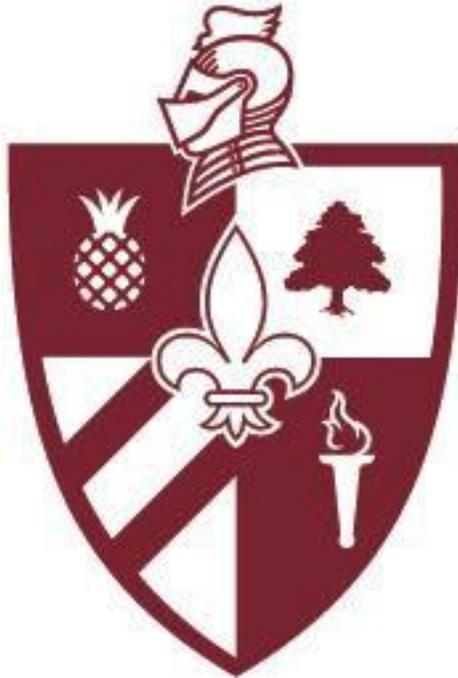


Annsley Frazier Thornton  
School of Education



**MAT**  
**Alternative Certification Handbook**  
**(Option VI)**  
August, 2014

Certification Officer:  
Ms. Theresa Klapheke  
Phone: 502-272-8152  
Fax: 502-272- 8189  
[tklapheke@bellarmine.edu](mailto:tklapheke@bellarmine.edu)

Placement Coordinator:  
Dr. Rosie Young  
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## Overview of Alternate Route to Teacher Certification (Option VI)

In conjunction with the Kentucky Education Professional Standards Board, the Annsley Frazier Thornton School of Education at Bellarmine University has developed an alternative option to obtain teacher certification (Option VI) and complete the Master of Arts in Teaching degree. The student pursuing this route must be fully admitted to graduate studies, and have passed the PRAXIS II tests appropriate for the teaching field.

The alternative route to certification will follow the standard Bellarmine MAT with some conditions. The student must be enrolled in consecutive semesters and must be employed by a school district as teacher of record. The temporary provisional license is a one year certificate which must be renewed by the School of Education in collaboration with school districts. The alternative route requires that all coursework and PRAXIS exams be successfully completed by the end of the Professional Semester within the first two years. A final recommendation for the full Professional Certificate will occur upon successful completion of the Kentucky Teacher Internship Program (KTIP). State regulations do not allow for extensions or exceptions to the time constraints for the completion of the Alternative Route to Teacher Certification.

**Advantage:** Students fully admitted and in good standing may be considered for hire under the alternative license at various stages of the program. Employment as a classroom teacher is not required by the end of the first semester for program progression, although an offer of employment is necessary to obtain the teaching credential. Students hold a Temporary Provisional Teaching Certificate, resulting in Rank III pay. Rank II pay will be achieved at the completion of the final semester and awarding of the MAT degree.

**How long will it take?** One and one-half to two years to earn the MAT degree and Rank II pay. Students will hold a Temporary Provisional Certificate during the course of their MAT program, and are eligible for hire as a full-time teacher of record. The KY Teacher Internship Program (KTIP) will begin after the Professional Semester. Students in the traditional MAT program could finish the program in five semesters, and then be eligible for hire as a full-time instructor.

### Current School of Education agreement with Education Professional Standards Board (EPSB)

1. Temporary-provisional licenses are issued for one year. Candidates may be eligible to renew this license for one additional year if all criteria are met. (A maximum of two years).
2. Upon successful completion of all MAT program requirements, candidates will begin KTIP.
3. Candidates must meet the clinical requirements of our MAT program (field hours and professional semester).
4. Candidates choosing Learning Behavior Disorders must complete it as a dual certification. All LBD requirements must be completed by graduation.

### Policies to obtain School of Education recommendation

As stated in 16 KAR 9:080, Section 2 (4) (b), one of the university requirements in conducting an alternative route program is to (b) *Provide a candidate written and dated documentation of eligibility for the university alternative certification program so that the candidate may be considered for employment pursuant to KRS 160.345(2)(h).*

**A. Prior to accepting a teaching position, candidates must have completed the following requirements to ensure compliance with Kentucky regulations and the success of subsequent employment.**

1. Candidates that have completed all academic emphasis course work will have highest consideration. Other candidates must pursue a waiver process.
2. Candidates must have successfully completed Module I and the requirements for Admission to the Teacher Education Program and/or must have comparable professional experience, preliminary training, etc. Candidates pursuing special education employment must be enrolled in or have successfully completed one special education course.
3. Faculty will interview candidates to evaluate readiness for classroom teaching and receptiveness to university mentoring. Evidence of readiness may include observation/videos of teaching, field evaluations, etc.
4. The Dean will provide final recommendation for a temporary-provisional license.

**B. Other requirements**

1. Candidates must maintain continuous enrollment at Bellarmine in order to receive mentoring services for alternative certification. This includes MAT Modules and special education coursework. Enrollment in academic emphasis course work at other institutions is not considered 'continuous enrollment.'
2. The candidate must provide written notification within 5 business days of any change in employment including resignation, termination, teaching assignment, etc.



## Policies and Procedures for Recommendation for Alternative Certification (Option VI)

MAT Candidates, Signature Page  
Annsey Frazier Thornton School of Education (AFTSE)  
Bellarmine University

### Kentucky requirements (16 KAR 9:080)

Eligibility for a temporary-provisional teaching license is possible through the *University-Based Alternative Certification Program*. Candidates must:

1. Have an offer of employment in the appropriate grade level and content area.
2. Maintain good standing in our approved program.
3. Pass the PRAXIS academic content exam(s) in the area for which you will be hired. (LBD Praxis exams are not required for initial hires).
4. Maintain continuous enrollment toward completion of the program.

### Current AFTSOE agreement with Education Professional Standards Board (EPSB)

1. Temporary-provisional licenses are issued for one year. Candidates may be eligible to renew this license for one additional year if all criteria are met. (A maximum of two years).
2. Upon successful completion of all MAT program requirements, candidates will begin KTIP.
3. Candidates must meet the clinical requirements of our MAT program (field hours and professional semester).
4. Candidates choosing Learning Behavior Disorders must complete it as a dual certification. All LBD requirements must be completed by graduation.

### Policies to obtain AFSOE recommendation

As stated in 16 KAR 9:080, Section 2 (4) (b), one of the university requirements in conducting an alternative route program is to ***(b) Provide a candidate written and dated documentation of eligibility for the university alternative certification program so that the candidate may be considered for employment pursuant to KRS 160.345(2)(h).***

- A. Prior to accepting a teaching position, candidates must have completed the following requirements to ensure compliance with Kentucky regulations and the success of subsequent employment.
  1. Candidates that have completed all academic emphasis course work will have highest consideration. Other candidates must pursue a waiver process.
  2. Candidates must have successfully completed Module I and the requirements for Admission to the Teacher Education Program **and/or** must have comparable professional experience, preliminary training, etc. Candidates pursuing special education employment must be enrolled in or have successfully completed one special education course.
  3. Faculty will interview candidates to evaluate readiness for classroom teaching and receptiveness to university mentoring. Evidence of readiness may include observation/videos of teaching, field evaluations, etc.

4. The Dean will provide final recommendation for a temporary-provisional license.

B. Other requirements

1. Candidates must maintain continuous enrollment at Bellarmine in order to receive mentoring services for alternative certification. This includes MAT Modules and special education coursework. Enrollment in academic emphasis course work at other institutions is not considered 'continuous enrollment.'
2. The candidate must provide written notification to AFSOE within 5 business days of any change in employment including resignation, termination, teaching assignment, etc.

**Procedures**

1. At orientation, candidates sign this policy statement prior to pursuing employment. This signed form remains in the candidate's graduate folder.
2. Candidates must notify the MAT program coordinator and/or certification officer in writing (email) prior to accepting an offer of employment in order to initiate the recommendation process.
3. The certification officer reviews candidate's records, etc. and completes the recommendation checklist.
4. The MAT program coordinator convenes a faculty interview committee. Candidates are asked a standard set of questions about teaching readiness, etc. This interview could be conducted by phone.
5. The results are compiled and presented to the Dean for final approval.
6. If approved, the certification officer prepares a letter of recommendation to the potential employer and/or candidate with this wording as requested by EPSB:

***"At this time, if hired to teach in (area of certification), (candidate name) would be eligible for recommendation to the Kentucky Education Professional Standards Board for a Temporary Provisional Certificate."***

I have read and understand Bellarmine University's Alternative Certification policies and procedures. *The AFTSOE reserves the right to withdraw this recommendation if for whatever reason I am unable to meet these conditions.*

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date



## Application Process for Alternative Certification (Option VI)

Annsley Frazier Thornton School of Education (AFTSOE)  
Bellarmine University

1. Upon receiving an offer of employment from any Kentucky public school district, you must apply for a temporary-provisional license. In accordance with Kentucky regulations (16 KAR 9:080) through our *University-Based Alternative Certification Program*, you must submit the following items to the AFTSOE Certification Officer (see below).
  - a. A completed TC-TP for Temporary Provisional Certification Application (see Appendix) with Confirmation of employment extended. You will obtain this form from your school district or the AFTSOE Certification Officer. *A school/district representative must complete and sign the TC-TP Section II.* A separate attachment of the signed contract would also be acceptable. Do not complete Section IV of this form as the university must confirm this information. Please mail the original form to the attention of the AFTSOE Certification Officer. (Facsimiles or copies are not accepted).
  - b. An official Bellarmine University transcript requested by you from Bellarmine's Registrar's Office (see Appendix). Please have it sent to the attention of the Certification Officer.
  - c. Official transcripts from all previous institutions attended *reflecting all previous degree conferrals and any academic emphasis coursework completed*. Kentucky regulations require that transcripts from all colleges/universities attended be submitted as a condition for certification and will become part of your permanent file. (Please note: Any transcripts previously submitted to Bellarmine University for your MAT must remain in your Bellarmine University records). *You must request these transcripts. Please have them sent them to the attention of the Certification Officer* (see below).
  - d. AFTSOE must have written verification of your passing scores on the appropriate PRAXIS exams.
2. Upon submission of all of the above requirements, we will be able to recommend you for a temporary- provisional license. Your application will be sent by certified mail to the Kentucky Education Professional Standards Board (EPSB) in Frankfort, KY.

3. Once you have been approved by EPSB, you will be assigned a mentor to provide observation and monitoring (as required by 16 KAR 9:080, effective August 2007). For this service, you are asked to sign a Fee Policy Statement (see Appendix) and will be billed a fee each semester.
4. Temporary-provisional licenses are issued for one year. *Please note the expiration date on your temporary license.* Candidates may be eligible to renew this license for one additional year if all criteria are met. (A maximum of two years). *Upon completion of all MAT requirements and your graduation, you will be recommended to begin KTIP.*
5. Under the temporary provisional license regulations, all students must maintain continuous enrollment in program coursework. Please note that Bellarmine requires you to complete all academic emphasis coursework prior to your professional semester. In addition, in order to maintain your current and future license, you are encouraged to take and pass all remaining Praxis exams before the end of Module V. Contact your advisor if you have further questions about your program plan.
6. *We reserve the right to withdraw this recommendation if for whatever reason you are unable to meet these conditions.*
7. You will receive an email confirmation when we send the application to Frankfort. You may check the status online at EPSB at [www.epsb.ky.gov](http://www.epsb.ky.gov). You will receive paper copies of your temporary-license in the mail in 1-2 weeks.

Certification Officer

*Theresa Klapheke*

Bellarmino University

Annalsley Frazier Thornton School of Education

Room 331

2001 Newburg Road

Louisville, KY 40205

502-272-8152 office

502-272-8189 fax

[tklapheke@bellarmine.edu](mailto:tklapheke@bellarmine.edu)



## **Additional Requirements for Candidates with Alternative Certification**

Annisley Frazier Thornton School of Education (AFTSE)  
Bellarmine University

***KY Statute 16 KAR9:080. Candidates holding alternative certification must be enrolled in a University based program (Bellarmine MAT Program) and fulfill all of the requirements of that program.***

### **CANDIDATE REQUIREMENTS**

Alternative Certification candidates in addition to fulfilling University requirements for the MAT Program will also be required to:

1. Sign a Copy of the Kentucky Teacher Code Of Ethics.
2. Sign a Fee Policy statement for compensation of assigned mentors.
3. Implement a Mentoring Plan developed by the employing school and the University. The Mentoring Plan shall include dates and times of formal observations, coaching and conferencing.
4. Be observed, coached and mentored for a minimum of 15 hours per semester by a Bellarmine assigned mentor. (See attached Observation Form)
5. Attend 3 out of 5 required Professional Learning Communities.
6. Keep a weekly Journal that will be read by the Bellarmine mentor that outlines what went well and what needs working on and questions that you need answers.
7. Communicate weekly with the Bellarmine Mentor and School Mentor.
8. Schedule Weekly meetings with the School Mentor.

### **MENTOR REQUIREMENTS**

Mentors are assigned by Dr. Rosie Young, Field Placement Coordinator.

1. Implement a Mentoring Plan developed by the employing school and the University. The Mentoring Plan shall include dates and times of formal observations, coaching and conferencing
2. Observe, Coach and conference with the Candidate a minimum of 15 hours
3. Engage Candidates in Professional Learning Communities
4. Read and respond to weekly Journals
5. Communicate with School Mentors and Principals
6. Keep Log of Hours
7. Turn in required forms in a timely manner.

# APPENDIX

- A. Application Forms for Temporary Provisional License
  - a. TC-TP form, pages 1-4
  - b. Bellarmine transcript request form
  - c. Alternative Certification Mentoring Fee Policy
  
- B. Forms for Mentoring Plan
  - a. Mentoring Signature Sheet
  - b. EPSB Professional Code of Ethics
  - c. Alternative Certification Candidate Log
  - d. Pre-Professional Semester Teaching Assessment Form
  - e. Log of Hours

## APPLICATION FOR TEMPORARY PROVISIONAL CERTIFICATION

The TC-TP form is required by the Commonwealth of Kentucky, EDUCATION PROFESSIONAL STANDARDS BOARD, for any candidate seeking Option 6: Alternative Certification.

You must complete the TC-TP form: Application for Temporary Provisional Certification. The school district seeking to employ you can provide this form, or you may pick up this form during regular business hours at the School of Education.

A school district representative must complete and sign Section II: Confirmation of Employment Extended of the TC-TP form. A separate attachment of the signed contract is also acceptable.

Please do not complete Section IV of the TC-TP form as the university must confirm this information.

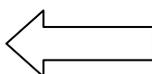
Kentucky Education Professional Standards Board  
Division of Certification, 100 Airport Road, 3<sup>rd</sup> Floor  
Frankfort, KY 40601  
Telephone (502) 564-4606 (888) 598-7667 [www.kyepsb.net](http://www.kyepsb.net)

Bellarmino University  
Transcript Request Form

Date \_\_\_\_\_ Date of Birth \_\_\_\_\_ Social Security Number/ID # \_\_\_\_\_

Name \_\_\_\_\_ Maiden/Other Name (s) at Bellarmine \_\_\_\_\_

Address \_\_\_\_\_  
Street City, State, Zip Phone \_\_\_\_\_



PRINT the address in the box

Number of transcripts to be sent \_\_\_\_\_

Send now \_\_\_\_\_

Send at end of current semester \_\_\_\_\_

I hereby authorize Bellarmine University to forward a \_\_\_\_\_  
transcript of my record in the address indicated above. Signature

Dates of Bellarmine University attendance (years) \_\_\_\_\_ through \_\_\_\_\_

Transcript Type:  
Undergraduate \_\_\_\_\_  
Graduate \_\_\_\_\_

Degrees received: Associate \_\_\_\_\_ Year \_\_\_\_\_  
Bachelor \_\_\_\_\_ Year \_\_\_\_\_  
Master \_\_\_\_\_ Year \_\_\_\_\_

If you received credit through high school (ACCESS or ACCP), please complete the following:

- High School Attended \_\_\_\_\_
- Year (s) credit was received \_\_\_\_\_

.....  
For Office Use Only

Fee Paid \_\_\_\_\_

Date Sent \_\_\_\_\_



### Alternative Certification Mentoring Fee Policy

As required by KRS 16 KAR 9:080--University Based Alternative Certification Program, effective August 2007, universities are required to provide observation and monitoring of their teacher candidates with temporary provisional certificates. Bellarmine provides an assigned mentor for the year for each of their teacher candidates with temporary provisional certificates.

As of Spring 2013 semester, students who begin alternative certification status shall be assessed a \$600 fee for Modules II and IV. The fee is non-refundable.

I have read and understand Bellarmine University's Alternative Certification Mentoring Fee policy.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

## Bellarmino

### Alternative Certification Candidate Information

Bellarmino Alternative Certification Candidates according to the Ky Statute KAR9:080 are enrolled in a University based program Bellarmino MAT Program and will fulfill all of the requirements of that program.

Alternative Certification candidates in addition to fulfilling University requirements for the MAT Program will also be required to:

1. Sign a Copy of the Kentucky Teacher Code Of Ethics
2. Implement a Mentoring Plan developed by the Alternative Certification Candidate, the employing school district and Bellarmino University
3. Be observed, coached and mentored for a minimum of 15 hours per semester by a Bellarmino assigned mentor
4. Attend three required Seminars
5. Keep a weekly Journal that will be read by the Bellarmino mentor that outlines what went well and what needs working on and questions that you need answers
6. Communicate weekly with the Bellarmino Mentor and School Mentor
7. Schedule Weekly meetings with the School Mentor

Candidate Signature \_\_\_\_\_

Date \_\_\_\_\_

**EPSB PROFESSIONAL CODE OF ETHICS FOR KENTUCKY CERTIFIED SCHOOL PERSONNEL**

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.

CERTIFIED SCHOOL 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.

TO STUDENTS	TO PARENTS	TO EDUCATION PROFESSIONS
<ol style="list-style-type: none"> <li>1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator.</li> <li>2. Shall respect the constitutional rights of all students.</li> <li>3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students.</li> <li>4. Shall not use professional relationships or authority with students for personal advantage.</li> <li>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.</li> <li>6. Shall not knowingly make false or malicious statements about students or colleagues.</li> <li>7. Shall refrain from subjecting students to embarrassment or disparagement.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student.</li> <li>2. Shall endeavor to understand community cultures and diverse home environments of students.</li> <li>3. Shall not knowingly distort or misrepresent facts concerning educational issues.</li> <li>4. Shall distinguish between personal views and the views of the employing educational agency.</li> <li>5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.</li> <li>6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>1. Shall exemplify behaviors which maintain the dignity and integrity of the profession.</li> <li>2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.</li> <li>3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.</li> <li>4. Shall not use coercive means or give special treatment in order to influence professional decisions.</li> <li>5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications.</li> <li>6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.</li> </ol>



## ALTERNATIVE CERTIFICATION CANDIDATE LOG

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_ # of Hours: \_\_\_\_\_

Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Next Meeting Date: \_\_\_\_\_

Check all that apply: <input type="checkbox"/> Observing <input type="checkbox"/> Demonstration Lesson <input type="checkbox"/> Video Taping <input type="checkbox"/> Veteran Teacher Observation <input type="checkbox"/> Reflecting <input type="checkbox"/> Problem Solving <input type="checkbox"/> Providing Resources <input type="checkbox"/> Development & Review of ILP <input type="checkbox"/> Connect to ILP Goals <input type="checkbox"/> Other _____
--

+ What's Working:	△ Current Focus – Challenges – Concerns:
Teacher's Next Steps:	Mentor's Next Steps:

### Kentucky Standards for the Teaching Profession (KSTP)

<p><b>CK = Candidate Demonstrates Knowledge of Content</b></p> <ul style="list-style-type: none"> <li>The candidate communicates accurate knowledge of content.</li> <li>The candidate connects content to life experiences.</li> <li>The candidate uses strategies that contribute to student learning.</li> </ul> <p><b>MI = Candidate Implements and Manages Instruction</b></p> <ul style="list-style-type: none"> <li>The candidate promotes higher order thinking skills.</li> <li>The candidate uses appropriate questioning strategies.</li> <li>The candidate maintains appropriate pace and makes efficient use of instructional time.</li> <li>The candidate engages students in lesson. Specific benchmarks: Implementing thinking and problem solving tasks; Utilizing real-life situations; Managing discussions that are topic related and open-ended; Maintaining attention of students</li> </ul>	<p><b>DP = Candidate Designs and Plans Instruction</b></p> <ul style="list-style-type: none"> <li>The learning objectives are observable, measurable, and contextual.</li> <li>The planned activities address individual student needs.</li> <li>The assessment reflects effective connections to learning objectives.</li> </ul> <p><b>AL = Candidate Assesses and Analyzes Student Learning</b></p> <ul style="list-style-type: none"> <li>The candidate outlines intended assessments in the lesson plan.</li> <li>The candidate measures learning objectives. Examples of specific measures include: Rubrics or scoring guides; Anecdotal notes; Checklists; Student work samples</li> <li>The candidate uses pre-assessment and student assessment strategies.</li> </ul>	<p><b>CC = Candidate Creates Positive Classroom Climate</b></p> <ul style="list-style-type: none"> <li>The candidate manages the environment and materials in an organized and safe manner.</li> <li>The candidate uses appropriate language and voice.</li> <li>The candidate provides a positive, supportive learning climate.</li> <li>Specific benchmarks: Reinforcing positive behavior; Communicating high expectations; Addressing inappropriate behavior; Demonstrating value and respect for students; Building rapport with students</li> </ul> <p><b>IT = Candidate Demonstrates Implementation of Technology</b></p> <ul style="list-style-type: none"> <li>The candidate uses the computer to do word processing, create databases, or make presentations.</li> <li>The candidate requests and uses assistive and adaptive technology.</li> </ul>
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Name of Candidate: \_\_\_\_\_  
Name of Assessor: \_\_\_\_\_  
Subject Observed: \_\_\_\_\_



# School of Education

Pre-Professional Semester

The following analytic scoring guide is used to observe candidates in the semesters preceding the Professional Semester. The following scale is provided:

4 excellent performance   3 satisfactory performance   2 improvement needed   1 significant improvement needed   0 Not Observed

## Standard 1: Candidate Demonstrates Knowledge of Content

\_\_\_\_\_ The candidate communicates accurate knowledge of content.

**Comments, Standard 1:**

## Standard 2: Candidate Designs and Plans Instruction

\_\_\_\_\_ The learning objectives are observable, measurable, and contextual.

\_\_\_\_\_ The planned activities address individual student needs.

\_\_\_\_\_ The assessment reflects effective connections to learning objectives.

**Comments, Standard 2:**

## Standard 3: Candidate Creates Positive Classroom Climate

\_\_\_\_\_ The candidate manages the environment and materials in an organized and safe manner.

\_\_\_\_\_ The candidate uses appropriate language and voice.

\_\_\_\_\_ The candidate provides a positive, supportive learning climate.

Specific benchmarks include:

- reinforcing positive behavior
- communicating high expectations
- addressing inappropriate behavior
- demonstrating value and respect for students
- building rapport with students

**Comments, Standard 3:**

Standard 4: Candidate Implements and Manages Instruction

- \_\_\_\_\_ The candidate effectively communicates lesson objectives.
- \_\_\_\_\_ The candidate promotes higher order thinking skills.
- \_\_\_\_\_ The candidate uses appropriate questioning strategies.
- \_\_\_\_\_ The candidate maintains appropriate pace and makes efficient use of instructional time.
- \_\_\_\_\_ The candidate engages students in lesson. Specific benchmarks include:
  - implementing thinking and problem solving tasks
  - utilizing real-life situations
  - managing discussions that are topic related and open-ended
  - maintaining attention of students

**Comments, Standard 4:**

Standard 5: Candidate Assesses and Analyzes Student Learning

- \_\_\_\_\_ The candidate outlines intended assessments in the lesson plan.
- \_\_\_\_\_ The candidate measures learning objectives. Examples of specific measures include:
  - rubrics or scoring guides
  - anecdotal notes
  - checklists
  - student work samples

**Comments, Standard 5:**

Standard 6: Candidate Demonstrates Implementation of Technology

- \_\_\_\_\_ The candidate uses the computer to do word processing, create databases, or make presentations.
- \_\_\_\_\_ The candidate uses instructional technology (including assistive and adaptive technology) where appropriate.

**Comments, Standard 6:**

Overall Summary of Observation:

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Observer Signature

Candidate Signature





**Bellarmino University**  
**16 KAR 9:080 University-Based alternative certification program**  
**Required Mentoring Plan SY 20\_\_ - 20\_\_**

Candidate Name: \_\_\_\_\_ Candidate SSN or EPSB ID: \_\_\_\_\_  
 College/University Name: \_\_\_\_\_ Employing School District: \_\_\_\_\_  
 Alternative Certification Program for: \_\_\_\_\_ (subject/level)

Written agreement to provide, in collaboration with the administration of the candidate’s employing school, mentoring to the candidate in the employment setting which shall include:

**Requirement 1: Prior to the candidate’s enrollment in the Kentucky Teacher Internship Program pursuant to KRS 161.030 and 16 KAR 7:010, a minimum of fifteen (15) hours of annual observation utilizing university faculty and a district-based mentor of the candidate practicing instruction in the classroom, as follows:**

- a. A minimum of five (5) hours of observation by university faculty;
- b. A minimum of five (5) hours of observation by a district-based mentor; and
- c. A minimum of five (5) hours of observation by either the university faculty or the district-based mentor;

Hours of Observation to be provided by		Name and role of mentor (e.g. teacher or administrator)	Email Address	Phone Number
University/College Faculty Mentor				
District-Based Mentor				
Principal/Designee				
Total Planned Hours				

**Requirement 2: A description of how support shall be offered to the candidate during in-class and out-of-class time to assist the candidate in meeting the teacher’s instructional responsibilities:**

- Communication of clear and specific expectations for student assignments, class procedures, etc.
- Organization of classroom materials and resources, student seating, distribution of student materials, etc.
- Development of procedures for grading, grade reporting to parents, homework, and make up assignments.
- Exploring various strategies for classroom management and progressive discipline.
- Development/Review of long range curriculum plans that support the Kentucky’s Core Academic Standards and other relevant content guidelines.
- Design of unit plans linked to the long range curriculum documents.
- Design of daily lesson plans using the KTIP planning format or other school-based planning documents.
- Development of a school and district resource network of people and materials
- Other support activities may include: co-teaching, observing to provide specific feedback, and video-taping a lesson for collaborative discussion
- Interventions may include additional visits to the classroom, meetings with school administration and school-based mentor, and consultation with the Bellarmine Alternative Certification Coordinator.
- Other needs expressed by the Bellarmine Alternative Certification teacher candidate.

Communication Plan

In an effort to support the Alternative Certification candidate, participants will collaborate as follows:

- The university mentor, local school administration and school-based mentor will meet to discuss the mentor plan at the beginning of the school year with the candidate. Target goals will be identified at this initial meeting.
- A midyear meeting with the candidate will be conducted by the university mentor, local school administration and school-based mentor to review candidate progress and to gather input and support for the candidate.
- A final meeting with the candidate will be conducted by the university mentor, local school administration and school-based mentor to review candidate progress and to establish continuing growth goals. University and school-based mentor logs will be completed and submitted at this meeting.
- If any issues arise that may jeopardize the teacher candidate’s progress or continued job placement, participants may consult by email, phone, and/or additional meetings.

University/College Designee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

District or Principal/Designee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Completed Log of Mentor Hours and Activities of both the Bellarmine Mentor and District-based Mentor needs to be submitted by the Alternative Certification candidate to the Bellarmine Alternative Certification office. Contact information:**

Theresa Klapheke  
Bellarmine University  
Teacher Certification Officer  
Annsley Frazier Thornton School of Education, Room 331  
P: 502-272-8152  
Email: [tklapheke@bellarmine.edu](mailto:tklapheke@bellarmine.edu)

