



## Program Review Document

### Preparation Program: Middle Grades – English and Communications

Date Submitted: April, 2017

<b>Certification Level:</b>	<input type="checkbox"/> B-P <input type="checkbox"/> P-5 <input checked="" type="checkbox"/> 5-9 <input type="checkbox"/> 5-12 <input 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 checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate (MAT) <input checked="" type="checkbox"/> Undergraduate – Cert Only <input type="checkbox"/> Option 6
<b>Program Codes:</b>	<b>Reference #579</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

The Middle Grades Education Program (English/Language Arts Single Certification Option) at Western Kentucky University leads to the Bachelor of Science degree and the Kentucky Middle Level (grades 5-9) certificate. The program requires 44 semester hours of general education coursework; 34 semester hours of professional education courses (MGE 275, PSY 310, SPED 330, PSY 421, LTCY 421, MGE 385, MGE 475, EDU 489, and MGE 490); and 33 hours in English/language arts. Students are required to have 200 clock hours of field experiences in addition to the aforementioned coursework. Modes of instructional delivery used in this program are traditional face to face on the main campus in Bowling Green, with students enrolled, via interactive television, at the extended campus sites of Elizabethtown, Glasgow, and Owensboro extended campus sites. The entire program is offered face to face at the Bowling Green campus, while at least 75 per cent of the program is offered via interactive television at the extended campus sites.

**1. COURSES:** Below are all required courses for this program. Course descriptions are those found in the appropriate WKU catalog (see links above).

• **Core Education Courses**

**MGE 275: FOUNDATIONS OF MIDDLE GRADES INSTRUCTION** - This course presents the philosophy, development, curriculum of middle grades education, through an emphasis on appropriate ethical behavior of teachers. Develops generic teaching skills related to effective teaching. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

**PSY 310: EDUCATIONAL PSYCHOLOGY: DEVELOPMENT AND LEARNING** - A required educational psychology course for students seeking teacher certification. Educational psychology is designed to give the student a thorough understanding of the theories and principles of psychology as applied to teaching and learning. The students will demonstrate knowledge, understanding, and application of theories and principles of development, learning, memory, motivation, individual differences, instruction, classroom management, and measurement and evaluation. PSY 310 may not be counted toward the psychology major or minor.

**SPED 330: INTRODUCTION TO EXCEPTIONAL EDUCATION** - Characteristics of exceptionality, special education programs, schools, and community resources and research relative to exceptionality. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation.

**MGE 385: MIDDLE GRADES TEACHING STRATEGIES** - Emphasizes the demonstration of generic teaching strategies and communication skills related to middle grades education and the integration of content methodologies, including classroom management practices and multicultural awareness through interdisciplinary/ cooperative planning. Field experiences in public schools and/or other appropriate settings away from campus are required. Students are responsible for arranging their own transportation to designated or assigned sites.

**LTCY 421: READING IN THE MIDDLE SCHOOL** - A course in reading designed to offer a detailed view of the principles, materials and methods of instruction for middle grade students. Field experiences in public schools and/or other appropriate settings away from campus are required. Students are responsible for arranging their transportation to designated or assigned sites.

**PSY 421: PSYCHOLOGY OF EARLY ADOLESCENCE** - Focuses on theory and research related to cognitive, personality, and social development in early adolescence. Theories are applied to important developmental contexts such as peers, families, and learning environments. Designed for students planning to meet middle grades certification requirements. Either PSY 421 or PSY 422, but not both, may be taken to satisfy the requirements of the psychology major or minor. PSY 421 may not be used to satisfy the Developmental Course Category restricted elective requirement of the major.

**MGE 475: TEACHING LANGUAGE ARTS** - Develops skills, curriculum, and strategies for teaching English in middle school. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

**EDU 489: STUDENT TEACHING SEMINAR** - Analyzes the connection between teaching theory and actual practice. Portfolio refinement with the Teacher Performance Standards will be emphasized. Field experiences in public schools and/or other appropriate settings away from campus are required. Pre-Service Teachers are responsible for their own transportation to designated or assigned sites.

**MGE 490: STUDENT TEACHING** - This is a 16-week assignment representing the student's two teaching fields.

- **Core Content Courses**

**ENG 100: Introduction to College Writing** - Prerequisite(s): Minimum score of 16 on English section of ACT or 60 on Compass Writing Skills Placement Test or successful completion of DENG 055 or DENG 051 with a grade of "C" or better. Students with ACT English scores of 16 and 17 or 60 to 73 on the Compass Writing Skills Placement Test will be required to attend an enhanced section of ENG 100 which includes an extra hour of class time. Students who have unsuccessfully attempted ENG 100 (earned grade of W, F, or FN) may not retake ENG 100 as a WEB section except under extraordinary circumstances, and then only with the written permission of the Director of Composition. Emphasizes writing for a variety of rhetorical situations with attention to voice, audience, and purpose. Provides practice in development, organization, revision, and editing. Introduces research skills.

**COMM 145: Fundamentals of Speaking/Communication** - Focuses on the preparation and delivery of public speeches (informative and persuasive), with skills development in listening, teamwork, and interpersonal communication contexts. Course Fee

**ENG 204: English Language** - Prerequisite(s): ENG 100. Study of the structure of the English words and sentence patterns including review of the historical conditions leading to the development of the Modern English grammar.

**ENG 300: Writing in the Disciplines** - Prerequisite(s): ENG 200 or equivalent. Interdisciplinary writing course to be taken in the junior year. Students will read and write about challenging texts from a number of fields. Each student will produce a substantial research project appropriate to his or her chosen field.

**ENG 301: Argument and Analysis** - Prerequisite(s): ENG 100 and ENG 300. A survey of major theories of argument and analysis with special attention to writing effective argumentative and analytical essays.

**ENG 302: Language/Communication** - Prerequisite(s): ENG 100. A course in English grammar and usage designed primarily for elementary education majors. Emphasis is given to sentence structure. Attention is also given to the nature of language, historical backgrounds, dialects, and standards of correctness.

**ENG 391: Survey of American Literature I** - Prerequisite(s): ENG 200 A study of selected works by representative major authors reflecting the chronological development of American Literature to 1865.  
OR

**ENG 392: Survey of American Literature II** - Prerequisite(s): ENG 200 A study of selected works by representative major authors reflecting the chronological development of American Literature from 1865 to the present.

**ENG 401: Advanced Composition** - Prerequisite(s): ENG 100 and ENG 300. Theory and practice in reading and writing various genres of non-fiction, including researched essays, cultural critique, exposition, narrative, and argument. Special attention to style, voice, arrangement and advanced writing techniques.

**ENG 404: History of the English Language** - Prerequisites: ENG 100 and ENG 200 or any other course from Gen Ed Cat B1. A study of the origins and development of the language from Indo-European to modern English, with emphasis on developments in the sound system, vocabulary and grammar. Attention is also given to historical and cultural forces, which have affected the language.

**LME 407: Literature for Young Adults** - Selection and evaluation of materials, reading guidance, and programming for young people, adolescence through young adult.

**ENG 410: Composition Theory/Practice Writing** - Prerequisite(s): ENG 300 and either ENG 204 or Eng 302. A study of contemporary theories of composition with an emphasis on their application to writing and the teaching of writing.

**2. INITIAL PREPARATION EARLY FIELD AND CLINICAL EXPERIENCES:** The table below delineates the alignment between program courses and the EPSB required categories for early field and clinical experiences.

Course Name	Hours	School Level			EPSB REQUIRED EXPERIENCES CATEGORIES							
		ELEM	MIDDLE	HIGH	a. Engage with diverse students	b. Observe in Family Resource or Youth Services Center	c. Tutor	d. Interact with student families	e. Attend school board	e. Attend school-based council	f. Participate in professional learning community	g. Assist teacher/ other school professionals
MGE 275	54		X		X	X	X	X	X	X		X
SPED 330	15	X	X	X	X		X					
MGE 385	54		X		X	X						
LTCY 421	15		X	X			X					X
MGE 475	54		X								X	X
PSY 310	10											
<b>Total Hours</b>	<b>202</b>											

**Note:** Memorandums of Agreement with P-12 school partners are located under the CAEP Standard 2 link: <http://www.wku.edu/cebs/caep/>.

**3. 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	MGE 490
5	Measure of Assessment Proficiencies	A: Learning Goals & Pre/Post Assessment B: Analysis of Student Learning	1-3,5-7	1-10	MGE 475
6	Ability to Diagnose and Prescribe for Personalized Student Learning	Design for Instruction	1,2,5,6	1,4-10	MGE 475
7	Application of Content Knowledge and Pedagogical Skills	Teacher Work Sample	1-3,5-7,9	1-10	EDU 489
8	Assessment of Literacy Outcomes	Operational Stance Concerning Content-Area and Discipline-Specific Literacies	1,2,5	1,4-7	LTCY 421
9	Dispositions	Dispositions Form	NA	NA	MGE 385, MGE 475, MGE 490
10	KTS Exit Survey	KTS Exit Survey	1-10	1-10	EDU 489

\*Assessments are theoretically aligned to standards; however, results cannot be disaggregated into distinct standards for reporting and analysis.

**4. COURSE EXPERIENCES ADDRESSING LEARNED SOCIETY (SPA) STANDARDS:**

Association for Middle Level Education Standard # and Description	Course Alignment			MGE 475	EDU 489	MGE 490
	MGE 275	SPED 330	MGE 385			
1: Young Adolescent Development – 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	X	
2: Middle Level Curriculum – 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	X	X
3: Middle Level Philosophy and School Organization – 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	X	
4: Middle Level Instruction and Assessment – 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	X	X	X	X	X
Standard 5: Middle Level Professional Roles – 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 work successfully with colleagues, families, community agencies, and community members.	X		X	X	X	X

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>	<b>MGE 475</b>	<b>ENG 100</b>	<b>ENG 300</b>	<b>COMM 145</b>	<b>ENG 302</b>	<b>ENG 391/392</b>
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			X		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	X	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	X	X	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	X	X	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	X	X	X	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	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			
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.	X			X	X	

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.						
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.		X	X	X	X	X
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).		X	X	X	X	X





**Mid-Point Assessment Requirements:**

To be admitted into the Student Teaching Semester, candidates must meet all minimal criteria described under “Transition Point 2: Admission to Final Clinical Experience.”

**Program Completion Requirements:**

1. To complete a teacher preparation program, candidates must meet all minimal criteria described under “Transition Point 3: Program Exit.”
2. Note that additional requirements (described below) 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 your signature, you are acknowledging that you understand and accept responsibility for meeting these requirements.

**Delineation of EPP-Wide Transition Points – Initial Preparation Program**

<b>Transition Point 1: Admission to Education Preparation Programs</b>				
<b>Data Reviewed</b>	<b>Minimal Criteria</b>	<b>Review Cycle</b>	<b>Reviewed By</b>	<b>Approved By</b>
<b>Unit Level Data:</b>	<b>Admission to Teacher Education</b>			
<ul style="list-style-type: none"> <li>• Cumulative GPA</li> <li>• CASE test scores</li> <li>• Application to include:               <ul style="list-style-type: none"> <li>– 3 faculty recommendations</li> <li>– Physical (including TB test)</li> <li>– KY criminal background check</li> <li>– Signed KY Code of Ethics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 2.75+ average or above</li> <li>• Minimum CASE scores required as defined by current state guidelines (demonstrates Critical Thinking and Communication Skills)</li> <li>• 3 positive faculty recommendations (demonstrates their dispositions for teaching indicating their creativity and collaboration skills)</li> <li>• Passing physical</li> <li>• Passing background checks</li> </ul>	Each Month	Office of Teacher Services	Professional Education Council
<b>Transition Point 2: Admission to Final Clinical Experience</b>				
<b>Data Reviewed</b>	<b>Minimal Criteria</b>	<b>Review Cycle</b>	<b>Reviewed By</b>	
<b>Unit Level Data</b>	<b>Successful application to Student Teaching</b>			
<ul style="list-style-type: none"> <li>• GPAs and at least 90+ hours completed (including 75% of content courses)</li> <li>• Completion of required field hours</li> <li>• Completion of Key Assessments</li> <li>• Dispositions scores</li> </ul>	<ul style="list-style-type: none"> <li>• 2.75+ GPA (overall, major, minor, and professional education courses); C or higher in all professional education courses</li> <li>• At least 200 hours documented based on requirements of 16 KAR 5:040</li> <li>• 2+ holistic score; 2+ per KTS measured</li> <li>• All dispositions average “At Standard” (3+)</li> </ul>	Each Semester	Office of Teacher Services	Professional Education Council
<b>Transition Point 3: Program Exit</b>				
<b>Data Reviewed</b>	<b>Minimal Criteria</b>	<b>Review Cycle</b>	<b>Reviewed By</b>	
<b>Unit Level Data:</b>	<b>Program Exit</b>			
<ul style="list-style-type: none"> <li>• Candidate student teaching</li> <li>• Teacher Work Sample scores</li> <li>• Dispositions scores</li> </ul>	<ul style="list-style-type: none"> <li>• C or Higher</li> <li>• 2+ holistic score; 2+ per KTS measured</li> <li>• All scores “At Standard” (3+)</li> </ul>	Each Semester	Office of Teacher Services	Certification Officer

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

Completion of an approved educator preparation program in each desired certification area; Passing score(s) on the appropriate PRAXIS II and PLT exam(s) or other assessments required for each desired certification area; Achievement of at least a 2.75 GPA overall, in each major and minor, and in professional education courses; Attainment of at least a “C” in all professional education courses, including student teaching.

**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 Division of Professional Learning and Assessment at 502-564-4606 or toll free 888-598-7667.

By signing below, the candidate ensures that he or she has been advised of, understands, and agrees to adhere to all program requirements, including assessment requirements, of the program.

**Candidate Name (printed):**

**Education Advisor's Signature/Date:**

\_\_\_\_\_

\_\_\_\_\_

Signature

Date

**Candidate Signature/Date:**

**Specialization Advisor's Signature/Date (if needed):**

\_\_\_\_\_

Signature

Date

\_\_\_\_\_

Signature

Date

**\*\*END OF CURRICULUM CONTRACT\*\***

6.



**CURRICULUM CONTRACT**

**Middle Grades English/Language Arts Certification Only Option  
Non-degree seeking Certification in Middle Grades , English/Language Arts, Grades 5 – 9  
(this program does not lead to a degree)**

**Candidate Contact Information:**

<b>Last Name</b>	<b>First Name</b>	<b>Middle Name/Initial</b>	<b>WKU ID Number</b>
<b>Street</b>	<b>Home Phone Number</b>		<b>Cell Phone Number</b>
<b>City</b>	<b>State</b>	<b>Zip Code</b>	<b>Email Address</b>

**Admission Requirements:**

To be admitted into an WKU educator preparation program, candidates must meet all minimal criteria described under “Transition Point 1: Admission to Education Preparation Programs.”

<b>CONTENT COURSES (33 HOURS)</b>	<b>HOURS</b>		<b>PROFESSIONAL EDUCATION COURSES (34 HOURS)</b>	<b>HOURS</b>
ENG 100	3		MGE 275	3
COMM 145	3		PSY 310	3
ENG 204	3		SPED 330	3
ENG 300	3		MGE 385	3
ENG 301	3		LTCY 421	3
ENG 302	3		PSY 421	3
ENG 391 OR ENG 392	3		MGE 475	3
ENG 401	3		EDU 489	3
ENG 404	3		MGE 490	10
LME 407	3			
ENG 410	3			

**Mid-Point Assessment Requirements:**

To be admitted into the Student Teaching Semester, candidates must meet all minimal criteria described under “Transition Point 2: Admission to Final Clinical Experience.”

**Program Completion Requirements:**

4. To complete a teacher preparation program, candidates must meet all minimal criteria described under “Transition Point 3: Program Exit.”
5. Note that additional requirements (described below) 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 your signature, you are acknowledging that you understand and accept responsibility for meeting these requirements.

**Delineation of EPP-Wide Transition Points – Initial Preparation Program**

<b>Transition Point 1: Admission to Education Preparation Programs</b>				
<b>Data Reviewed</b>	<b>Minimal Criteria</b>	<b>Review Cycle</b>	<b>Reviewed By</b>	<b>Approved By</b>
<b>Unit Level Data:</b>	<b>Admission to Teacher Education</b>			
<ul style="list-style-type: none"> <li>• Documentation of completion of a baccalaureate degree in an approved certification area)</li> <li>• Cumulative GPA</li> <li>• CASE test scores</li> <li>• Application to include:               <ul style="list-style-type: none"> <li>– 3 faculty recommendations</li> <li>– Physical (including TB test)</li> <li>– KY criminal background check</li> <li>– Signed KY Code of Ethics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Completion of application</li> <li>• 2.75+ average or above</li> <li>• Minimum CASE scores required as defined by current state guidelines (demonstrates Critical Thinking and Communication Skills)</li> <li>• 3 positive faculty recommendations (demonstrates their dispositions for teaching indicating their creativity and collaboration skills)</li> <li>• Passing physical</li> <li>• Passing background checks</li> </ul>	Each Month	Office of Teacher Services	Professional Education Council
<b>Transition Point 2: Admission to Final Clinical Experience</b>				
<b>Data Reviewed</b>	<b>Minimal Criteria</b>	<b>Review Cycle</b>	<b>Reviewed By</b>	
<b>Unit Level Data</b>	<b>Successful application to Student Teaching</b>			
<ul style="list-style-type: none"> <li>• GPAs and at least 90+ hours completed (including 75% of content courses)</li> <li>• Completion of required field hours (dependent upon current certification status)</li> <li>• Completion of Key Assessments</li> <li>• Dispositions scores</li> </ul>	<ul style="list-style-type: none"> <li>• 2.75+ GPA (overall, major, minor, and professional education courses); C or higher in all professional education courses</li> <li>• At least 200 hours documented based on requirements of 16 KAR 5:040</li> <li>• 2+ holistic score; 2+ per KTS measured</li> <li>• All dispositions average “At Standard” (3+)</li> </ul>	Each Semester	Office of Teacher Services	Professional Education Council
<b>Transition Point 3: Program Exit</b>				
<b>Data Reviewed</b>	<b>Minimal Criteria</b>	<b>Review Cycle</b>	<b>Reviewed By</b>	
<b>Unit Level Data:</b>	<b>Program Exit</b>			
<ul style="list-style-type: none"> <li>• Candidate student teaching</li> <li>• Teacher Work Sample scores</li> <li>• Dispositions scores</li> </ul>	<ul style="list-style-type: none"> <li>• C or Higher</li> <li>• 2+ holistic score; 2+ per KTS measured</li> <li>• All scores “At Standard” (3+)</li> </ul>	Each Semester	Office of Teacher Services	Certification Officer

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

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**Remediation Opportunities:**

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**Education Advisor's Signature/Date:**

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Signature

Date

**Candidate Signature/Date:**

**Specialization Advisor's Signature/Date (if needed):**

\_\_\_\_\_

Signature

Date

\_\_\_\_\_

Signature

Date

**\*\*END OF CURRICULUM CONTRACT\*\***