



School of Education Handbook

Brescia University

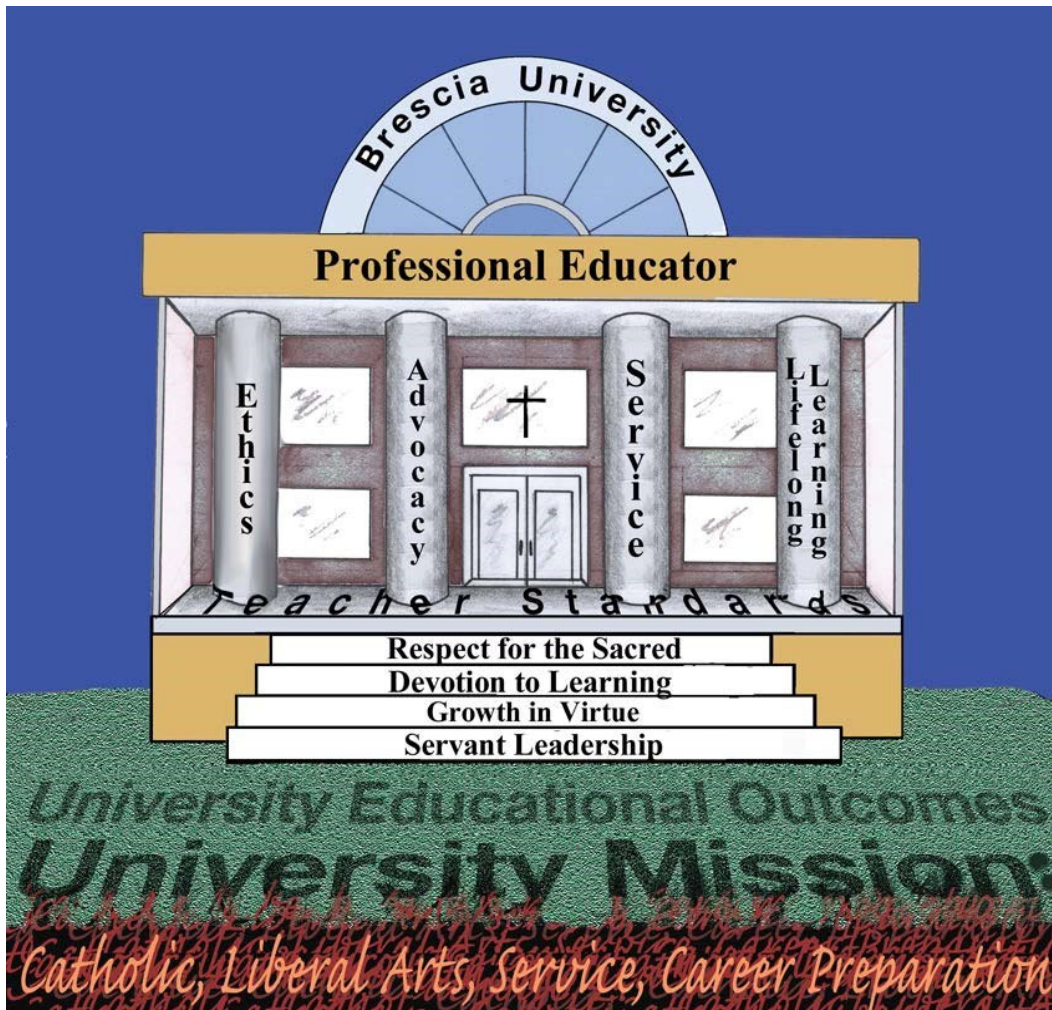
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TABLE OF CONTENTS

CONCEPTUAL FRAMEWORK MODEL	4
IMPORTANT CHECKPOINTS IN YOUR SCHOOL OF EDUCATION PROGRAM	5
A NOTE TO A FUTURE PROFESSIONAL EDUCATOR	7
THE SCHOOL OF EDUCATION PROGRAM	8
Expectations.....	8
Areas of Certification and Endorsement	9
School of Education (SOE) Program Personnel	10
Chairperson, SOE & All Certification Programs	10
Program Coordinators.....	10
Teacher Education Advisory Committee (TEAC).....	11
Faculty Sub-Committee of the TEAC	11
Registrar of Brescia University	11
Content Area (Arts, Humanities, and Sciences) Faculty	12
Central Office of Participating School District.....	12
Building Administrator/Principal.....	12
Cooperating Teacher for Teacher Candidate.....	12
University Supervisor for Teacher Candidate.....	13
Resources Available	13
Curriculum.....	14
Integrating Technology.....	15
Program of Field Experience.....	15
Stepping Through the School of Education Levels	16
Level I – Admission to School of Education	16
Level III – Admission to Clinical Practice.....	17
Probation/Termination from the School of Education.....	17
FREQUENTLY ASKED QUESTIONS	18
POLICIES AND PROCEDURES	23
Admission to the School of Education Program.....	23
Criteria for Admission to the School of Education Program	23
Acceptance to the School of Education Program.....	25
Admission to Clinical Practice	26
Criteria for Admission to Clinical Practice	26
Acceptance to Clinical Practice	28
Awards	29
Criteria for the “Outstanding Clinical Practice Candidate Award”.....	29
Criteria for “The Sister George Ann Cecil Leadership Award for Excellence in the Field of Education”	30
Candidate Records	31

Clinical Practice.....	31
Reimbursement/Employment.....	31
Absences	31
Cooperating Teacher Payment Policy.....	32
Unusually Distant Placements.....	32
Competence and Adequate Progress	32
Adequate Progress.....	33
Probation	33
Courses.....	33
CRC – Sister Sharon Sullivan Curriculum Resource Center (CRC)	33
Field Experience Policies	33
Grading	33
Graduates of School of Education	34
Graduate Students Seeking Initial Certification or Extending Certification	34
Probation/Termination from the School of Education.....	35
Academic Reasons for Probation/Termination.....	35
Non-Academic Reasons for Probation/Termination	35
Termination Process	36
Grievance Procedure	36
Scholarships.....	37
Education Scholarships.....	37
Elementary Education Scholarships.....	37
Special Education Scholarships	38
Other Scholarships.....	38
Transfer Candidates.....	38
EDUCATION ACRONYMS.....	40
SCHOOL OF EDUCATION PROGRAM FORMS	41
SOE Program Forms Table of Contents	41

**Brescia University
School of Education Program**



CONCEPTUAL FRAMEWORK MODEL

Brescia University School of Education candidates are challenged to become Professional Educators committed to Ethics, Advocacy, Service, and Lifelong Learning.

IMPORTANT CHECKPOINTS IN YOUR SCHOOL OF EDUCATION (SOE) PROGRAM

Freshman Year

1. Begin General Education Required (GER) course work. (12-15 hours per semester recommended).
2. Take 100 level courses in Major, Liberal Arts Core, or Area of Specialization.
3. Maintain at least a **2.75** GPA (GPA). (*16 KAR 5:020*)
4. Special Education majors should take Edu 103: Orientation in Special Education.
5. Second semester declare your major. School of Education (SOE) candidates may select certification area(s) from Elementary (P-5), Middle School (5-9), Secondary (8-12), Art (P-12), and Special (P-12) Education.
6. You **may** be eligible to take Edu 204 Introduction to Education your second semester.
7. Declare your major and meet with your assigned faculty advisor(s).
8. Begin working with your Professional Growth Plan (PGP) – see your advisor.
9. Obtain a background check through your home state agency, Kentucky State Police, and Kentucky Child Abuse and Neglect Registry.

Sophomore Year

1. Plan to complete Professional Education courses:
 - Edu 204: INTRODUCTION TO EDUCATION (Transfer candidates: See Edu 108)
 - Edu 246: TECHNOLOGY APPLICATION AND INTEGRATION IN EDUCATION
 - Edu 255: TEACHING DIVERSE POPULATIONS OF CHILDREN AND YOUTH
 - Psy 300: DEVELOPMENTAL PSYCHOLOGY
2. Consider obtaining student membership in National Education Association, Kentucky Education Association – Aspiring Educators (KEA-AE), and/or Council for Exceptional Children (CEC).
3. Experience diverse field placements in the 200 level education courses.
4. Meet and maintain criteria for “Admission to School of Education” [*for ALL criteria, please see “Policies and Procedures”*]:
 - Passing scores on Core Academic Skills for Educators (CASE): Reading (5713) passing score 156, Writing (5723) passing score 162, and Mathematics (5733) passing score 150. (*16 KAR 5:020*)
 - Satisfactory background check; three satisfactory references.
 - Satisfactory completion of dispositions presentation to School of Education faculty.
 - 2.75 GPA or higher in GER and Professional Education courses must be maintained. (*16 KAR 5:020*)

- A “D” grade on an Education course is not accepted. The student must retake the course and receive a grade of “C” or higher.
 - Completion of two out of the three following Professional Core courses: Edu 204, Edu 255, Psy 300.
5. Apply for admission to the School of Education by October 1st or February 1st (if you have completed at least 45 semester hours and 1 semester at Brescia by then). If you do not meet the criteria for admission, you will have other opportunities in the following semesters.
 6. Update your PGP each semester.
 7. Continue saving your products for your portfolio.

Junior/Senior Year

1. Apply for Admission to School of Education if you have not yet done so (due dates are October 1st and February 1st).
2. Begin taking upper division methods courses once you are admitted to the program.
3. Expand your field placements; gain further experiences in your content areas, at your grade level, with your area(s) of certification, and in areas of diversity.
4. Continue working on degree requirements, maintaining a minimum cumulative GPA 2.75 out of a possible 4.0. (16 KAR 5:020)
5. Take Praxis II Specialty exam(s) and relevant PLT prior to applying for Clinical Practice.
6. Align your portfolio with Kentucky’s Teacher Performance Standards (KTPS/INTASC) to present as part of your application for Clinical Practice.
7. PGP development and continued updates with advisor.

Clinical Practice

1. Apply for Admission to Clinical Practice the semester prior to your planned Clinical Practice. Due dates are October 1st and February 1st.
2. Submit a Health Form (available in the School of Education Office), completed within the past six months.
3. An extensive background check (with fingerprints) from local, state, and federal agencies and an updated check from Kentucky’s Child Abuse and Neglect Registry must be obtained within six months of Clinical Practice at the student’s expense.
4. Upon completion of your Clinical Practice, fill out a **CA-1** form for State Certification

A NOTE TO A FUTURE PROFESSIONAL EDUCATOR

Dear Teacher of the Future:

The faculty of the School of Education at Brescia University welcomes you and thanks you for considering a career in education. Teaching is one of the most demanding careers a person can choose. It requires intellectual ability, a breadth of knowledge and social commitment, along with interpersonal and managerial skills. Of course, not everyone should be a teacher. You will have to give much thoughtful consideration to your personal strengths and weaknesses, deciding whether or not you have what it takes to spend your professional life as an educator.

Teachers are thoughtful people who want to take the time to explore and understand their world. Teachers are advocates who believe in the rights of each person to have the chance to achieve a fulfilling life. Teachers are energetic enthusiasts in love with learning and aflame with a desire to share that love with others. Teachers are excited by ideas; they must encourage and enable their students to think clearly and prudently about the issues that confront our society.

As a teacher, you will realize the importance of reading, which remains the primary way an educated person assimilates knowledge. No matter what you teach or what age student you instruct, you will remain a lifelong student, always studying, reading, and discussing the significance of ideas. As a teacher, you must also be a writer. You will write lesson plans, evaluations, committee reports, even booklets like the one you are reading now. Finally, a teacher must be an ethical professional who is genuinely concerned about others. As such, the teacher is committed to advocacy for all students and dedicated to instilling in their students a commitment to service for others and to lifelong learning.

If you believe that you are a person who can be a teacher, then the Brescia University School of Education teacher preparation program may be for you. Let this handbook be your guide and quick reference, and come see us often.

Peace,

The School of Education Faculty

THE SCHOOL OF EDUCATION (SOE) PROGRAM

Brescia University is committed to providing a strong liberal arts education for its students. This commitment, coupled with the traditional Catholic moral and intellectual tradition, gives the Brescia School of Education (SOE) candidate a strong rational and ethical foundation on which to build. The University's mission statement embodies these ideas in four key concepts: Catholic, Liberal Arts, Career-Oriented, and Community Service. Brescia is determined to do more than simply prepare capable teachers. The entire University works together to engender in the student the ethical and moral values necessary for leadership in education.

Expectations

Graduates of Brescia University's SOE Program will be expected to model what it means to be a professional educator committed to ethical behavior and advocacy for their students; they will instill in their students a commitment to service for others and to lifelong learning. Throughout their tenure at Brescia, Teacher Candidates will have opportunities to develop their own ethical and philosophical understanding, explore and become involved with professional and service organizations, and demonstrate an increasing awareness of the complexities of and commitment to the demands and rewards of the education profession.

Teacher Candidates will give evidence of their initial and growing competence and commitment through various means, including but not limited to the following:

- Obtain passing scores on the Reading, Writing, and Mathematics components of the Core Academic Skills for Educators exam (CASE).
- Gain and maintain a minimum cumulative GPA of 2.75 out of a possible 4.0
- Explore and demonstrate professional teaching dispositions that reflect the guiding principles of Brescia University and the SOE.
- Develop and maintain a professional educational portfolio based on Kentucky's Teacher Performance Standards (KTPS/INTASC).
- Become active in direct service to and advocacy for students through field and practicum settings, such as tutoring and/or involvement in the activities of Brescia's student professional organizations.
- Pursue membership in the student programs for the National Education Association, Kentucky Education Association – Aspiring Educators (KEA-AE), and/or the Council for Exceptional Children (CEC).
- Work closely with their academic advisor to develop an appropriate course of studies that will enhance strengths, develop competencies (as reflected in the Professional Growth Plan [PGP]), and result in teacher certification.

Areas of Certification

From the founding of the University by the Ursuline Sisters of Mount Saint Joseph, Brescia has been noted for the quality of its teacher education programs. The SOE prepares candidates for Kentucky Teacher Certification in Elementary Education (P–5); Middle School Education (5–9); Secondary Education (8–12) in Biological Science, English, Mathematics, Social Studies; Art Education (P–12); and Special Education: LBD (P–12) with either Elementary or Middle School certification.

- Elementary Education: Bachelor of Science degree, with P–5 certification.

Contact: Ms. Rena Fulkerson

- Middle School Education: Bachelor of Science degree, with 5–9 certification in two specialty areas chosen from Language Arts (English), Mathematics, Science, or Social Studies.

Contact: Mr. Mac Webb

- Secondary Certification: Bachelor of Science or Arts degree, with 8–12 certification.

Contact: Major Content Advisor and Dr. Ashley N. Holland

- Art Education: Bachelor of Arts degree, with P–12 certification.

Contact: Dr. Ashley N. Holland

- Special Education: Bachelor of Science degree, with P–12 certification in Learning and Behavior Disorders (with either Elementary or Middle School certification)

Contact: Mr. Mac Webb

Chair

- Dr. Ashley N. Holland

School of Education (SOE) Program Personnel

The SOE Program involves the cooperation and support of professional personnel, both on the Brescia campus and within area school systems. The roles and responsibilities of each person or group are outlined below.

Chairperson, School of Education & All Certification Programs

- Represents the SOE on the Dean's Council and President's Strategic Planning Committee
- Represents the SOE programs to Kentucky's Education Professional Standards Board (EPSB) and the Office of Education Licensure and Effectiveness (OELE)
- Receives applications for admission to the SOE and to Clinical Practice
- Confirms Teacher Candidate placements, notifying each party (Central Office, Principal, Cooperating Teacher, University Supervisor, and Teacher Candidate)
- Has the authority to change or cancel the Teacher Candidate assignment if, in the opinion of the building administrator, the Cooperating Teacher and/or University Supervisor, the change is deemed beneficial to the cooperating school district or the Brescia Teacher Candidate
- Together with the SOE Office Manager, is responsible for compiling data relative to admission to the SOE and to Clinical Practice
- Chairs the Teacher Education Advisory Committee (TEAC)
- Presents data to the faculty sub-committee of the TEAC
- Prepares the annual program reports to Kentucky's EPSB and OELE in Frankfort
- Responsible for preparing the cyclical Institutional Reports, Program Submissions, Conceptual Framework, and Continuous Assessment Plans for ongoing program approval by the EPSB
- Prepares and submits annual report and assessment data for the SOE to Brescia's Vice President for Academic Affairs
- Serves as Title II Coordinator responsible for the annual Program Completer report to the U.S. Department of Education

Program Coordinators

- As full-time education faculty, assume responsibility for a SOE certification area
- Assume responsibility for academic advising for candidates majoring in the relevant certification area(s)
- Prepare annual report and assessment data for the certification program
- Review assessment data and recommend program modification and updates

- Teach courses in the relevant or related certification areas
- Serve as member of the TEAC and the TEAC Faculty Subcommittee
- Recommend field and Clinical Practice placements

Teacher Education Advisory Committee (TEAC)

- Includes community partner representatives from the three area school systems – including central office personnel, building administrators and classroom teachers – and related services providers in the area
- Includes Brescia University administrators, representative faculty from the content areas, one student representative from each certification program area, and the SOE full-time and part-time faculty
- Serves in an advisory capacity to the SOE
- Reviews, approves, and submits recommendations for program and policy development and modification
- Reviews data for each applicant for admission to the SOE or Clinical Practice
- Reviews portfolios for Clinical Practice
- Takes into consideration the recommendations of the TEAC sub-committee regarding each applicant
- Makes final determination of each applicant’s status for Admission to the SOE and Admission to Clinical Practice

Faculty Sub-Committee of the TEAC

- Composed of the SOE full-time faculty
- Reviews data of each applicant, and determines status, according to criteria established by Kentucky’s Department of Education and the SOE
- Determines by consensus the recommended status of each applicant for presentation to the full TEAC for Admission to the SOE or for Admission to Clinical Practice

Registrar of Brescia University

- Serves as chief certification officer for the University
- Is an ex officio member of TEAC representing, with the Academic Dean, the University administration
- Processes CA-1 forms and other documentation needed by Kentucky OELE Division of Certification

Content Area (Arts, Humanities, and Sciences) Faculty

- Accept responsibility for design and delivery of major content or specialty courses and liberal arts core (includes both full-time and part-time faculty)
- Serve as major academic advisors for candidates pursuing Secondary certification
- Communicate with SOE faculty and advisors regarding academic progress of candidates pursuing teacher certification in relevant content area(s)
- Evaluate relevant content competence of Clinical Practice applicants at secondary and middle school grade levels

Central Office of Participating School District

- Is consulted, when applicable, regarding Teacher Candidate placements
- Receives list, when applicable, of Teacher Candidates placed within the system
- Maintains annual contract of agreement with Brescia University for field and Teacher Candidate placements

Building Administrator/Principal

- Serves as the liaison between the University and the cooperating teacher with regard to field and Clinical Practice placements
- If schedule permits, is encouraged to observe the Teacher Candidate on one or more occasions
- Is encouraged to include the Teacher Candidate, when possible, in department meetings, faculty meetings, staff development meeting, and other professional growth opportunities

Cooperating Teacher for Teacher Candidate

- Is integral to the success of the Clinical Practice experience of the Teacher Candidate
- Serves as a role model for the future teacher
- Is selected in consultation with the central office and/or building administrator based upon educational background (at least a Master's), preferably at least five (5) years of teaching experience, number of years in the system and willingness to assume the responsibility of a Cooperating Teacher. *[NOTE: Completion of KTIP Resource Teacher training is preferred, but not required.]*
- Has completed [Co-Teacher Training, Part A](#) and Part B
- Is primarily responsible for the day-to-day teaching/learning process of the Clinical Practice assignment

- Periodically evaluates the progress of the Teacher Candidate through informal and planned formal conferences, observations, and formative and summative written evaluations [see forms Edu #12, Edu #14, Edu #15]
- At the conclusion of the Clinical Practice assignment, sends final evaluation to the Chairperson of the School of Education

University Supervisor for Teacher Candidates

- Maintains regular contact with the school, the Cooperating Teacher, and the Teacher Candidate throughout the Clinical Practice assignment
- Observes and conferences with the Teacher Candidate on a regular basis
- Completes a University Supervisor observation report [see form Edu #13] for each visit (these are maintained in the student's permanent file)
- Gives routine feedback for the daily electronic journals maintained by the Teacher Candidate
- Participates in and conducts Clinical Practice seminars
- Evaluates Teacher Candidate portfolio
- Determines the final grade for Clinical Practice which will be either "pass" or "fail"

Resources Available

All Brescia students have full access to the University's educational and technological resources. The Brescia University Library is well stocked with professional literature, references, databases, and other current research publications. Multiple databases can be accessed online from within the library at any computer on campus, or through the Brescia Home Page (<http://www.brescia.edu>) from any computer (anywhere) with internet connections. Computers available to students on Brescia's campus (either lab PCs or personal laptops/tablets) are linked to the internet, e-mail accounts are provided, and off-campus Brescia network connections are available. Brescia University also has campus-wide wireless connectivity.

SOE candidates at Brescia University have additional resources housed in the Field Center – the Sr. Sharon Sullivan Curriculum Resource Center (CRC), the work room, and the portable Mac cart. The CRC also is equipped with wireless internet connection, LCD TV, and Airtame.

Sr. Sharon Sullivan Curriculum Resource Center (CRC), Room 238 FC: The CRC, coordinated by a staff member and student assistants, provides work surfaces, gathering spaces, reference materials, and a variety of current and historical curricular materials. Computer software and CDs, videos, DVDs, audio tapes, product catalogs, and educational journals are also available for student use. SOE candidates will find a Children's Literature library which features Newberry and Caldecott winners and specialty collections focusing on

topics such as character education and special education. The SOE faculty place their own material on reserve and encourage candidates in their classes to take advantage of these and other resources in the CRC. SOE candidates also find that the arrangement of and furnishings in the CRC provide space and opportunity to share ideas and develop friendships and collegial relationships.

Instructional Classrooms (Field Center for Professional Studies): Candidates have access to the instructional classrooms which house a multimedia program complete with an interactive LCD projector (Smartboard), Airtame, Elmo, DVD, and VCR/Videodisc players.

Curriculum

Brescia University has built its educational programs on the foundation of the liberal arts. These areas of study are the outgrowth of almost two thousand years of scholarly pursuit, philosophical investigation, and scientific inquiry. Every Brescia student must complete a GER core, consisting of several hours each in the areas of language and literature, theology and philosophy, the fine arts, natural sciences and mathematics, and history and the social and behavioral sciences. Candidates are encouraged to explore all areas of the GER core during their first two years at Brescia. Such exploration builds on and extends the preparation Kentucky students receive within the School of Education and core content in grades P–12, and helps prepare all Teacher Candidates to be able to teach that same core content.

In addition to the Liberal Arts GER core, a sequence of courses in Professional Education is taught. Many of these courses will vary, depending upon the area(s) of certification chosen – Elementary Education, Middle School Education, Special Education, Secondary Certification, or Art Education. However, the following courses will be considered foundational to professional course work in the School of Education programs:

- Edu 204: Introduction to Education (Transfer candidates: See Edu 108)*
- Edu 246: Technology Application and Integration in Education
- Edu 255: Teaching Diverse Populations of Children and Youth*
- Psy 300: Developmental Psychology*

* Two of these three classes are required for Admission to the School of Education.

Professional education courses involve the candidate in the most current research on learning and effective teaching methods and strategies. The Teacher Candidate will have multiple and extensive opportunities to apply these theories and practices in actual settings. Beginning with the introductory level courses and continuing through the upper division education courses, SOE candidates will engage in reflective exercises designed to help the participants recognize and integrate the core concepts presented across and within disciplines. As candidates synthesize these new ideas and experiences, they will have frequent opportunities to examine their own growth relative to Kentucky's Teacher Performance

Standards and to their understanding of their own dispositions for teaching. The Brescia SOE works closely with Kentucky's EPSB and OELE, meeting all accreditation standards for teacher preparation.

Integrating Technology

Computer and technology literacy is a must in today's society. Teachers must not only be personally computer literate, but they must also be prepared to use computer technology in their instruction in ways that both enlarge the growth of technology literacy among their students with limited computer skills and provide challenges to students with more highly developed computer literacy. Within Brescia's SOE, Teacher Candidates will spend significant time working with various computer applications including but not limited to word processing, data management, spreadsheet programming, web page construction, internet searching, information presentation, and assistive technology applications.

Brescia faculty, in and out of the SOE, will use a variety of computer applications in the delivery of their courses and will expect the Brescia student to have access to computers and their various applications. Reflective journaling for field placements and Clinical Practice experiences are submitted electronically. Teacher Candidates develop and maintain an electronic teaching portfolio. The University provides and maintains a campus-wide wireless backbone, multiple computer labs for anytime student use, and internet access for both on- and off-campus students.

Program of Field Experience

The Brescia University SOE Program includes a comprehensive field component, beginning with Edu 103 – Orientation in Special Education, for special education majors, and/or Edu 204 – Introduction to Education, for candidates who have successfully completed at least 15 semester hours of University work and have an interest in teacher education. These culminate with the Clinical Practice experience (with a minimum of 200 hours accumulated prior to Clinical Practice). In Edu 103 and Edu 204, the candidates are exposed to a variety of educational settings: preschool, P–12, traditional, and innovative. The purpose of the initial field component is to enable candidates to determine their interest in the teaching profession and possible area(s) of specialization. Following these introductory courses, additional field/clinical hours are incorporated into the professional course components described below and in much more depth in the *School of Education Field Handbook*. The SOE maintains a permanent field file, with appropriate documentation, for each student; each student also documents his/her field hours in the Kentucky Field Experience Tracking System (KFETS).

Within each three-hour upper-division professional education course, candidates can anticipate participating in 10 to 20 hours of direct field experiences. In the methods courses, these experiences usually involve opportunities to deliver instruction in the relevant academic area and to work directly with children in area schools under the supervision of certified teacher.

The teachers with whom the Teacher Candidate works will also be asked to submit formative evaluations of the candidate's work. For each field experience, the Teacher Candidate will develop a reflective journal of the experience *[these are usually submitted electronically for timely comments and questions]*; such reflective journals are one means of tracking the development of personal skills, dispositions, and competencies relative to Kentucky's Teacher Performance Standards (KTPS/InTASC).

Stepping Through the School of Education Levels

The Brescia University SOE Program is in reality a five-step process, culminating in a Bachelor of Science (or Bachelor of Arts) degree and application for Professional Teacher Certification in Kentucky. These five steps include:

1. Admission to Brescia University and establishment of a record as a competent scholar.
2. (Level I): Admission to the SOE, a prerequisite for taking upper division (300 and 400 level) professional education courses.
3. (Level II): Participation in upper division professional education courses, field experiences, and development of a SOE portfolio.
4. (Level III): Admission to Clinical Practice and completion of the PRAXIS II Specialty Test(s) the semester prior to Clinical Practice.
5. (Level IV): Completion of Clinical Practice.

Level I – Admission to School of Education

Typically, a Teacher Candidate will apply for Admission to the SOE the second semester of their sophomore year (following the completion of 45 semester hours of college/university course work). Transfer candidates must also complete at least one academic semester at Brescia before they are eligible to apply for admission.

Admission criteria relative to GPA, CASE scores, courses completed, and credit hours earned must also be met. These specific criteria are listed in the "Policies and Procedures" section as well as on the first form in the "School of Education Program Forms" section.

Once the Teacher Candidate and his/her advisor have determined that the initial criteria have been met, the candidate may obtain an "Application for Admission to the School of Education" packet from the SOE Office. The written portion of this application provides a sample of the applicant's written language; it should be completed with care. Deadlines for application submission are October 1st and February 1st. Additionally, the applicant will prepare

an oral presentation, reflecting on his/her dispositions for teaching, to share in a formal setting with the SOE faculty. The results of the application process plus the education faculty evaluation of each applicant will be presented to the TEAC for a final decision. Successful completion of this process will entitle the applicant to participate fully in all aspects of the SOE Program at Brescia University.

Post-graduates must have successfully completed their area content PRAXIS II tests before they can be accepted to the School of Education.

Level III – Admission to Clinical Practice

The semester prior to Clinical Practice, Teacher Candidates must apply for admission to Clinical Practice. The criteria for this process are found in the “Policies and Procedures” section of this *Handbook* as well as in the “School of Education Program Forms.” Candidates planning to complete the Admission to Clinical Practice process in the spring (prior to a planned fall Clinical Practice) must plan carefully to be able to complete their medical exams and background checks with fingerprints prior to the February 1st deadline. Teacher Candidate applicants must also plan for completion of the Principles of Learning and Teaching (PLT) and the PRAXIS II Specialty Exams prior to being admitted to Clinical Practice.

The forms necessary for initiating the Admission to Clinical Practice process are located in the SOE Office. Teacher Candidates should consult with their advisors no later than their junior year to determine the appropriate semester to apply for Admission to Clinical Practice.

Prospective Teacher Candidates also have the opportunity to present their SOE portfolios to teachers and other educational professionals. Area teachers with experience in the portfolio process review and give evaluative feedback on the candidates’ portfolios prior to the TEAC meeting. Candidates have some time to respond to the previewers’ comments and suggestions.

Probation/Termination from the School of Education

Students/candidates may be placed on probation or terminated from Brescia University’s School of Education teacher preparation programs if, in the professional judgment of the education faculty, violations of professional and/or ethical codes have occurred. Please see “Policies and Procedures” in this *Handbook*.

Advising/Coaching out of the major

In the case a pre-candidate or candidate does not meet the requirements for admission to the School of Education or Application to Clinical Practice the advisor and pre-candidate/candidate will meet to discuss the next steps for progression through the program, which can include reapplying or changing majors. Advisors will assist pre-candidates/candidates with connecting to the new advisor. If a pre-candidate/candidate is unsure of a major, the advisor can connection the pre-candidate/candidate to Career Services.

FREQUENTLY ASKED QUESTIONS

1. *What about SECONDARY EDUCATION? I want to teach high school.*

Candidates who wish to become high school teachers do not actually major in Secondary Education; instead they choose one of the content majors (i.e., Biology, English, Mathematics, Social Studies) and take professional education courses leading to secondary certification in the content area. These future secondary educators will have two academic advisors during their time at Brescia University; one advisor will be from their content area and the second advisor will be the Secondary Education Program Coordinator. Candidates considering Secondary Education should make an appointment with the Coordinator of Secondary Education by the second semester of their sophomore year at the latest. Such timely advising will insure that the student will complete the necessary education courses on schedule. Even those who think they “just might” be interested in becoming a teacher should arrange for an advising meeting to more carefully plan their course of study.

2. *What’s all this about a PORTFOLIO?*

The portfolio is an electronic collection of work which demonstrates a person’s development across time and across expectations or competencies. The School of Education (SOE) portfolio is a collection of work that exemplifies the student’s progress toward mastery of Kentucky’s Teacher Performance Standards. Within every professional education course, the Teacher Candidate will have several opportunities to generate electronic material suitable for inclusion in the portfolio. Such material includes (but is not limited to) reflective journals from field experiences, individually- and collaboratively-developed lessons and unit plans, self- and peer-evaluations of instructional events, tests, research papers and presentations, professional growth plans, and many other items.

Syllabi in the SOE all include a section that identifies the instructor’s perception of the connections between course activities and assignments and the relevant Teacher Performance Standard. These identified connections will be helpful in targeting portfolio entries (or “artifacts”). As these electronic materials accumulate, the student will be encouraged to select the items that best exemplify their progress across the SOE curriculum. Within several classes and advising sessions, the student will have opportunities to present and receive feedback on the portfolio elements.

As a part of the admission to Clinical Practice process, the candidate will prepare and present a professional portfolio to external evaluators and to members of the TEAC. The portfolio will be created and shared through Google Classroom.

3. **What about the PRAXIS?**

Prior to being admitted to the SOE, each candidate is required to demonstrate academic competencies by earning passing scores on the *PRAXIS* Core Academic Skills for Educators (CASE): Reading, Writing, and Mathematics exams. Prior to being accepted to Clinical Practice, each Teacher Candidate is required to evaluate his or her professional and content competency by completing the Principles of Learning and Teaching (PLT) and the *PRAXIS II* Specialty Test(s) or current licensure examinations in his/her area(s) of certification. The Education Testing Services (ETS)-sponsored PRAXIS and PLT tests are scheduled throughout the year in a variety of sites.

Required Scores: Information about required passing scores for Kentucky is available from (1) the SOE faculty; (2) the Education Professional Standards Board (EPSB) website (<http://www.epsb.ky.gov>); and on the ETS *PRAXIS* website (<https://www.ets.org/praxis>). This information will also be provided by ETS when scores are distributed to the test participants. Post-graduate candidates must have successfully completed all *PRAXIS II* content tests before being accepted to the School of Education. When registering to take your tests, it is MOST important to remember to designate both Brescia University and the Kentucky EPSB as recipients of your scores. If you test in Kentucky, the score will be sent automatically to the EPSB; if you test outside Kentucky, you must select the EPSB as a recipient. The codes for each are: Brescia University (code 1071); Kentucky EPSB (code 7283).

Test Selection: Information about which tests are required for the different certification areas can be obtained from (1) SOE faculty; (2) the EPSB website; or (3) the ETS website (<https://www.ets.org/praxis>), which lists tests by area as well as state certification requirements.

Fees & Fee Waivers: Fees (test costs) and fee waiver information may be obtained at <http://www.ets.org/praxis/about/fees>. Additional information about eligibility criteria for fee waivers may be obtained at http://www.ets.org/praxis/about/fees/fee_waivers/.

Modifications: ETS policies and procedures relative to modifications for test-takers with disabilities can also be found on the web site. Brescia University's Student Support Services can assist candidates who need to take advantage of such services. The process for obtaining permissions for modifications requires the paper work to be filed well in advance of the test date. Be aware and plan ahead.

Preparation: The University and SOE's ongoing curriculum alignment efforts involve most Brescia faculty and strengthen the alignment between Brescia course expectations and *PRAXIS* content. Study guides and "Tests at a Glance" are available online at the ETS home page; study and test preparation sessions can be arranged with SOE faculty; and *PRAXIS* preparation packets are available in the Sr. Sharon Sullivan CRC. ETS has recently strengthened its CASE test preparation resources by sponsoring a link to individualized diagnostic and tutorial services through the Khan Academy.

4. Do I have to complete my program in four years?

Although the various areas of certification are designed to be completed within the traditional four-year undergraduate program, each student is encouraged to work with his or her advisor to develop a schedule that meets both program requirements and personal needs. Some candidates may matriculate with advanced status in the GER core and elect to schedule heavy semester loads and/or summer courses in order to complete their program in less than the traditional four years. Other candidates may require additional courses, may become interested in a second major or academic minor, may have additional family or work obligations, or may simply choose a more relaxed pace. With few exceptions, candidates who choose or require a longer period of time to complete their program will still be required to meet only the requirements in effect at the time they declared their major and sign their curriculum contract/check sheet. As indicated in the undergraduate *Brescia University Catalog*, candidates majoring in special education will plan on at least some summer school or an extra semester to complete their program in the traditional four-year period.

5. I'm a STUDENT ATHLETE; will I still be able to complete my teacher certification and degree in the "normal" time frame?

Student athletes are welcome additions to the SOE. While it is possible to participate in the sports program and still complete a degree in the traditional four years, careful planning is the key term. The student athlete must blend together a full academic load, a tight practice and competition schedule, and – at the Junior and Senior level – often extensive field hours. The education student athlete is encouraged to remember that schools are in session during the day, that most field placements will require the student to have time available in the morning or early afternoon, and that many professional education courses are offered in the late afternoon or evening to accommodate in-school obligations.

At times, competitions are scheduled in such a way that candidates may be asked to choose between missing classes in excess or missing games. It is less than fair to ask student athletes to make such choices, for missing either is a disservice to both. Faculty, the University administration, and the athletics department continue to work together to develop schedules that do not penalize any segment of the University.

Finally, education candidates must be aware that the Clinical Practice experience is considered a full-time job for the Teacher Candidate, with all the attendance and performance obligations such a position would entail. Student athletes whose sport coincides with the Clinical Practice semester must remember that they must make up any days missed, that they must plan ahead with their Cooperating Teacher and Supervisor to cover the lessons for which they are responsible, and that they must work with their coach to minimize any absences. At times this might require the student athlete/Teacher Candidate to restrict their team participation; for instance, no Teacher Candidate would be permitted to

miss school to attend practice or weight training sessions. In short, student athletes can and have been highly successful Teacher Candidates; all it takes is commitment, dedication, teamwork, and careful planning – all key attributes for a future teacher.

6. *I'm a TRANSFER student; what should I do differently?*

Transfer candidates who plan to major in education or pursue teacher certification should meet with their respective education advisors immediately upon acceptance to Brescia University (or earlier, if possible). Many transfer candidates are able to complete their programs within the traditional four years; others are not. Factors that can impact the transfer student's program include the following:

- A) Number of semesters completed: Transfer candidates must successfully complete at least one academic semester at Brescia University before they are eligible to apply for Admission to the SOE. Those candidates who have junior status when they transfer usually cannot enroll in upper division education courses for at least one semester or longer.
- B) GPA: Candidates must have at least a 2.75 cumulative GPA (out of a possible 4.0) to apply for Admission to the SOE. Transfer candidates must understand that their GPA will accompany them; if their GPA from their earlier coursework is below a 2.75, they must raise the cumulative GPA for all their accepted coursework to a level of 2.75 or above. Occasionally such efforts can add time to a transfer student's program.
- C) Transfer Credits – General Education Requirements: At the time of the transfer student's Admission to Brescia University, the Registrar will evaluate credits to determine which are equivalent to courses offered in Brescia's GER core. Potential transfer candidates may make arrangements to meet with education advisors prior to their transfer to help facilitate the credit transfer process through careful course planning. Brescia University has a clear guide sheet to help those in the Kentucky Community and Technical College System (KCTCS) plan their courses of studies to make such transfers easier; Brescia also has a Block-Transfer agreement in place with KCTCS. Transfer agreement information can be obtained at <https://www.brescia.edu/transfer-agreements>.
- D) Transfer Credits – Education: The SOE faculty assist the Registrar in determining which of the professional education courses a transfer student might have taken are equivalent with Brescia's professional education courses. While the University has established guidelines with the KCTCS, those courses from other institutions must be evaluated individually. Transfer candidates would be wise to keep books, class notes, class projects, course syllabi, and other products to help their advisors and other education faculty make informed decisions relative to transfer credits.
- E) Field Hours: Transfer candidates must request that a copy of the record of their field/clinic hours from the institution(s) from which they are transferring be sent to the

SOE Office Manager, so that these records may be incorporated into their education records kept in the SOE Office. This can be completed through the transfer option in KFETS.

- F) Introduction to Education: Transfer candidates who have completed the basic “Introduction to Education” course elsewhere are required to take Edu 108, a one-hour course that orients the student to the Brescia program.

7. What is KFETS?

The Kentucky Field Experience Tracking System (KFETS) is an online application for tracking field experiences of teacher candidates enrolled in a Kentucky teacher preparation program and students who plan to enroll in a teacher preparation program in Kentucky. Candidates in Kentucky are required to complete a minimum of 200 field experience hours prior to student teaching. (16 KAR 5:040). Candidates will need to apply for an identification number with the EPSB to begin tracking field experience hours. EPSB has provided a PowerPoint for candidates to view to explain the process of tracking hours. It can be accessed at <http://www.epsb.ky.gov/mod/page/view.php?id=129>.

8. What if I have QUESTIONS this book cannot answer?

If there are questions beyond this *School of Education Handbook*'s scope, they should be brought to the academic advisor. Answers may also be found in the current *Brescia University Catalog* (<http://www.brescia.edu/university-catalog>), the *Brescia University Student Handbook* (https://www.brescia.edu/wp-content/uploads/2019-2020-Brescia-University-Student-Handbook_FINAL-2.pdf), the *School of Education Field Handbook* (electronic version online and hard copy in the CRC).

POLICIES and PROCEDURES

Admission to the School of Education (SOE) Program

- All candidates admitted to the Brescia University SOE program must meet and/or successfully complete criteria set by the SOE. These criteria have been submitted to and approved by Kentucky's Education Professional Standards Board (EPSB) and Office of Education Licensure and Effectiveness (OELE).
- The responsibility for application for admission to the SOE Program lies with the candidate.
- Photographs of applicants to the SOE Program will be taken at the time of candidate interviews and will be placed in the candidates' permanent SOE records.

Criteria for Admission to the School of Education Program

1. The candidate must possess the moral, personal/social, and ethical characteristics commensurate with standards of Brescia University and of the Professional Code of Ethics for Kentucky School Certified Personnel.
2. The candidate must submit a background check from the Kentucky State Police and their local law enforcement agency if they live in another state. The candidate is responsible for any costs incurred.
3. The candidate must have completed a minimum of 45 semester hours of university course work.
4. The candidate must have completed at least one academic semester of university course work at Brescia University.
5. The candidate must have an overall cumulative GPA of 2.75 out of a possible 4.00 or 3.00 GPA on the last thirty hours of credit completed.
6. The candidate must have successfully completed *[a grade of "C" or better]* two of the following courses: Edu 204 – Introduction to Education (Transfer students: See Edu 108), Edu 255 – Teaching Diverse Populations of Children and Youth, or Psy 300 – Developmental Psychology. One of the required courses; Edu108/Edu 204, Edu 255, or Psy 300; must be taken at Brescia University.
7. The candidate must have received an average score of 2.0 (Developing) or higher on Edu #4A, Faculty Recommendation Professional Disposition & Skill Evaluation, according to the applicant's desired major.

Elementary: Two from the SOE faculty, one more of the candidate's choosing.

Middle School: One from the SOE faculty and one from each of the candidate's two areas of specialization.

Secondary: One from the SOE faculty, at least one from the candidate's teaching major(s), and one more of the candidate's choosing (if three have not been selected in the above process).

Special Education: Two from the SOE faculty (one must be from the Special Education faculty), and (if including Elementary certification) one of the student's choosing, or (if including Middle School certification) one from candidate's other area of specialization.

8. The candidate must demonstrate academic competence in the following ways:
 - a. Maintaining a minimum college/university GPA of 2.75 on a 4.00 scale or 3.0 GPA on last thirty hours of credit completed. (16 KAR 5:020)
 - b. The ACT with a composite score of 22 or the corresponding minimum scores: Reading – 20, English – 18, Math -19 **AND/OR** the Praxis Core Academic Skills for Educators (CASE) with the corresponding minimum scores: Reading (5713) – 156, Writing (5723) – 162, Mathematics (5733) – 150 (16 KAR 5:020)
An applicant may use a combination of ACT and CASE minimum scores to meet the requirements above
 - c. **If an applicant has a minimum cumulative grade point average of 3.0 on a 4.0 scale**, the educator preparation provider may admit the applicant to an approved undergraduate initial certification educator preparation program if the applicant is within five points of one or more of the corresponding minimum scores on the CASE assessment only: Reading (5713) – 151, Writing (5723)– 157, Mathematics (5733) – 145 (16 KAR 5:020)
9. For international candidates for whom English is a second language, competency on the Test of English as a Foreign Language (TOEFL) is also required with at least a score of 550 to demonstrate reading and written language proficiency.
10. Candidates who are seeking secondary or middle school certification who have completed their academic content preparation, and/or who possess a baccalaureate or master's degree in that content, must take and obtain a passing score on the *PRAXIS II* Specialty Exam(s) in their content area before being admitted to the SOE.
11. The candidate must have demonstrated satisfactory performance in an oral interview evaluated by members of the SOE faculty and obtain an average score of 2.0 (Developing) or above on a scale of 4.0 on Edu #5A – Oral Presentation.
12. The candidate must have demonstrated satisfactory performance on written responses required on EDU #2, Application to the SOE, evaluated by members of the SOE faculty and obtain an average score of 2.0 (Developing) or above on a scale of 4.0 on Edu #5A – Written Communication Skills.
13. The evaluation of the candidate's disposition for the education profession shall include an oral presentation, written responses to the questions on the application form, and (if necessary) a conference with the candidate's advisor. The candidate must obtain an average score of 2.0 (Developing) or above on a 4.0 scale on Edu #5A – Dispositions.

14. Attend a SOE orientation; dates to be announced. If an applicant cannot attend the scheduled orientation, then they must meet with their advisor or the chair of the SOE.
15. The candidate must submit an Application for Admission to SOE by October 1 or February 1 during any given academic year. The application packet WILL BE GIVEN AT THE Admission to the SOE orientation or may be obtained in the SOE Office.
16. In the event that a candidate does not submit his/her application by the deadline date because of extenuating circumstances, a letter of explanation to the Chair of the SOE must accompany the application.
17. Admission to the SOE requires that the applicant must not have been convicted of a felony involving moral turpitude which would reflect upon the applicant's good moral character. Candidates will be required to list dates and convictions, along with a release of information concerning these convictions. Admission of candidates convicted of a felony will be determined on an individual basis by the SOE Faculty Sub-Committee of the TEAC. Even if accepted into the program, a convicted felon may not be eligible for teacher certification in Kentucky.
18. A convicted felon applying for teacher certification in Kentucky must be approved by Kentucky's Education Professional Standards Board (EPSB).

NOTE: When submitting the request to EPSB for initial certification (upon program completion), the candidate will be required to respond to the following question: "Have you ever been convicted of a felony or misdemeanor (other than a moving traffic violation), been found guilty, or entered a plea of nolo contendere (no contest), even if adjudication was withheld, in Kentucky or any other state?"

Acceptance to the School of Education Program

Action I – Accepted

- (a) The candidate must have at least a 2.75 GPA in all courses attempted and in professional courses attempted or 3.0 GPA on the last thirty hours of credit completed.
- (b) The candidate will have (1) received a state police department background check and Child Abuse and Neglect registry check; (2) met residency and course completion requirements; (3) met minimum passing scores on the CASE (Reading – 156, Mathematics – 150, Writing – 162) OR the ACT with a composite score of 22 or the corresponding minimum scores: Reading – 20, English – 18, Math -19 AND/OR the Praxis Core Academic Skills for Educators (CASE) with the corresponding minimum scores: Reading (5713) – 156, Writing (5723) – 162, Mathematics (5733) – 150 (16 KAR 5:020)
- (c) Maintaining a minimum college/university GPA of 2.75 on a 4.00 scale or 3.0 GPA on last thirty hours of credit completed. (16 KAR 5:020) An applicant may use a combination of ACT and CASE minimum scores to meet the requirements above
- (d) If an applicant has a minimum cumulative grade point average of 3.0 on a 4.0 scale, the educator preparation provider may admit the applicant to an approved undergraduate initial certification educator preparation program if the applicant is within five points of one or more of the corresponding minimum scores on the CASE

assessment only: Reading (5713) – 151, Writing (5723)– 157, Mathematics (5733) – 145 (16 KAR 5:020)

(e) (4) obtained a minimum 2.0 out of a possible 4.0 in the interview with the SOE faculty, on the written measure, and on the Dispositions measure; and (5) received positive formal recommendations from each of the faculty references.

(f) Post-graduates must have successfully completed their area content *PRAXIS II* tests before they can be accepted to the SOE.

Action II – Deferred Status

a) The candidate must have at least a cumulative GPA of 2.75 or 3.0 GPA on the last thirty hours of credit completed.

b) In the event of unforeseen delays in the receipt of evidence confirming the candidate's successful attainment of the standards reflected in Level I (b), the decision will be deferred until receipt of the documentation. Under no circumstances will the decision be delayed beyond the beginning date of final exams for the current semester.

c) In the event the documentation affirms the candidate has met all criteria in Level I (b), the candidate is granted **Action I, "Acceptance."**

d) In the event the documentation is not received or the documentation indicates failure to meet any of the criteria in Level I (b), the candidate is assigned **Action III, "Not Accepted."**

A letter explaining the nature of the Deferred Status will be sent to the candidate and the candidate's advisor. The candidate receives official notification of status upon receipt of the missing documentation or by the end of the semester. A copy is placed in the candidate's file and one is forwarded to the candidate's advisor.

Action III – Not Accepted

a) The candidate has a GPA below 2.75 overall and/or in professional courses or below 3.0 GPA on the last thirty hours of credit completed.

b) The candidate fails to meet any of the criteria outlined in **Level I (b)**.

c) The candidate receives less than a majority vote from the SOE faculty sub-committee or from the TEAC.

When the candidate has removed all areas of deficiency, that candidate is free to resubmit an Application for Admission and complete the application process.

The TEAC sub-committee (comprised of the full-time SOE faculty) makes initial recommendations regarding admission to SOE, but the final decision regarding level of acceptance rests with the TEAC. Each candidate will be informed by letter of the results of their application process. Copies of the letter will be forwarded to the candidate's advisor and placed in the candidate's file.

Admission to Clinical Practice

The responsibility for application to Clinical Practice lies with the candidate. In the event that a candidate does not submit his/her application by the deadline date, a letter of explanation to the SOE Chair and members of the SOE faculty Sub-Committee of the TEAC must accompany the Application, Health Certificate and TB form. In the event that the Health Certificate is not attached to the application and letter, a similar letter (addressed to members of the TEAC) will be required for application.

Criteria for Admission to Clinical Practice

1. The candidate must have been accepted into the SOE no later than the semester prior to application for admission to Clinical Practice.
2. The candidate must have completed a minimum of 90 semester hours of university course work by the date of the application.
3. By the application deadline, the candidate must have completed two semesters of university course work at Brescia University. (Exception: In certain cases, post-graduates seeking certification only may have less than two full semesters of remaining course work.)
4. Prior to admission to Clinical Practice, Brescia Teacher Candidates must complete 200 hours of field hours defined as participation or involvement with students or clients in educational settings (or – in pre-identified courses – in service settings).
5. By the application deadline, the candidate must have a cumulative GPA of 2.75 out of a possible 4.00 on all university work attempted, on all professional courses attempted, and in the teaching major or academic emphasis area, or 3.0 GPA on the last thirty hours of credit completed. The candidate must also maintain at least this minimum 2.75 GPA until beginning Clinical Practice. Failure to maintain the minimum GPA will result in removal of permission for Clinical Practice.
6. Each candidate must have the recommendation of the advisor(s) within his/her certification area(s). As a demonstration of adequate content knowledge and skills, the candidate must also have the recommendation of the advisor in his/her major field or academic emphasis area.
7. Candidates seeking certification only and who have already obtained a baccalaureate or advanced degree in their academic content area and have obtained passing scores on the relevant *PRAXIS II* Specialty Exams shall be regarded as having demonstrated content knowledge in their fields adequate for Clinical Practice. **[TEAC May 28, 2003]**
8. Teacher Candidates must take their licensure exam or their *PRAXIS II* specialty exam(s) and the relevant Principles of Learning and Teaching exams prior to being admitted to Clinical Practice. **[TEAC November 9, 2005]**

9. The candidate must prepare and present a professional portfolio to external evaluators and to members of the TEAC, and receive positive evaluations on it, receiving a minimum 3 of 4 points for each of the Kentucky Teacher Performance Standards (KTPS/InTASC) to demonstrate competence. The portfolio will be submitted on Google Classroom. ***[TEAC March 6, 2013]***
10. Each candidate must have completed or be in the process of completing the curriculum course and/or methods course(s) required for certification.
11. Each candidate must have a Brescia University Health Form on file in the SOE Office, completed within six months of the application to Clinical Practice deadline. This form must be completed and submitted at the time of application and must include a properly completed TB test.
12. At least 75% of the course work for the teaching major must be completed, or be in progress, at the time of filing for admission to Clinical Practice. The required number of courses is determined from the candidates
13. Prior to the actual Clinical Practice semester, all work, including professional courses must be completed.
14. Each candidate must have a recent (within six months of Clinical Practice) Child Abuse and Neglect (CAN) Registry check and a fingerprint/background check completed by the Federal government, Kentucky State Police, and local police department. The candidate is responsible for these costs.

Acceptance to Clinical Practice

Level I – Accepted

- a) The candidate must have a cumulative GPA of 2.75 on a 4.0 scale (1) in overall course work; (2) in professional course work; and (3) in area(s) of certification and/or academic emphases, or 3.0 GPA on the last thirty hours of credit completed.
- b) The candidate must have completed
 - ninety semester hours
 - two semesters at Brescia University
 - a minimum of 200 field hours with required components
 - the curriculum course (completed or in process); methods course(s) (completed or in process)
 - professional courses through Junior level
 - 75% of course work in major
 - a Brescia Health Certificate (Edu #8) on file
 - the CAN and fingerprint background checks
 - relevant licensure or *PRAXIS* exams

- c) The candidate must have received positive recommendations from his/her area(s) of certification and/or academic emphases area or content major; or – as identified above – demonstrated content competence.

Level II – Deferred Status

- a) The candidate must have at least a cumulative GPA of 2.75 or 3.0 GPA on the last thirty hours of credit completed.
- b) In the event of unforeseen delays in the receipt of evidence confirming the candidate's successful attainment of the standards reflected in Level I (b), the decision will be deferred until receipt of the documentation. Under no circumstances will the decision be delayed beyond the beginning date of final exams for the current semester.
- c) In the event the documentation affirms the candidate has met all criteria in Level I (b), the candidate is granted **Action I, "Acceptance."**
- d) In the event the documentation is not received or the documentation indicates failure to meet any of the criteria in Level I (b), the candidate is assigned **Action III, "Not Accepted."**

A letter explaining the nature of the Deferred Status will be sent to the candidate and the candidate's advisor. The candidate receives official notification of status upon receipt of the missing documentation or by the end of the semester. A copy is placed in the candidate's file and one is forwarded to the candidate's advisor.

Level III – Not Accepted

- a) The candidate has a GPA below 2.75 in any area or lower than a 3.0 GPA on the last thirty hours of credit completed.
- b) The candidate fails to meet any criteria in **Level I (b)**.
- c) The candidate does not receive recommendation from the area(s) of certification and/or academic emphases area or the content major.
- d) The candidate receives less than a simple majority vote from the SOE faculty sub-committee or the TEAC.

The TEAC sub-committee (comprised of the full-time SOE faculty) makes the initial recommendations regarding admission to Clinical Practice, but the final decision regarding level of acceptance rests with the TEAC. Each candidate will be informed by letter of the results of their application process. Copies of the letter will be forwarded to the candidate's advisor and placed in the candidate's file.

Awards

Criteria for the “Outstanding Clinical Practice Candidate Award”

1. Annually, each of the five areas within the SOE Program may nominate one of its candidates as recipient of this award. Nomination from each area is optional. The number of recipients per year can range from 0-5.
2. Nominations for this award are made by the faculty members in each area. The nominees will be reviewed by a panel consisting of one faculty member from each area, and the Chair of the SOE. The panel will select the approved nominees.
3. Nominations for the award should be based upon the following criteria:
 - a. A sense of responsibility, as evidenced by (1) consistency, (2) punctuality, and (3) commitment to assigned task
 - b. Initiative in developing innovative materials and teaching techniques
 - c. Evaluations: Cooperating Teacher and University Supervisor
 - d. Active participation and interest in professional growth opportunities, e.g., in-service, Clinical Practice seminars, membership in professional organizations, an awareness of current educational research and curricular trends
 - e. A sense of professionalism, as evidenced by dedication, commitment, and enthusiasm for the Clinical Practice assignment and ultimately the teaching profession
4. Candidates who have completed Clinical Practice in either the Fall or Spring semester of the current academic year are eligible for the award.
5. Nominations for this award are due in the office of the Chair of the SOE on or before March 1st, or another designated date, of the current year.

Criteria for “The Sister George Ann Cecil Leadership Award for Excellence in the Field of Education”

This Leadership Award will be given annually to the outstanding student in the SOE Program, Brescia University; in consideration of the following criteria:

1. Admittance into the SOE Program
2. A minimum GPA of 3.0 overall

3. Evidence of involvement in (a) campus activities, (b) SOE activities, (c) community service, and (d) professional organizations
4. An understanding of and appreciation for the value of the liberal arts in the total educative process
5. Review of student's course selection, primarily in the General Education component
6. Awareness of and responsibility for SOE mission, requirements, and policies
7. Consideration of total person: character, values, enthusiasm, singular contribution as individual to the SOE, the University, and the community-at-large
8. Representation – Does the student represent the "best" of Brescia University? Does the student reflect the knowledge, skills, and values associated with liberal arts undergraduate and a professional educator?

Candidates may be nominated by individual faculty members, across areas. The individual faculty member will present nominee's qualifications to the SOE faculty at a SOE meeting before March 31st of each year. Selection of the student is by the consensus of the SOE faculty.

Candidate Records

- The following Education forms will be filed in the candidate's permanent Division record:

- #2 – Application for Admission into School of Education
 - #4 – Faculty Recommendation Professional Dispositions & Skill Evaluation
 - #7 – Application for Admission into Clinical Practice
 - #8 – Health Certificate (confidential)
 - #10 – Clinical Practice Candidate Placement & Cooperating Teacher Information
 - #12 – Clinical Practice Formative Evaluation (Cooperating Teacher & Clinical Practice Candidate)
 - #13 – Clinical Practice Formative Evaluation (University Supervisor & Content Faculty)
 - #14 – Clinical Practice Final Evaluation (by) Cooperating Teacher
 - #15 – Clinical Practice Final Evaluation Narrative
 - #16A – Field Supervisor's Evaluation
 - #20 – Field Experience Accountability
- CASE scores
PRAXIS II and/or GRE scores

Clinical Practice Assignment Placement Letter to School Principal

NOTE: Students have immediate access to forms #12 - #16A once they have been submitted and entered in the SOE electronic data base.

Clinical Practice

Reimbursement/Employment

Teacher Candidates may not be monetarily reimbursed for their Clinical Practice experience. At the time of their Clinical Practice, Teacher Candidates may not be employed as a certified employee with responsibility for the class in which they are completing their Clinical Practice; Teacher Candidates may not be retained as a “substitute without pay” by the school at which they are completing their Clinical Practice.

Absences

In the event of days missed due to *inclement weather*, the individual University Supervisor, in consultation with the School of Education faculty, will decide whether these days are to be made up. Each case will be taken individually, according to the learning needs of the Teacher Candidate.

Cooperating Teacher Payment Policy

- The SOE provides an honorarium to area educators who agree to have Brescia University Teacher Candidates in their classrooms; this honorarium is \$10.00 per week for the length of the placement.
- The teachers will also receive a voucher for 3 credit hours for their personal use at Brescia for supervision. Credit hours may only be used by the Cooperating Teacher, are non-refundable, and must be used within two years of the dated remission form.
- If a Brescia University candidate has two or more Cooperating Teachers during one placement, the weekly \$10.00 stipend will be divided proportionally among the teachers.

Unusually Distant Placements

- From time to time, Teacher Candidates may request a placement closer to their home, especially when such a placement would be financially beneficial to the candidate and possibly facilitate future employment near the Teacher Candidate’s home. When such a placement is more than a 40-mile round trip from Brescia University, it becomes an “unusually distant placement.”

- The decision about whether or not to permit such an unusually distant placement is a joint decision between the probable University Supervisor and the Chair of the SOE. Factors impacting the decision usually depend upon the University Supervisor's teaching and Clinical Practice supervision loads and the time and distance involved in travel for three to six supervisory visits. When possible, the SOE makes every effort to honor these requests.
 - The SOE can support travel for University Supervisors up to 40 miles per round trip visit. Teacher Candidates who have requested a placement outside the Owensboro area that is unusually distant maybe asked to pay mileage costs above the 40 miles per round trip.
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Competence and Adequate Progress

Adequate Progress:

- Candidates who receive a "D" or lower in a course with an education prefix will be required to retake the course and obtain a grade of "C" or better, if they wish to continue in the SOE program and maintain a GPA ≥ 2.75 .
- Once admitted to the SOE Program, the candidate must maintain a cumulative GPA of ≥ 2.75 on a 4.0 scale or 3.0 GPA on the last thirty hours of credit completed.

Probation:

- In the event the cumulative GPA of a student admitted to the SOE Program falls below 2.75 or 3.0 GPA on the last thirty hours of credit completed, that candidate has one probationary semester in which to bring the cumulative GPA to the required 2.75 level on a 4.0 scale or 3.0 GPA on the last thirty hours of credit completed. Each area advisor will be responsible for notifying the SOE Office of any advisee in probationary status; these candidates will receive a formal letter notifying them of their probationary status.
 - If the student fails to restore his/her cumulative GPA to at least a 2.75 by the end of that probationary semester or 3.0 GPA on the last thirty hours of credit completed, the candidate will be dropped from the SOE program and will not be permitted to enroll in upper division education courses.
 - A candidate dismissed from the SOE program for poor grades may choose to reapply for Admission to SOE when his/her cumulative GPA is again at least a 2.75 on a 4.0 scale or a 3.0 GPA on the last thirty hours of credit completed. The candidate will be required to meet **all** criteria in effect at the time of his/her reapplication.
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Courses

Admission to the SOE Program will be a prerequisite for all upper-division Education courses unless otherwise indicated.

CRC – Sister Sharon Sullivan Curriculum Resource Center (CRC)

At the end of each semester, the University Registrar will be asked to hold the grades of any student who has failed to return material checked out from the CRC.

Field Experience Policies

Learn more about SOE field experience policies in the *School of Education Field Handbook*, which can be found in the CRC.

Grading

- The following grading scale will be uniformly used in all School of Education courses

93 – 100	=	A
85 – 92	=	B
76 – 84	=	C
70 – 75	=	D
Below 69	=	F

Graduates of School of Education

- The Sister Sharon Sullivan Curriculum Resource Center is available to SOE graduates.
 - The permanent records of a School of Education candidate/graduate may be reviewed by him/her, with three days' notice of such a request to a SOE faculty member, and in the presence of such faculty.
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Graduate Students Seeking Initial Certification or Extending Certification

- Post-graduate students who have not previously been admitted to the Brescia University School of Education Program must meet criteria for and make formal application for Admission to the School of Education Program.
- Post-graduate students who are seeking initial certification may demonstrate essential knowledge skills by obtaining the required scores on the Graduate Record Exam (GRE: Verbal 450; Quantitative 490; and Analytical Writing 4.0)
- When conditions warrant, post-graduate students not yet admitted to the School of Education program may take upper-division Education courses with permission from their advisor and the course instructor. Permission will be considered and given on an individual basis.
- Post-graduate students who are seeking secondary or middle school certification, who have completed their academic content preparation, and/or who possess a baccalaureate or advanced degree in that content, must take and obtain a passing score on the relevant PRAXIS II Specialty Exams in their content area before being admitted to the School of Education Program. ***[Teacher Education Advisory Committee (TEAC) May 28, 2003].***
- A post-graduate student with either a teaching certificate will, upon receipt of a confirming letter from their teacher preparation program, be regarded as having met criteria for Admission to the School of Education Program. The student must maintain a minimum of a 2.75 GPA or 3.0 GPA on the last thirty hours of credit completed to remain in the School of Education program. This is subject to change in accordance to state and federal regulations.
- Post-graduate students who have teacher certification and whose additional area of certification requires further Clinical Practice, must also apply for and be accepted into Clinical Practice the semester prior to their planned Clinical Practice.

Probation/Termination from the School of Education

Candidates may be placed on probation or terminated from Brescia University's SOE teacher preparation program if, in the professional judgment of the education faculty, violations of professional and/or ethical codes have occurred. These may include but are not limited to:

Academic Reasons for Probation/Termination

1. Failure to maintain academic and GPA requirements as established by Brescia University and the SOE.
2. Academic dishonesty as defined by Brescia University policy.

3. Poor performance in Field Experiences, Practicum or Clinical Practice.

The process for termination may be sudden or gradual based on the seriousness of the violation. If a candidate is placed on probation for academic reasons, the probation also applies in the SOE and prevents any further progression in the teacher preparation program (e.g. Admission to SOE or enrollment in Edu prefix courses or Admission to Clinical Practice). The Vice President for Academic Affairs/Academic Dean, the student/candidate, and faculty advisor(s) in the SOE and in content area(s) as appropriate will meet to create a plan of action with a monitoring timeline that includes interaction with advisor(s). Candidates successfully completing a plan of action and who are removed from probation may seek to progress in the SOE. Those candidates not completing the plan of action are terminated from the SOE program. In either case, the Chair of the SOE will notify the candidate in writing of the decision and the specific reason(s) for the action and provide information regarding avenues for appeal/grievance as stipulated in the Brescia University Student Handbook.

Non-Academic Reasons for Probation/Termination

Candidates may be denied Admission to the SOE, Admission to Clinical Practice or be terminated from the SOE for any of the following non-academic reasons which may be personal or professional:

1. Overtly expressed attitudes and values in opposition to those found in the Professional Code of Ethics for Kentucky School Certified Personnel (<http://www.kyepsb.net/legal/ethics.asp>) 16 KAR 1.020, or any code of ethics related to any area of certification/licensure within a teacher preparation program (Specialized Professional Associations [SPAs]).
2. Evidence of chemical dependency.
3. Mental/emotional difficulties that impair performance, interactions, and relationships with classmates, faculty, community partners/schools/agencies staff, and/or P-12 students and families.
4. Evidence of criminal activity occurring during enrollment or prior to enrollment and becoming known after enrollment.
5. Personal issues, which impair performance, interactions, relationships with classmates, faculty, community partners/schools/agencies staff, and/or P-12 students and families.
6. Personal goals inconsistent with the Mission of the SOE and the conceptual framework.
7. Sanction(s) for behavioral or use of social media incidents.

Termination Process

Prior to termination, the candidate will be provided with verbal and written notification of impending probation and/or termination. The Chair of the SOE will call a meeting of the SOE faculty and content area faculty advisor(s) if necessary to review the issue(s). A meeting with the candidate may be necessary to gather information, discuss the issue, and review, if the possibility exists, alternate options to termination. If a viable option exists, the candidate and the committee negotiate a plan of action specifying steps to be taken toward resolution. The candidate's advisor(s) oversee(s) the completion of the contract. A final interview with a committee composed of faculty/advisors and selected peer representatives is conducted to determine if the contract has been successfully completed. The Chair of the SOE will provide written notification of the committee's decision within five (5) working days of the scheduled meeting. The Chair of the SOE will also notify TEAC members in writing when circumstances for a candidate have resulted in a review and the outcome of that review. Decisions made by the committee can be appealed by the candidate filing an appeal or grievance. This grievance procedure is found in the Brescia University Student Handbook.

Grievance Procedure

Every precaution will be taken to protect the candidate's rights. If the candidate does not concur with the recommendations of the SOE committee, an appeal may be filed through Brescia University channels of appeal consistent with the grievance procedures.

Scholarships

A number of scholarships are available to students who have declared a major in any area of teacher certification, who have met criteria for admission to the SOE, and/or who have been admitted to the Educational Studies Program.

Education Scholarships

- **Sr. Sharon Sullivan Endowed Scholarship**

- ✓ The recipient is a senior undergraduate student majoring in education, who has been admitted to the SOE. The recipient should apply during junior year or the year prior to Clinical Practice. The application should be received by the Chair of the SOE by February 1st. The Chair would forward the applications to the selection committee consisting of three alumni from the SOE, as appropriate, and two SOE faculty. The decision will be made in conjunction with the Financial Aid Office. The scholarship recipient will be announced at the Honors Convocation.
- ✓ Eligibility criteria: 1) Financial need will be a consideration; 2) the recipient must have a GPA of 3.25; 3) the recipient must exhibit Community and/or School Leadership; 4) the recipient must attach letters of reference – one personal and one from Brescia faculty; and 5) the recipient must write an essay of 250 – 500 words based on the following prompt:

“Those who instruct others unto justice shall shine as stars for all eternity.” *Daniel 12:3*. What does this quote mean to you as a future educator?

- **Marvin Dodson-Carl Perkins Scholarship**

- ✓ The Marvin Dodson-Carl Perkins Scholarship, sponsored by the Kentucky Education Association (KEA), is awarded to senior teacher education majors who are members of the KEA – Aspiring Educators.
- ✓ Applicants for this scholarship must a) be at least a college or university senior the year of the award [*student may apply during their junior year*]; b) be a member of the KEA – Aspiring Educators; c) be enrolled in an approved program leading to Kentucky teacher certification; d) live in Kentucky; and e) plan to teach in Kentucky. Preference will be given to candidates who have an outstanding academic record, show evidence of financial need, and who have family members who are members of KEA.

- **John D. & Anna Marie Byrne Family Education Scholarship**

- ✓ This endowed scholarship supports students with a declared major in Education or a content area leading to Teacher Certification. Criteria indicate the recipient must have good academic standing and reside in a rural area.

Elementary Education Scholarships

- **The Bernard and Suzetta Mulligan Ebelhar Scholarship**

- ✓ Used to award scholarships to candidates who are domiciled in Daviess County, Kentucky, who are pursuing a Teaching Certificate in Elementary Education, who are in good academic standing, and who have a financial need for assistance to complete their education.

Special Education Scholarships

NOTE: The following Special Education Scholarships are memorial funds established by donors specifically for Special Education majors and are administered by the University. The total award for each is usually between \$500 and \$750.

- **August C. Muckler Memorial Scholarship (up to three scholarships)**
- **Owensboro Civitan Memorial Scholarship (up to two scholarships)**
- **Mary Karen Jones Special Education Scholarship**
- **Peggy Mangas/Melinda Padgett Special Education Scholarship**

- ✓ The above Special Education scholarships are available for candidates with a declared major in Special Education, who have been admitted to the SOE Program, who have

completed their sophomore year, and who have a cumulative GPA of at least 3.0 on a 4.0 scale.

Other Scholarships

- **Bill and Jacinta Garinger Scholarship**
- **Greulich Scholarship (nonathlete, GPA 2.5)**
- **Geoffrey Ferry Scholarship**

Additional scholarships may be available through the Kentucky Department of Education and professional educational organizations.

Transfer Candidates

- A transfer candidate who has not yet been admitted to the SOE Program may take upper division education courses, with permission from the course instructor and his/her advisor. Permission will be considered and given on an individual basis.
- Transfer candidates must complete one academic semester at Brescia University before applying for Admission to the SOE Program.
- Transfer candidates who were admitted to the Teacher Preparation Program at their former institution must provide documentation of their acceptance status and evidence of comparable criteria for acceptance.
- Teacher Candidates who transfer to Brescia's program should arrange for records of their earlier field experiences and the nature of those placements to be sent to Brescia's SOE Office.
- Transfer candidates who have completed an Introduction to Education course with "C" or better are required to take Edu 108, Orientation to School of Education.

EDUCATION ACRONYMS IN HANDBOOK

CAN	=	Child Abuse and Neglect
CASE	=	Core Academic Skills for Educators
CEC	=	Council for Exceptional Children
CRC	=	Curriculum Resource Center
EPSB	=	Educational Professional Standards Board
ETS	=	Educational Testing Service
FERPA	=	Family Education Rights and Privacy Act
GER	=	General Education Requirements
InTASC	=	Interstate Teacher Assessment and Support Consortium
KAR	=	Kentucky Administrative Regulation
KCTCS	=	Kentucky Community and Technical College System
KEA-AE	=	Kentucky Education Association – Aspiring Educators
KFETS	=	Kentucky Field Experience Tracking System
KRS	=	Kentucky Revised Statutes
KTPS	=	Kentucky Teacher Performance Standards
OELE	=	Office of Educator Licensure and Effectiveness
PLT	=	Principles of Learning and Teaching
SOE	=	School of Education
SPAs	=	Specialized Professional Associations

SCHOOL OF EDUCATION PROGRAM FORMS

TABLE OF CONTENTS SOE PROGRAM FORMS

ADMISSION TO SCHOOL OF EDUCATION FORMS	42
Edu #1 – Admission to the School of Education	43
Edu #2 – Application for Admission into School of Education.....	45
Edu #4 – Faculty Recommendation Professional Disposition & Skill Evaluation.....	47
Edu #5A – Admission to School of Education Presentation Rating	50
FIELD FORMS.....	51
Edu #16A – Field Supervisor’s Evaluation	52
Edu #20 – Field Experience Accountability.....	54
Edu #27A – Professional Growth Plan.....	55
Edu #32A – PGP Self-Assessment/P-12 Kentucky Teacher Performance Standards	57
Edu #37 – Student Record Confidentiality and Professional Decorum Acknowledgment	67
CLINICAL PRACTICE.....	68
Edu #6 – Admission into Clinical Practice.....	69
Edu #7 – Application for Admission into Clinical Practice.....	71
Edu #8 – Health Certificate	73
Edu #26 – Content Assessment	74
Edu #5B – Application to Clinical Practice Presentation Rating.....	76
Edu #24B – Clinical Practice Portfolio Assessment.....	77
Edu #10 – Clinical Practice Candidate Placement & Cooperating Teacher Information.....	79
Edu #11 – Personal Data Form: Clinical Practice Candidate.....	80
Edu #34 – Verification of Permission to Digitally Video-Record.....	81
Edu #12 – Clinical Practice Formative Evaluation: Cooperating Teacher and Clinical Practice Candidate	82
Edu #13 – Clinical Practice Formative Evaluation: University Supervisor and Content Faculty	84
Edu #14 – Clinical Practice: Final Evaluation Cooperating Teacher.....	86
Edu #15 – Clinical Practice Final Evaluation Narrative.....	87
Edu #36 – Certification Application (CA-1): Character and Fitness	88

**ADMISSION TO
SCHOOL OF EDUCATION
FORMS**

BRESCIA UNIVERSITY
SCHOOL OF EDUCATION (SOE)
ADMISSION TO THE SCHOOL OF EDUCATION

EDU#1

- All candidates admitted to the Brescia University SOE program must meet and/or successfully complete standards set by the SOE. These criteria have been submitted to and approved by Kentucky's Education Professional Standards Board (EPSB) and Office of Education Licensure and Effectiveness (OELE).
- The responsibility for application for admission to the SOE Program lies with the candidate.
- Photographs of applicants to the SOE Program will be taken at the time of candidate interviews, and will be placed in the candidates' permanent SOE records.

Criteria for Admission to the School of Education Program

1. The candidate must possess the moral, personal/social, and ethical characteristics commensurate with standards of Brescia University and of the Professional Code of Ethics for Kentucky School Certified Personnel.
2. The candidate must submit a background check from the Kentucky State Police and their local law enforcement agency if they live in another state. The candidate is responsible for any costs incurred.
3. The candidate must have completed a minimum of 45 semester hours of university course work.
4. The candidate must have completed at least one academic semester of university course work at Brescia University.
5. The candidate must have an overall cumulative GPA of 2.75 out of a possible 4.00 or 3.00 GPA on the last thirty hours of credit completed.
6. The candidate must have successfully completed *[a grade of "C" or better]* two of the following courses: Edu 204 – Introduction to Education (Transfer students: See Edu 108), Edu 255 – Teaching Diverse Populations of Children and Youth, or Psy 300 – Developmental Psychology. One of the required courses – Edu 108/Edu 204, Edu 255, or Psy 300 – must be taken at Brescia University.
7. The candidate must have received an average score of 2.0 (Developing) or higher on Edu #4A, Faculty Recommendation Professional Disposition & Skill Evaluation, according to the applicant's desired major.

Elementary: Two from the SOE faculty, one more of the candidate's choosing

Middle School: One from the SOE faculty and one from each of the candidate's two areas of specialization

Secondary: One from the SOE faculty, at least one from the candidate's teaching major(s), and one more of the candidate's choosing (if three have not been selected in the above process)

Special Education: Two from the SOE faculty (one must be from the Special Education faculty), and (if including Elementary certification) one of the candidate's choosing, or (if including Middle School certification) one from candidate's other area of specialization

8. The candidate must demonstrate academic competence in the following way:
 - a. Earning scores on the *PRAXIS CASE* that meet or exceed Kentucky's minimum criteria: Reading (5713) passing score 156, Writing (5723) passing score 162, and Mathematics (5733) passing score (150) (16 KAR 5:020) **and**
 - b. Maintaining a minimum college/university GPA of 2.75 on a 4.00 scale or 3.00 GPA on the last thirty hours of credit completed. (16 KAR 5:020)

9. For international candidates for whom English is a second language, competency on the Test of English as a Foreign Language (TOEFL) is also required with at least a score of 550 to demonstrate reading and written language proficiency.
10. Candidates who are seeking secondary or middle school certification who have completed their academic content preparation, and/or who possess a baccalaureate or master's degree in that content, must take and obtain a passing score on the PRAXIS II Specialty Exam(s) in their content area before being admitted to the SOE.
11. The candidate must have demonstrated satisfactory performance in an interview evaluated by members of the SOE faculty and obtain an average score of 2.0 (Developing) or above on a scale of 4.0 on Edu #5A – Oral Presentation.
12. The candidate must have demonstrated satisfactory performance on written responses required on Edu #2, Application to the School of Education, evaluated by members of the SOE faculty and obtain an average score of 2.0 (Developing) or above on a scale of 4.0 on Edu #5A – Written Communication Skills.
13. The evaluation of the candidate's disposition for the education profession shall include an oral presentation, written responses to the questions on the application form, and (if necessary) a conference with the candidate's advisor. The candidate must obtain an average score of 2.0 (Developing) or above on a 4.0 scale on Edu #5A – Dispositions.
14. Attend a SOE orientation; dates to be announced. If an applicant cannot attend the scheduled orientation, then he/she must meet with his/her advisor or the Chair of the SOE.
15. The candidate must submit the Application for Admission to School of Education by October 1st or February 1st during any given academic year. The application packet will be given at the Admission to the SOE orientation or may be obtained in the SOE Office.
16. In the event that a candidate does not submit his/her application by the deadline date because of extenuating circumstances, a letter of explanation to the Chair of the SOE must accompany the application.
17. Admission to the SOE requires that the applicant must not have been convicted of a felony involving moral turpitude which would reflect upon the applicant's good moral character. Candidates will be required to list dates and convictions, along with a release of information concerning these convictions. Admission of candidates convicted of a felony will be determined on an individual basis by the SOE Faculty Sub-Committee of the TEAC. Even if accepted into the program, a convicted felon may not be eligible for certification in Kentucky.
18. A convicted felon applying for teacher certification in Kentucky must be approved by Kentucky's Education Professional Standards Board (EPSB).

NOTE: When submitting the request to the EPSB for initial certification (upon program completion), the candidate will be required to respond to the following question: "Have you ever been convicted of a felony or misdemeanor (other than a moving traffic violation), been found guilty, or entered a plea of nolo contendere (no contest), even if adjudication was withheld, in Kentucky or any other state?"

BRESCIA UNIVERSITY
SCHOOL OF EDUCATION
APPLICATION FOR ADMISSION INTO SCHOOL OF EDUCATION

Edu #2

Name _____
Last First Middle (Maiden)

Address (Home) _____
Street City State Zip

Address (Local) _____
Street City State Zip

Telephone (Local) _____ Telephone (Home) _____ Social Security # _____

Email (Brescia) _____

Gender: Male or Female _____ Date of Birth: _____ Ethnicity: _____

CASE:

Reading _____ (156), Math _____ (150), Writing _____ (162)
Date(s) of Exam(s): _____

Classification:

_____ Sophomore _____ Junior _____ Senior
_____ Post Graduate [Must have passed Praxis II Content Exam(s) – Please specify below:]

Test Taken _____ Score _____ Date _____
Test Taken _____ Score _____ Date _____

Educator Preparation Programs:

_____ Elementary (P-5)
_____ Learning & Behavior Disorders: LBD (P-12) [Special Education]
Circle 1 Area of Specialization
Elementary (P-5) OR Middle Grades (5-9) with English Social Studies Math Science
_____ Middle Grades (5-9)
Circle 2 Areas of Specializations
English Social Studies Math Science
_____ Secondary – Major: _____
_____ Art (P-12)

Endorsements: _____ English as a Second Language

Using the scale below, evaluate yourself on the following:
1 – Low 2 – Below Average 3 – Average 4 – Above Average 5 – Very Good

- _____ English Composition (Ability to express yourself clearly and correctly in writing.)
- _____ Oral Communication
- _____ Competence in Area of Certification
- _____ Professional Attitude

Take some time to reflect on these three questions. The nature and quality of your written responses will be considered, together with your oral presentation, as evidence of your teacher dispositions and competence with the English language. **Please type each question with your response and attach the document to the application.**

- 1) Why have you chosen the teaching profession?
- 2) Describe your experience with school-aged children (could range from pre-school through high school).

3) What qualities do you think an effective teacher possesses?

NOTE: Three current Brescia faculty references are required and should be chosen in the following manner:

Elementary: Two from the School of Education faculty, one more faculty of the candidate's choosing.

Middle School: One from the School of Education faculty and one faculty from each of the candidate's two areas of specialization.

Secondary: One faculty from the School of Education faculty, at least one faculty from the candidate's teaching major(s), and one more faculty of the candidate's choosing (if three have not been selected in the above process).

Special Education: Two from the School of Education faculty (one must be from the Special Education faculty), and (if including Elementary certification) one faculty of the candidate's choosing, or (if including Middle School certification) one faculty from candidate's other area of specialization.

***** Please obtain consent of the faculty member prior to listing him/her as a reference *****

_____ Department _____
_____ Department _____
_____ Department _____

Please check the following two statements:

_____ I have read and promise to adhere to the Professional Code of Ethics for Kentucky School Certified Personnel.

_____ I declare that I possess good moral character and that I have never been convicted of a felony or crime involving moral turpitude, or misdemeanor (other than a moving traffic violation), been found guilty, or entered a plea of *nolo contendere* (no contest), even if adjudication was withheld, in Kentucky or any other state and that all of the information given by me on this form is true and correct. (Kentucky Revised Statute 161.120 provides that a certification may be revoked upon determination that false information was presented toward obtaining the certification.)

Signature: _____ Date _____

DO NOT WRITE BELOW THIS LINE

Grade Point Average _____ Faculty Evaluation: _____ Satisfactory _____ Unsatisfactory

_____ Application Accepted Reason for "Unsatisfactory" or other comments: _____
_____ Application Deferred _____
_____ Application Denied _____

Additional Comments: _____

_____ Date _____ Chair, School of Education

BRESCIA UNIVERSITY SCHOOL OF EDUCATION
Faculty Recommendation Professional Disposition & Skill Evaluation

Edu #4

_____ has expressed an interest in the field of education. As you know, while teaching requires knowledge of content, it also demands dispositions and commitments of the prospective teacher that will be tested throughout his/her career. Before we encourage a student to seek candidate status and continue his/her preparation for becoming a professional educator, we seek input from Brescia University faculty who have had an opportunity to observe the student and can attest to his/her knowledge, skills, and dispositions. Please rate this candidate on the following traits:

	1 – Beginning	2 – Developing	3 – Accomplished	4 – Exemplary
Candidate . . .				
. . . can understand content material (KTPS/INTASC 4, P, Critical Thinking)	. . . is unable to articulate or provide examples of his/her content	. . . is able to identify and explain his/her content	. . . can summarize his/her content, point out essential learning question, and generate appropriate lesson plan	. . . can analyze and synthesize and give examples of his/her content specialty goals (KTPS/INTASC, SPAs), use assessment data to facilitate own learning
Comments:				
. . . can demonstrate leadership qualities (KTPS/INTASC 10, P, S, Collaboration, Communication, Creativity)	. . . is not showing leadership skills in the current setting	. . . is selecting and applying leadership in the current setting	. . . is examining the climate; taking initiative; assisting in the leadership of class or school projects	. . . shows leadership by developing, implementing and evaluating a class project and/or discussion; takes the lead
Comments:				
. . . can utilize feedback to improve performance &/or enhance professional growth (KTPS/INTASC 9, E, L, Collaboration, Communication, Critical Thinking)	. . . requires assistance in understanding how to apply feedback for personal growth and improvement	. . . understands correlation of feedback to improvement in performance; defines specific strategies for improvement; suggests possible activities for growth; needs assistance with modeling new strategies	. . . is able to construct specific strategies for performance improvement; can identify specific activities (e.g., workshops, training opportunities) that may assist professional growth; models identified strategies	. . . demonstrates ability to self-assess and analyze his/her current level of performance; integrates feedback from others; monitors and assesses whether new behaviors have positive impact
Comments:				
. . . can value and support diversity (KTPS/INTASC 2, A, S, Creativity)	. . . does not value or relate to the ideals of diversity	. . . understands the relevance of and the need for support in addressing diversity; can construct a rationale and give specific examples where diversity is supported and valued	. . . is able to select, demonstrate and use strategies that respect diversity and cultural norms; can design and implement culturally appropriate activities	. . . recognizes and demonstrates behaviors that value and respect diversity; models best practices that show support for diversity among peers and learning community; can adapt to situations/learning

	1 – Beginning	2 – Developing	3 – Accomplished	4 – Exemplary
Candidate . . .				
				opportunities for diverse populations; assesses and adapts activities to insure cultural respect
Comments:				
. . . can demonstrate collaboration, consultation, and collegiality (KTPS/INTASC 10, P, E, Collaboration, Communication)	. . . is unsure of how to be an effective team member; needs assistance identifying behaviors that facilitate appropriate interpersonal and collegial skills	. . . is able to identify and discriminate between appropriate and inappropriate behaviors for collaboration; with assistance candidate can display behaviors that are conducive to collegial and consultative behaviors; and can model suggested behaviors	. . . is able to explain, select, and model appropriate behaviors that demonstrate use of collaborative collegial processes; can co-facilitate activities demonstrating collaboration, collegiality, and consultative skills; opens and maintains lines of communication	. . . works collaboratively with peers, instructors, and community to support student learning; establishes strong partnerships; seeks solutions to overcome economic and cultural barriers and promote involvement in education
Comments:				
. . . can demonstrate competence in oral communication (KTPS/INTASC 8, 10, P, Communication)	. . . lacks control in use of standard oral language grammar and syntax; has insufficient skills to understand content presented and complete oral requirements; does not display appropriate and positive skills in the classroom; communication is not respectful or culturally competent	. . . uses control in use of standard oral language grammar and syntax; has sufficient skills to understand content presented and to complete oral requirements; displays appropriate and positive skills in the classroom; communication is respectful and culturally competent	. . . integrates effective speaking and presentation skills; communication is interactive; can co-switch to academic register and integrate a broad vocabulary to express ideas and feelings with clarity	. . . uses oral communication that is responsive to different perspectives represented in diverse classrooms and/or other educational and professional environments; is effective in negotiating difficulties
Comments:				
. . . can demonstrate competence in written communication (KTPS/INTASC 7, 9, P, Communication)	. . . lacks control in use of standard written language; lacks ability to use proper professional written language including grammar, syntax, spelling & punctuation; does not display appropriate and positive skills in the classroom; communication is not respectful or culturally competent	. . . uses control in use of standard written language; displays appropriate and positive written skills in the classroom; written communication is respectful and culturally competent	. . . uses control in use of standard written language; displays appropriate and positive written skills in the classroom; written communication is respectful and culturally competent	. . . effectively communicates in writing for instruction, feedback, research, and professional related communications and public web environments using written language that is respectful and culturally competent

	1 – Beginning	2 – Developing	3 – Accomplished	4 – Exemplary
Candidate . . .				
Comments:				
. . . can demonstrate ethical behaviors (KTPS/INTASC 9, P, E, Critical Thinking)	. . . fails to engage in appropriate personal and professional behavior on a consistent basis	. . . identifies a need for intervention in confidentiality, honesty, integrity, trust, fair treatment and/or respect	. . . engages in ethical decision-making; complies with regulations	. . . has an ethical understanding that guides behaviors and decision-making; complies with regulations; accesses appropriate guidance on such matters; actions are fair, unbiased, and respectful
Comments:				
. . . can demonstrate competence in use of technology (KTPS/INTASC 3, 8, P, E, Creativity, Critical Thinking, Collaboration, Communication)	. . . has fundamental technology skills and understands technology concepts, terms, software and learning tools, but is unable to apply for educational purposes	. . . has fundamental technology skills and understands technology concepts, terms, software and learning tools; understands legal and ethical issues	. . . integrates technology to support his/her diverse learning; assists peers in effective use of technology; implements ethical and legal use in a variety of applications	. . . uses technology for communication, instruction, assessment, professional growth, and research; monitors equitable, ethical, and legal use of resources
Comments:				
. . . can demonstrate flexible and adaptive behaviors (KTPS/INTASC 9, 10, P, E, Creativity, Critical Thinking)	. . . is unable to use appropriate coping mechanisms or handle stress effectively; displays immature behaviors; lacks self-regulatory behaviors	. . . identifies appropriate coping mechanisms and ways to handle stress effectively; displays self-regulatory behaviors; can model mature responsible behavior and is willing to modify beliefs and practices when prompted	. . . demonstrates mature and responsible behaviors; shows ability to separate personal and educational life; is able to assess need to modify beliefs and practices and adapts accordingly	. . . functions effectively in a complex, dynamic environment; evaluates effects of own choices and actions on others; implements changes where needed
Comments:				

GENERAL COMMENTS:

_____ I recommend that this candidate continue preparing to become a teacher.

_____ I recommend this candidate with reservations (please explain): _____

_____ I do NOT recommend that this candidate continue preparing to become a teacher (please explain): _____

How long have you known this candidate? _____

Date: _____ Instructor's Signature: _____

BRESCIA UNIVERSITY SCHOOL OF EDUCATION
Admission to School of Education Presentation Rating
 (Rating: 1=Beginning; 2=Developing; 3=Accomplished; 4=Exemplary)

EDU#5A

Oral Communication

1. Grammatical Form	1	2	3	4
2. Pitch and Diction	1	2	3	4
3. Verbal Clarity	1	2	3	4
4. Appropriate Mannerisms	1	2	3	4

Written Communication Skills

1. Content	1	2	3	4
2. Grammar & Mechanics	1	2	3	4
3. Structure/Written Clarity	1	2	3	4

Evidence of Dispositions

ETHICS:

Not Demonstrated (may include)		Demonstrated (may include)	
Unprepared, low effort, little awareness of responsibilities or ethical expectations, possible violations of confidentiality, unprofessional		Honest, open, understands confidentiality, punctual, best efforts, prepared, dependable, accepts responsibility, honors commitments, ethical awareness, professional	
1	2	3	4

ADVOCACY:

Not Demonstrated (may include)		Demonstrated (may include)	
Demands evidence of ability before believing in potential, stand-offish, inflexible, uninvolved, deliverer of information only, unaware of own role as advocate		Positive, caring, enthusiastic, awareness of others' needs, interactive, going the extra mile, differentiating approaches to instruction, mentoring, involving family & community, perceives own role as advocate	
1	2	3	4

SERVICE:

Not Demonstrated (may include)		Demonstrated (may include)	
Purposes focus only on academic goals, perceives service to be separate from education, sees service as "contractual obligation only"		Service to others, long-term impacts, realistic, belief in ability of students to help one another, breadth of involvement, actively seeks opportunities to serve, recognizes teaching as such an opportunity	
1	2	3	4

LIFELONG LEARNING:

Not Demonstrated (may include)		Demonstrated (may include)	
Focus on current setting and immediate goals only, learning appears to be isolated, goals in classes appear to be to "get through," limited interests, unable to make interdisciplinary connections		Views events in broad perspective, recognizes larger implications & contexts, broad vision/new ideas, diversity, "shoots for the stars," eagerness, creativity, sees all learning as interconnected	
1	2	3	4

Candidate: _____ Interviewer: _____

Date: _____

Oral Communication: _____ /4.0 Written Communication: _____ /4.0

Dispositions: Overall: _____ /4.0

Ethics: _____ /4.0 Advocacy: _____ /4.0 Service: _____ /4.0 Lifelong Learning: _____ /4.0

FIELD FORMS

**BRESCIA UNIVERSITY SCHOOL OF EDUCATION
FIELD SUPERVISOR'S EVALUATION**

Edu #16A

Candidate _____ Date of Evaluation _____
 Site _____ Field/Site Supervisor _____
 Grade/Age _____ Activity _____ Type of Class _____
 University Instructor _____ EDU ___ Course Title _____

Please rate your candidate on the following rating scale:
(Rating Scale: 1 = Beginning; 2 = Developing; 3 = Accomplished; 4 = Exemplary)
 When appropriate, you may also indicate "No Opportunity to Observe"

	Behaviors	Rating	Comments (if any)	No Opportunity to Observe
DISPOSITIONS				
Ethics	1. Uses confidentiality with student information gathered and used during the experience and does not use said information to influence decision regarding student needs.			
	2. Articulates and shows respect for all students so they are not embarrassed or feel disparagement.			
	3. Applies behaviors that are representative of the profession and treats all supervisors, administrators and parents with dignity.			
	4. Assesses and adapts professional and personal behaviors that are consistent to the profession.			
Advocacy	5. Applies appropriate academic and social justice to develop advocacy strategies for all students.			
	6. Makes use of suggested advocacy strategies and models appropriate behavior.			
	7. Establishes collaborative relationships with parent and school personnel to ensure rights of children and parents are not violated.			
	8. Shows and uses appropriate dispositions that facilitate the design of services in the child's best interest.			
Service	9. Demonstrates initiative and is willing to learn and participate.			
	10. Adapts level of engagement based on suggestions from supervisor(s).			
	11. Uses current knowledge and takes initiative, suggests or assists in activities beyond the scope of the current experience.			
Lifelong Learning	12. Discusses and plans with appropriate personnel the value of life-long learning.			
	13. Participates in campus, P-12 professional development or professional organization workshop that is related to their field.			
	14. Connects learning to "real life" and demonstrates relevance.			
	15. Communicates eagerness & curiosity about professional practice.			

Behaviors		Rating	Comments (if any)	No Opportunity to Observe
Professional Skills	16. Presents and shows professional behaviors expected in the profession (dress, speaking, collegiality).			
	17. Demonstrates an understanding, communicates and models the Kentucky Academic Skills and their respective content.			
	18. Examines, selects, reflects and designs appropriate lesson(s) in concert with the field supervisor.			
	19. Identifies and makes use of diverse strategies to improve student learning outcomes.			
	20. Identifies, models and can discuss appropriate classroom or behavior management strategies that maintain the respect for all students.			
OVERALL RATING				

How would you like to have this person teaching next door to you next year (realizing, of course, that this candidate has not yet experienced Clinical Practice)?

Further Comments:

Signature – Field Supervisor

Date

Complete and mail in the enclosed envelope **OR** return to your Brescia student. – **OR** – Complete and save as word document; attach to email to your Brescia contact (firstname.lastname@brescia.edu) – **OR** – Print, sign, and mail the evaluation to: School of Education, Brescia University, 717 Frederica Street, Owensboro, KY 42301. Thanks **so** much for working with a Brescia candidate.

Field Experience Accountability Form #20

First Name _____ MI _____ Last Name _____ BU Student ID _____ Course _____

Component Categories: (Choose only ONE)

- B. Observations in Schools and Related Agencies including Family Resource centers or Youth Service Centers
- C. Student Tutoring
- D. Interaction with Families of Students
- E. Attendance at School Board and School-Based Council Meetings
- F. Participation in a School-Based Professional Learning Community
- G. Opportunities to Assist Teachers or Other School Professionals
- H. Other

Student Diversity: (List ALL that apply)

- I. Caucasian
- J. African American
- K. Hispanic
- L. Burmese
- M. Asian
- N. Other _____
- O. Gifted/Talented
- P. ESL
- Q. Free/Reduced
- R. Disabilities

**** note time to the quarter hour ****

Date	Time In	Time Out	Today's Hours	Print Teacher's Name Teacher's Initials Block/Period if Applicable	School/Agency	List Field Experience Be Specific	List the Component Category & Student Diversity
							Comp: _____ Diversity: _____ _____
							Comp: _____ Diversity: _____ _____
							Comp: _____ Diversity: _____ _____
							Comp: _____ Diversity: _____ _____
							Comp: _____ Diversity: _____ _____

Instructor's signature

Date

Student's Signature

Date

BRESCIA UNIVERSITY SCHOOL OF EDUCATION
Professional Growth Plan (PGP)

EDU #27A

One of Kentucky's Teacher Performance Standards focuses on "Professional Development," especially as it relates to self-awareness of professional strengths and areas for growth. Mastery of this standard focuses on this self-awareness and the ability to develop "action plans" to address identified areas of growth. School of Education **candidates** have indicated a need for additional work with this standard (especially as they have worked to prepare their portfolios for the TEAC). Therefore, the School of Education advisors incorporated a Professional Growth Plan (PGP) as part of the ongoing advising for Teacher Candidates. Please prepare your PGP before meeting your advisor. Thank you.

Name _____ Beginning Date _____
Major _____

My Strengths ***related to the Teacher Performance Standards*** as revealed in the PGP self-assessment [choose no more than four] (see www.epsb.ky.gov/mod/book/view.php?id=133):

My Areas for Professional Growth ***related to the Teacher Performance Standards*** as revealed in the PGP self-assessment [choose no more than four] (see same KY EPSB web site):

ACTION PLAN FOR PROFESSIONAL GROWTH

Area for Growth:	Standard # _____	Date _____
I will take the following actions to address this Area for Growth:		
I will provide the following evidence of the impact of my actions in my portfolio, coursework, field or Clinical Practice:		

ACTION PLAN FOR PROFESSIONAL GROWTH

Area for Growth:	Standard # _____	Date _____
I will take the following actions to address this Area for Growth:		
I will provide the following evidence of the impact of my actions in my portfolio, coursework, field or Clinical Practice:		

Name: _____

EDU #32A

**BRESCIA UNIVERSITY SCHOOL OF EDUCATION
PGP Self-Assessment
P-12 Kentucky Teacher Performance Standards**

To begin your Professional Growth Plan, please assess your level of performance on every indicator. **Use a “1 to 4” scale as follows: 1 = Beginning; 2 = Developing; 3 = Accomplished; 4 = Exemplary.** Indicate “1,” “2,” “3,” or “4” in the appropriate column each time you complete the self-assessment. As you continue, you should see growth across the columns. This one form will serve at least four self-assessments.

Complete this self-assessment prior to generating your “professional growth plan (PGP)” and then attempt it again annually. Your final self-assessment will be within your Clinical Practice. Typically, you would self-assess every two PGP preparations and share the results during your pre-registration advising.

Self-Assessment Dates (enter date in appropriate column in the top row below):

Initial: [date]	Second:	Third:	Final:	P = Performance; EK = Essential Knowledge; CD = Critical Dispositions Form Edu #32A
STANDARD 1: Learner Development: <i>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</i>				
Performance Criteria: The extent to which you:				
				a) Regularly assess individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development. [P]
				b) Create developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning. [P]
				c) Collaborate with families, communities, colleagues, and other professionals to promote learner growth and development. [P]
				d) Understand how learning occurs – how learners construct knowledge, acquire skills, and develop disciplined thinking processes – and know how to use instructional strategies that promote student learning. [EK]
				e) Understand that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and know how to make instructional decisions that build on learners’ strengths and needs. [EK]
				f) Identify readiness for learning, and understand how development in any one area may affect performance in others. [EK]
				g) Understand the role of language and culture in learning and know how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging. [EK]
				h) Respect learners’ differing strengths and needs and are committed to using this information to further each learner’s development. [CD]
				i) Are committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning. [CD]
				j) Take responsibility for promoting learners’ growth and development. [CD]
				k) Value the input and contributions of families, colleagues and other professionals in understanding and supporting each learner’s development. [CD]
STANDARD 2: Learner Differences: <i>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i>				
Performance Criteria: The extent to which you:				
				a) Design, adapt, and deliver instruction to address each student’s diverse learning strengths and needs and create opportunities for students to demonstrate their learning in different ways. [P]

Initial: [date]	Second:	Third:	Final:	P = Performance; EK = Essential Knowledge; CD = Critical Dispositions Form Edu #32A
				b) Make appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual learners with particular learning differences or needs. [P]
				c) Design instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. [P]
				d) Bring multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. [P]
				e) Incorporate tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency. [P]
				f) Access resources, supports, and specialized assistance and services to meet particular learning differences or needs. [P]
				g) Understand and identify differences in approaches to learning and performance and know how to design instruction that uses each learner's strengths to promote growth. [EK]
				h) Understand students with exceptional needs, including those associated with disabilities and giftedness, and know how to use strategies and resources to serve these needs. [EK]
				i) Know about second language acquisition processes and know how to incorporate instructional strategies and resources to support language acquisition. [EK]
				j) Understand that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values. [EK]
				k) Know how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction. [EK]
				l) Believe that all students can achieve at high levels and persist in helping each student reach his/her full potential. [CD]
				m) Respect learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. [CD]
				n) Make learners feel valued and help them learn to value each other. [CD]
				o) Value diverse languages and dialects and seek to integrate them. [CD]
STANDARD 3: Learning Environments: <i>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</i>				
Performance Criteria: The extent to which you:				
				a) Collaborate with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. [P]
				b) Develop learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally. [P]
				c) Collaborate with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. [P]

Initial: [date]	Second:	Third:	Final:	P = Performance; EK = Essential Knowledge; CD = Critical Dispositions Form Edu #32A
				d) Manage the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. [P]
				e) Use a variety of methods to engage learners in evaluating the learning environment and collaborate with learners to make appropriate adjustments. [P]
				f) Communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment. [P]
				g) Promote responsible learner use of interactive technologies to extend the possibilities for learning locally and globally. [P]
				h) Intentionally build learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills. [P]
				i) Understand the relationship between motivation and engagement and know how to design learning experiences using strategies that build learner self-direction and ownership of learning. [EK]
				j) Know how to help learners work productively and cooperatively with each other to achieve learning goals. [EK]
				k) Know how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures. [EK]
				l) Understand how learner diversity can affect communication and know how to communicate effectively in differing environments. [EK]
				m) Know how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways. [EK]
				n) Are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments. [CD]
				o) Value the role of learners in promoting each other's learning and recognize the importance of peer relationships in establishing a climate of learning. [CD]
				p) Are committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning. [CD]
				q) Seek to foster respectful communication among all members of the learning community. [CD]
				r) Are a thoughtful and responsive listener and observer. [CD]
STANDARD 4: Content Knowledge: <i>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</i>				
				Performance Criteria: The extent to which you:
				a) Effectively use multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. [P]
				b) Engage students in learning experiences in the discipline that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. [P]
				c) Engage learners in applying methods of inquiry and standards of evidence used in the discipline. [P]
				d) Stimulate learner reflection on prior content knowledge, link new concepts to familiar concepts, and make connections to learners' experiences. [P]

Initial: [date]	Second:	Third:	Final:	P = Performance; EK = Essential Knowledge; CD = Critical Dispositions Form Edu #32A
				e) Recognize learner misconceptions in a discipline that interfere with learning, and create experiences to build accurate conceptual understanding. [P]
				f) Evaluate and modify instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for your learners. [P]
				g) Use supplementary resources and technologies effectively to ensure accessibility and relevance for all learners. [P]
				h) Create opportunities for students to learn, practice, and master academic language in their content. [P]
				i) Access school- and/or district-based resources to evaluate the learner's content knowledge in their primary language. [P]
				j) Understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) you teach. [EK]
				k) Understand common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding. [EK]
				l) Know and use the academic language of the discipline and know how to make it accessible to learners. [EK]
				m) Know how to integrate culturally relevant content to build on learners' background knowledge. [EK]
				n) Have a deep knowledge of student content standards and learning progressions in the discipline(s) you teach. [EK]
				o) Realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. You keep abreast of new ideas and understandings in the field. [CD]
				p) Appreciate multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives. [CD]
				q) Recognize the potential of bias in your representation of the discipline and seek to appropriately address problems of bias. [CD]
				r) Are committed to work toward each learner's mastery of disciplinary content and skills. [CD]
STANDARD 5: Application of Content: <i>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</i>				
				Performance Criteria: The extent to which you:
				a) Develop and implement projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications). [P]
				b) Engage learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., environmental literacy, financial literacy). [P]
				c) Facilitate learners' use of current tools and resources to maximize content learning in varied contexts. [P]
				d) Engage learners in the questioning and challenging of assumptions and approaches in order to foster innovation and problem solving in local and global contexts. [P]
				e) Develop learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes. [P]

Initial: [date]	Second:	Third:	Final:	P = Performance; EK = Essential Knowledge; CD = Critical Dispositions Form Edu #32A
				f) Engage learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work. [P]
				g) Facilitate learners' abilities to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel inclusive approaches to solving problems. [P]
				h) Develop and implement supports for learner literacy development across content areas. [P]
				i) Understand the ways of knowing in your discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns. [EK]
				j) Understand how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and know how to weave those themes into meaningful learning experiences. [EK]
				k) Understand the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use. [EK]
				l) Understand how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals. [EK]
				m) Understand critical thinking processes and how to help learners develop high level questioning skills to promote their independent learning. [EK]
				n) Understand communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning. [EK]
				o) Understand creative thinking processes and how to engage learners in producing original work. [EK]
				p) Know where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum. [EK]
				q) Are constantly exploring how to use disciplinary knowledge as a lens to address local and global issues. [CD]
				r) Value knowledge outside your own discipline and how such knowledge enhances student learning. [CD]
				s) Value flexible learning environments that encourage learner exploration, discovery, and expression across content areas. [CD]
STANDARD 6: Assessment: <i>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</i>				
Performance Criteria: The extent to which you:				
				a) Balance the use of formative and summative assessment as appropriate to support, verify, and document learning. [P]
				b) Design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results. [P]
				c) Work independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning. [P]
				d) Engage learners in understanding and identifying quality work and provide them with effective descriptive feedback to guide their progress toward that work. [P]
				e) Engage learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. [P]

Initial: [date]	Second:	Third:	Final:	P = Performance; EK = Essential Knowledge; CD = Critical Dispositions Form Edu #32A
				f) Model and structure processes that guide learners in examining their own thinking and learning as well as the performance of others. [P]
				g) Effectively use multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. [P]
				h) Prepare all learners for the demands of particular assessment formats and make appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs. [P]
				i) Continually seek appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs. [P]
				j) Understand the difference between formative and summative applications of assessment and know how and when to use each. [EK]
				k) Understand the range of types and multiple purposes of assessment and how to design, adapt or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias. [EK]
				l) Know how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners. [EK]
				m) Know when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning. [EK]
				n) Understand the positive impact of effective descriptive feedback for learners and know a variety of strategies for communicating this feedback. [EK]
				o) Know when and how to evaluate and report learner progress against standards. [EK]
				p) Understand how to prepare learners for assessment and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs. [EK]
				q) Are committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning. [CD]
				r) Take responsibility for aligning instruction and assessment with learning goals. [CD]
				s) Are committed to providing timely and effective descriptive feedback to learners on their progress. [CD]
				t) Are committed to using multiple types of assessment processes to support, verify, and document learning. [CD]
				u) Are committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs. [CD]
				v) Are committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote student growth. [CD]
STANDARD 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.				
				Performance Criteria: The extent to which you:

Initial: [date]	Second:	Third:	Final:	P = Performance; EK = Essential Knowledge; CD = Critical Dispositions Form Edu #32A
				a) Individually and collaboratively select and create learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. [P]
				b) Plan how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. [P]
				c) Develop appropriate sequencing of learning experiences and provide multiple ways to demonstrate knowledge and skill. [P]
				d) Plan for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. [P]
				e) Plan collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs. [P]
				f) Evaluate plans in relation to short- and long-range goals and systematically adjust plans to meet each student's learning needs and enhance learning. [P]
				g) Understand content and content standards and how these are organized in the curriculum. [EK]
				h) Understand how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge. [EK]
				i) Understand learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning. [EK]
				j) Understand the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs. [EK]
				k) Know a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs. [EK]
				l) Know when and how to adjust plans based on assessment information and learner responses. [EK]
				m) Know when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations). [EK]
				n) Respect learners' diverse strengths and needs and are committed to using this information to plan effective instruction. [CD]
				o) Value planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community. [CD]
				p) Take professional responsibility to use short- and long-term planning as a means of assuring student learning. [CD]
				q) Believe that plans must always be open to adjustment and revision based on learner needs and changing circumstances. [CD]
STANDARD 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.				
				Performance Criteria: The extent to which you:
				a) Use appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. [P]
				b) Continuously monitor student learning, engage learners in assessing their progress, and adjust instruction in response to student learning needs. [P]

Initial: [date]	Second:	Third:	Final:	P = Performance; EK = Essential Knowledge; CD = Critical Dispositions Form Edu #32A
				c) Collaborate with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest. [P]
				d) Vary your role in the instructional process (e.g., instructor, facilitator, coach, and audience) in relation to the content and purposes of instruction and the needs of learners. [P]
				e) Provide multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances. [P]
				f) Engage all learners in developing higher order questioning skills and metacognitive processes. [P]
				g) Engage learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information. [P]
				h) Use a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes. [P]
				i) Ask questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question). [P]
				j) Understand the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated. [EK]
				k) Know how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals. [EK]
				l) Know when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks. [EK]
				m) Understand how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships. [EK]
				n) Know how to use a wide variety of resources, including human and technological, to engage students in learning. [EK]
				o) Understand how content and skill development can be supported by media and technology and know how to evaluate these resources for quality, accuracy, and effectiveness. [EK]
				p) Are committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction. [CD]
				q) Value the variety of ways people communicate and encourage learners to develop and use multiple forms of communication. [CD]
				r) Are committed to exploring how the use of new and emerging technologies can support and promote student learning. [CD]
				s) Value flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs. [CD]
STANDARD 9: Evaluates Teaching & Implements Professional Development: <i>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</i>				
				Performance Criteria: The extent to which you:
				a) Engage in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. [P]

Initial: [date]	Second:	Third:	Final:	P = Performance; EK = Essential Knowledge; CD = Critical Dispositions Form Edu #32A
				b) Engage in meaningful and appropriate professional learning experiences aligned with your own needs and the needs of the learners, school, and system. [P]
				c) Independently and in collaboration with colleagues, use a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice. [P]
				d) Actively seek professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. [P]
				e) Reflect on your personal biases and access resources to deepen your own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. [P]
				f) Advocate, model, and teach safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media. [P]
				g) Understand and know how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on your practice and to plan for adaptations/adjustments. [EK]
				h) Know how to use learner data to analyze practice and differentiate instruction accordingly. [EK]
				i) Understand how personal identity, worldview, and prior experience affect perceptions and expectations, and recognize how they may bias behaviors and interactions with others. [EK]
				j) Understand laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse). [EK]
				k) Know how to build and implement a plan for professional growth directly aligned with your needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities. [EK]
				l) Take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice. [CD]
				m) Are committed to deepening understanding of your own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families. [CD]
				n) See yourself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. [CD]
				o) Understand the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy. [CD]
STANDARD 10: Leadership and Collaboration: <i>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</i>				Performance Criteria: The extent to which you:
				a) Take an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning. [P]

Initial: [date]	Second:	Third:	Final:	P = Performance; EK = Essential Knowledge; CD = Critical Dispositions Form Edu #32A
				b) Work with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. [P]
				c) Engage collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals. [P]
				d) Work collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. [P]
				e) Working with school colleagues, build ongoing connections with community resources to enhance student learning and well-being. [P]
				f) Engage in professional learning, contribute to the knowledge and skill of others, and work collaboratively to advance professional practice. [P]
				g) Use technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. [P]
				h) Use and generate meaningful research on education issues and policies. [P]
				i) Seek appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles. [P]
				j) Advocate to meet the needs of learners, to strengthen the learning environment, and to enact system change. [P]
				k) Take on leadership roles at the school, district, state, and/or national level and advocate for learners, the school, the community, and the profession. [P]
				l) Understand schools as organizations within a historical, cultural, political, and social context and know how to work with others across the system to support learners. [EK]
				m) Understand that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning. [EK]
				n) Know how to work with other adults and have developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts. [EK]
				o) Know how to contribute to a common culture that supports high expectations for student learning. [EK]
				p) Actively share responsibility for shaping and supporting the mission of your school as one of advocacy for learners and accountability for their success. [CD]
				q) Respect families' beliefs, norms, and expectations and seek to work collaboratively with learners and families in setting and meeting challenging goals. [CD]
				r) Take initiative to grow and develop with colleagues through interactions that enhance practice and support student learning. [CD]
				s) Take responsibility for contributing to and advancing the profession. [CD]
				t) Embrace the challenges of continuous improvement and change. [CD]

Now use the results for your PGP; the areas with the higher scores should become your “strength” areas, while those with the lower scores will be your “growth” areas. Simple as that!

**STUDENT RECORD CONFIDENTIALITY AND PROFESSIONAL DECORUM
ACKNOWLEDGMENT**

I understand that by virtue of my participation and/or enrollment in the following Course(s):
(note all _____) at Brescia University, I agree to adhere to the following:

1. Dress professionally, according to staff dress code requirements for the school district of building in which I will be attending;
2. Follow ALL guidelines and expectations set by the school systems and/or administration during the Coronavirus pandemic;
3. Communicate with school staff in a professional manner;
4. Maintain a professional (teacher/student) relationship with all P-12 students with whom I come in contact;
5. 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 P-12 students, the disclosure of which is prohibited by the Family Education 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 could subject me to disciplinary action imposed by Brescia University, School of Education; and
6. Should circumstances change prior to application to Clinical Practice, report any changes that may be reflected on a background check to the Chair of the School of Education immediately.

Also by signing below, I agree that I have read and agree with the policies and procedures outlined in Brescia University's School of Education's *Field Experience Handbook*.

Print Candidate's Name

Candidate Signature

Date

Semester/Year

This form is to be returned to the Field Experience Coordinator before you can be placed for your field experience hours.

CLINICAL PRACTICE FORMS

**BRESCIA UNIVERSITY SCHOOL OF EDUCATION
ADMISSION into CLINICAL PRACTICE**

EDU #6

- Applications for Admission into Clinical Practice are accepted October 1 and February 1 of each academic year. The responsibility for application to Clinical Practice lies with the candidate. In the event that a candidate does not turn in his/her application by the deadline date, a letter of explanation to the Chair of the School of Education and members of the School of Education faculty Sub-Committee of the Teacher Education Advisory Committee (TEAC) must accompany the Application. A Health Certificate and verification of TB test must also be submitted. In the event that the Health Certificate is not attached to the application, a similar letter (addressed to members of the TEAC) will be required for submission of the application.

Criteria for Admission into Clinical Practice

1. The candidate must have been accepted into the School of Education no later than the semester prior to application for admission into Clinic Practice.
2. The candidate must have completed a minimum of 90 semester hours of university course work by the date of the application.
3. By the application deadline, the candidate must have completed two semesters of university course work at Brescia University. (Exception: In certain cases, post-graduates seeking certification only may have fewer than two full semesters of remaining course work.)
4. Prior to admission to Clinical Practice, Brescia Teacher Candidates must complete 200 hours of field.
5. By the application deadline, the candidate must have a cumulative GPA of 2.75 out of a possible 4.00 on all university work attempted, on all professional courses attempted, and in the teaching major or academic emphasis area. The candidate must also maintain at least this minimum 2.75 GPA until beginning Clinical Practice. Failure to maintain the minimum GPA will result in removal of permission to participate in clinical practice.
6. Each candidate must have the recommendation of the advisor(s) within his/her certification area(s). As a demonstration of adequate content knowledge and skills, the candidate must also have the recommendation of the advisor in his/her major field or area of academic emphasis.
7. Candidates seeking certification only and who have already obtained a baccalaureate or advanced degree in their academic content area *and* have obtained passing scores on the relevant PRAXIS II Specialty Exams shall be regarded as having demonstrated content knowledge in their fields adequate for Clinical Practice. [TEAC May 28, 2003]
8. Teacher Candidates must take their licensure exam or their PRAXIS II specialty exam(s) and the relevant Principles of Learning and Teaching (PLT) exams prior to being admitted to Clinical Practice. [TEAC November 9, 2005]

9. The candidate must prepare and present a portfolio demonstrating competency in Kentucky Teacher Performance Standards by attaining a rating of *Accomplished* (3) on each Standard from external evaluators and members of the TEAC (see Edu #24B). The portfolio must be submitted through TaskStream.
10. Each candidate must have completed or be in the process of completing the curriculum course and/or methods course(s) required for certification.
11. Each candidate must have a completed (within the past six [6] months) Brescia University Health Certificate on file in the School of Education Office. This form must be completed and submitted at the time of application and must include evidence of a TB risk assessment.
12. At least 75% of the course work for the teaching major must be completed, or be in progress, at the time of filing for Admission into Clinical Practice. Prior to the actual Clinical Practice semester, all work, including professional courses, must be completed or be in progress.
13. The candidate must have received a recent (within six [6] months of Clinical Practice) Federal background check with fingerprints, which includes state and local agencies. The candidate must also have received a Kentucky Child Abuse and Neglect Registry check. The candidate is responsible for the costs.
14. The candidate must have demonstrated satisfactory performance in an oral interview evaluated by members of the School of Education faculty and obtain an average score of 3.0 (Accomplished) or above on a scale of 4.0 on Edu #5B – Oral Presentation.
15. The candidate must have demonstrated satisfactory performance on written responses required on Edu #7, *Application for Admission into Clinical Practice*, evaluated by members of the School of Education faculty and obtain an average score of 3.0 (Accomplished) or above on a scale of 4.0 on Edu #5B – Written Communication Skills.
16. The evaluation of the candidate’s disposition for the education profession shall include an oral presentation, written responses to the questions on the application form, and (if necessary) a conference with the candidate’s advisor. The candidate must obtain an average score of 3.0 (Accomplished) or above on a 4.0 scale on Edu #5B – Dispositions.

**BRESCIA UNIVERSITY SCHOOL OF EDUCATION
APPLICATION FOR ADMISSION into CLINICAL PRACTICE**

EDU #7

Name _____ Date _____
 Last First Middle (Maiden)

Address (Home) _____
 Street City State Zip

Address (Local) _____
 Street City State Zip E-Mail Address

Telephone (Local) _____ Telephone (Home) _____ Cell Phone _____

Social Security Number _____ Date of Birth _____

Classification: _____ Junior _____ Post Graduate (Must have passed Praxis II Content Exams)
 _____ Senior _____ Date Taken

Field(s) of Professional Preparation and Certification:

_____ Elementary (P-5)
_____ Middle School (5-9) – Area(s) of Specialization: _____
_____ Secondary – Major: _____
_____ Special Education (also indicate either Elementary or Middle School)
_____ P-12 Art Education

PRAXIS II Exam(s): _____ Content _____ Date taken
 _____ Content _____ Date taken (if applicable)
 _____ PLT _____ Date taken

Other requirements: _____ Federal Background check _____ Date submitted
 _____ Child Abuse and Neglect (CAN) _____ Date submitted

Using the scale below, evaluate yourself on the following:

1 – Low 2 – Below Average 3 – Average 4 – Above Average 5 – Very Good

_____ English Composition (Ability to express yourself clearly and correctly in writing.)
_____ Oral Communication
_____ Competence in area of certification
_____ Professional attitude

Health Form: This application is accepted only upon receipt of a completed Brescia University Health Form. Does a completed health certificate accompany this application into Clinical Practice? ____ Yes ____ No
(If “no,” please explain) _____

School Preference (Please share your preferences; these may help us select and arrange your placement)

System/School	Principal	Teacher	Assignment/Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Take some time to reflect on these three questions. The nature and quality of your written responses will be considered, together with your oral presentation, as evidence of your teacher dispositions and competence with the English language. **Please type each question with your response and attach the document to the application.**

- 1) Why have you chosen the teaching profession?
- 2) Describe your experience with school-aged children (could range from pre-school through high school).
- 3) What qualities do you think an effective teacher possesses?

Please check the following four statements:

_____ I have read and continue to promise to adhere to the Professional Code of Ethics for Kentucky School Certified Personnel.

_____ I declare that I possess good moral character and that I have never been convicted of a felony or crime involving moral turpitude, or misdemeanor (other than a moving traffic violation), been found guilty, or entered a plea of *nolo contendere* (no contest), even if adjudication was withheld, in Kentucky or any other state and that all of the information given by me on this form is true and correct. (*Kentucky Revised Statute 161.120 provides that a certification may be revoked upon determination that false information was presented toward obtaining the certification.*)

_____ I hereby certify that I have completed the required courses and have maintained the required GPA.

_____ I further agree not to engage in any outside work which will interfere with my Clinical Practice duties.

Signature of Candidate: _____ Date: _____

The Chair of the School of Education has responsibility for the placement of Clinical Practice Candidates. This placement is made in consultation with the applicant, major/certification advisor, Chair of the School of Education, and school system(s)

DO NOT WRITE BELOW THIS LINE

GPA _____ Faculty Evaluation: _____ Satisfactory _____ Unsatisfactory _____
 (If "Unsatisfactory") Specific Reason: _____
 _____ Application Accepted
 _____ Not Accepted

Additional Comments:

Chair, School of Education _____ Date _____

For Office Use Only:

1st Clinical Practice placement:	Dates (Begin) _____ (End) _____
School _____	Teacher _____ Grade/Assignment _____
2nd Clinical Practice placement:	Dates (Begin) _____ (End) _____
School _____	Teacher _____ Grade/Assignment _____
3rd Clinical Practice placement:	Dates (Begin) _____ (End) _____
School _____	Teacher _____ Grade/Assignment _____

 School Official Date

HEALTH CERTIFICATE
(Confidential)

Each student is required to submit a Health Certificate. The attending physician will determine which of the tests listed below are necessary. However, a **T.B. Test is required.**

NAME _____ TELEPHONE (____) _____

ADDRESS _____
Street City State Zip

Weight _____ Height _____ Age _____

Vision without glasses: Right eye _____ Left eye _____

Vision with glasses: Right eye _____ Left eye _____

Mouth _____ Hearing _____

Heart _____ Lungs _____

Gastro-Intestinal _____ Urinalysis _____

Hemogram _____ TB Test _____

Allergies: _____

Any information not given above that will be helpful in protecting children and promoting the health education of the applicant should be given.

COMMENTS: _____

Date: _____

Return: Chair
School of Education
Brescia University
717 Frederica Street
Owensboro, KY 42301

Signature of Attending Physician

Address

City/State/Zip

**BRESCIA UNIVERSITY
SCHOOL OF EDUCATION
Content Assessment**

EDU #26

Content Instructor/Advisor _____

The candidate named below has applied for clinical practice next semester. Please indicate your assessment of the candidate's ability to teach in this area, based on your experience as the candidate's instructor of record or advisor in his/her content area. Please return the completed form to the School of Education, attention: Dr. Ashley N. Holland.

Candidate _____

Content Area _____

Certification Level _____

a. What are the strengths of the candidate in the discipline?

b. What are the weaknesses of the candidate in the discipline?

c. Would you say the candidate is proficient in using standard English?

_____ Yes _____ No

d. Does your experience with the candidate lead you to believe that he or she can function successfully in a teaching situation? _____ Yes _____ No
Why or why not?

e. Are you willing to recommend this candidate for Clinical Practice?

1. _____ Yes
2. _____ Yes, with reservations (please explain) _____

3. _____ No (please explain) _____

f. If appropriate, please feel free to share any other information about the candidate which you believe should be part of the consideration process for Clinical Practice.

Instructor Signature / Date

and/or Chair, School of Education Signature / Date

BRESCIA UNIVERSITY SCHOOL OF EDUCATION
Application to Clinical Practice Presentation Rating
 (Rating: 1=Beginning; 2=Developing; 3=Accomplished; 4=Exemplary)

EDU#5B

Oral Communication

1. Grammatical Form	1	2	3	4
2. Pitch and Diction	1	2	3	4
3. Verbal Clarity	1	2	3	4
4. Appropriate Mannerisms	1	2	3	4

Written Communication Skills

1. Content	1	2	3	4
2. Grammar & Mechanics	1	2	3	4
3. Structure/Written Clarity	1	2	3	4

Evidence of Dispositions

ETHICS:

Not Demonstrated (may include)		Demonstrated (may include)	
Unprepared, low effort, little awareness of responsibilities or ethical expectations, possible violations of confidentiality, unprofessional		Honest, open, understands confidentiality, punctual, best efforts, prepared, dependable, accepts responsibility, honors commitments, ethical awareness, professional	
1	2	3	4

ADVOCACY:

Not Demonstrated (may include)		Demonstrated (may include)	
Demands evidence of ability before believing in potential, stand-offish, inflexible, uninvolved, deliverer of information only, unaware of own role as advocate		Positive, caring, enthusiastic, awareness of others' needs, interactive, going the extra mile, differentiating approaches to instruction, mentoring, involving family & community, perceives own role as advocate	
1	2	3	4

SERVICE:

Not Demonstrated (may include)		Demonstrated (may include)	
Purposes focus only on academic goals, perceives service to be separate from education, sees service as "contractual obligation only"		Service to others, long-term impacts, realistic, belief in ability of students to help one another, breadth of involvement, actively seeks opportunities to serve, recognizes teaching as such an opportunity	
1	2	3	4

LIFELONG LEARNING:

Not Demonstrated (may include)		Demonstrated (may include)	
Focus on current setting and immediate goals only, learning appears to be isolated, goals in classes appear to be to "get through," limited interests, unable to make interdisciplinary connections		Views events in broad perspective, recognizes larger implications & contexts, broad vision/new ideas, diversity, "shoots for the stars," eagerness, creativity, sees all learning as interconnected	
1	2	3	4

Candidate: _____ Interviewer: _____

Date: _____

Oral Communication: _____ /4.0 Written Communication: _____ /4.0

Dispositions: Overall: _____ /4.0

Ethics: _____ /4.0 Advocacy: _____ /4.0 Service: _____ /4.0 Lifelong Learning: _____ /4.0

**BRESCIA UNIVERSITY SCHOOL OF EDUCATION
CLINICAL PRACTICE PORTFOLIO ASSESSMENT**

Edu #24B

CANDIDATE _____ **SCORER** _____ **DATE** _____

	1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p align="center">Kentucky Teacher Performance Standards</p> <p align="center"><i>[score only if a minimum of two (2) pieces of evidence]</i></p>	<p>Candidate displays errors in knowledge of the Standard</p> <ul style="list-style-type: none"> Provides only repetition of standard with inferred connection to evidence. Identifies action with no explanation. Inconsistent and misuse of professional vocabulary 	<p>Candidate is familiar with the Standard</p> <ul style="list-style-type: none"> Provides inconsistent explanation of connection between standard and evidence. Discusses actions with explanation. Inconsistent use of professional vocabulary 	<p>Candidate displays solid knowledge of the Standard</p> <ul style="list-style-type: none"> Provides limited explanation of connection between standard and evidence. Analyzes actions with explanation. Limited use of professional vocabulary 	<p>Candidate displays in-depth knowledge of the Standard</p> <ul style="list-style-type: none"> Provides obvious explanations of connection between standard and evidence. Justifies actions with explanation. Extensive use of professional vocabulary
<p>Standard 1: Learner Development: <i>The teacher understands how learners grow and develop recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</i></p>				Std 1 Score
<p>COMMENTS for Exhibits 1 and 2</p>				
<p>Standard 2: Learner Differences: <i>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i></p>				Std 2 Score
<p>COMMENTS for Exhibits 1 and 2</p>				
<p>Standard 3: Learning Environments: <i>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</i></p>				Std 3 Score
<p>COMMENTS for Exhibits 1 and 2</p>				
<p>Standard 4: Content Knowledge: <i>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</i></p>				Std 4 Score
<p>COMMENTS for Exhibits 1 and 2</p>				
<p>Standard 5: Application of Content: <i>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</i></p>				Std 5 Score
<p>COMMENTS for Exhibits 1 and 2</p>				

	1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Kentucky Teacher Performance Standards <i>[score only if a minimum of two (2) pieces of evidence]</i>	Candidate displays errors in knowledge of the Standard <ul style="list-style-type: none"> Provides only repetition of standard with inferred connection to evidence. Identifies action with no explanation. Inconsistent and misuse of professional vocabulary 	Candidate is familiar with the Standard <ul style="list-style-type: none"> Provides inconsistent explanation of connection between standard and evidence. Discusses actions with explanation. Inconsistent use of professional vocabulary 	Candidate displays solid knowledge of the Standard <ul style="list-style-type: none"> Provides limited explanation of connection between standard and evidence. Analyzes actions with explanation. Limited use of professional vocabulary 	Candidate displays in-depth knowledge of the Standard <ul style="list-style-type: none"> Provides obvious explanations of connection between standard and evidence. Justifies actions with explanation. Extensive use of professional vocabulary
Standard 6: Assessment: <i>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</i>				Std 6 Score
COMMENTS for Exhibits 1 and 2				
Standard 7: Planning for Instruction: <i>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</i>				Std 7 Score
COMMENTS for Exhibits 1 and 2				
Standard 8: Instructional Strategies: <i>The teacher understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</i>				Std 8 Score
COMMENTS for Exhibits 1 and 2				
Standard 9: Evaluates Teaching & Implements Professional Development: <i>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</i>				Std 9 Score
COMMENTS for Exhibits 1 and 2				
Standard 10: Leadership and Collaboration: <i>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</i>				Std 10 Score
COMMENTS for Exhibits 1 and 2				
FINAL Comments:				

For reference, see “Kentucky’s Teacher Performance Standards”

CLINICAL PRACTICE CANDIDATE PLACEMENT & COOPERATING TEACHER INFORMATION

Clinical Practice Candidate Information

Name _____ Date _____
(last) (first) (m.i.)

Local Address _____
Street City State Zip

Home Address _____
Street City State Zip

Telephone () _____ Date of Birth ____/____/____ Gender _____

E-mail Address _____ Social Security Number _____

Anticipated Area(s) of Certification _____

Cooperating Teacher

(information also needed for KY Vouchers)

Name _____ SS# _____
(last) (first) (m.i.)

Email address _____

Years of Teaching Experience _____ Years at Present School _____

Highest Degree Obtained _____ KTIP Resource Teacher Training _____ yes _____ no

Certification Area(s) _____ Co-Teaching Training _____

Beginning and Ending Dates of Supervision _____

Number of Weeks of Supervision _____ University Supervisor _____

School _____ School District _____

School Address _____
Street City State Zip

Principal _____ Telephone () _____

**RETURN FORM TO:
School of Education
Brescia University
717 Frederica Street
Owensboro, KY 42301**

BRESCIA UNIVERSITY SCHOOL OF EDUCATION
PERSONAL DATA FORM: CLINICAL PRACTICE CANDIDATE
(to share with Cooperating Teacher)

Edu #11

Name _____

Residence during Clinical Practice _____

Phone () _____ Cell () _____ Date of Birth ____/____/____

Home Address _____

Single _____ Married _____ # of Children _____ Email _____

Area(s) of Certification _____

Elementary _____ Middle School _____ Secondary _____ Special Education _____

Projected date of graduation _____

Name of person(s) to be notified in case of emergency:

(1) _____ Relationship _____

Telephone: Work _____ Home _____

(2) _____ Relationship _____

Telephone: Work _____ Home _____

BACKGROUND INFORMATION

Extra-curricular activities in Elementary and High School: _____

Extra-curricular activities in College: _____

Hobbies/Special Skills/Area of Interest (Sunday School/CCD, tutoring, camping experience, Scouting, other): _____

VERIFICATION OF PERMISSION TO DIGITALLY VIDEO-RECORD

All parent(s)/guardian(s) have signed the District's media release form and (check one of the following):

_____ all students have been granted permission

_____ all **BUT** the following students have been granted permission:

Brescia University School of Education Candidate

Date

Cooperating Teacher Signature

Date

School or Agency/District

The recording will be created as part of the Brescia University Clinical Practice Experience or Senior Practicum. The sole purpose of the recording is in the professional development and assessment of the Teacher Candidate listed above. All rules of confidentiality apply.

**BRESCIA UNIVERSITY SCHOOL OF EDUCATION
CLINICAL PRACTICE FORMATIVE EVALUATION**

Edu #12

_____ **COOPERATING TEACHER FORM**

_____ **CLINICAL PRACTICE CANDIDATE FORM**

_____ **2 Week**

_____ **4 Week**

_____ **6 Week**

_____ **8 Week**

_____ **10 Week**

_____ **12 Week**

Please utilize this instrument approximately every two weeks to assess/self-assess expected candidate performance during this clinical experience. Establish a conference time and arrive prepared to share ratings and comments. Supportive details in comments section should clearly indicate reinforcement for areas of strength being demonstrated, as well as, areas where effort toward growth and development needs to be focused. The expected outcome of this process is consensus on a clear plan of action for the next two week assessment period.

**The goal is to improve specific areas of candidate's performance and positively impact learning of all students.
Rating Scale: 1 = Beginning; 2 = Developing; 3 = Accomplished; 4 = Exemplary**

Clinical Practice Candidate: _____

	Rating	Comments
Professional Attitude/Dispositions		
a. Appropriate Attire/Neatness/Cleanliness		
b. Poise/Self-Control		
c. Punctuality/Dependability/Initiative		
d. Collaboration		
Designs/Plans and Implements/Manages Instruction		
a. Preplanned/Prepared		
b. Aligned with Kentucky's Academic Standards		
c. Planned for learning and cultural diversity		
d. Formative and Summative Assessments		
e. Multiple levels & higher order thinking tasks		
f. Integrates technology to address diverse student needs		
g. Connections with real-life situations		
h. Inter-disciplinary connections		
i. Engages students at all levels		
Knowledge of Content		
a. Communicates accurate knowledge of content		
b. Oral/Written expression		
c. Summarizes, reviews, assesses		
d. Uses community/student/other resources		
e. Identifies (students'own) misconceptions		
f. Guides student understanding from various perspectives		
Learning Climate/Classroom Management		
a. Voice/Diction		
b. Vitality/Enthusiasm		
c. Facilitates mutual respect		
d. Communicates high expectations		
e. Positive classroom management/Fosters self-control		
f. Creative/Flexible use of time, space, materials		
Assessment		
a. Uses multiple assessments/data sources		
b. Uses/Analyzes assessment to improve instruction		
c. Communicates assessment results to students		
d. Promotes self-assessment		
Reflection/Professional Development		
a. Reflects on teaching		
b. Plans and implements changes based on reflection		
c. Accepts critical comment/Supervision		

COMMENTS:

Areas of strength:

Areas of growth:

School/Agency _____ Grade/Subject _____ System/City _____

Signature _____ Date _____

**BRESCIA UNIVERSITY SCHOOL OF EDUCATION
CLINICAL PRACTICE FORMATIVE EVALUATION**

Edu #13

_____ **University Supervisor**

_____ **Content Faculty**

Please rate your teacher candidate on the following grading scale and share the results with that teacher candidate as soon as possible.

Rating Scale: 1 = Beginning; 2 = Developing; 3 = Accomplished; 4 = Exemplary

Teacher Candidate _____ Grade _____
 Agency/School _____ System/City _____ Subject _____
 Cooperating Teacher _____ Time _____

	Rating	Comments
Professional Attitude/Dispositions		
a. Appropriate Attire/Neatness/Cleanliness		
b. Poise/Self-Control		
c. Punctuality/Dependability/Initiative		
d. Collaboration		
Designs/Plans and Implements/Manages Instruction		
a. Preplanned/Prepared		
b. Aligned with Kentucky's Academic Standards		
c. Planned for learning and cultural diversity		
d. Formative and Summative Assessments		
e. Multiple levels & higher order thinking tasks		
f. Integrate technology to address diverse student needs		
g. Connections with real-life situations		
h. Inter-disciplinary connections		
i. Engages students at all levels		
Knowledge of Content		
a. Communicates accurate knowledge of content		
b. Oral/Written expression		
c. Summarizes, reviews, assesses		
d. Uses community/student/other resources		
e. Identifies (students'/own) misconceptions		
f. Guides student understanding from various perspectives		
Learning Climate/Classroom Management		
a. Voice/Diction		
b. Vitality/Enthusiasm		
c. Facilitates mutual respect		
d. Communicates high expectations		
e. Positive classroom management/Fosters self-control		
f. Creative/Flexible use of time, space, materials		
Assessment		
a. Uses multiple assessments/data sources		
b. Uses/Analyzes assessment to improve instruction		
c. Communicates assessment results to students		
d. Promotes self-assessment		
Reflection/Professional Development		
a. Reflects on teaching		
b. Plans and implements changes based on reflection		
c. Accepts critical comment/Supervision		

COMMENTS:

Areas of Strength:

Areas of Growth:

Candidate Signature _____ Date _____

US/CF Signature _____ Date _____

**BRESCIA UNIVERSITY SCHOOL OF EDUCATION
CLINICAL PRACTICE: FINAL EVALUATION
COOPERATING TEACHER**

Edu #14

Please rate your Clinical Practice Candidate on the following rating scale at the completion of Clinical Practice.
(Rating Scale: 1 = Beginning; 2 = Developing; 3 = Accomplished; 4 = Exemplary)

Clinical Practice Candidate: _____ Date: _____
 Subject(s)/Grade Taught: _____
 Dates: Began _____ Ended _____ System/City: _____
 School/Agency: _____
 Evaluation: Passed _____ Failed _____
 Signature: Cooperating Teacher _____

	<u>Rating</u>	<u>Comments</u>
Professional Attitude/Dispositions		
a. Appropriate Attire/Neatness/Cleanliness		
b. Poise/Self-Control		
c. Punctuality/Dependability/Initiative		
d. Collaboration		
Designs/Plans and Implements/Manages Instruction		
a. Preplanned/Prepared		
b. Aligned with Kentucky's Academic Standards		
c. Planned for learning and cultural diversity		
d. Formative and Summative Assessments		
e. Multiple levels & higher order thinking tasks		
f. Integrate technology to address diverse student needs		
g. Connections with real-life situations		
h. Inter-disciplinary connections		
i. Engages students at all levels		
Knowledge of Content		
a. Communicates accurate knowledge of content		
b. Oral/Written expression		
c. Summarizes, reviews, assesses		
d. Uses community/student/other resources		
e. Identifies (students'/own) misconceptions		
f. Guides student understanding from various perspectives		
Learning Climate/Classroom Management		
a. Voice/Diction		
b. Vitality/Enthusiasm		
c. Facilitates mutual respect		
d. Communicates high expectations		
e. Positive classroom management/Fosters self-control		
f. Creative/Flexible use of time, space, materials		
Assessment		
a. Uses multiple assessments/data sources		
b. Uses/Analyzes assessment to improve instruction		
c. Communicates assessment results to students		
d. Promotes self-assessment		
Reflection/Professional Development		
a. Reflects on teaching		
b. Plans and implements changes based on reflection		
c. Accepts critical comment/Supervision		

CLINICAL PRACTICE FINAL EVALUATION NARRATIVE

Clinical Practice Candidate _____ Date _____

Please provide a detailed appraisal of your Clinical Practice Candidate's performance over the past several weeks. This evaluation should include strengths and areas for growth and will become part of his/her permanent record in Brescia's School of Education. If possible, please use this form for your word processed narrative evaluation. Your evaluation must be signed and dated. If you cannot use this form, please attach whatever you develop and be certain to sign and date both papers; including the identifying information at the bottom of this form.

Please submit Final Evaluation Forms
Edu #14 and Edu #15 in the provided
envelope and mail to:

Chair,
School of Education
Brescia University
717 Frederica Street
Owensboro, KY 42301

Cooperating Teacher

Date

School

City/State/Zip

NOTE: Before transmitting both evaluation forms (Edu #14 & #15) via candidate or mail, please check that each evaluation has been signed and dated and a recommendation of PASS/FAIL is indicated.

NAME: _____

SSN: _____

SECTION III. Character and Fitness

- A. Applicants are required to complete a state criminal background check.
 _____ I am an applicant for initial certification in Kentucky and I have submitted or will submit my state background check.
- B. If you have ever held, or currently hold a professional license, credential, or other document issued to you by any 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

C. 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	Documentati on 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 <i>nolo contendere</i> (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 (KAR) 1:020, understand its provisions, and agree to abide by its terms during the course of my career as a professional educator.

SIGNATURE: _____ DATE: _____

Section IV. Affirmation

I affirm and declare that all information given by me on this application 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 denial or revocation of my teaching certificate. 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: _____