

**MOREHEAD STATE UNIVERSITY
Program Guidelines for New Program
Master of Arts In Teaching:
Secondary Teacher Certification Option**

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November 26, 2001

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Morehead State University
Master of Arts in Teaching: Secondary Teacher Preparation Option

INTRODUCTION

Morehead State University's proposed Master of Arts in Teaching: Secondary Option is primarily designed for individuals who have earned an undergraduate degree (BA or BS) in a state approved area and are currently working: 1) in a public school and have been granted a temporary Provisional Certificate; or 2) in business, industry, or a service occupation and who wish to complete the teacher certification requirements for a selected secondary school program.

This program has been designed so that candidates will be able to complete the content area and professional coursework, supervised teaching, and internship in two years. Use of a variety of delivery options will support candidate access to courses and field experiences. At the present time, two courses are offered through the Kentucky Virtual University (EDSE 634 – Secondary School Curriculum and EDIL 628 – School Law and Ethics), one course is offered through KTLN (EDSP 601 – Survey of Exceptional Children) and two courses are Web enhanced (EDF 600 – Research Methods and EDEL 680 – History and Philosophy of Education). In addition, grant money has been allocated to provide faculty members with release time to develop a series of task modules for EDUC 550 and 551 (Supervised Teaching Courses). These modules will be available on-line through Blackboard and will be sequenced and integrated as part of each Supervised Teaching Course. The scheduling of on-site and distance learning courses will take into account typical work schedules of program candidates.

Students admitted to this program must meet all admission requirements and complete the "Program Entrance and Design Interview and Check-sheet Development Processes. Candidates who successfully complete all program requirements will be awarded a Master of Arts in Teaching: Secondary Option and will be eligible for full certification at the Rank II level.

I. CONCEPTUAL FRAMEWORK

UNIT OVERVIEW

The general aim of the Professional Education unit at Morehead State University is to prepare educators who are able to perform effectively in school base settings. More specifically, graduates must demonstrate the knowledge, skills and dispositions that are essential if one is to successfully fulfill the role of new or experienced teacher, school counselor, or administrator. The theoretical framework that undergirds the program is articulated in the units conceptual framework; the theme is "Educators as Architects: Designing Environments Where Students Construct Knowledge and Develop Skills"

The architect metaphor is used for three reasons:

- 1) It strikes a balance between the educator as key actor in the traditional classroom, and the educator as passive observer in the romanticized classroom. It also implies that the educator is central to the planning and preparation of classroom activities but the student is the active doer of the work of learning (Blythe, Allen, Schieffelin, 1997).
- 2) It suggests that educators are no merely the implementers of canned learning materials created by others. They themselves are the artists, creating environments specific to the needs of their students, at a particular time, and using a variety of materials as appropriate (Tomlinson, Callahan, 1997)

3) Constructivist theory says that “learners construct their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying these to a new situation and integrating the knowledge gained with pre-existing intellectual constructs (Piaget, 1952)

Educators therefore are responsible for constructing authentic learning environments to engage students in activities that are inherently interesting and meaningful. Use of the “Educator as Architect,” metaphor and its constructivist epistemology, the following themes and activities are expected to recur throughout the content and methodology of the educator preparation programs:

- Student engagement in a comprehensive and multifaceted knowledge and skills base that can be applied and used in multiple contexts
- An acknowledgement of the belief that that learning is an active and on-going process (Piaget, 1952)
- Providing students with direct experiences; so that they can use and process information while seeking solutions (Piaget, 1969)
- Placing students in authentic or “real” world settings so that learning has the potential to be meaningful
(<http://www.coe.uh.edu/~9chen/ebook/EFITT/cognitive.htm>)
- Encouraging students to extend their ability to process and learn from reflecting on their own experiences so that they can develop more informed and sophisticated teaching practices (professional development) (Dewey, 1959; Reiman, 1999).
- Providing students with opportunities to understand the impact that dispositions, attitudes, values, and beliefs have on student learning and development (Richardson, 1966)
- Assessing students and faculty using a variety of quantitative and qualitative measures, including authentic performance-based projects and action-research.
(<http://curriculum.calstatela.edu/faculty/pssparks/theorists/501/consti.htm>)
- Encouraging faculty and public school practitioners to fulfill the role of facilitators of learning by constructing experiences in environments that stimulate students and provide thought, action, and reflection (Richardson, 1999; Miller, Wilkes, Sheetham and Goodwin, 1993)
- The assessment of student abilities demonstrating an awareness of and ability to account for learner diversity; including gender, race, ethnicity, cultural, and exceptionality in all aspects of the educational setting (Darling- Hammond, 2000)
- Extending graduate’s ability to communicate effectively with students, parents, professionals, peers, and members of the community. The intention is to enhance the spirit of collaboration in an effort to evaluate and enhance the ability of the school to fulfill stat and local educational objectives (Dewey, 1938/1959)
- The preparation of pre-professionals and faculty who are bale to effectively integrate technology into all aspects of the educational process in order to improve communication, teaching, learning, and assessment.
- Monitoring the extent to which each educator preparation program fulfills its goals and commitment to preparing graduates to demonstrate performance standards, as well as the system each uses to produce positive change (NCATE, 2000)
- Encouraging faculty and students to note and “apply scientific thinking to real life problems that exist in education in order to increase instructional productivity and to produce information to disseminate to others to inform their practice” (Shannon, 1990).

The entire Morehead State Conceptual Framework document is available on line:
http://msucoe.org/conceptual_framework.htm

PROGRAM and LINKS TO CONCEPTUAL FRAMEWORK

The Master of Arts in Teaching is linked to the conceptual framework and its theme "Educators as Architects: Designing Environments Where Students Construct Knowledge and Develop Skills in a number of ways. This program is designed to provide graduates with a BA or a BS in a teacher certification area with the knowledge, skills, and dispositions that are essential for them to be a successful new teacher. One of the unique features of this graduate program is that the candidates will be working in a public school classroom while they learn to blend pre-existing content knowledge and experience with essential professional and pedagogical knowledge and practice. It is assumed that this authentic classroom environment will stimulate meaningful inquiry, practice, application, and creative problem solving. Therefore, these students are constructing new knowledge by applying what they know to a new situation, thus extending their existing intellectual constructs (Piaget, 1952).

Coursework in this program is selected to meet the unique need of each student and this factor will enhance sensitivity to designing environments that account for differences. Accountability in the area of designing, planning, implementing learning activities appropriate for diverse learner needs will be reinforced through reading, coursework, awareness of the new teacher performance standards, learner goals and expectations, and core content assessment. Practice refining the teaching skills and dispositions needed to support teacher effectiveness in these areas will occur through a variety of supervised classroom practice activities.

Reflection will play a central role in the students' professional development because it is designed to get them involved in self-evaluation, accepting personal responsibility for, and ultimately refining their teaching. Input from the MSU supervisor and on-site mentor will further enhance the quality of student reflection and therefore the extent to which it contributes to his/her ability to construct environments that provoke thought and action in the classroom (Reiman, 1999).

Technology will play a central role in the delivery of courses, provide an interactive communication tool, extend access to resource materials and networks, and be used in assessment. Integrating technology into classroom learning and assessment activities will be expected and the MSU supervisor and the public school mentor will monitor effective implementation.

This program will also prepare students to identify problems that exist in public schools and to apply their knowledge of research techniques to effectively evaluate problems. Collaboration with colleagues and administrators to seek solutions will increase the likelihood that actions will occur, promoting positive change in some aspect of public schools (<http://curriculum.calstatela.edu/faculty/pssparks/theorists/501/consti.htm>).

This program is designed to prepare quality teachers who can design environments where their students construct knowledge and develop skills. Graduates will therefore be ready to make a positive contribution to the education of students throughout eastern Kentucky.

Purpose of Chart

The chart below articulates the program competencies (column one) to be demonstrated by students completing this program and clarifies the specific links each competency has to the New Teacher Standards (column two). Program graduates will therefore be able to document competence in each NTS category, thus fulfilling the intention of the conceptual framework.

Program Competencies

Links to New Teacher Standards

Each Student will:

Demonstrate knowledge of content/subject area.	NTS VIII Knowledge of content
Demonstrate a variety of professional skills	NTS I Designs/Plans Instruction NTS II Creates/maintains learning environment NTS III Implements/manages instruction NTS VI Collaborates with colleagues NTS IX Implements technology
Apply an understanding of learner characteristics and the links these have to planning and assessment	NTS I Designs/Plans Instruction NTS IV Assesses and Communicates learning results NTS V Reflects on/Evaluates Teaching NTS VI Collaborate with parents/colleagues
Be able to account for student diversity and exceptionality factors	NTS I Designs/Plans Instruction NTS II Creates/maintains learning environment NTS III Implements/manages instruction NTS IV Assess/Communicate results NTS VI Collaborates with colleagues/parents
Demonstrate computer competence and the ability to use technology to enhance instruction	NTS IX Implements technology
Document knowledge of and ability to use state curricular and assessment materials/guidelines	NTS I Designs/Plans instruction NTS II Creates/maintains learning environment NTS IV Assesses/Communicates results NTS V Reflects on/Evaluates teaching NTS VI Collaborates with colleagues/parents
Demonstrate the ability to conduct action research	NTS VIII Knowledge of content and application to learner and learning environment

Appendix A contains course syllabi and these can be referenced to determine the integration of the conceptual framework into course work. Know that with the recent revision of the Conceptual Framework will come the need to totally revise all syllabi; this process will begin 12/1201.

Program Experiences

**Master of Arts in Teaching Matrix:
Secondary Education Option Courses and the New Teacher Standards Addressed**

New Teacher Standards

Courses	NTS I Designs/plans Instruction	NTS II Creates/ Maintains Learning Climate	NTS III Implements/ Manages Instruction	NTS IV Assesses/ Communicates Learning Results	NTS V Evaluates Teaching/ Learning	NTS VI Collaborates With others	NTS VII Professional Development	NTS VIII Content Development	NTS IX Implem Technc
EDF 600	X - I			X - D	X - D			X - D	X - I
EDF 610	X - I	X - I	X - I	X - I	X - I			X - D	X - M
EDSE 633	X-D	X - D	X - D	X - D	X - I				
EDSE 634	X-D			X-M	X-M	X-I	X-D	X-D	X-M
EDUC 576	X-D	X-D	X-D	X-I	X-D	X-I			X-D
EDGC 661	X-I		X-I	X-D	X-D				
EDSP 601		X-D	X-D			X-D			X-D
EDIL 628		X-I	X-M	X-M	X-D				X-M
EDEL680	X-M	X-M			X-D		X-D		
EDUC 550	X-I	X-I	X-I	X-I	X-I		X-I		X-I
EDUC 551	X-D	X-D	X-D	X-D	X-D	X-I			X-D
*Content Area								X	
*Content Area								X	

* Each candidate will complete, at least, two content area courses. The contribution these will make to the development of the knowledge, skill, or disposition base expected of new teachers will depend on the courses that are selected for a specific candidate.

The content area course work identified as essential by the Program Entrance and Design Committee will reflect that group's interpretation of a candidate's strengths and weaknesses in the content area. Content area required courses would be listed on a student's check sheet.

There are four undergraduate secondary education programs that have been approved by NCATE and the Educational Professional Standards Board (on file in Frankfurt)

Biological Sciences

English

Mathematics

Social Studies

Each of these programs has developed a Matrix or Narrative that clarifies the appropriate learned society guidelines and how these are addressed through coursework that is a required part of a specific program. This information is contained in "Program Folios" developed in 1997 and revised in 2000. This year, the task is to revise the folios so that they comply with the new Program Review Requirements set-forth in June 2001.

KERA Initiatives and Links to Coursework Matrix

Course Prefix/Number	Learner Goals and Academic Expectations	Program of Studies P – 12	Core Content for Assessment
EDF 600			X
EDF 610	X		
EDEL 680	X		
EDSE 633	X	X	X
EDSE 634	X	X	X
EDIL 628	X	X	X
EDUC 576	X	X	X
EDGC 661			X
EDSP 601	X	X	X
EDUC 550	X	X	X
EDUC 551	X	X	X
* Content Area 1		X	
* Content Area 2		X	

* Content area course work will be selected for each student to strengthen knowledge base deficiencies; therefore the number of initiatives addressed through content area course work may vary.

Clinical and Field Experiences

Clinical and field experiences will be designed to provide candidates with an opportunity to develop knowledge, skills, and dispositions consistent with the units standards and the New Teacher Standards and to demonstrate these in a classroom or through the completion of a variety of written assignments. The intention is to provide a candidate with the opportunity to observe, analyze and practice a variety of teaching/learning techniques and to be able to locate and use essential professional resources: 1) Learner Goals and Academic Expectations, 2) the appropriate Program of Studies, and 3) Core Content for Assessment. Specific assignments will be designed to accomplish these intentions. Each task, challenge, etc. will be clarified in the form of assignment modules (carefully sequenced so that each standard is addressed and the complexity of the challenge gradually increases), and these will be available on-line in Blackboard and linked explicitly to EDUC 550 and EDUC 551. Self- reflection will be integrated throughout all aspects of the clinical and field experiences so that students extend their ability to make more informed and sophisticated teaching practices.

Candidate support will be essential if optimal learning is to occur. Therefore a University Supervisor and an on-site Cooperating Teacher (both KTIP Trained) will work closely with each candidate who is enrolled in EDUC 550 and EDUC 551 (the entire first year). Observation, dialogue, written assessment, and portfolio artifacts will be used to ensure that a candidate is progressing at an acceptable rate and level.

When the candidate is currently employed in a public school system, his or her classroom will be used as the primary site for the fulfillment of clinical and field experiences/requirements. When a candidate is not employed as a teacher, he/she will be assigned to an appropriate classroom for a minimum of sixty hours per semester during the first year. In order to fulfill the Kentucky Teacher Internship Program requirements, a candidate must be employed full time for the second year of the program.

Copies of syllabi for professional education courses and supervised teaching courses are included, in appendix A, to document the integration of stated program requirements into coursework and experiences. The supervised teaching courses are in the process of being revised into a module delivery system so that they can be accessed through the internet server on Blackboard.

III. THEMES

The matrix below shows the integration of the NCATE themes into the professional education and supervised teaching courses that are part of this program.

Courses	NCATE THEMES						
	Conceptual Framework	Diversity	Intellectual Vitality	Technology	Professional Community	Evaluation	Perform. Assessment
EDF 600	X	X		X	X	X	X
EDF 610	X	X		X	X		
EDEL680	X	X	X	X	X	X	
EDSE633	X	X	X	X	X	X	X
EDSE634	X	X	X	X	X		X
EDIL 628	X	X	X	X	X		X
EDUC576	X	X	X	X		X	X
EDGC661	X	X	X			X	X
EDSP601	X	X	X	X	X	X	X
EDUC550	X	X	X	X			X
EDUC551		X	X	X	X	X	X

IV. ASSESSMENT

A. ASSESSMENT of the CANDIDATE

1. ENTRANCE/ADMISSION CRITERIA

Prior to admission, the following criteria must be fulfilled:

- a. Submit an application to the graduate program.
- b. Submit official documentation of the following:
 - 1) A baccalaureate degree from an accredited institution; it must be earned in an academic area in which Kentucky offers teacher certification.
 - 2) An earned undergraduate GPA of at least 2.75 on a scale of 4.0 or an earned graduate GPA of 3.0 on a scale of 4.0.
 - 3) Passing score on one of the following:
 - i. A composite score of 1200 on the GRE
 - ii. A composite score of 21 or more on the American College Test (ACT)
 - * 4) Pass **the appropriate PRAXIS content area exam(s)**
 - 5) Program area competence (using criteria set-forth by selected program)
 - 6) Work experience (when appropriate)
- c. Successfully complete TEP admission portfolio, including a writing sample and disposition assessment
- d. Satisfactorily complete a written self- analysis that addresses candidates perceived status in conjunction with each of the New Teacher Standards.
- ** e. Satisfactorily complete the **Program Entrance and Design Interview.**

* PRAXIS

The inclusion of this requirement is essential prior to being granted admission to this program because it confirms a level of student content knowledge consistent with undergraduate teacher education program graduates who seek teacher certification. Fulfillment of this expectation will also ensure a measure of student quality control as it relates to content knowledge

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Program Entrance and Design Interview Committee

Purposes: To determine a candidate's strengths and weaknesses as these pertain to: Professional Education, Pedagogy, Teaching, and Content Area Knowledge.
To serve as the admission interview committee for the Teacher Education Program.

Committee Membership

- Secondary Education Coordinator (Or appointee)
- Academic Discipline Department Chair (Or appointee) This person will also be assigned to monitor and advise the candidate as he or she progresses through the program.

Documents to be reviewed by this committee:

- Undergraduate and/or graduate transcript and GPA
- Scores on required exams
- Completed TEP Portfolio (writing sample and disposition assessment)
- Candidate's Written Self-Analysis
- Documents describing work experience

It is assumed that a review of the documents listed above, followed by a dialogue with a candidate, will provide adequate information upon which a decision can be made regarding the courses that must be completed by a candidate to fulfill the requirements and intention of this program. A check-sheet must be completed during this meeting, and the two university committee members and the candidate must sign this document. One copy of the check-sheet must be filed in the Graduate Office, one copy is to be given to the candidate, and one copy is to be filed with the candidate's advisor.

2. ON-GOING CANDIDATE ASSESSMENT

Candidates will be monitored at the end of each semester by their advisor. The following will be reviewed and weighed when evaluating a candidate progress:

- GPA and/course grades
- Portfolio entries
- Observation data from university supervisor and cooperating teacher
Teacher effectiveness (KTIP format)
Dispositions (Morehead State University: Disposition Rubrics and Score Sheet)

The candidate is expected to meet with his/her advisor at least once each semester.

3. PROGRAM EXIT REQUIREMENTS

Students must:

- Achieve and maintain a GPA of at least 3.0 (Official Transcript)
- Successfully complete the supervised teaching courses/experience (Observation evaluations by university supervisor and cooperating teacher and school principal)
- Successfully complete the Kentucky Teacher Internship Program (3 Person Team)
- Successfully complete the exit portfolio requirements (A minimum of 3 program faculty will evaluate portfolio documents in conjunction with New Teacher Standards and appropriate performance expectations)
- Successfully complete the PRAXIS, PLT Exam.

B. PROGRAM ASSESSMENT

University Process for Assessment

The assessment of the MAT will be on going and will include the use of data and feedback systems associated with Morehead State University's Assessment Plan. An assessment plan will be developed

for the MAT when it is approved that will comply with all requirements of the university plan including annual reporting. Each program is required to develop a plan that: 1) Identifies explicit links with the vision, mission and goal statements, 2) states explicit links to program goals, 3) articulates assessment measures and acceptable levels of performance, 4) includes actual performance data (aggregate when possible) as a system for interpreting the data, and 5) addresses needs for change, when appropriate, as well as the means to be used to accomplish the change. Recommendations for change might for example, be linked to changes in course content or assessments, or curriculum requirements, or the development of additional student support opportunities.

Prior to the delivery of the MAT the first three categories must be completed. Data will be collected and reviewed at the end of the first year the program is implemented. Recommendations to continue to monitor data or to implement changes will be made as concerns emerge. Change will probably not occur until a two-year cycle has been completed because that is the anticipated delivery framework for candidates pursuing this degree.

2. Aggregate Data for Program Assessment

- Student Exit Portfolio Assessment: A criterion based performance data collection sheet will be used to record individual student scores in relation to each NTS. The Summary Sheet will aggregate individual student performance data, making it possible to determine program strengths and weaknesses.
- Observation Data: Data will be collected by the University Supervisor, Cooperating Teacher and, when appropriate, the Principal. Individual and aggregate data will be recorded and used to guide program improvement.
- Successful completion of KTIP
- Survey Data Collection and Evaluation
 - Graduate's Satisfaction with Program
 - Employer Satisfaction

V. PROGRAM FACULTY

- Leadership and Secondary Education (LSE)
- Elementary, Reading and Special Education (ERSE)

Name	Highest Degree	Area of Specialization	Responsibilities in the Program	Relationship to Institution
Canipe, James	ABD Asst. Prof.	Adult Education	EDF 600	Full-time LSE Part-time program Tenure Track
* Hines, Floyd	Ed.D Asst. Prof.	Ed. Administration	Sec. Methods EDSE633, EDIL 628	Full-time LSE Part-time program Tenure Track
* Klecker, Beverly	Ph.D Asst. Prof.	Ed. Psychology	EDF 610	Full-time LSE Part-time Program Tenure Track
Lennox, Lesia	Ed.D. Assoc. Prof.	Secondary Ed. Technology	Technology Courses Supervision St. Tchrs Advisor, EDSE 633, EDUC 550 and 551	Full-time LSE Part-time Program Tenured

Owen, Dean	Ph.D. Professor	Counseling Leadership	EDGC 661	Full-time LSE Part-time Program Tenured
Skidmore, Ron	ABD Asst. Prof.	Ed. Psychology	Teach Human G/D Admission Comm. EDF 610	Full-time LSE Part-time Program Tenure Track
Knoll, James	Ph.D. Professor	Special Education	Teach Spec. Ed. EDSP 601, EDUC 550 and 551 , Advisor	Full-time ERSE Part-time Program Tenured
McGhee, Paul	Ph.D. Professor	Middle School Secondary Education	Coordinate Sec. Prog. EDUC 550 and 551 Advisor	Part-time Part-time Full-time ERSE Tenured
Pollock, Mary Anne	Ed.D. Assoc. Prof.	Middle School Reading	Chair ERSE EDUC 576 Advisor	Full-time Part-time Program Tenured
Willis, Wayne	Ph.D. Professor	Professional Educ.	Teach Foundations EDEL 680 Asst. to Dean	Full-time ERSE 6 hour's release Tenured

Faculty workload forms have been used to document the information presented above (Appendix B)

- New faculty hired for the 2001-2002 academic year. No workload forms available.

MOREHEAD STATE UNIVERSITY
Check-sheet for Master of Arts in Teaching:
Secondary Teacher Certification

Student Name _____

Teacher Certification Program Selected / Major _____

Bachelor Degree _____ **Graduate Degree** _____ **Major** _____

Status at the time of application: _____ **Temporary Provisional** _____ **Emergency Certificate**
 _____ **Not Employed in a Public School**

Date of the Program Entrance and Design Interview _____ / _____ / _____
Date **Month** **Year**

EVIDENCE DOCUMENTING THE FOLLOWING:

- UG GPA 2.75 or better, G, GPA 3.0 or better
- ACT 21 or GRE 750 (1200 prior to '02)
- Passing Score on Subject Area PRAXIS Exam(s)
- Work experience, when appropriate
- Other _____

List Candidate's Strengths

Content Area

List Candidate's Weaknesses

Content Area

Pedagogy/Teaching

Pedagogy/Teaching

Professional Education

Professional Education

Content Area Prerequisites (derived from weaknesses)

List the Prefix, Number, Credit Hours, and Title(s) of coursework that is required to eliminate deficiencies. These courses are to be successfully completed prior to program completion.

<u>Prefix</u>	<u>Number</u>	<u>Credit Hours</u>	<u>Title</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

PROGRAM REQUIREMENTS:

I. Professional Education

18 – 24 credit hours

Complete the following (check mark)

EDF 600	Research Methods	_____
EDF 610	Advanced Human Growth and Development	_____
EDEL 680	History and Philosophy of Education	_____
EDSE 633	Effective Classroom Instruction	_____
EDSE 634	Secondary School Curriculum	_____
EDEL 677	Reading in the Content Areas	_____
EDUC 661	Measurement Principles and Techniques	_____
* EDSP 601	Survey of Exceptional Children	_____
EDIL 628	School Law and Ethics	_____

Total Hours required for Component I.

*** EDSP 601 is required when a candidate has not successfully completed a special education course.**

II. Supervised Student Teaching

6 - 12 credit hours

Fill-in credit hours on line

EDUC 550	Supervised Practice in Student Teaching	_____
EDUC 551	Supervised Practice in Student Teaching	_____

Total Hours required for Component II

III. Content Area Studies

***At least 6 credit hours**

List requirements below.

Prefix	Number	Title	Credit Hours
_____	_____	_____	_____
_____	_____	_____	_____

Total Hours Required Component III

*** See prerequisites determined by Program Entrance and Design Committee (bottom of side 1)**

_____ **Front page total**
 _____ **Total Program Hours**

Exit Status:

- GPA (3.0 or better) _____
- Successful completion of EDUC 550 _____, EDUC 551 _____
- Successful completion KTIP Requirements _____ **(Program requirement for all students on a Temporary Provisional Certificate. KTIP is a certification requirement for all students who want to teach in Kentucky)**
- Successful completion of portfolio requirements _____
- Successful completion disposition assessment _____
- Successful completion PRAXIS, PLT (Exit Exam) _____

SIGNATURE SECTION:

Student's Signature _____	_____
Secondary Education Coordinator/Designee _____	_____
Secondary Education Program Designee _____	_____
Academic Department Chair/Designee _____	_____

Date/ Month/ Year
 Date/Month/Year
 Date/Month/Year
 Date/Month/Year

One copy of this completed check-sheet is to be delivered to: 1) Graduate Office, 2) Advisor, 3) MAT Coordinator
The student is to receive a copy of this completed form at the end of the meeting.

