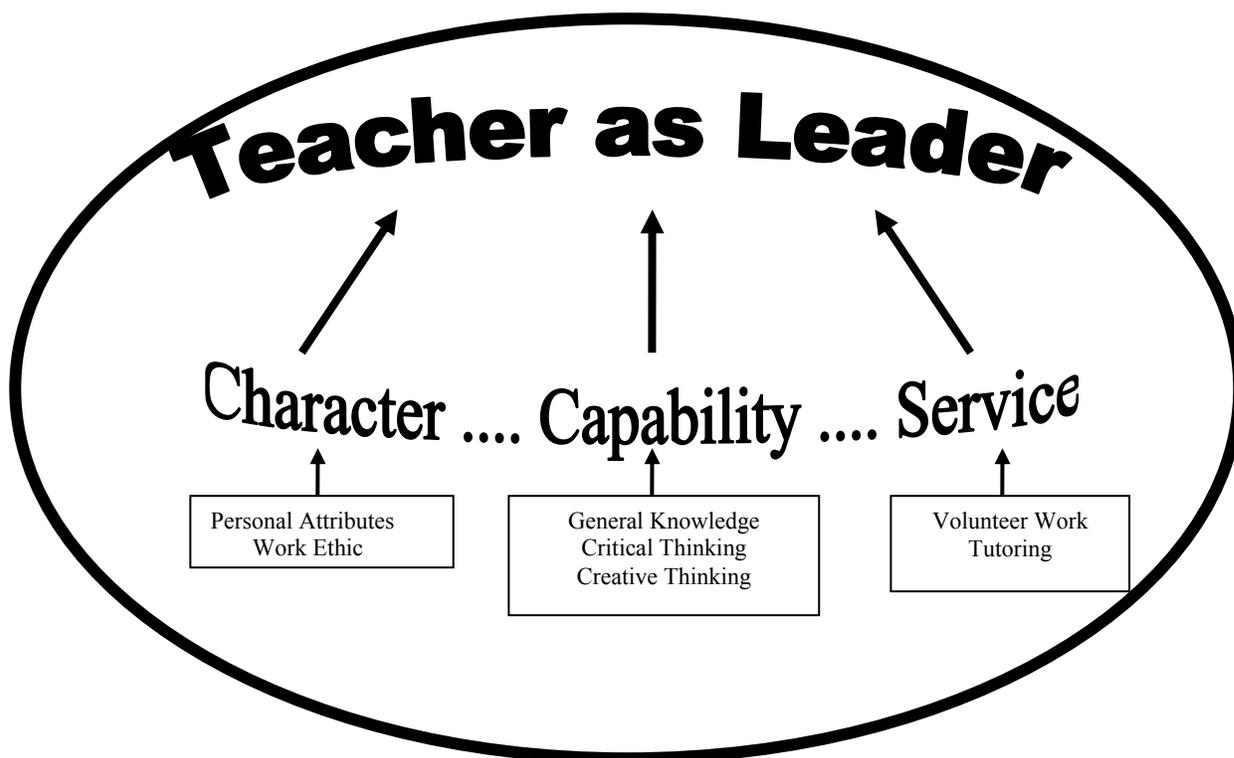


TEACHER EDUCATION HANDBOOK



July 2012

Table of Contents

Index of Tables	4
Introduction of Conceptual Framework	5
Schematic	6
Alice Lloyd College Mission Statement	7
I. Alice Lloyd College	8
A. History of Alice Lloyd College	8
B. Alice Lloyd College Today	9
C. Organization of the College.....	10
II. Teacher Education Unit	10
A. Education Unit Mission Statement.....	10
B. Education Unit Philosophy	10
C. Education Unit Purpose	11
D. Education Unit Governance.....	11
E. Education Unit Programs.....	11
III. Theme	12
A. Leadership.....	12
B. Professional Commitments.....	13
1. Knowledge Base	13
2. Dispositions	14
a. Character	15
b. Capability	16
c. Service.....	17
3. Commitment to Diversity	19
4. Commitment to Technology	21
5. Candidate Proficiencies	22
C. Assessment System.....	23
IV. Teacher Education Program Curriculum	23
A. Stage 1: Admission to the TEP	26
1. Interview	27
2. Clinical Experience.....	27
3. Praxis II.....	29
B. Stage 2: Admission to Student Teaching.....	29
1. Portfolio	29
2. Introduction.....	29
3. Professional Code of Ethics	31
C. Stage 3: Application for teaching Certificate	32
1. Portfolio	32
2. Teacher Performance Assessment (TPA).....	32
D. Student Work Guidelines for teacher Candidates	33
1. Evaluation of Student Worker	34

V.	Student Rights	34
	A. Student Conduct.....	34
	B. Disciplinary Action.....	35
	1. Expulsion	35
	2. Suspension	35
	C. Disciplinary Appeals Process	35
	D. Suspension (Academic)	35
	E. TEP Appeals	36
	F. TEP Remediation.....	36
VI.	Conclusion	37
VII.	Works Cited	38
VIII.	Appendices	43
	A. Course Descriptions.....	43
	B. Admission to Teacher Education Program (Stage 1)	49
	C. TEP Interview	56
	D. Record of Fieldwork Experience	60
	E. Supplemental Observation/Field Experience Form	61
	F. Admission to Student Teaching (Stage 2)	63
	G. Working Portfolio Assessment Instrument (Stage 2).....	69
	H. Working Portfolio/Modified TPA Assessment Instrument (Stage 3)	75
	I. Remediation Plan.....	82

INDEX OF TABLES

Table 1 Alignment of Kentucky Teacher Standards and ALC Student Outcomes.....	12
Table 2 Alice Lloyd College Student Outcomes Aligned with Dispositions.....	14
Table 3 Alignment of ALC Outcomes, Kentucky Teacher Standards, and Specialty Professional Association Standards with ALC Education Classes.....	22
Table 4 Graphic Illustration of ALC Teacher Preparation Stages.....	25

THE LOGO

The “Teacher as Leader” logo which appears on the cover of our documents is a graphic representation of the goals of the Alice Lloyd College Teacher Education Program. These goals are drawn from the original mission of the College, namely the cultivation of leaders already in the mountains of Central Appalachia. In bringing this mission to fruition we must develop identified dispositions which promote leadership qualities in our teacher candidates. These dispositions of *character*, *capability* and *service* are enhanced by developing positive characteristics in each teacher candidate.

Character is seen as the personal attributes and the work ethic of the individual and in many cases, one’s character is a reflection of his/her background. Capability is found in the candidate’s general knowledge, i.e., his/her intellectual development. This is a building process which continues to develop throughout one’s life. Finally, service to one’s community is a true measure of the candidate’s development as a leader. All these traits are represented in the Alice Lloyd College Teacher Education Program logo. The Teacher Education Programs are designed to constructively build on the candidate’s knowledge and abilities in order to achieve the desired outcomes.

INTRODUCTION OF CONCEPTUAL FRAMEWORK

The roots of tradition run deep in the theme of Alice Lloyd College. The threads that are constant reflect the commitment that Alice Lloyd College has made to the people of its service area in 108 counties of central Appalachia. The commitment to educating leaders is reflected in the mission statement. The Conceptual Framework has been developed through a collaborative effort between members of the Teacher Education Program (TEP), students, the Alice Lloyd College educational community, P-12 educational community and the professional educational community.

The development of the Conceptual Framework provides an in-depth understanding of the workings of the TEP. It is an opportunity for the Teacher Education Program faculty to reaffirm their commitment to improve student learning and teaching, and to better serve the Appalachian region by preparing the educational leaders of tomorrow. As Jesse Stuart, a Kentucky Mountain school teacher, informed his students in *The Thread That Runs So True*, “I told them to walk proudly, with their heads high and to thank God they had chosen the teaching profession—the mother of all professions; that they were members working in the front line of American democracy, that they were the ground roots and not the brace roots of American democracy. That the teaching profession was the greatest profession of them all” (Stuart, 1949, p. 204).

PROGRAM SCHEMATIC

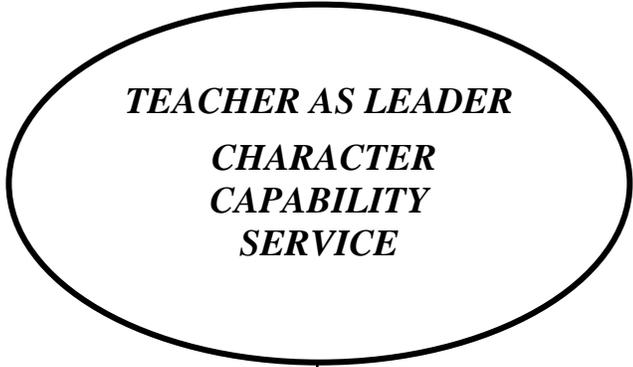
Alice Lloyd College
Mission Statement



Teacher Education Program
Mission Statement



Conceptual Framework



STANDARDS
Kentucky Teacher Standards
Professional Specialty Organizations
Alice Lloyd College Student Outcomes
Alignment with P-20 Standards



Continuous Performance
Assessment System

Curricula of Content, Pedagogical
and Professional Knowledge



Alice Lloyd College
Teacher Education Graduates
P-12 Students

ALICE LLOYD COLLEGE MISSION STATEMENT

The mission of Alice Lloyd College is to educate mountain people for positions of leadership and service to the mountains by:

- 1. Making an Alice Lloyd College education available to qualified mountain students regardless of their financial situation.**
- 2. Offering a high quality academic program, emphasizing the liberal arts.**
- 3. Promoting the work ethic through a self-help student work program in which all full-time students participate.**
- 4. Providing an atmosphere in which Christian values are maintained, encouraging high personal standards and development of character.**
- 5. Serving the community and region through appropriate outreach programs that utilize mountain people helping mountain people.**
- 6. Assisting deserving students in obtaining advanced study beyond their program at Alice Lloyd College.**
- 7. Producing leaders for Appalachia who possess high moral and ethical values, an attitude of self-reliance, a sense of purpose, and a spirit of service to others.**

Since its origin in 1923, Alice Lloyd College has a long-standing tradition of preparing teachers for service in the mountains. Mrs. Alice Lloyd, founder of the institution, felt strongly that mountain people should be educated for mountain leadership – a philosophy known as “Leadership Education” manifested in the college’s role in providing pre-professional and professional education for hundreds of past and present leaders of the Appalachian Mountains. Educators, physicians, lawyers, agriculturalists, accountants, and many other professionals in the area received their initial education at Alice Lloyd College.

Alice Lloyd College has programs leading to certification by the state of Kentucky in seven fields: Early Childhood Education (grades P-5); Middle School Education (5-8); and Secondary Education (8-12) in Biology, Mathematics, Social Studies, and English; and Physical Education (P-12).

The roots of tradition run deep in the theme of Alice Lloyd College. The threads that are constant reflect the commitment that Alice Lloyd College has made to the people of its service area in 108 counties of central Appalachia. Alice Lloyd College’s commitment to educating leaders is reflected in its mission statement.

I. ALICE LLOYD COLLEGE

A. History of Alice Lloyd College

“The leaders are here.” With these words, in the early 1900s, Mrs. Alice Geddes Lloyd set off a new social force in Central Appalachia.

Educational opportunities and basic social services were limited in Eastern Kentucky when Mrs. Lloyd arrived at Ivis, on Troublesome Creek in 1916. She moved to Caney Creek in 1917 at the urging of Abisha Johnson, who offered his land and help in establishing a place to educate community residents.

Mrs. Lloyd recognized the tremendous need in this area and established the Caney Creek Community Center, which ultimately became the umbrella organization for what are now the combined institutions of Alice Lloyd College, the June Buchanan School, and the Daycare Center. The Community Center provided basic social services and education for area children and young people. In 1919, June Buchanan, a volunteer from Syracuse, New York, joined Mrs. Lloyd. June Buchanan immediately identified with Mrs. Lloyd’s purposes and assisted with the operation of the Center.

As the Community Center grew, Alice Lloyd and June Buchanan used their resources to establish many schools throughout Eastern Kentucky. Stuart (1949, p. 257) compared these resources to an acorn dropped in a pond and the ripple effect it has when helping others who are not so fortunate. All he asked in return of his students was that they help someone else. Alice Lloyd and June Buchanan recognized a need for higher education in the region, which needed leaders such as doctors, ministers, businessmen, engineers, and teachers. Such professional people, they reasoned, could be of enormous service to the isolated Appalachian mountain communities. This vision of training leaders for Appalachia generated the formation of Caney Junior College in 1923.

From the earliest days, students and their families could ill afford to pay for education, but they did provide what they could – farm products, and their labor. This tradition established the philosophy of the required work-study program, in which all full-time students work part-time to help pay for their education and to enhance characteristics such as dependability, initiative, and self-reliance.

The founders considered character education to be paramount in developing leadership. Moral and ethical training was considered important and was reflected in the curriculum, in chapel, in convocations, and in the Christian Forum – a regular public meeting in which students were required to discuss ethical issues as well as their own purposes and goals for life. The development of character was illustrated by the use of the Purpose Road philosophy where students learned to integrate traits such as interest, perseverance, action, courage, duty, and consecration into their own lives, with the ultimate goal of world service (Buchanan pp.16, 17).

In 1962, after Mrs. Lloyd’s death, The Board of Trustees renamed Caney Junior College “Alice Lloyd College.” In 1983, The June Buchanan School, named in honor of ALC’s cofounder, opened its doors. The June Buchanan School provides instruction for students from preschool through the 12th grade. With the appointment of Joe Alan Stepp as president in April 1999, Alice Lloyd’s statement, “The leaders are here,” has come full circle. He is the first native Appalachian to assume the President's position at Alice Lloyd College.

Alice Lloyd College has been recognized throughout America for its service to Appalachia. In 1999, The Arthur Vining Davis Foundations selected Alice Lloyd College to be the first ever to receive their “Award for Excellence.” Among the graduates have been prominent physicians, lawyers, congressmen, engineers, teachers, and ministers. Two alumni received the coveted Rockefeller Service Award for contributions to eastern Kentucky.

B. Alice Lloyd College Today

Today, Alice Lloyd College continues as a private, independent, co-educational college dedicated to training leaders for central Appalachia. It is also one of only seven work colleges in America requiring all full-time students to work as a condition of enrollment. The Student Work Program establishes a work ethic and prepares students for future employment. All full-time students are required to work from 10-20 hours per week as a condition for graduation.

Alice Lloyd College is unique in many aspects. For example:

- It is the only four-year liberal arts college in the nation actively recruiting students exclusively from Appalachia. Eighty-two percent of the counties listed as economically distressed in the Appalachian Regional Commission’s 2009 report are located within the 108 county service area of the College;
- It guarantees tuition to all full-time students from the 108-county service area including parts of KY, OH, VA, WV, and TN. Full-time students from the service area with low family incomes qualify for an *Alice Lloyd College Opportunity Grant* covering room and board.
- In recent years Alice Lloyd College has been ranked the #1 private college in America by *U.S. News and World Report* magazine for graduating students with the least amount of debt;
- 5. Alice Lloyd founded the Caney Cottage Scholarship Program in the 1930s to support graduates continuing their education at the University of Kentucky (UK) or other graduate or professional schools. During this time, she also purchased a house, and later a second one, and property on Clifton Avenue, in Lexington, Kentucky, to house Caney Scholars continuing their studies at UK. A new residence hall was built in 1992 on Rose Lane to replace the older facilities. Today, the Caney Scholarships are offered on a competitive basis to students who qualify. Over the years, hundreds have been assisted through this program. Students will be pursuing graduate and professional degrees with financial assistance from the College during the 2011 spring and fall semesters. For those students in graduate programs at schools other than UK, scholarship stipends are also available to qualifying graduates.
- Because more than 90% percent of the faculty and senior administrative staff reside on campus, faculty members are easily accessible to their students and visible to them in a variety of situations. Ideally, the campus environment is a caring community where dialogue and reflection promote a favorable learning climate.

The community of Pippa Passes, the home of Alice Lloyd College, derives its name from the poem-drama, *Pippa Passes* by Robert Browning. Through her song, Pippa influences troubled lives for good. The poem reflects "the influence of unconscious good on the world." Service to the community follows this philosophy as it seeks to expand the scope of the total learning experience. The College continues to maintain, as in the early days, that the purpose of an education is service; therefore, the College is ever seeking avenues of service for staff, faculty, and students.

Pippa Passes is a rural community with a population of 288. The largest town an hour away from Pippa Passes is Pikeville with a population of 6,418. The majority of ALC’s students are from rural areas in

Appalachia. More than 80% of Alice Lloyd College's four-year graduates stay in or return to Appalachia. Approximately, 65% of Alice Lloyd College students began work in Appalachia within six months after graduation, while 26% continued their studies at graduate and professional schools.

C. Organization of the College

A Board of Trustees oversees the College. Direct governance of the College is established with the President, who is assisted by a cabinet consisting of the officers of the College who direct the programs and operations of the organization.

The academic program has four major divisions: Humanities, Natural Science & Mathematics, Social Science & Business, and Education. These divisions offer a Bachelor of Arts or Bachelor of Science degree in a total of 16 majors. Each division operates under the direction of a Division Head. Individual departments (Business Department, English Department, TEP, etc) are headed by a Department Chair. ALC faculty also elects a Faculty President and hold monthly meetings where they make curricular decisions and direct the College's academic programs.

II. TEACHER EDUCATION UNIT

A. Education Unit Mission Statement

The mission of the Alice Lloyd College Teacher Education Program is to educate teacher candidates for positions of leadership in which they demonstrate character, capability, and service.

The mission of training leaders to serve Appalachia was a vision of Mrs. Lloyd's, and it remains the vision of Alice Lloyd College today. The need for educated leaders was and is evident because of the isolation of the area. Because of improved transportation and technology, the isolation issue is not as severe now as it once was, but educators even today must occasionally travel hundreds of miles for professional development. Alice Lloyd and June Buchanan visualized teaching and training the people of Appalachia to be self-sufficient within the Appalachian area. Their vision was not to allow barriers to keep the people of Appalachia from having the services necessary to live a full and meaningful life, but instead, to train the people to be doctors, lawyers, and teachers and instill the value of being a servant leader to the people of Appalachia. Many have thought that Mrs. Lloyd's vision and her views on leadership were inclusive and comprehensive. The vision of the TEP is also to teach and train effective educational leaders for Appalachia.

B. Education Unit Philosophy

TEP faculty members value educational practices shown by research to positively impact the capabilities of learners. They strive to model these research-based best practices with students in their classes so that the students learn not only the content required of the class but also strategies for implementation of best practices. Among the research based practices and philosophies modeled by the TEP faculty are differentiated instruction, constructivism, and collaborative learning.

C. Education Unit Purpose

The purpose of the Alice Lloyd College TEP is to provide and enhance the experiences of teacher candidates in order to develop their character, capability, and service through standards-based educational experiences. In developing these dispositions, each teacher candidate will possess the necessary leadership skills and dispositions to ensure that he or she will become an effective educational leader. When looking at Alice Lloyd College and the TEP's mission statement, philosophy, and purpose, it is evident that leadership is an integral part of the overall structure of Alice Lloyd College. Through a commitment to academic excellence, diversity, and technological expertise, teacher candidates develop the dispositions of character, capability, and service as they progress through the TEP in their chosen field of study. As teacher candidates exit the TEP, they will have matured in the dispositions of character, capability, and service to the point that they are ready, willing, and able to be the educational leaders of tomorrow.

D. Education Unit Governance

The Education Division/TEP, employs three faculty members who work full-time in the TEP. Two additional faculty members work in the Physical Education Program, are full-time to the College, and members of the Education Division. The unit's three faculty members perform teaching assignments and the following duties: Division chair, Director of Institutional Research (College and TEP), Director of Field and Clinical Experiences, and Certification Officer. There are also two part-time (full time to the college), and two adjunct faculty members. The division also employs one full-time administrative assistant. Collectively, this group makes day-to-day decisions and program changes concerning the operation of the TEP.

Additionally, the TEP Committee, a group comprised of TEP and ALC faculty as well as teachers and administrators from the P-12 community, holds regular meetings to help assess the effectiveness of the TEP and offer guidance and suggestions for improvement of the program.

E. Education Unit Programs

In September 2008, the programs of Elementary Education (P-5), Middle School Education (5-9), English Education (8-12), Biological Science Education (8-12), Mathematics Education (8-12), Social Studies Education (8-12), Earth & Space Science (8-12), and Physical Education (K-12) were reviewed by the Kentucky Education Professional Standards Board. These programs were found to be in compliance. In August 2011, the Kentucky Education Professional Standards Board approved the discontinuation of the Earth & Space Science (8-12) program due to low enrollment and difficulties in finding student teaching placement. Therefore, Alice Lloyd College presently awards teaching degrees in seven approved areas of concentration.

*For detailed descriptions of individual programs, refer to the *Alice Lloyd College Catalog*.

III. Theme

A. LEADERSHIP

Teachers Serving the People of Appalachia as Educational Leaders

Leadership refers to the process of influencing others through the creation of a shared vision.

The mission of the TEP demonstrates the instillation of leadership qualities through the development of the following dispositions: character, service and capability. These Disposition Demonstrators provide evidence of performance assessments in each disposition. ALC Outcomes also demonstrate a connection to the leadership definition, attributes and dispositions as shown in Table 2. Alice Lloyd College and the TEP believe in the premise that everyone can be a leader as evidenced in the ALC “Leadership U” campaign.

Mrs. Lloyd may well have agreed that such a definition of leadership is appropriate for the institution she helped to establish. Her view of influence linked leadership and commitment to service, and encompassed the type of positive influence that could be exercised at all levels. Mrs. Lloyd desired to see influence exercised by individuals who would use their influence to help others. She possessed a view of leadership that was broad enough to include those who exert influence in the limelight of public office, as well as those who less conspicuously influence future generations in the classroom and the home. Mrs. Lloyd’s vision continues to influence decisions made at Alice Lloyd College today.

In *Guiding School Change* (2001 p. 153), Rust and Fredius argue in support of the age-old aphorism “two heads are better than one” or the similar “what we can do together is far greater than we could do alone.” By supporting opportunities for learning and networking with the P-12 community, the TEP is providing collaborative experiences that teacher candidates can model. The educational experiences for teacher candidates have been designed to instill the dispositions of character, capability, and service, thus equipping each candidate with the necessary leadership skills and knowledge to become catalysts for change who will assist the Appalachian region’s move into the Information Age. The leadership standard is implemented in the leadership class **LE 101: Foundations of Leadership in Education**, which is required for all first-year students at ALC. The students in **LE 101** are required to do research papers and class projects/assignments concerning leadership.

The TEP provides teacher candidates with a standards-based education and resources that emphasize the definition and attributes of leadership. Therefore, the ALC TEP has intertwined the Kentucky Teacher Standards and indicators and the ALC Student Outcomes through providing a variety of experiences for teacher candidates.

Table 1: Alignment of Kentucky Teacher Standards and ALC Student Outcomes.

Kentucky Teacher Standards	ALC Student Outcomes
2, 10	5, 6, 7, 8, 10
1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
4, 5, 6, 10	5, 8, 10
1, 2, 4, 6, 8, 9, 10	1, 3, 5, 6, 7, 8, 10

B. PROFESSIONAL COMMITMENTS

Knowledge Base

In order for educators to be effective in the classroom, they must have a knowledge base in their respective field (Evans, 2008; Grossman, Schoenfeld, & Lee, 2005; Horowitz, et al., 2005; Morrison, 2009). Teacher candidates build their knowledge of teaching and knowledge of learners. The emphasis in the 21st century is on the development of educational systems and units of study that help people to think critically and problem-solve. Teachers should not only be content knowledgeable but should also be versed in how to guide and nurture the learning process through the application of appropriate learning theories (Alutu, 2006; Schunk, 2004). Differentiation, constructivism, and collaborative learning serve as the basis to build teacher candidate knowledge which are aligned to state and professional standards.

Differentiated instruction is characterized by the recognition of students' varying background knowledge, readiness, language, preferences in learning, interests, and abilities (Ormrod, 2008; Rushton, Eitelgeorge, & Zickafoose, 2003; Strother, 2007). The intent of differentiating instruction is to maximize each student's individual success and to help them grow academically by determining where each student is and assisting in the learning process (Hall, 2002). Teaching each student from his or her point of entry into the curriculum and perspective as a learner is a goal beyond the grasp of even the most expert teacher. "The outcome for students who are outliers, however, is likely to be vastly different when a teacher pursues that elusive goal than when the teacher—by intent or default—abandons it" (Tomlinson, 2003). The practice of differentiating instruction is evidenced in TEP classrooms when students participate in strategies to assess prior knowledge, self-select groups to study different aspects of a problem or situation, present information in self-chosen ways, or participate in formative assessments that help guide the teaching of the class.

Constructivism is a philosophy of learning that maintains that learners come to learning situations with knowledge gained from previous experience, and that this prior knowledge influences what new or modified knowledge they will construct from new learning experiences (Ives & Obenchain, 2006; Sousa, 2006). Further, learning is active rather than passive. Learners confront their previous understanding in relation to what they encounter in the new learning situation. If what they encounter is inconsistent with their current understanding, their understanding can change to accommodate the new experience. Constructivism has important implications for teaching that can be observed in TEP classes at ALC. First, it requires teachers to act as guides who provide students with opportunities to test the adequacy of their current understandings. Second, it requires teachers to assess prior knowledge and challenges them to provide learning environments that utilize inconsistencies between learners' current understandings and the new experiences they need to raise their level of understanding. Finally, it challenges teachers to ensure that students take an active role in the learning through reflective discussion and testing of their ideas. (Hoover, 1996; Vosniadou, 2003)

Collaborative learning is an instructional strategy that values students working together to solve problems and finds answers to high level questions. "Researchers report that, regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats" (Davis, 1993). Shared learning gives students an opportunity to take responsibility for their own learning, engage in discussion and become critical thinkers (Tollefson, 2006; Totten, Sills, Digby, & Russ, 1991). Students have many opportunities in TEP classes at ALC to participate in a variety of collaborative groups to solve various problems and become critical thinkers and valued members of their groups.

With the knowledge of teaching and learning, teacher candidates will be able to implement student-centered strategies in the classroom including opportunities to: (a) socialize in groups, (b) make connections between previous and new learning, (c) engage in higher-order thinking, and (d) take part in activities based on learning preferences and interests (Caine & Caine, 2006a, 2006b; Gulpinar, 2005; Jensen, 1998; 2008; Tomlinson, 2004, 2007).

Dispositions

The Jossey-Bass Reader on Educational Leadership (2000, p. 103) states dispositions often occupy center stage, because “dispositions are the proclivities that lead us in one direction rather than another within the freedom of action that we have.” In many fundamental ways they nourish and give meaning to performance. Over time, we have grown to understand that these elements—knowledge, dispositions, and performances—belong together.

Pursuing the visions of Alice Lloyd and June Buchanan, Alice Lloyd College and the Teacher Education Program produce graduates who will lead both within and outside of the region in which they reside. The Alice Lloyd College Student Outcomes are the objectives that enable teacher candidates to reflect the mission, philosophy, and purpose of the College. These student outcomes and the aligned dispositions they address are found in Table 2.

Table2: Alice Lloyd College Student Outcomes Aligned with Unit Dispositions

Alice Lloyd College Student Outcomes	Education Unit Dispositions
1. The ALC graduate will have knowledge in the arts/humanities, social sciences and sciences, and a comprehension of their impact on the individual and his/her culture.	Capability
2. The ALC graduate will be able to communicate effectively through the spoken word, the written word, and the use of the other abstract systems.	Capability
3. The ALC graduate will be able to think critically and solve problems.	Capability
4. The ALC graduate will be able to integrate knowledge and concepts across the curriculum.	Capability
5. The ALC graduate will possess the personal attributes of adaptability, open mindedness, tolerance for others’ ideas, self-reliance, compassion, and a love of learning.	Character
6. ALC graduate will have a commitment to high moral and ethical standards consistent with Christian values and beliefs.	Character
7. The ALC graduate will possess leadership qualities and an inner sense of mission to serve others.	Service
8. The ALC graduate will have a great sense of work ethic, including an appreciation for the dignity of work and its importance in society.	Service
9. The ALC graduate will possess the knowledge, skills, and personal attributes to function effectively in the workplace.	Character, Capability, and Service
10. The ALC graduate will have an understanding of multi-cultural, multi-national issues and the necessity of global perspectives in solving problems facing Appalachia and the in the twenty-first century.	Character and Capability

Character refers to ethical values that guide our choices and lead to our standards of conduct.

Character is guided by attitudes and values such as caring, respect, responsibility, honesty and fairness. ALC teacher candidates will exhibit a high degree of moral character and act responsibly inside and outside the classroom. Character behaviors or social skills are easily learned through modeling. The TEP's goal is to pass on these attitudes and values. According to Ruby Payne (2001, p 59) these ethical values that guide our choices and lead to our standards of conduct are different depending upon the class to which we belong. For example, we might consider education. For the poverty class, education is valued and revered as abstract but not as reality. People who live in poverty see their world in terms of local settings, while the worldview of the middle class is shaped from national –and even global—settings and perspectives. The differing standards of conduct resulting from these socioeconomic worldviews have major implications for the educational process. It is unfortunate that many teachers avoid talking about any kind of diversity, including socioeconomic diversity, because they believe that teaching “values” is not their job. The reality, however, is that value-free teaching does not exist (NEA Higher Education Advocate, 2007, p 7) and failure to recognize and work with the differing worldviews in the classroom will inhibit the learning process.

In Appalachia, predominately middle class educators serve large numbers of students from the poverty class. At ALC, 60% of incoming students are eligible for the Pell Grant, indicating a family income below poverty level. This being said, poverty is no excuse for teacher candidates not becoming effective teachers/leaders. In an interesting study, Langer (2000) compared students in demographically similar schools who were considered to be at risk for failure. She wanted to know why some teachers' students were succeeding while others were not. Although Langer found several important differences, one of the most important was that the teachers of the more successful students showed signs that they cared about the students and about the students' success (Langer, J. A. 2000).

Character results in social behaviors. It is essential that ALC TEP candidates establish social skills and become role models for the young population at present and also in the future. However, statistics show that little emphasis is placed on committing support toward behavior. When US policies are taken together, the results do not argue for a strong state policy commitment to behavior support in schools. Only 16 states (31%) included a formal commitment to providing children with the social skills needed to be effective members of society. However, approximately 76% of the states expect both general and special education teachers to be skilled in classroom management (Doolittle, Horner, Bradley, Sugai & Vincent 2007, p.242).

It seems that a general consensus regarding how to prepare and support educators for the task of improving student social behavior does not yet exist, as considerable variability was found across certification requirements for general educators, special educators, and principals. Now that the federal government has placed a greater emphasis on supporting student social competence, it is the responsibility of states to include student social behavior in their overall mission/goals. The small number of states (16) with mission statements that contained even minimal mention of social behavior demonstrates that the social behavior of children is not yet a top priority across the nation, yet according to Doolittle, et al, educators and researchers continue to find that academic success is intrinsically linked to behavioral success (2007, p.243).

The findings are that most schools do not formally commit themselves to include character/social behavior in their curriculum. However, ALC places great importance on character as evidenced in the ALC Outcomes number 5 and 6. The Kentucky Code of Ethics for teacher educators provides the guidelines for teacher candidates' behaviors. Demonstration of appropriate social behavior is the foundation for

character, and following these guidelines becomes a way of life for teacher candidates. Teacher candidates continue to follow the Code of Ethics in their professional career. All people are expected to live in this world and work together to become productive members of the learning community by following rules, code of ethics, and laws. The same expectations apply to ALC teacher candidates.

Character is measured through the teacher candidate's personal attributes and work ethic. Personal attributes are based on the character pillars of trustworthiness, respect, responsibility, fairness, caring, and citizenship. Character is assessed through letters of reference submitted by home community persons who are familiar with the teacher candidate's background. In addition, ALC faculty members who are knowledgeable concerning the teacher candidate's personal attributes are asked to submit references prior to the teacher candidate's admission to the TEP.

Work ethic is assessed through evaluations of performance in the Student Work Program, as well as the letters of reference submitted by ALC faculty members. These evaluations and references address the teacher candidate's initiative, creativity, responsibility, and dependability while in the ALC workforce as well as the pillars of character.

Capability refers to the ability to use knowledge and skills through critical thinking, creative thinking and self-regulated thinking to make inferences for the big picture in a way that positively influences others.

The definition of capability is derived from Marzano and Pickering's cluster of the habits of mind. Marzano and Pickering, et al. (1997, p. 267) discuss the culture reinforcing each cluster of the habits of mind. These are critical thinking, creative thinking and self-regulated thinking. Thus the importance of the environment (culture) in teaching and learning must be conducive to improved student learning. While preparing teacher candidates who will be serving the children and people of Appalachia as educational leaders, the TEP recognizes that we must prepare students to deal with the generational poverty that is so widespread in Appalachia. Ruby Payne (2001, p 64) defines generational poverty as having been in poverty for at least two generations. She also states that one of the reasons it is getting more and more difficult to conduct school as we have in the past is that the students who bring the middle-class culture with them are decreasing in numbers, and the students who bring the poverty culture with them are increasing in numbers (Payne, 2001, p 79). Low achievement is closely correlated with lack of resources, and numerous studies in *A Framework for Understanding Poverty* have documented the correlation between low socioeconomic status and low achievement (Payne, 2001, p 116). Understanding the ramifications of living in poverty is as critical when considering the large number of special needs students in Appalachia as it is when considering the large, racially diverse populations receiving special services in urban areas.

In order to better serve the students of Appalachia, the TEP field and clinical experiences for teacher candidates allow them to network with classroom teachers who are practicing educators in Appalachia, educators who are experienced in dealing with students living in poverty and students suffering from neglect and abuse. Planning activities in a culture/school environment allow teacher candidates to grasp the concepts and develop the capabilities to implement strategies in the P-12 environment that impact all students. These goals address ALC Outcomes 2, 3, and 4 (Table 1). The working portfolio, the modified Teacher Performance Assessment addresses the Kentucky Teacher Standards, indicators, and ALC Standard X. These documents, along with Praxis test scores, are assessments that verify teacher candidates' capabilities.

Stages 1, 2, and 3 set the established criteria by which teacher candidates can achieve successful measurable results within the TEP. Table 4 provides a graphic illustration of the stages in the ALC teacher preparation process. A portfolio is required that is assessed by meeting the Kentucky Teacher Standards and indicators. The modified Teacher Performance Assessment, a collection of a teacher candidate's work, is required at Stage 3 during the clinical experience. Projects of Western Oregon University and the project on teacher work samples in the state of Kentucky support a standards-based practice. These projects have resulted in changing the EPSB-based nine Kentucky Teacher Standards to Teachers Standards based on ten standards including a tenth standard, leadership. Beginning in January 2008, teacher interns in Kentucky no longer had a choice; there was only the Teacher Performance Assessment. Teacher candidates at ALC have been involved in this standards-based assessment since summer 2005. Candidates must demonstrate a letter grade of "C" in order to pass. This standards-based assessment of Kentucky Teacher Standards and indicators as shown in the Disposition Demonstrators show teacher candidates' capabilities. Gerod, et al. (2002, p.52) writes that TWSM (teacher work samples) provides a vehicle through which the abstractions of standards-based teaching and learning can be translated into practice and, under appropriate conditions of design, establishes a means for assessing whether a prospective teacher can in fact help all pupils progress toward the high standards for learning that states and communities increasingly expect of children.

The combination of general education courses and the required courses for each teacher candidate's chosen field of study prepares the teacher candidate to be a life-long learner through professional development. The TEP provides teacher candidates the necessary prerequisites to demonstrate the content, pedagogical, professional knowledge and skills for designing developmentally-appropriate lesson plans/activities and working with diverse populations in the P-12 classroom.

Capability for effective teaching is maintaining a positive attitude, regardless of student abilities and backgrounds. Teachers with high levels of personal teaching efficacy believe that they can positively influence student achievement and motivation (Hoy, 1998). Research studies show that teacher efficacy correlates positively with student achievement, teachers' willingness to implement innovations, less teacher stress, less negative affect in teaching, and teachers' willingness to stay in the field (Carlson, Lee, Schroll, 2004). In their progression through the TEP, teacher candidates have demonstrated their capability and determination by staying the course to becoming Appalachia's future educational leaders.

The pillars of capability include general and professional knowledge; critical thinking; and creative thinking. Capability is measured in part by the teacher candidate's general and professional knowledge. The knowledge is assessed through his/her grade point average (GPA). Teacher candidates must maintain a 2.75 GPA throughout their progress in the Teacher Education Program. As a part of their professional knowledge, critical thinking, and creative thinking are assessed in the PRAXIS II examinations which must be successfully completed prior to entry into the student teaching clinical experience as well as completion of educational course assignments which require the teacher candidate to demonstrate his/her capability to use knowledge and apply it to improve P-12 student learning.

<p><i>Service</i> refers to the process in which one gives without concern for personal gain in order to enhance the betterment of a particular cause. This service in turn, gives a psychological, emotional, and spiritual intrinsic reward.</p>

The mission statements of Alice Lloyd College and the TEP reflect the disposition of service to others and to the community. The servant leader is the person who makes sure that other people's highest priority needs are being served. Of primary interest to the servant leader are the questions: do those served grow as persons, do they become healthier, wiser, freer, and more likely themselves to become servants (Wren, 1995, p. 22). This is the impact that the TEP strives to make on teacher candidates.

Federal and state governments have funded programs and created laws that target specific groups needing assistance. These groups-minorities, students with exceptionalities, and students from low socio-economic and impoverished regions-are usually the recipients of these federal and state services, and the Appalachia region is almost always targeted to receive these funds. An example of one such program is the early childhood education program Head Start, funded to serve African-American children in inner-city ghettos, Native American children isolated on reservations, and white children in rural Appalachia. In Hart and Risley's *Meaningful Differences*, the discussion follows the War on Poverty, a cause the authors committed to in the 1960s. The aim was to interrupt the cycle of poverty, to end the economic disadvantages arising from employment disadvantages, which had their sources in the educational disadvantages that resulted from growing up in poverty. Because poverty was differentially prevalent among minorities, racial discrimination had to be targeted. But race, rather than the cycle of poverty, was a central issue only in designing strategies to preserve cultural identity within mainstream society. All across the country, experts in early childhood education designed intervention programs to give children isolated in poverty the social and cognitive experiences that underlay the academic success of advantaged children. It was thought the War on Poverty could change children's lives within a generation. Events continue to remind us that the War on Poverty did not succeed (1995, pp. 1-2). The No Child Left Behind Act is another effort to level the playing field for children who need additional support. ALC teacher candidates perceive poverty as a barrier, but not one that is insurmountable. Most of the teacher candidates live in Appalachia, and poverty is a way of life with which they are familiar. Their attitude is that they have the knowledge, the skills, and the experiences to prepare them to help the children of Appalachia learn. Choosing the teaching profession means more to these students than choosing a job. It means providing a service that will have an impact on future generations.

Rural Teacher Recruitment and Retention (2005) identifies four challenges related to recruiting and retaining teachers in rural areas. These four challenges are:

1. Lower Pay
2. Geographic and social isolation
3. Difficult working conditions, such as having to teach classes in multiple subject areas
4. NCLB requirements for highly qualified teachers
 - Many rural teachers will need certification in multiple subject areas
 - Professional development opportunities can sometimes be scarce in rural communities (p7).

When considering the above challenges, the role of service to teacher educators is extremely important to teachers in the isolated area of Appalachia. Learning experiences are designed not only for candidates to gain field expertise, but to provide services to schools and communities. The teacher candidate performs various service tasks during field and clinical experiences including tutoring, serving as an instructional assistant, and teaching lessons, along with other services that provide needed support for the students and teachers of Appalachia.

The teacher candidate is part of a support system resource that means he or she has family, friends, and backup resources available to access in times of need. These are external resources. Other support resources include knowledge bases. Support systems need to include the teaching of procedural self-talk, positive self-talk, planning, goal-setting, coping strategies, appropriate relationships, options during problem-solving, access to information and know-how, and connections to additional resources (Payne, 2001, p97). Relationships/role model resources provide frequent access to supportive adult(s) who are nurturing to the student, and who do not engage in self-destructive behavior. It is largely from role models that a person learns how to live life emotionally (Payne, 2001, pp 16-17). Teachers and administrators are

much more important as role models than has previously been addressed. The greatest free resource available to schools is the role modeling provided by teachers, administrators, and staff (Payne, 2001, p87). The teacher candidate's field and clinical experiences place him or her in the role of modeling for P-12 students.

TEP staff work as role models to teacher candidates. Having lived and worked in Appalachia, we are modeling that service is more important than higher pay, urban settings, and conveniences. Teachers and administrators in schools that offer experiences in field and clinical experiences also serve as role models for teacher candidates in demonstrating that caring for others in trying to make their lives better is worth more than money. Helping others becomes the intrinsic reward. By instilling the disposition of service, the teacher candidates of ALC will strive to break not only the cycle of poverty, but also any diversity bias that exists. Education for all Appalachians for the betterment of the community is a primary goal of ALC and the TEP.

Pillars of service include the college, school, and community. Service is measured by one's spirit of volunteerism. There are numerous opportunities for teacher candidates to serve the neighboring schools, volunteering to work with students with specific needs. Teacher candidates volunteer to tutor students who need remediation assistance in reading, math and other subjects. Volunteers also work with accelerated students who have special interests. In addition to tutoring and volunteering in the community, teacher candidates demonstrate service by participating in college clubs and KEA-SP sponsored activities.

Commitment to Diversity

Being an educational leader in rural areas is wrought with challenges. These include the effort to impose on rural schools a standardized and homogenized system of schooling based on urban models (Mulcahy, 1996; 1999), lack of resources for schools because of fewer numbers of students (Stern, 1994), and a lack of value in American society for ruralness (Hass, 1991). It is imperative that the educational leaders that complete the teacher education program at ALC are properly prepared to meet these challenges.

Often, rural schools are thought of simply as smaller versions of urban schools and universal remedies are advocated to solve what are seen as universal education problems. However, the culture, resources, and community must be considered when making decisions about education in rural schools. Rural leaders must recognize this and they must be trained to think within the particular rural context of their school and community. Most important, they must have the knowledge base and courage to act within that context. This is challenging given the current era of national standard-setting and standardized test accountability systems geared to an urban school model. These leaders must be trained to take full advantage of the benefits that occur in rural schools: lower class sizes, smaller schools, the establishment of a sense of community, service education, multi-age groupings, cooperative learning, interdisciplinary projects, paired teacher-student advancement, integration of the community into the program of study, and an emphasis on returning the personal to what has become in large schools an impersonal enterprise (Smith, 1991, p. 44).

A part of the context of a rural school may well be its lack of resources. While this can be a challenge, there are often ways to involve the community in garnering the resources that will make a school successful. The link between school and community is especially strong in rural areas where schools often serve as community centers. Rural school leaders tend to be highly visible and have strong connections to the community. Preparation programs need to help rural school leaders become careful listeners and communicators and learn how to nurture partnerships with constituents, school-board members, and a wide variety of community players to advance school goals (Institute of Educational Leadership, Inc., 2005)

A final challenge for rural education leaders is the lack of value for and the prejudices against rural people and places. “Rural students seem to have internalized those prejudices, and they often seem to have an inferiority complex about their origins (Hass, 1991, p. 14). Leadership practices are called for that significantly and positively help develop people by offering intellectual stimulation, providing individualized support and providing an appropriate model (McColl-Kennedy and Anderson, 2002). By helping rural students to overcome feelings of inferiority about their origins, we can begin to develop shared understandings about the purposes and goals of schooling in rural communities that can undergird a sense of purpose or vision (Hallinger and Heck, 2002).

The ALC TEP recognizes that there are many forms of diversity, resulting in diverse learning stages. ALC’s commitment to educating leaders is reflected through the assessment of the dispositions of Character, Capability, and Service as they relate to ALC Student Outcomes, Kentucky Teacher Standards/Indicators and Specialty Professional Association Standards (Table 3). These dispositions reflect the value of individual differences and the huge challenges facing educators who elect to teach and serve the people of Appalachia. The dispositions are assessed in Stage 1, the initial admission to Teacher Education Program-beginning of sophomore year; Stage 2, admission to student teaching-Senior year, last semester; and Stage 3, exiting the program-Senior year, last semester, graduation.

While eastern Kentucky has a relatively homogenous racial population, great diversity exists within the region when socioeconomic factors are considered. Likewise, there are many special-needs children within the area, as well as students from extremely rural settings. The TEP works to ensure that teacher candidates are not only aware of but also able to work with students who make up populations of diverse ethnicity, gender, socioeconomic status, country or region, age, physical ability, family background, educational history, and physical appearance.

All teacher candidates are required to take EDUC **211**: *Racial and Cultural Minorities*, as a foundation course for understanding minority group responses and perspectives. All ALC students are required to complete **CIS 110**: Introduction to Computer Information Systems, which is taught by an African-American instructor. All ALC students are also required to complete at least one Mathematics course in their General Education requirements, and every Mathematics course is taught by either a professor who represents ethnic diversity or has a physical disability.

Field and clinical experiences are presently designed to include classrooms with racially diverse students. Beginning spring 2011, all teacher candidates in EDUC 309: *Exceptional Children* and EDUC 322: *Content Area Reading* are required to complete field observations hours at Frenchburg Job Corps Center in Frenchburg, KY whereby 70% of the student population is African American followed by 28% White, and 1-2% Hispanic. Therefore, all teacher candidates experience classrooms with racially diverse students as well as learning disabled students. Additionally, the recent completion of two media centers on the ALC campus will allow candidates to interact with racially diverse students and teachers in urban settings. Candidates also interact with African American educators who conduct seminars for candidates here at ALC each semester. We continue to search for diverse permanent faculty for the TEP, and to develop quality experiences with diverse populations for our candidates.

Diverse students have diverse learning styles. ALC agrees with the NEA Higher Education *Advocate* (Vol. 24, No. 6, June 2007) that, “each student is a unique combination of experiences and identities, most of which will be invisible to us. Our classes take place in the larger context of their lives. Anything we bring into the classroom has the potential to connect to their lives often having an emotional impact (good or bad) that can affect their learning. We won’t always know when, how, or why these connections occur, but we need to assume they will and be open to them.” Students are diverse in more ways than we will probably

ever know, but we start with the assumption that great diversity opens our classrooms up to exciting and constantly changing possibilities.

The ALC TEP is dedicated to preparing its candidates to work with a diverse range of students exhibiting a variety of learning needs. ALC teacher candidates are involved in activities such as required lessons addressing racially diverse populations and students with IEPs, Safe Halloween, and Dr. Seuss Reading Day sponsored by KEA-SP and a Global Awareness Week. TEP students plan integrated reading and small group activities such as literature circles, reading with movement to music and art, and games.

Additionally, Alice Lloyd College provides opportunities for international travel and study for both faculty and students through scholarship programs provided by the Appalachian College Association (ACA), the Private College Consortium for International Studies (PCCIS), and the Association of Independent Kentucky Colleges and Universities (AIKCU). Teacher candidates have taken part in these programs in the past. For example, during fall 2006 a teacher candidate spent the semester studying in England as part of the ACA and PCCIS programs. All of these programs enhance the experience of the participant and add to his or her understanding of diverse populations.

Commitment to Technology

Alice Lloyd College provides each faculty member with an office that has a computer and access to the Internet. A computer lab in the TEP department, a computer lab in the library, and Internet service in the dormitories afford candidates the opportunity to research and use the Internet as needed. Technology is not a line item on the budget, but the TEP is provided these resources in addition to the allocated budget.

Technology expertise is developed in teacher candidates and through the following activities and classes: **CIS 110:** Introduction to Computer Information Systems and **EDU 370:** Computers and Multimedia for Teachers. These classes are required for all teacher candidates. Internet research is required in education classes, and email is required for communicating with TEP staff, P-12 cooperating teachers, and other teacher candidates. KEA representatives, KET, KEA-SP and the P-12 community, provide technology and professional development trainings for faculty and teacher candidates. An example of KEA-SP training involves a seminar in using Smart Boards to integrate technology into the curriculum. Other technological resources include a link on the ALC website allowing faculty and teacher candidates to conduct research. TEP staff and students also use the interactive white board. Much of the technology expertise that teacher candidates possess is also used to train P-12 staff and faculty, and any questions related to technology can be relayed to the ALC Campus Technology Director. Finally, KET Encyclomedia is utilized to develop strategies and techniques for lesson plan delivery by teacher candidates and TEP faculty.

Making the tools of technology available is important, but that's just the first step. Fully preparing and supporting educators in the instructional use of technology is critical. Teachers and school staff must know how to do more with technology than simply automate practices and processes. They need to learn to use technology to transform the nature of teaching and learning (Egbert, 2009; NEA, 2007, p 1; Pletka, 2007; Roblyer, 2005). By incorporating technology, TEP faculty and teacher candidates are able to create lesson plans and integrate Power Point presentations and other technology programs that are used for instructional strategies. Using technology is also a means for documenting student progress and storing analyses of TEP's work that will be used to make informed decisions for future instruction or program improvements.

In creating the modified Teacher Performance Assessment, teacher candidates demonstrate their knowledge and capabilities of the Kentucky Teacher Standard IV, indicators and the use of technology through tasks C, G, and I. Teacher candidates enhance the learning process through the effective use of integrated forms

of technology. The teacher candidate may use PowerPoint or the Interactive Whiteboard in presenting and assessing a particular lesson. Reflecting on and assessing these methods determine whether or not the lesson was a success. The teacher candidates demonstrate capability through this process of making informed decisions for future instruction.

Candidate Proficiencies

Alice Lloyd College TEP is committed to the delivery of candidate proficiencies through the ALC Outcomes, Kentucky Teacher Standards, and Specialty Professional Standards. This alignment process was a collaborative activity performed by teacher candidates and the TEP faculty.

TABLE 3: Alignment of ALC Outcomes, Kentucky Teacher Standards, and Specialty Professional Association Standards with ALC Education Classes

Education Classes	ALC Outcomes	Kentucky Teacher Standards	Specialty Professional Association Standards
FS 200	2,3,5-10	I-X	ACEI- I, II, IV, V, VIII
F 211	1-10	III	NAME
F 305	1-10	I-IV, VIII	ACEI- I-VI, VIII
S 309	1-10	I-IX	ACEI- I-IX
F 310	1-10	I-VI, VIII, IX	NASPE/AHPERD
S 315	1-10	I-III, VII, IX	ACEI- I, II, IV, IX
S 316	1-10	I-VI, VIII, IX	NSES, NCTE, NCTM, NCSS, NASPE/AHPERD
F 320	1-10	I-IV, VIII	NCTM- I-VI, VIII
F 321	1-10	I, III, IV, VIII, IX	ACEI- I-V, VIII, IX-XII
S 322	1-10	I, III, IV, VIII, IX	NCTM- I-V, VIII, IX-XII
S 323	1-10	I-X	ACEI- I-XII
F 330	1-10	I-V, VIII, IX	NSES, NCTE, NCTM, NCSS, NASPE/AHPERD
F 333	1-10	I-V, VII-IX	NCTM- I-VIII
F 343	1-10	I-IV, VIII, IX	ACEI- I-VI, VIII
F 350	1-10	I-IV, VI, VIII, IX	ACEI- I-VI
S 353	1-10	II, III, V, IX	NCTM- I, III, IV, VII, X
S 360	1-10	I-IX	ACEI- I-VIII
FS 370	1-10	I, IV-X	ACEI- I-VI, VIII, IX
FS 380	1-4, 10	VIII	NSES, NCTE, NCTM, NCSS, NASPE/AHPERD, ACEI, NCTM
FS 410	1-10	I-X	ACEI I-IX
FS 411	1-10	I-X	NCTM- I-XI
FS 412	1-10	I-X	NSES, NCTE, NCTM, NCSS, NASPE/AHPERD
FS 413	1-10	I-X	NASPE/AHPERD- I-XIII
AN 420	1-10	I-IV, VI, VIII	ACEI- I-VI, VIII, IX
AN 421	1-10	I-X	ACEI- I-IX

*FS refers to Fall and Spring semesters, F refers to Fall Semester, S refers to Spring Semester and AN refers to classes taught as needed.

Teacher candidates demonstrate the ability to monitor student learning, to collect and analyze student work, to provide feedback to students, and to make appropriate adjustments to instruction. Methodology courses provide not only methods of delivery of instruction, but also provide content information. These courses provide teacher candidates opportunities to plan for the different developmental levels and work with diverse populations that are present in P-12 classrooms. These classes also provide candidates with opportunities for learning and demonstrating skills and instructional strategies. **EDUC 330:** Methods and Materials in the Secondary Curriculum, requires 20 hours; **EDUC 316, 323, 333, 350, 360,** and **MATH 201/202** all require 10 hours. **EDUC 420:** Diagnostic Assessment for Instructional Planning and **EDUC**

421: Instructional Strategies for Exceptional Children (both special education classes) do not have required hours of observation; however, half of the teacher candidate's time is spent in collaboration with teachers who have students with special needs in the P-12 classrooms. Teacher candidates incorporate technology as a teaching tool, develop Individual Education Plans and perform and interpret assessments. The college professors of these classes monitor the completion of assigned tasks that are noted on the course syllabi, and as teacher candidates perform the field experiences, college supervisors monitor them by checking school sign-in sheets, examining Record of Field Experiences, and talking with P-12 teachers. Reflections and samples of student work are other indications of fieldwork experiences being performed. The TEP provides teacher candidates feedback during course work.

The Record of Field Experiences, included in the appendix of this document, is used to document field experience hours in addition to P-12 student demographics. The Record of Field Experiences provides the number of teacher candidates that are actually working with students with exceptionalities and racially diverse populations. Closer monitoring by the TEP professors assigning the tasks and Director of Field Experiences will ensure all teacher candidates will have these experiences during field work. These opportunities will ensure teacher candidates have the capability of designing lessons that are developmental age-appropriate and suitable for diverse populations.

C. ASSESSMENT SYSTEM

The TEP utilizes a continuous assessment system that provides for student assessment, course assessment, and assessment of the TEP. JENZABAR EX, the existing college administrative database, provides both long-term and short-term statistics about student progress, courses, and the TEP which can be used to determine the need for changes in curriculum and methodology, as well as providing feedback to students and faculty on their progress within the system.

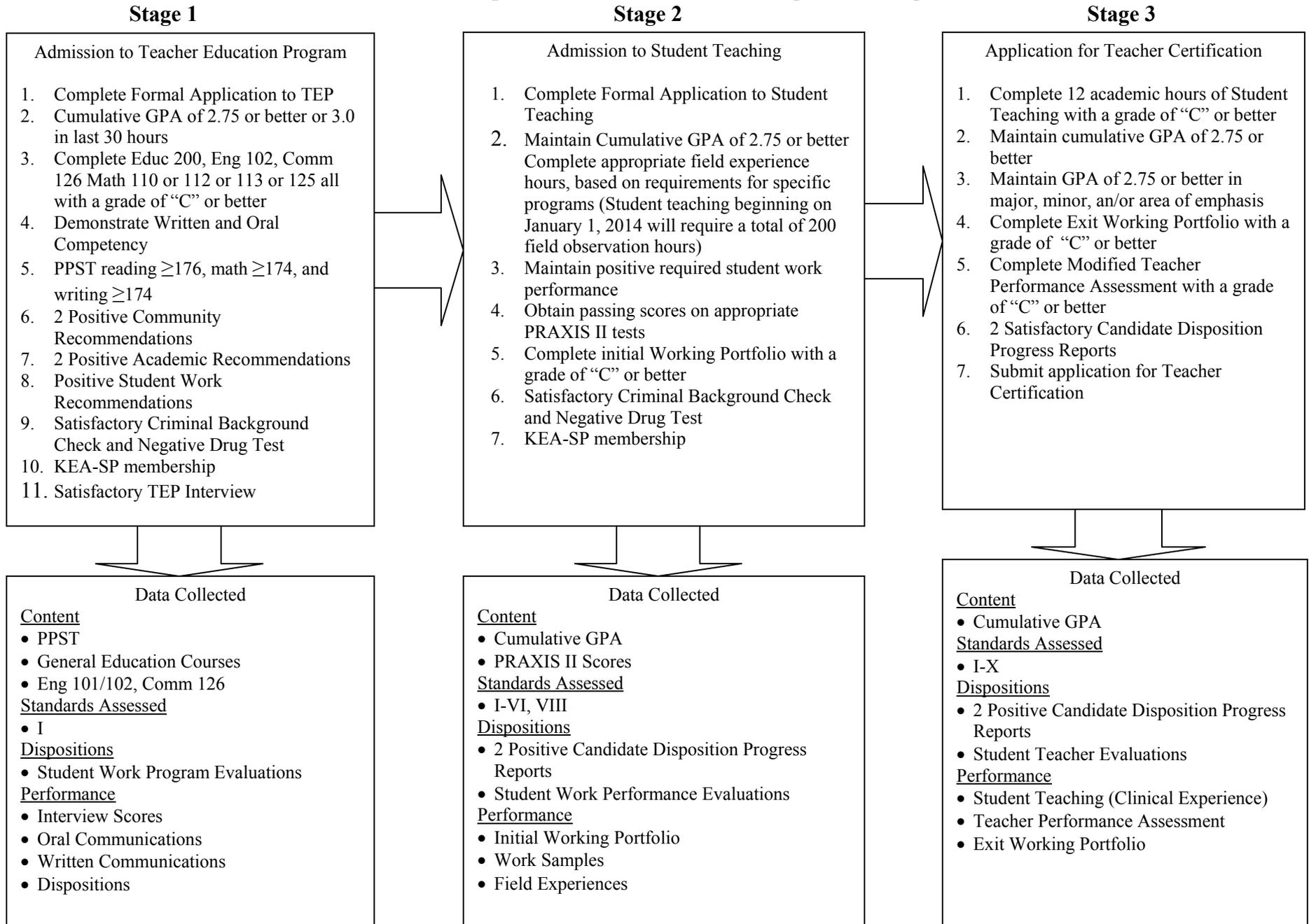
Teacher candidate information is incorporated into the JENZABAR EX database program. An additional program that ties into the JENZABAR EX database is used to track the progress of all candidates through the stages required for certification. TEP faculty advisors monitor and provide feedback through the use of the advising module. The teacher candidate's academic records and curriculum guide sheet information, PRAXIS scores, portfolio scores and modified Teacher Performance Assessment scores are also stored in this system. The Director of Institutional Research and the Education Division Chair are responsible for collecting and storing data that provides the necessary feedback for program improvements. During annual retreats (summer work sessions) the TEP analyze student work and look at documents and instruments used in the teaching of teacher candidates. Revisions are made if the analysis indicates an improvement is needed.

IV. TEACHER EDUCATION PROGRAM CURRICULUM

As entering freshmen, all students declare a major. Those students who have declared Education as their major must begin their formal preparation to become a teacher. This is done by applying to and moving through the Teacher Education Program. This process generally begins after students have completed 75% of their general education requirements and culminates in the awarding of a teaching certificate. The registrar provides a "Curriculum Guide Sheet" which directs students to the courses they need to fulfill this requirement. Academic advisors also assist students in selecting the courses they need in order to complete the necessary general education courses.

The TEP curriculum is divided into three stages. Table 4 provides a graphic illustration of the stages. At each stage, the progress of candidates is assessed to ensure that the TEP is instilling the qualities, teaching the content, measuring the dispositions, and providing the structure necessary to make certain that ALC TEP graduates possess the tools to be effective teachers. Alice Lloyd College TEP assesses qualifications of applicants by evaluating candidate performance at checkpoints beginning with Stage 1, Admission to the TEP; then Stage 2, Admission to Student Teaching; and finally Stage 3, Application for Teacher Certification. Teacher candidates' performances are monitored by TEP supervisors/advisors, Director of Institutional Research and Director of Field & Clinical Experiences as they progress through the selected program of study. Students must complete each stage before moving on to the next. The requirements for completing each stage as well as the process for applying to each stage can be found in the sections that follow.

Table 4: Graphic Illustration of Teacher Preparation Stages



Stage 1: Admission to the TEP

Requirements for Admission to Teacher Education Program

1. Complete Formal Application to TEP
2. Cumulative GPA of 2.75 or better or 3.0 in last 30 credit hours
3. Complete 75% of General Education, including Educ 200, Eng 102, Comm 126 Math 110 or 112 or 113 or 125 all with a grade of “C” or better
4. Demonstrate Written and Oral Competency
5. PPST scores in reading ≥ 176 , math ≥ 174 , and writing ≥ 174
6. 2 Positive Community Recommendations
7. 2 Positive Academic Recommendations
8. Positive Student Work Recommendations
9. Satisfactory Criminal Background Check and Negative Drug Test
10. KEA-SP membership
11. Satisfactory TEP Interview

When they have completed 75% of the general education courses, students make formal application to the TEP by completing an application which asks for specific demographic information, as well as information that will help the TEP committee make a decision as to the readiness of the student for entry into the TEP. Once the student submits the application, the Director of Institutional Research, who is also a member of the Education Department, and administrative assistant determine if the student has met all the requirements for the interview.

In order to qualify for an interview, the student must have completed 75% of the general education courses required by the College. He or she must have a GPA of 2.75 or better or 3.0 in last 30 credit hours confirmed by the Registrar. The Director of Institutional Research and/or administrative assistant confirms the candidate’s academic standing through the Registrar’s Office. The student must demonstrate written competency in standard English. This written competency is determined by performance in English courses (**ENG 101** and **ENG 102**) completed as part of the general education requirements. The student must have completed these courses with no less than a “C” in any of the English courses. The student’s oral competency is measured through his/her performance in the interview. A rubric for communications skills is included on the Interview Score Sheet in the appendix of this document. The student must rank “score point 2” or higher on the interview. “Score point 2” is the equivalent of a “C”.

In order to be interviewed, the student must have PPST scores in reading ≥ 176 , math ≥ 174 , and writing ≥ 174 . The Director of Institutional Research and/or administrative assistant uses the student’s transcript or ETS score sheet to verify this requirement. If the student does not meet the minimum requirement, provisions are made for the student to receive tutoring. When the student accomplishes the minimum requirement, he/she becomes eligible to interview for the TEP.

All prospective interviewees must have positive recommendations from members of their own community as well as faculty members at Alice Lloyd College. There must be two recommendations from their community. These can be from former teachers, former employers, or ministers, anyone who is familiar with the student. These must be positive references to the student’s abilities, character, capability and service to his/her community. The academic references from ALC must address the student’s performance in class and the student’s capability to successfully complete rigorous requirements of the teacher preparation program. A third reference is required from the Director of the Student Work Program. This recommendation should reflect a positive light on the student’s performance in the Student Work Program.

Interview

A final step in this process involves an interview conducted by members of the TEP Committee. Members ask questions of each candidate. There are ten questions drawn from the textbook used in **EDUC 200: Educational Foundations**. The textbook used is the Eighth Edition of *Becoming a Teacher* by F.W. Parkay and B.H. Stanford. In some cases, the questions come directly from the test bank provided by the publisher. Other questions are paraphrased from the test bank. Candidates are rated on their responses to five of the ten questions. A list of the ten questions is included in the appendix of this document. An interview score sheet is utilized to rate candidates on each question. A sixth category is included, “communication skills.” A rubric is provided to assess the candidate’s overall communication skills in the interview. The candidate must earn a “C” or better in the interview in order to be accepted into the TEP.

The purpose of the program entry interview is to establish a professional opinion of the candidate’s suitability for entering the Teacher Education Program. Objectives of the interview include the following:

- Confirm the candidate’s desire to enter the profession.
- Establish the extent to which the student is prepared academically to enter the Teacher Education Program.
- Confirm the candidate’s ability to communicate effectively his or her philosophy of education.
- Ascertain that the student is aware of the realities of the teaching profession.
- Assess the candidate’s skills in oral communication.
- Provide the candidate an opportunity to discuss and to form sound perceptions of the Teacher Education Program and of the teaching profession.
- Identify any area(s) in which the candidate may need to improve in order to perform effectively in the Teacher Education Program or in the teaching profession.

Following the interview, each candidate receives a letter from the Chair of the Education Department notifying him or her of the results of the interview. If the candidate successfully completes the interview process, he/she may register for advanced courses in the TEP. If the candidate is unsuccessful in the interview process, he/she may appeal the findings of the TEP Committee. This appeal must be made in writing and submitted to the Chair of the Education Department. If the Chair feels the appeal is warranted, another interview can be granted. If the Chair feels the appeal is not warranted, the student is notified to that effect. If the student is not satisfied with the decision of the Chair, he/she can appeal to the Dean of the College. The Dean of the College has the last word in all academic matters.

Clinical Experience

One of the best ways to learn about a career is to observe and participate in some of the reality-based characteristics of the occupation being considered. Fieldwork and clinical experiences required during your professional education courses are designed to give you this opportunity. To benefit fully from the field and clinical experiences, you need to realize that “observing” and “looking at” are not one and the same! Observation requires one to pay close attention to detail, to analyze, to evaluate, and to assimilate new ideas. During periods of observation, you should be seeing more than mere lesson presentation. Along with lessons, you should observe carefully for teachers’ methods of instruction; their behavior management

strategies; record-keeping responsibilities; carrying out bus, lunchroom, hallway, playground, athletic event supervision, or any other duty teachers are frequently called upon to perform.

Prior to student teaching on January 1, 2014 and later, each teacher candidate shall complete a minimum of 200 clock hours of field experiences in a variety of Primary – 12 school settings which allow the candidate to participate in the following:

(a) Engagement with diverse populations of students which include:

1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;
2. Students from different socioeconomic groups;
3. English language learners;
4. Students with disabilities; and
5. Students from across elementary, middle school, and secondary grade levels;

(b) Observation in schools and related agencies, including but not limited to:

1. Family Resource Centers, or
2. Youth Service Centers;
3. Student tutoring;
4. Interaction with families of students;
5. Attendance at school board and school-based council meetings;
6. Participation in a school-based professional learning community;
7. Opportunities to assist teachers or other school professionals; and
8. Other (prior approval required from TEP department).

Equally important are “clinical experiences” to your future success as a teacher. So-called clinical activities, in general, refer to any of the reality activities associated with teacher preparation. However, in the Alice Lloyd College Model of Teacher Education, such experiences are assigned to professional education students for execution in the college classroom rather than in the public school classroom: micro-lesson presentation before peers, cooperative learning activities that require the preparation of products or the implementation of processes that are to be demonstrated for peers, and other related activities that call for education majors to assume planning and leadership responsibilities that can be evaluated by one’s peers as well as by the course instructor.

When an opportunity arises where you are afforded the opportunity to participate in field/clinical activities, it is vitally important that you plan for success. Such professional activity is critical to your future and should be considered equal in importance to textbook theory.

The faculty of the Education Department understands there is a vital connection between knowledge and guided experiences that are reality-based. Experiences in the ALC Model build from an induction level, through development and assimilation phases and culminate in the application phase. Such a sequential progression permits students multiple opportunities to move from development of their communication skills of listening, writing and non-verbals through their identification of increased degrees of complexity in developing reflective skills, increased cooperative efforts in joint planning with public and private school teachers, and eventual application and refinement of all the components of the ALC Model.

PRAXIS II

Kentucky, along with forty-two other states, requires teacher candidates to successfully complete a series of tests for teacher certification. In Kentucky the test for teacher licensure is the PRAXIS II developed by Educational Testing Services. The PRAXIS II measures teacher candidate's content knowledge in the areas he/she will be teaching. In addition to content knowledge, the PRAXIS II also measures the teacher candidate's knowledge of the principles of student learning and the methods of teaching in today's schools. Each of these consists of a two-hour test which measures the teacher candidate's professional knowledge. In order to enroll in student teaching, teacher candidates must successfully complete both the test of content knowledge as well as the test of the principles of learning and teaching.

Stage 2: Admission to Student Teaching

Requirements for Admission to Student Teaching

1. Complete formal application to Student Teaching
2. Maintain cumulative GPA of 2.75 or better
3. Complete appropriate field experience hours, based on requirements for specific programs (Student teaching beginning on January 1, 2014 will require a total of 200 field observation hours)
4. Maintain positive required student work performance
5. Obtain passing scores on appropriate PRAXIS II tests
6. KEA-SP membership
7. Complete initial Working Portfolio with a grade of "C" or better

Portfolio

The working portfolio is a collection of exhibits that confirm the teacher candidate's progress during his/her enrollment in the Teacher Education Program. This portfolio is started during the first education class taken and progresses throughout the teacher candidate's college career. This portfolio is based on the Kentucky Teacher Standards and is used as a method of assessing teacher candidate's competencies for teacher certification. The portfolio is evidence that the teacher candidate understands and can carry out such tasks as preparing lesson plans, work with students of diverse backgrounds and abilities, work with members of the community, collaborate with other teacher candidates in the teaching/learning process. Student teacher candidates must meet two indicators with two different artifacts for the Kentucky Teaching Standards I-VI and VIII. The Working Portfolio: Stage 2 Assessment Instrument is included in the appendix of this document.

Introduction

Student teaching is a collaborative effort between the rural P-12 schools, cooperating teachers, college supervisors, teacher candidates, the arts and science faculty, and the teacher preparation institution. The goal of student teaching is to provide the teacher candidate opportunities to express individuality, continue building on knowledge and skills, hone leadership abilities, and encourage the development of his/her individual teaching style. Additionally, the student teaching experience requires that the student teacher demonstrate mastery in meeting the Kentucky Teacher and Alice Lloyd College standards. Student teaching is the culminating experience for the Alice Lloyd candidate before embarking on a fulfilling career of improving learning for all students.

The cooperating teacher is the key person in the daily guidance of the teacher candidate's activities and ongoing evaluation. The cooperating teacher works with the teacher candidate in planning lessons and in the selection of a variety of differentiated instructional strategies. This planning and selection process is determined by analysis of assessments and evaluations.

The teacher candidate is actively engaged with the cooperating teacher in the process of analyzing student work. The analysis will guide the teacher candidate in the decision making process concerning the skills, strategies, and further instruction needed to improve learning of all students.

The college supervisor is involved in defining and communicating the purposes and expectations to be fulfilled by the teacher candidate and the cooperating teacher. In collaboration with the cooperating teacher, the supervisor assists in decisions regarding the gradual induction of the student teacher into assuming all classroom responsibilities. An important role for the supervisor is to support the teacher candidate and aid in keeping channels of communication open between the cooperating teacher, the teacher candidate, and the Alice Lloyd College Teacher Education Program. The college supervisor assists the teacher candidate in overcoming barriers that might hinder his/her potential to be a teacher of distinction.

Mutual understanding, respect, and open communication are key factors in having a successful Teacher Education Program. It is, therefore, the intent of the Alice Lloyd College Teacher Education Program to strive for all stakeholders' involvement and collaboration in this endeavor.

Once teacher candidates have successfully completed each item in Stage 1, the administrative assistant reviews the applications for student teaching, and the Director of Student Teachers discusses items for the teacher candidate's folder. Placement is then determined after talking with principals at cooperating schools. P-12 partners who serve as cooperating teachers shall have:

Certification- The placement of cooperating teachers who supervise student teachers is regulated by 16 KAR 5:040. As per this regulation, each cooperating teacher shall have the following:

- a valid Kentucky teaching certificate for each grade and subject taught;
- attained Rank 2 certification;
- a minimum of four years of teaching experience; and taught in the present school system at least one year immediately prior to being assigned a student teacher. In addition, each cooperating teacher who supervises a student teacher must teach in an accredited school and must be employed by a public school district or accredited private or parochial school and cannot be an independent provider.

Other considerations in determining placement of teacher candidates includes placing candidates in schools that exhibit:

- Professional development of cooperating teacher documented on the school report card and principal information
- School diversity
- Prior cooperating teacher experience documented by (kyepsb.net/certification link) database and principal input
- Teachers involved in KEA and or other professional organizations

The college supervisor discusses each teacher candidate's performance with the cooperating teacher before the evaluation process begins. Performance is also stressed during TPA training sessions for teacher

candidates, TEP faculty, and adjunct faculty and cooperating teachers. The college supervisors and clinical cooperating teachers follow the same procedures for evaluating teacher candidates during clinical experiences.

The procedures are:

- Pre-conference: teacher candidate emails or hand delivers lesson plans to the college supervisor two days prior to the scheduled evaluation date.
- The college supervisor observes the lesson and evaluates the teacher candidate using the TPA evaluation instrument (included in the CAP).
- Post-conference: After the evaluation/observation has been completed, the college supervisor provides the teacher candidate feedback for areas of improvement (improvements noted the next formal observation/evaluation).
- Each cooperating teacher evaluates the teacher candidate's performance following the above procedures.
- Student candidates also collect copies of all evaluations and electronically transmitted information to be placed in the modified TPA
- Post-conference: The college supervisor provides teacher candidate feedback and copy of evaluation.

Professional Code of Ethics for Kentucky School Certified Personnel

RELATES TO: KRS 161.028, 161.040, 161.120

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education Professional Standards Board.

Section 1. Certified personnel in the Commonwealth:

(1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;

(2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;

(3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

(a) To students:

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;

2. Shall respect the constitutional rights of all students;

3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;

4. Shall not use professional relationships or authority with students for personal advantage;

5. 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;

6. Shall not knowingly make false or malicious statements about students or colleagues;

7. Shall refrain from subjecting students to embarrassment or disparagement; and

8. 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.

(b) To parents:

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. 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.

(c) To the education profession:

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

Section 2. Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R. 2344; eff. 5-4-95; recodified from 704 KAR 20:680, 7-2-2002.)

Stage 3: Application for Teaching Certificate

Requirements for Application for Teacher Certification

1. Complete 12 academic hours of Student Teaching with a grade of “C” or better
2. Maintain cumulative GPA of 2.75
3. Maintain GPA of 2.75 or better in major, minor, an/or area of emphasis
4. Complete Exit Working Portfolio with a grade of “C” or better
5. Complete Modified Teacher Performance Assessment with a grade of “C” or better
6. 2 Satisfactory Candidate Disposition Progress Reports
7. Submit application for Teacher Certification

Portfolio

Student teachers must meet all indicators with two different artifacts for the Kentucky Teaching Standards I-X. The Working Portfolio/TPA: Stage 3 Assessment Instrument is included in the appendix of this document.

Teacher Performance Assessment (TPA)

Teacher education is a continuous process. This process begins when the individual takes his/her education class and continues through the tenure of the classroom teacher. Paramount to the success of the teacher candidate is the use of aggregated data to strengthen the capabilities and the continuous progress of the teacher candidate. The modified Teacher Performance Assessment (TPA) used in the ALC Teacher

Education Program is a structured system whereby the teacher candidate measures his/her progress through the student teaching semester. Each student teacher is responsible for constructing a TPA document which will give him/her a clear-cut instructional guideline to follow during the student teaching semester. This modified TPA is based on the Kentucky Teacher Internship Program TPA used in the first year of teaching.

A completed modified TPA, portfolio, journal of days/activities and completion of all requirements in Stages 1, 2, and 3 are indicators that the teacher candidate has demonstrated the capability for teaching all students. These documents are assessed at strategic checkpoints based on Kentucky Teacher Standards and ALC Standard X. The modified TPA and portfolio are evaluated by using the indicators for each of the Kentucky Teacher Standards. Providing written guidelines and rubrics to all candidates for major program assessments ensures that the TEP is fair in the assessment of its teacher candidates. Validity of these assessments is ensured by exams including the ACT, PPST, and Praxis II.

All TEP faculty uses the same evaluation instrument for clinical experience. Teacher candidates' successful completion of the modified Teacher Performance Assessment ensures that all teacher candidates are designing instruction for developmental levels and diverse populations (Kentucky Teacher Standards II and III).

STUDENT WORK GUIDELINES FOR TEACHER CANDIDATES

Student work is an integral part of the academic curriculum at Alice Lloyd College. Student teachers are expected to continue their activities in the student work program while they are completing their student teaching. Students have the option of continuing the student work requirement off-campus in the school, where they have been assigned for student teaching, if that option fits best with the particular student's schedule.

It is mandatory that student teachers perform their student work assignments under the supervision of someone other than their cooperating teachers. This means someone other than the cooperating teacher would be responsible for student work obligations and student work duties. There must be a clear distinction between work-study and student teaching assignments. Work performed by the student teacher should be clearly different from those activities that the student is expected to perform as a student teacher. For example, if part of the cooperating teacher's duties includes supervising the school lunchroom, the student teacher should not receive student work credit for doing the same thing. If something such as selling refreshments at a school/community activity is not a regular assignment and is not considered part of the supervising teacher's routine duties, the student teacher could receive student work credit for this work.

Some recognized activities for student work might include working with school clubs such as 4-H, FBLA, FHA, FFA and the like; assisting with athletic teams; extra assignments within the school such as hall duty before and after school, or playground duty before and after school; special after school activities such as tutoring, plays, musical performances, or art shows. All work performed must meet ALC guidelines in terms of student insurance coverage and general policies. All assigned work must be for non-profit organizations and must not be connected with any political or religious organization as is required by federal student work guidelines. Alice Lloyd's Director of the Student Work Program must approve all student work assignments.

In accordance with federal guidelines, students receive minimum wage, and checks are issued through the ALC Business Office. It is the student's responsibility to sign checks when they are issued. Earned wages are used to pay school tuition.

Student teachers choosing to work off-campus need to do the following:

- Have the student work assignment approved by the Director of the Student Work Program.
- Provide a copy of the Student Work Handbook for the off-campus supervisor. Make sure the supervisor is aware of the ALC work-study requirements and regulations.
- Keep track of all work hours and bring timecards to the Student Work Office.* **Timecards are due in the Student Work Office by 4:30 pm each Monday.** If a student is unable to take the timecard to the student work office personally, he/she can fax a copy to the Education Department secretary. The fax number for the Education Department is (606) 368-6496. The original time card should be submitted when the student returns to campus. These original timecards are needed for auditing purposes. The timecards must be signed by the student and the work supervisor.
- If you do not report to student teaching due to illness, do not report to work study on that day.
- Make sure the required time (ten hours per week in most cases) has been completed. If time is lacking, make arrangements to make up the needed amount of work time immediately.
- When school is not in session, arrangements to fulfill the student work commitment should be made (either in the school or some other acceptable place).
- Report to the Business Office to sign your checks.

***Any student who falsifies a time card will be subject to prompt disciplinary action, including possible suspension or expulsion from the student teaching assignment, the Teacher Education Program, and Alice Lloyd College.**

Evaluation of Student Worker

Students will be evaluated at the end of the each semester. A student work evaluation will be sent to each supervisor. The supervisor should discuss the evaluation with the student. Following the evaluation conference, the supervisor and the student must sign the evaluation. The student work evaluation should then be returned to the ALC Work-Study Office. This evaluation will become a part of the student's permanent record and placement file.

PLEASE NOTE: The student work evaluation is in addition to the evaluation of the student's teaching assignment. These are two separate and distinct evaluations. Any question concerning the student work program should be addressed to the Director of the Work-Study Program or the college supervisor.

V. STUDENT'S RIGHTS

Student Conduct

Students are expected to conduct themselves both on and off campus as responsible members of a community and to demonstrate courtesy and respect for others. Abusive behavior, offensive language, sexual conduct inconsistent with the high standards of the College, or placing a fellow member of the community in jeopardy in any way will not be tolerated.

Consistent with the tradition and philosophy of Alice Lloyd College are high standards of conduct and attitude*. The attitudes of members of this community are reflected in the manner of speaking, in consideration of others' property, in appropriate dress for the occasion at hand, in the quality of relationships and in excellence of work performed. Students may be informed of regulations not printed in the handbook, which also apply.

The College also reserves the right to make decisions regarding the status of students with special emotional or physical health problems. Status decisions will be based on the following considerations: health and safety of the student involved; health and safety of others; ability of the student to function in academic, labor, and social situations; adequacy of medical care, services and facilities available on campus to respond to the student's needs; and the responsibility of the College and the amount of risk it can take in good conscience.

*The College reserves the right to suspend or exclude, at any time, a student whose conduct or influence it regards as undesirable. In such cases, fees will not be refunded and the College will bear no liability for such exclusion. The Student Handbook specifies the standards of conduct and students are expected to inform themselves of such regulations.

Disciplinary Action

Discipline, in its various forms, may be applied as one or more of the following:

Expulsion: exclusion from the College for an indefinite period of time.

Suspension: exclusion from the College for a definite period of time with the possibility of readmission. The period of suspension and the conditions for readmission will be determined by the appropriate Dean.

Suspended students are expected to apply for readmission. Applications must be approved by the Admissions Committee. Students excluded from the campus through expulsion or suspension are expected to vacate the College premises within 24 hours after the discipline has been assigned (unless a plea for an appeal is registered) and may not return to the campus during the period of suspension or expulsion without permission from the appropriate Dean.

Disciplinary Appeals Process

- 1) Any student who is charged with an infraction of any Alice Lloyd College regulation may appeal the decision in writing to the appropriate Dean within 24 hours after receiving the disciplinary decision.
- 2) The respective Dean shall make the initial inquiry to determine if, in his or her sole judgment, there are reasonable grounds for a hearing. If it is determined that there are grounds for a hearing to be held on the charges, the Dean will contact the Chairman of the Disciplinary Committee* to conduct the hearing. In all decisions involving a suspension or expulsion, the Dean will ask the student if he or she wishes to appeal the decision in writing before a disciplinary committee.
- 3) A third and final written appeal may be directed to the President of the College who may or may not hear the appeal.

*The Disciplinary Committee is a standing committee composed of faculty, staff and student representation. Appointed by the Committee on Committees, the Disciplinary Committee may render an opinion to the respective Dean concerning the circumstances of a particular case. Only those persons who bring relevant testimony may be present at the hearing before the Disciplinary Committee. After relevant testimony has been presented to the Disciplinary Committee, the Chairman of the Disciplinary Committee will inform the respective Dean of the Committee's opinion.

Suspension (Academic)

Students are considered for academic suspension: 1) if their cumulative GPA is not at least 2.00 by the end of the probationary semester, 2) if their semester grades for a given semester fall below a 1.25; or 3) if they are not considered to be making reasonable progress toward the completion of a degree.

Satisfactory Progress Criteria for Academics: All students must show evidence that they are making reasonable progress toward the completion of a degree. In addition to the requirements for receiving financial aid, students must declare a major by the end of the sophomore year, must be accepted into a

bachelor's degree program after the fifth semester and must maintain appropriate grades and meet other requirements for their major.

TEP Appeals

Students who are denied admission into the Teacher Education Program may submit a written request for a hearing before the Teacher Education Committee for special consideration. The Teacher Education Committee will appraise each teacher candidate as deemed necessary by the Director of Teacher Education. The Committee may recommend dismissal from the Teacher Education Program at any time that a student's social, academic, personal, or professional conduct is found to be unsuitable for the teaching profession.

Students who do not meet established criteria for entrance into the Student Teaching Program, or are denied admission, may submit a written request for a hearing before the Teacher Education Committee for further consideration.

The Teacher Education Committee may recommend dismissal from the Student Teaching Program at any time a student's social, personal, academic, or professional conduct is found unsuitable for the teaching profession.

TEP Remediation

Applicants and candidates alike have remediation options, refer to Remediation Plan included in the appendix of this document in the event that they are not meeting the required standards for admission, or for continuation in the program. Faculty advisors meet regularly with their advisees, and assist them in arranging for tutors in specific courses or disciplines, as well as encouraging them to participate in group study, led by faculty, for the PRAXIS exams. In the event that an applicant or candidate is unable to meet the requirements for entry into the TEP or for the clinical experience, they will be advised on completion of coursework to receive another degree. Three majors at ALC are specifically designed to aid candidates in making a smooth transition to another major: *Sports and Fitness Programs Management*; *Social Science*; and *Interdisciplinary Studies*.

If a teacher candidate fails to maintain a 2.75 overall GPA, he/she will be placed on TEP probation and will have one semester to bring that average up to the minimum 2.75 overall. During the probationary semester, the teacher candidate will meet biweekly with his/her Education Department advisor. The candidate will submit written progress reports at these meetings. If special assistance, such as tutoring, is needed, the advisor will help the candidate seek the necessary help.

If the teacher candidate brings his/her GPA back to the required 2.75, he/she will regain status as a member of the Teacher Education Program. If the candidate fails to meet the required GPA, he/she will be withdrawn from the Program. He/she must then contact the Registrar of the College and make arrangements to select a new major.

The withdrawn student who decides at a later date to pursue a teaching degree must go through the entire application process again, meeting all the necessary requirements for admission to the TEP. If the student meets all the requirements for admission, he/she will be permitted to resume the program.

VI. CONCLUSION

The work represented in this document has been a group effort between ALC administrators, ALC TEP faculty, the TEP Committee, ALC faculty from various departments and disciplines, cooperating teachers in area P-12 schools, various community stakeholders, and most importantly, ALC teacher candidates. Overall, the collaborative efforts of this community have strengthened the TEP by encouraging everyone involved to offer relative input and criticism concerning the process of educating teachers at Alice Lloyd College. This concerned support and thoughtful guidance from those who know the TEP best has had a positive impact on the TEP, the College, and the community as a whole.

VII. WORKS CITED

- Alutu, A. N. G. (2006). The guidance role of the instructor in the teaching and learning process. *Journal of Instructional Psychology*, 33(1), 44-49. Retrieved May 2, 2012.
- Buchanan, J. (1976). *To Teach the Teachers How to Teach the Children by the Children*. Pippa Passes: Alice Lloyd P.
- Browning, R. (1942). *Six Songs from Pippa Passes: Selected Poems of Robert Browning*. New York: Walter J. Black Inc,
- Caine, G., & Caine, R. (2006a). Meaningful learning and the executive functions of the brain. *New Directions for Adult & Continuing Education*, Retrieved May 2, 2012.
- Caine, R., & Caine, G. (2006b). The way we learn. *Educational Leadership*, 64(1), 50-54. Retrieved May 2, 2012.
- Carlson, E., Lee, H. (2004). Identifying attributes of high quality special education teachers. *Teacher Education and Special Education*, 27.
- Davis, B. G. (1993) *Tools for Teaching*. San Francisco: Jossey-Bass Publishers.
- Doolittle, J.H., Bradley, R. Sugai, G., & Vincent, C.G. (2007). Importance of student social behavior in the mission statements, personnel preparation standards, and innovation efforts of State Departments of Education. *The Journal of Special Education*, 40(4).
- Edvantia and the National Association of State Boards of Education. (Fall/Winter, 2005). *Rural Teacher Recruitment and Retention*.
- Egbert, J. (2009). *Supporting learning with technology: Essentials of classroom practice*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Evans, D. (2008). *Taking sides: Clashing views in teaching and educational practice*. (3rd Ed.). Boston: McGraw Hill.
- Girod, Gerald R. (2002). *Connecting Teaching and Learning: A Handbook for Teacher Educators on Teacher Work Sample Methodology*. Washington D.C.: AACTE Publications.

- Grossman, P., Schoenfeld, A., & Lee, C. (2005). Teaching subject matter. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world*. (pp. 201-231), San Francisco, CA: Jossey-Bass
- Gulpinar, M. A. (2005). The principles of brain-based learning and constructivist models in education. *Educational Sciences: Theory & Practice*, 5(2), 299-306. Retrieved May 2, 2012.
- Haas, T. (1991). Why reform doesn't apply. In A.J. DeYoung (Ed.), *Rural education, issues and practice* (pp. 412-446). New York: Garland.
- Hallinger, P., & Heck, R. (2002). What do you call people with visions? The role of vision, mission, and goals in school leadership and improvement. In K. Leithwood & P. Hallinger (Eds.), *Second international handbook of educational leadership and administration*. (pp. 9-40). The Netherlands: Kluwer.
- Hall, T. (2002). *Differentiated instruction*. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved [October 28, 2007] from http://www.cast.org/publications/ncac/ncac_diffinstruc.html
- Hart, Betty, and Todd R. Risley. (1995). *Meaningful Differences*. Maryland: Paul H. Brooks Publishing Company.
- Hoover, W. A. (1996). The practice implications of constructivism. *SEDLetter*, 9(3). Retrieved October 28, 2007 from <http://www.sedl.org/pubs/sedletter/v09n03/practice.html>
- Horowitz, F. D., Darling-Hammond, L., Bransford, J., Comer, J., Rosebrock, K., Austin, K., & Rust, F. (2005). Educating teachers for developmentally appropriate practice. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world*. (pp. 201-231), San Francisco, CA: Jossey-Bass.
- Hoy, A. W. (1998). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84.

- Institute for Educational Leadership. (2005). Preparing Leaders for Rural Schools: Practice and Policy Considerations. Retrieved October 30, 2007 from <http://edrev.asu.edu/reviews/rev60.htm>
- Ives, B., & Obenchain, K. (2006). Experiential education in the classroom and academic outcomes: For those who want it all. *Journal of Experiential Education*, 29(1), 61-77. Retrieved May 2, 2012.
- Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: ASCD.
- Jensen, E. (2008) A fresh look at brain-based education. *Phi Delta Kappan Magazine*, 89(6), 408-417. Retrieved May 2, 2012.
- The Jossey-Bass Reader on Educational Leadership*. (2000). San Francisco: Jossey-Bass.
- Langer, J.A. (2002). Excellence in English in middle and high school: How teachers' professional lives support student achievement. *American Educational Research Journal*, 37, 397-439.
- Marzano, Robert J. and Pickering, D.J. (1997). *Dimensions of Learning 2nd Edition*. Virginia and Colorado ASCD and McRel.
- McColl-Kennedy, J. R. & Anderson, R. D. (2002). Impact of leadership style and emotions on subordinate performance, *The Leadership Quarterly*, 13(5), 545-559.
- Morrison, G. S. (2009). *Teaching in America* (5th ed.). Boston, MA: Pearson, A&B.
- Mulcahy, D. (1996, October). *Reforming small schools out of existence: A Canadian example*. Presentation at the annual meeting of the National Rural Education Association, San Antonio, TX.
- Mulcahy, D.M. (1999) Conflicting views on rural education reform. *Morning Watch* 27(1).
- NEA. *Technology and Education*. Retrieved July 24, 2007 from: <http://www.nea.org/technology/index.html>.
- NEA Higher Education. (2007). The Assumptions We Make About Diversity. *Advocate*, 26(6).
- Nilson, L.B. (2003). *Teaching at its Best: A Research-Based Resource for College Instructors*. Bolton: Anker Publishing Company Inc.
- Ormrod, J. E. (2008). *Educational Psychology: Developing learners* (6th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

- Partridge, M, Lobao, L., Enver, A., & Jeanty, W. (2009). Developing and assessing potential forward-looking distress indicators for the Appalachian region. *Appalachian Regional Commission*. Retrieved September 1, 2011 from: http://www.arc.gov/research/researchreportdetails.asp?REPORT_ID=88
- Payne, R. K. (2001). *A Framework for Understanding Poverty*. Highlands, TX: Aha! Process, Inc.
- Pletka, B. (2007). *Educating the net generation: How to engage students in the 21st century*. Santa Monica, CA: Santa Monica Press.
- Roblyer, M.D. (2005). *Integrating educational technology into teaching* (4th ed.). Columbus: Merrill Prentice Hall.
- Rushton, S., Eitelgeorge, J., & Zickafoose, R. (2003). Connecting Brian Cambourne's Conditions of Learning Theory to brain/mind principles: Implications for early childhood educators. *Early Childhood Education Journal*, 31(1), 11-21. Retrieved May 2, 2012.
- Rust, F., & Freidus, H. (2001). *Guiding School Change*. New York: Teachers College Press.
- Schunk, D. (2004). *Learning theories: An educational perspective* (4th ed). Upper Saddle River, NJ: Prentice Hall.
- Smith, P. (1991). 'It's Déjà vu All Over Again': The Rural School Problem Revisited. In A.J. DeYoung (Ed.), *Rural education, issues and practice* (pp. 24-55). New York: Garland.
- Sousa, D.A. (2006). *How the brain learns: A classroom teacher's guide* (3rd ed.). Thousand Oaks, CA: Corwin Press.
- Stern, J. D. (Ed.) (1994). *The condition of education in rural schools*. Washington, DC: U.S. Department of Education.
- Strother, M. (2007). A mind for adventure. *Reclaiming Children & Youth*, 16(1), 17-21. Retrieved May 2, 2012.
- Stuart, J. (1949). *The Thread That Runs So True: The Story of a Kentucky Mountain School Teacher*. New York: Charles Scribner's Sons.

- Tollefson, N. (2006). Classroom applications of cognitive theories of motivation. *Educational Psychology Review*, 12(1), 63-83. Retrieved May 2, 2012.
- Tomlinson, C. A. (2003). Deciding to teach them all. *Educational Leadership*, 61(2).
- Tomlinson, C. A. (2004). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD.
- Tomlinson, C. A. (2007). Teaching as jazz. *Educational Leadership*, 64(8), 27-31. Retrieved May 2, 2012.
- Totten, S., Sills, T., Digby, A., & Russ, P. (1991). *Cooperative learning: A guide to research*. New York: Garland.
- Vosniadou, S. (2003). Exploring the relationships between conceptual change and intentional learning. Sinatra and P.R. Pintrich (Eds). *Intentional Conceptual Change*. Mahway, NJ: Lawrence Erlbaum Associates.
- Wormeli, R. (2004). The middle school teacher: More leader than follower. *Kentucky Middle School Journal*, 6(1).
- Wren, T.J. (1995). *The Leader's Companion*. New York: Free Press.
- Zemelman, S., et al. (1993). *Best Practice: New Standards for Teaching and Learning In America's Schools*. New Hampshire: Heinemann Press.

VIII. APPENDICES

Course Descriptions

Specific course requirements for each academic major offered at Alice Lloyd College may be found in the ALC Catalog. Students should become familiar with the requirements and work closely with their advisor to ensure that all degree requirements are met. A curriculum check sheet for each major is available from a student's faculty advisor or the Registrar. This check sheet is very helpful in planning an academic program. Each student is responsible for ensuring that all academic requirements are met and that all deadlines are met for filing applications.

Education (Educ)

200 Educational Foundations for Prospective Elementary, Middle, and Secondary Teachers 3 credit hours
This course provides an overview of education including the historical perspective of American education. Topics studied include the philosophy of education, the structure of education, the financing of education, socio-economic issues of education, the roles of contemporary teachers and the current status of education reform including the implications of KERA upon public education in Kentucky. A field experience of 15 hours is required. (Fall and Spring)

211 Racial and Cultural Minorities 3 credit hours
Analysis of the relationships between racial/ethnic groups and behavior. Sources and results of intergroup tension, prejudice and discriminations are examined. (Fall)

305 Psychology of the Young Child 3 credit hours
This course presents a study of the physical, cognitive, and psycho-social development of the child from birth through late childhood. The major factors that influence development are also examined: family, community, school, socio-economic status, culture, and ethnicity. A field experience of 10 hours is required. Prereq: Admission to TEP. (Fall)

309 Exceptional Children 3 credit hours
This is a basic course for understanding exceptionalities: physical, mental, and emotional disorders are examined as well as the special needs of the gifted. Principles, procedures, and materials for accommodating the special needs child in the regular classroom are examined. A field experience of 10 hours is required. Prereq: Admission to TEP. (Spring)

310 Health, Nutrition and Physical Education for Elementary Grades 3 credit hours
This course is designed to introduce the elementary major to curriculum and practices in the areas of health and physical education. P-5 Practical Living Core Content/Program of Studies are addressed. A field experience of 10 hours is required. Prereq: Elementary Education (P-5) majors admitted to the TEP. (Fall)

315 Classroom Management in Elementary (P-5) 3 credit hours
This course is a study of classroom management techniques at the primary level (P-5), utilizing theories of student behavior, effective teacher behavior, effective classroom environments, and conferencing. A field experience of 10 hours is required. Prereq: Admission to TEP. (Spring)

316 Pedagogy for Secondary Schools 3 credit hours

An intermediate course for secondary school teacher candidates to explore and demonstrate classroom environment outcomes; class and unit lesson plans that include technology, diversity as related to the content area; creating appropriate assessments and rubrics; analysis of assessment, and preparation of the working portfolio. A field experience of 10 hours is required. Prereq: Admission to TEP. (Spring)

320 Adolescent Psychology 3 credit hours

This course is an examination of the adolescent in view of modern research of mental, physical and emotional changes that occur. Interrelationships of development, adolescent interests, social consciousness, behavior and the major contexts of adolescent development are studied. A field experience of 10 hours is required. Prereq: Admission to TEP. (Fall)

321 Foundations of Teaching Reading 3 credit hours

A study of the philosophies, principles and strategies for teaching reading and language arts. Emphasis is placed on the foundations of reading development as well as all aspects of literacy development. A field experience of 10 hours is required. Prereq: Admission to TEP. (Fall)

322 Content Area Reading 3 credit hours

This is a basic course in methods and procedures for teaching reading and language arts in grades 5-12. The course is designed to address the various aspects of teaching reading in the content areas of the curriculum. Instructional strategies for fostering independence reading in content areas are emphasized. A field experience of 10 hours is required. Prereq: Educ 321; Admission to TEP. (Spring)

323 Reading and Language Arts for Elementary Child 3 credit hours

This course is an in-depth study of reading and language arts education for children at the primary level (P-5). Emphasis is placed on theory, techniques and procedures for reading and language arts with special students serving as a focal point. Areas of study include emergent literacy, comprehension, motivation, creativity, and lesson plan development. A field experience of 10 hours is required. Prereq: Educ 321; Admission to TEP. (Spring)

330 Methods and Materials in the Secondary Education Curriculum 3 credit hours

This course is designed to acquaint prospective secondary education teachers (8-12) with materials, methods, and strategies for teaching and planning the secondary curriculum. In addition to a study of the principles and techniques of teaching and classroom management, students are expected to select, develop, and demonstrate appropriate materials and strategies for teaching his or her specialty. A field experience of 20 hours is required. Prereq: Educ 309; Admission to TEP. (Fall)

333 Curriculum and Instruction in the Middle School 3 credit hours

This course examines the nature, philosophy, and organization of the middle school. It explores curricular approaches appropriate for the special requirements of middle school adolescents. Curricular implementation (goals, objectives, unit and lesson planning, and use of a variety of appropriate instructional methodologies) is emphasized. A field experience of 10 hours is required. Prereq: Admission to TEP. (Fall)

343 Children's Literature 3 credit hours

A survey of children's literature from oral tradition through contemporary times including different types of literature and media appropriate for elementary and middle school. Emphasis is on criteria for evaluation

selection and use of books and materials as related to the developmental needs and interests of children. A field experience of 10 hours is required. Prereq: Admission to TEP. (Fall)

350 Science for the Elementary Teacher 3 credit hours

This course examines specific concepts and instructional techniques appropriate for elementary children. A field experience of 10 hours is required. Prereq: Admission to TEP. (Fall)

353 Classroom Management in Middle and Secondary Schools 3 credit hours

The course provides instruction for establishing a positive learning climate with the use of differentiated instructional strategies that provide for diverse learners. Various research-based discipline models are addressed. Consideration is given to *at risk* students in rural schools. A field experience of 10 hours is required. Prereq: Admission to TEP. (Spring)

360 Social Studies for the Elementary Teacher 3 credit hours

This course will explore the scope and sequence of understandings, attitudes and skills taught in an elementary social studies program, and will examine methodologies used in the elementary grades. A field experience of 10 hours is required. Prereq: Admission to TEP. (Spring)

370 Computers and Multimedia for Teachers 3 credit hours

The purpose of this course is to integrate electronic media into the school classroom. Each project is designed to forge electronic communication media with constructivist learning theory. Students will develop and construct useful electronic multimedia skills and abilities that are necessary in today's modern school classroom. Electronic digital equipment will be manipulated and structured into the instructional course of studies to enhance the teacher's classroom performance. Prereq: Admission to TEP. (Fall and Spring)

380 Praxis II Workshop no credit hours

This workshop provides students with information regarding the Praxis II series including registration information, preparation tips, test-taking skills, and study sessions. Prereq: Junior status and admission to the TEP. (Fall and Spring)

410 Student Teaching and Seminar-Elementary (P-5) 12 credit hours

Students will observe and teach under the direction of classroom cooperating teachers and a campus supervising instructor. Teaching experience will be divided between two non-adjacent age levels in grades P-5. Student teachers will meet with their cooperating and campus supervisors on a regular basis to discuss their experiences. Regularly scheduled seminars will be conducted during the semester. This is the capstone course for the Elementary Education (P-5) major. Prereq: Admission to Student Teaching. (Fall and Spring)

411 Student Teaching and Seminar-Middle School (5-9) 12 credit hours

Students will observe and teach under the direction of classroom cooperating teachers and a campus supervising instructor. Teaching experience will be students' areas of concentration. Student teachers will meet with their cooperating and campus supervisors on a regular basis to discuss their experiences. Regularly scheduled seminars will be conducted during the semester. This is the capstone course for the Middle School Education (5-9) major. Prereq: Admission to Student Teaching. (Fall and Spring)

412 Student Teaching and Seminar (8-12) 12 credit hours

Students will observe and teach under the direction of classroom cooperating teachers and a campus supervising instructor. Teaching experience will be provided in students' major subjects fields. Student teachers will meet with their cooperating and campus supervisors on a regular basis to discuss their experiences. Regularly scheduled seminars will be conducted during the semester. This is the capstone

course for the Education major in the following areas: Biological Sciences (8-12), Earth Science (8-12), English (8-12), Mathematics (8-12) and Social Studies (8-12). Prereq: Admission to Student Teaching. (Fall and Spring)

413 Student Teaching and Seminar- Physical Education (P-12) 12 credit hours

Students will observe and teach under the direction of classroom cooperating teachers and a campus supervising instructor. Student teachers will meet with their cooperating and campus supervisor on a regular basis to discuss their experiences. Regularly scheduled seminars will be conducted during the semester. This is the capstone course for the Physical Education (P-12) major. Prereq: Admission to Student Teaching. (Fall and Spring)

420 Diagnostic Assessment for Instructional Planning 3 credit hours

This course will prepare students to administer and score various diagnostic instruments. Students will be able to utilize diagnostic assessments to assist in developing written educational profiles for individual students with school-related problems. Prereq: Educ 200, 309, and 305 or 320; Admission to TEP. (As needed)

421 Instructional Strategies for Exceptional Children 3 credit hours

The major emphasis of this course is directed toward teaching the student to make the appropriate choice of instructional strategy for exceptional children. A variety of instructional strategies and remedial methods will assist the student in designing a classroom environment that encourages active participation, cognitive development, and lifelong learning. Prereq: Educ 200, 309; Admission to TEP. (As needed)

Mathematics (Math)

201 Basic Concepts and Teaching of Elementary Math I 4 credit hours

A study of the history of numbers, set theory, whole numbers, system of integers, and other bases. An emphasis will be placed on understanding these mathematical concepts and developing strategies for teaching them to elementary school students. Classroom teaching and observation will be required of all students. The lab experiences will include areas such as Introduction to NCTM Standards and Analysis of Documents. The introduction of strategies in the use of manipulatives and technology is to be incorporated into the lesson plan process. A field experience of 5 hours is required. Prereq: Math 110 or 113. (Cannot be used to fill Natural Science/Math area of the General Education Requirement.) Lecture, three credit hours; lab, one credit hour. (Fall)

202 Basic Concepts and Teaching of Elementary Math II 4 credit hours

A continuation of Math 201; additional topics include rational numbers, real numbers, topics in geometry, and elementary logic. An emphasis will be placed on understanding mathematical concepts and developing strategies for teaching such concepts. The lab experiences will utilize NCTM standards to discover relationships, generalities, and problem solving through the use of manipulatives and technology, which coincide with specific content with innovative strategies, reflected through a well-developed lesson plan. Analyze various learning theories and provide hands on exercises to evoke effective teaching practices through lesson plan design. A field experience of 5 hours is required. Prereq: Math 201. (Cannot be used to fill Natural Science/Math area of the General Education Requirement.) Lecture, three credit hours; lab, one credit hour. (Spring)

Art

340 Art for Elementary Grades 3 credit hours

A study of art principles and forms to be taught in the elementary grades (P-5). Students will be required to develop materials and strategies for teaching art as an integrated part of the elementary school curriculum. Prereq: Art 102 or permission of instructor. (Additional fee required and students are responsible for procuring some of their own project materials.) (Fall and Spring)

Music

310 Music For Elementary Grades 3 credit hours

A study of music and its application to the elementary grades (P- 5). Students will be required to develop plans for teaching music in the elementary grades and present them in actual classroom settings. Prereq: Declared education major. (Fall)

Physical Education (PE)

201 Historical and Philosophical Foundations of Physical Education 3 credit hours

An historical study of the development of sport and physical education. A contrast of philosophies and how they affected this development is presented. Students are required to examine the three basic philosophical questions and develop a personal philosophy of physical education. Prereq: declared Physical Education major or permission of instructor. (Spring)

273 Team Sport Skills 3 credit hours

This course is designed to assist students in the acquisition of skills and rules of selected team sports. Prereq: declared Physical Education major or permission of instructor. (Fall)

274 Individual Sport Skills 3 credit hours

This course is designed to assist students in the acquisition of skills and rules of selected individual sports. Prereq: declared Physical Education major or permission of instructor. (Spring)

301 Structural Biomechanics 3 credit hours

A study of anatomical and mechanical phenomena, which underlie human motion. Prereq: Math 110 or higher, Biol 211, Phsc 105 or Phys 211 and Junior status; declared Physical Education major or permission of instructor. (Fall)

311 Measurement and Evaluation in Physical Education 3 credit hours

An analysis of statistical techniques, tests, and other forms of measurement used in assessment and evaluation in physical education. Opportunities are provided for administering, scoring, and interpreting tests. Prereq: Math 110 or higher. Prereq: declared Physical Education major or permission of instructor. (Fall)

321 Physiology of Exercise 3 credit hours

A study of human biological functions and their physiological responses to stress. Prereq: Math 110 or higher, Biol 211. Prereq: declared Physical Education major or permission of instructor. (Fall)

351 Motor Development and Motor Learning 3 credit hours

This course is designed to present neural, physiological, perceptual, and cognitive changes that occur over the lifespan of an individual. Emphasis is placed on forming hierarchies that enable assessment and prescription. Prereq: PE 301, Educ 305, 320; declared Physical Education major or permission of instructor. (Spring)

371 Methods and Materials for Elementary Physical Education 3 credit hours

An introduction to curriculum, practice and content in the field areas of health and physical education for elementary children. Opportunities are provided for field experience with the June Buchanan School. A field experience of 25 hours is required. Prereq: Admission to the Teacher Education Program and Junior status; declared Physical Education major or permission of instructor. (Fall)

375 Methods and Materials for Secondary Physical Education 3 credit hours

An introduction to curriculum, approaches, and content appropriate for secondary students. Students must also schedule an activity class in which to intern. A field experience of 10 hours is required. Prereq: Senior status; PE 273, 274; must be declared Physical Education P-12 or Sports and Fitness Programs Management major, with PE majors admitted to the TEP, or permission of instructor. (Spring)

401 Adapted Physical Education 3 credit hours

An examination of legal aspects, principles, and methods for meeting the needs of exceptional students in physical education. Experience is provided in cooperation with Knott County Central High School. A field experience of 20 hours is required. Prereq: PE 351; declared Physical Education major, declared Sports and Fitness Programs Management major or permission of instructor. (Spring)

405 Psychology of Sport 3 credit hours

An overview of behavioral science in physical activity. The role and effects of physical activity in modern society is discussed along with appreciation, enjoyment, and improvement of individual performance. Prereq: Psy 101, Soc 101 and Senior status; declared Physical Education major or permission of instructor. (Fall)

406 Sociology of Sport 3 credit hours

Sociology of sport is the study of social theories, aspects and interactions of people and how they relate to sport and activity. Religion, education, politics, economics, family, violence, gender, social mobility, the media and other aspects of life are all involved in sport whether they be good or bad. Prereq: declared Physical Education major or permission of instructor. (Spring)

421 Principles of Physical Fitness 3 credit hours

In addition to participation in a fitness program, program design and exercise prescription will be discussed. This course can prepare a student for ACSM certification. Prereq: PE 301, PE 321; declared Physical Education major or permission of instructor. (Spring)

ALICE LLOYD COLLEGE EDUCATION DEPARTMENT
Criteria for Admission into the Teacher Education Program

The Teacher Education Program (TEP) at Alice Lloyd College is a rigorous academic program. It is designed to aid students in acquiring a broad range of knowledge in their subject areas as well a firm background in the history of education in the United States, historical and current trends in education, theories of educational philosophy and human development and learning. The academic courses of study are supported by extensive field experience in classroom observation and practice.

CRITERIA

1. Complete and file an application with the Director of Teacher Education by the appropriate deadline date.
2. Attain a cumulative 2.75 grade point average or 3.0 grade point average in last 30 credit hours on a 4.00 scale in all college academic work.
3. Complete Education 200; English 101 and 102; Communication 126; Math 110 or 112 or 113 or 125; and CIS 100, all with a grade of “C” or better. Present a satisfactory record of pre-professional curricula experiences.
4. Demonstrate critical thinking, creative thinking, collaboration, and proficient communication skills, including evidence of satisfactory written and oral competency.
5. Present two satisfactory recommendations from your home community (non relatives) and two former college professors. Present a satisfactory written recommendation from the Director of the Student Work Program or a work supervisor (current or former).
6. Exhibit moral, social, and ethical behavior commensurate with professional competency and exhibit evidence of no impairments which would preclude teaching success.
7. Submit a satisfactory Criminal Background Check and Negative Drug Test.
8. Present satisfactory results on examinations as required by the Teacher Education Program and the Kentucky State Department of Education.
9. KEA-SP membership
10. PPST scores of reading ≥ 176 , math ≥ 174 , and writing ≥ 174)
11. Be interviewed and officially recommended by the Teacher Education Committee
12. Achieve satisfactory results on other tests or evaluations as requested by the Teacher Education Committee.

Students who do not meet established criteria for entrance into the Teacher Education Program, or who are denied admission, may submit a written request for a hearing before the Teacher Education Committee for further consideration.

The Director of Teacher Education will notify TEP candidates regarding the official results of the Committee’s decision. This notification will be made within one week.

The Committee may recommend dismissal from the Teacher Education Program at any time that a student’s social, academic, personal, or professional conduct is found to be unsuitable for the teaching profession.

**Alice Lloyd College
Education Department
Biographical Inventory and Application
for Admission to the Teacher Education Program**

Purpose of this application: You are to complete this document to supply information which will be used to determine your eligibility and qualifications for Admission to the Teacher Education Program at Alice Lloyd College. Admission to the Teacher Education Program is a prerequisite to your enrolling in any professional education course at the 300 level or above.

Personal Information:

1. Name _____ 2. SSN _____
3. Date of Birth _____ 4. Place of Birth _____
5. Home Address _____
(Street or apt.) (City) (State) (Zip)
6. Email Address _____
(Home) (ALC)
7. Home Telephone _____ 8. ALC Telephone _____ 9. Cell _____
10. Planned Program of Study ____ P-5 ____ 5-9 ____ 8-12 Content Area _____
11. Family Data: No. of sisters _____ No. of brothers _____ Your rank in birth _____
12. Parents or Guardians Names _____
13. Address of Parents/Guardians _____
14. High School from which you graduated: _____ Date: _____
15. Size of your high school graduating class: _____ Your Rank in that class: _____
16. List below in outline form a record of main (summer or full-time) employment. Include work as an aide, summer school teacher, tutor, etc. Use the back of this page if the space below is inadequate.

17. List below any people-related, unpaid experiences you have performed under less controlled conditions than those described in question 16. This list could include experiences such as occasional baby sitting, school volunteer or community volunteer activities, church activities, musical groups, etc.

18. What special talents, abilities, or experiences do you have that would help make you an effective teacher? (Include college experiences, clubs, organizations, sports, office help, honors, etc.).

19. How do you like to spend your leisure time?

20. How do you deal with problems that arise in your interpersonal relationships with others (classmates, teachers, etc.)?

21. Describe one experience you have had with a child or children in your background which you feel was successful.

22. What is your current GPA? _____

23. What is your classification and semester in school (e., Soph., 1st semester)? _____

24. Who is your academic advisor? _____

IMPORTANT NOTE: YOUR APPLICATION WILL NOT BE CONSIDERED BY THE TEACHER EDUCATION COMMITTEE UNTIL THIS APPLICATION IS COMPLETE

**Alice Lloyd College Education Department
Faculty Recommendation for Admission into the Teacher Education Program**

Applicant's Printed Name: _____

Please provide information about the student named above using the following Rubric. Place the appropriate number in the appropriate area.

Description	Score
Demonstrated	3
Partially Demonstrated	2
Inconsistent	1
Not Observed	0

- This is the kind of person I would want to teach my child or a child dear to me.
- This is the kind of person I would want to represent Alice Lloyd College in the teaching profession.
- This person demonstrates respectfulness and fairness.
- This person has appropriate interpersonal skills indicative of success as a classroom teacher.
- This person demonstrates integrity and trustworthiness.
- This person is responsible.
- This person is caring.
- This person demonstrates citizenship.

Character	Score	Capability	Score	Service	Score
Self Starter		General content knowledge		Serves the college through campus activities	
Completes work on time		Critical thinking skills		Serves the school through volunteer work	
Ability to relate to diverse population		Creative thinking skills		Serves the community through volunteer work	

Yes No I recommend this person for admission to the Teacher Education Program.

Additional comments:

Faculty Member's Signature: _____ **Date:** _____

Applicant's Signature: _____ **Date:** _____

**ALICE LLOYD COLLEGE EDUCATION DEPARTMENT
COMMUNITY RECOMMENDATION FOR STUDENTS' ADMISSION
INTO THE ALICE LLOYD COLLEGE TEACHER EDUCATION PROGRAM**

Student Applicant's Printed Name: _____

Please provide information about the student named above using the following scale. Place the appropriate number in the appropriate area.

Description	Score
Demonstrated	3
Partially Demonstrated	2
Inconsistent	1
Not Observed	0

If necessary, please use the back of this sheet to make additional comments. Thank you.

- () This is the kind of person I would want to teach my child or a child dear to me.
- () This is the kind of person I would want to represent the teaching profession.
- () This person demonstrates respectfulness and fairness.
- () This person has appropriate interpersonal skills indicative of success as a classroom teacher.
- () This person demonstrates integrity and trustworthiness.
- () This person is responsible.
- () This person is caring.
- () This person demonstrates citizenship.

Character	Score	Capability	Score	Service	Score
Self Starter		General content knowledge		Serves the college through campus activities	
Completes work on time		Critical thinking skills		Serves the school through volunteer work	
Ability to relate to diverse population		Creative thinking skills		Serves the community through volunteer work	

___ Yes ___ No I recommend this person for admission to the Teacher Education Program.

Additional Comments:

Name: _____ Date: _____

Address: _____

Connection with Candidate: _____

Applicant's Signature: _____ Date: _____

**Alice Lloyd College Education Department
STUDENT WORK EVALUATION
for Admission into the ALC Teacher Education Program**

STUDENT NAME _____ **Job Description** _____

1. How well did the student perform the work assignment? Be specific.
2. What did the student learn from the work assignment?
3. How well did the student relate to other people on the work assignment?
4. How would you describe the student in the initiation of innovative procedures and trying to make a positive contribution to your office or department?

Descriptors	Poor	Below average	Satisfactory	Outstanding
Caring: compassionate, kind, pleasant (Character)				
Respect: considerate, tolerant (Character)				
Creativity: has new ideas, new approaches (Capability)				
Knowledge: general and professional (Capability)				
Citizenship: cooperate, follow rules (Character)				
Responsibility: full-fills obligations, perseveres (Character)				
Trustworthiness: dependable, reliable, honest (Character)				
Fairness: open-minded, listens (Character)				
Critical Thinking: reflective (Capability)				
Volunteers for campus/school/community activities (Service)				

Rubric for Dispositions listed below →

Description	Score
Demonstrated	3
Partially Demonstrated	2
Inconsistent	1
Not Observed	0

Character	Score	Capability	Score	Service	Score
Self Starter		General content knowledge		Serves the college through campus activities	
Completes work on time		Critical thinking skills		Serves the school through volunteer work	
Ability to relate to diverse population		Creative thinking skills		Serves the community through volunteer work	

Supervisor's Signature _____ **Department** _____ **Date:** _____

Student's Signature _____ **Date:** _____

Alice Lloyd College Education Department
***Checklist for Admission to the Teacher Education Program**
(To be Verified, Signed and/or Initialed by ALC Education Department Staff)

Teacher Education Candidate _____ **SS#** _____

Major _____

- _____ Biographical Inventory/Application
- _____ Updated Autobiography
- _____ Updated Personal Statement "Why I Want to be a Teacher"
- _____ Updated Philosophy of Education
- _____ Education 200 Field Observation Form(s)
- _____ Updated Satisfactory Criminal Background Check
- _____ Negative Drug Test
- _____ KEA-SP membership
- Recommendations**
- _____ Home/Community (2)
- _____ Faculty (2)
- _____ Work Study (1)
- Academic Requirements**
- _____ Transcript
- _____ PPST scores of reading ≥ 176 , math ≥ 174 , and writing ≥ 174
- _____ Education 200 ("C" or better)
- _____ English 101 & 102 ("C" or better)
- _____ Communication 126 ("C" or better)
- _____ Math 110 or 112 or 113 or 125 ("C" or better)
- _____ CIS 100 or Equivalent ("C" or better)
- _____ GPA 2.75 or higher or 3.0 in last 30 credit hours in all course work
- _____ General Education requirements met (75% minimum) _____ %

*To be submitted with Application

THE PROGRAM INTERVIEW

The purpose of the program entry interview is to establish a professional opinion of the candidate's suitability for entering the Teacher Education Program. Objectives of the interview include the following:

- Confirm the candidate's desire to enter the profession.
- Establish the extent to which the student is prepared academically to enter the Teacher Education Program.
- Confirm the candidate's ability to effectively communicate his or her philosophy of education.
- Ascertain that the student is aware of the realities of the teaching profession.
- Assess the candidate's skills in oral communication.
- Provide the candidate an opportunity to discuss and to form sound perceptions of the Teacher Education Program and of the teaching profession.
- Identify any area(s) in which the candidate may need to improve in order to perform effectively in the **Teacher Education Program** or in the teaching profession.

THE INTERVIEW PROCESS

The final step for acceptance into the Teacher Education Program (TEP) involves an interview conducted by a minimum of three members of the TEP Committee or designees (TEP faculty, P-12 faculty, P-12 administrators, college professors, etc.) Members ask questions of each candidate. There are ten questions drawn from the textbook used in **EDUC 200**, Educational Foundations. The textbook used is the Eighth Edition of *Becoming A Teacher* by F.W. Parkay and B.H. Stanford. Sample interview questions can be found in the Curriculum Center or Teacher Education Office. Candidates are rated on their responses to five questions. The questions are accompanied by an interview score sheet and a rubric for scoring. A sixth category is provided to assess the candidate's overall communication skills in the interview. Each member of the interview committee will rate the candidate.

Following the interview, the candidate will be excused and the committee members will meet to discuss the interviewee's performance and their ratings. They will then arrive at a consensus as to a final interviewee score and whether or not the candidate will be admitted to the TEP.

Each candidate will receive an official letter from the Chair of the Education Division notifying him/her of the results of the interview. If the candidate successfully completes the interview process, he/she may register for advanced courses in the TEP.

If the candidate is unsuccessful in the interview process, he/she may appeal the findings of the TEP Committee. This appeal must be made in writing and submitted to the Chair of the Education Division. If the Chair feels the appeal is warranted, another interview may be granted. If the Chair feels the appeal is not warranted, the student is notified to that effect. If the student is not satisfied with the decision of the Chair, he/she can appeal to the Dean of the College. The Dean of the College has the final decision in all academic matters.

Potential Interview Questions for Entrance into the TEP

1. Explain how your philosophy of education reflects your own personal experiences and how your philosophy will help all children learn.
(Kentucky Teacher Standard 7)
2. Explain the difference in classroom management and classroom discipline. *(Kentucky Teacher Standard 3 / 4)*
3. Should teachers be responsible for teaching and influencing the development of moral and ethical behavior in our students? Explain.
4. How do you think “standard grammar” fits into the role of a good teacher? *(Kentucky Teacher Standard 10)*
5. How do we address the issue of teaching children with special needs?
(Kentucky Teacher Standard 2)
6. What would you identify as the characteristics of a good teacher? What professional skills do you consider necessary in order to be a good teacher?
7. What makes a teacher a professional? Must a teacher be a professional in order to be a good teacher?
8. Describe how social problems impact student behavior and learning in our classrooms today.
9. What is *No Child Left Behind*? What impact has it had and will it have on public education?
10. Explain how your dispositions and leadership will positively impact learning.
(Kentucky Teacher Standard 10)

Alice Lloyd College
Teacher Education Program (TEP) Interview
Scoring Rubric Worksheet

Stage 1

TEP Candidate Name: _____ Date of Interview: _____

ID#: _____ Semester: Fall Spring 20_____

Scoring Rubric	
Very Good	3
Satisfactory	2
Poor	1

Item Scored	Question # (from list of proposed questions)	Score (see Rubric)
Question # 1		
Question # 2		
Question # 3		
Question # 4		
Question # 5		
Communication Skills		
Total Score		
Mean Score		

Communication Skills	Rating
Possesses self-confidence	
Uses appropriate grammar	
Uses appropriate vocal inflection	
Avoids monotone delivery	
Answers questions with clarity and candor	
Dresses appropriately	
Total Score	
Mean Score	

Comments:

Evaluator's Signature: _____

Revised September 2009

Alice Lloyd College
Teacher Education Program (TEP) Interview
Consensus Score Sheet

Stage 1

TEP Candidate Name: _____ Date of Interview: _____

ID#: _____ Semester: Fall Spring 20_____

Evaluator Signatures	Score
Consensus Score of Committee	

_____ Admitted to TEP

_____ Not admitted to TEP

Comments/Recommendations:

Committee Leader: _____ Date: _____

Candidate Signature: _____

Revised September 2009

RECORD OF FIELDWORK EXPERIENCES

Student's Name _____ Semester _____ Year 20____ Course Name _____ Course #: _____

ex. Ed. 322

ex. Content Area Reading

School Address _____
(City & State Only)

Name of School Observed _____

ex. ACME High School

Date of Field Exp.	Brief Description of Activity Observed with subject and grade level	Total # of Students	# of IEPs	# of GSSPs	# of LEPs/ESLs (Please specify)	# of Racially Diverse Students								Time of Field Experience (round to nearest half hour)	Printed Name <u>and</u> Signature of Teacher Observed*	
						White	African American	Hispanic	Asian	Native American	Hawaiian	Multi-Racial	Unknown			
1-21-99	10 th grade History Cold War	19	3	2	0	15	2	0	1	0	0	1	0	10:00 – 11:00	John Doe	<i>John Doe</i>

Total Hours of Field Experience: _____

By completing this record of observations for the course numbered above, I hereby declare the information provided is true and accurate to the best of my knowledge.

Student's Signature: _____ Date: _____

ALC Course Instructor's Signature: _____ Date: _____

**Alice Lloyd College Teacher Education Program
Supplemental Observation/Experience Hours Verification Form**

Section I (To be completed by professional being observed) Location:

Address: _____ **Telephone #** _____

Date: _____ **Beginning Time:** _____ **Ending Time:** _____ **Total Hours:** _____

Activity Observed/Participated: _____
(Please Be Specific)

-

Section II – (To Be Completed by Professional Being Observed)

of Students Who Are:

___ White ___ African American ___ Hispanic ___ Native American ___ Multi-Racial
___ Hawaiian/Pacific Islander ___ Race Unknown ___ English Language Learners
___ Gifted Students ___ IEP Students

Students from different socioeconomic groups yes no

Location (check all that apply):

- Elementary Middle School High School
 Family Resource Center Youth Services Center Student Tutoring
 School Board Meeting School Based Council Meeting
 Participation in a school-based professional learning community
 Assisting teachers or other school professionals
 Other (must be pre-approved by ALC Staff) _____
(specify) _____ ALC staff signature

Section III - (To Be Completed by Professional Being Observed): The signature below verifies that

_____ has completed the observation/experience hours listed above.
(ALC Student)

Professional: _____
(Printed Name) (Signature)

Email: _____ **Phone:** _____

ALICE LLOYD COLLEGE
APPLICATION FOR ADMISSION TO STUDENT TEACHING
(Please type or print completed form)

Name _____
(Last) (First) (Middle or Maiden)
Home Address _____ Telephone Home _____
_____ Cell _____
_____ Email Address _____

SSN _____ Certification Area _____

Campus Address _____

Semester _____

Please list the schools in which you would like to be assigned (the Director of Field Experiences cannot guarantee requested placement):

First Choice: _____

Second Choice: _____

Third Choice: _____

Are there any members of your immediate family (mother, father, sister, brother, sister-in-law, brother-in-law, uncle, aunt, cousin, nephew, niece) working at or attending any of these schools?

If your answer is yes, please explain:

Why would you like to be placed in these specific schools?

High School(s) attended/graduated: _____

Location _____ Date of graduation _____

Can you provide personal transportation to your student teaching assignment? **If your answer is no, how do you plan to get to the assigned school?**

What would you **MOST** like to gain from your student teaching experience?

**ALICE LLOYD COLLEGE
Office of Teacher Education
Pippa Passes, KY 41844**

**MEDICAL EXAMINATION FOR
APPLICATION FOR ADMISSION TO STUDENT TEACHING**

Directions: Please type or print legibly in ink.

Student: Complete appropriate sections before going to your physician for examination.

Physician: This examination is at the student's expense. Please examine the student as you think necessary to determine his or her fitness for student teaching.

To Be Completed by Student

Name _____ Birthdate _____

Home Address _____

Phone () _____ Cell Phone () _____

Parent, Guardian, or Spouse's Name _____

Address (if different) _____

Phone () _____ Cell Phone () _____

Hospital Preferred: _____ Hospitalization Insurance _____

If the student is not an independent adult, the parent or guardian must sign the following:

I hereby consent for a qualified physician to perform any medical or surgical procedure he/she deems advisable to the welfare of (student's name) _____ in case of an emergency (such as acute appendicitis or injuries incurred in a accident) while the above-named student is attending Alice Lloyd College. For the purpose of the operative procedure recommended by the attending surgeon, I hereby consent to the administration of any anesthetic, general and/or local, by an anesthesiologist selected or approved by the surgeon. I further agree to pay all costs incurred by the named anesthesiologist's fee, and the cost for an ambulance for transporting the student from Alice Lloyd College, its vicinity, or his/her student teaching assignment, to a nearby hospital.

I understand the college will attempt to get in touch with me before sending the above named student to a hospital upon the advice of the college nurse and a local physician.

Signature _____ Date _____

Relationship to Student _____

STUDENT'S MEDICAL HISTORY

(To be completed by student)

Please check any of the following that you have had in the past or currently have:

- | | | |
|-----------------------------------------|----------------------------------------------------|------------------------------------------|
| <input type="checkbox"/> Anemia | <input type="checkbox"/> Hepatitis | <input type="checkbox"/> Polio |
| <input type="checkbox"/> Asthma | <input type="checkbox"/> High Blood Pressure | <input type="checkbox"/> Rheumatic Fever |
| <input type="checkbox"/> Chicken Pox | <input type="checkbox"/> Kidney Disease | <input type="checkbox"/> Scarlet Fever |
| <input type="checkbox"/> Diabetes | <input type="checkbox"/> Malaria | <input type="checkbox"/> Thyroid Problem |
| <input type="checkbox"/> Diphtheria | <input type="checkbox"/> Measles | <input type="checkbox"/> Tuberculosis |
| <input type="checkbox"/> Ear Infections | <input type="checkbox"/> Mumps | <input type="checkbox"/> Ulcers |
| <input type="checkbox"/> Epilepsy | <input type="checkbox"/> Mental or Nervous Problem | |
| <input type="checkbox"/> Hay Fever | <input type="checkbox"/> Venereal disease | |
| <input type="checkbox"/> Heart Disease | <input type="checkbox"/> Typhoid Fever | |
| <input type="checkbox"/> Whooping Cough | | |

Your mother's age _____ (If deceased, age and cause of death) _____

Your father's age _____ (If deceased, age and cause of death) _____

Do you have an allergy to food, medicine, insect stings, or anything else? If so, please describe-

_____ **What shots or medication do you take for your allergy? _____ How often? _____**

Please explain if you have had any of the following:

Surgeries _____
Broken bones _____
Serious illness _____
Other _____

Please list any medications you are now taking:

_____ **Are you on a special diet?** _____

Approximate date of last eye exam _____

Do you wear or need glasses/contacts? _____

Approximate date of last dental exam _____

TO BE COMPLETED BY A NURSE OR PHYSICIAN:

Vaccinations: State date when last inoculated

_____ Small pox	_____ Mumps	_____ TB skin test
_____ Diphtheria	_____ Polio	_____ neg. _____ pos.
_____ Tetanus	_____ Whooping cough	
_____ Measles	_____ Influenza	
_____ Other		

Height _____	B/P _____	Heart sounds _____
Weight _____	Pulse _____	

LAB WORK: (if applicable) VDRL _____ date _____ pos. _____ neg. _____
 Hemoglobin _____
 Urinalysis: _____ Sugar _____ Pus _____
 Albumin _____

TO BE COMPLETED BY PHYSICIAN ONLY:

- | | | | |
|-----|-----------------------------------|--------|----------|
| 1. | head, neck | normal | abnormal |
| 2. | mouth, throat, tonsils in or out? | normal | abnormal |
| 3. | teeth and gums | normal | abnormal |
| 4. | thyroid | normal | abnormal |
| 5. | ears, hearing, tympanic membrane | normal | abnormal |
| 6. | eyes | normal | abnormal |
| 7. | lymph nodes | normal | abnormal |
| 8. | chest and lungs | normal | abnormal |
| 9. | breasts | normal | abnormal |
| 10. | heart | normal | abnormal |
| 11. | vascular system | normal | abnormal |
| 12. | abdomen (hernia?) | normal | abnormal |
| 13. | anus (hemorrhoids?) | normal | abnormal |
| 14. | genitalia | normal | abnormal |
| 15. | pelvic (females over 25) | normal | abnormal |
| 16. | extremities | normal | abnormal |
| 17. | spine, musculoskeletal | normal | abnormal |
| 18. | skin | normal | abnormal |
| 19. | neurologic | normal | abnormal |
| 20. | psychiatric personality | | |
| | deviations | normal | abnormal |
| 21. | menstruation (incapacitating?) | normal | abnormal |

Any speech, or other serious defect which would limit or prevent normal activity?

Physician's Recommendation: _____ (1) no restrictions
 Comments: _____ (2) no vigorous activity
 _____ (3) no physical activity

Physician's signature: _____ Date: _____

Address: _____

**Alice Lloyd College Teacher Education Program
Working Portfolio Evaluation Form
(Prior to the beginning of Student Teaching)**

Stage 2

NAME OF TEACHER CANDIDATE _____

TERM SUBMITTED: FALL ____ SPRING ____ 20 ____

Rating Scale for Holistic Scoring		
Items 1- 6	Standards/Dispositions	Score
Excellent	Demonstrated	3
Adequate	Partially Demonstrated	2
Limited Evidence	Major Gaps/Inconsistencies	1
No Evidence	Not Observed	0

Total Points	Conversion to Percentage	Grade
38 -42	90 – 100%	A
34-37	80 – 89%	B
30-33	70 – 79%	C
Below 30	Below 70%	*Resubmit

Item	Description	Holistic Score			
1	Cover Sheet (Updated)	3	2	1	0
2	Resume (Updated)	3	2	1	0
3	Autobiography (Updated)	3	2	1	0
4	Personal Statement (Updated)	3	2	1	0
5	Educational Philosophy (Updated)	3	2	1	0
6	Index for Standards	3	2	1	0

Kentucky Teacher Standards	Holistic Score			
Standard 1: Demonstrates Applied Content Knowledge	3	2	1	0
Standard 2: Designs & Plans Instruction	3	2	1	0
Standard 3: Creates & Maintains Learning Climate	3	2	1	0
Standard 4: Implements & Manages Instruction	3	2	1	0
Standard 5: Assesses & Communicates Learning Results	3	2	1	0
Standard 6: Demonstrates Implementation of Technology	3	2	1	0
Standard 7: Reflects on & Evaluates Teaching & Learning	(Not Assessed at this stage)			
Standard 8: Collaborates with Colleagues/ Parents/Others	3	2	1	0
Standard 9: Evaluates Teaching & Implements Professional Development	(Not Assessed at this stage)			
Standard 10: Demonstrates Professional Leadership	(Not Assessed at this stage)			
ALC Dispositions (Character, Capability & Service)	3	2	1	0
Total Holistic Score				
Grade				

Evaluator _____ Title _____ Date _____

*A holistic score of a 1 or 0 in any category is not acceptable and must be corrected. Corrections must be made by the end of the semester prior to the requested student teaching assignment. In order to complete the Student Teaching application process, this requirement must be met.

INSTRUCTIONS: Please evaluate the Working Portfolio using the following modified version of the Kentucky Teacher Standards, plus the ALC Dispositions. Student must meet a minimum of 2 indicators for each appropriate standard. Make appropriate comments in the spaces provided.

Once you have completed the evaluation, please give a holistic evaluation for items 1-6 and for each of the Standards and the Dispositions in your evaluation. Enter your holistic rating(s) on the cover sheet by circling the appropriate response to coincide with the rating scales: 3= Demonstrated, 2 = Partially Demonstrated, 1 = Major Gaps / Inconsistencies, 0 = Not Observed

Revised Benchmark Indicators for Kentucky’s Ten Teaching Standards

Standard	Benchmark Indicators	Ratings
I Demonstrates Applied Content Knowledge	a. Communicates concepts, processes and knowledge.	
	b. Connects content to life experiences of students.	
	c. Demonstrates a variety of instructional strategies that are appropriate for content and contribute to student learning.	
	d. Guides students to understand content from various perspectives.	
	e. Identifies and addresses students’ misconceptions on content.	
Comments:		

Standard	Benchmark Indicators	Ratings
II Designs and Plans Instruction	a. Develops significant objectives aligned with standards.	
	b. Uses contextual data to design instruction relevant to students.	
	c. Plans assessments to guide instruction and measure learning objectives.	
	d. Plans instructional strategies and activities that address learning objectives for all students.	
	e. Plans Instructional strategies that facilitate multiple levels of learning.	
Comments:		

Standard	Benchmark Indicators	Ratings
III Creates & Maintains Learning Climate	a. Communicates high expectations.	
	b. Establishes a positive learning environment.	
	c. Values and supports student diversity and addresses individual needs.	
	d. Fosters mutual respect between teacher and students and among students.	
	e. Provides a safe environment for learning.	
Comments:		

Standard	Benchmark Indicators	Ratings
IV Implements and Manages Instruction	a. Uses a variety of strategies that align with learning objectives and actively engage students.	
	b. Implements instruction based on diverse student needs and assessment data.	
	c. Uses time effectively.	
	d. Uses space and materials effectively.	
	e. Implements and manages instruction in ways that facilitate higher order thinking.	
Comments:		

Standard	Benchmark Indicators	Ratings
V Assesses & Communicates Learning Results	a. Uses pre-assessments. b. Uses formative assessment. c. Uses summative assessments. d. Describes, analyzes, and evaluates student performance. e. Communicates learning results to students and parents. f. Allows opportunity for student self- assessment.	
Comments:		

Standard	Benchmark Indicators	Ratings
VI Demonstrates Implementation of Technology	a. Uses available technology to design and plan instruction. b. Uses available technology to implement instruction that facilitates student learning. c. Integrates student use of available technology into instruction. d. Uses available technology to assess and communicate student learning. e. Demonstrates ethical and legal use of technology.	
Comments:		

Standard	Benchmark Indicators	Ratings
VII Reflects on & Evaluates Teaching & Learning	a. Uses data to reflect on and evaluate student learning. b. Uses data to reflect on and evaluate instructional practice. c. Uses data to reflect on and identify areas of professional growth.	
Comments: *Not assessed at this Stage		

Standard	Benchmark Indicators	Ratings
VIII Collaborates with Colleagues/Parents/ Others	a. Identifies students whose learning could be enhanced by collaboration. b. Designs a plan to enhance student learning that includes all parties in the collaborative effort. c. Implements planned activities that enhance student learning and engage all parties. d. Analyzes data to evaluate the outcomes of collaborative efforts.	
Comments:		

Standard	Benchmark Indicators	Ratings
IX Evaluates Teaching & Implements Professional Development	a. Self- assesses performance relative to Kentucky’s Teacher Standards. b. Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues. c. Designs a professional development plan for addressing identified priorities. d. Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.	
Comments: *Not Assessed at this Stage		

Standard	Benchmark Indicators	Ratings
X Demonstrates Professional Leadership	a. Identifies leadership opportunities that enhance learning and/or professional environment of the school.	
	b. Develops a plan for engaging in leadership activities.	
	c. Implements a plan for engaging in leadership activities.	
	d. Reflects on and evaluates the results of planned and executed leadership efforts.	
Comments:		
*Not Assessed at this Stage		

**How does the student respond to the dispositions established by the ALC Education Department?
Rate the student teacher using the same evaluation as the main body of this form:**

Character	Score	Capability	Score	Service	Score
Self Starter		General content knowledge		Serves the college through campus activities	
Completes work on time		Critical thinking skills		Serves the school through volunteer work	
Ability to relate to diverse population		Creative thinking skills		Serves the community through volunteer work	
Comments:					

Evaluator

Title

Date

Student Signature

Date

**Alice Lloyd College Teacher Education Program
Portfolio/Modified TPA Evaluation Form
(After completion of Student Teaching)**

Stage 3

NAME OF STUDENT TEACHER _____

TERM: FALL _____ SPRING _____ 20 _____

Rating Scale for Holistic Scoring		
Items 1-6 & TPA	Standards/Dispositions	Score
Excellent	Demonstrated	3
Adequate	Partially Demonstrated	2
Limited Evidence	Major Gaps/Inconsistencies	1
No Evidence	Not Observed	0

Total Points	Conversion to Percentage	Grade
103-114	90 - 100%	A
91-102	80 - 89%	B
80-90	70 - 79%	C
Below 80	Below 70%	*Resubmit

Item	Description	Holistic Score			
1	Cover Sheet (Updated)	3	2	1	0
2	Resume (Updated)	3	2	1	0
3	Autobiography (Updated)	3	2	1	0
4	Personal Statement (Updated)	3	2	1	0
5	Educational Philosophy (Updated)	3	2	1	0
6	Index for Standards	3	2	1	0

Kentucky Teacher Standards	Holistic Score			
Standard 1: Demonstrates Applied Content Knowledge	3	2	1	0
Standard 2: Designs & Plans Instruction	3	2	1	0
Standard 3: Creates & Maintains Learning Climate	3	2	1	0
Standard 4: Implements & Manages Instruction	3	2	1	0
Standard 5: Assesses & Communicates Learning Results	3	2	1	0
Standard 6: Demonstrates Implementation of Technology	3	2	1	0
Standard 7: Reflects on & Evaluates Teaching & Learning	3	2	1	0
Standard 8: Collaborates with Colleagues/ Parents/Others	3	2	1	0
Standard 9: Evaluates Teaching & Implements Professional Development	3	2	1	0
Standard 10: Demonstrates Professional Leadership	3	2	1	0
ALC Dispositions (Character, Capability & Service)	3	2	1	0

*A holistic score of 1 or 0 in any category is not acceptable and must be corrected. Corrections must be completed before the end of the student teaching assignment. Failure to meet this requirement will result in a failing grade for student teaching.

Modified TPA Requirements	Holistic Score			
Teacher Education Information Sheet	3	2	1	0
Observation # 1				
Task A-1 Teaching/Learning Context	3	2	1	0
Task A-2 Lesson Plan	3	2	1	0
Task B Assessment of Observation	3	2	1	0
Task C Lesson Analysis/ Reflection	3	2	1	0
Observation # 2				
Task A-1 Teaching/Learning Context	3	2	1	0
Task A-2 Lesson Plan	3	2	1	0
Task B Assessment of Observation	3	2	1	0
Task C Lesson Analysis/Reflection	3	2	1	0
Observation #3				
Task A-1 Teaching/Learning Context	3	2	1	0
Task A-2 Lesson Plan	3	2	1	0
Task B Assessment of Observation	3	2	1	0
Task C Lesson Analysis/Reflection	3	2	1	0
Observation #4				
Task A-1 Teaching/Learning Context	3	2	1	0
Task A-2 Lesson Plan	3	2	1	0
Task B Assessment of Observation	3	2	1	0
Task C Lesson Analysis/Reflection	3	2	1	0
Semester Tasks				
Task D Collaboration Project	3	2	1	0
Task E Assess/Manage Professional Growth	3	2	1	0
Task F Leadership Project	3	2	1	0
Unit				
Task G Design Instructional Unit	3	2	1	0
Task H Assessment Plan	3	2	1	0
Task I Designing Instructional Strategies/Activities	3	2	1	0
Task J-1 Organizing/Analyzing Results	3	2	1	0
Task J-2 Communication/Follow-Up	3	2	1	0
Total Score				
Mean Score				

Instructions: Please evaluate the student teacher by the following Kentucky Teacher Standards, (student must meet all indicators) plus the ALC Dispositions. Make appropriate comments in the space provided.

Once you have completed the evaluation, please give a holistic evaluation for each of the Standards and dispositions in your evaluation. Enter your holistic rating(s) on the cover sheet by circling the appropriate response below to coincide with the appropriate response: 3=Demonstrated, 2=Partially Demonstrated, 1=Major Gaps/Inconsistencies, 0=Not Observed.

Revised Benchmark Indicators for Kentucky’s Ten Teaching Standards

Standard I	Benchmark Indicators	Ratings
Demonstrates Applied content Knowledge	f. Communicates concepts, processes and knowledge.	
	g. Connects content to life experiences of students.	
	h. Demonstrates a variety of instructional strategies that are appropriate for content and contribute to student learning.	
	i. Guides students to understand content from various perspectives.	
	j. Identifies and addresses students’ misconceptions of content.	
Comments:		

Standard II	Benchmark Indicators	Ratings
Designs and Plans Instruction	f. Develops significant objectives aligned with standards.	
	g. Uses contextual data to design instruction relevant to students.	
	h. Plans assessments that guide instruction and measure learning objectives.	
	i. Plans instructional strategies and activities that address learning objectives for all students.	
	j. Plans instructional strategies that facilitate multiple levels of learning.	
Comments:		

Standard III	Benchmark Indicators	Ratings
Creates & Maintains Learning Climate	f. Communicates high expectations.	
	g. Establishes a positive learning environment.	
	h. Values and supports student diversity and addresses individual needs.	
	i. Fosters mutual respect between teacher and students and among students.	
	j. Provides a safe environment for learning.	
Comments:		

Standard IV	Benchmark Indicators	Ratings
Implements and Manages Instruction	f. Uses a variety of strategies that align with learning objectives and actively engage students.	
	g. Implements instruction based on diverse student needs and assessment data.	
	h. Uses time effectively.	
	i. Uses space and materials effectively.	
	j. Implements and manages instruction in ways that facilitate higher order thinking.	
Comments:		

Standard V	Benchmark Indicators	Ratings
Assesses & Communicates Learning Results	g. Uses pre-assessment.	
	h. Uses formative assessment.	
	i. Uses summative assessments.	
	j. Describes, analyzes, and evaluates student performance.	
	k. Communicates learning results to students and parents.	
	l. Allows opportunity for student self- assessments.	
Comments:		

Standard VI	Benchmark Indicators	Ratings
Demonstrates Implementation of Technology	f. Uses available technology to design and plan instruction.	
	g. Uses available technology to implement instruction that facilitates student learning.	
	h. Integrates student use of available technology into instruction.	
	i. Uses available technology to assess and communicate student learning.	
	j. Demonstrates ethical and legal use of technology.	
Comments:		

Standard VII	Benchmark Indicators	Ratings
Reflects on & Evaluates Teaching & Learning	d. Uses data to reflect on and evaluate student learning.	
	e. Uses data to reflect on and evaluate instructional practice.	
	f. Uses data to reflect on and identify areas of professional growth.	
Comments:		

Standard VIII	Benchmark Indicators	Ratings
Collaborates with Colleagues/Parents/ Others	e. Identifies students whose learning could be enhanced by collaboration.	
	f. Designs a plan to enhance student learning that includes all parties in the collaborative effort.	
	g. Implements planned activities that enhance student learning and engage all parties.	
	h. Analyzes data to evaluate the outcomes of collaborative efforts.	
Comments:		

Standard IX	Benchmark Indicators	Ratings
Evaluates Teaching & Implements Professional Development	e. Self- assesses performance relative to Kentucky’s Teacher Standards.	
	f. Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	
	g. Designs a professional development plan for addressing identified priorities.	
	h. Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.	
Comments:		

Standard X	Benchmark Indicators	Ratings
Demonstrates Professional Leadership	e. Identifies leadership opportunities that enhance learning and/or professional environment of the school.	
	f. Develops a plan for engaging in leadership activities.	
	g. Implements a plan for engaging in leadership activities.	
	h. Reflects on and evaluates the results of planned and executed leadership efforts.	
Comments:		

How does the student teacher respond to the dispositions established by the ALC Education Department? Rate the student teacher using the same evaluation as the main body of this form:

Character	Score	Capability	Score	Service	Score
Self Starter		General content knowledge		Serves the college through campus activities	
Completes work on time		Critical thinking skills		Serves the school through volunteer work	
Ability to relate to diverse population		Creative thinking skills		Serves the community through volunteer work	
Comments:					

College Supervisor

Date

Student Signature

Date

**ALICE LLOYD COLLEGE
TEACHER EDUCATION PROGRAM
Remediation Plan for TEP Student**

I, _____, understand that I have been placed on a one (1) semester probation in the Alice Lloyd College Teacher Education Program due to having a GPA below the required 2.75. As part of the probationary agreement, I agree to engage in the following remediation plan. I understand that failure to comply with the plan and raise my GPA to a 2.75 will result in being withdrawn from the Alice Lloyd College Teacher Education Program at the end of the _____ semester, 20 _____.

_____ Enroll in the course(s) _____

_____ Retake failed courses

_____ Meet weekly with a student tutor

_____ Meet biweekly with my academic advisor during the semester for a progress report

_____ Other: (Please specify) _____

Meetings

Advisor Signature	Student Signature	Date
-------------------	-------------------	------

Advisor Signature	Student Signature	Date
-------------------	-------------------	------

Advisor Signature	Student Signature	Date
-------------------	-------------------	------

Advisor Signature	Student Signature	Date
-------------------	-------------------	------

Advisor Signature	Student Signature	Date
-------------------	-------------------	------

Advisor Signature	Student Signature	Date
-------------------	-------------------	------