University of the Cumberlands

Undergraduate

ePortfolio Handbook

Continuous Assessment

Meeting the Kentucky Teacher and University of the Cumberlands’ Standards

2011-2012
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*Caring, Strong Work Ethic, Critical & Creative Thinking, Excellence and Professional Integrity*
University of the Cumberlands
ePortfolio Rationale

University of the Cumberlands’ educator preparation programs strive to provide a quality learning experience that enables all candidates to impact P-12 student learning. The ePortfolio process provides candidates with continuous, systematic feedback related to meeting the Kentucky Teacher and University of the Cumberlands’ Standards.

Kentucky Teacher and University of the Cumberlands’ Standards

<table>
<thead>
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<th>Description</th>
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<tr>
<td>Standard 1</td>
<td>Demonstrates Applied Content Knowledge</td>
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<tr>
<td>Standard 2</td>
<td>Designs and Plans Instruction</td>
</tr>
<tr>
<td>Standard 3</td>
<td>Creates and Maintains Learning Climate</td>
</tr>
<tr>
<td>Standard 4</td>
<td>Implements and Manages Instruction</td>
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<td>Standard 5</td>
<td>Assesses and Communicates Learning Results</td>
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<tr>
<td>Standard 8</td>
<td>Collaborates with Colleagues, Parents and Others</td>
</tr>
<tr>
<td>Standard 9</td>
<td>Evaluates Teaching and Implements Professional Development</td>
</tr>
<tr>
<td>Standard 10</td>
<td>Provides Leadership within the School, Community and Profession</td>
</tr>
<tr>
<td>Standard 11</td>
<td>Demonstrates University of the Cumberlands’ Dispositions</td>
</tr>
<tr>
<td>Standard 12</td>
<td>Demonstrates Behaviors Supportive of the Kentucky School Personnel Code of Ethics</td>
</tr>
</tbody>
</table>

Mission of the Education Department

“The Unit of Educator Preparation will provide strong initial (undergraduate) and advanced (graduate) academic programs to teacher candidates and other school personnel that instill in them a commitment to a strong work ethic and prepare them for lives committed to excellence, professional integrity, and leadership that will impact student leaning. By being Reflective Constructors of Quality Learning Experiences through Critical Thinking, graduates will possess the knowledge, skills, dispositions, and spiritual values that will serve the needs of a diverse learning community.”
Education Department Motto

Reflective Constructors of Quality Learning Experiences through Critical Thinking

The ePortfolio provides candidates with the opportunity to exhibit their knowledge, skills, and dispositions related to each component of the department motto:

**Reflection**- The ePortfolio engages candidates in reflecting on their ability to meet Kentucky Teacher and University of the Cumberlands’ Standards. Rationales and reflections must be based on research-based best practices, previous experiences, and course work. Open-mindedness, critical thinking, and the willingness to evaluate preconceived notions are essential elements of the reflective process. Candidates provide evidence of thoughtful and analytic reflection through both oral and written responses.

**Constructors**- The Constructivist theory of learning undergirds the Education Department’s decisions related to course sequencing, learning activities, and program content. The ePortfolio demonstrates how candidates are continually building *conceptual, strategic, communicative and evaluative* knowledge as new understanding and experiences are connected to previous learning. Thus, the ePortfolio is evidence of the “building” of knowledge, skills, and dispositions throughout the candidate’s course of study.

**Quality Learning**- Corporations realize that in order to be successful, the quality of their product must continually improve. The process of continuous improvement demonstrated through improved quality is necessary for both program and candidates. Thus, the ePortfolio enables candidates to articulate their on-going professional growth which reflects the quality of the educator preparation program.

**Critical Thinking**- Clarity, discernment, and evaluation are key elements in critical and creative thinking. Creating each of the artifacts involves candidates in critical thinking during the writing process. Additionally, interviews with department faculty necessitate that critical thinking be evident in the candidate’s oral communications skills.

**Dispositions Demonstrated in the ePortfolio**

Dispositions are beliefs and attitudes that influence behaviors and interactions with students, parents, colleagues, and others. A teacher’s dispositions may positively or negatively impact student learning. University of the Cumberlands’ Education Department has identified 4 essential dispositions of an effective teacher. These dispositions should be evident in the work presented in the ePortfolio.

<table>
<thead>
<tr>
<th>Strong Work Ethic</th>
<th>Caring</th>
<th>Critical &amp; Creative Thinking</th>
<th>Excellence &amp; Professional Integrity</th>
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</thead>
<tbody>
<tr>
<td>►High expectations for self ►Dependable ►Timely in completing</td>
<td>►Positive Attitude ►Cooperative ►Respectful of others ►Establishes rapport</td>
<td>►Flexible ►Provides for all learners (integration, evaluation)</td>
<td>►Personal appearance ►Appropriate spoken and written English ►Use of current</td>
</tr>
</tbody>
</table>

Caring, Strong Work Ethic, Critical & Creative Thinking, Excellence and Professional Integrity
<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>with diverse populations</th>
<th>Expresses thoughts and ideas clearly (clarity)</th>
<th>Demonstrates the ability to problem solve (discernment, evaluation)</th>
<th>Technology</th>
</tr>
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<tr>
<td>Self-starter; takes initiative</td>
<td></td>
<td></td>
<td></td>
<td>Demonstrates leadership skills</td>
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**ePortfolio Outcomes**

**For the candidates** - The ePortfolio process guides the candidates as they systematically and continuously:

- Monitor progress toward meeting Kentucky Teacher and University of the Cumberlands’ Standards
- Refine a professional development plan that supports on-going progress in becoming an effective educator who helps all students learn
- Engage in critical thinking
- Reflect on preconceived notions, attitudes, and values and how these affect personal and professional dispositions and decision making
- Engage in metacognition and self-evaluation
- Construct and revise a personal philosophy of education based on the construction of knowledge and professional experiences
- Verify and reflect on experiences working with diverse populations in a variety of settings
- Share progress with peers, university faculty, and others
- Develop leadership skills that ultimately impact the learning community

**For the Education Department** - Information and data gathered continuously and systematically from the ePortfolio enable the Education Department to:

- Identify areas in the Education Department curriculum that need additional reinforcement
- Monitor progress of candidates to ensure they are meeting Kentucky Teacher and University of the Cumberlands’ Standards
- Create additional quality learning experiences that will better prepare candidates for their roles in education venues
- Share progress of the candidates with university stakeholders

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**SETTING UP AND USING YOUR LIVETEXT ACCOUNT**

**Directions for the candidate**

Setting up your LiveText account:

1. Go to [www.livetext.com](http://www.livetext.com)
2. Click on the link: Purchase/Register
3. Click on Register Membership (Key Code Required)
4. Follow the steps as required.
   Note: Once you are in your Livetext account you can manage your information.
   So, just focus on the required information when setting up the account.

Once your account is set up:
1. You may begin personalizing your desktop by looking at the top of the page and clicking the My Account tab.
2. If you would like to change any information, just click edit in that section.
3. Remember to click Save.

Creating Portfolios, Lessons, etc.
1. To begin an entry, click on the Dashboard or Documents tab.
2. Click on the New or New Document tab.
3. Choose a folder, (University of the Cumberlands’ Portfolio) a template (University of the Cumberlands Portfolio Fall 2008), and enter the title of your portfolio. You may also choose a layout and style for your portfolio. Then click on the button that says Save As New Document.
4. Once it opens, go to the pillar you are working on, and you will see directions for each section. Keep all directions and rubrics until after you have finished. Click the edit button to start writing.

Sending your portfolio for review:
1. Once you have finished each section, make sure to click SAVE CHANGES before you click SAVE & FINISH. Review each section and proofread carefully.
2. When you are ready to send your work for the portfolio interview, return to the top of the page and click on the link that says: Send for Review. Do NOT click Share.
3. Type in the first name of your reviewers, being careful to send it to the correct person. Then click Submit for Review.
4. Check with the reviewers to make certain they have received your portfolio. It is your responsibility to ensure the timely submission of your portfolio!

To view comments or an assessment from an instructor on a document submitted for review, follow these steps:
1. Click Reviews tab.
2. Click the on the name of the portfolio you developed.
3. If there is a “plus” sign in front of a document you wish to view, click the plus sign to open the list of submissions. Then click on the document.
4. A box will pop up. If it says Assessment Completed in red, you can see the assessor’s comments. If it has not yet been completed, there will be no statement.
5. On the right side of the screen, you may see a list of the pages available within the document. Any page highlighted in blue has comments within that document. Click that page title to view those comments.
6. Click View Assessment to view an assessment that was completed on the document. The View Assessment link will not appear if an assessment was not completed in this particular review.
PRE-ADMISSION TO TEACHER EDUCATION

Note: The “candidate” refers to students who have been admitted to, or enrolled in, University of the Cumberlands’ Teacher Education Program. The term “pre-candidate” refers to those University students who are in the process of, or who are considering, seeking admission to the Teacher Education Program.

During EDUC 237, a pre-candidate will purchase a LiveText account. The course instructor will discuss requirements and provide directions for initiating the ePortfolio process.

The successful completion (a grade of C or better) of the following courses is required for the application process for admission to University of the Cumberlands’ Teacher Education Program.

- EDUC 235- Basic Concepts Concerning Education (Sign the Kentucky Code of Ethics)
- SPED 233- Survey of Special Education
- EDUC 237- Effective Teaching Practices

PILLAR I- ADMISSION TO THE TEACHER EDUCATION PROGRAM

During EDUC 237, the pre-candidate will purchase the Livetext account and apply for admission to teacher education.

REQUIREMENTS TO BE CONSIDERED FOR PILLAR I ADMISSION TO TEACHER EDUCATION

- A composite 21 ACT score
- A GPA 2.5 or better (overall, professional education courses and certification area(s))
- EDUC 235 Basic Concepts Concerning Education grade of C or better
- ENGL 131 and ENGL 132 grade of C or better
- Schedule an appointment with the education advisor (Elementary/Middle) or education co-advisor and content advisor (P-12 and Secondary) to review ePortfolio contents.
- Schedule an appointment with the Certification Officer for a File Review.
During the spring semester, File Reviews are held in March. Fall semester applicants will have File Reviews in October.

- Following the successful File Review, schedule an ePortfolio Interview.
- Submit Pillar I ePortfolio to the assigned interviewing faculty. ePortfolios must be submitted to the reviewers **no less than 2 full weeks prior to the scheduled ePortfolio interview**.
- Carefully read and be familiar with the “selection, admission, and retention sections of the University’s Teacher Education Handbook.
- ePortfolio interviews are conducted in April and November.
- The Pillar I ePortfolio must verify developing competencies specified in the Kentucky Teacher and University of the Cumberlands’ Standards and achieve a minimum score as indicated on the rubric included in the ePortfolio.

Note: **“Extenuating Circumstances” -** All ePortfolio Interviews for Admission to Teacher Education should occur in April or November. In the event of extenuating circumstances, the pre-candidate should see his/her education and content advisors as soon as possible to obtain the advisors’ signatures on the **Interview Waiver** form.

The advisor must present the **Interview Waiver** and recommend to the Teacher Education Admission Committee when and if the interview should occur. The Interview Committee must receive the **Interview Waiver** form for any interview **not** occurring during the specified window for the April and November interviews.

Note: **Transfer** pre-candidates should consult with their education advisor or co-advisor to ensure that all required artifacts are completed according to specification.

Note: **All artifacts included in the ePortfolio must be the pre-candidate’s original work. The University policy, as stated in the Handbook and Catalog, will be followed if plagiarism is evident in any artifact.**

**ePortfolio Interview Preparation Checklist**

- Be certain that all entries are grammatically correct and that spell-check has been used.
- The “rationales” are critically important in the portfolio assessment process as the candidate must clearly explain how each artifact demonstrates the knowledge, skills and dispositions related to the Kentucky and University standards.
Carefully read the criteria and standards for each entry as stated in the rubrics. Some of the interview questions will be reflected in the rubric criteria.

Review and be familiar with the artifacts included in the portfolio.

Whenever possible and appropriate, demonstrate technology skills and competencies (upload photos, self-generated PowerPoint presentations, demonstrate the ability to use Excel, embed video clips, etc.).

Review and be knowledgeable of the Kentucky Teacher Standards.

Review and be knowledgeable of University of the Cumberlands’ identified dispositions.

Be prepared to share how the ePortfolio reflects your knowledge, skills, and dispositions.

Review and prepare to discuss major philosophies of education. Clearly defend your philosophy as appropriate and effective for today’s diverse school populations.

Be prepared to clearly explain how your lesson plans and other entries reflect your philosophy of education.

Anticipate and practice responding to possible interview questions as the committee will assess your knowledge, skills, dispositions and verbal/paraverbal communication skills.

ePortfolio Interview Oral Communication Competencies- (Verbal/Paraverbal)

- Strong eye contact with all interviewers
- Use of correct grammar, syntax
- Use of descriptive language
- Clarity of rationales, reflections, thought
- Clear articulation
- Absence of distracting mannerisms
- Use of vocal variety, appropriate volume, rate of speech
- Confidence and receptivity as conveyed through body language

Writing Rationales
Preparing for the ePortfolio Interview and Kentucky and University Standards

Please refer to the Kentucky and University of the Cumberlands’ Standards and the supporting indicators as you write the rationales for your ePortfolio artifacts. Using the language from the table below will help you more clearly and accurately communicate your knowledge, skills, and dispositions.

<table>
<thead>
<tr>
<th>1. APPLIES CONTENT KNOWLEDGE</th>
<th>7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING</th>
</tr>
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<tbody>
<tr>
<td>1.1 Communicates concepts, processes and knowledge</td>
<td>7.1 Uses data to reflect on and evaluate student learning</td>
</tr>
<tr>
<td>1.2 Connects content to life experiences of students</td>
<td>7.2 Uses data to reflect on and evaluate instructional practice</td>
</tr>
<tr>
<td>1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning</td>
<td>7.3 Uses data to reflect on and identify areas for professional growth</td>
</tr>
<tr>
<td>Caring, Strong Work Ethic, Critical &amp; Creative Thinking, Excellence and Professional Integrity</td>
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</tr>
</tbody>
</table>
| 1.4 Guides students to understand content from various perspectives  
1.5 Identifies and addresses students’ misconceptions of content |  |
| **2: DESIGNS & PLANS INSTRUCTION**  
2.1. Develops significant objectives aligned with standards  
2.2 Uses contextual data to design instruction relevant to students  
2.3 Plans assessments to guide instruction and measure learning objectives  
2.4 Plans instructional strategies and activities that address learning objectives for all students  
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning | **8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS**  
8.1 Identifies students whose learning could be enhanced by collaboration  
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort  
8.3 Implements planned activities that enhance student learning and engage all parties  
8.4 Analyzes data to evaluate the outcomes of collaborative efforts |
| **3: CREATES & MAINTAINS LEARNING CLIMATE**  
3.1 Communicates high expectations  
3.2 Establishes a positive learning environment  
3.3 Values and supports student diversity and addresses individual needs  
3.4 Fosters mutual respect between teacher and students and among students  
3.5 Provides a safe environment for learning | **9: EVALUATES TEACHING & IMPLEMENTS PROFESSIONAL DEVELOPMENT**  
9.1 Self assesses performance relative to Kentucky’s and University of the Cumberlands’ Teacher Standards  
9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues  
9.3 Designs a professional growth plan that addresses identified priorities  
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on Instructional effectiveness and student learning |
| **4: IMPLEMENTS & MANAGES INSTRUCTION**  
4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students  
4.2 Implements instruction based on diverse student needs and assessment data  
4.3 Uses time effectively  
4.4 Uses space and materials effectively  
4.5 Implements and manages instruction in ways that facilitate higher order thinking | **10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION**  
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment  
10.2 Develops a plan for engaging in leadership activities  
10.3 Implements a plan for engaging in leadership activities  
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts |
| **5: ASSESSES & COMMUNICATES LEARNING RESULTS**  
5.1 Uses pre-assessments  
5.2 Uses formative assessments  
5.3 Uses summative assessments  
5.4 Describes, analyzes, and evaluates student performance data  
5.5 Communicates learning results to students and parents  
5.6 Allows opportunity for student self-assessment | **11. UNIVERSITY OF THE CUMBERLANDS DISPOSITIONS**  
11.1 Caring  
Has a positive attitude  
is cooperative  
is respectful of others  
Establishes rapport with diverse populations  
11.2 Strong Work Ethic  
Has high expectations for self  
is dependable  
is timely in completing responsibilities  
is a self starter; takes initiative  
11.3 Critical and Creative Thinking  
is flexible  
Provides for all learners  
Expresses thoughts and ideas clearly  
Demonstrates the ability to problem solve |
| **6: DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY**  
6.1 Uses available technology to design and plan instruction  
6.2 Uses available technology to implement instruction that facilitates student learning  
6.3 Integrates student use of available technology into instruction  
6.4 Uses available technology to assess and communicate student learning  
6.5 Demonstrates ethical and legal use of technology | **12. KY CODE OF ETHICS & INTEGRITY**  
12.1 Has a professional appearance  
12.2 Uses technology effectively  
12.3 Demonstrates leadership abilities  
12.4 Uses appropriate spoken & written English |
The Interview Process

- The ePortfolio interview will consist of a minimum of two University or P-12 educators.

- The interviewers will independently read and score the portfolio. Together, the interviewee and interviewers will meet. During this time, the interviewee will have the opportunity to clearly articulate responses to questions related to Kentucky and University standards, portfolio entries, and defend decisions made during the crafting of each entry.

- Following the interview, the interviewee will be asked to wait while the interviewers reach consensus as to the portfolio and interview scores. At that time, final scores will be entered on the portfolio rubrics.

- The interviewee will be asked to rejoin the interviewing team. Specific strengths and growth areas will be addressed at this time. The interviewers will also provide both prescriptive feedback and recommendations for improvement as needed.

- **Unconditional Recommendation** - If the interview and portfolio are satisfactorily completed and Pillar 1 standards are met, the committee will **unconditionally recommend** the interviewee for admission to the Teacher Education Program. The interviewee should be certain to secure a copy of the submitted documents.

- **Conditional Recommendation** - If revisions are required for any artifact, the committee may choose to **conditionally recommend** the interviewee for admission to the program. **Due dates for** revisions will be set. Pending satisfactory revisions being submitted to the committee by the established date, the committee will make final approval of the interview/portfolio review and resubmit an **unconditional recommendation** for admission to the Teacher Education Program. The interviewee should be certain to secure a copy of the submitted documents and interview score sheet.

- **Denied recommendation** - Should the interviewee fail to (1) meet the established criteria indicated on the rubrics, (2) orally communicate with clarity and accuracy (3) demonstrate appropriate dispositions, and/or (4) demonstrate any other serious academic deficiencies, the interviewing committee may choose to deny recommendation to the program. The interviewee should be certain to secure a copy of the submitted documents.

- Should the interviewing committee feel there is a need for a second interview, the interviewee will be apprised of the date and time for the interview. The interview committee will consist of one member of the original interviewing team and Chair or Undergraduate Director of the Education Department. The interviewee should be certain to secure a copy of the submitted documents and interview score sheet.
The interviewee is responsible for pursuing any remedial assistance necessary to eliminate growth areas identified by the committee. If a formal **Educational Professional Candidate Disposition Feedback form** or an **Individual Action Plan** is created by the committee, the interviewee is responsible for pursuing any remedial assistance necessary to eliminate growth areas within the time frame specified.

The interviewee has the right to appeal a committee’s decision and should follow the appeals process as stated in the University’s current catalog.

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ePortfolio Sample Interview Questions- Admission to Teacher Education

1. Discuss your philosophy of education. With which philosophers and/or theorists do you agree/disagree? Why? What did you observe during your professional education field hours or during your years in the public school that support the beliefs of your selected philosophy? How does your philosophy reflect the needs and means to address student diversity? How is your philosophy reflected in your lesson plan?

2. What is the connection between your general education/liberal arts course work and your future teaching practices? What have you learned in your general education courses that you have applied in your professional field hours or course work?

3. Describe your professional strengths as related to the dispositions of caring, strong work ethic, critical and creative thinking, and the KY Professional Code of Ethics. What specific, observable behaviors do you consistently demonstrate as evidence of your professional dispositions?

4. What are your professional strengths? What behaviors do you demonstrate that provide evidence of your self-identified professional strengths? What professional growth areas will you address as you continue in the teacher education program?

5. Why do you believe that it is important to understand and address diversity in your classroom? What specific instructional and assessment strategies have you learned that will meet the needs of diverse learners?

6. Discuss the role of parents and education. What will you do to encourage parents to be active participants in their children’s education? What will you do to promote a welcoming atmosphere for parents in your school and/or classroom?

7. What is meant by special education? exceptionalities? How might you meet the needs of students with social and emotional problems? giftedness
### Portfolio Rubric:

**Pillar I: Holistic Rubric**

<table>
<thead>
<tr>
<th><strong>Purpose:</strong> The candidate will include meaningful artifacts that demonstrate developing knowledge, skills and dispositions required to meet the Kentucky and University Standards. (a minimum average score of 2.0 is required)</th>
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<tr>
<td><strong>Assessors:</strong> The Teacher Education Interview Committee will independently review the portfolio, conduct the interview and score the portfolio and oral defense.</td>
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<thead>
<tr>
<th>Description</th>
<th>Met Criteria (3 pts)</th>
<th>Partially Met/ Some Improvement Needed (2 pts)</th>
<th>Criteria Not Met (1 pt)</th>
<th>Significant Improvement Needed/ Not Included (0)</th>
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<tbody>
<tr>
<td>The introduction to the portfolio is relevant and demonstrates competency in using a variety of appropriate technology skills. KY-KTS-08.8</td>
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<td>The resume is professional, informative and reflects critical thinking. KY-UC.11 KY-UC.12</td>
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<td>The philosophy accurately describes at least one major educational philosophy and connects to the candidate's personal beliefs. It is well supported with real-life examples and is tied to at least two Kentucky Teacher Standards. (Conceptual Knowledge) KY-KTS-08.1 KY-KTS-08.7 KY-UC.11 KY-UC.12</td>
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<tr>
<td>The lesson planning and implementation follows best practice and is clearly tied to Kentucky Standards. The reflection addresses impact on student learning, collaborative planning actions with P-12 supervisors, and a plan for instructional improvement. (Strategic Knowledge) KY-KTS-08.1 KY-KTS-08.2 KY-KTS-08.3 KY-KTS-08.4 KY-KTS-08.5 KY-KTS-08.7 KY-KTS-08.8 KY-UC.11 KY-UC.12</td>
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<td>The Professional Growth Plan states strengths, growth areas and an action plan that demonstrates critical thinking and accurate self-evaluation correlated to the Kentucky and University Standards. (Evaluative Knowledge) KY-KTS-08.9 KY-KTS-08.9 KY-UC.11</td>
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<tr>
<td>Field experiences with school-aged students, interactions with diverse populations and leadership experiences are clearly described and demonstrate dispositions and skills that enhance teaching effectiveness. KY-KTS-08.10 KY-KTS-08.7 KY-UC.11 KY-UC.12</td>
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<tr>
<td>Self-assessment of dispositions is accurate, complete, and is based on self, supervisor, and peer feedback. KY-UC.11</td>
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<tr>
<td>Technology proficiency is evident throughout the portfolio to enhance the content and overall presentation. KY-KTS-08.6</td>
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<tr>
<td>Ideas are presented clearly with supporting detail and minimal writing errors. (Communicative Knowledge) KY-UC.11 KY-UC.12</td>
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<tr>
<td>Oral defense of the interview portfolio demonstrates: Strong eye contact</td>
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</tbody>
</table>

Caring, Strong Work Ethic, Critical & Creative Thinking, Excellence and Professional Integrity
PILLAR II- ADMISSION TO THE STUDENT TEACHING PROGRAM

The following courses are required prior to application for admission to University of the Cumberlands’ Student Teaching Program. ePortfolio rubrics clearly specify guidelines for each entry. Two faculty members in the Education Department independently score the Pillar II ePortfolio.

All candidates must complete the following courses. Planned Programs/Curriculum Contracts for each certification area may include additional required requirements for admission to student teaching.

- EDUC 331- Studies in Education: Special Topics in Literacy (unless taken concurrently with student teaching)
- HSRV 337- Race and Diversity (if entered the institution Fall 2010 or after)
- SPED 435- Methods and Materials LBD (unless taken concurrently with student teaching - Sp. Ed. Certification Only)
- ELEM/MS 430 Classroom Management and Discipline
  OR
  EDUC 432- Fundamentals of Secondary Education

REQUIREMENTS FOR ADMISSION TO STUDENT TEACHING

- Take and submit scores for the required content area PRAXIS examinations
- A 2.5 G.P.A. overall, in professional education courses, in emphasis and specialty areas, majors, and minors
- Complete the Application for Student Teaching with the Education Department’s Certification Officer
• As an indication of commitment, sign the Kentucky Professional Code of Ethics.
• Have the Planned Program on file with the Office of the Registrar
• Have favorable/acceptable scores on Disposition Documents
• Successfully complete at least 80% of professional education course work

E- Portfolio Rubric                  Pillar II: Admission to Student Teaching

<p>| Purpose: The candidate will include meaningful artifacts that demonstrate continuous progress in gaining knowledge, skills and dispositions required to meet the Kentucky and University Standards and to enter the student teaching semester. (a minimum average score of 2.5 is required) |
| Assessors: The instructor of the capstone course and another TEAC faculty member will independently review and submit scores for the ePortfolio. |</p>
<table>
<thead>
<tr>
<th>Met Criteria (3 pts)</th>
<th>Partially Met Criteria/Some Improvement Needed (2 pts)</th>
<th>Criteria Not Met/Significant Improvement Needed (1 pt)</th>
<th>Significant Improvement Needed (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The lesson plan met all identified indicators for the Kentucky Planning Standard. (Strategic Knowledge) KY-KTS-08.1 KY-KTS-08.2</td>
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<tr>
<td>Assessment pieces include the (1) pre and post test for regular education students, (2) open response questions for regular education and special education students, and (3) rubrics; all of which engage students in higher order thinking, and represent varied levels of DOK. KY-KTS-08.1 KY-KTS-08.2 KY-KTS-08.5</td>
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</tr>
<tr>
<td>The student self-assessment is grade/age level appropriate and encourages students to become responsible for their own learning. KY-KTS-08.5</td>
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</tr>
<tr>
<td>The unit reflections are in depth and give evidence of critical analysis and best practice. (Conceptual Knowledge) KY-KTS-08.7 KY-KTS-08.9 KY-UC.11 KY-UC.12</td>
<td></td>
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</tr>
<tr>
<td>Task C, completed during the field experience requirement, gives evidence of critical thinking, the ability to identify gaps in learning, and pedagogical knowledge necessary to differentiate instruction for diverse learners. (Evaluative Knowledge) KY-KTS-08.1 KY-KTS-08.5 KY-KTS-08.6 KY-KTS-08.7 KY-KTS-08.9 KY-UC.11</td>
<td></td>
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</tr>
<tr>
<td>The Professional Growth Plan states strengths, growth areas and an action plan that demonstrates critical thinking and accurate self-evaluation correlated to the Kentucky and University Standards. (Evaluative Knowledge) KY-KTS-08.7 KY-KTS-08.9 KY-UC.11</td>
<td></td>
<td></td>
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<tr>
<td>Diversity documentation demonstrates experiences with at least two identified areas and includes</td>
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</tbody>
</table>

Caring, Strong Work Ethic, Critical & Creative Thinking, Excellence and Professional Integrity
thoughtful reflections. KY-KTS-08.3 KY-KTS-08.4 KY-KTS-08.7 KY-UC.11 KY-UC.12

At least two meaningful field experiences are documented and demonstrate knowledge of students from different levels in various settings. KY-KTS-08.3 KY-KTS-08.4 KY-KTS-08.7 KY-UC.11 KY-UC.12

At least two leadership experiences that demonstrate collaboration skills and the dispositions required to impact the education community. KY-KTS-08.10 KY-KTS-08.8 KY-UC.11

Technology proficiency is evident throughout the portfolio to enhance the content and overall presentation. KY-KTS-08.6

Ideas are presented clearly with supporting detail and minimal writing errors. (Communicative Knowledge) KY-UC.11 KY-UC.12

Portfolio artifacts demonstrate: Caring KY-UC.11

Critical and creative thinking KY-UC.11

Commitment to excellence KY-UC.11

Strong work ethic KY-UC.11 KY-UC.12

PILLAR III - EXIT FROM STUDENT TEACHING IN THE UNDERGRADUATE TEACHER EDUCATION PROGRAM

Upon successful completion of the student teaching semester, the candidate will engage in an interview with both a P-12 faculty member and a university student teacher coordinator. The P-12 faculty will read the student teacher’s standards-based unit, conduct an interview, and score the unit. A university coordinator will then independently score the unit as well as the exit ePortfolio. A second interview will take place between the student teacher and coordinator.

Sample Interview Questions-
Exit from Program- Standards-Based Unit and ePortfolio

1. What evidence is there in your exit portfolio that demonstrates your ability to strengthen students’ literacy skills when teaching mathematics, social studies, science, etc.?

2. Explain how you used the Kentucky Core Content for Assessment or Kentucky Core Academic Standards to guide your instructional and assessment decisions.

3. Which ePortfolio artifact most clearly demonstrates your ability to think critically? Explain.
4. Discuss specific incidences where your reflective skills strengthened your teaching and ultimately impacted student learning.

5. If one was to observe your classroom, what evidence would there be that your instruction is based on the Constructivist theory? Cite specific examples of lessons you presented that clearly reflected the Constructivist theory.

6. Provide an example of a situation where your dispositions impacted student learning. What dispositions have you demonstrated that enable you to be an educator of distinction?

7. What evidence is there in your unit, TPAs, exit, or working portfolio that support your belief that all students can learn and that you have high expectations for all students?

8. How will you use skills learned in relation to analysis of student work (aggregating and disaggregating data) to close the achievement gap?

ePortfolio Rubric

### Pillar III: Exit from Student Teaching

<table>
<thead>
<tr>
<th>Purpose: The student teacher will include artifacts that demonstrate competency in meeting the Kentucky and University Standards and provide evidence of being a Reflective Constructor of Quality Learning Experiences through Critical Thinking. (a minimum average score of 2.75 required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessor: Following the External Evaluator review of the student teacher’s Standards-Based Unit, the University Coordinator will conduct an exit interview with the student teacher and score the portfolio contents.</td>
</tr>
<tr>
<td>Met Criteria (3 pts)</td>
</tr>
<tr>
<td>The rationale connects each standard to artifacts in the portfolio supporting at least two indicators for each standard. (Conceptual Knowledge) KY-KTS-08.1 KY-KTS-08.10 KY-KTS-08.2 KY-KTS-08.3 KY-KTS-08.4 KY-KTS-08.5 KY-KTS-08.6 KY-KTS-08.7 KY-KTS-08.8 KY-KTS-08.9 KY-UC.11 KY-UC.12</td>
</tr>
<tr>
<td>The philosophy reflects critical thinking, UC dispositions, the KY code of ethics and the belief that all students can learn. (Conceptual Knowledge) KY-KTS-08.7 KY-UC.11 KY-UC.12</td>
</tr>
<tr>
<td>The lesson from the standards-based unit met all indicators for the Kentucky Planning Standard and reflects best practice. (Task A-2) (Strategic Knowledge) KY-KTS-08.1 KY-KTS-08.10 KY-KTS-08.2 KY-KTS-08.3 KY-KTS-08.4 KY-KTS-08.5 KY-KTS-08.6 KY-KTS-08.7 KY-UC.11 KY-UC.12</td>
</tr>
<tr>
<td>The unit assessment and reflections give evidence of critical thinking, the ability to identify gaps in learning, and pedagogical knowledge necessary to differentiate instruction for all</td>
</tr>
</tbody>
</table>

### Caring, Strong Work Ethic, Critical & Creative Thinking, Excellence and Professional Integrity

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levels/types of learners. (Tasks C, J-1) (Evaluative Knowledge) KY-KTS-08.1 KY-KTS-08.5 KY-KTS-08.7 KY-UC.11

The professional growth plan reflects accurate assessment of the student teacher's knowledge, skills, and dispositions. (Modified Task E) (Evaluative Knowledge) KY-KTS-08.7 KY-KTS-08.9 KY-UC.11

The leadership project demonstrates skills and dispositions required to impact the education community. (Task F) KY-KTS-08.10 KY-UC.11

Artifacts show collaboration that benefits students throughout the semester. KY-KTS-08.8 KY-UC.11 KY-UC.12

Self-assessment of dispositions are accurate, complete, and are based on self, supervisor, and peer feedback. KY-KTS-08.7 KY-UC.11

Diversity documentation demonstrates experiences in all areas and includes thoughtful reflections. KY-KTS-08.4 KY-KTS-08.7 KY-UC.11 KY-UC.12

Meaningful field experiences are documented in all areas and demonstrate knowledge of students on different levels in a variety of settings. KY-KTS-08.4 KY-KTS-08.7 KY-UC.11 KY-UC.12

Technology proficiency is evident throughout the portfolio to enhance the content and overall presentation. KY-KTS-08.6

Ideas are presented clearly with supporting detail and minimal writing errors. (Communicative Knowledge)

Oral defense of the interview portfolio demonstrates: Strong eye contact

Clear articulation

Correct grammar and syntax

Clear communication of ideas

Few distracting mannerisms

Appropriate vocal variety and volume

Caring KY-UC.11

Critical and creative thinking KY-UC.11

Commitment to excellence KY-UC.11

Strong work ethic KY-UC.11 KY-UC.12

Cooperative/collaborative KY-UC.11

Provision for diversity/ exceptionality KY-UC.11 KY-UC.12
GLOSSARY OF TERMS

Bloom’s Taxonomy- the classification of cognitive levels (knowledge, comprehension, application, analysis, synthesis, evaluation); the framework for creating questions that encourage students to engage in different thought processes and higher level thinking

Collaboration- working and cooperating with peers, other professionals, parents, and community resources for the purpose of improving student learning and/or the educational process

Context- conditions that exist in the classroom, school and community that directly affect instructional decisions (Ex: number of students in a class, availability of technology, socioeconomic status of school families, etc.)

Continuous assessment- the systematic, ongoing process that enables the student and/or student teacher to identify what has been learned, progress made, strengths and growth areas; decisions are based on data

Critical thinking- the process of thinking that goes beyond memorizing information (Ex: analyzing information and situations; creating new, innovative approaches, lessons, programs; assessing and evaluating the effectiveness of lessons)

Depth of Knowledge- a descriptive mechanism created to identify the cognitive level at which a student demonstrates a content standard

Dispositions- beliefs and attitudes that influence behaviors and interactions with students, parents, colleagues, and others (University of the Cumberlands’ dispositions- caring, a strong work ethic, critical and creative thinking, a commitment to the KY Code of Ethics and professional integrity

Diversity- the differences that must be considered in the planning, implementation, managing, and assessing students (These differences may include but are not limited to race, ethnicity, gender, religion, learning styles, rates of learning, achievement levels, interests, background experiences, socioeconomic status, and age.)

Education Professional Standards Board (EPSB) - the standards and accreditation agency for Kentucky teachers, administrators and for programs of education at Kentucky colleges and universities
Electronic Portfolio- a compilation of work throughout the Teacher Education Program that shows continuous progress towards meeting the Kentucky and University Standards

Exit Portfolio- documents or evidence representing the student teacher’s best work in meeting the Kentucky and University Standards including the standards-based unit of study

Formative Assessment- on-going feedback to ensure the learner is making progress towards meeting the established standards

Objectives- outcomes that are written in specific, observable, measurable terms; criteria is established as a standard for meeting the specified outcomes

Pedagogy- teaching or instructional strategies, methods

Philosophy of Education- the process of clearly explaining beliefs about learning, education, teaching, acquisition of knowledge, schools, etc.

Professional Growth Plan (PGP) - an ongoing process that engages the student teacher in self assessment identifying strengths, growth areas, a plan for eliminating growth areas, and evidence that actions were taken to eliminate the growth areas; the PGP process assists the student teacher in meeting all of the Kentucky and University Standards; Professional Growth Plans are based on data and reflection

Reflection- consciously, honestly, and consistently considering one’s own knowledge, skills, and dispositions and teaching behaviors; the ability to explain the whys, hows, and outcomes of teaching decisions and experiences; thinking critically about educational issues based on previous experiences, research, best practices, assessment data

Standards- statements and set criteria establishing what the professional educator must be able to demonstrate/do

Standards-Based Unit of Study- a student teacher created sequence of lessons (for a minimum of one week) developing a topic or theme with established standards for students that are congruent with the Kentucky core curriculum

Summative Assessment- the comprehensive evaluation of the learner’s (student teacher’s) collective or total performance/work as evidence of meeting the established standards
University of the Cumberlands
Candidate Disposition Feedback

Please check area(s) of concern

<table>
<thead>
<tr>
<th>Strong Work Ethic</th>
<th>Critical &amp; Creative Thinking</th>
<th>Excellence/Professional Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Has high expectations for self</td>
<td>___ Is flexible</td>
<td>___ Has a professional appearance</td>
</tr>
<tr>
<td>___ Is dependable</td>
<td>___ Provides for all learners</td>
<td>___ Uses technology effectively</td>
</tr>
<tr>
<td>___ Is timely in completing responsibilities</td>
<td>___ Expresses thoughts and ideas clearly</td>
<td>___ Demonstrates leadership abilities</td>
</tr>
<tr>
<td>___ Is a self starter; takes initiative</td>
<td>___ Demonstrates ability to problem solve</td>
<td>___ Uses appropriate spoken &amp; written English</td>
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</table>

<table>
<thead>
<tr>
<th>Caring</th>
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<tbody>
<tr>
<td>___ Has a positive attitude</td>
<td></td>
<td></td>
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<tr>
<td>___ Is cooperative</td>
<td></td>
<td></td>
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<tr>
<td>___ Is respectful of others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Establishes rapport with diverse populations</td>
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<thead>
<tr>
<th>KY Professional Code of Ethics</th>
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<tbody>
<tr>
<td>___ Demonstrates behavior aligned with the KY Professional Code of Ethics and University standards for attitude and conduct</td>
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</tbody>
</table>

Explain and document incidents and/or reasons for concern:

Describe a plan to remediate negative dispositions:

Candidate’s Name (please print): ____________________________________________

*Candidate’s Signature: ___________________________ Date: ______________

Professor’s Name (please print): __________________________________________

Professor’s Signature: ___________________________ Date: ______________

Dept.

*Candidate’s signature does not necessarily imply agreement; it does indicate the receipt of a copy of this form. The candidate has the right to submit a written rebuttal/response within five working days of the receipt of this form. A copy of this report and the rebuttal/response will be kept in the student’s file in the office of Teacher Education.
Procedure for Initiating a Candidate’s Action Plan

The Education Department faculty at University of the Cumberlands is committed to helping all candidates learn. Faculty are prepared to offer assistance and guidance to candidates who may struggle to meet the established standards for content knowledge, pedagogical skills, and professional dispositions. However, if a candidate demonstrates a significant need for growth in any or all of these areas, an Action Plan will be initiated and the candidate will be moved to **Probationary Status**. The following process is followed when an Action Plan is deemed necessary.

1. A professor, academic advisor, P-12 supervising teacher, Department Chair, Program Director or candidates themselves may initiate the Action Plan.

2. Collaboratively, appropriate personnel and the candidate will document
   a. specific area(s) of concern (growth area)
   b. specific actions and strategies designed to eliminate the identified area of concern
   c. an established a time line for completion of the strategies and actions
   d. possible resources to support the candidate’s professional growth

3. All involved parties, including the Department Chair and Program Director, will sign and date the Action Plan.

4. The Action Plan’s timeline should be no longer than one academic year.

5. The Action Plan becomes part of the candidate’s licensure file.

6. The Program Director will monitor the candidate’s progress and completion of the plan.

7. The TEAC and/or GEAC Committee will be notified of the Action Plan and must approve the candidate’s successful completion of the plan. If all requirements have been met, the candidate will be notified of permission to continue in the program and of removal from **Probationary Status**.

8. Candidates who are unsuccessful in meeting the Action Plan requirements are exited from the program unless TEAC or GEAC grants a time extension for additional remedial actions.

9. However, if after the specified time, all requirements have been met, the candidate will be notified of permission to continue in the program and of removal from **Probationary Status**.

10. If the candidate has not removed the identified area(s) for growth at the end of the second probationary period, the candidate will be withdrawn from the program. Candidates must provide documentation of successful actions that have removed the identified area for growth and may request readmission to the program.

11. If readmitted, the candidate’s enrollment in the program will be monitored by the Program Director and will continued enrollment will depend upon ongoing improvement in the cited area(s) for growth.
### Individual Action Plan

<table>
<thead>
<tr>
<th>Priority Area for Growth:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>___Dispositions</td>
<td>___Attendance</td>
</tr>
<tr>
<td>___Medical</td>
<td>___Dress Code</td>
</tr>
<tr>
<td>___Grades/GPA</td>
<td>___Field Experience</td>
</tr>
<tr>
<td>___Paperwork/ Late Assignments</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities</th>
<th>Timeline &amp; Completion Dates</th>
<th>Assistance/Resource Needed</th>
</tr>
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<tbody>
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</tbody>
</table>

Comments:

Candidate’s Signature__________________________                          Date_________

Professor’s Signature___________________________                         Date_________

A copy of this report will be kept in the Candidate’s file in the office of Teacher Education.
KY Standard 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE: The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

KY Standard 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION: The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

KY Standard 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

KY Standard 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION: The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

KY Standard 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS: The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

KY Standard 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY: The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

KY Standard 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING: The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

KY Standard 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS: The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

KY Standard 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT: The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.

KY Standard 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION: The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

UC Standard 11: University of the Cumberlands’ Dispositions and Mission Statement: Caring, Strong Work Ethic, Critical and Creative Thinking, Commitment to Excellence and Professional Integrity

UC Standard 12: Kentucky Professional Code of Ethics
Kentucky Professional Code of Ethics
University of the Cumberlands’ Professional Dispositions (Standard XII)

16 KAR 1:020. 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.)