list-style-type: none"> <li>MAT advisor approval</li> </ul>		
<ul style="list-style-type: none"> <li>Letter of application including professional goals</li> </ul>	<ul style="list-style-type: none"> <li>Completion and submission of letter including professional goals</li> </ul>		
<ul style="list-style-type: none"> <li>GPA</li> </ul>	<ul style="list-style-type: none"> <li>Cumulative grade point average of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of coursework (counting all course work, undergraduate and graduate).</li> </ul>		
<ul style="list-style-type: none"> <li>Test Scores – State minimum passing scores for GRE or CASE for admission to the professional education unit</li> </ul>	<ul style="list-style-type: none"> <li>State minimum required for GRE or CASE qualifying scores for admission to the professional education unit.</li> <li>(demonstrates Critical Thinking and Communication Skills)</li> </ul>		
<ul style="list-style-type: none"> <li>Admission requirements for teacher education</li> </ul>	<ul style="list-style-type: none"> <li>Acceptance to graduate studies:</li> <li>3 positive references (demonstrates their dispositions for teaching indicating their Creativity and Collaboration skills)</li> <li>physical (including TB test)</li> <li>successful KY criminal background check,</li> <li>signed code of ethics</li> </ul>		
<b>Transition Point 2: Admission to Final Experience (e.g., Internship, Student Teaching, Clinical Practice, Culminating Assessment)</b>			
<b>Data Reviewed</b>	<b>Minimal Criteria for Continuation</b>	<b>Review Cycle</b>	<b>Reviewed By</b>
<u>Unit Level Data:</u>		Each Semester	Professional Education Council
<ul style="list-style-type: none"> <li>GPA</li> </ul>	<ul style="list-style-type: none"> <li>3.0 overall as per Graduate Studies Policy for all graduate programs</li> </ul>		
<ul style="list-style-type: none"> <li>Completion of required field hours</li> </ul>	<ul style="list-style-type: none"> <li>At least 200 hours documented based on requirements of 16 KAR 5:040</li> </ul>		
<ul style="list-style-type: none"> <li>Semester Hours Completed</li> </ul>	<ul style="list-style-type: none"> <li>30 hours</li> </ul>		

• Dispositions Scores	• All dispositions average “At Standard” (3+)		
• Key Assessment Scores	• 2.0+ overall • 2.0+ per Kentucky Teacher Standard measured		
• GPA	• 3.0 overall as per Graduate Studies Policy for all graduate programs		
<b>Transition Point 3: Program Exit</b>			
<b>Data Reviewed</b>	<b>Minimal Criteria for Exit</b>	<b>Review Cycle</b>	<b>Reviewed By</b>
<u>Unit Level Data:</u>			
• Advanced Internship Grade (EDU 589)	• C or higher - based on Teacher Work Sample holistic score of 2+ and 2.0+ Kentucky Teacher Standard Measured	Each Semester	Office of Teacher Services

**To be recommended for initial certification, an applicant must document:**

- Completion of an approved teacher preparation program in each desired certification area;
- Passing Scores on the appropriate PRAXIS II exams (e.g., Content, PLT) or other assessments required for each desired certification area;
- Achievement of at least a 3.0 GPA overall in each major and minor, and in professional education courses;
- Attainment of at least a “C” in all professional education courses, including EDU 589.



**CURRICULUM CONTRACT**

**Master of Arts in Teaching (MAT)  
Middle Grades Education for Initial Certification (5-9)  
Initial Certification Option 6 Alternate Route**

Option6/Alternate Route Middle Grades Certification for English/Language Arts; Social Studies; Mathematics; or Science.

**Note:** Option 6/Alternate Route Concentration is for individuals with no prior teaching certification **who are employed and have verification of intent to employ by a school district as a teacher** in their chosen content area under a temporary provisional teaching certificate and a signed mentoring agreement between the district and the university.

**Introduction to Professional Education:**

EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)

**Educational Technology:**

LME 535: Survey of Educational Technology Practices (3 hrs.)

**Diversity and Classroom Management:**

EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)

**Assessment:**

EDU 570: Educational Assessment for P-12 Learners (3 hrs.)

**Literacy Instruction:**

LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)

**Research Skills:**

**3 hours from:**

TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.) OR

EDFN 500: Research Methods (3 hrs)

**Content Methods Courses:**

Program-specific content methods course approved by the advisor (3 hrs.)

**Internship:**

EDU 589: Advanced Internship for the MAT (6 hours)

Must be full semester or equivalent.

**Electives:**

Advisor-approved electives from the student's academic discipline selected with advisor approval (6 hours).

**Total Program Hours: 36**



**Mid-Point Assessment Requirements:**

To be admitted into the Advanced Internship for the MAT, EDU 589, candidates must meet all minimal criteria described on the next page under "Transition Point 2: Admission to Final Experience."

**Program Completion Requirements:**

4. To complete a teacher preparation program, candidates must meet all minimal criteria described on the next page under "Transition Point 3: Program Exit."
5. Note that there are additional requirements described on the next page that must be met in order to be recommended for initial certification.
6. Rules and regulations governing the completion of this program of study have been described above and on the next page. By signing below, you are acknowledging that you understand and accept responsibility for meeting these requirements.

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

/	/
Candidate's Name (printed)	Education Advisor's Signature/Date
/	/
Candidate's Signature/Date	Specialization Advisor's Signature/Date

**Delineation of Unit/Program Transition Points – Initial Preparation**

<b>Transition Point 1: Admission to MAT Middle Grades Education for Initial Certification Preparation Programs</b>			
<b>Data Reviewed</b>	<b>Minimal Criteria for Admission/Continuation</b>	<b>Review Cycle</b>	<b>Reviewed By</b>
<u>Unit Level Data:</u>		Each Month	Professional Education Council
<ul style="list-style-type: none"> <li>Admission Application</li> </ul>	<ul style="list-style-type: none"> <li>Completion of application</li> </ul>		
<ul style="list-style-type: none"> <li>Documentation of completion of baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of completion of baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution</li> </ul>		
<ul style="list-style-type: none"> <li>Letter of employment or verification of intent to employ</li> </ul>	<ul style="list-style-type: none"> <li>Verified letter from</li> </ul>		
<ul style="list-style-type: none"> <li>Recommendation for admission following a transcript review by an MAT advisor associated with the certification area sought (deficiencies may require applicant to take additional undergraduate courses)</li> </ul>	<ul style="list-style-type: none"> <li>MAT advisor approval</li> </ul>		
<ul style="list-style-type: none"> <li>Letter of application including professional goals</li> </ul>	<ul style="list-style-type: none"> <li>Completion and submission of letter including professional goals</li> </ul>		
<ul style="list-style-type: none"> <li>GPA</li> </ul>	<ul style="list-style-type: none"> <li>Cumulative grade point average of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of coursework (counting all course work, undergraduate and graduate).</li> </ul>		
<ul style="list-style-type: none"> <li>Test Scores – State minimum passing scores for GRE or CASE for admission to the professional education unit</li> </ul>	<ul style="list-style-type: none"> <li>State minimum required for GRE or CASE qualifying scores for admission to the professional education unit. (demonstrates Critical Thinking and Communication Skills)</li> </ul>		
<ul style="list-style-type: none"> <li>Admission requirements for teacher education</li> </ul>	<ul style="list-style-type: none"> <li>Acceptance to graduate studies:</li> <li>3 positive references (demonstrates their dispositions for teaching indicating their Creativity and Collaboration skills)</li> <li>physical (including TB test)</li> <li>successful KY criminal background check,</li> <li>signed code of ethics</li> </ul>		
<b>Transition Point 2: Admission to Final Experience (e.g., Internship, Student Teaching, Clinical Practice, Culminating Assessment)</b>			
<b>Data Reviewed</b>	<b>Minimal Criteria for Continuation</b>	<b>Review Cycle</b>	<b>Reviewed By</b>
<u>Unit Level Data:</u>		Each Semester	
<ul style="list-style-type: none"> <li>GPA</li> </ul>	<ul style="list-style-type: none"> <li>3.0 overall as per Graduate Studies Policy for all graduate programs</li> </ul>		

• Completion of required field hours	• At least 200 hours documented based on requirements of 16 KAR 5:040		Professional Education Council
• Semester Hours Completed	• 30 hours		
• Dispositions Scores	• All dispositions average “At Standard” (3+)		
• Key Assessment Scores	• 2.0+ overall • 2.0+ per Kentucky Teacher Standard measured		
• GPA	• 3.0 overall as per Graduate Studies Policy for all graduate programs		
<b>Transition Point 3: Program Exit</b>			
<b>Data Reviewed</b>	<b>Minimal Criteria for Exit</b>	<b>Review Cycle</b>	<b>Reviewed By</b>
<u>Unit Level Data:</u>		Each Semester	Office of Teacher Services
• Advanced Internship Grade (EDU 589)	• C or higher - based on Teacher Work Sample holistic score of 2+ and 2.0+ Kentucky Teacher Standard Measured		

**To be recommended for initial certification, an applicant must document:**

- Completion of an approved teacher preparation program in each desired certification area;
- Passing Scores on the appropriate PRAXIS II exams (e.g., Content, PLT) or other assessments required for each desired certification area;
- Achievement of at least a 3.0 GPA overall in each major and minor, and in professional education courses;
- Attainment of at least a “C” in all professional education courses, including EDU 589.