

University Of Kentucky Educator Preparation Unit
UK Pilot Of A New Approach To On-Line Program Submission Proposed By The PARC
Committee (Program and Accreditation Review Committee) Of The EPSB
Master Document for Initial Preparation Programs, based on the EPSB Draft Program
Submission Template: Middle School, 5-9

Section 1: Program Profile

Type of Submission: Program Renewal
Name of Program: Middle Level Education (Dual Subject Areas, with Bachelors) and
(Single-subject area, baccalaureate level, certificate only)
Certificate Level: 5-9
Date submitted: September 15, 2014
EPP Submission Coordinator:
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Program Type: Initial Certificate, Bachelor's Level
Program Route: Traditional

Degree or Award Level: Baccalaureate

Status: Non-profit IHE

Program Sites: Main/Residential Campus

Delivery Modes: Face to Face

Section 2: Program Submission Folders

Folder 1: Program Experiences)

The Middle Level Education Initial Preparation Program (Baccalaureate Level) can be completed either with a Bachelor of Arts in Middle Level Education OR, for candidates who hold a pre-existing degree, as a certificate-only program. The program with bachelors requires candidates to have two academic middle level teaching areas. The bachelors level certificate only program requires candidates to complete a single academic middle level teaching area. Folder 1 includes two curriculum contracts to guide the two “routes” to completion of the program.

1. Curriculum Contract and Guides

Documents in this sub-folder include:

MLTE curriculum contract 2015.pdf

2. Syllabi

Syllabi included in this sub-folder are as follows:

EDC 327 Reading in the Content Areas

EDC 330 Writing in the Content Areas

EDC 341 The Adolescent Learner and Methods in Middle Level Education

EDC 343 Methods and Management in Middle Level Education

EDC 346 Methods of Teaching Middle Level Social Studies

EDC 347 Methods of Teaching Middle Level English/Language Arts

EDC 446 Applications of Teaching Middle Level Social Studies

EDC 447 Applications of Teaching Middle Level English/Language Arts

EDC 520 Assessment and Accountability in Middle Level Education

EDC 549 Middle Level Student Teaching

SEM 345 Methods of Teaching Middle Level Math

SEM 348 Methods of Teaching Middle Level Science

SEM 445 Applications for Teaching Middle Level Math

SEM 448 Applications of Teaching Middle Level Science

Note 1, Folder 1: Current Professional Education Courses The courses included in the above list includes only the professional education courses. Foundations courses that provide prerequisite background knowledge for entrance to the preparation program continue to be required for the bachelor's degree, but are not included in the professional education set. Courses in the foundation set for the Middle Level Teacher Education Program include EDP 202 *Human Growth and Development*, EDP 203 *Special Needs Students*, EPE 301 *Education in American Culture*, and EDC 317 *Technology in Education*. The foundations set courses are open to students across the University.

Note 2, Folder 1: Criteria for Professional Education Courses The Middle Level Teacher Education program represented in the professional education courses listed above is standards based, continuously assessed by the program faculty in Middle Level Teacher Education, and in most cases, requires field experiences and the use of the OTIS Online Portfolio System. Use of these courses for the teacher education program in Middle Level Teacher Education requires admission to teacher education (TEP) as spelled out in the curriculum contract.

Note 3, Folder 1: Coursework Requirements for the Bachelor of Arts in Art Education The UK official major sheet that will be used by candidates and advisors as they plan schedules and activities towards the award of the Bachelor of Arts in Middle Level Teacher Education can be found by following the link to the UK Registrar as indicated below:

http://www.uky.edu/registrar/sites/www.uky.edu/registrar/files/mse_0.pdf

Note 4: Single-subject, baccalaureate level, certificate-only program. The certificate-only route requires candidates to hold a bachelors degree from a

regionally accredited institution, with an overall GPA of at least 2.75. Prior to candidates entering the certificate-only program, they must demonstrate either that they have an Arts and Sciences major in Mathematics, English, an approved science (Biology, Chemistry, Physics or Geology), or an approved social studies (History) or the equivalent of one of these majors. The professional education coursework and the foundations set requirements are the same as for the route with bachelors.

Note 5: Teaching Adolescent Literacy Across the Disciplines: In accordance with UK's plan for compliance with EPSB Regulation 16 KAR 5:060; *Literacy Program Requirements for Middle School, High School, Grades 5-12, and Grades P-12 Certification Programs* the Middle Level Education program requires all candidates to successfully complete EDC 327 *Reading in the Content Areas* and EDC 330 *Writing in the Content Areas*.

1. Regulation Compliance Documentation

The second level sub-folder (Program Specific Compliance Documents) includes the following documents:

MLTE application portfolio.docx
MLTE Curriculum Alignment with SPA Table.docx
MLTE Operational Course Descriptions.docx
MLTE TEP Specialization Areas Worksheet.docx

Folder 2: Program Clinical Educators

1. Clinical Educators Summary Table
2. Clinical Educators Vitae

The clinical educators vitae includes vitae for the following ten UK faculty that comprise the professional education faculty supporting the program.

1. Lin Xiang
2. Lisa Amick
3. Susan Cantrell
4. Kathleen Swan
5. Margaret Rintamaa

Folder 3: Cohort Data

Folder 3 contains a spreadsheet containing the cohort data for three years, 2019-20, 2020-21, 2021-22. The Cohort Table identifies the number of candidates admitted, those still active, those who have departed, and those complete.

Folder 4: Eight Required Assessments

General Statement on Standards Alignment:

In addition to being aligned with the Kentucky Teacher Performance Standards and the appropriate SPA standards, all UK programs are aligned with the College of Education Functional Skills and Dispositions, and the College of Education Technology Standards.

The Middle Level Education 5-9 initial preparation program is aligned with the Kentucky Teacher Performance Standards and the following SPA standards:

Association for Middle Level Education (AMLE) Standards

http://www.amle.org/portals/0/doc/standards/2012_AMLE_Standards.doc

National Council of Teachers of English (NCTE) Standards

http://www.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_111212.pdf

International Literacy Association (formerly IRA) Standards

<https://literacyworldwide.org/docs/default-source/resource-documents/standards-appendix-C.pdf>

National Council of Teachers of Mathematics (NCTM) Standards

http://www.nctm.org/uploadedFiles/Math_Standards/NCTM%20NCATE%20Standards%202012%20-%20Middle%20Grades.pdf

National Science Teachers Association (NSTA) Standards

<http://static.nsta.org/pdfs/2020NSTAStandards.pdf>

National Council of Social Studies (NCSS) Standards

https://www.socialstudies.org/sites/default/files/media/2017/Nov/ncss_teacher_standards_2017-rev9-6-17.pdf

The alignment is documented in Sub-folder 1: Standards Alignment Documents, including second level sub-folders a (KY Teacher Performance Standards Alignment) and b (Association for Middle Level Education Alignment).

Note: The SPA Alignment with the eight required assessments is limited to the AMLE standards, and not all of the SPA content association standards. The content area SPA standards are addressed in specific courses, as specified here:

NCTE Standards are addressed in EDC 447 Applications Teaching ELA and EDC 347 Methods, Middle Level ELA

ILA Standards are addressed in EDC 327 Reading in the Content Areas

NCTM Standards are addressed in SEM 345 Methods, Middle Level Math. And SEM 445 Methods, Middle Level Math.

NSTA Standards are addressed in SEM 348 Methods, Middle Level Science and SEM 448 Applications, Middle Level Science

NCSS Standards are addressed in EDC 346 Methods, Middle Level Social Studies and EDC 446 Applications, Middle Level Social Studies.

For each of the following eight sub-folders, the title of each of the program's included required assessments is indicated in italics.

NOTE: Each of the required eight assessments (sub-folders 2-9) is supported by documents in three 2nd Level Subfolders: A) Documentation of the assessment, B) Data tables providing three years of data for the assessment, and C) Analysis and interpretation of the collected data for the assessment.

1. Assessment 1: Content Knowledge (*Praxis 2*)
2. Assessment 2: Other Content Assessment (*Other Content Assessment: Subject Area GPA and Overall GPA*)
3. Assessment 3: Professional Capabilities (*PRAXIS Principles of Learning and Teaching Examination (PLT)*)
4. Assessment 4: Clinical Experiences Teaching Proficiencies (*Teaching Proficiency Student Teaching*)
5. Assessment 5: Candidates Proficiency with Assessment (*OTIS/ Kentucky Teacher Standard 5 (Proficiency with Assessment, 5 day Teacher Work Sample)*)
6. Assessment 6: Candidate Ability to Diagnose and Prescribe (*Proficiency with Assessment, (mini) Teacher Work Sample*)
7. Assessment 7: Application of Content Knowledge and Pedagogy (*Proficiency with Assessment, 5 day Teacher Work Sample*)
8. Assessment 8: Literacy Across the Disciplines Outcomes (*Literacy Across the Disciplines. Integrated. Unit*)

Folder 5: General Report and Analysis of Data

1. Summary Discussion of Assessments
MLTE Summary Discussion of Assessment Data.docx
2. Report of Use of Assessment Results for Program Improvement
MLTE Program Development.docx

NOTE: Folder 5 provides an opportunity for the program faculty to look across all sources of assessment data, including the eight required assessments, for evidence of how the program produces results with the candidates and their P-12 students. The two sub-folders require program faculties to annually review data and information and to report annually on changes in the program resulting from the data review.

Folder 6: Clinical Model and Experiences

1. Program Clinical Model Overview
Field experiences and assignments.docx
MLTE Description of Clinical Model.docx
MLTE framework.docx
Unit student teaching policies.docx

2. Program Clinical Model Detail by Course

MLTE Field Experiences in Courses.docx

NOTES for Folder 6: The Middle Level Education Program has **over 240** focused field experience clock hours **prior to beginning the student teaching semester**. Each of the education courses laid out in the program requires a field experience component. Candidates are not sent out to classrooms to simply observe but are purposefully put into classrooms where highly-qualified experienced cooperating teachers work closely with the candidate on focused observation experiences centered on the topics discussed and experienced in the education coursework. Careful attention is paid to each of the field experiences to ensure that candidates are getting immersed into the classroom culture on a regular basis throughout the two years of their program. Each field experience takes place in a different setting. This ensures the candidates have observed and had experience in a variety of settings with highly qualified cooperating teachers.

Folder 7: Responsibility of University Personnel for Student Teaching

1. Summary of 16 KAR 5:040

Sub-folder 1 includes the document: *Regulatory Requirements for Student Teaching.docx*

2. Unit Policies on Student Teaching

Sub-folder 2 includes the document: *UK Unit Policies on Student Teaching.docx*

3. Program Specific Documentation of Student Teaching

MLTE.ST.6hrs.addcheck.docx

MLTE.ST.6hrs.fincheck.docx

MLTE.ST.6hrs.incheck.docx

MLTE.ST.9hrs.addcheck.docx

MLTE.ST.9hrs.fincheck.docx

MLTE.ST.9hrs.incheck.docx

MLTE.ST.weeklyreport.pdf

MLTE.STdescription.docx

MLTE.STfinaleval.pdf

MLTE.STmidtermeval.pdf

Note on MLTE Student Teaching: During their final year of the program, candidates will be placed in two separate student teaching experiences. During the fall semester, candidates will complete a minimum of 35 days of student teaching in one of their content area specializations. Candidates will be concurrently enrolled in the second set of methods courses in their two content areas. In the spring semester, candidates will complete a minimum of 70 days of student teaching in their second content area specialization. Candidates will be

concurrently enrolled in EDC 520, Assessment and Accountability in Middle Level Education. Student Teaching will serve as the clinical field experience for this course.

Assurances Table Related to Responsibilities for University Personnel involved in Clinical Supervision of Student Teaching as required by 16 KAR 5:040 Section 5.

Has the program ensured the university supervisor	Yes	No
a. demonstrates effective classroom management techniques that promote an environment conducive to learning.	X	
b. demonstrates best practices for the delivery of effective instruction.	X	
c. demonstrates dispositions that contribute to the mentoring and development of a pre-service educator.	X	
d. demonstrates knowledge and skills in the use of formative and summative assessments.	X	
e. demonstrates the ability to participate in a community of professionals committed to supporting the effective instructional practice of each student teacher.	X	
f. has made periodic on-site observations of the student teacher in the actual teaching situation (minimum of four)	X	
g. has prepared a written report on each observation	X	
h. has shared each report with the student teacher	X	

General Notes on Folder 7: Candidates' student teaching experiences utilize knowledge and skills developed within the general Art Education Clinical Model and extend them in the 70 day (minimum) student teaching experience designed to fulfill all mandated requirements. The UK Handbook for Clinical Partners is included in Folder 7 to demonstrate that the Art Education Student Teaching Experience also conforms to all unit-wide student teaching requirements. The UK Handbook is specifically linked to the syllabus for EDC 549 *Middle Level Student Teaching*

Folder 8: Pre-student Teaching Clinical Practice

1. Unit Policies and Requirements
2. Program Specific Summary Document

Sub-folder 2 includes the following document:

MLTE Description of Field Experiences.docx
MLTE Field Experience Journal.pdf
MLTE Middle Practicum Observation.pdf

3. Summary of 16 KAR 5:040

2. General Statements Related to the Clinical Model

- a) How many pre-student teaching field/clinical hours are required for candidates in this program? 240 (Minimum of 200 hours required by 16 KAR 5:040)

b) How does the program ensure candidates have experiences at each of the three levels (elementary, middle, and high) and other experiences as outlined in 16 KAR 5:040 Section 3(3)?

In accordance with 16 KAR 5:040, candidates in the Middle Level Teacher Education program will have experiences at each of the three levels (elementary, middle, and high school).

Candidates will gain a minimum of 200 hours of electronically documented field experiences through three informal school settings and four formal school settings. At least one of these experiences will be at an elementary school or with elementary-aged children, at least four will be at a middle school or with middle school aged children, and at least one at the secondary school level. A formal school setting is defined as during the school day with a highly qualified supervising teacher. An informal school setting is defined as after school or out-of-school activities and opportunities for which the candidate engages with the appropriate population in education-related activities and is not paid for their time.

Candidates will participate in both an elementary and a secondary (high school) experience during the EDC 343 Practicum course. Candidates will work in elementary and secondary (high school) classrooms in one of the partner schools of the University of Kentucky, assisting the classroom teacher and working with students.

Documentation for each field experience is recorded in the OTIS system and in the EPSB Online Field Experience Tracking System.

c) How does the program prepare and provide opportunities for each candidate to co-teach?

In the Middle Level Teacher Education Program, each candidate is placed in a classroom with a highly-qualified and trained cooperating teacher. Within that student teaching placement, the student teacher and cooperating teacher will have the opportunity to and will be expected to utilize each of the co-teaching strategies (St. Cloud, 2009) on a regular basis. In the Middle Level Teacher Education program, faculty members define a regular basis as 2-3 strategies per week. Co-teaching experiences are documented through the OTIS Online Assessment System, and through candidates' regular reflections on their student teaching experiences.

d) How many days is the student teaching experience in this program? 105
(Minimum of 70 days required by 16 KAR 5:040)

e) Does the program ensure candidates complete the following student teaching experiences required by 16 KAR 5:040 Section 6? (See the following Assurances Table)

Assurances Table Related to Required Student Teaching Experiences.

	Yes	No
Assume major responsibility for the full range of teaching duties, including extended co-teaching experiences, in a real school situation under the guidance of qualified personnel from the EPP and the partner school.	X	
Provide opportunities for the student teacher to develop and demonstrate the practical skills, knowledge, and professional dispositions essential to help all P-12 students learn and develop.	X	
Collaborate with the district in determining the specific placement of the student teacher.	X	
Collaborate with the district to provide necessary program resources and expertise.	X	
Use multiple performance assessments to document the student teacher's ability to support learning for all students.	X	
Require the use of technology to enrich student learning and support the student teacher's professional growth and communication	X	
Provide opportunities for the student teacher to:	X	
a. Engage in extended co-teaching experiences with an experienced teacher.		
b. Engage in reflective self-assessment that informs practice.	X	
c. Maintain regular professional conversations with experienced teachers other than the cooperating teacher.	X	
d. Participate in regular and extracurricular school activities.	X	
e. Participate in professional decision making.	X	
f. Engage in collegial interaction and peer review with other student teachers.	X	
g. Use TPA tasks or variation of these tasks to document student teacher's skills	X	

f) What percentage of teacher candidates admitted to student teaching satisfactorily completed student teaching beginning with the most recent academic year?

Academic Year	# of Candidates who started Student Teaching	# of Candidates who Satisfactorily Completed Student Teaching	Percentage of Candidates who Completed Student Teaching

2011-2012	10	9	90
2012-2013	22	22	100
2013-2014	26	26	100

Folder 9: Kentucky Curriculum Requirements (Unbridled Learning)

1. KY Curriculum and Assessment Tools, Integration and Use

Sub-folder 1 contains the following documents:

MLTE Description Unbridled Learning.docx

Unbridled Learning Tool Sets at UK ver 2.3 07292014.docx

2. KY Curriculum Requirements, Use in Lesson Planning

Sub-folder 2 contains the following documents:

MLTE Description KCAS.docx

General Statements Related to How the Program Integrates the Kentucky Curriculum Requirements

- a) Description of how candidates use the Kentucky Curriculum Requirements (Unbridled Learning) to guide instruction.

Special care and attention is given to the Unbridled Learning Tools in the Middle Level Teacher Education (MLTE) Program at UK. With the adoption of the Professional Growth and Effectiveness (PGES) system in Kentucky, all courses are now aligning key assessments with PGES domains. Another example of the integration of Unbridled Learning Tool Sets is in EDC 549, the student teaching experience. Candidates spend significant time reviewing and discussing the Unbridled Learning Tool Sets, connecting it with experiences while out in the field. During this clinical experience, candidates are given the opportunity to teach and implement units they develop. They participate in Professional Learning Communities, departmental meetings, and team meetings. In the student teaching placement, candidates work with cooperating teachers and utilize the Continuous Instructional Improvement Technology System (CIITS) as well as gain valuable experience working with Infinite Campus.

- b) Description of evidence (TPA / portfolio / other data) of candidates' use of the Kentucky P-12 Curriculum requirements in lesson plans.

Special care and attention is given to the Kentucky Core Academic Standards (KCAS) in the Middle Level Teacher Education (MLTE) Program at UK. We use the KCAS as a foundation for approaching all of the content and pedagogy we address in EDC 327, EDC 330, EDC 341, EDC 343, EDC 346, EDC 347,

EDC 446, EDC 447, SEM 345, SEM 348, SEM 445, and SEM 448. For example, in EDC 341, candidates are introduced to the KCAS and are asked to make classroom observations around their use in the classroom they are placed. Another example of the integration of KCAS is in the methods courses (EDC 346, 347, 446, 447, SEM 345, 348, 445 and 448). During these two courses, the pre-service teachers develop unit plans, from scratch, around the appropriate KCAS standards for the courses which they are observing. The pre-service teachers complete this in groups, much like they will do in their professional learning communities in their real jobs, and have regular discussions through viewing formative and summative assessment data around the strengths and weaknesses of the current curriculum their supervising teachers are using. In EDC 549, the student teaching experience, the pre-service teacher candidates are given the opportunity to teach and implement units they develop. In EDC 520, Assessment in Middle Level Education, candidates design and evaluate formative and summative assessments used during student teaching. They implement their final Teacher Work Sample and thoroughly analyze student assessment in order to inform instructional decision-making.

See Folder 9: Kentucky Curriculum Requirements, Sub-folder 1: KY Curriculum and Assessment Tools Integration and Use, for a description of integration of Unbridled Learning initiatives in the Art Education Program.

Folder 10: Program Initiated Innovations

Folder 10 includes the following document

MLTE Program Initiated Innovations.docx

Rejoinder to Comments from the EPSB on the program in Middle School Education, 5-9, UG, EPSB Comments June 19, 2015

MIDDLE SCHOOL ENGLISH FOR GRADES 5-9 (Bachelor's) and Post-bachelors Single Subject certificate only, baccalaureate level.

Rejoinder submitted: Oct. 15, 2015

EPSB Comment 1) Not all syllabi demonstrate alignment with the conceptual framework.

Syllabi are now aligned with the conceptual framework. (Container Folder; Program Experiences, Syllabi)

EPSB Comment 2) CASE is references on the curriculum contract/guidesheet, but it is not identified in the Admission/Assessment/Retention policy document.

The curriculum contract has been updated to reflect current admission/assessment/retention language. It no longer references CASE. (Container Folder; Program Experiences, Curriculum Contract and Guide Sheets)

EPSB Comment 3) The content area SPA standards (NCTE, NCTM, NSTA, NCSS) are not addressed.

SPA standards are now addressed in the appropriate syllabi. (Container Folder; Program Experiences, Syllabi)

EPSB Comment 4) Syllabi for EDC 317, EDP 202 and 203, and EPE 301 were provided; however, these courses are not identified in the program profile. They are listed as requirements on the contract/guidesheet.

Those courses are no longer included in the program profile. They are part of the pre-professional courses and not in the professional sequence. (Middle School UG Initial Final Master Document v2.0)

EPSB Comment 5) Several syllabi use outdated terminology relating to KDE requirements (LDC in EDC 447) and the teacher performance standards (i.e., New Teacher Standards).

Syllabi now have updated terminology. LDC in EDC 447 syllabus refers to Literacy Design Collaborative, which is current terminology. (Container Folder; Program Experiences, Syllabi)

EPSB Comment 6) The faculty matrix does not identify the teaching assignment in the program.

The faculty matrix does include the teaching assignment in column 3. (Container Folder; Clinical Educators; Clinical Educators Summary Table)

EPSB Comment 7) Only the most current contract/guidesheet should be provided.

The most current curriculum contract is provided. (Container Folder; Program Experiences; Curriculum Contract and Guide Sheets)

EPSB Comment 8) The Fall 2014 curriculum contract/guidesheet identifies courses that do not match what is identified in the program profile.

The curriculum contract has been updated and matches the program profile. (Container Folder; Program Experiences, Curriculum Contract and Guide Sheets)

EPSB Comment 9) The curriculum contract/guidesheet does not include the evaluation of the 4Cs (critical thinking, collaboration, communication, creativity) nor the review of the Character and Fitness questionnaire.

The updated curriculum contract now includes evaluation of the 4Cs. (Container Folder; Program Experiences, Curriculum Contract and Guide Sheets)

Second Rejoinder to Comments from the EPSB on the program in Middle School Education, 5-9, UG, EPSB Comments November 9, 2015

EPSB Comment 1) Some syllabi still reference the New Teacher Standards (EDC 447-see paragraph entitled “Professional and Classroom Behavior”; EDC 343-see paragraph entitled “Commitment to Technology”; EDC 346-see Appendix C; EDC 347; SEM 445-see “Commitment to Technology”; SEM 448-see “Commitment to Technology”).

These syllabi have been updated to reflect the Kentucky Teacher Standards.

2) The faculty matrix does not identify a teaching assignment for SEM 445.

The faculty matrix has been updated to reflect the correct faculty assignments.