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MEMORANDUM

TO: Members University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, September 8
1997. 3:00 PM Consideration of and action on proposed changes in University
Senate Rules, Section IV - 4.2.2.3 and Section V - 5.3.2.4,
Admission/Retention/Exit policies for Teacher Certification Programs, College
of Education

Proposals:

The following proposals for revising the Admission/Retention/Exit policies for Teacher Certification Programs were considered and approved by the Senate's Admissions and Academic Standards Committee and the University Senate Council and are submitted for University Senate consideration.

General Intent:

1. Align the format and language of appropriate sections of the University Senate Rules and UK Bulletin with NCATE accreditation standards, especially in reference to continuous assessment and performance-based programming.
2. Add sections specifically for admission, retention, and exit which correspond to assessment points specified by NCATE standards and KY EPSB expectations.
3. Change basic skills testing requirements to match new standards adopted by the KY Education Professional Standards Board. (The EPSB has deleted the use of the CTBS, and added the GRE and Communications Skills/General Knowledge portions of the NTE Core Battery. Also, at the request of the people that administer the SAT, the EPSB has withdrawn the SAT for use as basic skills assessment for admission to teacher education purposes.)

4. Insert language specifying that students must have portfolios at the point of entrance, at the point of retention decisions, and at exit. Exit portfolios and completed on-demand tasks in particular will be required by the KY Education Professional Standards Board at the point of exit from a teacher education program. (On-demand tasks should begin phasing in Fall '97 for specified programs.)
5. Insert a section on the new undergraduate secondary education major specifying the manner in which these majors must be admitted to advanced standing and graduate from the program.

ADMISSION, RETENTION AND EXIT FROM TEACHER EDUCATION PROGRAMS

(To be substituted for University Senate Rules, where applicable, and UK Undergraduate Bulletin, College of Education, Admission to Teacher Education section, 96-97 Bulletin, p. 105.)

A student must be admitted to, retained in, and successfully exit from a state-approved teacher education program in order to receive a teaching certificate. The components of an approved teacher preparation program include: 1) an earned bachelor's degree from a regionally accredited institution of higher education, 2) completion of approved teaching subject matter field(s), and 3) completion of a teacher preparation program, including student teaching.

The College of Education Certification Program Faculties, the Director of Student Services and Certification, and the University Registrar are charged with the responsibility to monitor a student's matriculation through the teacher preparation program, and to recommend to the Kentucky Education Professional Standards Board that a successful candidate be awarded a state teaching license (certificate).

Continuous Assessment In Teacher Education Programs

A student's matriculation through all teacher preparation programs is continuously monitored, assessed, and reviewed. In addition to typical evaluation processes that occur as part of their course work and field placements, students will be assessed a minimum of three times during their program by representatives of their respective program faculty.

The three assessments will occur upon entry into the Teacher Education Program, at a midpoint in the program (no later than the semester prior to student teaching), and as students exit the program following student teaching. Assessments will include, but are not limited to: (a) basic skills assessment, (b) review of grades via transcript, (c) personal and professional skills assessed during interviews with program faculty, when taking campus based courses, and during field experiences, (d) portfolio documents, and (e) continued adherence to the KY Professional Code of Ethics.

Following admission to a teacher education program, if problems have been identified at any of assessment points, program faculty will determine a plan for addressing the problems and implement the plan including feedback and direction to the student. In addition, if specific strengths are recognized during these assessments, the student will be commended.

Standards For Admission To A Teacher Education Program

1. Candidates for admission must have completed at least 60 semester hours, or, if pursuing initial certification as a post-bachelor's or graduate student, must have earned a bachelor's degree from a regionally accredited institution of higher education.
2. Candidates for admission must demonstrate academic achievement by earning minimum overall GPA of 2.50. In addition, post bachelor's and graduate level students must demonstrate a minimum 2.50 GPA in the teaching subject matter field(s).
3. Candidates for admission must certify their knowledge of the Kentucky Professional Code of Ethics and must sign a declaration of eligibility for certification.
4. Candidates for admission must demonstrate aptitude for teaching by presenting three letters of recommendation from individuals who can attest to the candidate's potential success in teaching.
5. Candidates must present an Admissions Portfolio. Although the contents of the portfolio will vary by program, it will include at least the following: "best piece" sample(s) of writing in the subject matter field(s); evidence of experience with students and/or community; and a written autobiography or resume.
6. Candidates for admission must demonstrate an acceptable level of skills in written communication. This will be assessed through an on-demand written task at the time of the interview. In lieu of an on-demand task, program faculty may require that the candidate demonstrate having earned a minimum grade of 'B' in a college-level written composition course.
7. Candidates for admission must demonstrate an acceptable level of skills in oral communication. This will be assessed by the program faculty at the time of the admissions interview. In lieu of assessing oral communication skills at the time of the interview, the program faculty may require that students have earned at least a 'B' in a college level public speaking course.
8. Candidates for admission must demonstrate basic skills with acceptable standardized test scores. Allowable tests are the ACT, the ACTE, the GRE or the PRAXIS II Communications Skills and General Knowledge tests. Acceptable scores on these tests are as follows: 1) ACT, 20 composite, 2) ACTE, 21 composite, 3) GRE, Verbal test score of 400, Quantitative test score of 400, Analytic test score of 400, and 4) PRAXIS II Communications Skills and General Knowledge tests, state-specified cut-off scores. No standardized test scores older than 8 years can be used to meet this requirement.

Retention of Candidates In Teacher Education Programs

The progress of candidates who have been admitted to a teacher education program is continuously monitored. Some of the items which are monitored are: (a) whether a student has failed to earn a grade of C or better in a professional education class, (b) whether a student has failed to maintain 2.50 minimum GPA's overall and in required subject areas, (c) whether a student has demonstrated continued adherence to the EPSB Professional Code of Ethics, and (d) whether adequate progress is being made in building the Working Portfolio.

If problems are identified, program faculty will determine a plan for addressing the problems and implement the plan including feedback and direction to the student.

Prior to the student teaching semester, each candidate will be asked to provide evidence in the form of the Working Portfolio to demonstrate the acquisition of skills related to teaching in the chosen subject field, and to document progress in any identified problem areas. Each candidate's portfolio will be reviewed by the appropriate program faculty, and continued progress through the program will be contingent on the results of this midpoint review.

Admission to student teaching requires a successful midpoint assessment review and recommendation by the program faculty that the candidate be allowed to student teach.

Exit From Teacher Certification Programs

All candidates for matriculation from a teacher education program with a recommendation to the Kentucky Education Professional Standards Board that a teaching license be issued, must continue to meet all standards for admission and retention at the time of exit.

At exit all teacher certification candidates must present an Exit Portfolio for review by the appropriate program faculty. The exit portfolio will be organized by Kentucky New Teacher Standards and will include a mix of items selected by the candidate and required by the particular program faculty.

The program faculty must certify that a review of the Exit Portfolio has demonstrated that for undergraduate students, the candidate has met all of the Kentucky New Teacher Standards as a prerequisite for granting the bachelor's degree in education and the recommendation to the KY EPSB for a granting of a state teaching certificate (license). For post-bachelor's and graduate students pursuing initial teacher licensure, the successful Exit Portfolio review is a condition for the granting of a degree at the discretion of the Certification Program Faculty.

Prior to exit from the teacher certification program, candidates must have successfully completed all On-demand Portfolio Tasks required by the Kentucky Education Professional Standards Board.

Praxis Testing And The Kentucky Teacher Internship

Successful completion of the required PRAXIS examinations is a precondition for the granting of a Kentucky Teaching License (Certificate). All candidates must successfully complete the following examinations: 1) PRAXIS Communications Skills, 2) PRAXIS General Knowledge, 3) PRAXIS Professional Knowledge, and 4) the appropriate PRAXIS Series Subject Assessments/Specialty Area Test(s) or the appropriate subject examination administered by the KY EPSB.

Candidates must provide the College of Education, Office of Student Services and Certification, with passing test scores on all required PRAXIS examinations or EPSB-administered examinations as a prerequisite for being recommended for a Kentucky Teaching License (Certificate).

Upon being recommended by the College of Education for a Kentucky Teaching License (Certificate), a candidate will be issued a Kentucky Letter of Eligibility for the Kentucky Teacher Internship Program. Upon employment in a Kentucky P-12 school, the candidate will receive a one year license to practice as a fully qualified intern teacher. After successfully completing the internship year, the candidate will be eligible for a regular Kentucky Professional Teaching License (Certificate).

Information concerning licensure in other states is available from the College of Education Office of Student Services and Certification.

Admission And Graduation For Secondary Education Students Not Seeking Admission To A Teacher Certification Program

1. All students pursuing a secondary education major without teacher certification must be admitted to advanced standing.
2. To be admitted to advanced standing a student must have completed at least 60 semester hours.
3. Student must demonstrate academic achievement by earning a minimum overall GPA of 2.50 at the time of applying for advanced standing. At the time of graduation, students must demonstrate not only a minimum overall GPA of 2.50, but also a minimum GPA of 2.50 in the teaching subject matter field(s).
4. All requests for admission to advanced standing must be reviewed by appropriate faculty advisors. Students not recommended for advanced standing by an appropriate advisor are ineligible to continue or graduate from College of Education programs.

Implementation Date: Spring Semester, 1998

Note: If approved, the proposed policies will be codified by the Rules Committee