

## **Option Nine Program Proposal**

### **Eastern Kentucky University (EKU) & Beechwood Independent Schools**

**Describe and include a residency or paraprofessional component which employs the person within the district for the duration of the program to gain work experience to supplement the expedited program and reduced coursework.**

Future teachers participating in the Option 9 program between ECU and Beechwood Independent Schools will be employed in a fulltime, classified position throughout the duration of the program, if the participant is making successful progress in the Option 9 program.

**The program will result in a bachelor's degree and initial certification within three (3) school years.**

**Describe the process to utilize experienced teachers employed by the district to provide coaching and mentoring to the candidates.** (Mentor responsibilities)

When selecting mentors, the district will give first preference to a teacher who demonstrates:

- At least five (5) years of successful teaching experience within the district.
- Past positive experience with pre-student teaching and student teaching students.
- Certification in the subject area and grade level identified as required by the Option 9 participant.

The mentoring teacher will have:

- Experience building trusting relationships with mentees and strategies for helping Option 9 participants succeed in their school and district.
- Experience collecting evidence, guiding teacher self-reflection and self-assessment, and providing actionable feedback.
- Engagement in professional development opportunities to deepen their knowledge of curriculum, instruction, and assessment.

**How is this program designed to meet the needs of the participating districts and may include an emphasis in developing a teacher pipeline for the district's students, improving the numbers of underrepresented populations among the district's workforce, or focusing on increasing the number of teachers with certification areas that are in high demand?**

Our intent is for Beechwood Independent Schools to target graduating students who completed the KDE-approved Teaching and Learning Career Pathway. We believe pairing the KDE-approved Teaching and Learning Career Pathway and Option 9 increases the likelihood that participants will be successful in the Option 9 program.

In early conversations, many high school students who are interested in the Teaching and Learning Career Pathway represent underrepresented populations among the districts' current

workforces. Focusing our efforts on graduates of the career pathway adds to the development of a teacher pipeline within Owensboro Public Schools.

Not every district offers the KDE-approved Teaching and Learning Career Pathway, therefore, participants that did not complete the KDE-approved Teaching and Learning Career Pathway will also be permitted to participate in the Option 9 program. This will provide an option for paraprofessionals that might have earned some college credit, but not a Bachelor's degree.

**How will the school district ensure the availability of funding for each candidate employed within the district for the duration of the candidate's participation in the program?**

Beechwood Independent Schools will offer classified positions for future teachers participating for the duration of the Option 9 program. Individual school boards will use a variety of funds including local funds, state funds, and federal funds. All funding will come from sources that extend beyond the duration of the Option 9 program.

**The program shall only include the EPP's existing undergraduate initial certification educator preparation programs approved by the EPSB. Which approved programs will this route include?**

Currently, the Option 9 program between ECU and Beechwood Independent Schools will include the existing undergraduate initial certification program for the Bachelor of Science (B.S.) in Elementary Education P-5 Teaching.

**An agreement between Beechwood Independent Schools and Eastern Kentucky University (EKU) to collaborate on the expedited route program is attached.**

**An understanding that the program shall not negatively impact the accreditation of the EPP.**

**Contact information for the EPP leader and the cooperative leader.**

**Warren County Schools**

**Name/Title:** Justin R. Kaiser, Superintendent

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**Phone Number:** 859-331-3250

**University**

**Name/Title:** Elizabeth Smith, Dean

**Email Address:** Elizabeth.Smith@eku.edu

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**Describe when the expedited route program is offered, the method of delivery and the certification areas included.**

The ECU-Beechwood Independent Schools Option 9 program will be delivered through a combination of in-person and virtual/remote instruction, with ECU faculty assigned to provide support and answer questions throughout the program. Elementary Education certification is included in the ECU-Beechwood Independent Schools Option 9 program.

**How will you maintain regular communication between the employing school and EPP to assist the resident as needed and address identified areas of improvement?**

Future teachers participating in the Option 9 program between ECU and Beechwood Independent Schools will be assigned an advisor, as well as faculty throughout the program. Additionally, representatives from both ECU and Beechwood Independent Schools will be in contact ensuring the success of program participants.

**Provide an explanation of how the program requirements contained in 16 KAR 9:110 Sections 2, 3 and 4 will be addressed.**

**Section 2. Residency**

Future teachers participating in the Option 9 program between ECU and Beechwood Independent Schools will be employed in a fulltime, classified position throughout the duration of the program, if the participant is making successful progress in the Option 9 program.

**Classified Employment:**

- During the first 2 years of the residency, outline of a minimum of 200 clock hours of field experiences in a variety of primary through grade 12 school settings.
- The district and university will maintain electronic records of field hours and student teaching performance to confirm that all third-year residents meet the student teaching requirements.

**Section 3. Field Experience** (Courses and candidate/district responsibility)

CLINICAL COURSE	Hours Required	Clinical Educator Observations	Cooperating Teacher Observations	Other Assignments	Notes
CED 100	10 hours				
CED 200	20 hours				

<b>CED 300</b>	45 hours	2	1	*Observe a SBDM and Board Meeting.	Students should complete approximately 3 hours every Wednesday. Teaching observations should begin after the first 4 days of observation. Co-taught lessons
<b>CED 400</b>	45 hours	2	1		Students should complete approximately 3 hours every Monday. Teaching observations should begin after the first 4 days of observation.
<b>CED 450</b>	80 hours	2	1		Depending on the program will determine when their placements begin. Elementary see methods calendar.

#### **Section 4. Student Teaching**

##### **Student teaching experience per 16 KAR 5:040:**

During year three, Option 9 participants will complete student teaching in a setting that is consistent with his or her planned certification content area. The student teaching placement will also be in a setting that is consistent with his or her planned certification grade range:

##### **Cooperating teacher responsibilities:**

List all responsibilities:

- With the student teacher (ST), review the specific tasks that need to be completed in CED 499 with the support of the Clinical Educator (CE).
- Meet with the ST before the placement begins to review texts, curriculum guides, sample lesson plans, daily schedule, handbooks, classroom management plan/school wide behavior management plan and location of gym, library, etc.

- Introduce the ST to students. Use Ms. or Mr. to address the ST so students see them as another teacher in the classroom.
- Treat the ST as a professional and another teacher in the classroom.
- Exemplify the best in teaching techniques, planning, organization, assessment, individual student differences, differentiation, classroom management, and reflection.
- Allow the ST to engage in instructional lessons from Day 1 using co-teaching and require increasing responsibility throughout the clinical experience. The Cooperating Teacher (CT) should ensure that the ST can identify and summarize key elements of lessons being presented in the classroom such as learning targets, varied forms of assessment data being used in the classroom, specific content instructional strategies being used, etc. CT will require ST to submit all lesson plans to CT and keep these available for review.
- Co-teach and co-plan upcoming lessons. Review lessons prior to implementation and provide feedback as necessary.
- Formally observe at least one lesson using the observation instrument (for an 8-week placement). This will be completed in Taskstream. 16-week placements will observe at least 2 lessons.
- Provide support and information that will allow the ST to complete units of instruction.
- Review each of the tasks the ST is responsible for and work with him/her throughout the professional semester.
- Set aside time each week for conferencing. Share strengths and areas for improvement weekly.
- Communicate weekly with the CE about the progress and goals for the student teacher. Share any concerns in this weekly email communication.
- Verify the daily attendance of ST with the monthly calendar submitted by the ST.
- Complete the Disposition and Final Evaluation for your ST in Taskstream.

### **University supervisor responsibilities:**

List all responsibilities:

- Complete all evaluations (observations and final) in Taskstream in a timely manner.
- Schedule and communicate clinical orientation for all teacher candidates.
- Evaluate candidate lessons in clinical placement on a scheduled basis.
- Assign midterm and final grades by the data communicated from the PES office.
- Complete disposition reports for all assigned candidates.
- Communicate with Cooperating Teacher regarding disposition and pedagogical development of candidate.
- Monitor and authenticate the completion of required clinical hours for placement in the KFETS system.
- Mentor candidates in clinical placement on a regular basis.
- Complete all clinical placement surveys per Professional Education Services directives.

### **Professional Code of Ethics:**

## Code of Ethics

KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. The Professional Code of Ethics for Kentucky Certified Personnel is codified in 16 KAR 1:020, establishes the ethical standards for Kentucky certified school personnel and establishes that violation of the code may be grounds for revocation or suspension of Kentucky teacher or administrator certification.

### **Certified Personnel in the Commonwealth**

- Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
- Shall believe in the worth and dignity of each human being and in educational opportunities for all;
- Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession.

### **To students**

- Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
- Shall respect the constitutional rights of all students;
- Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
- Shall not use professional relationships or authority with students for personal advantage;
- Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
- Shall not knowingly make false or malicious statements about students or colleagues;
- Shall refrain from subjecting students to embarrassment or disparagement; and
- Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

### **To parents**

- Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
- Shall endeavor to understand community cultures and diverse home environments of students;
- Shall not knowingly distort or misrepresent facts concerning educational issues;
- Shall distinguish between personal views and the views of the employing educational agency;
- Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
- Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
- Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

### **To the education profession**

- Shall exemplify behaviors which maintain the dignity and integrity of the profession;
- Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
- Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
- Shall not use coercive means or give special treatment in order to influence professional decisions;
- Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
- Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

**All candidates shall meet the admission requirements established in 16 KAR 5:020.**

Option Nine candidates will meet the admission requirements for an undergraduate, initial certification educator preparation program. [16 KAR 5:020, Section 1(2)]:

- A cumulative grade point average of 2.75 on a 4.0 scale; or a grade point average of 3.00 on a 4.0 scale on the last 30 hours of credit completed.

- Successful completion of one or a combination of the following assessments of basic knowledge:

ACT with a composite score of 22 or the corresponding minimum scores:

- Reading: 20
- Writing: 18
- Math: 19

Praxis Core Academic Skills for Educators (CASE):

- Reading (5713): 156
- Writing (5723): 162
- Mathematics (5733): 150