

Name of Employer* _____

Address of Employer _____
Number & Street City State Zip County

Phone Number of Employer _____

Job Title and Role (e.g., 4th grade teacher) _____

School Name (if currently teaching) _____

Please list the colleges/universities that you have attended: _____

Have you ever applied to, attended or been employed by the University of Pikeville? If so, under what name and when? _____

There are a number of transition points built into the program that will enable UPIKE personnel to provide program participants guidance and support, helping ensure success in the program. The first transition point is successful admission to the program.

Signature of Applicant** _____

**By signing this form applicants affirm that all information in the application is true and that falsifying any information is reason for dismissal from the program.

What happens now?

1. The provided information will be reviewed to determine eligibility for general admission to the graduate program.
 - a. Participants will submit a TL Program Administrator Agreement form (see the following pages). This form simply lets your principal know that you're participating in the program and that you will be applying best-practice strategies learned as a part of the program in your classroom or a designated classroom if you do not currently hold a teaching job.
 - b. Your professor will provide you access to an electronic version of the Graduate Education Handbook and respond to any questions you may have related to the handbook.
2. Following the review, applicants will receive written communication concerning their status in the program.
3. After twelve hours of approved graduate coursework with a GPA of 3.0 on a 4.0 scale and completion of all other criteria identified on the Curriculum Contract, you will be admitted to candidacy.

Don't forget to complete and sign all the forms that begin on the next page!





CHARACTER and FITNESS FORM Graduate Education Program

Answer each question by circling “yes” or “no.” If you answer “yes” to any question, you must submit a full explanation using a separate sheet of paper.

If you have ever held, or currently hold a professional license, credential, or other document issued to you by any other jurisdiction other than Kentucky within the United States or abroad, enclose a copy of the certificate(s) and provide the following:

Type of Professional Certificate	State or Jurisdiction of Issuance	Issue Date	Expiration Date

Disclosure of Background Information

If you answer “yes” to any question below, SUBMIT a narrative with your application. The narrative should include dates, locations, school systems, court records, and any other information that explains the circumstances in detail.	YES	NO	Documentation Attached
1. Have you ever had a professional certificate, license, credential, or any document issued for practice denied, suspended, revoked, or voluntarily surrendered? If you have had a professional certificate, license, credential, or any other document issued for practice initially denied by a licensing body, but later issued, you must answer “yes.			
2. Have you ever been suspended or discharged from any employment or military service because of allegations of misconduct?			
3. Have you ever resigned, entered into a settlement agreement, or otherwise left employment as a result of allegations of misconduct?			
4. Is any action now pending against you for alleged misconduct in any school district, court, or before any educator licensing agency?			
5. Have you ever been convicted of or entered a guilty plea, an “Alford” plea, or a plea of nolo contendere (no contest) to a felony or misdemeanor, even if adjudication of the sentence was withheld in Kentucky or any other state? For the purpose of this application, minor traffic violations should not be reported. Convictions for driving while intoxicated (DWI) or driving under the influence of alcohol or other drugs (DUI) must be reported.			
6. Do you have any criminal charges pending against you?			
7. If you indicated “yes” to question #1 through #6, has the EPSB previously reviewed the information? – _____ (Date of Review)			

I declare that I understand the standard for personal and professional conduct expected of a professional educator in Kentucky. I further certify that I have read and examined the Professional Code of Ethics for Kentucky Certified School Personnel, 16 Kentucky Administrative Regulation 1:020, understand its provisions, and agree to abide by its terms during the course of my career as a professional educator.

I affirm and declare that all information given by me on this form is true, and correct, and complete to the best of my knowledge. I understand that any misrepresentation of facts, by omission or addition, may result in the denial or revocation of my teaching certificate. Further, I understand that KRS 161.120 provides that a teaching certificate may be revoked at any time upon determination that false information was presented toward obtaining a teaching certificate.

SIGNATURE _____

DATE _____

**PROFESSIONAL CODE OF ETHICS
FOR KENTUCKY SCHOOL PERSONNEL
16 KAR 1:020**

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.

SIGNATURE _____ **DATE** _____



A Look at The Model Code of Ethics for Educators (MCEE)

The MCEE serves as a guide for future & current educators faced with the complexities of P-12 education. The code establishes principles for ethical best practice, mindfulness, self-reflection, and decision-making, setting the groundwork for self-regulation & self-accountability. The establishment of this professional code of ethics, by educators and for educators, honors the public trust and upholds the dignity of the profession.

Following are the MCEE principles; the full code with indicators is available at www.nasdtec.net.

Principle I: Responsibility to the Profession

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

Principle III: Responsibility to Students

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

Principle IV: Responsibility to the School Community

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

The MCEE was developed under the leadership of the National Association of State Directors of Teacher Education and Certification (NASDTEC) and is supported by a number of national education organizations that undergird the profession.



More information, details, and resources are available at: <http://www.nasdtec.net>



I hereby acknowledge that I have read the Model Code of Ethics for Educators and agree to abide by and exhibit the behaviors described therein.

Name (please print)

Signature

Date

**EVALUATION FOR ADMISSION TO THE
GRADUATE TEACHER EDUCATION PROGRAM
University of Pikeville
(Three Required)**

Please check box 1 or 2.

1. The candidate has chosen to retain his/her right of access to this reference. Therefore, this reference may be read by the candidate upon request.

2. The candidate has chosen to waive his/her right of access to this reference. Therefore, this reference may not be read by the candidate.

Candidate's Name _____ Candidate's Signature _____
Please Print

Completed by _____ Date _____
Please Print

Please check one: School/District Administrator P-12 Teacher Other (please identify) _____

Based on your experience, please rate the teacher education applicant for the demonstration of each of the identified professional behaviors/dispositions using the following rubric:

Level 4 Always	Level 3 Typically	Level 2 Sometimes	Level 1 Rarely or Never	N/A
The applicant always demonstrates the behavior/disposition.	The applicant typically , but not always, demonstrates the behavior/disposition.	The applicant sometimes , but not usually, demonstrates the behavior/ disposition.	The applicant rarely or never demonstrates the behavior/disposition.	The indicator does not apply or person completing the ratings has no knowledge as to whether the applicant demonstrates the behavior/disposition.

Please indicate by checking ✓ the appropriate box based on the above rubric.

	Always	Typically	Sometimes	Rarely or Never	N/A
I. Professionalism (Dispositions: Professional Commitment and Responsibility; TLMS Domain I) The teacher education program applicant:					
1. models appropriate values for a teacher leader.					
2. is punctual.					
3. dresses appropriately in each situation.					
4. behaves in an honest and ethical manner.					
5. is positive, respectful, and supportive					
II. Critical Thinking (Dispositions: Critical Thinking and Reflective Practice; TLMS Domains IV) The teacher education program applicant:	Always	Typically	Sometimes	Rarely or Never	N/A
1. looks at issues from differing perspectives					
2. asks pertinent questions.					
3. engages students in exploration, discovery, and expression across content areas.					
4. is committed to student mastery of disciplinary content and skills.					
III. Communication (Dispositions: Critical Thinking and Reflective Practice; TLMS Domain I) The teacher education program applicant:	Always	Typically	Sometimes	Rarely or Never	N/A
1. expresses ideas in a clear, concise manner in both written and					

oral communication.					
2. responds appropriately to questions and remains on topic.					
3. submits well-planned and well-designed lesson plans.					
4. can communicate ideas in a variety of ways.					
5. seeks to foster respectful communication among all members of the learning community.					
IV. Creativity (Dispositions: Critical Thinking and Reflective Practice; TLMS Domain II) The teacher education program applicant:	Always	Typically	Sometimes	Rarely or Never	N/A
1. has courage to try new things and risk failure.					
2. is willing to challenge assumptions.					
3. uses research as well as logic to make decisions.					
4. can elaborate and extend ideas and concepts.					
V. Collaboration (Dispositions: Professional Relationships; TLMS Domains I and III) The teacher education program applicant:	Always	Typically	Sometimes	Rarely or Never	N/A
1. actively works toward setting and meeting group goals.					
2. identifies and shares new ideas for professional growth.					
3. listens to team members.					
4. refrains from dominating discussions					
VI. Diversity (Dispositions: Professional Relationships; TLMS Domains I and VI) The teacher education program applicant:	Always	Typically	Sometimes	Rarely or Never	N/A
1. values diversity.					
2. shows empathy and respect for other cultures and beliefs.					
3. chooses nondiscriminatory expressions and refrains from belittling others.					
VII. Personal Growth and Reflection (Dispositions: Critical Thinking and Reflective Practice; TLMS Domain V) The teacher education program applicant:	Always	Typically	Sometimes	Rarely or Never	N/A
1. adequately prepares for instruction.					
2. uses feedback and data from assessments to inform instruction.					
3. proactively works to modify instruction based on student data.					
4. values input from others in the form of constructive criticism and feedback.					
5. makes personal changes based on constructive criticism and feedback.					

Additional Comments (attach an additional sheet if needed):

- I recommend the applicant for admission to the Graduate Teacher Education Program.
- I do not recommend the applicant for admission to the Graduate Teacher Education Program.

Signature of person completing form

Attention Evaluator:

This Evaluation for Admission to the Teacher Education Program may be submitted electronically by email at TL@upike.edu. It can also be mailed or submitted in person to the PCOE Office:

Coletta Parsley, Director of Teaching
 Patton College of Education University of Pikeville
 147 Sycamore Street
 Pikeville, KY 41501

CANDIDATE RECOGNITION OF DISPOSITIONS

Patton College of Education

Candidate's Statement of Commitment regarding Dispositions

It is the responsibility of the Patton College of Education to successfully prepare candidates to become effective teachers and teacher leaders. The education program requires candidates to demonstrate the knowledge, skills, and *dispositions* outlined in the conceptual framework as they align with the expected behaviors of teachers. Each candidate will be evaluated on these dispositions and provided with feedback to assist with their progress.

Dispositions are defined as how values, commitments, and professional ethics manifest themselves in professional practice. Dispositions are guided by beliefs and attitudes related to values such as care, respect, trust, integrity (OCT 2006), fairness, honesty, responsibility, and social justice (NCATE, 2001). The following dispositions are expected of teacher education candidates in the university classroom and in the schools.

Professional Commitment and Responsibility: The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it.

The Candidate:

1. Maintains appropriate confidentiality
2. Demonstrates compliance with laws/regulations/policies/standards
3. Maintains professional appearance
4. Is prepared for class or appointments
5. Is punctual for class or appointments
6. Demonstrates honesty/academic integrity

Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger diverse society.

The Candidate:

7. Demonstrates high expectations for others
8. Demonstrates respect for the beliefs of others
9. Demonstrates effective collaboration skills (e.g., with colleagues, instructors, students)
10. Demonstrates respect for cultural differences
11. Demonstrates patience with and/or compassion for those experiencing difficulty during the learning process
12. Demonstrates flexibility during the learning process

Critical Thinking and Reflective Practice: The candidate demonstrates a commitment to continuous development within the profession.

The Candidate:

13. Demonstrates critical thinking in written or verbal form
14. Addresses issues of concern professionally (with instructors/colleagues/students)
15. Responds positively to constructive criticism
16. Takes responsibility for his or her learning by actively seeking out new information
17. Demonstrates personal progress through professional development to improve content and pedagogical knowledge
18. Demonstrates reflective practice in written or verbal form

I have read the dispositions and indicators above. I believe that good dispositions are integral to being an effective, professional educator. I am committed to growing and demonstrating excellence in these dispositions. I understand that in addition to academic performance in accord with the requirements of the Patton College of Education, my success and progress in the teacher education program depends upon successful demonstration of these dispositions.

Student Name

Signature

Date

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This work, "NU Teacher Candidate Dispositional Scale" abbreviated as the NU D-Scale is copyright © 2017 Rinaldo, V., Sheeran, T. J. & Foote, C.

Graduate Teacher Leader Program Handbook

I acknowledge that I can access the online Graduate Teacher Leader Program Handbook at <https://www.upike.edu/graduate-studies/tlm-teacher-leaders-masters/>.

Signature

Date

Attach a copy of your current teaching certificate or certification inquiry. If there are any changes in your certification while you are enrolled in our program, please send us an updated copy of your teaching certificate.

Please remember to send official transcripts of all undergraduate and graduate level coursework.

There is also a \$50 application fee.

Thank you for your interest in our Teacher Leader Master's Program!