Elementary Teacher Education Program
Student Handbook

Updated May, 2020

Table of Contents

Elementary Education Program Faculty

Welcome to the Elementary Education Program at the University of Kentucky! Our mission is to prepare teacher candidates to educate kindergarten through fifth grade students in Kentucky and around the world. Our team of professors are experts in the fields of Literacy, Classroom Management, Social Studies Education, Science Education and Math Education. When you graduate from the Elementary Education Program at UK, you can be assured that you will be an innovative and trailblazing educator.

The faculty are in either the Department of Curriculum and Instruction or the Department of STEM Education. They come together to ensure you have a balanced and exceptional experience in the program.

<div align="center">

Department of STEM Education

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Dr. Cindy Jong is an Associate Professor and serves as the Co-Chair of the Elementary Teacher Education Program. Dr. Jong joined the faculty in 2011 as an assistant professor in mathematics education. She holds a B.A. in Elementary Education and M.Ed. in Mathematics Education from the University of Nevada, Las Vegas. Dr. Jong taught at the elementary level in the Clark County School District for a few years prior to earning her Ph.D. in Curriculum and Instruction with an emphasis on Mathematics Education at Boston College. While at Boston College, she worked as a graduate assistant on the Teachers for a New Era Evidence Team, led by Dr. Marilyn Cochran-Smith. As a member of this interdisciplinary team, she examined the impact of teacher education on pupil learning and issues of social justice using various research designs. Prior to joining the STEM Education Department at UK, Dr. Jong worked as an assistant professor at Virginia Commonwealth University for two years. Her current research interests include preparing elementary school teachers to teach mathematics effectively, understanding teachers' ideas of teaching mathematics for social justice, and providing support for novice teachers in mathematics.

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Dr. Lisa Amick is a Clinical Associate Professor in mathematics education. Dr. Amick joined the University of Kentucky faculty in 2014 as a clinical assistant professor of mathematics education. Dr. Amick holds a Masters in Educational Administration and a Masters in Mathematics Education, both from Eastern Illinois University. Dr. Amick received her Doctorate in Curriculum and Instruction from the University of Illinois. Dr. Amick taught sixth grade mathematics in central Illinois for 10 years, where she worked with numerous pre-service teachers. She also taught one semester of middle level

mathematics education at the University of Illinois and earned her National Board Certification in 2010. Her research interests include teacher professional development, assessment writing and analysis, and middle school mathematics education.

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Dr. Jonathan Thomas is an Associate Professor in mathematics education and is the Chair of the STEM Education department. Dr. Thomas joined the faculty in 2015 as an assistant professor in mathematics education. He holds a B.A. in Elementary Education from the University of Kentucky, an M.Ed. in Educational Leadership and an Ed.D. in Curriculum and Instruction with an emphasis on mathematics, both from the University of Cincinnati. Prior to engaging in graduate-level education, Dr. Thomas served as a mathematics intervention teacher in public, private, and charter schools in the greater Cincinnati metropolitan area. Prior to joining the STEM Education Department at UK, Dr. Thomas served as an assistant professor of mathematics education at the Northern Kentucky University as well as a faculty associate for the Kentucky Center for Mathematics (www.kymath.org). Presently, Dr. Thomas' current research interests include investigating responsive mathematics teaching practices, nonverbal patterns of mathematical interaction, and learning trajectories. Dr. Thomas continues his relationship with the Kentucky Center for Mathematics as a faculty associate and serves as a liaison between the center and stakeholders in mathematics teacher preparation across the commonwealth.

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Dr. Rebecca Krall is an Associate Professor in science education. Dr. Krall joined the faculty in the Department of STEM in fall 2003 after completing her doctoral degree in science education at the University of Virginia. She also holds a B.A. in elementary education from Virginia Tech, a M.Ed. in science education and a Ph.D. from the University of Virginia. She taught science in Virginia to grades 6 and 8 for seven years prior to pursuing her graduate degrees. Dr. Krall's research interests include examining strategies for preparing pre-service science teachers to effectively use educational technology in science instruction; examining teachers' content knowledge in science topics they are expected to teach; exploring how professional development programs in science improve teachers content knowledge and teaching practice; and more recently, exploring professional noticing of elementary preservice elementary teachers in science. Dr. Krall teaches courses in elementary science methods, effective uses of technology in model-based inquiry, advanced strategies for teaching elementary science, and mentors master/doctoral level graduate students.

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Dr. Lin Xiang is an Assistant Professor in science education. Dr. Xiang joined the faculty in 2018 as an assistant professor in science education. She obtained her
B.S. in Botany from Nanjing University, China and taught high school biology for five years. Dr. Xiang received her M.A. in Education and Ph.D. in Science Education from the University of California, Davis. During graduate studies, she worked as a graduate assistant on the NSF-funded research project Innovations in Science Instruction through Modeling (ISIM), led by Dr. Cynthia Passmore. Prior to joining the STEM Education Department at UK, Dr. Xiang worked as an assistant professor at Weber State University for two years. Her current research interests include using agent-based computer models to improve learning of science at K-12 level, developing phenomenon- based science curriculum, and providing support for novice teachers in science.

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Department of Curriculum and Instruction

Dr. Kimberly White is a Clinical Associate Professor and the Co-Chair of the Elementary Teacher Education Program. Dr. White joined the UK clinical faculty as an assistant professor in 2014. After graduating from Morehead State University in 1984, she began her elementary teaching career in Atlanta. In 1991, she began her higher education career at Ball State University in early childhood and elementary education. Dr. White returned to Kentucky and to higher education, after spending 18 years as an
early childhood and elementary teacher in suburban Seattle. She specializes in child development, creating positive learning communities and literacy education. Dr. White also serves as the faculty advisor for the EdLife Living-Learning Program.

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Dr. Sharon Brennan is an Associate Professor and the Director of Clinical Experiences and School Partnerships. For more than three decades, Dr. Brennan has been part of the development and monitoring team for the system used to assess Kentucky's first year teachers. She serves on several state and national committees including the Board of Directors for the Consortium of Overseas Student Teaching, the Kentucky Association of Colleges for Teacher Education, and the Kentucky Advisory Council for Internships which she chairs. Publications and conference presentations have focused primarily on ways to promote globally-minded teaching practices. For example, she served as co-editor on a book focusing on ways to build intercultural student teaching programs and is currently working with colleagues to develop an instrument designed to assess *global-mindedness* in teaching at state, national and international levels.

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Dr. Mary Shake is an Associate Professor in Literacy. Dr. Shake is an Associate Professor of Literacy and Elementary Education in the Department of Curriculum and Instruction. She is a former elementary teacher and taught grades K - 4 in northern New York. Dr. Shake holds a B.S. degree in Elementary Education and Home Economics from University of St. Joseph in Connecticut. and MS and PhD degrees in literacy from the University at Albany. Her areas of academic interest include classroom literacy instruction, education reform, and teacher preparation for diverse classrooms. Dr. Shake teaches undergraduate and graduate literacy education courses and elementary practicum at UK. She particularly enjoys observing practicum students and student teachers in elementary classrooms and feels these experiences positively inform her instruction in University courses.

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Ms. Joni Meade is a Clinical Instructor in Literacy. Joni Meade graduated from the University of Kentucky with a BA in Elementary Education and a MA in Literacy. She also holds an endorsement in Gifted Education. She taught in Fayette County at Garden Springs Elementary for five years then was on the opening staff for Veterans Park Elementary where she taught in upper primary. She has been an instructor within the program since 2005 and has taught EDC 329, EDC 339 and is currently the Coordinator of Elementary Student Teaching.
Mrs. Meade's passion is being out in the schools working with cooperating teachers and student teachers, while also working with the students in the classrooms.

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Ms. Pamela Seales is a Lecturer in Literacy. Pamela Seales is a faculty member in the department of Curriculum and Instruction, College of Education, University of Kentucky. As a lecturer she teaches topics in literacy and supervises student teachers. She earned her MS degree in Literacy at the University of Wisconsin Madison, earned a BS in Elementary

Education from SUNY Geneseo, and is certified as an Elementary School teacher in Kentucky and New York State. Among her varied experiences with education and literacy at all levels, she taught third and fourth grade in Madison, Wisconsin, served on the Jessamine County
School Board for two elected terms (8 years), and participated with the Collaborative Center for Literacy Development to improve reading across the state of Kentucky.

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Dr. Laura Darolia is an Assistant Professor and teaches the social studies methods course. Dr. Darolia has a B.S. in Elementary Education from Loyola University Chicago, an MA in Curriculum and Instruction from American University and a Ph.D. in Early Childhood Education from the University of Missouri. She has 10 years of elementary school teaching experience and has taught in the Bay Area, Washington, D.C., and Columbia, Missouri.
 Dr. Darolia's academic interests include supporting classroom teachers implementing critical literacy practices, teaching literacy methods courses, and mentoring student teachers.

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Standards, Expectations and Dispositions
In the Elementary TEP, teacher candidates will gain experience in the Kentucky Teacher Performance Standards (KTPS) and will learn to explain how their course products demonstrate their growth in each KTPS. Here is the list of standards:

KENTUCKY TEACHER PERFORMANCE STANDARDS

STANDARD 1: <u>Learner Development</u>   The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

STANDARD 2: <u>Learning Differences</u>   The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

STANDARD 3: <u>Learning Environments</u>   The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

STANDARD 4: <u>Content Knowledge</u>   The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

STANDARD 5: <u>Application of Content</u>   The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

STANDARD 6: <u>Assessment</u>   The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

STANDARD 7: <u>Planning for Instruction</u>   The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

STANDARD 8: <u>Instructional Strategies</u>   The teacher understands 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 9: <u>Professional Learning and Ethical Practice</u>   The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

STANDARD 10: <u>Leadership and Collaboration</u>   The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The Kentucky Education Professional Standards Board has a Code of Ethics by which all teacher candidates and teachers in the state are held. Click here to access the document:
http://www.epsb.ky.gov/mod/page/view.php?id=55

In the Elementary TEP, we have our own Professional Behaviors and Dispositions document by which we hold all teacher candidates accountable for classroom behavior, coursework, professional relationships, and mindset. The document is divided into four categories with clear examples of expected and inappropriate behavior.

Professionalism and Professional Relationships highlight <u>behaviors</u> that are expected of all University of Kentucky Elementary Education Teacher Candidates.

Professionalism	Some Examples of Expected Behavior	Some Examples of Inappropriate Behavior
Demonstrates compliance with the Kentucky EPSB Code of Ethics Complies with all school policies, laws and regulations at the local, state and national levels	Conducts self as a professional by complying with the Kentucky Code of Ethics, school policies, laws and regulations Goes through proper channels to address concerns or disagreements with policy or lack thereof	Does not consider the consequences of what is said or written Demonstrates dishonest behavior Is in violation of Kentucky Code of Ethics Is in violation of school policies, laws or regulations
Is prepared for classes, field work and all professional obligations	All work is completed at an acceptable level as communicated by course syllabi and assessment instruments	Is unprepared for college classes and/or field responsibilities Blames cooperating teacher, professor and/or circumstances for not completing work in a timely manner
Maintains professional appearance	Dresses in a modest and appropriate manner, including appropriate footwear Takes care in grooming and personal hygiene	Dresses too casually for a professionally environment or clothes are inappropriately immodest or unclean. Attention is not paid to personal hygiene and grooming.
Takes initiative by being an active, engaged participant	Is a consistent self-starter Accepts suggestions from mentor teacher	Shows a dependence on others for direction
Written correspondence (email, texts, letters, assignments) is professional	Uses appropriate grammar, punctuation, spelling and language Expresses ideas appropriate both orally and in writing	Uses slang, derogatory words and informal language in inappropriate contexts Often write texts or email messages using colloquialisms and non-standard or informal grammar
Maintains confidentiality (privacy of information)	Speaks with students privately Keeps all information about children and teachers confidential	Gossips about peers, teachers, families and children
Takes initiative to promote ethical and responsible practice	Proactively solves problems Uses sound judgment in making decisions	Is not proactive in resolving conflicts
Is punctual and dependable in attending all professional obligations	Is on time for classes, field work and all professional obligations Meets deadlines Meets all attendance expectations	Is late or inexcusably absent Blames others or circumstances for tardiness Does not meet deadlines
Addresses issues of concern in a professional manner	Presents issue in an objective and respectful manner after considering the consequences	Behavior is irrational, subjective and influenced by personal feelings
Monitors and maintains responsible use of social media	Appearance in all social media pictures (posted by self or others) presents a professional image Language used in social media is professional Confidentiality is maintained	Posts photos depicting self or others in ways that might be interpreted as immodest or provocative Posts photos of classroom children on personal sites without the expressed permission of parents, caregivers, and children. Posts comments and stories about children or teachers on personal sites without the expressed permission of parents, caregivers, and children.

Professional Relationships	Some Examples of Expected Behavior	Some Examples of Inappropriate Behavior
Respects administrative authority	Accepts feedback openly and graciously Tries to verify own understanding of feedback	Blames others for problems or conflict Ignores, refuses or deflects feedback about work or behavior Argues inappropriately about feedback Makes no effort to verify understanding of suggestions Responds inappropriately to feedback and constructive criticism
Demonstrates respect for self and others	Is respectful and courteous Demonstrates empathy and concern for others Consistently practices empathic listening Demonstrates compassion for those experiencing difficulties Communicates caring and concern	Is disrespectful, discourteous and undiplomatic with others
Establishes and maintains positive professional relationships with peers, classified staff, teachers and administrators	Identifies and accepts personal responsibility in problem situations Initiates communication to resolve conflicts Behaviors indicate honesty	Shows inappropriate or aggressive manner with others Displays inappropriate communicative behavior in situations of disagreement
Collaborates effectively with colleagues	Contributes substantially to shared group goals in classes and in field experience Actively listens to and respects the ideas of others	Avoids collaborating and engaging with diverse individuals Shows a dependence on others for direction and initiative
Establishes caring relationships with students while maintaining appropriate boundaries	Interactions with students are respectful Works to establish rapport with students Creates and maintains a positive learning community in which children respect each other Communicates a sense of responsibility to all learners	Interactions with students show lack of respect Emphasizes poor choices of students to entire class Shows favoritism and/or disdain for certain students
Demonstrates appropriate flexibility in all situations	Recognizes the need for adjustments in projects or plans in order to meet the needs of students and participants	Is rigid Reluctant to change the course of a project or plan to meet the needs of students and participants

Social Justice and Growth Mindset highlight <u>dispositions</u> that are expected of all University of Kentucky Elementary Education Teacher Candidates.

Social Justice	Some Examples of Expected Behavior	Some Examples of Inappropriate Behavior
Recognizes and demonstrates respect for diversity*	Perceives diversity as an opportunity to enrich students' experiences, knowledge and understanding Recognizes how one's own privileges and biases influence one's perspectives and behavior	Perceives diversity as a problem or obstacle Interested in learning about the experiences or perspectives of those who differ.
Demonstrate and encourage democratic interaction in the classroom and school	Responds equitably to all learners	Focuses only on task and not those who need help Presume student behavior or performance is due to lack of parental support or not wanting to learn
Acts as an advocate	Takes action to address inequitable treatment of students based on immutable characteristics Holds students, peers and colleagues accountable for insensitive remarks or discriminatory behavior towards disadvantaged groups	Remains silent when a colleague makes disparaging comments or engaged in discriminatory behavior against disadvantaged groups
Demonstrates high instructional expectations for all students	Identifies factors which impact success and works to meet individual needs	Does not feel responsible for the success of all learners
Selects and uses appropriate materials	Selects materials interesting to students Includes diverse representation in teaching materials Examines materials for references to bias and stereotype Includes a variety of materials representing areas of diversity	Lessons and materials do not include forms of diversity
Value the backgrounds, experiences and knowledge of students and colleagues	Makes a genuine effort to address the diverse needs and interests of students	Does not view my students' cultural background and prior experiences as a building block for instruction.
Actively engages all students in learning	Stimulates students' interests Seeks to learn about students' prior knowledge, learning preferences, interests and needs Shows a sensitivity to and appreciation for how students learn best	Responds unequally to learners Does not show a sensitivity or appreciation to how students learn best Is unwilling to incorporate knowledge of student characteristics to create meaningful and active learning Makes little or no attempt to learn about students' prior knowledge, learning preferences, interests and needs

*Diversity = differences among people based on ethnicity, race, culture, socioeconomic status, gender, exceptionalities, language, religion, sexual identity and orientation, and geographical area

Growth Mindset	Some Examples of Expected Behavior	Some Examples of Inappropriate Behavior
Demonstrates a passion and enthusiasm for teaching	Behavior is consistent with satisfaction for your chosen profession Communication is consistent with a teacher satisfied with chosen profession	Appears to lack enthusiasm for teaching Uses negative language about teaching and learning
Seeks and accepts help when needed	Willingly acts on suggestions Shows enthusiasm toward improving Incorporates a variety of resources to inform learning	Displays little or no desire for improvement Does not take advantage of resources to solve problems or make improvements
Respects the views and perspectives of others	Demonstrates a willingness to continuously examine one's own assumptions, beliefs and practices to improve Actively learns about other cultures and values Is receptive to, accepts, and values other cultures and ideals	Is not open to learning about new ideas or perspectives that come from the experiences of those around me.
Regularly engages in reflection and analysis of one's own motives, responses and actions	Takes initiative to reflect on progress Reflection includes both strengths and challenges	Strategies for professional growth are superficial or inappropriate Identifies strengths but reluctant to reflect on

	Takes ownership of behavior	challenges
	Actively seeks strategies for professional growth	Reflections are focused on circumstances or others instead of oneself
		Reluctant to consider strategies for professional growth, even after considerable prompting and direction

Social Media Recommendations

Teacher candidates should demonstrate professional and ethical conduct on social media. It is important that they understand how social media can positively or negatively impact their relationships with field experience teachers and principals, and the adverse impact a negative presence could have on employment opportunities. We caution teacher candidates to avoid posting anything on social media about field placements, children, teachers or a school.
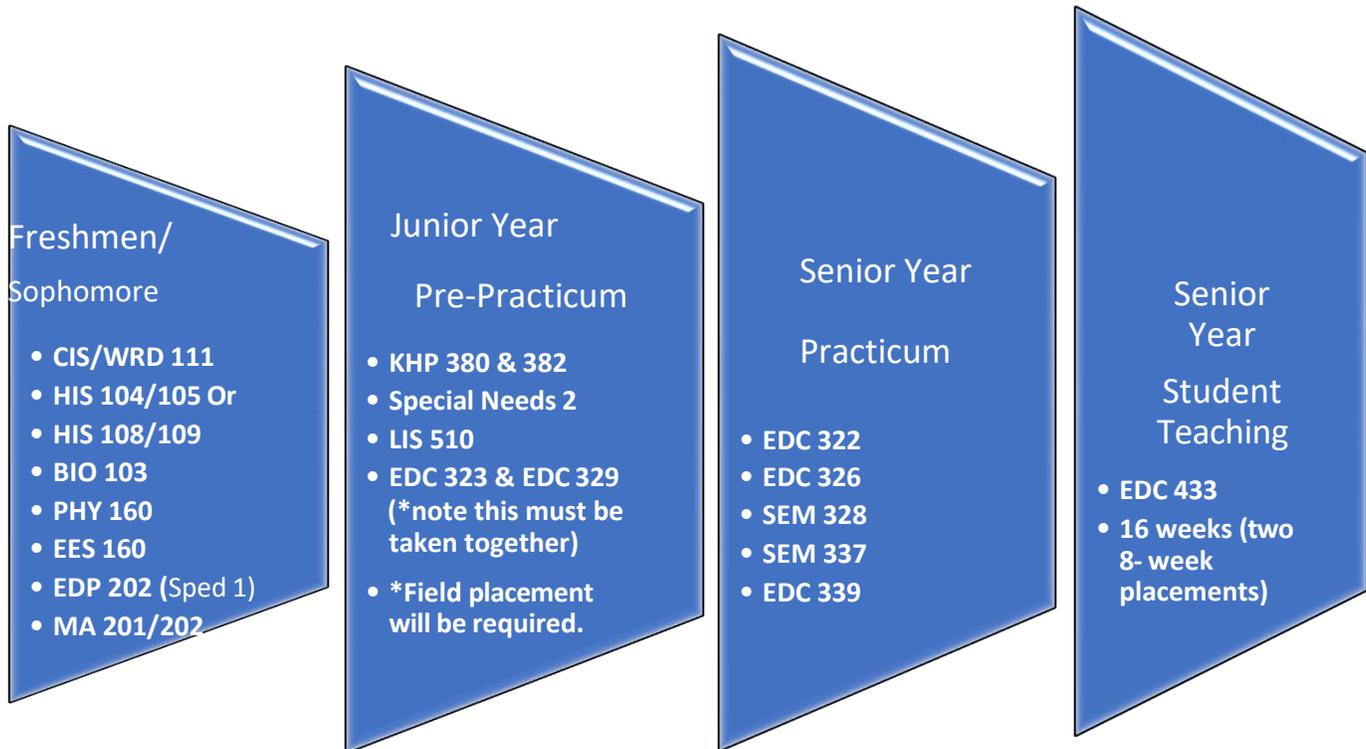
Dress Code Expectations

Teacher candidates must dress professionally when in a school for a field experience. Here are some guidelines:
- Be mindful of personal hygiene by brushing your teeth, bathing, and having clean hair.
- Skirts and dresses should be near the knee.
- Leggings, yoga pants, sweatpants and jeans are not permitted.
- Cover revealing cleavage.
- Wear comfortable shoes but no snow/rain boots or flip flops.
- No shorts, sneakers or ball caps are permitted.

GRADING SCALE used in Elementary TEP Program

Percentage	Grade
93 - 100%	A
86 - 92 %	B
79 – 85%	C
72 – 78 %	D
71 % or below	E

Elementary Education Timeline:
A Schedule of Recommended
Courses

Freshmen/
Sophomore

- **CIS/WRD 111**
- **HIS 104/105 Or**
- **HIS 108/109**
- **BIO 103**
- **PHY 160**
- **EES 160**
- **EDP 202 (**Sped 1)
- **MA 201/202**

Junior Year

Pre-Practicum

- **KHP 380 & 382**
- **Special Needs 2**
- **LIS 510**
- **EDC 323 & EDC 329** (*note this must be taken together)
- ***Field placement will be required.**

Senior Year

Practicum

- **EDC 322**
- **EDC 326**
- **SEM 328**
- **SEM 337**
- **EDC 339**

Senior Year

Student Teaching

- **EDC 433**
- **16 weeks (two 8- week placements)**

All Praxis I Core exams must be passed before applying to the TEP.

Apply to TEP the 2nd week of the semester **before** anticipated pre-practicum semester.

EDC 454 G must be taken the Fall semester prior to Student Teaching for those planning to teach abroad.

Before you can be certified, you must pass the following Praxis II exams: Elementary Multiple Subjects (Reading, Science, Social Studies, Math) and the Principles of Learning and Teaching (K-6)

EXPANDED CURRICULUM CONTRACT
Elementary Teacher Education Program

NOTE: You must make a C or better in all Program Related Studies and Professional Courses in order to progress through the program. A GPA of 2.75 must be maintained throughout the program.

updated 10/19

Program Admission Criteria: In helping you complete your TEP application, refer to the following guidelines for Elementary TEP application requirements.

1. Application to TEP and Basic Background
2. Character and Fitness Review
3. Kentucky Teacher Standards self-assessment worksheet
4. Three letters of recommendation (at least one from a university instructor)
5. Proof of passing Praxis CASE scores (see EPSB website for most current cut off score information -http://www.lrc.state.ky.us/kar/016/005/020.htm)
6. Transcripts from all institutions of higher education attended (must have 2.75 average GPA for application)
7. Autobiography
8. Community service (30 hours required before admission)
9. Experiences with elementary level children – informal and/or formal school settings)
10. *Must earn minimum of 45 credit hours before applying to program.

Program Basic Skills Testing Information

ACT _____(or) **SAT** _____

Praxis I (Reading, Math, Writing required):

Reading (156)_____ Math (150)_____Writing (162)_____

Checklist for Program Application Requirements

_____ Apply for admission to the TEP upon completing at least 45 credit hours

_____ Submit completed application packet to the Office of Academic Services and Teacher Certification, 166 Taylor Education Building

_____ 2.75 minimum overall GPA OR _____3.0 minimum GPA for the last two semesters

_____ Complete a Kentucky Teacher Standards Self-Assessment

Acknowledgement Signatures: The signatures below verify that the candidate has been advised concerning the admission and coursework requirements for the Elementary Education Teacher Education Program and understands the requirements and procedures specified above.

Candidate signature:_____Date: _____

Advisor signature:_____Date: _____

Checklist for Program Application Requirements (Continued)

Elementary TEP Application Portfolio

Create an admission portfolio on Canvas which contains:

_____ short paper describing why you want to become a teacher and summary of your experiences with children

_____ summary of at least 30 hours of community service experiences

_____ Complete the Character and Fitness Review Form

_____ Read and sign the Professional Code of Ethics of the Education Professional Standards Board

_____ Demonstrate basic skills through submission of Praxis I test passing scores for reading, math and writing

_____ Schedule and complete an admission interview with a team of Elementary Education program faculty

Program Progression

Activity	Date/Semester	Other	Advisor Signature, Date
Semester Admitted			
Entry Level Assessment		☐ Pass ☐ Fail	

Midterm Assessment		☐ Pass ☐ Fail	
Exit Assessment		☐ Pass ☐ Fail	
Signed Curriculum Contract and Certification packet submitted		☐ Pass ☐ Fail	

UK College of Education Curriculum Contract Sheet: B. A., Elementary Education

ELED

Leads to Kentucky Teacher Certification: Elementary Education K-5

University Core Requirements (30 credit hours)							
Course No.	Semester	Credit Hrs.	Grade	Course No.	Semester	Credit Hrs.	Grade
I. Intellectual Inquiry (12 credit hours)				**III. Quantitative Reasoning (6 credit hours)**			
Inquiry –Arts and Creativity (3 credit hours)				Quantitative Foundations			
		3				3	
Inquiry – Humanities (3 credit hours)				Statistical Inferential Reasoning			
		3				3	
Inquiry Social Studies (3 credit hours)				**IV. Citizenship**			
		3		Community, Culture and Citizenship in the USA			
Inquiry – Natural, Physical, and Mathematical Sciences (3 credits)						3	
		3		Global Dynamics			
II. Communications						3	
Composition & Communication I (3 credit hours)				Total University Core Credit Hours (30)			
		3					
Composition & Communication II (3 credit hours)							

		3	

Writing Requirement

Must complete EPE 301 to fulfill requirement

Foreign Language Proficiency Requirement

☐ Completed Foreign Language Proficiency Requirement:
_____Two semesters of college coursework , _____Two years of foreign language in high school,_____or testing

Program Related Studies (47 credit hours)							
Course	**Semester**	**Credit Hours**	**Grade**	**Course**	**Semester**	**Credit Hours**	**Grade**
Creative Arts (6 credit hours)				**Science and Mathematics (16 credit hours)**			
A-E 200		3		MA 201		3	
MUS 266		3		MA 202		3	
Health and Physical Education (4 credit hours)				PHY 160		3	
KHP 380		2		EES 160		3	
KHP 382		2		BIO 103		3	
History/Social Studies (6 credit hours) *(HIS 104 and 105 OR HIS 108 and 109)*				BIO 111		1	
HIS 104		3		**State/Regional Studies** *Select one of the following: HIS 580, PS 456G, APP 200, APP 300, GEO 322, HIS 240*			
HIS 105		3				3	
OR				**LIS 510** – *Required, but recommended pairing with EDC 329 in Preprofessional Block. (See Pre-professional Block courses)*			
HIS 108		3		LIS 510		3	
HIS 109		3		**Free Elective (3 credits)** *(Select with assistance of advisor)*			

Literacy/Mathematics Electives: Select two courses from: *MA 310, MA 2412, WRD 205, ENG 207, LIN 211, ENG 230, ENG 260, ENG 280, ENG 290, NEW: EDC 334*						3	
		3					
		3					
Education for Diverse Student Populations							
EDP 202		3		EPE 301		**3**	
EDP 203/ EDS 375		3		EDC 317		**3**	

Elementary TEP Required Coursework (49 credit hours)

I. Pre-Professional Block (12 credit hours)

II. Professional Block

Course	Semester	Credits Hrs.	Grade	Course	Semester	Credits Hrs.	Grade
EDC 317		1		EDC 322		3	
EDC 323 (Enroll w/ EDC 329)		3		EDC 326		3	
EDC 329 (Enroll w/ EDC 323)		3		EDC 339		3	
LIS 510 (optional during this block)		3		SEM 337		3	
EDP 303/ EDS 547		2/3		SEM 328		3	
EDC 454*		3					

*EDC 454 is required for candidates planning to student teach overseas in the COST program.

III. Student Teaching Semester (12 credit hours)

Course	Semester	Credit Hrs.	Grade
EDC 433		**12**	

Advising Notes

1. Applicants are recommended to have completed at least one Program Related Studies course in each of the following areas prior to applying to the Elementary TEP: History, Science, Mathematics, and Literacy.

2. Program Related Studies are to be completed <u>before</u> beginning the Professional Block.

3 **Students are expected to maintain a 2.75 average as they matriculate through the Elementary TEP. All University Core and Program Related Studies courses must be completed with at least a letter grade of "C" in order to continue through the program.**

4. EDC 323 and EDC 329 share a field experience and must be taken together. LIS 510 may also be taken with EDC 329.

5. Special education classes should be taken from the same department: EDP 203 and 303, OR EDS 375 and EDS 547.

Acknowledgement Signatures: The signatures below verify the student has successfully completed coursework requirements for the Elementary Teacher Education Program.

Candidate signature: _____

Date: _____

Advisor signature: _____ Date: _____

Continuous Assessment

In order to remain an active candidate in the Elementary Teacher Education Program candidates must maintain their curriculum contract and complete periodic reviews at the entry, midpoint, and upon exiting the program.

Entry Level Assessment (Completed near the conclusion of the Pre-practicum Semester)

GPA of Candidate _____

_____ Maintain 2.75 overall GPA or above on coursework

_____ Satisfactory completion of University Core Requirements, Program Related Studies, and Pre-professional Block coursework.

_____ Continued adherence to EPSB and Elementary Teacher Education Program Professional Code of Ethics.

_____ Satisfactory demonstration of appropriate Elementary TEP dispositions

_____ Satisfactory completion of School Board Meeting requirement.

_____ Satisfactory completion of child abuse seminar requirements.

_____ Satisfactory completion of the entry portfolio as demonstrated in the OTIS open portfolio

_____ Satisfactory progress in meeting the field experience assignment requirements in the Elementary Teacher Education Program

_____ Satisfactory review of field experience data entry

Midpoint Assessment Criteria (To Be Completed at the end of Professional Block)

GPA of Candidate _____

_____ Maintain 2.75 overall GPA or above on coursework

_____ Satisfactorily completed all coursework requirements for University Core Requirements, Program Related Studies, Pre-professional Block, and Professional Block coursework.

_____ Continued adherence to EPSB and Elementary Teacher Education Program Professional Code of Ethics.

_____ Satisfactory demonstration of appropriate Elementary TEP dispositions

_____ Satisfactory completion of the midpoint portfolio, including progress towards demonstrating all required standards as demonstrated in the OTIS open portfolio

_____ Satisfactory progress in meeting the field experience assignment requirements in the Elementary Teacher Education Program

_____ Satisfactory review of field experience data entry

_____ 200 hours of field experience

_____ Documented attendance at one public school board meeting

_____ Documented attendance at one School-Based Decision-Making team meeting

_____ Documented observation hours in both a middle school and a high school

_____ Satisfactory review of field experience data entry on OTIS

_____ Satisfactory completion of a midpoint portfolio containing one artifact for Kentucky Teacher Performance Standards 1-10 and a separate entry for personal Philosophy of Education.

Exit Assessment Criteria (To Be Completed at the end of Student Teaching)

GPA of Candidate _____

_____ Maintain 2.75 overall GPA or above on coursework

_____ Satisfactory completion of all coursework requirements the Elementary Teacher Education Program.

_____ Adherence to EPSB and Elementary Teacher Education Program Professional Code of Ethics.

_____ Satisfactory demonstration of appropriate Elementary TEP dispositions

_____ Satisfactory completion of the entry and midpoint portfolios.

_____ Updated Professional Growth Plan entered into OTIS Open Portfolio

_____ Satisfactory review of field experience data entry on OTIS

____ Satisfactory completion of student teaching requirements

____

Reports recorded:
- Four Midterm Evaluations (two by you and two by the CT)
- Two Final Evaluations (one by each CT)

____ Eight Formal Observations (four by University Supervisor, two by each CT)

_____ Successful completion of student teaching performance assessment

Acknowledgement Signatures: The signatures below verify the student has met with an Elementary Education advisor and has demonstrated successful completion of the Exit Assessment Review.

Candidate signature:_____Date: _____

Advisor signature:_____Date: _____

Comments:

Important Information and Deadlines
Application Deadlines
_____ Complete Praxis I tests at least six weeks prior to application deadline. _____ Apply to the Elementary TEP after completing a minimum of 45 credit hours of coursework and 30 hours of community service hours. _____ See Curriculum Contract on page for recommended courses to complete before applying to the Elementary TEP program. _____ Application deadlines for the fall and spring semesters are available from the Office of Clinical Practices and School Partnerships, 104 Taylor Education Building.
Program Deadlines
_____ Apply for student teaching one year before you plan to complete the student teaching semester. Deadlines for applications are April and October for the spring and fall semesters, respectively. The Student Teaching Application is available from http://education.uky.edu/OFE/content/studentteachingapplication or visit the Office of Clinical Practices and School Partnerships, 104 Taylor Education Building, for more information. _____ Candidates interested in student teaching overseas through the COST program must enroll in EDC 454 at least one semester before the student teaching experience. It is wise to plan ahead for this course because of the tight schedule for other program requirements. EDC 454 is NOT offered during summer semesters. _____ Complete Praxis II and Principles of Learning and Teaching (PLT) near the end or after completing Professional Block. Test results are required for certification.
Selecting Appropriate Praxis Exams
Kentucky educator certification requirements are subject to change. Before registering for the test(s), please check the Education Professional Standards Board website for current test requirements and current cut scores. You may also contact the Division of Professional Learning and Assessment at 502562-5778 or toll free at 888-598-7667. To receive a UK recommendation that you are eligible for a state educator certificate, you must have taken the Kentucky EPSB required examinations and met the Kentucky EPSB cut score requirements.

Requirements for Certification Application

_____ File an application for a Kentucky Teaching Certificate in the Office of Academic Services and Teacher Certification, 166 Taylor Education Building _____ Apply with the district in which student teaching occurred for copies of the Kentucky state and federal background check results that were required for student teaching. _____ Provide evidence of having achieved passing scores on Praxis II exams required by the Kentucky EPSB. Actual scores must have been sent directly to EPSB by the Educational Testing Service. _____ Demonstrate the award of the degree with a final UK transcript showing degree award

OTIS: Open Tools for Instructional Support@UK

Teacher candidates use the Otis program to document field experiences, store program assignments and for the entry, midpoint and exit portfolios.

Students should create an account in Otis soon after entering UK in order to document any field experiences connected with any courses.

To create an account, follow this link: http://www.uky.edu/~gmswan3/
- UK College of Education
- Click "register"
- Fill in the registration form
- Sign in to confirm the registration was accepted

All teacher candidates will need to have 200 documented field hours before student teaching. You will receive those hours while in the Elementary TEP between the prepracticum experience of 50 hours and practicum experience which is five school weeks long.

Many courses before beginning the program require hours or assignments be put into Otis.

<div align="center">

Elementary Teacher Education Program Application Process

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The College of Education Academic Advisors guide students through course choices in order to fulfill requirements. The Elementary TEP has a requirement that candidates must receive a C or better in all program-related or professional courses. In order to be an elementary teacher, candidates need to demonstrate a proficiency in all content areas.

Application can be made to the Elementary TEP after you have earned 45 hours and passed the three Praxis Core Exams for reading, writing and math. https://www.ets.org/praxis/ky/requirements We suggest you take these exams early in your college career, most preferably during the summer between your freshman and sophomore years. Send your scores to:
1. UK Office of Academic Services and Teacher Certification
2. Education Professional Standards Board of Kentucky

 We also recommend that you gain good experience with elementary-aged children before applying. You need to have 30 hours of community service prior to application. It is a good idea to volunteer in an elementary classroom to learn about how classrooms operate and to see if you are really ready to commit to becoming an elementary teacher. Other possible opportunities to work with children could include working as a camp counselor, tutoring,

working in an after- school program or seeking community volunteer opportunities. All experiences with children will help you be a more successful applicant and teacher candidate. You also need to have an overall GPA of 2.75 or 3.0 in the last 30 hours.

- C or better in all courses
- 2.75 cumulative GPA or 3.0 in last 30 hours
- Passing scores on Praxis Core Reading, Math, Writing exams
- 30 hours of community service
- Experience with elementary-age children

Complete the TEP Application: https://education.uky.edu/accreditation/tep/

Elementary Education Teacher Education Program Online Portfolio Directions

1. Submit all TEP applications materials to TEB 166 during the acceptance window. (Scan or take clear photos of your <u>letters of recommendation</u> before you turn in the packet.)
2. After the window closes, you will be added to a Canvas non-credit course called "Elementary TEP applications". Accept membership.
3. Once in the course, you will need to upload the following documents:
   a. Electronic copy of your <u>transcript</u>
   b. Short paper which includes a brief <u>autobiography</u> and why you want to be a teacher
      i. Tell a little about yourself, your background, experiences and rationale for choosing this career.
      ii. No more than 2 typed pages double-spaced.
   c. A document describing your <u>community service</u> activities which total or exceed 30 hours
      i. You must have at least 30 clock hours of community service. ii. Include a brief statement describing how these have informed your perspective on what teachers need to know in meeting diverse needs in today's classroom.
      iii. No more than 3 typed pages.
   d. A summary of your <u>experiences with elementary-age children</u>
      i. Include a brief narrative of what you have learned. ii. Include any experiences with children from different cultures/backgrounds than your own.
      iii. No more than 3 typed pages.
   e. Upload scanned copies or pictures of your three <u>letters of recommendation</u>
   f. Graded paper from a previous course which shows your best work
      i. Choose something that is a sample of your skills in writing.
      ii. This should demonstrate your content knowledge.

          iii. You are encouraged to use something outside of the College of Education.

          iv. Include the GRADED version in your portfolio.

4. When all of these items are uploaded into Canvas, you will be sent an email containing a doodle poll link to sign up for your TEP interview.

TEP Interview

You will be interviewed for the Elementary TEP. A team of two Elementary program faculty will conduct the interview and ask questions related to each of the Kentucky Teacher Performance Standards discussed at the beginning of this document. The team collects information and then the entire program faculty will meet to discuss all applicants. The decision to accept or deny is made among the entire faculty.

ADMISSION DENIED

<u>You can apply again</u>. Take advantage of the extra time you now have before reapplying next semester. Use this time to strengthen your application and portfolio. Be sure you contact the program co-chairs to make an appointment to discuss the application decision. They will provide you with specific recommendations to help improve your potential for acceptance.

Program Faculty Co-Chairs' Contact Information:

        Cindy Jong   Kim White

      Cindy.jong@uky.edu   kim.white@uky.edu

In addition, program faculty also recommends the following activities to help improve your knowledge and experiences working with children.

➔ Complete hours working with students from diverse populations

➔ Increase your experience with children of different backgrounds than your own.

➔ Continue to work hard to maintain a strong GPA

➔ Make an appointment with the Career Center to practice interview skills

UK COLLEGE OF EDUCATION POLICY ON APPEALS (Adopted, Fall, 2009)

The progress of all candidates for educator preparation is continuously reviewed and assessed at least three times; at the points of admission, retention, and completion of program. Candidates who are denied admission to an educator certification program, not retained in the progam, or denied completion of the program, may appeal the decision of the program faculty.

There are two grounds on which a candidate may appeal an unfavorable continuous assessment review: 1) a candidate may appeal if s/he has clear evidence that his/her rights

to equal opportunity or due process were violated during the review process (i.e., evidence of discrimination on the basis of race, gender, sexual orientation, age, etc.).

2) a candidate may appeal if there is new and substantial evidence pertaining to his/her review that was not available for Program Faculty consideration at the time the candidate applied and/or was reviewed (test scores were late or missing; transcripts were inaccurate, etc.).

** These are the only two grounds on which an appeal may be filed.

Any candidate considering an appeal of a program faculty decision at any of the required Continuous Assessment Review points is encouraged to first meet with the program faculty chair to discuss the program faculty's decision, and to review grounds for the appeal. If an appeal is to be made, candidates must request reconsideration of the program faculty's decision **within 15 business days of the date on the letter** notifying the candidate of an unfavorable continuous assessment review. The request for reconsideration must clearly state the grounds on which the appeal is made and demonstrate that one of the conditions for appeal applies. Written requests should be presented to the program faculty chairs, who will call a meeting of the program faculty to review the original decision. The program faculty chair will notify the Director of Academic Services and Teacher Certification of the faculty's decision, and the Director will notify the candidate in writing.

If the program faculty does not alter its initial decision, the candidate may use the same procedures and appeal to the Appeals Sub-committee of the Program Faculty Chairs Committee. Candidates wishing to appeal to the Program Faculty Chairs Appeals Subcommittee must present their request for subcommittee review to the Associate Dean for Academic and Student Services. The Associate Dean will assemble the necessary materials, call the sub-committee together to hear the appeal, and inform the candidate of the committee's decision. The program faculty chairperson for the applicant's program may not serve as a member of the Appeals Sub-committee that hears the case. The Associate Dean will notify the Director of Academic Services and Teacher Certification so that student records may be updated. For purposes of admission, retention or completion of educator certification programs, the decision of the Appeals Sub-committee of the Program Faculty Chairs Committee is final. This policy addresses all faculty continuous assessment reviews of a candidate's progress through an educator preparation program, including **admission to the program**, retention reviews of progress through the program, and the final review for completion of the program.

ADMISSION ACCEPTED

After all UK Core and Program Related Studies courses are completed you begin coursework in the 3-semester elementary education clinical program including a semester each of pre-professional, professional and student teaching.   You must make a C or better in all content-related courses such as EES 160, PHY 160, MA 201, MA 202, LIS 510, EDP 202, EPE 301, KHP 382 as well as all program courses.

STUDENT ALERTS

The Student Alert Referral System is an early intervention tool that allows faculty and designated university personnel to submit information regarding academic and behavioral issues (such as missing classes, scoring poorly on tests or quizzes, engaging in disruptive or otherwise troubling behavior) that usually present obstacles to student success.

Types of Alerts
Academic via the Student Alert System in myUK

Faculty can submit academic alerts for any of the following reasons:
Missed Classes; Missed Field Placements; Habitually Late; Homework Not Submitted; Homework Quality Poor; Poor Performance on Test or Quizzes; At Risk of Failing Course; Planning to Leave UK

Once an academic alert is submitted, an email is instantaneously sent to the student and their academic advisor. The student is instructed to contact his advisor and/or his instructor to resolve the academic issue in question. The academic advisor contacts the student promptly to discuss the issue.

Behavioral via Community of Concern

Faculty can submit behavioral alerts for any of the following reasons:
Act Which Threatens Safety (to self or others); Damage to Property; Death or Serious Illness of a Family Member or Friend; Disruptive Behavior; Harassment; Health Risk; Medical Attention; Mental Health

Once a behavioral alert is submitted, an email is instantaneously sent to the Community of Concern team, which determines whether immediate action or continued monitoring of the situation is required.

For more information, visit http://www.uky.edu/UGE/alert.html

OMBUDSMAN

At the University of Kentucky, the Office of Academic Ombud Services is responsible for assisting students and instructors work through and resolve academic related problems and conflicts. The major arenas of activity for UK's Academic Ombud include both Student Academic Rights and Academic Offenses. The primary focus of Academic Ombud Services is the process by which decisions are made, and the primary task of the Ombud is to ensure fair policies, processes, and procedures that are equitably implemented. Thus, the Academic Ombud is a neutral party working as an advocate for fairness and equity.

➜ Services provided by the ombudsman include but are not limited to:

- ◆ Grade disputes
- ◆ Admission/registration problems
- ◆ Disciplinary matters
- ◆ Perceived favoritism
- ◆ Fear of retaliation
- ◆ Charges of and sanctions resulting from plagiarism or other academic offenses
- ◆ Disability accommodation issues
- ◆ Cross-cultural misunderstandings & personality conflicts

Contact Information: 109 Bradley Hall (859)257-3737 ombud@uky.edu http://www.uky.edu/Ombud/

College of Education Extras!

Check out the Education Library on the 2nd floor of Dickey Hall. There is an excellent collection of children's books and other teaching resources for you to use for your courses. You will find great materials there to help make presentation boards, bulletin boards or other projects.

Join EESA – The Elementary Education Student Association
Eesauky on both Facebook and Instagram

Be on the lookout for information about monthly EESA meetings. It is a great organization to get connected with other education majors and work on service projects in local schools. Ms. Joni Meade is the advisor.

Tutoring Resources

CENTER FOR ACADEMIC RESOURCES AND ENHANCEMENT SERVICES

CARES will provide a comprehensive academic support system as well as enrichment services to aid in increasing the retention and graduation rates of underrepresented students. Programs and activities assist students in achieving academic excellence and adjusting to student life at the University of Kentucky.

➔ Academic Planning
   ◆ Anything from choosing your major to searching for jobs
➔ Free Weekly Tutoring
   ◆ One hour a week in one-on-one or group study
   sessions ◆ Sign up online
➔ Computer Lab

Contact Information: 104 McVey Hall Phone: (859) 323-6347
                                     http://www.uky.edu/Diversity/CARES/index.html

MATHSKELLER

The Math Resource Center is a computing and mathematics learning center of the Mathematics Department and the Mathematical Sciences Computing Facility at the University of Kentucky.

➔ Math help from Faculty, Graduate Students and Undergraduate Assistants who teach 100 level Math courses
➔ Study areas, computers and printers
➔ Free printing for any math related materials
➔ No appointment necessary

Contact Information: Whitehall Classroom Building 63 (near the loading dock)
                          Email: mrc@ms.uky.edu   http://www.mathskeller.org/

THE STUDY

Academic Enhancement, better known as The Study, provides programming and services to impact student success at the University of Kentucky. Academic Enhancement is a one-stop shop for all students' academic needs.

➔ Free Peer Tutoring for 100 and 200 level courses

➔ Placement Testing to determine the most appropriate level courses

➔ Participate in Math or Reading workshops to enhance your abilities

➔ Individual Academic Consultation Appointments

Contact Information: 306 Complex Commons Building Phone: (859)257.1356
Email: thestudy@uky.edu http://www.uky.edu/AE/

COUNSELING CENTER

The University of Kentucky Counseling Center: Consultation and Psychological Services (UKCC), provides confidential psychological counseling to currently enrolled UK students and consultation services to currently enrolled UK students, UK faculty and staff, and caregivers.

➔   The following counseling services are offered to meet student needs:

◆ Individual

◆ Couple

◆ Groups and Workshops

◆ Major/Career Counseling

◆ Outreach Programming

➔   Take a personality or career assessment

➔   Learn about suicide prevention and other training programs *Contact Information:*

➔   201 Frazee Hall (859) 257-8701

http://www.uky.edu/StudentAffairs/Counseling/index.html

DISABILITY RESOURCE CENTER

The goal of the Disability Resource Center is to provide equal access to students who are eligible. We advocate for reasonable accommodations, removal of barriers, and acceptance of different learning methods. In partnership with students, faculty, and staff, our purpose is to achieve an accessible educational environment where students with disabilities have an equal opportunity to fully participate in all aspects of the university community.

➔ Contact the Disability Resource Center early to request specific assistance

◆ Required medical or psychological documentation will be reviewed

◆ Reasonable accommodations can be provided from the beginning of class work in order to achieve the greatest benefit to the student.

http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/index.html

JAMES W. STUCKERT CAREER CENTER

This resource is intended to provide assistance with exploring careers, identifying career paths, connecting with employers and building a strong resume or interview.

- ➔ Services include:
    - ◆ Career and Major Exploration
    - ◆ Aid in finding a job or internship
    - ◆ Polishing resumes, cover letters and more ◆ Providing interview etiquette and practice ◆ Many, many more!
- ➔ Drop-in hours are available, or you may schedule an appointment
- ➔ Visit http://www.uky.edu/careercenter/ for more information

Contact Information: 408 Rose St. (859)257-2746   ukcareercenter@uky.edu

UNIVERSITY HEALTH SERVICES

UHS is your source for student health care, and provides immunizations, screenings and urgent treatment for students. Our physicians are board-certified in family practice, internal medicine, women's health, psychiatry, and occupational medicine. Students who have used UHS may fill prescriptions at the Student Health Pharmacy ➔ All full-time UK students may see these clinicians without charge.

- ➔ Part-time UK students can use UHS two ways: ◆ Voluntarily paying the health fee ◆ Or be seen on a fee-for-service basis ➔ To schedule an appointment:
    - ◆ Call at 859-323-2778
    - ◆ Log on to your myUK page and look under the myInfo tab for the Student Health link. Here you can make an appointment online.

Contact Information: 830 S. Limestone Lexington KY 40536   859-323-5823
http://ukhealthcare.uky.edu/uhs/student-health/

If you need professional clothes, contact kriss.johnson@uky.edu and ask about access to the College of Education clothes closet.

If you are in need of food or other sundry items, please visit the Big Blue Pantry. It is there to help you!
https://www.uky.edu/deanofstudents/big-blue-pantry