

Northern Kentucky University

Name of Program: Initial Graduate Certification: Traditional and Option 6

Certification Level: Initial Graduate, Master's

Program Codes:

**KBI Rank 2 (260,262); KCH Rank 2 (256, 261); KEA Rank 2 (287, 289); KEN Rank 2 (257, 263);
KFR Rank 2 (187, 188); KGR Rank 2 (189, 190); KMA Rank 2 (94, 210); KG30 Rank 2 (2295, 2296);
KG 71 Rank 2 (2199, 2200); KG 50 Rank 2 (2391, 2392); KG 20 Rank 2 (2487, 2488);
KPH Rank 2 (288,290); KSS Rank 2 (258,264); KSP Rank 2 (197, 198);**

Modes of Delivery: Hybrid: Some courses are taught online and some are face to face

2016-17 Catalog URL: <http://nku.catalog.acalog.com/index.php?catoid=7>

Initial Graduate Program: Option 6 and Traditional

The Master of Arts in Teaching (MAT) Program is the Initial Graduate Program for potential candidates who are interested in becoming teachers. The MAT program is an alternative certification program for people who earned the baccalaureate degree in a teaching content area, but did not earn teacher certification as an undergraduate student. The MAT program allows candidates to enroll via the traditional route (student teaching/ clinical experience) or the Option 6 route (KTIP). The MAT program is now delivered in a hybrid fashion, meaning that approximately half of the courses are online. Most semesters, candidates are on campus just one night per week for face-to-face courses while completing their field experience placements in northern Kentucky schools during the day.

The MAT program is for people interested in teaching a specific content area (math, one of the sciences, English, or Social Studies) at the middle grades (5-9) or secondary (8-12) levels or French, German, and Spanish at the P-12 level. If a person is interested in the MAT program, he/she must decide on the content area and grade level of their teaching interest. Once this has been determined, "Phase I" of the pre-admission process begins.

Phase I – Applicants submit an application packet that includes the list below. These materials must be submitted by May 1.

- Application form;
- Letter of Introduction - A brief autobiography, a description of life experiences related to the planned certification area, teaching, or other experiences with children outside the formal educational community other than family members;
- Current Resume;
- Transcripts from all institutions attended.

After all items from Phase One are submitted the applicant receives an "intent to pursue" form. Once the intent form is returned, the applicant is scheduled for an interview with the MAT admission committee. After the interview the pre-admission applicants will receive written notification of the MAT admission committee's preliminary decision to either admit or deny admission to the MAT program. Those receiving a positive recommendation will be given the detailed results of their transcript(s) evaluation, which will indicate that either they have completed all of the required content courses or they need to successfully complete additional undergraduate content courses.

The transcript analysis compares the courses successfully completed by the applicant with the required content courses on the undergraduate curriculum contract. For example, if an applicant is interested in middle school math, their transcript(s) is reviewed to determine which courses required for undergraduate middle grades math candidates has been completed and which courses still need to be completed. If additional coursework is needed all of the courses must be completed before the applicant can be admitted to the MAT program.

Once Phase I is complete, the applicant may proceed to Phase II. No exceptions to the Phase II admission requirements are considered. These requirements have been mandated by the Kentucky Education Professional Standards Board (EPSB).

Phase II - Applicants submits the materials stated below by July 1.

- Completion of the NKU Office of Graduate Programs application for graduate admission;
- Submission of official transcripts from all institutions attended, sent directly from the universities. Transcript(s) must show completion of a bachelor's degree from a regionally accredited institution with a grade point average (GPA) of at least 2.75 on a 4.0 scale, or a GPA of at least 3.0 in the last 30 semester hours of coursework.
- Transcripts must also show completion of all required content courses with a grade point average (GPA) of at least a 2.75 on a 4.0 scale in the teaching content area;
- Submission of three letters of recommendation from individuals who can attest to the candidate's potential for teaching;
- Submission of a criminal and federal background check;
- Registration for either the Graduate Record Examination or Core Academic Skills for Educators exam *in addition to* the required Praxis II Content Exam for the proposed certification area as part of the application process. **Applicants will only be admitted if they meet the following criteria:**
- Successful completion of the GRE OR Praxis Case exams, with minimum passage scores as follows:
 - Verbal with a minimum scores of 450 (150);
 - Quantitative with a minimum score of 490 (143); and
 - Analytical Writing with a minimum score of 4.0
 - - - **OR** - - -
 - Successful completion of the CASE Exam with minimum passage scores as follows:
 - Reading- 156
 - Mathematics- 150
 - Writing- 162
 - - - **AND** - - -
 - Successful completion of the Praxis II Content Exam for the proposed certification area.

Candidates are admitted to the MAT program for the fall semester only. Admission into the program is selective and all applications must be approved by the Teacher Education Committee at NKU.

Admitted Candidates

The MAT program is designed for completion in no less than 5 semesters, with a total 33-36 graduate hours completed. Candidates complete courses in the sequence stated in the semester plan below. All candidates are responsible for adhering to the NKU Graduate Honor Code, The EPSB Professional Code of Ethics for Kentucky School Certified Personnel and the College of Education and Human Services (COEHS) Educators' Code of Ethics. Candidates sign both the Kentucky and COEHS Codes of Ethics in Foliotek (portfolio evaluation system) as part of their first semester responsibilities.

MAT course outcomes are aligned with the Kentucky Teacher Standards (KTS), the Interstate Teacher Assessment and Support Consortium Standards (InTASC) and Kentucky Framework for Teaching (KFFT) domains, in addition to Specialized Professional Associations (SPA) standards where appropriate. The methods courses are aligned to the appropriate SPA; the EDMT 621 Technology Course is aligned to NETS and the EDMT 621 Special Education course is aligned to the CEC standards. Course outcome alignment with these frameworks is meant to ensure that candidates are developing proficiency in guiding P-12 students toward meeting the Kentucky Academic Standards. All courses include a table with the alignment of each course outcome to the appropriate standard.

Fall - Year 1

EDMT 611 Studies of the Learners (2 hours) online
EDMT 612 Classroom Management (2 hours)
EDMT 622 Cultural Identity and Schooling (2 hours) online
EDMT 692 Field Experience I (1 hour)

Spring - Year 1

EDMT 621 Students with Exceptionalities (3 hours) online
EDMT 632 Curriculum Design & Assessment (3 hours) online
EDMT 693 Field Experience II (2 hours)

Summer - Year 1

EDMT 610 Foundations of American Schooling (2 hours) online

Fall - Year 2

EDMT 641 Technology in M/S Classrooms (2 hours)
Methods Course (3 hours)—appropriate to candidate's content area
EDMT 694 Field Experience III (1 hour)

Spring - Year 2

EDMT 696 Final Clinical Experience (9 hours)

Semester Varies

EDU 530 Reading in Middle or Secondary Classrooms - 3 hours

Field and Clinical Experiences- both routes

Field and clinical experiences share the same key features, regardless of whether the candidate completes the traditional route or the Option 6 route. In either case, the Master of Arts in Teaching program makes the connection between theory and practice in each of the fall and spring semesters in which candidates take courses. Through thoughtful selection of field and clinical classrooms candidates work toward meeting all Kentucky Teacher Standards at the initial level. In doing so, and in partnership with qualified P-12 clinical educators, they develop their proficiency in guiding P-12 students toward meeting the Kentucky Academic Standards.

Traditional Route- field experiences

In the Master of Arts in Teaching program, candidates enrolled in the traditional route participate in three separate field experiences in advance of the clinical experience semester. These experiences take place in the first fall, first spring, and second fall of the program, with clinical experience occurring in the second spring. To attain the required minimum of 200 hours of time in the field experiences prior to clinical, candidates complete at least 40 hours in first experience (the EDMT 692 course), 80 hours in the second (EDMT 693), and 80 hours in the third (EDMT 694). While candidates are permitted to choose (within reason) their placement site in the first experience, they are placed by program personnel in specific sites for the second and third experiences to ensure the meeting of diversity experiences within the field. In each experience the candidate is paired with a practicing teacher who is certified in the candidate's content field.

Assignments within the field experience courses consist of reflective papers and blogging, in-class debriefing of interactions in the schools, readings in teaching methodology (in conjunction with other program coursework in pedagogy) and the submission of required documents for KFETS and Foliotek, among other activities. Candidates in EDMT 693 and 694 develop and implement lesson plans as part of their field experience. The candidate's P-12 and university clinical educators evaluate the candidate's dispositions, lesson planning and teaching skills, using the NKU Dispositions Survey, Lesson Plan Rubric, and Lesson Implementation Rubric. The survey and rubrics are aligned to the Kentucky Teacher Standards (KTS), the Interstate Teacher Assessment and Support Consortium Standards (InTASC) and Kentucky Framework for Teaching (KFFT) domains.

Candidates are typically placed in diverse schools, with certified P-12 clinical educators, for a minimum of 200 hours throughout their MAT program. During these field experience hours candidates are required to document which of the following requirements they meet:

- At least 200 field experience hours
- Observations in schools
- Observation in related agencies including Family Resource Centers or Youth Service Centers
- Student tutoring
- Interactions with families of students
- Attendance at school board meetings
- Attendance at school-based council meetings
- Participation in a school-based professional learning community
- Opportunities to assist teachers or other school professionals
- At least one diverse placement
- Working with students with Socio-Economic Diversity
- Working with Students with Disabilities
- Working with students who are English Language Learners
- Working with students with Racial/Ethnic Diversity, from a minimum of 2 different ethnic or cultural groups
- Engagement with elementary, middle school, and secondary students
- Kentucky Teacher Standards

Candidates write about their semester experiences in their end of semester reflection and include the mandated EPSB requirements they participated in, as well as the KTS they met that semester. For example, if candidates worked with students with disabilities they write about that in their reflection. The university clinical educator reads and evaluates the semester reflections and KFETS spreadsheets and checks the completed requirement(s) on the Foliotek Cumulative Progress Report (CPR) at the end of each field experience. University clinical educators also use the KFETS spreadsheet and the signed time logs uploaded to Foliotek, to determine the number of hours completed by the candidate and then records those hours on the Foliotek CPR Report at the end of the semester.

Traditional Route- clinical experience (student teaching)

The culminating experience for the traditional route MAT students is the clinical experience (student teaching), which is at least 80 days/ 16 weeks in duration. Prior to admission to clinical experience (student teaching), candidates complete a minimum of 200 field experience hours, providing them the opportunity to connect the theory of their coursework with practice in a middle grades or secondary

education setting (depending on their certification area). Prior to the final clinical experience, all candidates must demonstrate their ability to work with P-12 students from different races or ethnic groups, students of varying socio-economic status, English language learners, and students with special needs. In addition, candidates must also complete a series of required experiences to help them better understand schooling at all levels and the profession they are about to enter. These experiences include engagement with students of all levels (i.e., elementary, middle, secondary), student tutoring, interaction with families of students, attendance at school board and school-based council meetings, observation at a family resource center, and participation in a school-based professional learning community. All experiences are tracked through the Kentucky Field Experience Tracking System (KFETS) and Foliotek (electronic portfolio).

Before they are admitted to the clinical experience candidates must meet all EPSB requirements for admission to student teaching (listed above) and met the ePortfolio requirements. The requirements for the ePortfolio include several criteria, such as identifying and uploading artifacts, writing a semester reflection and documenting the EPSB requirements for field experiences (e.g., completing 200 field experience hours, observing in schools, and working with students from diverse backgrounds).

If the candidate meets all of the above requirements, they meet with the coordinator of clinical experiences to finalize their admission to the clinical experience semester. The coordinator of clinical experience then begins to work on placing the candidate in an approved school. A final check of the above criteria is made at the end of the semester PRIOR to beginning the clinical experience.

Once enrolled in the clinical experience, candidates are engaged in co-teaching for an entire school day, five days per week, for a period of 16 weeks. During the clinical experience semester the middle grades and secondary MAT candidates are assigned to a P-12 clinical educator certified in their content area.

With the guidance of their P-12 and university clinical educators, candidates are required to demonstrate competency in meeting all of the Kentucky Teacher Standards and the NKU program requirements. Candidates are required to complete a teacher work sample during the first eight weeks of the clinical experience semester. The cornerstone of the teacher work sample is the candidates' analysis of their respective students' pre- and post-assessment data. Candidates analyze and reflect on the data to determine the impact their instruction had on P-12 student learning and state what steps they will take to improve student learning during future instruction. Candidates analyze data for the entire class in addition to at least one identified gap group within that class. During the last eight weeks of the student teaching semester, candidates complete a leadership project to meet Kentucky Teacher Standard 10. Once this project is approved by the clinical educators the candidate plans, implements, and analyzes the data to determine the impact the project had on P-12 student learning.

At specified times during the clinical experience, candidates' knowledge, skills, and dispositions are evaluated by the P-12 and university clinical educators using performance-based criteria. Candidates are formally observed at least four times by their university clinical educator and at least twice by their P-12 clinical educator. Both clinical educators complete the lesson plan and lesson implementation rubrics, as part of their evaluation of the candidate, and submit their evaluations to Foliotek for candidate review and program data analysis. Both rubrics have been aligned to the KTS, InTASC, and KFFT standards. The P-12 and university clinical educators also evaluate the candidate on his/her dispositions using the

Disposition Survey, which is aligned to KTS, InTASC, and KFFT standards. The Disposition Survey is submitted to Foliotek for candidate review and program data analysis. In addition to the above, candidates are required to submit and successfully complete all of their Foliotek requirements, which include a semester reflection that is aligned to the KTS. Once the candidate has successfully completed all of the clinical experience requirements they are eligible for graduation from the program.

However, there is one more requirement. Candidates must pass the Principles for Learning and Teaching (PLT) Praxis test as part of their graduation requirements. Once a candidate has met all of the above criteria, he/she will graduate from the MAT program and be eligible for a Statement of Eligibility.

Option 6 Route

If candidates have attained a teaching position during their time in the MAT program they continue to take classes as outlined above. However, they are excused from the field experience requirement since they are teaching full-time in a school. Candidates still attend the seminars that are part of the Field Experience courses and are required to make a day-long visit to another school location during each semester they are teaching. The candidate must choose a school that is culturally different from the school in which the candidate is teaching. For example, if a candidate is teaching in a suburban school with a majority of Caucasian students then the MAT candidate would choose an urban school with a larger population of under-represented minority students as their one-day immersion experience. Candidates also complete the KFETS log, indicating they have been hired and are teaching full-time.

Mentoring

When a candidate is admitted to the Option 6 program they are assigned a P-12 mentor teacher and university-based mentor (similar to the P-12 and university clinical educators that work with the traditional route candidates). At the beginning of each academic year the graduate coordinator identifies potential university mentors to work with the LBD Option 6 candidates. The criteria for a mentor are: 1) earned master's degree, 2) at least 10 years teaching experience, and 3) recommendation by a NKU professor. In most cases, if a university mentor was evaluated as satisfactory during the previous academic year, and is interested in serving as a mentor again, they continue to serve. The selection of the district mentor is at the discretion of the building principal, upon agreement of the EPP graduate coordinator. When approved by the graduate coordinator, university mentors are assigned to work with an Option 6 LBD candidate.

The Mentor Agreement form is linked here:

<https://inside.nku.edu/content/dam/coehs/Accreditation/EPSBProgramSubmissions/NKU%20Mentor%20Agreement%20for%20Option%206%20base%20form.pdf>

The process for completing the mentoring form is outlined below.

NKU completes the LBD candidate information at the top of the form then sends it to the school principal. The LBD candidate, school mentor, and school principal sign the form and the principal returns it to NKU. The graduate coordinator and university mentor then sign the form. A copy of the form, with all signatures completed, is sent to the candidate, school mentor, school principal, and university mentor. In addition, the completed mentor form is emailed to EPSB and the LBD candidate is entered in the alternative Option 6 route in the EPSB admission system. Simultaneously, the CA-TP is completed for the LBD candidate and also sent to EPSB.

To fulfill the mentoring agreement, the university and district mentor are each required to observe and work with the IECE candidate for 5 hours. The final 5 hours of required observation is negotiated between the university and district mentors to determine who will conduct the final hours of observation. Both mentors are required to observe the IECE candidate teach lessons and give constructive feedback to the candidate after each observation. The feedback is based on the KTS, InTASC, and KFFT standards. The mentor is asked to give feedback on the standards and also identify the IECE candidate's strengths, and areas for refinement/improvement, citing specific examples that support their findings.

While no minimum number of meetings is required, the mentors establish a baseline schedule of visits with the candidate at the beginning of each semester, and adjust the number of visits per the need of each individual candidate. The assigned university mentor is responsible for maintaining direct contact with the employing school during the mentoring year and, in turn, the district mentor is responsible for submitting summaries of communication with the candidate to the IECE program team. The LBD program coordinator is the EPP contact person for both the university and district mentors and is responsible for monitoring both mentors to ensure the candidate receives the help and support that is needed to be successful.

KTIP

The culminating experience for the Option 6 MAT candidate is completing the Kentucky Teacher Internship Program (KTIP). For a candidate to be eligible for KTIP they must have successfully completed the PLT Praxis exam and be hired by a school district. Once a MAT candidate meets these criteria they begin the KTIP process during the fall semester of their second year in the MAT program. The candidate completes all requirements of the KTIP program that is required of all first year teachers in Kentucky. However, since the candidate is still completing the MAT program he/she continues to take classes as outlined above and enrolls in the KTIP section of the EDMT 696 course during the spring semester of their final year. The MAT candidate has an assigned P-12 resource teacher and a university based teacher educator during the KTIP year and completes all requirements of the KTIP program. If successful, NKU recommends to EPSB that the MAT candidate be issued a professional certificate at the Rank 2 level for his/her area of certification.