Central Kentucky Educational Cooperative
Teacher Certification Institute
Option 7 Alternative Route to Certification
Proposal to Add New Certificates

i. Rationale

The Central Kentucky Educational Cooperative (CKEC) is one of Kentucky's eight regional cooperative agencies, as defined in KRS 160.290(3) and KRS 65.210-300. The following districts comprise the CKEC service region: Anderson County, Bardstown Independent, Bourbon County, Boyle County, Bracken County, Burgin Independent, Campbell County, Casey County, Clark County, Danville Independent, Estill County, Fairview Independent, Fayette County, Fleming County, Frankfort Independent, Franklin County, Garrard County, Harrison County, Jessamine County, Lincoln County, Madison County, Marion County, Mercer County, Montgomery County, Nelson County, Nicholas County, Paris Independent, Powell County, Pulaski County, Scott County, Washington County, Woodford County; additionally, Kentucky School for the Deaf (KSD) is part of the CKEC service region.

The CKEC region covers about 7400 square miles. There are 308 schools, more than 10,000 teachers, and over 147,000 students impacted by our work. As such, CKEC services districts in rural and urban settings and includes some of the smallest districts in terms of student population, as well as some of the largest in the Commonwealth. That is about 23% of all the students in Kentucky. On average, about 61% of students in the CKEC region are considered economically disadvantaged and around 7.5% are Multilingual Learners Learners.

The mission of the Central Kentucky Educational Cooperative is:

> *The Central Kentucky Educational Cooperative (CKEC) works with the superintendents and staff of its member districts to provide opportunities for collaboration, strategic planning and professional development. CKEC delivers a wide range of customized services to our member districts, including opportunities to Community of Practice with colleagues. We also work with vendors of all kinds to leverage the buying power of our member districts to ensure that they are paying the most competitive prices for products and services.*

Our mission is summarized in three fundamental tenets: **Advocate. Innovate. Lead.** These three tenets provide a paradigm for how we go about our work, ensuring we live out our mission and provide equitable access and opportunity in all services we provide.

The Central Kentucky Educational Cooperative's Teacher Certification Institute (CKEC TCI) was initially approved at the April 2021 meeting of the Kentucky Education Professional Standards Board to offer an alternative path to the Special Education (Exceptional Children—Learning and Behavior Disorders P12) certificate. Since then, EPSB has approved additional certificates for the Option 7 Route (Grades 8-12: English, Math, Biology, Chemistry, Social Studies) in Spring 2022. We have also been granted approval for a CEO

Rank Change Program (Spring 2024). CKEC also has a partnership with Campbellsville University for Grow Your Own programming for Rank 1 or 2 certification (including Option 6 pathways) for principal (all grades), instructional supervisor, DPP, director of special education, or superintendent. As we have talked with district leaders throughout our region, we have determined more areas of need for teachers. This proposal attempts to address the needs of the CKEC member school districts by beginning Option 7 pathways for teaching certificates in **Elementary Education Primary through Grade 5** and **Interdisciplinary Early Childhood Education, Birth to Primary**. The CKEC TCI Director will be the primary point-of-contact for certification candidates. Any of the CKEC's 32 school districts, as well as other school districts from Kentucky, that agree with the program requirements, are eligible to collaborate in the certification initiative.

ii. Overview of Changes from Previous Proposals

With this proposal, the CKEC Teacher Certification Institute requests to add Elementary Education Primary through Grade 5 and Interdisciplinary Early Childhood Education, Birth to Primary teaching certificates to its program. The preparation program structure is not changing; therefore, this proposal is similar to the proposal submitted and approved by the EPSB in April 2022. The differences between this current proposal and the previous proposal include the following:

a) **University Partner**—Campbellsville University will be the Institute of Higher Education partnering with CKEC for both certificates. We will be using their undergraduate curriculums for elementary Education, P-5 Certification and Interdisciplinary Early Childhood Education (IECE) Teacher Certification.
b) **Program Curriculum**—New certificates obviously require a new curriculum to prepare teachers effectively. The CKEC TCI has built its proposed curriculum from the courses that comprise the core requirements for both programs at Campbellsville University's School of Education.
c) **Candidates**–Our Program will expand to include not only CKEC member districts, but any school district in Kentucky.
d) **Program Format**–The program currently offers a virtual learning format. It will continue to offer this, while being adaptive to providing in-person formats as needed (as was in the original proposal).
e) **Program Calendar**—The CKEC TCI will begin its programs late summer or early in the fall semester, and possibly spring semester (if needed). The program will run the equivalent of a school year (minimum of two semesters).
f) **Teacher Standards**—The Kentucky Teacher Performance Standards (KTPS) and the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and Learning Progressions for Teachers form the backbone of the Elementary certification route, while Kentucky's Infant and Early Childhood Education Standards (KIECS) and the Professional Standards and Competencies for Early Childhood Educators (PSCECE) from the National Association for the Education of Young Children (NAEYC) pave the pathway for the IECE certification route. The CKEC TCI's initial proposal aligned program components to similar standards from the Council on Exceptional Children. This proposal includes alignment charts to show how those content association standards align with the *Kentucky Framework for Teaching* as well as the TCI curriculum.
g) **Advisory Board Members**—With the addition of new certification areas, the current proposal includes a revision of the Advisory Board outlined in the initial proposal.

Members with Elementary or IECE background will be added to offer guidance specific to preparing teachers to teach in the content areas. Also, the Advisory Board will meet at least once every year, as opposed to twice a year.

h) **Assignment Rubric**–Headers updated to reflect the same language as the KY Framework for Teaching

A summary of changes to the original CKEC Teacher Certification Institute for this proposal are listed in the table below with page numbers in the proposal document indicated for easier reference.

	Previous Program	Current Proposal	Proposal Page#
EPSP Agenda Date	April 2021, October 2021	February 2025	1
Certification	Special Education: LBD; Grades 8-12 (Biology, Chemistry, English, Math, Social Studies)	Elementary Education, P-5; Interdisciplinary Early Childhood Education, Birth to Primary	2
Curriculum Partner	Campbellsville University; Asbury University	Campbellsville University	4
Curriculum	Undergraduate special ed core; MAT program core	Undergraduate Elementary Education and IECE core programs	4, 16-28
Candidates	CKEC member districts	CKEC member districts or any Kentucky district	4
Format	In-person, hybrid	Virtual, on-demand, and in-person as needed	5
Calendar	1 Admission: June; 2 Admissions: October & June	Two start dates: late summer/early fall and/or late winter/early spring	5
Teaching Standards	KTPS, CECIP; KTPS, NCTM, NSTA, NCSS, NCTE	KTPS, KIECS, InTASC, PSCECE	11
Advisory Board	Members with special education and teacher preparation background; Members with special education, teacher preparation, and content area background; meets twice/year	Add additional member with elementary/IECE background; meet a minimum of once every year	9

	Previous Program	Current Proposal	Proposal Page#
Assignment Rubric	4=exceeds expected demonstration of standards 3=meets expected demonstration of standards, 2=limited demonstration of standards, 1=does not demonstrate standards	4=Exemplary (*above expectation*), 3=Accomplished (*meets expectations*), 2=Developing (*progressing toward expectations*), 1=Ineffective (*well below expectation*)	11
Mentorship	40 hours above the required 240 institute hours	36 hours, included in the 240 hours required for the institute	6, 7
Program Hours	280 (240 required); 220 (180 required)	240 (required) for LBD, Elementary, and IECE; 180 (required) for Gen Ed	6, 7

I. Contact Information

David Young, Executive Director
Central Kentucky Educational Cooperative
2331 Fortune Dr., Suite 270
Lexington, KY 40509
(859) 319-0717 *cell*
(859) 232-8885 *office*

II. Description of Institute

After beginning the Option 7 alternative certification program with special education (Exceptional Children—Learning and Behavior Disorders P12), and general education (Grades 8-12: English, Math, Biology, Chemistry, and Social Studies), the Central Kentucky Educational Cooperative Teacher Certification Institute (CKEC TCI) would like to expand by adding other certification areas. With approval of this proposal, CKEC would begin developing high quality teachers for the workforce by offering pathways to Elementary Education P-5 and Interdisciplinary Early Childhood Education, Birth to Primary. Candidates seeking certification in these areas will be full-time employees teaching in one of CKEC's school districts or in another school district in Kentucky with a temporary provisional certificate.

For these new certificates, CKEC's Teacher Certification Institute will be a partnership between the cooperative, participating school districts (Appendix G), and Campbellsville University (Appendix F). The CKEC will be the lead organization, serving as the fiscal agent, hiring instructors and coaches, coordinating program components, and overseeing program evaluation and improvement. The CKEC instructors and coaches will be the primary points-of-contact for certification candidates. Any Kentucky school district that agrees with the requirements are eligible to collaborate in the certification program. Campbellsville University has agreed to provide the curriculum for the new certificates to be

offered through the CKEC Teacher Certification Institute. The content, learning tasks, and assessments making up the CKEC TCI curriculum will come from Campbellsville's EPSB-approved undergraduate coursework.

The CKEC Teacher Certification Institute is built around two fundamental ideas: 1) teaching the content and skills necessary for highly effective teaching and 2) designing a system of support through mentoring that is responsive to candidates' needs. Several leading experts in teacher preparation support these beliefs (Darling-Hammond et al, 2007), and some evidence exists that teacher preparation based on these tenets produce positive student learning results (Boyd et al., 2009). The certification institute consists of two primary learning environments

a. In classroom/workshop settings scheduled throughout the institute calendar, certification candidates will encounter the knowledge and theory presented by the institute instructor and guest teachers, and
b. In clinical settings (their own classrooms), candidates will apply the knowledge and theory under the supervision of mentor teachers and administrators in their schools.

These two learning environments will provide an intense, experiential path to certification.

The institute begins with a series of sessions, which we refer to as Bootcamp. Bootcamp will occur during the first semester of the candidate's placement in a classroom. Bootcamp formats would include a mix of synchronous virtual sessions, asynchronous on-demand modules, and some in-person sessions as needed. These sessions are designed to provide candidates a solid foundation as they begin their classroom teaching assignment. Following Bootcamp, certification candidates continue their instruction during Seminar. Seminar sessions are designed to take a deeper dive into content pertinent to the certification field and pedagogy. Like Bootcamp, these sessions could be delivered in a variety of formats (synchronous, asynchronous, in-person). A final seminar, including a portfolio defense, will take place following the second semester of teaching. The table below includes the admission-completion cycle with component deadlines for each calendar.

Application Deadline	Bootcamp	Teaching	Seminars	Portfolio Defense
August	Late Summer/Fall	August-May	Late Fall/Spring	June

The application, testing, and instructional session dates are subject to change.

Application Deadline	Bootcamp	Teaching	Seminars	Portfolio Defense
January	Winter/Spring	Jan-May Aug-Dec;	Late Spring/ Summer/Fall	December

The application, testing, and instructional session dates are subject to change.

The CKEC certification curriculum has been designed so that topics spiral, going deeper in content and skills as teacher candidates gain more experience in school classroom settings. Therefore, candidates will encounter some topics more than once in instructional sessions during the program cycle, but learning tasks within the topics will require deeper analysis and more complex application as candidates' needs from the classroom setting dictate. In addition, the CKEC Teacher Certification Institute calendars are planned with frequent points of contact between the teacher candidate and practicing educators in order

to support the candidate in application of learning as a beginning teacher. The table below summarizes the components of the CKEC Teacher Certification Institute along with the corresponding credit hours, dates offered, methods of delivery, and the primary contact with practicing educators planned for the first year.

Interdisciplinary Early Childhood Education (IECE) Birth to Primary

Component	Dates*	Methods of Delivery	Contact
Bootcamp (126 hours)	Late Summer/Early Fall	● Face-to-face in-person or synchronous virtual instruction of planned curricular topics aimed at preparing candidates for early teaching ● On-line content modules ● Hands-on experiences in school district classrooms ● Observations of other teachers ● Research on Capstone Project	Institute instructor, practicing teachers, guest instructors
Clinical Experience (teaching assignment)	Aug-May (full-time position)	Classroom practice and performance of other professional duties with guidance from mentor teacher	Mentor teacher, school principal, institute coach
Mentorship (36 hours)	Aug-May (approx. 18 hrs./ semester, but could vary based on need)	Observations of classroom practice and other professional duties with coaching and feedback sessions from a highly-effective teacher	Teacher mentors, school principals, Institute coach
Seminar (78 hours)	Late Fall/Spring	● Face-to-face in-person or synchronous virtual instruction of planned curricular topics and issues based on candidate needs ● On-line content modules	Institute instructor, guest instructors
240 Total Hours	**10-15 Months**		

*Most Bootcamp and Seminar sessions will be 3-hour sessions (one or two/week); In-Person sessions will be either 3-or 6-hour sessions. This calendar shows the Fall start date. Timelines will be adjusted for a Spring start date.

Elementary Education, Grades P through 5

Component	Dates*	Methods of Delivery	Contact
Bootcamp (126 hours)	Late Summer/Early Fall	● Face-to-face in-person or synchronous virtual instruction of planned curricular topics aimed at preparing candidates for early teaching ● On-line content modules ● Hands-on experiences in school district classrooms ● Observations of other teachers ● Research on Capstone Project	Institute instructor, practicing teachers, guest instructors
Clinical Experience (teaching assignment)	Aug-May (full-time position)	Classroom practice and performance of other professional duties with guidance from mentor teacher	Mentor teacher, school principal, institute coach
Mentorship (36 hours)	Aug-May (approx. 18 hrs./ semester, but could vary based on need)	Observations of classroom practice and other professional duties with coaching and feedback sessions from a highly-effective teacher	Teacher mentors, school principals, Institute coach
Seminar (78 hours)	Late Fall/Spring	● Face-to-face in-person or synchronous virtual instruction of planned curricular topics and issues based on candidate needs ● On-line content modules	Institute instructor, guest instructors
240 Total Hours	**10-15 Months**		

*Most Bootcamp and Seminar sessions will be 3-hour sessions (one or two/week); In-Person sessions will be either 3-or 6-hour sessions. This calendar shows the Fall start date. Timelines will be adjusted for a Spring start date.

III. Program Review Contents

A. *Quality Assurance of Institute's Effectiveness* The staff of the CKEC Teacher Certification Institute will monitor and evaluate both program and candidate effectiveness using multiple measures. Institute leaders want to use data and feedback from partners to ensure that candidates are effective teachers and to improve the certification experience. Improvement efforts will be informed by data collected and analyzed several times throughout the institute as candidates experience the process.

The institute's effectiveness will be monitored and evaluated using the data and methods listed in the table below:

Data Sets	Purpose	When Collected	How Analyzed	Who Analyzes
Praxis Scores (Quantitative)	To determine success of assessment preparation component of the institute	After each round of testing (By June 30 or Dec 31 each year)	● Compute measures of central tendency ● Compare number of passing scores to non-passing scores ● Compute amount of gain or loss on repeat testers	Instructor, CKEC TCI Director, School/ District Staff
Classroom Observation Results (KY FfT) (Qualitative)	To monitor candidate performance To determine candidates' classroom teaching effectiveness To determine quality of institute curriculum	After each round of classroom observations (All results submitted to CKEC by Dec 30/April 30)	● Identify areas of strength and weakness in candidates ● Identify performance patterns across candidates ● Identify potential gaps in curriculum/ learning tasks ● Identify quality of feedback received by candidate	Instructor, CKEC TCI Director, School staff
Learning Task/ Assessment Grades (Quantitative and Qualitative)	To monitor candidate performance To determine effectiveness of lessons and teaching To ensure curriculum is applicable to teacher practice	At the end of each semester (Instructor submits results by Dec 30/April 30)	● Compute class averages ● Compute number of attempts to meet standard ● Identify areas of strength and weakness in candidates ● Identify performance patterns across candidates ● Compare Bootcamp and Seminar learning results to classroom observation results ● Compare candidate instructional task results and classroom practice results	Instructor, CKEC TCI Director
Candidate Feedback (Qualitative)	To measure effectiveness of teaching	At the end of each semester	● Compare candidate feedback to instructional results and classroom practice results	Instructor, CKEC TCI Director,

	To measure delivery of support	(Candidates submit results by Dec 30/April 30)	● Identify themes in feedback to inform improvements needed to certification institute	Advisory Board, see below)
Partner Feedback (Qualitative)	To measure the quality and effectiveness of candidates in the program To measure the effectiveness of program components (e.g., curricula, mentorship)	At the end of each semester (Partners submit results by Dec 30/April 30)	● Compare partner feedback (school, district) to instructional results and classroom practice results ● Identify themes in feedback to inform improvements needed to the institute	Instructor, CKEC TCI Director, Advisory Board, see below)
Retention Data (Quantitative)	To measure the number of candidates employed as teachers after completing the program (fill rate) To measure the number of candidates retained in a teaching position in the same district as during the program (retention rate)	At the end of the candidates' certification program	● Compute number and percentage of TCI candidates filling positions in a CKEC or Kentucky school ● Compute number and percentage of TCI candidates continuing employment in the same CKEC district as during program	Instructor, CKEC TCI Director, Advisory Board

Candidate performance data and partner feedback listed in the table above will be used to guide improvements in the program components like curriculum, mentorships, and admission procedures. Institute staff will share data collected and initial analyses with an advisory board, which will be established to guide decision-making for the CKEC Teacher Certification Institute. The advisory board will meet formally at least once every year, where members will further the analyses of data and offer improvement advice. The advisory board will meet as part of the certification program's summative evaluation.

Advisory board members' expertise will help ensure institute effectiveness and continuous improvement. Advisory board membership will consist of:

- CKEC Staff
- A professor/administrator with specific background in teacher preparation from a partnering university
- A general education teacher or administrator from a CKEC school district
- A special education teacher or administrator from a CKEC school district
- A CKEC district superintendent
- Others members as needed

Data collected and analyzed, along with any recommendations made by the advisory board, will be presented to the CKEC Board of Directors and district superintendents. This step will provide yet another layer of feedback and suggestions for improvement beyond the advisory board.

B. *Quality Assurance of Candidates* The CKEC Teacher Certification Institute staff will monitor and evaluate candidates admitted into the program using multiple measures. Data review will occur at five different stages during the institute as a means of assuring that the candidates and eventual certificate-holders are of the highest quality possible.

The first review of data will occur in the admissions process using data and information collected through the application process. In order to participate in the institute, candidates must meet the minimum requirements established in legislation and regulation, which are

- Hold a Bachelor's degree in the certification content area from a regionally accredited college or university or graduate degree in a related field
- Have a cumulative grade point average of 2.75 (or 3.0 on the last 30 hours)

Candidates who do not attain minimum scores on the exams by the specified deadlines will not be able to continue in the program.

Candidates applying to be part of the certification institute will complete an application (Appendix A) that includes general demographic and contact information, a review of the Professional Code of Ethics, character and fitness questions, and a Teacher Certification *Candidate Dispositions Rating Form* (Appendix C) to be completed by at least 3 references. This same *Candidate Dispositions Rating Form* will be completed by the institute instructor, mentor teacher, and principal at the end of Semester 1 (program midpoint) and the end of Semester 2 (end-of-program). In completing the form, references rate the candidate on 7 dispositions that include the 21st Century Skills 4Cs as required in 16 KAR 5:020. The same rating system will be used as a measure of candidate performance throughout the certification institute. Additionally, they will sign a Candidate Agreement (Appendices B1-B2). This Agreement, along with the application, serves as a contract with the candidates, so they understand the requirements of the program.

Once admitted to the institute, candidates' progress and performance will be reviewed three times. Candidates who are not making satisfactory progress at any of the three points will not be able to complete the certification process. The chart below lists the data sources that will be analyzed at the three points of review:

End of Bootcamp	End of Semester 1	End of Semester 2/ End-of-Program
● Learning & Assessment Tasks ● Clinical Experiences log ● Professional Exams (if taken)	● Classroom Observations w/ Mentorship ● Clinical Experiences log ● Summative Conference ● Learning & Assessment Tasks ● Dispositions Rating	● Classroom Observations w/ Mentorship ● Clinical Experiences log ● Summative Conference ● Learning & Assessment Tasks ● Dispositions Rating

		• Candidate Portfolio of Clinical Experiences

Candidate performance will be evaluated using two categories of measures during the certification process—Learning and Assessment Task Performance and Professional Practice Performance. Learning and assessment task measures will come from Bootcamp and Seminar sessions. Professional practice measures will be based on observations and evaluations of classroom teaching and other professional activities made by the institute instructor, the candidate's mentor teacher, and the building principal. In addition, those same educators will complete *Candidate Dispositions Rating Form* (Appendix C) at the end of each semester.

All learning and assessment tasks in the institute will be aligned to appropriate *Kentucky Teacher Performance Standards* and InTASC's *Model Core Teaching Standards* or *Kentucky Infant and Early Childhood Education Standards* and NAEYC's *Professional Standards and Competencies for Early Childhood Education*) and evaluated using standards-based methods with feedback given to candidates on performance. Learning and assessment tasks will be evaluated on a 4-point scale where 4=Exemplary (*above expectation*), 3=Accomplished (*meets expectations*), 2=Developing (*progressing toward expectations*), and 1=Ineffective (*well below expectation*).

The institute instructor will be responsible for evaluating candidate performance on learning and assessment tasks submitted as part of the instructional sessions. The instructor will share the task requirements and performance criteria with candidates before work on the assignments begins. Candidates will have the opportunity to re-submit tasks or assessments that score below 3, the expected performance level. Candidates will be encouraged to seek additional support from the instructor and or mentor teacher. Candidates who repeatedly fall short of the expected performance level will have to conference with the instructor and may face dismissal from the certification institute.

As with our previous proposals, candidates will be evaluated on professional practices in their clinical experiences using the *Kentucky Framework for Teaching*. The *Kentucky Framework* includes performance and scoring criteria for each of the components of effective teaching. The components occur in four domains—Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Performance levels include *Ineffective* (1)*, Developing* (2)*, Accomplished* (3), and *Exemplary* (4). Candidates must score at the *Developing* level or above to be deemed progressing or successful. Formative feedback to candidates will be provided on each separate component during the semester, but the summative performance at the end of each semester will be assessed on each of the 4 domains as a whole. Candidates are expected to score at the *Developing* level or above in all four domains. Candidates who repeatedly fall short of the expected performance level despite formative feedback and support may face dismissal from the certification program. The formal process for evaluating candidates on professional practices is explained in the Clinical Experiences section of this proposal.

The *Kentucky Framework* will also be used to evaluate each candidate's participation in the mentorship since the *Framework* includes components related to professionalism,

collegiality, and professional growth. Again, *Developing* or above is the expected performance level. During the semester, candidates will receive formative feedback about their participation in the mentorship. At the end of each semester, the mentorship feedback will be included (only qualitatively) in the summative results mentioned above. In other words, the participation in the mentorship will be combined with classroom performance to arrive at a holistic picture of professional practice.

The CKEC TCI's *Teacher Certification Candidate Dispositions* will be measured by the institute instructor, mentor teacher, and principal at the end of each semester of the clinical experience. The dispositions will be assessed as part of professional practice performance primarily, but also through learning tasks and assessments as appropriate. Feedback will be provided to candidates specific to the dispositions using data collected from classroom teaching (clinical) experiences and assignments reviewed by the institute instructor.

The tables below show how each component of the *KY Framework for Teaching* connects to an area of candidate professional performance as well as alignment to the *Kentucky Teacher Performance Standards (KTPS), Kentucky Infant and Early Childhood Education (KIECE) Standards,* national standards (InTasc and NAEYC)*, The Professional Code of Ethics for Kentucky Certified School Personnel*, and the CKEC TCI's *Teacher Certification Candidate Dispositions:*

Interdisciplinary Early Childhood Education (IECE) Education

KY Framework for Teaching Component	Performance Area	KY Teacher Standards	NAEYC Standards	Code of Ethics	Dispo-sitions
Domain: Planning and Preparation					
1.A Knowledge of Content and Pedagogy	Classroom	KIECE 1	S6		D5
1.B Knowledge of Students	Classroom	KIECE 1	S1, S3	S1, P2	D5
1.C Setting Instructional Outcomes	Classroom	KIECE 1	S2, S3		
1.D Demonstrates Knowledge of Resources	Classroom	KIECE 2, 6, 9	S6, S8	S1	D5
1.E Designing Coherent Instruction	Classroom	KIECE 1	S2		
1.F Designing Student Assessment	Classroom	KIECE 4, 9	S4		
Domain: Classroom Environment					
2.A Creating an Environment of Respect and Rapport	Classroom	KIECE 2	S1	S1, S7	D2
2.B Establishing a Culture of Learning	Classroom	KIECE 2	S1, S2	S1, S7	D2
2.C Managing Classroom Procedures	Classroom	KIECE 2	S1	S3	
2.D Managing Student Behavior	Classroom	KIECE 2	S1	S2, S3	
2.E Organizing Physical Space	Classroom	KIECE 2	S2, 5	S3	
Domain: Instruction					
3.A Communicating with Students	Classroom	KIECE 3	S3	S1, S7	D4
3.B Questioning and Discussion Techniques	Classroom	KIECE 3	S3	S1	
3.C Engaging Student in Learning	Classroom	KIECE 3, 9	S3	S1	D6
3.D Using Assessment in Instruction	Classroom	KIECE 4, 9	S4	S1	
3.E Demonstrating Flexibility and Responsiveness	Classroom	KIECE 2, 3	S3	S1, P2	D6
Domain: Professional Responsibilities					

4.A Reflects on Teaching	Mentorship	KIECE 5, 7			D5
4.B Maintaining Accurate Records	Classroom	KIECE 4	S4	S5, E6	
4.C Communicating with Families	Classroom	KIECE 4, 6, 8	S5, S7	P1	D4
4.D Participating in a Professional Learning Community	Mentorship	KIECE 6	S6	S6, P5, E2, E3	D3
4.E Growing and Developing Professionally	Mentorship	KIECE 5, 7	S6	E5	D1, D7, D5
4.F Demonstrating Professionalism	Mentorship	KIECE 6	S6	S4, S5, S6, S8, P3, P4, P6, P7. E1, E3	D1, D2

Elementary Education

KY Framework for Teaching Component	Performance Area	KY Teacher Standards	InTasc Standards	Code of Ethics	Dispo-sitions
Domain: Planning and Preparation					
1.A Knowledge of Content and Pedagogy	Classroom	KTPS 4, 5, 8	S4, 7		D5
1.B Knowledge of Students	Classroom	KTPS 1	S1	S1, P2	D5
1.C Setting Instructional Outcomes	Classroom	KTPS 2, 7	S7		
1.D Demonstrates Knowledge of Resources	Classroom	KTPS 2, 4	S2, 4, 5, 7	S1	D5
1.E Designing Coherent Instruction	Classroom	KTPS 7	S2, 4		
1.F Designing Student Assessment	Classroom	KTPS 6	S1, 6		
Domain: Classroom Environment					
2.A Creating an Environment of Respect and Rapport	Classroom	KTPS 2, 3	S3	S1, S7	D2
2.B Establishing a Culture of Learning	Classroom	KTPS 2, 3	S3	S1, S7	D2
2.C Managing Classroom Procedures	Classroom	KTPS 3	S3	S3	
2.D Managing Student Behavior	Classroom	KTPS 3	S3	S2, S3	
2.E Organizing Physical Space	Classroom	KTPS 3	S3	S3	
Domain: Instruction					
3.A Communicating with Students	Classroom	KTPS 4, 5	S3, 8	S1, S7	D4
3.B Questioning and Discussion Techniques	Classroom	KTPS 8	S5, 8	S1	
3.C Engaging Student in Learning	Classroom	KTPS 2, 8	S5, 8	S1	D6
3.D Using Assessment in Instruction	Classroom	KTPS 6	S1, 6	S1	
3.E Demonstrating Flexibility and Responsiveness	Classroom	KTPS 2, 3	S 2, 3, 5, 7, 8	S1, P2	D6
Domain: Professional Responsibilities					
4.A Reflects on Teaching	Mentorship	KTPS 9	S9		D5
4.B Maintaining Accurate Records	Classroom	KTPS 9	S6, 8	S5, E6	
4.C Communicating with Families	Classroom	KTPS 10	S1, 10	P1	D4
4.D Participating in a Professional Learning Community	Mentorship	KTPS 10	S1, 10	S6, P5, E2, E3	D3
4.E Growing and Developing Professionally	Mentorship	KTPS 9	S9, 10	E5	D1, D7, D5

4.F Demonstrating Professionalism	Mentorship	KTPS 10	S9	S4, S5, S6, S8, P3, P4, P6, P7. E1, E3	D1, D2

IV. Curriculum, Mentoring, and Assurances

A. *Alignment to Standards* Campbellsville University has agreed to partner with CKEC to provide the curriculum for the Teacher Certification Institute's Elementary and IECE programs. The CKEC TCI instructor will use the course objectives and learning and assessment tasks from the School of Education's EPSB-approved Undergraduate Bachelor's curriculums in Teaching preparation program to design instruction for the certification candidates in the institute. The Campbellsville course content will be arranged to fit the structure and schedule of the TCI. Using a curriculum already approved by the EPSB is one way of ensuring alignment to appropriate standards. In addition to the *Kentucky Teacher Performance Standards* and the *Kentucky Infant and Early Childhood Education (IECE) Standards,* national standards (InTasc and NAEYC), the *Kentucky Academic Standards*, and the *Professional Code of Ethics*, the CKEC TCI curriculum also will align with the *Kentucky Framework for Teaching*. The Curriculum Matrix below shows how the pertinent standards align with the institute's learning objectives and the sample learning and assessment tasks included in the matrix.

Both Elementary and IECE programs contain Methods/Strategies courses based on the content area of the students enrolled. The CKEC TCI's equivalent of methods courses will occur primarily during the Bootcamp sessions. Extensive class time will be devoted to the *Kentucky Early Childhood Standards (KECS)* and *Kentucky Academic Standards (KAS),* understanding the concepts and skills and using the standards to plan instruction and assessment (see *Curriculum Matrix* under Research-based Classroom Practices). In addition to the institute instructor, content specialists will be used as guest instructors, depending on the candidates' certification areas. Candidates will deepen their understanding of their standards under the supervision of mentor teachers and colleagues in their teaching placements and additional classroom time with the institute instructor during Seminars.

B. *Required Content* The Curriculum Matrix below shows how the institute's curriculum is organized around the content required in KRS 161.048. The curriculum is intended to be practical and spiral in topic while going deeper in application and understanding throughout the institute. The Bootcamp curriculum will prepare candidates to start teaching assignments in classrooms in the upcoming semester. The Seminar sessions are meant to provide just-in-time understanding to students as they maneuver their classrooms. They will also share new learning around curriculum, instruction, assessment, etc.

Assessment development is a good example topic to illustrate how the CKEC TCI curriculum will be set up. In Bootcamp sessions, candidates will learn the purpose of assessment, characteristics of high-quality assessment, and how to collect data from assessments. In their job placements, candidates will begin to administer classroom assessments, monitor student progress, and write their own assessments with supervision and guidance from the mentor teacher. During Seminar sessions, assessment development will be revisited but this time instruction might include using

data to plan upcoming instruction or collaborating with students on self-assessment. Similarly, during Bootcamp, candidates will learn the basics of differentiated instruction design, but they will not fully understand effective differentiation until they have experienced it in their classrooms. In Seminar, the instructor will be able to lead deeper learning around differentiated instructional design and using assessment data to guide differentiation.

Information in the *Curriculum Matrix* also provides examples of how the methods of delivery used in the CKEC Teacher Certification Institute connect to required content. In classroom/workshop settings (Bootcamp and Seminars) scheduled throughout the institute calendar, certification candidates will encounter knowledge and theory presented by the institute instructor and guest teachers; while in clinical settings (their own classrooms), candidates will apply knowledge and theory under the supervision of mentor teachers. So, most, if not all, curriculum content will appear in both settings, as indicated by the key learning tasks and assessments included in the *Curriculum Matrix*. Examples like “class presentation,” “research paper,” or “article critique” would be part of content delivery in the classroom/workshop setting. Samples listed in the matrix entitled “Clinical Experience” or samples that include directives like to “teach” or “deliver” in the description would be part of application of curriculum content in clinical settings.

The curriculum proposed for the CKEC Teacher Certification Institute is listed in the following matrix. The matrix organizes the learning objectives for the institute, some of the key content and some possible key learning and assessment tasks around the required content areas. The matrix also indicates the alignment of standards to the objectives, content, and tasks.

Curriculum Matrix for Interdisciplinary Early Childhood Education (IECE)

Required Content Strand	Objectives	Key Content	Standards/ CU Course
Child and Adolescent Development	● Describe key theories in the field of human development and learning ● Identify and define stages of biological, cognitive, language, moral, social, emotional, and personality development from prenatal through middle childhood ● Explain principles and concepts inherent in the role of schooling in a diverse society ● Consider developmental milestones of children under three years of age in order to implement and evaluate developmentally appropriate practices for infants and toddlers to promote positive development with emphasis on attachment and autonomy. ● Collaborate with a variety of early childhood professionals/families in support of children's growth and development	● Domains of human development (cognitive, physical, social, moral, personality) ● Application of learning theory to instruction (e.g., Bandura, Dewey, Piaget, Bloom, Vygotsky, metacognition, schema, transfer, self-regulation) ● Tenets of educational theories and philosophies (e.g., cognitivism, social learning theory, constructivism, behaviorism) ● Application of learning theory to exceptional children ● Effect of development on content-related pedagogy ● Theories of play	**KIECS-** 1, 2, 6, 7, 8 **KYFfT-** 1.B, 3.A **CU Course- ECE 111, ECE 130, ECE 230, IEC 385, IEC 480**
Key Learning and Assessment Tasks			
Philosophy of Early Childhood Education Paper Self-assess and reflect on the history and service delivery models of early childhood education and current learning development theories to create your own philosophy of early childhood education. The philosophy of early childhood education paper should be at least 2-3 pages articulating your beliefs about teaching and learning with evidence of how you enact those beliefs in your teaching. **Clinical Experiences Case Study** Develop a case study documenting the development and learning of a child (birth to 3 years). Gain family consent. Interview the family, collect data through observations, formal and informal assessments. Be sure to address all domains of learning and development. Create a plan to provide and implement strategies to positively affect the child's development.			
Required Content Strand	**Learner Outcomes**	**Key Content**	**Standards/ CU Course**
Research-based Classroom Practices	● Develop proficiency in planning, implementing, and evaluating lessons to support the learning of young children across domains and content areas in a variety of formats	● Standards-based education ● Approaches to curriculum (e.g., High Scope, Montessori, Reggio Emilia)	**KIECS**- 2, 3, 4, 5, 9

	● ● Explain how the *KY Early Childhood Standards* and *KY Academic Standards (KAS)* are related to curricula ● Identify common curriculum documents used by educators (e.g., standards, maps, pacing guide) ● Use the *KY Early Childhood Standards* and other curriculum documents to develop classroom curricula ● Explain the types/purposes of/for different assessments ● Explain the connection between curriculum and assessment ● Demonstrate competency in the selection, administration, evaluation, and data interpretation of screening and developmental assessment instruments for young children ● Identify the elements of effective instruction ● Design instruction for a given set of standards, objectives, outcomes ● Demonstrate appropriate uses of technology to support learning and development of young children	● Alignment of instruction to the *KY Early Childhood Standards and KAS* ● Using curriculum tools—maps, pacing guides, scope and sequence ● Types and purposes of assessment—formative, summative, diagnostic, formal, informal ● Use of assessment toolsProviding feedback ● Designing lessons using the elements of effective instruction—targets/objectives, demonstration/modeling, guided practice, formative assessment, feedback, independent practice ● Designing units of instruction	**KYFfT-** 1.A, 1.C, 1.D, 1.E, 1.F, 3.A, 3.B, 3.C, 3.D **CU Course-** **ECE 140, ECE 270, ECE 280, IEC 382, IEC 383, IEC 384, IEC 470, IEC 480**

Key Learning and Assessment Tasks

Curriculum Documents Locate Early Childhood curriculum documents used in your school or district. Share the documents with the class. Be prepared to explain what you think the purpose of the document is and why, evidence of content standards, and how the document is used in the school or district.
Classroom Assessment Administer screening assessments and analyze the results to address the current level of development and the possible presence of a potential delay.
Unit of Study Develop a unit of study with at least 5 days of instruction that you will use in your teaching assignment. The unit plan should include all the essential components discussed during class, including research-based instructional practices.

Required Content Strand	Learner Outcomes	Key Content	Standards/ CU Course
Individual Differences	● Explain educationally relevant characteristics of children and youth who have special	● Equity in learning ● Diversity and effects on learning	**KIECS-** 1, 4, 6, 8

	educational needs (e.g. medical, learning, and cultural variables). ● Apply research relative to learning disabilities, and etiologies of learning disabilities (medical, social, and emotional characteristics). ● Describe the effects of various medications on individuals who have exceptional learning needs. ● Explain the effects that an exceptional condition can have on an individual's learning in school and throughout life. ● Describe the definition, characteristics, and manifestations of learning disabilities as they relate to children and youth ● Describe identification standards and assessment practices associated with learning disabilities. ● Describe the characteristics of children and youth with emotional/behavioral disorders. ● Explain social characteristics of individuals with emotional/behavioral disorders. ● Describe the utilization of differentiated assessment and intervention strategies for multilingual learners. ● Explain the link between children's cognitive, linguistic, and emotional development and the language and culture of their home.	● Differentiation of instruction, assessment, and demonstrations of learning. ● Learning differences of students ● Providing accommodations and modifications that should be used with students of varying abilities, backgrounds, cultures, and other differences. ● Research based accommodations that enhance the achievement of all students ● Differentiation for multilingual learners ● Can-Do descriptors for multilingual learners ● KY Early Intervention System ● Behavioral intervention theories and practices	**KYFfT-** 1.A-B, 1.D-F, 2.A, 3.E **CU Course- IEC 360, IEC 460**

Key Learning and Assessment Tasks

Individual Differences Research Choose one category of exceptionality (a disability, multilingual learner, gifted, etc.). Write a paper, create a video, record a podcast, design a one-pager, or use another method of expression in which you define the exceptionality and describe instructional strategies to support the learner. Additionally, discuss community resources available to children living with these exceptionalities and their families.

Lesson Plan Construct a lesson plan that reflects teaching students of varying abilities. Teach the lesson and write reflections on the success of the lesson as taught.

Required Content Strand	Learner Outcomes	Key Content	Standards/ CU Course

Teaching Exceptional Children	● Demonstrate the ability to develop instructional goals related to specific content into behavioral objectives for instruction that are specific and observable. ● Cite examples of the ways in which technology can be used as instructional strategy. ● Identify various strategies for instruction with learners who have specific learning problems. ● Explain techniques of classroom design which are most appropriate for students with learning disabilities. ● Identify educational and behavioral interventions that are effective with this population of learners. ● Demonstrate the ability to select, adapt, and use instructional strategies and materials according to the characteristics of the individual with special needs. ● Implement appropriate instructional strategies to help students with disabilities meet the individual goals listed on their Individual Education Programs and Individual Family Service Plans. ● Design instruction that is developmentally appropriate and provides experiences for multiple levels of complexity to accommodate students of different levels of performance. ● Use a variety of teaching and learning strategies that are appropriate to student development level and actively engage the student in individual and cooperative learning experiences. ● Assess, analyze, and communicate effectiveness of instruction and make appropriate changes to improve student learning.	● Legislation relating to exceptionality and classroom practice—IDEA, Sec. 504, ADA ● Individualized Family Service Plan ● Implementing IFSPs ● Developing Individual Learning Plans—goals, objectives, SDI, other components ● Pyramid Model (RtI) ● Differentiating instruction ● Instructional settings—collaborative, self-contained ● Communication with families ● Least Restrictive environment ● Cultural factors that impact disabilities, identification of students, instruction, and learning ● Assessments and diagnostics used to identify student disabilities ● Processes for placement of students in services—special education, RtI, classroom settings	**KIECS-** 1, 4, 5, 6, 8 **KYFfT-** 1.A, 1.C, 1.E, 3.C **CU Course-** **ECE 216, IEC 410, IEC 416**

	● Interpret information from formal and informal assessments. ● Identify factors that could lead to misidentification of students with disabilities. ● Describe standardized measurement related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs. ● Administer unbiased formal and informal assessment ● Use assessment information in making eligibility, program, and placement in RTI decisions for individual with disabilities		

Key Learning and Assessment Tasks

Clinical Experience Candidates will observe multiple methods of teaching learners, and reflect in writing on the impact of these methods on the learning of the students. Where possible, their written reflections/evaluations are supported by samples of student work, including the work of a student with an IFSP.

Division of Early Childhood Recommended Practices Candidates examine the DEC Recommended Practices and then write a paper, create a video, record a podcast, design a one-pager, or determine another method of expression in which you synthesize how the practices work together to support individuals with disabilities in an inclusive classroom.

Individual Family Service Plan Each student will develop a prescriptive Individual Family Service Plan (IFSP) for one student, developed based on family priorities and organized around the developmental domains (cognitive, communication, motor, adaptive, social-emotional).

Required Content Strand	Learner Outcomes	Key Content	Standards/ CU Course
Methods of Classroom Management	● Create and maintain a classroom climate that supports learning and appropriate student behavior. ● Plan, design, and implement instruction that reflects effective instructional management principles ● Explain how positive behavior supports are structured to address the challenging behavior of children with and without disabilities ● Design functional classroom for individuals with behavior disorders	● Functional behavior theories (e.g., Thorndike, Watson, Skinner) ● Motivational theories (e.g., self-determination, attribution, operant conditioning) ● Strategies for classroom management—positive reinforcement, routines and procedures, physical space ● Student interactions ● Establishing expectations ● Management of instructional groups, transitions, materials ● Responding to misbehavior	**KIECS-** 2 **KYFfT-** 2.A, 2.B, 2.C, 2.D, 2.E **CU Course- IEC 440**

	● Utilize frequency, duration, latency, interval, and other measurement and recording procedures related to target behaviors ● Develop a repertoire of selective intervention strategies to teach and support children's social and emotional competencies ● Explain the process of conducting a functional behavioral assessment, including direct and indirect measures ● Develop functional outcomes that can be embedded into family and classroom daily routines	● Pyramid Model (RtI) ● Social Stories	

Key Learning and Assessment Tasks

Classroom Management Plan Examine classroom management models and develop a classroom management plan that includes strategies for addressing Tiers 1-3 in an inclusive early childhood classroom. Be sure to address how the design of the learning and play environments supports classroom management.
Functional Behavior Assessment Conduct a Functional Behavior Assessment for a student from the clinical experience or a recorded sample provided by the instructor. Follow examples from class sessions.
Behavior Intervention Plan Develop a Behavior Intervention Plan using information and data acquired from the Functional Behavior Assessment.
Individualized Education Program Develop an IEP for a student that would have behavior goals. Include present level data, Specially Designed Instruction, progress monitoring, etc.

Required Content Strand	Learner Outcomes	Key Content	Standards/ CU Course
Research-based Teaching Strategies in Reading and Math	● Describe the attributes of a quality instructional reading program. ● Identify the best approaches to teaching reading to youth and young adults with learning and behavioral disorders. ● Administer and interpret formal and informal reading instruments. ● Use students' IFSPs and IEPs to adapt lesson plans. ● Understand and apply the developmental foundations for literacy development	● Best practices in teaching reading—decoding, fluency, vocabulary, comprehension ● Foundational reading skills ● Differentiation of instruction for diverse learners ● Research-based reading programs ● Reading difficulties, diagnosis, evidence collection. ● Evidence-based reading interventions	**KIEC-** 1, 3, 9 **KYFfT-** 1.A, 1.D, 1.E, 3.C, 3.D, 3.E **CU Course- IEC 420, IEC 381, IEC 383,**

	● Understand and apply the developmental foundations for language and vocabulary development ● Implement systematic instruction in teaching reading comprehension and monitoring strategies. ● Discuss environmental effects on language and literacy development and apply appropriate strategies to increase acquisition ● Plan integrate, and implement language and literacy activities through literature, learning centers, technology, and play ● Demonstrate skill in presenting and assessing math lessons ● Use instructional strategies/ differentiating instructional practices that promote successful transition for individuals with exceptional learning needs.		

Key Learning and Assessment Tasks

Reading Unit Develop a modified unit plan using a children's book as a theme. Include lesson context, pre-assessment, and one lesson plan. The unit should embed differentiation of instruction, and accommodations/modifications for students identified with disabilities, gifted and talented, and students for whom English is not the primary language. Appropriate technology must be embedded into the lessons. Be sure to include center activities.
Literacy Assessment Administer an early literacy screener. Analyze the results and create an action plan based on your findings.
Math Game Create a math board game linked to a children's book. Share the math concept and standards addressed.

Curriculum Matrix for Elementary Education

Required Content Strand	Objectives	Key Content	Standards/ CU Course
Child and Adolescent Development	● Describe key theories in the field of human development and learning ● Identify and define stages of biological, cognitive, social and emotional development from prenatal through adolescence ● Learner explains how various developmental theories relate to teaching and learning ● Explain factors that influence the development of students' perceptions and actions (e.g., biological, familial, social, economic, nutritional, hygienic, cultural, and linguistic) in educational contexts ● Analyze, evaluate, and apply educational psychology to current teaching and learning ● Explain principles and concepts inherent in the role of schooling in a diverse society ● Analyze the impact of individual differences (e.g., multicultural, gender, socio-economic, academic) on the teaching/learning	● Domains of human development (cognitive, physical, social, moral) ● Application of learning theory to instruction (e.g., Bandura, Dewey, Piaget, Bloom, Vygotsky, metacognition, schema, transfer, self-regulation) ● Tenets of educational theories and philosophies (e.g., cognitivism, social learning theory, constructivism, behaviorism) ● Application of learning theory to exceptional children ● Effect of development on content-related pedagogy	**KTPS-** 1 **KYFfT-** 1.B, 3.A **CU Course- ED 220, ED 300**
Key Learning and Assessment Tasks			
Philosophy of Education Paper Self-assess and reflect on the four major philosophies of education and current learning development theories to create your own philosophy of education. The philosophy of education paper should be at least 2-3 pages articulating your beliefs about teaching and learning with evidence of how you enact those beliefs in your teaching. **Clinical Experiences Development Mapping Activity** Observe, assist, tutor and reflect on developmental issues in one or more classroom settings. Take notes and reflect on the examples of developmental differences and the range of development levels in the classes observed. Note the developmental characteristics (cognitive, physical, social, emotional) present among the students observed. Connect observed characteristics to developmental theories and domains discussed during class.		
Required Content Strand	**Learner Outcomes**	**Key Content**	**Standards/ CU Course**
Research-based	● Explain the purpose and benefits of a viable curriculum ● Explain how the *KAS* are related to curricula	● Standards-based education ● Alignment of instruction to the *KAS*	**KTPS**- 1, 4, 6, 7, 8

Classroom Practices (including Mathematics, Science, and Social Studies)	● Identify common curriculum documents used by educators (e.g., standards, maps, pacing guide) ● Use the *KAS* and other curriculum documents to develop classroom curricula ● Explain the types/purposes of/for different assessments ● Explain the connection between curriculum and assessment ● Design assessments from a given set of standards or a curriculum ● Analyze assessment results to improve student learning ● Identify the elements of effective instruction ● Design instruction for a given set of standards, objectives, outcomes ● Explain the connection between curriculum, assessment, and instruction ● Employ deeper thinking levels (Bloom's Taxonomy) when choosing lesson activities and assessments ● Demonstrate knowledge of mathematics, science, and social studies through design of appropriate learning strategies for all P-5 students ● Design, implement and reflect on instructional experiences that integrate curriculum across disciplines, especially ELA/Literacy standards ● Learn how to engage all students in problem solving and inquiry as strategies for teaching mathematics and science ● Explore assessment of and for student learning of mathematics, science, and social studies	● Using curriculum tools—maps, pacing guides, scope and sequence ● Types and purposes of assessment—formative, summative, diagnostic, formal, informal ● Use of assessment tools—scoring guides, rubrics ● Selecting assessment formats—selected response, performance, portfolio, writing ● Assessment vocabulary—validity, reliability, raw and scale scores, percentile, standard deviation ● Providing feedback ● Evidence-based instructional strategies—Marzano, Hattie ● Designing lessons using the elements of effective instruction—targets/objectives, demonstration/modeling, guided practice, formative assessment, feedback, independent practice ● Designing units of instruction	**KYFfT-**1.A, 1.C, 1.D, 1.E, 1.F, 3.A, 3.B, 3.C, 3.D **CU Course-ED 331, ED 343, ED 390**
Key Learning and Assessment Tasks			
Kentucky Academic Standards Analysis Locate the *KAS* for one content area. Use a grade that you will <u>not</u> be teaching. Review the standards and identify the "big ideas" of content and skills that students are expected to know and be able to do. Share findings with other class members.			

Curriculum Documents Locate one or more curriculum documents used in your school or district. Share the documents with the class. Be prepared to explain what you think the purpose of the document is and why, evidence of content standards, and how the document is used in the school or district.
Classroom Assessment Design an assessment based on a set of standards and a curriculum map for a unit of instruction. The assessment must align with the standards in content, skill, and level of thinking.
Unit of Study Develop a unit of study with at least 5 days of instruction for a given set of standards, objectives, or outcomes. The unit plan should include all the essential components discussed during class. Include a sample assessment for the unit as well. A template will be provided.

Required Content Strand	Learner Outcomes	Key Content	Standards/ CU Course
Individual Differences and Teaching Exceptional Children	● Demonstrate an understanding of the academic needs of all learners and how to respond to them appropriately. ● Demonstrate awareness of diverse populations and how to address the needs of the diverse learners in a way that gives all students equal access to learning. ● Demonstrate an understanding of the emotional/behavioral needs of all learners and how to respond to them appropriately. ● Demonstrate an understanding of multiple means to teach the same material to all students using a variety of differentiated instructional strategies. ● Demonstrate the ability to design effective intervention plans in response to assessment data ● Identify the characteristics of the various disabilities ● Identify how various disabilities impact learning and how to accommodate all identified learning needs ● Describe the impact of inclusion and federal legislature on diverse learners ● Experience and reflect on disability through clinical-based preparation	● Differentiation of instruction, assessment, and demonstrations of learning. ● Learning differences of students ● Providing accommodations and modifications that should be used with students of varying abilities, backgrounds, cultures, and other differences. ● Research based accommodations that enhance the achievement of all students ● Can-Do descriptors for Multilingual Learners ● RtI/Pyramid of Support ● Legislation relating to exceptionality and classroom practice—IDEA, Sec. 504, ADA ● Typical groupings for children with disabilities ● Implementing Individual Learning Plans ● Response to Intervention ● Instructional settings—collaborative, self-contained ● Strategies appropriate for the inclusion model ● Least Restrictive environment ● Characteristics of the various disabilities ● Methods that can benefit students with disabilities in the classroom ● Characteristics of the gifted/talented student ● Assistive/adaptive technologies ● Multicultural issues that impact students with disabilities	**KTPS-** 2, 3, 7, 8 **KYFfT-** 1.A-B, 1.D-F, 2.A, 3.C, 3.E **CU Course-** **ED 300** **ED 325**

		● Co-teaching ● High Leverage Practices for Special Education ● SDI Toolkits	

Key Learning and Assessment Tasks

Differentiation-Driven Lesson Plan Candidates will develop a differentiated-driven lesson that demonstrates candidate knowledge, subject matter and resources. Address the instructional strategy in terms of how the activity is differentiated and why. Be sure to include the learning environment – the way the classroom works and feels. Include a Pre-assessment to gauge students' prior-knowledge and differentiated assessments. Include differentiation by ability (Below Criteria - At Criteria - Above Criteria), students with an IEP (including behavior accommodations), 504, and PSP for ML students.
Clinical Experience Candidates will observe multiple methods of teaching learners, and reflect in writing on the impact of these methods on the learning of the students. Where possible, their written reflections/evaluations are supported by samples of student work, including the work of a student with an IEP. A guided reflection log will be completed.
Exceptional Student Case Study Candidates will create a case study of an exceptional student (Special Education, Gifted, Multilingual Learner) which will focus on specific intellectual, social, physical, and psychological aspects of the student as well as how the student is provided support services.

Required Content Strand	Learner Outcomes	Key Content	Standards/ CU Course
Methods of Classroom Management	● Identify theories & application models of classroom discipline, citing the strengths & weaknesses of each model ● Create a classroom management plan ● Identify personal values & beliefs and design classroom rules & procedures ● Analyze classroom situations & prescribe effective individual & group discipline and management strategies ● Analyze instruction to identify both explicit & implicit classroom management issues ● Apply principles for organizing and managing a positive and a safe learning climate ● Discuss legal issues in classroom management	● Functional behavior theories (e.g., Thorndike, Watson, Skinner) ● Strategies for classroom management—positive reinforcement, routines and procedures, physical space ● Student interactions ● Establishing expectations ● Management of instructional groups, transitions, materials ● Responding to misbehavior ● Parent-teacher conferences	**KTPS-** 3 **KYFfT-** 2.A, 2.B, 2.C, 2.D, 2.E **CU Course- ED 414**

Key Learning and Assessment Tasks

Student Handbook/Code of Conduct Analysis Analyze a student handbook to help when it comes to culture/design/and management in the classroom. Identify what the handbook says about 3 topics, the consequences the school and/or district has and what it will look like in your room. (Ideas: cell phones, dress code, tardies, bullying etc…)

Classroom Management Plan Examine classroom management models and develop a classroom management plan that reflects teaching students of varying abilities using a provided template.			
Required Content Strand	**Learner Outcomes**	**Key Content**	**Standards/ CU Course**
Research-based Teaching Strategies in Reading	● Identify and teach essential concepts, vocabulary in the content area ● Implement systematic instruction in teaching vocabulary in content areas ● Understand the five components of reading (phonics, phonemic awareness, fluency, vocabulary, and comprehension) ● Implement systematic instruction in teaching reading comprehension and monitoring strategies ● Design lesson plans aligned to *Kentucky Academic Standards for Reading and Writing* in conjunction with discipline-specific standards and curriculum ● Develop instruction based on the development of children in the language arts, including emergent literacy ● Implement the reading and writing processes, including grammar, spelling, and handwriting ● Employ deeper levels of inquiry in developing literacy lesson activities and assessments ● Develop instruction based on appropriate grade level literature ● Provide effective instruction for students in RtI reading and who are identified with dyslexia ● Use assessment information to plan and evaluate instruction ● Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write ● Identify the most significant approaches to stimulating interest in reading children's literature	● Best practices in teaching reading—vocabulary, comprehension ● Theories, methods, and techniques that address the literacy needs of secondary students in all disciplines ● Reading process (basic, intermediate, and disciplinary literacy strategies) ● Specialized demands of reading, writing, speaking, listening, and viewing ● Recent literacy research ● LDC model ● KDE Dyslexia Toolkit	**KTPS-** 6, 7, 8 **KYFfT-** 1.A, 1.D, 1.E, 3.C, 3.D, 3.E **CU Course- ED 351, ED 361, ED 371, ED 390**

	● Identify and select quality children's literature		

Key Learning and Assessment Tasks

Article Critiques of Reading Research: Research and critique two articles focusing on the topic: "Reading skills for learning that focus on phonics, phonemic awareness, fluency, vocabulary, comprehension, and learning strategies across the curriculum in the content areas." Be sure to address 1) main ideas presented in the article; 2) educational implications; 3) connections with KAS; 4) personal opinions. You may present your findings by writing a paper, creating a video, recording a podcast, designing a one-pager, or another method of expression.

Dyslexia Research Review the research on dyslexia, including the KDE Dyslexia Toolkit, and create a presentation for class on your new knowledge and application in your classroom setting.

Graphic Organizer for Genre Study Capture the main ideas of each genre into one graphic organizer (one-pager)

Thematic Unit As part of developing a Unit of Study (see above under *Classroom Practices including Mathematics, Science, and Social Studies*), create a reference list of children's literature to support the theme. Include at least 20 books that represent a variety of genres.

Lesson Plan Write a lesson plan in which you will teach a reading strategy. The lesson must be a direct application of reading research-based strategies of phonics, phonemic awareness, fluency, vocabulary, or comprehension. Include assessment tasks with your lesson plan.

C. *Clinical Experiences* Certification candidates in the CKEC Teacher Certification Institute will have employment offers in a Kentucky school district. The candidate's teaching assignment will serve as the clinical experiences for the CKEC Teacher Certification Institute. The candidate's placement will be supported and supervised by CKEC Institute and school district staff. Candidates will be formally observed in the classroom a minimum of six times each semester—three times by the teacher mentor, twice by the building principal, and once by the institute instructional coach. Any of the supervisors may observe the candidate more, if needed. One summative conference of the candidate's professional practice performance will be completed each semester during the clinical experience (teaching assignment) by the mentor teacher, principal, and institute instructor. (Appendix D) This summative conference is in place to support the formation of the candidate as an educator and not replace the district's certified evaluation plan. Any decisions about employment are left to the building principal/district.

In addition to the daily teaching assignment, the clinical experience will include other duties and responsibilities that accompany the role of teacher. Many of these experiences will be attended in collaboration with the mentor teacher (see Section D below) or other educators in the school. These may include attending and participating in any of the following (as needed/appropriate):

- faculty meetings
- professional learning communities (PLCs)
- Admissions and Release Committee (ARC) meetings
- First Steps meetings
- parent-teacher conferences
- professional development opportunities
- school/district required professional development
- school/district new teacher academies/trainings
- Family Engagement nights
- home visits
- parent communications (phone calls, emails, newsletters, etc.)
- assigned supervision (morning, afternoon, car line, etc.)

These experiences will be logged using the *Option 7 Clinical Experiences Outside of the Classroom* form (Appendix H). The expectation is that candidates log at least one experience per month in the program.

As part of the clinical experience, candidates will be required to maintain a digital portfolio that includes work products/tasks and reflections about practice collected throughout the certification process. Even though contents of the portfolio may consist of products developed from instructional sessions (Bootcamp and Seminar), mentorship experiences, and the candidate's teaching assignment, the portfolio should be heavily connected to the candidate's teaching assignment. The portfolio is intended to be very practical, and since all components of the certification institute (instructional sessions, mentorship, teaching assignment) are interconnected, overlap of portfolio products is expected. (Appendices E1-E2).

Each candidate will be asked to present the portfolio as a culmination of the certification process. Certification candidates will be defending their attainment of standards using the artifacts assembled in the portfolio. The defense will be evaluated by a team of professional educators, which may include the institute instructional coach, mentor teacher, and school principal. Since professional practice performance is more indicative of successful teaching than learning and assessment tasks, the candidates' presentations should focus on experiences from the clinical experience.

Any candidate who the evaluation committee feels is not quite ready for full certification, because of classroom teaching performance or quality of work demonstrated in the portfolio (including dispositions), may be granted another semester to improve. The mentorship will continue as a means of support with targeted improvement areas, and the institute instructor will continue to monitor and coach candidates on the areas of deficiency needing improvement. During the extra semester, observations, evaluations, and feedback will continue according to the TCI mentorship and clinical experiences guidelines. District employment and certification status will have to be considered in making the decision to extend time for earning full certification. CKEC TCI staff will work with the district and the EPSB to establish the most beneficial outcome for the certification candidate.

D. *Candidate Support and Mentorship* Candidate support is one of the fundamental ideas underlying the CKEC Teacher Certification Institute. One of the first examples of support candidates will experience will be an on-line PRAXIS preparation program. Candidates will be encouraged to enroll in *the Kentucky Academy for Equity in Teaching (KAET)* (as long as the resource is available), which provides support to candidates for their PRAXIS exam.

Frequent contact between certification candidates and practicing educators is another way support will be provided during the institute experience.

The major structure for candidate support in the certification institute will be the mentorship. Each candidate will be paired with a practicing teacher that school district leaders identify as highly effective. Criteria the district leaders should use to identify the mentor teacher include:

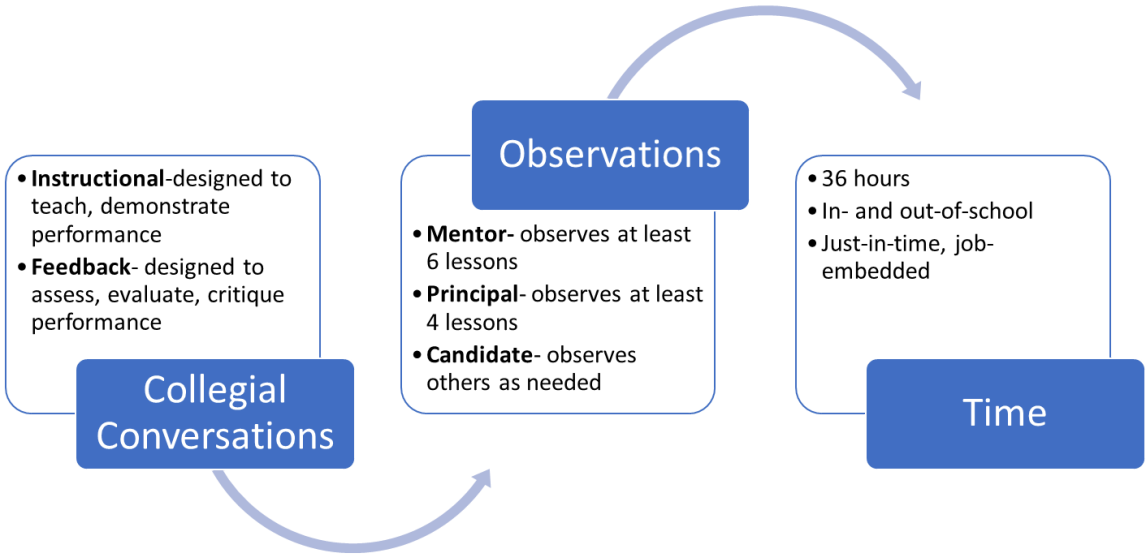
- years of experience (at least 4 years)
- capacity to coach others
- strength of classroom management
- expertise in content and professional knowledge
- ability to build relationships

At the beginning of the program, principals and mentor teachers will receive an overview of responsibilities, including professional learning on developing new teachers. Throughout the program, the TCI Director will maintain regular contact with the mentor teachers, assessing how the relationship is progressing and advising on topics for mentorship.

The mentor teacher should be the primary factor in the candidate's growth into a professional teacher. In general, the experienced teacher will observe the certification candidate and be observed by the candidate; provide feedback to the candidate on teaching and professional practice; and offer guidance on completing professional responsibilities and assignments. More specifically, the mentor teachers' areas of support will include, but not be limited to:

- Helping candidates understand the components of the Kentucky Framework for Teaching and the Kentucky Academic Standards or Kentucky Early Childhood Standards
- Assisting with strategies and activities for professional growth
- Working with the candidate to develop lesson plans
- Working with the candidate to develop IFSPs and IEPs (IECE candidates)
- Discussing instruction and assessment strategies
- Collecting, interpreting and using data to inform decisions
- Collaborating with other teachers and administrators
- Advising candidates on parent conferences and conversations
- Sharing strategies for discipline problems and classroom management
- Discussing school policies and procedures.

The certification institute mentorship is illustrated by the following graphic:



The mentorship will begin as the teaching assignment is starting, last until the end of the teaching assignment, and extend until the certification process is complete. CKEC will ask school districts to continue the relationship between experienced and new teachers for the following school year as well so that support for the newly certified teacher continues. The mentor relationship will provide more direct, one-on-one support and supervision than certification candidates would receive in a traditional teacher preparation program.

In addition to the mentor teacher, candidates in the CKEC Institute will receive support from a TCI instructional coach. The instructional coach will observe candidates teaching once each semester and then provide feedback and coaching to the candidates as they gain experience.

E. *Alignment to KY Teacher Standards, KY Infant and Early Childhood Standards and Professional Code of Ethics* Previous sections of this proposal included tables that documented alignment of the *Kentucky Teacher Performance Standards* or *Kentucky Infant and Early Childhood Standards* and Kentucky's *Professional Code of Ethics.* Each of the learning tasks and assessments assigned to students in the classroom/workshop settings (Bootcamp and Seminar sessions) will designate the specific standards to which it is aligned. The institute instructor will assure that students understand which standard(s) the assigned task or assessment is meant to teach or demonstrate. Feedback given to students after review of candidate work will include comments about attainment of standards. Each learning task and assessment will align with at least one or more standards, and as mentioned in the *Quality Assurance of Candidates* section of the proposal, standards-based grading and reporting will be used to evaluate candidate performance.

Classroom teaching performance, along with other related professional practices, will be evaluated using the *Kentucky Framework for Teaching*. The table in the *Quality Assurance of Candidates* section of this proposal offers an alignment of the *KyFfT* Components to the *KTPS* and *KIECS* as well as Kentucky's *Professional Code of Ethics.* Also, Appendices E1-E2 includes a *Teacher Standards Matrix*, which shows how the *KTPS* and *KIECS* align with the Components of the *Kentucky Framework for Teaching.* The *KyFfT* Components and Indicators provide specific details and examples that will help candidates break down the teaching

standards into demonstrable actions. Feedback organized around the Components of the *Kentucky Framework for Teaching* provided to certification candidates about classroom teaching and other professional practices also will inform candidates about their attainment of *KTPS* and *KIECS* and *Professional Code of Ethics.*

F. Partnerships CKEC is partnering with Campbellsville University to provide the curriculum for the certification institute's *Elementary Education Primary through Grade 5* and *Interdisciplinary Early Childhood Education, Birth to Primary* certificates. Many of the learning objectives and the learning and assessment tasks used in the institute come from Campbellsville's course sequence for those programs. Components of the university preparation program have been rearranged to fit the format of CKEC's certification institute.

CKEC will also partner with its member school districts in offering the certification institute. Participating school districts will agree to pay a portion of the candidate fee. The money collected from districts will go toward hiring the institute instructor, hiring the instructional coach, the per student curriculum fee paid to Campbellsville University, as well as some additional administrative costs incurred by CKEC. Districts with candidates in the institute also agree to provide experienced teachers to serve as mentors. Most importantly, districts agree to hire promising employees who want to earn certification through this intense process. District superintendents supported the application for expansion and provided feedback on the certificates to add to the program.

The partnerships with both the member districts and the university will be assessed as part of the overall evaluation of the institute. Partners will complete feedback forms, which will be reviewed as part of the institute's data collection process. A member of the Campbellsville University School of Education faculty will sit on the institute advisory board as well as a district superintendent. The advisory board membership will strengthen evaluation of the partnerships involved in the certification institute. In addition, all quality assurance data will be shared with the CKEC Board of Directors as another avenue of feedback.

G. Memoranda of Agreement/Understanding Included as Appendix F and Appendix G.

V. Description of Clinical Educators' Qualifications, Credentials, and Diversity

The CKEC plans to hire experienced educators to serve as the instructors and institute coaches for certification candidates. The table below lists desired qualifications of the instructor and some ways the qualifications may have been demonstrated in prior work experiences. The goal will be to hire a person who possesses as many of the qualifications as possible. The job description for the instructional coach will be approved by the CKEC Board of Directors.

Desired Qualifications	Demonstrations
Understanding of curriculum, instruction, and assessment	Instructional supervisor, principal, teacher, professor
Experience in standards-based design and implementation of instruction and assessment	Instructional supervisor, principal, teacher, instructional design specialist
Knowledge of teacher certification	School district human resources leader, higher education faculty or staff
Knowledge of teacher preparation (higher education)	Higher education faculty or adjunct professor

Experience in coaching, providing feedback	Special training, previous job roles

VI. Curriculum Contract with Candidates

a. *Name of institute and resulting certification, with appropriate grade levels noted.* (Application–Appendix A, Candidate Agreement–Appendices B1-B2)
b. *Candidate's name* (Application–Appendix A, Candidate Agreement–Appendices B1-B2)
c. *Institute's curricular requirements* (Candidate Agreement–Appendices B1-B2)
d. *Program admission and exit requirements.* (Candidate Agreement–Appendices B1-B2)
e. *Verification that the Professional Code of Ethics for Kentucky Certified School Personnel has been addressed.* (Candidate Agreement–Appendices B1-B2)
f. *Documentation that the applicant demonstrates the following:* (Candidate Dispositions–Appendix C)
    i. *Critical thinking;*
    ii. *Communication;*
    iii. *Creativity; and*
    iv. *Collaboration.*

VII. References

Boyd, D.J., Grossman, P.L., Hamilton, L., Loeb, S. Wyckoff, J. (2009). Teacher preparation and student achievement. *Educational Evaluation and Policy Analysis. 31*(4), 416–440.

Darling-Hammond, L., Feistritzer, C., Roberts, L.G., Wise, A.E., and Hernandez, S. (2007). *The key components of effective teacher preparation: The experts speak.* https://www.edutopia.org/key-components-effective-teacher-preparation

Appendix A–Application for CKEC Option 7 Program

The application is a Google Form, linked above.

CKEC TCI Option 7 Application

Please complete all items to apply for admission to the Option 7 alternative certification program at the Central Kentucky Educational Cooperative. If accepted into the program, information you provide will be used for your account in the certification office at the Kentucky Department of Education/Education Professional Standards Board.

* Indicates required question

Email *

First Name *

Last Name *

Any Other Names of Record *
Maiden, married, middle (Only required if you feel necessary to avoid confusion on official records like college transcripts.) You must type NONE if no additional names are necessary.

Email Address *
Address that you use regularly

Mailing Address *
Street

Mailing Address *
City, State, Zip Code

Phone Number *
where you can be reached by voice and text

Social Security Number (needed for EPSB records) *

Birthday (needed for EPSB records) *

Program Information

Educational Cooperative Affiliation
Select the educational cooperative where you plan to participate

- CKEC
- GRREC
- KEDC
- KVEC
- NKCES
- OVEC
- SESC
- WKEC

Name of Employing School District
List NONE if you are not employed by or connected currently with a district

Name of School Where You Will Teach
List NONE if you are not employed by or connected currently with a district

Which certificate program are you applying for? *
- Special Education-Learning Behavior Disorders P-12
- Interdisciplinary Early Childhood Education, Birth to Primary
- Elementary Education Grades P-5
- Biology Grades 8-12
- Chemistry Grades 8-12
- English Language Arts Grades 8-12
- Math Grades 8-12
- Social Studies Grades 8-12

Education

College Attended *

Address of College *
City and State

Date First Attended *

Date Last Attended *

Did you graduate? *
- Yes
- No

Highest Degree Awarded *
- Bachelors
- Masters
- Doctorate

Major *

GPA *
On a 4-point scale. Transcripts from foreign schools will need to be converted by EPSB-approved vendor.

Transcript *
Upload all transcripts you want considered for admission here. An official copy may be required later.

Upload up to 5 supported files: PDF or image. Max 10 MB per file.
Add file

Demographic Information

This information is required to be submitted for federal Title II reporting.

Gender *
- Male
- Female
- Non-Binary/Other
- I prefer not to answer

Race/Ethnicity *
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races
- I prefer not to answer

Declaration of Information Provided *

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.

- ○ I affirm the above statements.

Signature of 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. (type your name below).

Appendix B1–Candidate Agreement (IECE)

Central Kentucky Educational Cooperative

Option 7
CANDIDATE AGREEMENT

ckec Teacher Certification Institute

Interdisciplinary Early Childhood Education, Birth to Primary Certification

I, _____ *(*candidate name), *as a candidate for certification in the CKEC Teacher Certification Institute, understand and agree to the following:*

Please initial each line, sign, and date at the bottom. ***No electronic signatures accepted.***

_____ Present a non-refundable deposit of $500.00 upon acceptance to the program. Present payment of $2,000 before the first class. Present additional payment of $2,500.00 within 180 days of the first class. Applicant fee for the program is $5,000.00. Failure to pay may result in removal from the program.

_____ That CKEC may share information about the status and progress in the program with the candidate's school and district at any point to ensure successful completion of the program.

_____ That I have met the minimum requirements for admission to the certification institute.

Minimum Admission Requirements:

- Hold a Bachelor's degree from a regionally accredited college or university with an appropriate major
- Have a cumulative grade point average of 2.75 (or 3.0 for the last 30 hours)
- Three (3) acceptable Candidate Disposition references

_____ To take all required PRAXIS exams for my certification area by the end of the program and must earn the minimum score set by the EPSB.

_____ To abide by the *Code of Professional Ethics for Kentucky Education Professionals*.

_____ To complete successfully the classroom/workshop instructional components of the certification institute. Progress will be monitored and evaluated at four points during the program, and progress must remain satisfactory at each point in order to continue. More specifically,

A. Classroom/workshop instructional components consist of learning and assessment tasks assigned during the program.
B. Progress on learning and assessment tasks will be evaluated using a standards-based grading process.
C. Learning and assessment tasks have been designed based on standards (*KY Infant and Early Childhood Standards, NAEYC's Competencies for Early Childhood Educators*) for candidates to demonstrate mastery of content required for certification by regulation: child

and adolescent development, research-based teaching practices, individual differences, teaching exceptional children, methods of classroom management, research-based teaching strategies in reading and math.

_____ To complete successfully the professional practice components of the certification institute. Progress will be monitored and evaluated at three points during the certification program, and progress must remain satisfactory at each point in order to continue. More specifically,

A. Professional practice components consist of classroom teaching, related professional responsibilities, and participation in a mentorship with an experienced teacher.
B. Progress in classroom teaching and related professional responsibilities will be evaluated using the *Kentucky Framework for Teaching*.

_____ To complete successfully a portfolio of artifacts that demonstrate the best performance of standards and presented to a committee of experienced educators as the culmination of the program.

_____ That I will be awarded a temporary provisional certificate upon enrollment into the program and that all components of the certification program outlined above must be completed successfully by the end of the program in order to obtain a provisional certificate for the following school year.

_____ To submit original work that was produced by me.

_____ In the case of dismissal/withdrawal from the certification program, EPSB and the school district will determine appropriate actions related to employment.

_____ To complete any state requirements for certification beyond those included directly in the institute components (e.g., fees, submit testing results, complete forms, criminal background check).

_____ _____

Certification Candidate Signature Date

Appendix B2–Candidate Agreement (Elementary Ed)

Central Kentucky Educational Cooperative

Option 7
CANDIDATE AGREEMENT

Teacher Certification Institute

Elementary Education Grades P through 5 Certification

*I, _____ (*candidate name), *as a candidate for certification in the CKEC Teacher Certification Institute, understand and agree to the following:*

Please initial each line, sign, and date at the bottom. ***No electronic signatures accepted.***

_____ Present a non-refundable deposit of $500.00 upon acceptance to the program. Present payment of $2,000 before the first class. Present additional payment of $2,500.00 within 180 days of the first class. Applicant fee for the program is $5,000.00. Failure to pay may result in removal from the program.

_____ That CKEC may share information about the status and progress in the program with the candidate's school and district at any point to ensure successful completion of the program.

_____ That I have met the minimum requirements for admission to the certification institute.

Minimum Admission Requirements:

- Hold a Bachelor's degree from a regionally accredited college or university with an appropriate major
- Have a cumulative grade point average of 2.75 (or 3.0 for the last 30 hours)
- Three (3) acceptable Candidate Disposition references

_____ To take all required PRAXIS exams for my certification area by the end of the program and must earn the minimum score set by the EPSB.

_____ To abide by the *Code of Professional Ethics for Kentucky Education Professionals*.

_____ To complete successfully the classroom/workshop instructional components of the certification institute. Progress will be monitored and evaluated at four points during the program, and progress must remain satisfactory at each point in order to continue. More specifically,

A. Classroom/workshop instructional components consist of learning and assessment tasks assigned during the program.
B. Progress on learning and assessment tasks will be evaluated using a standards-based grading process.
C. Learning and assessment tasks have been designed based on standards (*KY Teacher Performance Standards, InTASC's Core Teaching Standards and Learning Progressions for Teachers*) for candidates to demonstrate mastery of content required for certification by regulation: child and adolescent development, research-based teaching practices,

individual differences, teaching exceptional children, methods of classroom management, research-based teaching strategies in reading and math.

_____ To complete successfully the professional practice components of the certification institute. Progress will be monitored and evaluated at three points during the certification program, and progress must remain satisfactory at each point in order to continue. More specifically,

A. Professional practice components consist of classroom teaching, related professional responsibilities, and participation in a mentorship with an experienced teacher.
B. Progress in classroom teaching and related professional responsibilities will be evaluated using the *Kentucky Framework for Teaching*.

_____ To complete successfully a portfolio of artifacts that demonstrate the best performance of standards and presented to a committee of experienced educators as the culmination of the program.

_____ That I will be awarded a temporary provisional certificate upon enrollment into the program and that all components of the certification program outlined above must be completed successfully by the end of the program in order to obtain a provisional certificate for the following school year.

_____ To submit original work that was produced by me.

_____ In the case of dismissal/withdrawal from the certification program, EPSB and the school district will determine appropriate actions related to employment.

_____ To complete any state requirements for certification beyond those included directly in the institute components (e.g., fees, submit testing results, complete forms, criminal background check).

_____ _____

Certification Candidate Signature Date

Appendix C–Candidate Dispositions Rating Form
This is a Google Form, linked above

CKEC Option 7 Candidate Disposition Rating

Please rate the certification program applicant on each of the dispositions below based on your experience with the applicant. Your responses will remain confidential.

* Indicates required question
Email *

Name of person completing the form:

Name of certification program applicant:

Candidate Disposition Ratings

Please rate the certification program applicant on each of the dispositions below based on your experience with the applicant.

Exhibits professional practice and conduct (acts legally and ethically; maintains appropriate appearance; accepts responsibility for self and actions). *
Low 1 2 3 4 High

Committed to students and learning (holds high expectations for all students; responds to impact of diverse cultures on learning; continues to learn him/herself). *
Low 1 2 3 4 High

Collaborates with others (demonstrates respect for others; contributes to group efforts; interacts productively with others of diverse backgrounds). *
Low 1 2 3 4 High

Communicates effectively (communicates ideas effectively when speaking and writing; listens actively to others; adapts communication to audience appropriately). *
Low 1 2 3 4 High

Thinks critically about knowledge and information (asks significant questions; makes connections among sets of data/information; draws logical conclusions from data). *
Low 1 2 3 4 High

Exhibits creativity in decision-making and problem-solving (demonstrates originality and inventiveness; contributes new, worthwhile ideas; displays positivity despite setbacks). *
Low 1 2 3 4 High

Responds appropriately to professional feedback (reflects on actions and practices; focuses on improving; maintains constructive attitude). *
Low 1 2 3 4 High

Please provide comments you feel necessary to explain any of your ratings or add any additional comments about the applicant's dispositions. *

Appendix D–Summative Conference Form

Central Kentucky Educational Cooperative
Teacher Certification Institute
COMMITTEE SUMMATIVE OBSERVATION FORM

Certification Candidate		**Grade/Subject**	
School		**District**	
Principal		**Mentor Teacher**	
Instructional Coach		**Date/Time of Committee Meeting**	

Committee's Summative Observation Ratings

	Principal	**Mentor Teacher**	**Instructional Coach**	**Overall**
Dates of Observations				
Domain 1: Planning and Preparation	**Rating:**	**Rating:**	**Rating:**	**Rating:**
A: Demonstrating Knowledge of Content and Pedagogy	I D A E	I D A E	I D A E	I D A E
B: Demonstrating Knowledge of Students	I D A E	I D A E	I D A E	I D A E
C: Selecting Instructional Outcomes	I D A E	I D A E	I D A E	I D A E
D: Demonstrating Knowledge of Resources	I D A E	I D A E	I D A E	I D A E
E: Designing Coherent Instruction	I D A E	I D A E	I D A E	I D A E
F: Designing Student Assessment	I D A E	I D A E	I D A E	I D A E
Domain 2: The Classroom Environment	**Rating:**	**Rating:**	**Rating:**	**Rating:**
A: Creating an Environment of Respect and Rapport	I D A E	I D A E	I D A E	I D A E
B: Establishing a Culture for Learning	I D A E	I D A E	I D A E	I D A E
C: Managing Classroom Procedures	I D A E	I D A E	I D A E	I D A E
D: Managing Student Behavior	I D A E	I D A E	I D A E	I D A E
E: Organizing Physical Space	I D A E	I D A E	I D A E	I D A E
Domain 3: Instruction	**Rating:**	**Rating:**	**Rating:**	**Rating:**
A: Communicating with Students	I D A E	I D A E	I D A E	I D A E
B: Using Questioning and Discussion Techniques	I D A E	I D A E	I D A E	I D A E

C: Engaging Students in Learning	I	D	A	E	I	D	A	E	I	D	A	E	I	D	A	E
D: Using Assessment in Instruction	I	D	A	E	I	D	A	E	I	D	A	E	I	D	A	E
E: Demonstrating Flexibility	I	D	A	E	I	D	A	E	I	D	A	E	I	D	A	E
Domain 4: Professional Responsibilities	**Rating:**				**Rating:**				**Rating:**				**Rating:**			
A: Reflecting on Teaching	I	D	A	E	I	D	A	E	I	D	A	E	I	D	A	E
B: Maintaining Accurate Records	I	D	A	E	I	D	A	E	I	D	A	E	I	D	A	E
C: Communicating with Families	I	D	A	E	I	D	A	E	I	D	A	E	I	D	A	E
D: Participating in a Professional Community	I	D	A	E	I	D	A	E	I	D	A	E	I	D	A	E
E: Growing and Developing Professionally	I	D	A	E	I	D	A	E	I	D	A	E	I	D	A	E
F: Demonstrating Professionalism	I	D	A	E	I	D	A	E	I	D	A	E	I	D	A	E

Areas of Strength	
Areas of Growth	
Additional Notes	

Certification Candidate Signature:	**Date:**
Principal Signature:	**Date:**
Mentor Teacher Signature:	**Date:**
Instructional Coach Signature:	**Date:**

Appendix E1–Portfolio Defense (Early Childhood, Birth to Primary)

Each candidate will be asked to present a portfolio as a culmination of the certification process. Each candidate is expected to collect artifacts that demonstrate performance on each of the standards, including the Kentucky Framework for Teaching components, in the matrix below. The selection of artifacts is intended to promote critical thinking and reflection. In assembling the portfolio candidates should select the best representations of performance while demonstrating interconnectedness among standards, work products, and components of the certification institute.

Defense of the attainment of standards using portfolio contents will be evaluated by the institute instructors, instructional coaches, and CKEC leaders. Any candidate who the evaluation committee feels is not quite ready for full certification, may be granted another semester to improve.

Standard attainment will be evaluated on a 4-point scale where

4 = *exceeds expected demonstration of standards*
3 = *meets expected demonstration of standards*
2 = *limited demonstration of standards*
1 = *does not demonstrate standards*

Teacher Standards Matrix—*Use the last box in the row to record a performance level for the standards listed in the row. Comments to support, defend, or explain the rating may be included in the last box in the row as well.*

Kentucky Infant and Early Childhood Education Standards	Professional Standards and Competencies for Early Childhood Educators (NAEYC)	Kentucky Framework for Teaching Components	Performance Level/Comments
Standard 1: Designs/Plans Instruction. The Interdisciplinary Early Childhood Education (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.	Standard 5: Knowledge, Application, and Integration of Academic Content in the Early childhood Curriculum	1.A Knowledge of Content and Pedagogy 1.B Knowledge of Students 1.C Setting Instructional Outcomes 1.E Designing Coherent Instruction	Standard 1: Child Development and Learning in Context Standard 2: Family-Teacher Partnerships and Community Connections Standard 3: Child Observation, Documentation, and Assessment Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices Standard 5: Knowledge, Application, and Integration of Academic Content in the Early childhood Curriculum Standard 6: Professionalism as an Early Childhood Educator
Standard 2: Creates/Maintains Environments. The IECE educator	Standard 1: Child Development and Learning in Context	1.D Demonstrates Knowledge of Resources	

creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.		2.A Creating an Environment of Respect and Rapport 2.B Establishing a Culture of Learning 2.C Managing Classroom Procedures 2.D Managing Student Behavior 2.E Organizing Physical Space 3.E Demonstrating Flexibility and Responsiveness	
Standard 3: Implements Instruction. The IECE educator introduces, implements, and facilitates experiences and instruction that support development and learning for infants, toddlers, preschool children, and kindergarten children, including those with disabilities.	Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	3.A Communicating with Students 3.B Questioning and Discussion Techniques 3.C Engaging Student in Learning	
Standard 4: Assesses & Communicates Learning Results. The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities, and communicates the results with partners, including families.	Standard 2: Family-Teacher Partnerships and Community Connections Standard 3: Child Observation, Documentation, and Assessment	1.F Designing Student Assessment 3.D Using Assessment in Instruction 4.B Maintaining Accurate Records 4.C Communicating with Families	
Standard 5: Reflects/Evaluates Professional Practices. The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.	Standard 6: Professionalism as an Early Childhood Educator	4.A Reflects on Teaching 4.E Growing and Developing Professionally	

Standard 6: Collaborates with Colleagues/Families/Others. The IECE educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.	Standard 2: Family-Teacher Partnerships and Community Connections	1.D Demonstrates Knowledge of Resources 4.C Communicating with Families 4.D Participating in a Professional Learning Community 4.F Demonstrating Professionalism	
Standard 7: Engages in Professional Development. The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.	Standard 6: Professionalism as an Early Childhood Educator	4.A Reflects on Teaching 4.E Growing and Developing Professionally	
Standard 8: Supports Families. The IECE educator supports families through family-centered services that promote independence and self-determination.	Standard 2: Family-Teacher Partnerships and Community Connections	4.C Communicating with Families	
Standard 9: Demonstrates Implementation of Technology. The IECE educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies; and conduct research.	Standard 3: Child Observation, Documentation, and Assessment	1.D Demonstrates Knowledge of Resources 1.F Designing Student Assessment 3.C Engaging Student in Learning	

Summative Certification Outcome

Indicate which outcome the certification candidate has attained by placing a "X" on the line preceding the determined outcome.

_____Meets the criteria to be recommended for certification.

_____Conditionally meets the criteria to be recommended for certification. The following conditions must be satisfied before the recommendation for certification can be made:

_____Does not meet the criteria to be recommended for certification.

Appendix E2–Portfolio Defense (Elementary Education Grades P-5)

Each candidate will be asked to present a portfolio as a culmination of the certification process. Each candidate is expected to collect artifacts that demonstrate performance on each of the standards, including the Kentucky Framework for Teaching components, in the matrix below. The selection of artifacts is intended to promote critical thinking and reflection. In assembling the portfolio candidates should select the best representations of performance while demonstrating interconnectedness among standards, work products, and components of the certification institute.

Defense of the attainment of standards using portfolio contents will be evaluated by the institute instructors, instructional coaches, and CKEC leaders. Any candidate who the evaluation committee feels is not quite ready for full certification, may be granted another semester to improve.

Standard attainment will be evaluated on a 4-point scale where

4 = *exceeds expected demonstration of standards*
3 = *meets expected demonstration of standards*
2 = *limited demonstration of standards*
1 = *does not demonstrate standards*

Teacher Standards Matrix—*Use the last box in the row to record a performance level for the standards listed in the row. Comments to support, defend, or explain the rating may be included in the last box in the row as well.*

Kentucky Teacher Performance Standards	Interstate Teacher Assessment and Support Consortium Model Core Teaching Standards and Learning Progressions for Teachers	Kentucky Framework for Teaching Components	Performance Level/Comments
Standard 1: Learner development. The teacher shall understand 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 shall design and shall implement developmentally appropriate and challenging learning experiences.	Standard #1: Learner Development	1.B Knowledge of Students	
Standard 2: Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive	Standard #2: Learning Differences Standard #3: Learning Environments Standard #4 Content Knowledge Standard #5: Application of Content Standard #7: Planning for Instruction	1.C Setting Instructional Outcomes 1.D Demonstrates Knowledge of Resources 2.A Creating an Environment of Respect and Rapport	

learning environments that enable each learner to meet high standards.		2.B Establishing a Culture of Learning 3.C Engaging Student in Learning 3.E Demonstrating Flexibility and Responsiveness	
Standard 3: Learning environments. The teacher shall work with others to create environments that: a. Support individual and collaborative learning; and b. Encourage positive social interaction, active engagement in learning, and self-motivation	Standard #3: Learning Environments	2.A Creating an Environment of Respect and Rapport 2.B Establishing a Culture of Learning 2.C Managing Classroom Procedures 2.D Managing Student Behavior 2.E Organizing Physical Space 3.E Demonstrating Flexibility and Responsiveness	
Standard 4: Content knowledge. The teacher shall: a. Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and b. Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Standard #4 Content Knowledge Standard #7: Planning for Instruction	1.A Knowledge of Content and Pedagogy 1.D Demonstrates Knowledge of Resources 3.A Communicating with Students	
Standard 5: Application of content. The teacher shall understand 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.	Standard #4 Content Knowledge Standard #7: Planning for Instruction Standard #8: Instructional Strategies	1.A Knowledge of Content and Pedagogy 3.A Communicating with Students	
Standard 6: Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.	Standard #1: Learner Development Standard #6: Assessment	1.F Designing Student Assessment 3.D Using Assessment in Instruction	
Standard 7: Planning for instruction. The teacher shall plan	Standard #2: Learning Differences Standard #4 Content Knowledge	1.C Setting Instructional Outcomes 1.E Designing Coherent Instruction	

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.	Standard #7: Planning for Instruction		
Standard 8: Instructional strategies. The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways	Standard #5: Application of Content Standard #8: Instructional Strategies	1.A Knowledge of Content and Pedagogy 3.B Questioning and Discussion Techniques 3.C Engaging Student in Learning	
Standard 9: Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.	Standard #8: Instructional Strategies Standard #9: Professional Learning and Ethical Practice Standard #10: Leadership and Collaboration	4.A Reflects on Teaching 4.B Maintaining Accurate Records 4.E Growing and Developing Professionally	
Standard 10: Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to: a. Take responsibility for student learning; b. Collaborate with learners, families, colleagues, other school professionals, and community members; and c. Advance the profession.	Standard #1: Learner Development Standard #9: Professional Learning and Ethical Practice Standard #10: Leadership and Collaboration	4.C Communicating with Families 4.D Participating in a Professional Learning Community 4.F Demonstrating Professionalism	

Summative Certification Outcome

Indicate which outcome the certification candidate has attained by placing a "X" on the line preceding the determined outcome.

____ Meets the criteria to be recommended for certification.

_____Conditionally meets the criteria to be recommended for certification. The following conditions must be satisfied before the recommendation for certification can be made:

_____Does not meet the criteria to be recommended for certification.

Appendix F–Memorandum of Understanding with Campbellsville University

David Young
Chief Executive Officer
David Morris
Associate Director
Ramona Karsner
Dir. Of Special Education
Amanda Burrows
Director of Academics
Mark Helton
Teacher Certification Director

ckec
central kentucky
educational cooperative

Ryan Clark
President
Stephen McCauley
President-Elect
Billy Parker
Treasurer
Harry Burchett
At-large Member

Central Kentucky Educational Cooperative Teacher Certification Institute
Memorandum of Agreement
Campbellsville University School of Education

In support of the Central Kentucky Education Cooperative Teacher Certification Institute (Option 7), the School of Education at Campbellsville University agrees to the following:

- Provide CKEC access to curricula, including syllabi, performance tasks, and assignments, for all special education, elementary education and IECE (Preschool) courses in the Bachelor degree teacher preparation program.
- Allow CKEC to arrange course components (without altering standards-based content) as needed to fit the CKEC TCI calendar and certification candidates' needs.
- Provide the documentation submitted to EPSB which indicates alignment of courses and components to pertinent standards (e.g. Kentucky Teacher standards). CKEC staff will use this information for reference only. CKEC will submit its own documentation to EPSB for Option 7 program approval.

In partnership, the CKEC agrees to the following:

- Pay Campbellsville University $750 per teacher candidate for use of the Bachelor of degree curricula.
- Allow CU staff/faculty opportunities to address teacher candidates (e.g., program promotion, mock interviews).
- Invite CU faculty to be guest instructors in areas of specialty.
- Arrange with districts for CU staff/faculty to observe teacher candidates in classrooms during the course of the preparation program if so desired.

Joe Hopkins
Campbellsville University School of Education Representative (printed)

Campbellsville University School of Education Representative Signature — Date: 11-18-24

David Young, CEO CKEC — Date: 11/15/24

Appendix G–District Partnership Agreement

Central Kentucky Educational Cooperative

Option 7
DISTRICT AGREEMENT

As the superintendent of a school district employing a candidate for certification in the CKEC Teacher Certification Institute Option 7 Program, I understand and agree to the following:

Please initial each line, sign, and date at the bottom. ***No electronic signatures accepted.***

_____ To pay a fee to the Central Kentucky Educational Cooperative for the district portion of the program ($5,000). The candidate also has a $5,000 applicant fee ($10,000 Total). If the candidate fails to make payments according to the fee schedule, they may be removed from the program. The district may pay any or all portions of the applicant fee. The funds directly support the certification institute instructor, curriculum, and related administrative expenses.

_____ To assign an Option 7 certification candidate to a teaching position as a full-time employee of the district.

_____ To identify a highly effective teacher to serve as a mentor for the Option 7 certification candidate.

_____ To provide a mentor teacher to support the candidate throughout the program (36 total hours, which may include both in- and out-of school hours). Any compensation will be determined by the district.

_____ To ensure the building principal observes and provides feedback to the certification candidate at least two times per semester. (The district's Certified Evaluation Plan may require more.)

_____ To allow CKEC staff to enter school buildings to observe candidates in their classrooms and meet with mentor teacher, building principal, and certification candidate.

_____ That unsuccessful candidates may be dismissed from the certification institute necessitating appropriate personnel actions (termination of temporary provisional certificate).

_____
District

_____ _____
Superintendent Signature Date

Appendix H–Option 7 Clinical Experiences Outside of the Classroom form

1. **Name**

2. **Date of experience.**

3. **Type of experience.**
   - **faculty meeting**
   - **professional learning community (PLC)**
   - **Admissions and Release Committee (ARC) meeting**
   - **First Steps meeting**
   - **parent-teacher conference**
   - **professional development opportunity**
   - **school/district required professional development**
   - **school/district new teacher academy/training**
   - **Family Engagement night**
   - **home visit**
   - **parent communications (phone calls, emails, newsletters, etc.)**
   - **assigned supervision (morning, afternoon, car line, etc.)**
   - **other:**

4. **In what ways did this experience support your development as a professional educator?**

Central Kentucky Educational Cooperative
Teacher Certification Institute
Option 7 Alternative Route to Certification
Proposal to Add New Certificates

i. Rationale

The Central Kentucky Educational Cooperative (CKEC) is one of Kentucky's eight regional cooperative agencies, as defined in KRS 160.290(3) and KRS 65.210-300. The following districts comprise the CKEC service region: Anderson County, Bardstown Independent, Bourbon County, Boyle County, Bracken County, Burgin Independent, Campbell County, Casey County, Clark County, Danville Independent, Estill County, Fairview Independent, Fayette County, Fleming County, Frankfort Independent, Franklin County, Garrard County, Harrison County, Jessamine County, Lincoln County, Madison County, Marion County, Mercer County, Montgomery County, Nelson County, Nicholas County, Paris Independent, Powell County, Pulaski County, Scott County, Washington County, Woodford County; additionally, Kentucky School for the Deaf (KSD) is part of the CKEC service region.

The CKEC region covers about 7400 square miles. There are 308 schools, more than 10,000 teachers, and over 147,000 students impacted by our work. As such, CKEC services districts in rural and urban settings and includes some of the smallest districts in terms of student population, as well as some of the largest in the Commonwealth. That is about 23% of all the students in Kentucky. On average, about 61% of students in the CKEC region are considered economically disadvantaged and around 7.5% are Multilingual Learners Learners.

The mission of the Central Kentucky Educational Cooperative is:

The Central Kentucky Educational Cooperative (CKEC) works with the superintendents and staff of its member districts to provide opportunities for collaboration, strategic planning and professional development. CKEC delivers a wide range of customized services to our member districts, including opportunities to Community of Practice with colleagues. We also work with vendors of all kinds to leverage the buying power of our member districts to ensure that they are paying the most competitive prices for products and services.

Our mission is summarized in three fundamental tenets: **Advocate. Innovate. Lead.** These three tenets provide a paradigm for how we go about our work, ensuring we live out our mission and provide equitable access and opportunity in all services we provide.

The Central Kentucky Educational Cooperative's Teacher Certification Institute (CKEC TCI) was initially approved at the April 2021 meeting of the Kentucky Education Professional Standards Board to offer an alternative path to the Special Education (Exceptional Children—Learning and Behavior Disorders P12) certificate. Since then, EPSB has approved additional certificates for the Option 7 Route (Grades 8-12: English, Math, Biology, Chemistry, Social Studies) in Spring 2022. We have also been granted approval

for a CEO Rank Change Program (Spring 2024). CKEC also has a partnership with Campbellsville University for Grow Your Own programming for Rank 1 or 2 certification (including Option 6 pathways) for principal (all grades), instructional supervisor, DPP, director of special education, or superintendent. As we have talked with district leaders throughout our region, we have determined more areas of need for teachers. This proposal attempts to address the needs of the CKEC member school districts by beginning Option 7 pathways for teaching certificates in **Elementary Education Primary through Grade 5** and **Interdisciplinary Early Childhood Education, Birth to Primary**. The CKEC TCI Director will be the primary point-of-contact for certification candidates. Any of the CKEC's 32 school districts, as well as other school districts from Kentucky, that agree with the program requirements, are eligible to collaborate in the certification initiative.

ii. Overview of Changes from Previous Proposals

With this proposal, the CKEC Teacher Certification Institute requests to add Elementary Education Primary through Grade 5 and Interdisciplinary Early Childhood Education, Birth to Primary teaching certificates to its program. The preparation program structure is not changing; therefore, this proposal is similar to the proposal submitted and approved by the EPSB in April 2022. The differences between this current proposal and the previous proposal include the following:

a) **University Partner**—Campbellsville University will be the Institute of Higher Education partnering with CKEC for both certificates. We will be using their undergraduate curriculums for elementary Education, P-5 Certification and Interdisciplinary Early Childhood Education (IECE) Teacher Certification.
b) **Program Curriculum**—New certificates obviously require a new curriculum to prepare teachers effectively. The CKEC TCI has built its proposed curriculum from the courses that comprise the core requirements for both programs at Campbellsville University's School of Education.
c) **Candidates**–Our Program will expand to include not only CKEC member districts, but any school district in Kentucky.
d) **Program Format**–The program currently offers a virtual learning format. It will continue to offer this, while being adaptive to providing in-person formats as needed (as was in the original proposal).
e) **Program Calendar**—The CKEC TCI will begin its programs late summer or early in the fall semester, and possibly spring semester (if needed). The program will run the equivalent of a school year (minimum of two semesters).
f) **Teacher Standards**—The Kentucky Teacher Performance Standards (KTPS) and the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and Learning Progressions for Teachers form the backbone of the Elementary certification route, while Kentucky's Infant and Early Childhood Education Standards (KIECS) and the Professional Standards and Competencies for Early Childhood Educators (PSCECE) from the National Association for the Education of Young Children (NAEYC) pave the pathway for the IECE certification route. The CKEC TCI's initial proposal aligned program components to similar standards from the Council on Exceptional Children. This proposal includes alignment charts to show how those content association standards align with the *Kentucky Framework for Teaching* as well as the TCI curriculum.
g) **Advisory Board Members**—With the addition of new certification areas, the current proposal includes a revision of the Advisory Board outlined in the initial proposal.

Members with Elementary or IECE background will be added to offer guidance specific to preparing teachers to teach in the content areas. Also, the Advisory Board will meet at least once every year, as opposed to twice a year.

h) **Assignment Rubric**–Headers updated to reflect the same language as the KY Framework for Teaching

A summary of changes to the original CKEC Teacher Certification Institute for this proposal are listed in the table below with page numbers in the proposal document indicated for easier reference.

	Previous Program	Current Proposal	Proposal Page#
EPSP Agenda Date	April 2021, October 2021	February 2025	1
Certification	Special Education: LBD; Grades 8-12 (Biology, Chemistry, English, Math, Social Studies)	Elementary Education, P-5; Interdisciplinary Early Childhood Education, Birth to Primary	2
Curriculum Partner	Campbellsville University; Asbury University	Campbellsville University	4
Curriculum	Undergraduate special ed core; MAT program core	Undergraduate Elementary Education and IECE core programs	4, 16-28
Candidates	CKEC member districts	CKEC member districts or any Kentucky district	4
Format	In-person, hybrid	Virtual, on-demand, and in-person as needed	5
Calendar	1 Admission: June; 2 Admissions: October & June	Two start dates: late summer/early fall and/or late winter/early spring	5
Teaching Standards	KTPS, CECIP; KTPS, NCTM, NSTA, NCSS, NCTE	KTPS, KIECS, InTASC, PSCECE	11
Advisory Board	Members with special education and teacher preparation background; Members with special education, teacher preparation, and content area background; meets twice/year	Add additional member with elementary/IECE background; meet a minimum of once every year	9

Commented [1]: Revised this to indicate the Advisory Board will meet at least annually.

Commented [2]: Revised this for the Advisory Board to meet once every year.

	Previous Program	Current Proposal	Proposal Page#
Assignment Rubric	4=exceeds expected demonstration of standards 3=meets expected demonstration of standards, 2=limited demonstration of standards, 1=does not demonstrate standards	4=Exemplary (*above expectation*), 3=Accomplished (*meets expectations*), 2=Developing (*progressing toward expectations*), 1=Ineffective (*well below expectation*)	11
Mentorship	40 hours above the required 240 institute hours	36 hours, included in the 240 hours required for the institute	6, 7
Program Hours	280 (240 required); 220 (180 required)	240 (required) for LBD, Elementary, and IECE; 180 (required) for Gen Ed	6, 7

Commented [3]: Clarified this language.

I. Contact Information

David Young, Executive Director
Central Kentucky Educational Cooperative
2331 Fortune Dr., Suite 270
Lexington, KY 40509
(859) 319-0717 *cell*
(859) 232-8885 *office*

II. Description of Institute

After beginning the Option 7 alternative certification program with special education (Exceptional Children—Learning and Behavior Disorders P12), and general education (Grades 8-12: English, Math, Biology, Chemistry, and Social Studies), the Central Kentucky Educational Cooperative Teacher Certification Institute (CKEC TCI) would like to expand by adding other certification areas. With approval of this proposal, CKEC would begin developing high quality teachers for the workforce by offering pathways to Elementary Education P-5 and Interdisciplinary Early Childhood Education, Birth to Primary. Candidates seeking certification in these areas will be full-time employees teaching in one of CKEC's school districts or in another school district in Kentucky with a temporary provisional certificate.

For these new certificates, CKEC's Teacher Certification Institute will be a partnership between the cooperative, participating school districts (Appendix G), and Campbellsville University (Appendix F). The CKEC will be the lead organization, serving as the fiscal agent, hiring instructors and coaches, coordinating program components, and overseeing program evaluation and improvement. The CKEC instructors and coaches will be the primary points-of-contact for certification candidates. Any Kentucky school district that agrees with the requirements are eligible to collaborate in the certification program. Campbellsville University has agreed to provide the curriculum for the new certificates to be

offered through the CKEC Teacher Certification Institute. The content, learning tasks, and assessments making up the CKEC TCI curriculum will come from Campbellsville's EPSB-approved undergraduate coursework.

The CKEC Teacher Certification Institute is built around two fundamental ideas: 1) teaching the content and skills necessary for highly effective teaching and 2) designing a system of support through mentoring that is responsive to candidates' needs. Several leading experts in teacher preparation support these beliefs (Darling-Hammond et al, 2007), and some evidence exists that teacher preparation based on these tenets produce positive student learning results (Boyd et al., 2009). The certification institute consists of two primary learning environments

a. In classroom/workshop settings scheduled throughout the institute calendar, certification candidates will encounter the knowledge and theory presented by the institute instructor and guest teachers, and
b. In clinical settings (their own classrooms), candidates will apply the knowledge and theory under the supervision of mentor teachers and administrators in their schools.

These two learning environments will provide an intense, experiential path to certification.

The institute begins with a series of sessions, which we refer to as Bootcamp. Bootcamp will occur during the first semester of the candidate's placement in a classroom. Bootcamp formats would include a mix of synchronous virtual sessions, asynchronous on-demand modules, and some in-person sessions as needed. These sessions are designed to provide candidates a solid foundation as they begin their classroom teaching assignment. Following Bootcamp, certification candidates continue their instruction during Seminar. Seminar sessions are designed to take a deeper dive into content pertinent to the certification field and pedagogy. Like Bootcamp, these sessions could be delivered in a variety of formats (synchronous, asynchronous, in-person). A final seminar, including a portfolio defense, will take place following the second semester of teaching. The table below includes the admission-completion cycle with component deadlines for each calendar.

Application Deadline	Bootcamp	Teaching	Seminars	Portfolio Defense
August	Late Summer/Fall	August-May	Late Fall/Spring	June

The application, testing, and instructional session dates are subject to change.

Application Deadline	Bootcamp	Teaching	Seminars	Portfolio Defense
January	Winter/Spring	Jan-May Aug-Dec;	Late Spring/ Summer/Fall	December

The application, testing, and instructional session dates are subject to change.

The CKEC certification curriculum has been designed so that topics spiral, going deeper in content and skills as teacher candidates gain more experience in school classroom settings. Therefore, candidates will encounter some topics more than once in instructional sessions during the program cycle, but learning tasks within the topics will require deeper analysis and more complex application as candidates' needs from the classroom setting dictate. In addition, the CKEC Teacher Certification Institute calendars are planned with frequent points of contact between the teacher candidate and practicing educators in order

to support the candidate in application of learning as a beginning teacher. The table below summarizes the components of the CKEC Teacher Certification Institute along with the corresponding credit hours, dates offered, methods of delivery, and the primary contact with practicing educators planned for the first year.

Interdisciplinary Early Childhood Education (IECE) Birth to Primary

Component	Dates*	Methods of Delivery	Contact
Bootcamp (126 hours)	Late Summer/Early Fall	● Face-to-face in-person or synchronous virtual instruction of planned curricular topics aimed at preparing candidates for early teaching ● On-line content modules ● Hands-on experiences in school district classrooms ● Observations of other teachers ● Research on Capstone Project	Institute instructor, practicing teachers, guest instructors
Clinical Experience (teaching assignment)	Aug-May (full-time position)	Classroom practice and performance of other professional duties with guidance from mentor teacher	Mentor teacher, school principal, institute coach
Mentorship (36 hours)	Aug-May (approx. 18 hrs./ semester, but could vary based on need)	Observations of classroom practice and other professional duties with coaching and feedback sessions from a highly-effective teacher	Teacher mentors, school principals, Institute coach
Seminar (78 hours)	Late Fall/Spring	● Face-to-face in-person or synchronous virtual instruction of planned curricular topics and issues based on candidate needs ● On-line content modules	Institute instructor, guest instructors
240 Total Hours	**10-15 Months**		

*Most Bootcamp and Seminar sessions will be 3-hour sessions (one or two/week); In-Person sessions will be either 3-or 6-hour sessions. This calendar shows the Fall start date. Timelines will be adjusted for a Spring start date.

Elementary Education, Grades P through 5

Component	Dates*	Methods of Delivery	Contact
Bootcamp (126 hours)	Late Summer/Early Fall	• Face-to-face in-person or synchronous virtual instruction of planned curricular topics aimed at preparing candidates for early teaching • On-line content modules • Hands-on experiences in school district classrooms • Observations of other teachers • Research on Capstone Project	Institute instructor, practicing teachers, guest instructors
Clinical Experience (teaching assignment)	Aug-May (full-time position)	Classroom practice and performance of other professional duties with guidance from mentor teacher	Mentor teacher, school principal, institute coach
Mentorship (36 hours)	Aug-May (approx. 18 hrs./ semester, but could vary based on need)	Observations of classroom practice and other professional duties with coaching and feedback sessions from a highly-effective teacher	Teacher mentors, school principals, Institute coach
Seminar (78 hours)	Late Fall/Spring	• Face-to-face in-person or synchronous virtual instruction of planned curricular topics and issues based on candidate needs • On-line content modules	Institute instructor, guest instructors
240 Total Hours	**10-15 Months**		

*Most Bootcamp and Seminar sessions will be 3-hour sessions (one or two/week); In-Person sessions will be either 3-or 6-hour sessions. This calendar shows the Fall start date. Timelines will be adjusted for a Spring start date.

III. Program Review Contents

A. *Quality Assurance of Institute's Effectiveness* The staff of the CKEC Teacher Certification Institute will monitor and evaluate both program and candidate effectiveness using multiple measures. Institute leaders want to use data and feedback from partners to ensure that candidates are effective teachers and to improve the certification experience. Improvement efforts will be informed by data collected and analyzed several times throughout the institute as candidates experience the process.

The institute's effectiveness will be monitored and evaluated using the data and methods listed in the table below:

Data Sets	Purpose	When Collected	How Analyzed	Who Analyzes
Praxis Scores (Quantitative)	To determine success of assessment preparation component of the institute	After each round of testing (By June 30 or Dec 31 each year)	● Compute measures of central tendency ● Compare number of passing scores to non-passing scores ● Compute amount of gain or loss on repeat testers	Instructor, CKEC TCI Director, School/ District Staff
Classroom Observation Results (KY FfT) (Qualitative)	To monitor candidate performance To determine candidates' classroom teaching effectiveness To determine quality of institute curriculum	After each round of classroom observations (All results submitted to CKEC by Dec 30/April 30)	● Identify areas of strength and weakness in candidates ● Identify performance patterns across candidates ● Identify potential gaps in curriculum/ learning tasks ● Identify quality of feedback received by candidate	Instructor, CKEC TCI Director, School staff
Learning Task/ Assessment Grades (Quantitative and Qualitative)	To monitor candidate performance To determine effectiveness of lessons and teaching To ensure curriculum is applicable to teacher practice	At the end of each semester (Instructor submits results by Dec 30/April 30)	● Compute class averages ● Compute number of attempts to meet standard ● Identify areas of strength and weakness in candidates ● Identify performance patterns across candidates ● Compare Bootcamp and Seminar learning results to classroom observation results ● Compare candidate instructional task results and classroom practice results	Instructor, CKEC TCI Director
Candidate Feedback (Qualitative)	To measure effectiveness of teaching	At the end of each semester	● Compare candidate feedback to instructional results and classroom practice results	Instructor, CKEC TCI Director,

	To measure delivery of support	(Candidates submit results by Dec 30/April 30)	● Identify themes in feedback to inform improvements needed to certification institute	Advisory Board, see below)
Partner Feedback (Qualitative)	To measure the quality and effectiveness of candidates in the program To measure the effectiveness of program components (e.g., curricula, mentorship)	At the end of each semester (Partners submit results by Dec 30/April 30)	● Compare partner feedback (school, district) to instructional results and classroom practice results ● Identify themes in feedback to inform improvements needed to the institute	Instructor, CKEC TCI Director, Advisory Board, see below)
Retention Data (Quantitative)	To measure the number of candidates employed as teachers after completing the program (fill rate) To measure the number of candidates retained in a teaching position in the same district as during the program (retention rate)	At the end of the candidates' certification program	● Compute number and percentage of TCI candidates filling positions in a CKEC or Kentucky school ● Compute number and percentage of TCI candidates continuing employment in the same CKEC district as during program	Instructor, CKEC TCI Director, Advisory Board

Candidate performance data and partner feedback listed in the table above will be used to guide improvements in the program components like curriculum, mentorships, and admission procedures. Institute staff will share data collected and initial analyses with an advisory board, which will be established to guide decision-making for the CKEC Teacher Certification Institute. The advisory board will meet formally at least once every year, where members will further the analyses of data and offer improvement advice. The advisory board will meet as part of the certification program's summative evaluation.

Commented [4]: Revised this to indicate the Advisory Board will meet at least annually.

Advisory board members' expertise will help ensure institute effectiveness and continuous improvement. Advisory board membership will consist of:

- CKEC Staff
- A professor/administrator with specific background in teacher preparation from a partnering university
- A general education teacher or administrator from a CKEC school district
- A special education teacher or administrator from a CKEC school district
- A CKEC district superintendent
- Others members as needed

Data collected and analyzed, along with any recommendations made by the advisory board, will be presented to the CKEC Board of Directors and district superintendents. This step will provide yet another layer of feedback and suggestions for improvement beyond the advisory board.

B. *Quality Assurance of Candidates* The CKEC Teacher Certification Institute staff will monitor and evaluate candidates admitted into the program using multiple measures. Data review will occur at five different stages during the institute as a means of assuring that the candidates and eventual certificate-holders are of the highest quality possible.

The first review of data will occur in the admissions process using data and information collected through the application process. In order to participate in the institute, candidates must meet the minimum requirements established in legislation and regulation, which are

- Hold a Bachelor's degree in the certification content area from a regionally accredited college or university or graduate degree in a related field
- Have a cumulative grade point average of 2.75 (or 3.0 on the last 30 hours)

Candidates who do not attain minimum scores on the exams by the specified deadlines will not be able to continue in the program.

Candidates applying to be part of the certification institute will complete an application (Appendix A) that includes general demographic and contact information, a review of the Professional Code of Ethics, character and fitness questions, and a Teacher Certification *Candidate Dispositions Rating Form* (Appendix C) to be completed by at least 3 references. This same *Candidate Dispositions Rating Form* will be completed by the institute instructor, mentor teacher, and principal at the end of Semester 1 (program midpoint) and the end of Semester 2 (end-of-program). In completing the form, references rate the candidate on 7 dispositions that include the 21st Century Skills 4Cs as required in 16 KAR 5:020. The same rating system will be used as a measure of candidate performance throughout the certification institute. Additionally, they will sign a Candidate Agreement (Appendices B1-B2). This Agreement, along with the application, serves as a contract with the candidates, so they understand the requirements of the program.

Once admitted to the institute, candidates' progress and performance will be reviewed three times. Candidates who are not making satisfactory progress at any of the three points will not be able to complete the certification process. The chart below lists the data sources that will be analyzed at the three points of review:

End of Bootcamp	End of Semester 1	End of Semester 2/ End-of-Program
● Learning & Assessment Tasks ● Clinical Experiences log ● Professional Exams (if taken)	● Classroom Observations w/ Mentorship ● Clinical Experiences log ● Summative Conference ● Learning & Assessment Tasks ● Dispositions Rating	● Classroom Observations w/ Mentorship ● Clinical Experiences log ● Summative Conference ● Learning & Assessment Tasks ● Dispositions Rating

		• Candidate Portfolio of Clinical Experiences

Candidate performance will be evaluated using two categories of measures during the certification process—Learning and Assessment Task Performance and Professional Practice Performance. Learning and assessment task measures will come from Bootcamp and Seminar sessions. Professional practice measures will be based on observations and evaluations of classroom teaching and other professional activities made by the institute instructor, the candidate's mentor teacher, and the building principal. In addition, those same educators will complete *Candidate Dispositions Rating Form* (Appendix C) at the end of each semester.

Commented [5]: Section updated for clarity of when data will be collected, including the Candidate Dispositions (at admittance to program, end of Semester 1, end of program). It also adds in a Clinical Experiences log which candidates will use to log their out-of-classroom clinical experiences.

All learning and assessment tasks in the institute will be aligned to appropriate *Kentucky Teacher Performance Standards* and InTASC's *Model Core Teaching Standards* or *Kentucky Infant and Early Childhood Education Standards* and NAEYC's *Professional Standards and Competencies for Early Childhood Education*) and evaluated using standards-based methods with feedback given to candidates on performance. Learning and assessment tasks will be evaluated on a 4-point scale where 4=Exemplary (*above expectation*), 3=Accomplished (*meets expectations*), 2=Developing (*progressing toward expectations*), and 1=Ineffective (*well below expectation*).

The institute instructor will be responsible for evaluating candidate performance on learning and assessment tasks submitted as part of the instructional sessions. The instructor will share the task requirements and performance criteria with candidates before work on the assignments begins. Candidates will have the opportunity to re-submit tasks or assessments that score below 3, the expected performance level. Candidates will be encouraged to seek additional support from the instructor and or mentor teacher. Candidates who repeatedly fall short of the expected performance level will have to conference with the instructor and may face dismissal from the certification institute.

As with our previous proposals, candidates will be evaluated on professional practices in their clinical experiences using the *Kentucky Framework for Teaching*. The *Kentucky Framework* includes performance and scoring criteria for each of the components of effective teaching. The components occur in four domains—Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Performance levels include *Ineffective* (1)*, Developing* (2)*, Accomplished* (3), and *Exemplary* (4). Candidates must score at the *Developing* level or above to be deemed progressing or successful. Formative feedback to candidates will be provided on each separate component during the semester, but the summative performance at the end of each semester will be assessed on each of the 4 domains as a whole. Candidates are expected to score at the *Developing* level or above in all four domains. Candidates who repeatedly fall short of the expected performance level despite formative feedback and support may face dismissal from the certification program. The formal process for evaluating candidates on professional practices is explained in the Clinical Experiences section of this proposal.

The *Kentucky Framework* will also be used to evaluate each candidate's participation in the mentorship since the *Framework* includes components related to professionalism,

collegiality, and professional growth. Again, *Developing* or above is the expected performance level. During the semester, candidates will receive formative feedback about their participation in the mentorship. At the end of each semester, the mentorship feedback will be included (only qualitatively) in the summative results mentioned above. In other words, the participation in the mentorship will be combined with classroom performance to arrive at a holistic picture of professional practice.

The CKEC TCI's *Teacher Certification Candidate Dispositions* will be measured by the institute instructor, mentor teacher, and principal at the end of each semester of the clinical experience. The dispositions will be assessed as part of professional practice performance primarily, but also through learning tasks and assessments as appropriate. Feedback will be provided to candidates specific to the dispositions using data collected from classroom teaching (clinical) experiences and assignments reviewed by the institute instructor.

The tables below show how each component of the *KY Framework for Teaching* connects to an area of candidate professional performance as well as alignment to the *Kentucky Teacher Performance Standards (KTPS), Kentucky Infant and Early Childhood Education (KIECE) Standards,* national standards (InTasc and NAEYC)*, The Professional Code of Ethics for Kentucky Certified School Personnel*, and the CKEC TCI's *Teacher Certification Candidate Dispositions:*

Interdisciplinary Early Childhood Education (IECE) Education

KY Framework for Teaching Component	Performance Area	KY Teacher Standards	NAEYC Standards	Code of Ethics	Dispo-sitions
Domain: Planning and Preparation					
1.A Knowledge of Content and Pedagogy	Classroom	KIECE 1	S6		D5
1.B Knowledge of Students	Classroom	KIECE 1	S1, S3	S1, P2	D5
1.C Setting Instructional Outcomes	Classroom	KIECE 1	S2, S3		
1.D Demonstrates Knowledge of Resources	Classroom	KIECE 2, 6, 9	S6, S8	S1	D5
1.E Designing Coherent Instruction	Classroom	KIECE 1	S2		
1.F Designing Student Assessment	Classroom	KIECE 4, 9	S4		
Domain: Classroom Environment					
2.A Creating an Environment of Respect and Rapport	Classroom	KIECE 2	S1	S1, S7	D2
2.B Establishing a Culture of Learning	Classroom	KIECE 2	S1, S2	S1, S7	D2
2.C Managing Classroom Procedures	Classroom	KIECE 2	S1	S3	
2.D Managing Student Behavior	Classroom	KIECE 2	S1	S2, S3	
2.E Organizing Physical Space	Classroom	KIECE 2	S2, 5	S3	
Domain: Instruction					
3.A Communicating with Students	Classroom	KIECE 3	S3	S1, S7	D4
3.B Questioning and Discussion Techniques	Classroom	KIECE 3	S3	S1	
3.C Engaging Student in Learning	Classroom	KIECE 3, 9	S3	S1	D6
3.D Using Assessment in Instruction	Classroom	KIECE 4, 9	S4	S1	
3.E Demonstrating Flexibility and Responsiveness	Classroom	KIECE 2, 3	S3	S1, P2	D6
Domain: Professional Responsibilities					
4.A Reflects on Teaching	Mentorship	KIECE 5, 7			D5

4.B Maintaining Accurate Records	Classroom	KIECE 4	S4	S5, E6	
4.C Communicating with Families	Classroom	KIECE 4, 6, 8	S5, S7	P1	D4
4.D Participating in a Professional Learning Community	Mentorship	KIECE 6	S6	S6, P5, E2, E3	D3
4.E Growing and Developing Professionally	Mentorship	KIECE 5, 7	S6	E5	D1, D7, D5
4.F Demonstrating Professionalism	Mentorship	KIECE 6	S6	S4, S5, S6, S8, P3, P4, P6, P7. E1, E3	D1, D2

Elementary Education

KY Framework for Teaching Component	Performance Area	KY Teacher Standards	InTasc Standards	Code of Ethics	Dispo-sitions
Domain: Planning and Preparation					
1.A Knowledge of Content and Pedagogy	Classroom	KTPS 4, 5, 8	S4, 7		D5
1.B Knowledge of Students	Classroom	KTPS 1	S1	S1, P2	D5
1.C Setting Instructional Outcomes	Classroom	KTPS 2, 7	S7		
1.D Demonstrates Knowledge of Resources	Classroom	KTPS 2, 4	S2, 4, 5, 7	S1	D5
1.E Designing Coherent Instruction	Classroom	KTPS 7	S2, 4		
1.F Designing Student Assessment	Classroom	KTPS 6	S1, 6		
Domain: Classroom Environment					
2.A Creating an Environment of Respect and Rapport	Classroom	KTPS 2, 3	S3	S1, S7	D2
2.B Establishing a Culture of Learning	Classroom	KTPS 2, 3	S3	S1, S7	D2
2.C Managing Classroom Procedures	Classroom	KTPS 3	S3	S3	
2.D Managing Student Behavior	Classroom	KTPS 3	S3	S2, S3	
2.E Organizing Physical Space	Classroom	KTPS 3	S3	S3	
Domain: Instruction					
3.A Communicating with Students	Classroom	KTPS 4, 5	S3, 8	S1, S7	D4
3.B Questioning and Discussion Techniques	Classroom	KTPS 8	S5, 8	S1	
3.C Engaging Student in Learning	Classroom	KTPS 2, 8	S5, 8	S1	D6
3.D Using Assessment in Instruction	Classroom	KTPS 6	S1, 6	S1	
3.E Demonstrating Flexibility and Responsiveness	Classroom	KTPS 2, 3	S 2, 3, 5, 7, 8	S1, P2	D6
Domain: Professional Responsibilities					
4.A Reflects on Teaching	Mentorship	KTPS 9	S9		D5
4.B Maintaining Accurate Records	Classroom	KTPS 9	S6, 8	S5, E6	
4.C Communicating with Families	Classroom	KTPS 10	S1, 10	P1	D4
4.D Participating in a Professional Learning Community	Mentorship	KTPS 10	S1, 10	S6, P5, E2, E3	D3
4.E Growing and Developing Professionally	Mentorship	KTPS 9	S9, 10	E5	D1, D7, D5
4.F Demonstrating Professionalism	Mentorship	KTPS 10	S9	S4, S5, S6, S8, P3, P4,	D1, D2

				P6, P7. E1, E3	

IV. Curriculum, Mentoring, and Assurances

A. Alignment to Standards Campbellsville University has agreed to partner with CKEC to provide the curriculum for the Teacher Certification Institute's Elementary and IECE programs. The CKEC TCI instructor will use the course objectives and learning and assessment tasks from the School of Education's EPSB-approved Undergraduate Bachelor's curriculums in Teaching preparation program to design instruction for the certification candidates in the institute. The Campbellsville course content will be arranged to fit the structure and schedule of the TCI. Using a curriculum already approved by the EPSB is one way of ensuring alignment to appropriate standards. In addition to the *Kentucky Teacher Performance Standards* and the *Kentucky Infant and Early Childhood Education (IECE) Standards,* national standards (InTasc and NAEYC), the *Kentucky Academic Standards*, and the *Professional Code of Ethics*, the CKEC TCI curriculum also will align with the *Kentucky Framework for Teaching*. The Curriculum Matrix below shows how the pertinent standards align with the institute's learning objectives and the sample learning and assessment tasks included in the matrix.

Both Elementary and IECE programs contain Methods/Strategies courses based on the content area of the students enrolled. The CKEC TCI's equivalent of methods courses will occur primarily during the Bootcamp sessions. Extensive class time will be devoted to the *Kentucky Early Childhood Standards (KECS)* and *Kentucky Academic Standards (KAS),* understanding the concepts and skills and using the standards to plan instruction and assessment (see *Curriculum Matrix* under Research-based Classroom Practices). In addition to the institute instructor, content specialists will be used as guest instructors, depending on the candidates' certification areas. Candidates will deepen their understanding of their standards under the supervision of mentor teachers and colleagues in their teaching placements and additional classroom time with the institute instructor during Seminars.

B. Required Content The Curriculum Matrix below shows how the institute's curriculum is organized around the content required in KRS 161.048. The curriculum is intended to be practical and spiral in topic while going deeper in application and understanding throughout the institute. The Bootcamp curriculum will prepare candidates to start teaching assignments in classrooms in the upcoming semester. The Seminar sessions are meant to provide just-in-time understanding to students as they maneuver their classrooms. They will also share new learning around curriculum, instruction, assessment, etc.

Assessment development is a good example topic to illustrate how the CKEC TCI curriculum will be set up. In Bootcamp sessions, candidates will learn the purpose of assessment, characteristics of high-quality assessment, and how to collect data from assessments. In their job placements, candidates will begin to administer classroom assessments, monitor student progress, and write their own assessments with supervision and guidance from the mentor teacher. During Seminar sessions, assessment development will be revisited but this time instruction might include using data to plan upcoming instruction or collaborating with students on self-assessment. Similarly, during Bootcamp, candidates will learn the basics of differentiated instruction

design, but they will not fully understand effective differentiation until they have experienced it in their classrooms. In Seminar, the instructor will be able to lead deeper learning around differentiated instructional design and using assessment data to guide differentiation.

Information in the *Curriculum Matrix* also provides examples of how the methods of delivery used in the CKEC Teacher Certification Institute connect to required content. In classroom/workshop settings (Bootcamp and Seminars) scheduled throughout the institute calendar, certification candidates will encounter knowledge and theory presented by the institute instructor and guest teachers; while in clinical settings (their own classrooms), candidates will apply knowledge and theory under the supervision of mentor teachers. So, most, if not all, curriculum content will appear in both settings, as indicated by the key learning tasks and assessments included in the *Curriculum Matrix*. Examples like “class presentation,” “research paper,” or “article critique” would be part of content delivery in the classroom/workshop setting. Samples listed in the matrix entitled “Clinical Experience” or samples that include directives like to “teach” or “deliver” in the description would be part of application of curriculum content in clinical settings.

The curriculum proposed for the CKEC Teacher Certification Institute is listed in the following matrix. The matrix organizes the learning objectives for the institute, some of the key content and some possible key learning and assessment tasks around the required content areas. The matrix also indicates the alignment of standards to the objectives, content, and tasks.

Curriculum Matrix for Interdisciplinary Early Childhood Education (IECE)

Required Content Strand	Objectives	Key Content	Standards/ CU Course
Child and Adolescent Development	● Describe key theories in the field of human development and learning ● Identify and define stages of biological, cognitive, language, moral, social, emotional, and personality development from prenatal through middle childhood ● Explain principles and concepts inherent in the role of schooling in a diverse society ● Consider developmental milestones of children under three years of age in order to implement and evaluate developmentally appropriate practices for infants and toddlers to promote positive development with emphasis on attachment and autonomy. ● Collaborate with a variety of early childhood professionals/families in support of children's growth and development	● Domains of human development (cognitive, physical, social, moral, personality) ● Application of learning theory to instruction (e.g., Bandura, Dewey, Piaget, Bloom, Vygotsky, metacognition, schema, transfer, self-regulation) ● Tenets of educational theories and philosophies (e.g., cognitivism, social learning theory, constructivism, behaviorism) ● Application of learning theory to exceptional children ● Effect of development on content-related pedagogy ● Theories of play	**KIECS-** 1, 2, 6, 7, 8 **KYFfT-** 1.B, 3.A **CU Course-** **ECE 111, ECE 130, ECE 230, IEC 385, IEC 480**
Key Learning and Assessment Tasks			
Philosophy of Early Childhood Education Paper Self-assess and reflect on the history and service delivery models of early childhood education and current learning development theories to create your own philosophy of early childhood education. The philosophy of early childhood education paper should be at least 2-3 pages articulating your beliefs about teaching and learning with evidence of how you enact those beliefs in your teaching. **Clinical Experiences Case Study** Develop a case study documenting the development and learning of a child (birth to 3 years). Gain family consent. Interview the family, collect data through observations, formal and informal assessments. Be sure to address all domains of learning and development. Create a plan to provide and implement strategies to positively affect the child's development.			
Required Content Strand	**Learner Outcomes**	**Key Content**	**Standards/ CU Course**
Research-based Classroom Practices	● Develop proficiency in planning, implementing, and evaluating lessons to support the learning of young children across domains and content areas in a variety of formats	● Standards-based education ● Approaches to curriculum (e.g., High Scope, Montessori, Reggio Emilia)	**KIECS**- 2, 3, 4, 5, 9

	● ● Explain how the *KY Early Childhood Standards* and *KY Academic Standards (KAS)* are related to curricula ● Identify common curriculum documents used by educators (e.g., standards, maps, pacing guide) ● Use the *KY Early Childhood Standards* and other curriculum documents to develop classroom curricula ● Explain the types/purposes of/for different assessments ● Explain the connection between curriculum and assessment ● Demonstrate competency in the selection, administration, evaluation, and data interpretation of screening and developmental assessment instruments for young children ● Identify the elements of effective instruction ● Design instruction for a given set of standards, objectives, outcomes ● Demonstrate appropriate uses of technology to support learning and development of young children	● Alignment of instruction to the *KY Early Childhood Standards and KAS* ● Using curriculum tools—maps, pacing guides, scope and sequence ● Types and purposes of assessment—formative, summative, diagnostic, formal, informal ● Use of assessment toolsProviding feedback ● Designing lessons using the elements of effective instruction—targets/objectives, demonstration/modeling, guided practice, formative assessment, feedback, independent practice ● Designing units of instruction	**KYFfT-** 1.A, 1.C, 1.D, 1.E, 1.F, 3.A, 3.B, 3.C, 3.D **CU Course-** **ECE 140, ECE 270, ECE 280, IEC 382, IEC 383, IEC 384, IEC 470, IEC 480**

Key Learning and Assessment Tasks

Curriculum Documents Locate Early Childhood curriculum documents used in your school or district. Share the documents with the class. Be prepared to explain what you think the purpose of the document is and why, evidence of content standards, and how the document is used in the school or district.

Classroom Assessment Administer screening assessments and analyze the results to address the current level of development and the possible presence of a potential delay.

Unit of Study Develop a unit of study with at least 5 days of instruction that you will use in your teaching assignment. The unit plan should include all the essential components discussed during class, including research-based instructional practices.

Required Content Strand	Learner Outcomes	Key Content	Standards/ CU Course
Individual Differences	● Explain educationally relevant characteristics of children and youth who have special	● Equity in learning ● Diversity and effects on learning	**KIECS-** 1, 4, 6, 8

	educational needs (e.g. medical, learning, and cultural variables). ● Apply research relative to learning disabilities, and etiologies of learning disabilities (medical, social, and emotional characteristics). ● Describe the effects of various medications on individuals who have exceptional learning needs. ● Explain the effects that an exceptional condition can have on an individual's learning in school and throughout life. ● Describe the definition, characteristics, and manifestations of learning disabilities as they relate to children and youth ● Describe identification standards and assessment practices associated with learning disabilities. ● Describe the characteristics of children and youth with emotional/behavioral disorders. ● Explain social characteristics of individuals with emotional/behavioral disorders. ● Describe the utilization of differentiated assessment and intervention strategies for multilingual learners. ● Explain the link between children's cognitive, linguistic, and emotional development and the language and culture of their home.	● Differentiation of instruction, assessment, and demonstrations of learning. ● Learning differences of students ● Providing accommodations and modifications that should be used with students of varying abilities, backgrounds, cultures, and other differences. ● Research based accommodations that enhance the achievement of all students ● Differentiation for multilingual learners ● Can-Do descriptors for multilingual learners ● KY Early Intervention System • Behavioral intervention theories and practices	**KYFfT-** 1.A-B, 1.D-F, 2.A, 3.E **CU Course- IEC 360, IEC 460**

Key Learning and Assessment Tasks

Individual Differences Research Choose one category of exceptionality (a disability, multilingual learner, gifted, etc.). Write a paper, create a video, record a podcast, design a one-pager, or use another method of expression in which you define the exceptionality and describe instructional strategies to support the learner. Additionally, discuss community resources available to children living with these exceptionalities and their families.

Lesson Plan Construct a lesson plan that reflects teaching students of varying abilities. Teach the lesson and write reflections on the success of the lesson as taught.

Required Content Strand	Learner Outcomes	Key Content	Standards/ CU Course

Teaching Exceptional Children	● Demonstrate the ability to develop instructional goals related to specific content into behavioral objectives for instruction that are specific and observable. ● Cite examples of the ways in which technology can be used as instructional strategy. ● Identify various strategies for instruction with learners who have specific learning problems. ● Explain techniques of classroom design which are most appropriate for students with learning disabilities. ● Identify educational and behavioral interventions that are effective with this population of learners. ● Demonstrate the ability to select, adapt, and use instructional strategies and materials according to the characteristics of the individual with special needs. ● Implement appropriate instructional strategies to help students with disabilities meet the individual goals listed on their Individual Education Programs and Individual Family Service Plans. ● Design instruction that is developmentally appropriate and provides experiences for multiple levels of complexity to accommodate students of different levels of performance. ● Use a variety of teaching and learning strategies that are appropriate to student development level and actively engage the student in individual and cooperative learning experiences. ● Assess, analyze, and communicate effectiveness of instruction and make appropriate changes to improve student learning.	● Legislation relating to exceptionality and classroom practice—IDEA, Sec. 504, ADA ● Individualized Family Service Plan ● Implementing IFSPs ● Developing Individual Learning Plans—goals, objectives, SDI, other components ● Pyramid Model (RtI) ● Differentiating instruction ● Instructional settings—collaborative, self-contained ● Communication with families ● Least Restrictive environment ● Cultural factors that impact disabilities, identification of students, instruction, and learning ● Assessments and diagnostics used to identify student disabilities ● Processes for placement of students in services—special education, RtI, classroom settings	**KIECS-** 1, 4, 5, 6, 8 **KYFfT-** 1.A, 1.C, 1.E, 3.C **CU Course-** **ECE 216, IEC 410, IEC 416**

	● Interpret information from formal and informal assessments. ● Identify factors that could lead to misidentification of students with disabilities. ● Describe standardized measurement related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs. ● Administer unbiased formal and informal assessment ● Use assessment information in making eligibility, program, and placement in RTI decisions for individual with disabilities		

Key Learning and Assessment Tasks

Clinical Experience Candidates will observe multiple methods of teaching learners, and reflect in writing on the impact of these methods on the learning of the students. Where possible, their written reflections/evaluations are supported by samples of student work, including the work of a student with an IFSP.

Division of Early Childhood Recommended Practices Candidates examine the DEC Recommended Practices and then write a paper, create a video, record a podcast, design a one-pager, or determine another method of expression in which you synthesize how the practices work together to support individuals with disabilities in an inclusive classroom.

Individual Family Service Plan Each student will develop a prescriptive Individual Family Service Plan (IFSP) for one student, developed based on family priorities and organized around the developmental domains (cognitive, communication, motor, adaptive, social-emotional).

Required Content Strand	Learner Outcomes	Key Content	Standards/ CU Course
Methods of Classroom Management	● Create and maintain a classroom climate that supports learning and appropriate student behavior. ● Plan, design, and implement instruction that reflects effective instructional management principles ● Explain how positive behavior supports are structured to address the challenging behavior of children with and without disabilities ● Design functional classroom for individuals with behavior disorders	● Functional behavior theories (e.g., Thorndike, Watson, Skinner) ● Motivational theories (e.g., self-determination, attribution, operant conditioning) ● Strategies for classroom management—positive reinforcement, routines and procedures, physical space ● Student interactions ● Establishing expectations ● Management of instructional groups, transitions, materials ● Responding to misbehavior	**KIECS-** 2 **KYFfT-** 2.A, 2.B, 2.C, 2.D, 2.E **CU Course- IEC 440**

	● Utilize frequency, duration, latency, interval, and other measurement and recording procedures related to target behaviors ● Develop a repertoire of selective intervention strategies to teach and support children's social and emotional competencies ● Explain the process of conducting a functional behavioral assessment, including direct and indirect measures ● Develop functional outcomes that can be embedded into family and classroom daily routines	● Pyramid Model (RtI) ● Social Stories	

Key Learning and Assessment Tasks

Classroom Management Plan Examine classroom management models and develop a classroom management plan that includes strategies for addressing Tiers 1-3 in an inclusive early childhood classroom. Be sure to address how the design of the learning and play environments supports classroom management.
Functional Behavior Assessment Conduct a Functional Behavior Assessment for a student from the clinical experience or a recorded sample provided by the instructor. Follow examples from class sessions.
Behavior Intervention Plan Develop a Behavior Intervention Plan using information and data acquired from the Functional Behavior Assessment.
Individualized Education Program Develop an IEP for a student that would have behavior goals. Include present level data, Specially Designed Instruction, progress monitoring, etc.

Required Content Strand	Learner Outcomes	Key Content	Standards/ CU Course
Research-based Teaching Strategies in Reading and Math	● Describe the attributes of a quality instructional reading program. ● Identify the best approaches to teaching reading to youth and young adults with learning and behavioral disorders. ● Administer and interpret formal and informal reading instruments. ● Use students' IFSPs and IEPs to adapt lesson plans. ● Understand and apply the developmental foundations for literacy development	● Best practices in teaching reading—decoding, fluency, vocabulary, comprehension ● Foundational reading skills ● Differentiation of instruction for diverse learners ● Research-based reading programs ● Reading difficulties, diagnosis, evidence collection. ● Evidence-based reading interventions	**KIEC-** 1, 3, 9 **KYFfT-** 1.A, 1.D, 1.E, 3.C, 3.D, 3.E **CU Course- IEC 420, IEC 381, IEC 383,**

	● Understand and apply the developmental foundations for language and vocabulary development ● Implement systematic instruction in teaching reading comprehension and monitoring strategies. ● Discuss environmental effects on language and literacy development and apply appropriate strategies to increase acquisition ● Plan integrate, and implement language and literacy activities through literature, learning centers, technology, and play ● Demonstrate skill in presenting and assessing math lessons ● Use instructional strategies/ differentiating instructional practices that promote successful transition for individuals with exceptional learning needs.		

Key Learning and Assessment Tasks

Reading Unit Develop a modified unit plan using a children's book as a theme. Include lesson context, pre-assessment, and one lesson plan. The unit should embed differentiation of instruction, and accommodations/modifications for students identified with disabilities, gifted and talented, and students for whom English is not the primary language. Appropriate technology must be embedded into the lessons. Be sure to include center activities.

Literacy Assessment Administer an early literacy screener. Analyze the results and create an action plan based on your findings.

Math Game Create a math board game linked to a children's book. Share the math concept and standards addressed.

Curriculum Matrix for Elementary Education

Required Content Strand	Objectives	Key Content	Standards/ CU Course
Child and Adolescent Development	• Describe key theories in the field of human development and learning • Identify and define stages of biological, cognitive, social and emotional development from prenatal through adolescence • Learner explains how various developmental theories relate to teaching and learning • Explain factors that influence the development of students' perceptions and actions (e.g., biological, familial, social, economic, nutritional, hygienic, cultural, and linguistic) in educational contexts • Analyze, evaluate, and apply educational psychology to current teaching and learning • Explain principles and concepts inherent in the role of schooling in a diverse society • Analyze the impact of individual differences (e.g., multicultural, gender, socio-economic, academic) on the teaching/learning	• Domains of human development (cognitive, physical, social, moral) • Application of learning theory to instruction (e.g., Bandura, Dewey, Piaget, Bloom, Vygotsky, metacognition, schema, transfer, self-regulation) • Tenets of educational theories and philosophies (e.g., cognitivism, social learning theory, constructivism, behaviorism) • Application of learning theory to exceptional children • Effect of development on content-related pedagogy	**KTPS-** 1 **KYFfT-** 1.B, 3.A **CU Course- ED 220, ED 300**
Key Learning and Assessment Tasks			
Philosophy of Education Paper Self-assess and reflect on the four major philosophies of education and current learning development theories to create your own philosophy of education. The philosophy of education paper should be at least 2-3 pages articulating your beliefs about teaching and learning with evidence of how you enact those beliefs in your teaching. **Clinical Experiences Development Mapping Activity** Observe, assist, tutor and reflect on developmental issues in one or more classroom settings. Take notes and reflect on the examples of developmental differences and the range of development levels in the classes observed. Note the developmental characteristics (cognitive, physical, social, emotional) present among the students observed. Connect observed characteristics to developmental theories and domains discussed during class.		
Required Content Strand	**Learner Outcomes**	**Key Content**	**Standards/ CU Course**
Research-based	• Explain the purpose and benefits of a viable curriculum • Explain how the *KAS* are related to curricula	• Standards-based education • Alignment of instruction to the *KAS*	**KTPS**- 1, 4, 6, 7, 8

Classroom Practices (including Mathematics, Science, and Social Studies)	• Identify common curriculum documents used by educators (e.g., standards, maps, pacing guide) • Use the *KAS* and other curriculum documents to develop classroom curricula • Explain the types/purposes of/for different assessments • Explain the connection between curriculum and assessment • Design assessments from a given set of standards or a curriculum • Analyze assessment results to improve student learning • Identify the elements of effective instruction • Design instruction for a given set of standards, objectives, outcomes • Explain the connection between curriculum, assessment, and instruction • Employ deeper thinking levels (Bloom's Taxonomy) when choosing lesson activities and assessments ● Demonstrate knowledge of mathematics, science, and social studies through design of appropriate learning strategies for all P-5 students ● Design, implement and reflect on instructional experiences that integrate curriculum across disciplines, especially ELA/Literacy standards ● Learn how to engage all students in problem solving and inquiry as strategies for teaching mathematics and science ● Explore assessment of and for student learning of mathematics, science, and social studies	• Using curriculum tools—maps, pacing guides, scope and sequence • Types and purposes of assessment—formative, summative, diagnostic, formal, informal • Use of assessment tools—scoring guides, rubrics • Selecting assessment formats—selected response, performance, portfolio, writing • Assessment vocabulary—validity, reliability, raw and scale scores, percentile, standard deviation • Providing feedback • Evidence-based instructional strategies—Marzano, Hattie • Designing lessons using the elements of effective instruction—targets/objectives, demonstration/modeling, guided practice, formative assessment, feedback, independent practice • Designing units of instruction	**KYFfT-**1.A, 1.C, 1.D, 1.E, 1.F, 3.A, 3.B, 3.C, 3.D **CU Course-ED 331, ED 343, ED 390**
Key Learning and Assessment Tasks			
Kentucky Academic Standards Analysis Locate the *KAS* for one content area. Use a grade that you will <u>not</u> be teaching. Review the standards and identify the "big ideas" of content and skills that students are expected to know and be able to do. Share findings with other class members.			

Curriculum Documents Locate one or more curriculum documents used in your school or district. Share the documents with the class. Be prepared to explain what you think the purpose of the document is and why, evidence of content standards, and how the document is used in the school or district.
Classroom Assessment Design an assessment based on a set of standards and a curriculum map for a unit of instruction. The assessment must align with the standards in content, skill, and level of thinking.
Unit of Study Develop a unit of study with at least 5 days of instruction for a given set of standards, objectives, or outcomes. The unit plan should include all the essential components discussed during class. Include a sample assessment for the unit as well. A template will be provided.

Required Content Strand	Learner Outcomes	Key Content	Standards/ CU Course
Individual Differences and Teaching Exceptional Children	● Demonstrate an understanding of the academic needs of all learners and how to respond to them appropriately. ● Demonstrate awareness of diverse populations and how to address the needs of the diverse learners in a way that gives all students equal access to learning. ● Demonstrate an understanding of the emotional/behavioral needs of all learners and how to respond to them appropriately. ● Demonstrate an understanding of multiple means to teach the same material to all students using a variety of differentiated instructional strategies. ● Demonstrate the ability to design effective intervention plans in response to assessment data ● Identify the characteristics of the various disabilities ● Identify how various disabilities impact learning and how to accommodate all identified learning needs ● Describe the impact of inclusion and federal legislature on diverse learners ● Experience and reflect on disability through clinical-based preparation	● Differentiation of instruction, assessment, and demonstrations of learning. ● Learning differences of students ● Providing accommodations and modifications that should be used with students of varying abilities, backgrounds, cultures, and other differences. ● Research based accommodations that enhance the achievement of all students ● Can-Do descriptors for Multilingual Learners ● RtI/Pyramid of Support ● Legislation relating to exceptionality and classroom practice—IDEA, Sec. 504, ADA ● Typical groupings for children with disabilities ● Implementing Individual Learning Plans ● Response to Intervention ● Instructional settings—collaborative, self-contained ● Strategies appropriate for the inclusion model ● Least Restrictive environment ● Characteristics of the various disabilities ● Methods that can benefit students with disabilities in the classroom ● Characteristics of the gifted/talented student ● Assistive/adaptive technologies ● Multicultural issues that impact students with disabilities	**KTPS-** 2, 3, 7, 8 **KYFfT-** 1.A-B, 1.D-F, 2.A, 3.C, 3.E **CU Course-** **ED 300** **ED 325**

		● Co-teaching ● High Leverage Practices for Special Education ● SDI Toolkits	

Key Learning and Assessment Tasks

Differentiation-Driven Lesson Plan Candidates will develop a differentiated-driven lesson that demonstrates candidate knowledge, subject matter and resources. Address the instructional strategy in terms of how the activity is differentiated and why. Be sure to include the learning environment – the way the classroom works and feels. Include a Pre-assessment to gauge students' prior-knowledge and differentiated assessments. Include differentiation by ability (Below Criteria - At Criteria - Above Criteria), students with an IEP (including behavior accommodations), 504, and PSP for ML students.

Clinical Experience Candidates will observe multiple methods of teaching learners, and reflect in writing on the impact of these methods on the learning of the students. Where possible, their written reflections/evaluations are supported by samples of student work, including the work of a student with an IEP. A guided reflection log will be completed.

Exceptional Student Case Study Candidates will create a case study of an exceptional student (Special Education, Gifted, Multilingual Learner) which will focus on specific intellectual, social, physical, and psychological aspects of the student as well as how the student is provided support services.

Required Content Strand	Learner Outcomes	Key Content	Standards/ CU Course
Methods of Classroom Management	● Identify theories & application models of classroom discipline, citing the strengths & weaknesses of each model ● Create a classroom management plan ● Identify personal values & beliefs and design classroom rules & procedures ● Analyze classroom situations & prescribe effective individual & group discipline and management strategies ● Analyze instruction to identify both explicit & implicit classroom management issues ● Apply principles for organizing and managing a positive and a safe learning climate ● Discuss legal issues in classroom management	● Functional behavior theories (e.g., Thorndike, Watson, Skinner) ● Strategies for classroom management—positive reinforcement, routines and procedures, physical space ● Student interactions ● Establishing expectations ● Management of instructional groups, transitions, materials ● Responding to misbehavior ● Parent-teacher conferences	**KTPS-** 3 **KYFfT-** 2.A, 2.B, 2.C, 2.D, 2.E **CU Course- ED 414**

Key Learning and Assessment Tasks

Student Handbook/Code of Conduct Analysis Analyze a student handbook to help when it comes to culture/design/and management in the classroom. Identify what the handbook says about 3 topics, the consequences the school and/or district has and what it will look like in your room. (Ideas: cell phones, dress code, tardies, bullying etc…)

Classroom Management Plan Examine classroom management models and develop a classroom management plan that reflects teaching students of varying abilities using a provided template.

Required Content Strand	Learner Outcomes	Key Content	Standards/ CU Course
Research-based Teaching Strategies in Reading	• Identify and teach essential concepts, vocabulary in the content area • Implement systematic instruction in teaching vocabulary in content areas • Understand the five components of reading (phonics, phonemic awareness, fluency, vocabulary, and comprehension) • Implement systematic instruction in teaching reading comprehension and monitoring strategies • Design lesson plans aligned to *Kentucky Academic Standards for Reading and Writing* in conjunction with discipline-specific standards and curriculum • Develop instruction based on the development of children in the language arts, including emergent literacy • Implement the reading and writing processes, including grammar, spelling, and handwriting • Employ deeper levels of inquiry in developing literacy lesson activities and assessments • Develop instruction based on appropriate grade level literature • Provide effective instruction for students in RtI reading and who are identified with dyslexia • Use assessment information to plan and evaluate instruction • Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write • Identify the most significant approaches to stimulating interest in reading children's literature	• Best practices in teaching reading—vocabulary, comprehension • Theories, methods, and techniques that address the literacy needs of secondary students in all disciplines • Reading process (basic, intermediate, and disciplinary literacy strategies) • Specialized demands of reading, writing, speaking, listening, and viewing • Recent literacy research • LDC model • KDE Dyslexia Toolkit	**KTPS-** 6, 7, 8 **KYFfT-** 1.A, 1.D, 1.E, 3.C, 3.D, 3.E **CU Course- ED 351, ED 361, ED 371, ED 390**

	• Identify and select quality children's literature		

Key Learning and Assessment Tasks

Article Critiques of Reading Research: Research and critique two articles focusing on the topic: "Reading skills for learning that focus on phonics, phonemic awareness, fluency, vocabulary, comprehension, and learning strategies across the curriculum in the content areas." Be sure to address 1) main ideas presented in the article; 2) educational implications; 3) connections with KAS; 4) personal opinions. You may present your findings by writing a paper, creating a video, recording a podcast, designing a one-pager, or another method of expression.

Dyslexia Research Review the research on dyslexia, including the KDE Dyslexia Toolkit, and create a presentation for class on your new knowledge and application in your classroom setting.

Graphic Organizer for Genre Study Capture the main ideas of each genre into one graphic organizer (one-pager)

Thematic Unit As part of developing a Unit of Study (see above under *Classroom Practices including Mathematics, Science, and Social Studies*), create a reference list of children's literature to support the theme. Include at least 20 books that represent a variety of genres.

Lesson Plan Write a lesson plan in which you will teach a reading strategy. The lesson must be a direct application of reading research-based strategies of phonics, phonemic awareness, fluency, vocabulary, or comprehension. Include assessment tasks with your lesson plan.

C. *Clinical Experiences* Certification candidates in the CKEC Teacher Certification Institute will have employment offers in a Kentucky school district. The candidate's teaching assignment will serve as the clinical experiences for the CKEC Teacher Certification Institute. The candidate's placement will be supported and supervised by CKEC Institute and school district staff. Candidates will be formally observed in the classroom a minimum of six times each semester—three times by the teacher mentor, twice by the building principal, and once by the institute instructional coach. Any of the supervisors may observe the candidate more, if needed. One summative conference of the candidate's professional practice performance will be completed each semester during the clinical experience (teaching assignment) by the mentor teacher, principal, and institute instructor. (Appendix D) This summative conference is in place to support the formation of the candidate as an educator and not replace the district's certified evaluation plan. Any decisions about employment are left to the building principal/district.

In addition to the daily teaching assignment, the clinical experience will include other duties and responsibilities that accompany the role of teacher. Many of these experiences will be attended in collaboration with the mentor teacher (see Section D below) or other educators in the school. These may include attending and participating in any of the following (as needed/appropriate):

- faculty meetings
- professional learning communities (PLCs)
- Admissions and Release Committee (ARC) meetings
- First Steps meetings
- parent-teacher conferences
- professional development opportunities
- school/district required professional development
- school/district new teacher academies/trainings
- Family Engagement nights
- home visits
- parent communications (phone calls, emails, newsletters, etc.)
- assigned supervision (morning, afternoon, car line, etc.)

These experiences will be logged using the *Option 7 Clinical Experiences Outside of the Classroom* form (Appendix H). The expectation is that candidates log at least one experience per month in the program.

Commented [6]: Updated other clinical experiences in addition to classroom teaching assignment.

As part of the clinical experience, candidates will be required to maintain a digital portfolio that includes work products/tasks and reflections about practice collected throughout the certification process. Even though contents of the portfolio may consist of products developed from instructional sessions (Bootcamp and Seminar), mentorship experiences, and the candidate's teaching assignment, the portfolio should be heavily connected to the candidate's teaching assignment. The portfolio is intended to be very practical, and since all components of the certification institute (instructional sessions, mentorship, teaching assignment) are interconnected, overlap of portfolio products is expected. (Appendices E1-E2).

Each candidate will be asked to present the portfolio as a culmination of the certification process. Certification candidates will be defending their attainment of standards using the artifacts assembled in the portfolio. The defense will be evaluated by a team of professional educators, which may include the institute instructional coach, mentor teacher, and school principal. Since professional practice performance is more indicative of successful teaching than learning and assessment tasks, the candidates' presentations should focus on experiences from the clinical experience.

Any candidate who the evaluation committee feels is not quite ready for full certification, because of classroom teaching performance or quality of work demonstrated in the portfolio (including dispositions), may be granted another semester to improve. The mentorship will continue as a means of support with targeted improvement areas, and the institute instructor will continue to monitor and coach candidates on the areas of deficiency needing improvement. During the extra semester, observations, evaluations, and feedback will continue according to the TCI mentorship and clinical experiences guidelines. District employment and certification status will have to be considered in making the decision to extend time for earning full certification. CKEC TCI staff will work with the district and the EPSB to establish the most beneficial outcome for the certification candidate.

D. *Candidate Support and Mentorship* Candidate support is one of the fundamental ideas underlying the CKEC Teacher Certification Institute. One of the first examples of support candidates will experience will be an on-line PRAXIS preparation program. Candidates will be encouraged to enroll in *the Kentucky Academy for Equity in Teaching (KAET)* (as long as the resource is available), which provides support to candidates for their PRAXIS exam.

Frequent contact between certification candidates and practicing educators is another way support will be provided during the institute experience.

The major structure for candidate support in the certification institute will be the mentorship. Each candidate will be paired with a practicing teacher that school district leaders identify as highly effective. Criteria the district leaders should use to identify the mentor teacher include:

- years of experience (at least 4 years)
- capacity to coach others
- strength of classroom management
- expertise in content and professional knowledge
- ability to build relationships

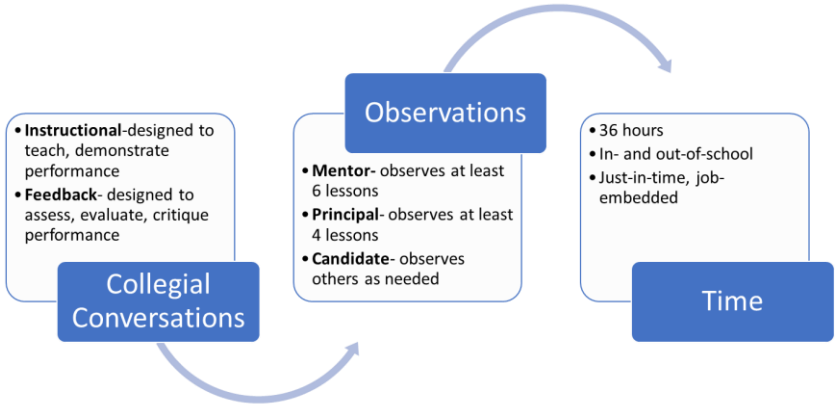
At the beginning of the program, principals and mentor teachers will receive an overview of responsibilities, including professional learning on developing new teachers. Throughout the program, the TCI Director will maintain regular contact with the mentor teachers, assessing how the relationship is progressing and advising on topics for mentorship.

Commented [7]: Updated mentor qualifications and training.

The mentor teacher should be the primary factor in the candidate's growth into a professional teacher. In general, the experienced teacher will observe the certification candidate and be observed by the candidate; provide feedback to the candidate on teaching and professional practice; and offer guidance on completing professional responsibilities and assignments. More specifically, the mentor teachers' areas of support will include, but not be limited to:

- Helping candidates understand the components of the Kentucky Framework for Teaching and the Kentucky Academic Standards or Kentucky Early Childhood Standards
- Assisting with strategies and activities for professional growth
- Working with the candidate to develop lesson plans
- Working with the candidate to develop IFSPs and IEPs (IECE candidates)
- Discussing instruction and assessment strategies
- Collecting, interpreting and using data to inform decisions
- Collaborating with other teachers and administrators
- Advising candidates on parent conferences and conversations
- Sharing strategies for discipline problems and classroom management
- Discussing school policies and procedures.

The certification institute mentorship is illustrated by the following graphic:



The mentorship will begin as the teaching assignment is starting, last until the end of the teaching assignment, and extend until the certification process is complete. CKEC will ask school districts to continue the relationship between experienced and new teachers for the following school year as well so that support for the newly certified teacher continues. The mentor relationship will provide more direct, one-on-one support and supervision than certification candidates would receive in a traditional teacher preparation program.

In addition to the mentor teacher, candidates in the CKEC Institute will receive support from a TCI instructional coach. The instructional coach will observe candidates teaching once each semester and then provide feedback and coaching to the candidates as they gain experience.

E. Alignment to KY Teacher Standards, KY Infant and Early Childhood Standards and Professional Code of Ethics Previous sections of this proposal included tables that documented alignment of the *Kentucky Teacher Performance Standards* or *Kentucky Infant and Early Childhood Standards* and Kentucky's *Professional Code of Ethics.* Each of the learning tasks and assessments assigned to students in the classroom/workshop settings (Bootcamp and Seminar sessions) will designate the specific standards to which it is aligned. The institute instructor will assure that students understand which standard(s) the assigned task or assessment is meant to teach or demonstrate. Feedback given to students after review of candidate work will include comments about attainment of standards. Each learning task and assessment will align with at least one or more standards, and as mentioned in the *Quality Assurance of Candidates* section of the proposal, standards-based grading and reporting will be used to evaluate candidate performance.

Classroom teaching performance, along with other related professional practices, will be evaluated using the *Kentucky Framework for Teaching*. The table in the *Quality Assurance of Candidates* section of this proposal offers an alignment of the *KyFfT* Components to the *KTPS* and *KIECS* as well as Kentucky's *Professional Code of Ethics.* Also, Appendices E1-E2 includes a *Teacher Standards Matrix*, which shows how the *KTPS* and *KIECS* align with the Components of the *Kentucky Framework for Teaching.* The *KyFfT* Components and Indicators provide specific details and examples that will help candidates break down the teaching

standards into demonstrable actions. Feedback organized around the Components of the *Kentucky Framework for Teaching* provided to certification candidates about classroom teaching and other professional practices also will inform candidates about their attainment of *KTPS* and *KIECS* and *Professional Code of Ethics.*

F. Partnerships CKEC is partnering with Campbellsville University to provide the curriculum for the certification institute's *Elementary Education Primary through Grade 5* and *Interdisciplinary Early Childhood Education, Birth to Primary* certificates. Many of the learning objectives and the learning and assessment tasks used in the institute come from Campbellsville's course sequence for those programs. Components of the university preparation program have been rearranged to fit the format of CKEC's certification institute.

CKEC will also partner with its member school districts in offering the certification institute. Participating school districts will agree to pay a portion of the candidate fee. The money collected from districts will go toward hiring the institute instructor, hiring the instructional coach, the per student curriculum fee paid to Campbellsville University, as well as some additional administrative costs incurred by CKEC. Districts with candidates in the institute also agree to provide experienced teachers to serve as mentors. Most importantly, districts agree to hire promising employees who want to earn certification through this intense process. District superintendents supported the application for expansion and provided feedback on the certificates to add to the program.

The partnerships with both the member districts and the university will be assessed as part of the overall evaluation of the institute. Partners will complete feedback forms, which will be reviewed as part of the institute's data collection process. A member of the Campbellsville University School of Education faculty will sit on the institute advisory board as well as a district superintendent. The advisory board membership will strengthen evaluation of the partnerships involved in the certification institute. In addition, all quality assurance data will be shared with the CKEC Board of Directors as another avenue of feedback.

G. Memoranda of Agreement/Understanding Included as Appendix F and Appendix G.

V. Description of Clinical Educators' Qualifications, Credentials, and Diversity

The CKEC plans to hire experienced educators to serve as the instructors and institute coaches for certification candidates. The table below lists desired qualifications of the instructor and some ways the qualifications may have been demonstrated in prior work experiences. The goal will be to hire a person who possesses as many of the qualifications as possible. The job description for the instructional coach will be approved by the CKEC Board of Directors.

Desired Qualifications	Demonstrations
Understanding of curriculum, instruction, and assessment	Instructional supervisor, principal, teacher, professor
Experience in standards-based design and implementation of instruction and assessment	Instructional supervisor, principal, teacher, instructional design specialist
Knowledge of teacher certification	School district human resources leader, higher education faculty or staff
Knowledge of teacher preparation (higher education)	Higher education faculty or adjunct professor

Experience in coaching, providing feedback	Special training, previous job roles

VI. Curriculum Contract with Candidates

a. *Name of institute and resulting certification, with appropriate grade levels noted.* (Application–Appendix A, Candidate Agreement–Appendices B1-B2)
b. *Candidate's name* (Application–Appendix A, Candidate Agreement–Appendices B1-B2)
c. *Institute's curricular requirements* (Candidate Agreement–Appendices B1-B2)
d. *Program admission and exit requirements.* (Candidate Agreement–Appendices B1-B2)
e. *Verification that the Professional Code of Ethics for Kentucky Certified School Personnel has been addressed.* (Candidate Agreement–Appendices B1-B2)
f. *Documentation that the applicant demonstrates the following:* (Candidate Dispositions–Appendix C)
    i. *Critical thinking;*
    ii. *Communication;*
    iii. *Creativity; and*
    iv. *Collaboration.*

VII. References

Boyd, D.J., Grossman, P.L., Hamilton, L., Loeb, S. Wyckoff, J. (2009). Teacher preparation and student achievement. *Educational Evaluation and Policy Analysis. 31*(4), 416–440.

Darling-Hammond, L., Feistritzer, C., Roberts, L.G., Wise, A.E., and Hernandez, S. (2007). *The key components of effective teacher preparation: The experts speak.* https://www.edutopia.org/key-components-effective-teacher-preparation

Appendix A–Application for CKEC Option 7 Program

The application is a Google Form, linked above.

CKEC TCI Option 7 Application

Please complete all items to apply for admission to the Option 7 alternative certification program at the Central Kentucky Educational Cooperative. If accepted into the program, information you provide will be used for your account in the certification office at the Kentucky Department of Education/Education Professional Standards Board.

* Indicates required question

Email *

First Name *

Last Name *

Any Other Names of Record *
Maiden, married, middle (Only required if you feel necessary to avoid confusion on official records like college transcripts.) You must type NONE if no additional names are necessary.

Email Address *
Address that you use regularly

Mailing Address *
Street

Mailing Address *
City, State, Zip Code

Phone Number *
where you can be reached by voice and text

Social Security Number (needed for EPSB records) *

Birthday (needed for EPSB records) *

Program Information

Educational Cooperative Affiliation
Select the educational cooperative where you plan to participate

- CKEC
- GRREC
- KEDC
- KVEC
- NKCES
- OVEC
- SESC
- WKEC

Name of Employing School District
List NONE if you are not employed by or connected currently with a district

Name of School Where You Will Teach
List NONE if you are not employed by or connected currently with a district

Which certificate program are you applying for? *
- Special Education-Learning Behavior Disorders P-12
- Interdisciplinary Early Childhood Education, Birth to Primary
- Elementary Education Grades P-5
- Biology Grades 8-12
- Chemistry Grades 8-12
- English Language Arts Grades 8-12
- Math Grades 8-12
- Social Studies Grades 8-12

Education

College Attended *

Address of College *
City and State

Date First Attended *

Date Last Attended *

Did you graduate? *
- Yes
- No

Highest Degree Awarded *
- Bachelors
- Masters
- Doctorate

Major *

GPA *
On a 4-point scale. Transcripts from foreign schools will need to be converted by EPSB-approved vendor.

Transcript *
Upload all transcripts you want considered for admission here. An official copy may be required later.

Upload up to 5 supported files: PDF or image. Max 10 MB per file.
Add file

Demographic Information

This information is required to be submitted for federal Title II reporting.

Gender *
- Male
- Female
- Non-Binary/Other
- I prefer not to answer

Race/Ethnicity *
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races
- I prefer not to answer

Declaration of Information Provided *

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.

- ○ I affirm the above statements.

Signature of 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. (type your name below).

Appendix B1–Candidate Agreement (IECE)

Central Kentucky Educational Cooperative

Option 7
CANDIDATE AGREEMENT

ckec
Teacher Certification Institute

Interdisciplinary Early Childhood Education, Birth to Primary Certification

*I, _____ (*candidate name), *as a candidate for certification in the CKEC Teacher Certification Institute, understand and agree to the following:*

Please initial each line, sign, and date at the bottom. ***No electronic signatures accepted.***

_____ Present a non-refundable deposit of $500.00 upon acceptance to the program. Present payment of $2,000 before the first class. Present additional payment of $2,500.00 within 180 days of the first class. Applicant fee for the program is $5,000.00. Failure to pay may result in removal from the program.

_____ That CKEC may share information about the status and progress in the program with the candidate's school and district at any point to ensure successful completion of the program.

_____ That I have met the minimum requirements for admission to the certification institute.

Minimum Admission Requirements:

- Hold a Bachelor's degree from a regionally accredited college or university with an appropriate major
- Have a cumulative grade point average of 2.75 (or 3.0 for the last 30 hours)
- Three (3) acceptable Candidate Disposition references

_____ To take all required PRAXIS exams for my certification area by the end of the program and must earn the minimum score set by the EPSB.

_____ To abide by the *Code of Professional Ethics for Kentucky Education Professionals*.

_____ To complete successfully the classroom/workshop instructional components of the certification institute. Progress will be monitored and evaluated at four points during the program, and progress must remain satisfactory at each point in order to continue. More specifically,

A. Classroom/workshop instructional components consist of learning and assessment tasks assigned during the program.
B. Progress on learning and assessment tasks will be evaluated using a standards-based grading process.
C. Learning and assessment tasks have been designed based on standards (*KY Infant and Early Childhood Standards, NAEYC's Competencies for Early Childhood Educators*) for candidates to demonstrate mastery of content required for certification by regulation: child

and adolescent development, research-based teaching practices, individual differences, teaching exceptional children, methods of classroom management, research-based teaching strategies in reading and math.

_____ To complete successfully the professional practice components of the certification institute. Progress will be monitored and evaluated at three points during the certification program, and progress must remain satisfactory at each point in order to continue. More specifically,

A. Professional practice components consist of classroom teaching, related professional responsibilities, and participation in a mentorship with an experienced teacher.
B. Progress in classroom teaching and related professional responsibilities will be evaluated using the *Kentucky Framework for Teaching*.

_____ To complete successfully a portfolio of artifacts that demonstrate the best performance of standards and presented to a committee of experienced educators as the culmination of the program.

_____ That I will be awarded a temporary provisional certificate upon enrollment into the program and that all components of the certification program outlined above must be completed successfully by the end of the program in order to obtain a provisional certificate for the following school year.

_____ To submit original work that was produced by me.

_____ In the case of dismissal/withdrawal from the certification program, EPSB and the school district will determine appropriate actions related to employment.

_____ To complete any state requirements for certification beyond those included directly in the institute components (e.g., fees, submit testing results, complete forms, criminal background check).

_____ _____

Certification Candidate Signature Date

Appendix B2–Candidate Agreement (Elementary Ed)

Central Kentucky Educational Cooperative

Option 7
CANDIDATE AGREEMENT

Elementary Education Grades P through 5 Certification

*I, _____ (*candidate name), *as a candidate for certification in the CKEC Teacher Certification Institute, understand and agree to the following:*

Please initial each line, sign, and date at the bottom. ***No electronic signatures accepted.***

_____ Present a non-refundable deposit of $500.00 upon acceptance to the program. Present payment of $2,000 before the first class. Present additional payment of $2,500.00 within 180 days of the first class. Applicant fee for the program is $5,000.00. Failure to pay may result in removal from the program.

_____ That CKEC may share information about the status and progress in the program with the candidate's school and district at any point to ensure successful completion of the program.

_____ That I have met the minimum requirements for admission to the certification institute.

Minimum Admission Requirements:
- Hold a Bachelor's degree from a regionally accredited college or university with an appropriate major
- Have a cumulative grade point average of 2.75 (or 3.0 for the last 30 hours)
- Three (3) acceptable Candidate Disposition references

_____ To take all required PRAXIS exams for my certification area by the end of the program and must earn the minimum score set by the EPSB.

_____ To abide by the *Code of Professional Ethics for Kentucky Education Professionals*.

_____ To complete successfully the classroom/workshop instructional components of the certification institute. Progress will be monitored and evaluated at four points during the program, and progress must remain satisfactory at each point in order to continue. More specifically,

A. Classroom/workshop instructional components consist of learning and assessment tasks assigned during the program.
B. Progress on learning and assessment tasks will be evaluated using a standards-based grading process.
C. Learning and assessment tasks have been designed based on standards (*KY Teacher Performance Standards, InTASC's Core Teaching Standards and Learning Progressions for Teachers*) for candidates to demonstrate mastery of content required for certification by

regulation: child and adolescent development, research-based teaching practices, individual differences, teaching exceptional children, methods of classroom management, research-based teaching strategies in reading and math.

_____ To complete successfully the professional practice components of the certification institute. Progress will be monitored and evaluated at three points during the certification program, and progress must remain satisfactory at each point in order to continue. More specifically,

A. Professional practice components consist of classroom teaching, related professional responsibilities, and participation in a mentorship with an experienced teacher.
B. Progress in classroom teaching and related professional responsibilities will be evaluated using the *Kentucky Framework for Teaching*.

_____ To complete successfully a portfolio of artifacts that demonstrate the best performance of standards and presented to a committee of experienced educators as the culmination of the program.

_____ That I will be awarded a temporary provisional certificate upon enrollment into the program and that all components of the certification program outlined above must be completed successfully by the end of the program in order to obtain a provisional certificate for the following school year.

_____ To submit original work that was produced by me.

_____ In the case of dismissal/withdrawal from the certification program, EPSB and the school district will determine appropriate actions related to employment.

_____ To complete any state requirements for certification beyond those included directly in the institute components (e.g., fees, submit testing results, complete forms, criminal background check).

_____ _____

Certification Candidate Signature Date

Appendix C–Candidate Dispositions Rating Form
This is a Google Form, linked above

CKEC Option 7 Candidate Disposition Rating

Please rate the certification program applicant on each of the dispositions below based on your experience with the applicant. Your responses will remain confidential.

* Indicates required question

Email *

Name of person completing the form:

Name of certification program applicant:

Candidate Disposition Ratings

Please rate the certification program applicant on each of the dispositions below based on your experience with the applicant.

Exhibits professional practice and conduct (acts legally and ethically; maintains appropriate appearance; accepts responsibility for self and actions). *
Low 1 2 3 4 High

Committed to students and learning (holds high expectations for all students; responds to impact of diverse cultures on learning; continues to learn him/herself). *
Low 1 2 3 4 High

Collaborates with others (demonstrates respect for others; contributes to group efforts; interacts productively with others of diverse backgrounds). *
Low 1 2 3 4 High

Communicates effectively (communicates ideas effectively when speaking and writing; listens actively to others; adapts communication to audience appropriately). *
Low 1 2 3 4 High

Thinks critically about knowledge and information (asks significant questions; makes connections among sets of data/information; draws logical conclusions from data). *
Low 1 2 3 4 High

Exhibits creativity in decision-making and problem-solving (demonstrates originality and inventiveness; contributes new, worthwhile ideas; displays positivity despite setbacks). *
Low 1 2 3 4 High

Responds appropriately to professional feedback (reflects on actions and practices; focuses on improving; maintains constructive attitude). *
Low 1 2 3 4 High

Please provide comments you feel necessary to explain any of your ratings or add any additional comments about the applicant's dispositions. *

Appendix D–Summative Conference Form

Central Kentucky Educational Cooperative
Teacher Certification Institute
COMMITTEE SUMMATIVE OBSERVATION FORM

Certification Candidate		**Grade/Subject**	
School		**District**	
Principal		**Mentor Teacher**	
Instructional Coach		**Date/Time of Committee Meeting**	

Committee's Summative Observation Ratings

	Principal	Mentor Teacher	Instructional Coach	Overall
Dates of Observations				
Domain 1: Planning and Preparation	**Rating:**	**Rating:**	**Rating:**	**Rating:**
A: Demonstrating Knowledge of Content and Pedagogy	I D A E	I D A E	I D A E	I D A E
B: Demonstrating Knowledge of Students	I D A E	I D A E	I D A E	I D A E
C: Selecting Instructional Outcomes	I D A E	I D A E	I D A E	I D A E
D: Demonstrating Knowledge of Resources	I D A E	I D A E	I D A E	I D A E
E: Designing Coherent Instruction	I D A E	I D A E	I D A E	I D A E
F: Designing Student Assessment	I D A E	I D A E	I D A E	I D A E
Domain 2: The Classroom Environment	**Rating:**	**Rating:**	**Rating:**	**Rating:**
A: Creating an Environment of Respect and Rapport	I D A E	I D A E	I D A E	I D A E
B: Establishing a Culture for Learning	I D A E	I D A E	I D A E	I D A E
C: Managing Classroom Procedures	I D A E	I D A E	I D A E	I D A E
D: Managing Student Behavior	I D A E	I D A E	I D A E	I D A E
E: Organizing Physical Space	I D A E	I D A E	I D A E	I D A E
Domain 3: Instruction	**Rating:**	**Rating:**	**Rating:**	**Rating:**

A: Communicating with Students	I	D	A	E	I	D	A	E	I	D	A	E	I	D	A	E
B: Using Questioning and Discussion Techniques	I	D	A	E	I	D	A	E	I	D	A	E	I	D	A	E
C: Engaging Students in Learning	I	D	A	E	I	D	A	E	I	D	A	E	I	D	A	E
D: Using Assessment in Instruction	I	D	A	E	I	D	A	E	I	D	A	E	I	D	A	E
E: Demonstrating Flexibility	I	D	A	E	I	D	A	E	I	D	A	E	I	D	A	E
Domain 4: Professional Responsibilities	**Rating:**				**Rating:**				**Rating:**				**Rating:**			
A: Reflecting on Teaching	I	D	A	E	I	D	A	E	I	D	A	E	I	D	A	E
B: Maintaining Accurate Records	I	D	A	E	I	D	A	E	I	D	A	E	I	D	A	E
C: Communicating with Families	I	D	A	E	I	D	A	E	I	D	A	E	I	D	A	E
D: Participating in a Professional Community	I	D	A	E	I	D	A	E	I	D	A	E	I	D	A	E
E: Growing and Developing Professionally	I	D	A	E	I	D	A	E	I	D	A	E	I	D	A	E
F: Demonstrating Professionalism	I	D	A	E	I	D	A	E	I	D	A	E	I	D	A	E

Areas of Strength	
Areas of Growth	
Additional Notes	

Certification Candidate Signature:	**Date:**
Principal Signature:	**Date:**
Mentor Teacher Signature:	**Date:**
Instructional Coach Signature:	**Date:**

Appendix E1–Portfolio Defense (Early Childhood, Birth to Primary)

Each candidate will be asked to present a portfolio as a culmination of the certification process. Each candidate is expected to collect artifacts that demonstrate performance on each of the standards, including the Kentucky Framework for Teaching components, in the matrix below. The selection of artifacts is intended to promote critical thinking and reflection. In assembling the portfolio candidates should select the best representations of performance while demonstrating interconnectedness among standards, work products, and components of the certification institute.

Defense of the attainment of standards using portfolio contents will be evaluated by the institute instructors, instructional coaches, and CKEC leaders. Any candidate who the evaluation committee feels is not quite ready for full certification, may be granted another semester to improve.

Standard attainment will be evaluated on a 4-point scale where

4 = *exceeds expected demonstration of standards*
3 = *meets expected demonstration of standards*
2 = *limited demonstration of standards*
1 = *does not demonstrate standards*

Teacher Standards Matrix—*Use the last box in the row to record a performance level for the standards listed in the row. Comments to support, defend, or explain the rating may be included in the last box in the row as well.*

Kentucky Infant and Early Childhood Education Standards	Professional Standards and Competencies for Early Childhood Educators (NAEYC)	Kentucky Framework for Teaching Components	Performance Level/Comments
Standard 1: Designs/Plans Instruction. The Interdisciplinary Early Childhood Education (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.	Standard 5: Knowledge, Application, and Integration of Academic Content in the Early childhood Curriculum	1.A Knowledge of Content and Pedagogy 1.B Knowledge of Students 1.C Setting Instructional Outcomes 1.E Designing Coherent Instruction	Standard 1: Child Development and Learning in Context Standard 2: Family-Teacher Partnerships and Community Connections Standard 3: Child Observation, Documentation, and Assessment Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices Standard 5: Knowledge, Application, and Integration of Academic Content in the Early childhood Curriculum Standard 6: Professionalism as an Early Childhood Educator
Standard 2: Creates/Maintains Environments. The IECE educator	Standard 1: Child Development and Learning in Context	1.D Demonstrates Knowledge of Resources	

creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.		2.A Creating an Environment of Respect and Rapport 2.B Establishing a Culture of Learning 2.C Managing Classroom Procedures 2.D Managing Student Behavior 2.E Organizing Physical Space 3.E Demonstrating Flexibility and Responsiveness	
Standard 3: Implements Instruction. The IECE educator introduces, implements, and facilitates experiences and instruction that support development and learning for infants, toddlers, preschool children, and kindergarten children, including those with disabilities.	Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	3.A Communicating with Students 3.B Questioning and Discussion Techniques 3.C Engaging Student in Learning	
Standard 4: Assesses & Communicates Learning Results. The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities, and communicates the results with partners, including families.	Standard 2: Family-Teacher Partnerships and Community Connections Standard 3: Child Observation, Documentation, and Assessment	1.F Designing Student Assessment 3.D Using Assessment in Instruction 4.B Maintaining Accurate Records 4.C Communicating with Families	
Standard 5: Reflects/Evaluates Professional Practices. The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.	Standard 6: Professionalism as an Early Childhood Educator	4.A Reflects on Teaching 4.E Growing and Developing Professionally	

Standard 6: Collaborates with Colleagues/Families/Others. The IECE educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.	Standard 2: Family-Teacher Partnerships and Community Connections	1.D Demonstrates Knowledge of Resources 4.C Communicating with Families 4.D Participating in a Professional Learning Community 4.F Demonstrating Professionalism	
Standard 7: Engages in Professional Development. The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.	Standard 6: Professionalism as an Early Childhood Educator	4.A Reflects on Teaching 4.E Growing and Developing Professionally	
Standard 8: Supports Families. The IECE educator supports families through family-centered services that promote independence and self-determination.	Standard 2: Family-Teacher Partnerships and Community Connections	4.C Communicating with Families	
Standard 9: Demonstrates Implementation of Technology. The IECE educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies; and conduct research.	Standard 3: Child Observation, Documentation, and Assessment	1.D Demonstrates Knowledge of Resources 1.F Designing Student Assessment 3.C Engaging Student in Learning	

Summative Certification Outcome

Indicate which outcome the certification candidate has attained by placing a "X" on the line preceding the determined outcome.

_____Meets the criteria to be recommended for certification.

_____Conditionally meets the criteria to be recommended for certification. The following conditions must be satisfied before the recommendation for certification can be made:

_____Does not meet the criteria to be recommended for certification.

Appendix E2–Portfolio Defense (Elementary Education Grades P-5)

Each candidate will be asked to present a portfolio as a culmination of the certification process. Each candidate is expected to collect artifacts that demonstrate performance on each of the standards, including the Kentucky Framework for Teaching components, in the matrix below. The selection of artifacts is intended to promote critical thinking and reflection. In assembling the portfolio candidates should select the best representations of performance while demonstrating interconnectedness among standards, work products, and components of the certification institute.

Defense of the attainment of standards using portfolio contents will be evaluated by the institute instructors, instructional coaches, and CKEC leaders. Any candidate who the evaluation committee feels is not quite ready for full certification, may be granted another semester to improve.

Standard attainment will be evaluated on a 4-point scale where

4 = *exceeds expected demonstration of standards*
3 = *meets expected demonstration of standards*
2 = *limited demonstration of standards*
1 = *does not demonstrate standards*

Teacher Standards Matrix—*Use the last box in the row to record a performance level for the standards listed in the row. Comments to support, defend, or explain the rating may be included in the last box in the row as well.*

Kentucky Teacher Performance Standards	Interstate Teacher Assessment and Support Consortium Model Core Teaching Standards and Learning Progressions for Teachers	Kentucky Framework for Teaching Components	Performance Level/Comments
Standard 1: Learner development. The teacher shall understand 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 shall design and shall implement developmentally appropriate and challenging learning experiences.	Standard #1: Learner Development	1.B Knowledge of Students	
Standard 2: Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable	Standard #2: Learning Differences Standard #3: Learning Environments Standard #4 Content Knowledge Standard #5: Application of Content	1.C Setting Instructional Outcomes 1.D Demonstrates Knowledge of Resources 2.A Creating an Environment of Respect and Rapport	

each learner to meet high standards.	Standard #7: Planning for Instruction	2.B Establishing a Culture of Learning 3.C Engaging Student in Learning 3.E Demonstrating Flexibility and Responsiveness	
Standard 3: Learning environments. The teacher shall work with others to create environments that: a. Support individual and collaborative learning; and b. Encourage positive social interaction, active engagement in learning, and self-motivation	Standard #3: Learning Environments	2.A Creating an Environment of Respect and Rapport 2.B Establishing a Culture of Learning 2.C Managing Classroom Procedures 2.D Managing Student Behavior 2.E Organizing Physical Space 3.E Demonstrating Flexibility and Responsiveness	
Standard 4: Content knowledge. The teacher shall: a. Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and b. Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Standard #4 Content Knowledge Standard #7: Planning for Instruction	1.A Knowledge of Content and Pedagogy 1.D Demonstrates Knowledge of Resources 3.A Communicating with Students	
Standard 5: Application of content. The teacher shall understand 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.	Standard #4 Content Knowledge Standard #7: Planning for Instruction Standard #8: Instructional Strategies	1.A Knowledge of Content and Pedagogy 3.A Communicating with Students	
Standard 6: Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.	Standard #1: Learner Development Standard #6: Assessment	1.F Designing Student Assessment 3.D Using Assessment in Instruction	

Standard 7: Planning for instruction. The teacher shall plan 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.	Standard #2: Learning Differences Standard #4 Content Knowledge Standard #7: Planning for Instruction	1.C Setting Instructional Outcomes 1.E Designing Coherent Instruction	
Standard 8: Instructional strategies. The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways	Standard #5: Application of Content Standard #8: Instructional Strategies	1.A Knowledge of Content and Pedagogy 3.B Questioning and Discussion Techniques 3.C Engaging Student in Learning	
Standard 9: Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.	Standard #8: Instructional Strategies Standard #9: Professional Learning and Ethical Practice Standard #10: Leadership and Collaboration	4.A Reflects on Teaching 4.B Maintaining Accurate Records 4.E Growing and Developing Professionally	
Standard 10: Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to: a. Take responsibility for student learning; b. Collaborate with learners, families, colleagues, other school professionals, and community members; and c. Advance the profession.	Standard #1: Learner Development Standard #9: Professional Learning and Ethical Practice Standard #10: Leadership and Collaboration	4.C Communicating with Families 4.D Participating in a Professional Learning Community 4.F Demonstrating Professionalism	
Summative Certification Outcome			
Indicate which outcome the certification candidate has attained by placing a "X" on the line preceding the determined outcome.			

_____Meets the criteria to be recommended for certification.

_____Conditionally meets the criteria to be recommended for certification. The following conditions must be satisfied before the recommendation for certification can be made:

_____Does not meet the criteria to be recommended for certification.

Appendix F–Memorandum of Understanding with Campbellsville University

David Young
Chief Executive Officer
David Morris
Associate Director
Ramona Karsner
Dir. Of Special Education
Amanda Burrows
Director of Academics
Mark Helton
Teacher Certification Director

ckec
central kentucky
educational cooperative

Ryan Clark
President
Stephen McCauley
President-Elect
Billy Parker
Treasurer
Harry Burchett
At-large Member

Central Kentucky Educational Cooperative Teacher Certification Institute
Memorandum of Agreement
Campbellsville University School of Education

In support of the Central Kentucky Education Cooperative Teacher Certification Institute (Option 7), the School of Education at Campbellsville University agrees to the following:

- Provide CKEC access to curricula, including syllabi, performance tasks, and assignments, for all special education, elementary education and IECE (Preschool) courses in the Bachelor degree teacher preparation program.
- Allow CKEC to arrange course components (without altering standards-based content) as needed to fit the CKEC TCI calendar and certification candidates' needs.
- Provide the documentation submitted to EPSB which indicates alignment of courses and components to pertinent standards (e.g. Kentucky Teacher standards). CKEC staff will use this information for reference only. CKEC will submit its own documentation to EPSB for Option 7 program approval.

In partnership, the CKEC agrees to the following:

- Pay Campbellsville University $750 per teacher candidate for use of the Bachelor of degree curricula.
- Allow CU staff/faculty opportunities to address teacher candidates (e.g., program promotion, mock interviews).
- Invite CU faculty to be guest instructors in areas of specialty.
- Arrange with districts for CU staff/faculty to observe teacher candidates in classrooms during the course of the preparation program if so desired.

Joe Hopkins
Campbellsville University School of Education Representative (printed)

Campbellsville University School of Education Representative Signature — Date: 11-18-24

David Young, CEO CKEC — Date: 11/15/24

Appendix G–District Partnership Agreement

Central Kentucky Educational Cooperative

Option 7
DISTRICT AGREEMENT

As the superintendent of a school district employing a candidate for certification in the CKEC Teacher Certification Institute Option 7 Program, I understand and agree to the following:

Please initial each line, sign, and date at the bottom. ***No electronic signatures accepted.***

_____ To pay a fee to the Central Kentucky Educational Cooperative for the district portion of the program ($5,000). The candidate also has a $5,000 applicant fee ($10,000 Total). If the candidate fails to make payments according to the fee schedule, they may be removed from the program. The district may pay any or all portions of the applicant fee. The funds directly support the certification institute instructor, curriculum, and related administrative expenses.

_____ To assign an Option 7 certification candidate to a teaching position as a full-time employee of the district.

_____ To identify a highly effective teacher to serve as a mentor for the Option 7 certification candidate.

_____ To provide a mentor teacher to support the candidate throughout the program (36 total hours, which may include both in- and out-of school hours). Any compensation will be determined by the district.

_____ To ensure the building principal observes and provides feedback to the certification candidate at least two times per semester. (The district's Certified Evaluation Plan may require more.)

_____ To allow CKEC staff to enter school buildings to observe candidates in their classrooms and meet with mentor teacher, building principal, and certification candidate.

_____ That unsuccessful candidates may be dismissed from the certification institute necessitating appropriate personnel actions (termination of temporary provisional certificate).

_____
District

_____ _____
Superintendent Signature Date

Appendix H–Option 7 Clinical Experiences Outside of the Classroom form

1. **Name**

2. **Date of experience.**

3. **Type of experience.**
   - **faculty meeting**
   - **professional learning community (PLC)**
   - **Admissions and Release Committee (ARC) meeting**
   - **First Steps meeting**
   - **parent-teacher conference**
   - **professional development opportunity**
   - **school/district required professional development**
   - **school/district new teacher academy/training**
   - **Family Engagement night**
   - **home visit**
   - **parent communications (phone calls, emails, newsletters, etc.)**
   - **assigned supervision (morning, afternoon, car line, etc.)**
   - **other:**

4. **In what ways did this experience support your development as a professional educator?**