**A** C:\Documents and Settings\dncarr\My Documents\topleft.gif **EDUCATION PROFESSIONAL STANDARDS BOARD** KUS.gif

1. **Program Profile: This profile describes a program category, which includes potential variations of program offerings. Each instance or variation must be distinguished among the others in order to ensure regulatory compliance. Please see the “Program Review Technical Guide” for additional details.**

Program Identification

**Name of the Program Category: Biological Science**

**Grade Levels: (check all that apply)**

B-P  P-5  5-9  5-12  8-12  P-12

**Program Classification: (check all that apply)**

Undergraduate  Undergraduate – Cert Only

Graduate  Graduate – Cert Only

**Program Route: (check all that apply)**

Traditional  Option 6  Option 7

**Program Sites: (check all that apply)**

Main/Residential Campus  Off-Site Campus (list each location)

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| Campus Name | City |
| Campbellsville University | Campbellsville, KY 42718 |
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**Delivery Modes: (check all that apply)**

Face-to-Face Only  Online Only  Hybrid

**EPP Submission Coordinator: If Option 6 - provide Program Coordinator:**

Name Dr. Beverly Ennis Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone 270 789-5344 Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email [bcennis@campbellsville.edu](mailto:bcennis@campbellsville.edu) Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Experiences

# Program Innovations: Optional

Program-Initiated Innovations. These innovations may span over the most recent three years and should include all variations within this program category.

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| * Candidates develop a Praxis Preparation Plan that includes study sessions and PPD seminars conducted by education faculty. * Candidates have opportunity to participate in the School of Education’s Paired Clinical program which is a co-teaching opportunity during student teaching in participating districts. * Dr. Magruder (ED 341 and ED 343) requires students to video themselves utilizing manipulatives during class and provides opportunity for candidates to experience the university’s Clay Hill Forest Education Center and participate in Project Wild. * Candidates have opportunities to travel internationally more, with annual spring break trips to Belize. Other travel has been to Italy. In summer of 2017, a group is going to Ireland. Domestic trips the last two years have been taken to Washington, D. C. Travel experiences so far have involved engagement with students in schools. * For the literacy mandate, ED 351 and ED 361 have been revamped to more closely meet ILA standards. |

Program Curriculum:

Each EPP must inform a potential candidate about the program’s content, performance expectations and assessment processes.

How does the EPP communicate/Identify below the following program requirements: required coursework and electives, certification and/or degree result, admission requirements, exit requirements, Praxis II test disclaimer. If the EPP offers multiple program routes for this category and certification, include each variation.

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| **We use the curriculum guides as the primary method to communicate program details with each student and candidate. Please see our attached guide in the addendum.**  [**Addendum A Curriculum Guide**](#A) |

**Admission criteria for each program code in this category:** This must include **admission criteria** such as GPA, admission assessments, evidence of Code of Ethics and Character and Fitness Review. Reference the applicable program code(s) and regulations (i.e., 16 KAR 5:020, 16 KAR 9:080, 16 KAR 9:090) and the “Program Review Technical Guide” for additional details. Information provided below should correlate to the QAS documentation.

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| CAP 2 Admission Requirements for Teacher Education:  GPA of 2.75 or 3.0 last 30 hours  Academic Competency: Praxis CASE Reading, Writing and Math passing scores  Oral and written communication: Cor above on ENG 111, ENG 112, MAC 120 or MAC 140  Dispositions from ED 220, IECE 301 or MUS 240 professor and a self-assessment  Recommendation from Major Division for 5-9, 5-12, 8-12 and P-12 candidates  Personal Autography (4Cs);  Pre-Professional Growth Plan  Video mini-lesson evaluated by P-12 teacher, CU faculty and candidate  Praxis II Study Plan  KFETS (field hours entered)  Commitment to the KY Code of Ethics  [Addendum B CAP 2 Application](#B) |  |

**Pre-Student Teaching Experiences:** (Option 6 will skip this section)

How does the program ensure candidate’s pre-student teaching experiences meet the requirements as outlined in **16 KAR 5:040 Section 3(3)?**

1. Engagement with diverse populations of students which include:  
   1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;  
   2. Students from different socioeconomic groups;  
   3. English language learners;  
   4. Students with disabilities; and  
   5. Students from across elementary, middle school, and secondary grade levels;
2. Observation in schools and related agencies, including:  
   1. Family Resource Centers; or  
   2. Youth Service Centers;
3. Student tutoring;
4. Interaction with families of students;

(e) Attendance at school board and school-based council meetings:  
(f) Participation in a school-based professional learning community; and  
(g) Opportunities to assist teachers or other school professionals.

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| We provide an EPSB form with all of these requirements listed and discuss these requirements early in the program. For CAP 3, they are required to submit the completed EPSB form that describes when and during which course they acquired these experiences. Most of these experiences are incorporated into the required field experiences in specific courses.  ***\*Please see the*** [***Educator Preparation Handbook***](https://www.campbellsville.edu/education/files/2017/07/Educator-Preparation-Handbook.docx) ***p. 11-15***  [**Addendum C Field Experience Matrix**](#C)  [**Addendum D Field Experience Summary Form**](#D) |

**Describe the culminating Clinical/Professional Experiences for each instance in this program category:** Reference the regulation 16 KAR 5:040 Section 6 about professional experiences. The Option 6 instance of this program category can ignore this section since the program must use KTIP as the culminating experience.

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| During student teaching, candidates are placed for 16 weeks with a cooperating teacher. They are required to complete an EPSB form documenting all of the required KAR clinical experiences. If their placement does not provide the experiences required, then they are permitted to seek other classrooms in which to get these experiences. The supervising teachers monitor the experiences.  Student teaching is 16 weeks in duration.  Before we recommend any completing candidate for licensure or certification, they must have demonstrated a high standard of content knowledge in their fields and positive impacts on P-12 student learning through the regular clinical observations and the CAP 4 requirements, that include the portfolio and an exit lesson taught before an exit team consisting of a K-12 practitioner and an education faculty member.  The CAP 4 portfolio includes a copy of the candidates’ personal education philosophy and a classroom management plan that documents they understand the expectations of the profession. It is also aligned with the Kentucky Teacher Standards and other professional standards.The CAP 4 application requires documentation of re-commitment to the KY Code of Ethics for educators. The form has a section on the back that requires a signature re-confirming such a commitment.  ***\*Please see the*** [***Student Teaching Handbook***](https://www.campbellsville.edu/education/files/2017/07/Student-Teacher-Handbook.doc)  [**Addendum E Student Teaching Experience Checklist**](#E) |

**Exit requirements for each instance in this program category:** This must include **exit assessments.**

( i.e.,: KTIP assessment, portfolio/work sample, GPA, and if the program requires passing or taking the Praxis II for program completion, list it here.) Reference CAEP 3.5 and 3.6

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| CAP 4 Exit Requirements for Teacher Education:  GPA of 2.75 or 3.0 last 60 hours  Praxis Subject Assessment in content and PLT  Dispositions from coordinators, supervisor and self evaluation  Satisfactory student teaching experience: journal, portfolio, observations by cooperating teachers and university supervisor  Video Mini-Lesson and interview  [Addendum F CAP 4 Application](#F) |

Kentucky P-12 Curriculum Requirements

The following information is gathered in accordance with Kentucky Senate Bill 1 - <http://www.lrc.ky.gov/record/09RS/SB1.htm> and the associated legislation tied to this bill.

How does the EPP ensure each candidate’s knowledge/proficiency of the Kentucky Academic Standards (KAS)? How does the EPP measure the depth of knowledge of each candidate?

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| Explain:  **Explain: Candidates are introduced to KAS during the first education course (ED 220). After that course, they are expected to incorporate their respective KAS content standards and ELA standards into lessons and units. The candidates’ CAP 3 and CAP 4 portfolio units and observed lessons are expected to demonstrate depth of knowledge of the KAS.** |

Briefly describe how candidates use the Kentucky P-12 curriculum framework and the Kentucky P-12 assessment system to guide instruction.

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| **Example: The EPP utilizes the most current KTIP lesson plan forms in all pedagogy courses. Candidates are expected to use the latest edition of the forms each year for planning lessons and units and completing other Sources of Evidence. The lesson plans must incorporate the K-12 curriculum framework (KAS). Candidates learn about the K-PREP and end of course assessments in their courseowrk**    [**Addendum G Source of Evidence 1.1**](#G)  [**Addendum H Source of Evidence 2**](#H) |

Provide evidence (KTIP assessments/portfolio/other data) of candidates’ use of the KAS framework in lesson plans (include lesson plan format if not using the current KTIP format).

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| *(You may attach a document)*  **The Sources of Evidence (SOE) ‘at a glance’ shows how the KTIP documents are integrated into candidates’ lesson plans. The SoE are required in all planning documents for all standards and especially in the portfolio at both CAP 3 and CAP 4.**  [Addendum I](#I) |

Provide evidence of candidate’s abilities to create and use formative and summative assessments to

guide instruction toward mastery of the Kentucky P-12 curriculum framework.

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| *(May attach a document)*  Candidates take ED 390 which is an assessment class and learn to develop a variety of formative and summative assessments. For units and lessons they are required to develop assessments that measure student learning as a result of instruction. Lessons and units, along with lesson reflections on student learning are required in the CAP 3 and CAP 4 portfolios. For the portfolio, KTS 5, Assessment, requires candidates to present evidence of ability to develop formative and summative assessments, including those used for self assessment and incorporation of technology into assessment.KTS 7, Reflection, requires candidates to reflect on student learning as a result of the lesson and/or unit.  [**Addendum J CAP 3Portfolio Guidelines**](#J)  [**Addendum K CAP 4 Exit Portfolio Guidelines**](#K) |

TAB 1: Courses

**Use the “COURSES” tab on the Program Review Spreadsheet**

Provide a list of the program courses (include all courses in the curriculum guide; General Education courses are not required). Ensure that the courses are identified and linked to each program category and program code on the “Program Review Spreadsheet”. When completing the “COURSES” tab, the EPP can enter all courses for all programs in one spreadsheet.

# TAB 2: Clinical Educators

**Use the “Clinical Educators” tab on the Program Review Spreadsheet**

# Provide a list of all Clinical Educators who prepare candidates in this program category. Include full-time and part-time faculty; identify the adjunct teachers; do not include cooperating teachers. These should be members who are directly involved with program delivery. Ensure that each educator is identified and linked to one or more program categories. When completing the “Clinical Educators” tab, the EPP can enter all educators for all programs in one spreadsheet.

# TAB 3: Key Assessment Areas

**Use the “Assessments” tab on the Program Review Spreadsheet**

# In this section, identify the assessments used to generate program data to demonstrate mastery of the Kentucky Teacher Standards. For each assessment area, indicate the type or form of the assessment and when it is administered in the program. EPPs must identify the assessments for each assessment area to demonstrate meeting the Kentucky Teacher Standards. Reference the “Program Review Technical Guide” for additional details. When completing the “Assessments Initial” tab, the EPP can either enter all assessments for all initial programs in one spreadsheet (this approach requires that each assessment is tagged to specific program codes), or enter the assessments for each program code in a separate spreadsheet.

**TAB 4: KTS Standards**

**Use the KTS tabs on the program review spreadsheet.**

In this spreadsheet, identify the KTS standards and indicators met by the courses, assignments and assessments

# TAB 5: Align to Standards

**Use the SPA tabs on the Program Review Spreadsheet**

# The purpose of the alignment section is to indicate where the program courses address the applicable Specialty Professional Standards. Some programs will be expected to demonstrate alignment with multiple SPAs (i.e., ACEI, NCTM, ILA, ISTE, etc.). The Program Review Spreadsheet provides each of the major standard areas, including the SPAs to be used to show this alignment. This alignment provides direction and guidance for the evaluation of addressing all the standards through the program review process. Many EPPs have their own alignment tables and combine standards through various crosswalks – these may be attached as an addendum and may replace the alignment tables in the Program Review Spreadsheet.

(Assessments are aligned with the KTS and the course alignments are for the SPA.)

# TAB 6: Align to ILA Standards

**Use the ILA tabs on the Program Review Spreadsheet**

# The purpose of the alignment section is to indicate where and how the program courses address the applicable International Literacy Standards. The Program Review Spreadsheet provides each of the six ILA standards. This alignment provides direction and guidance for the evaluation of addressing all the standards through the program review process. Many EPPs have their own alignment tables and combine standards through various crosswalks – these may be attached as an addendum and may replace the alignment tables in the Program Review Spreadsheet.

# TAB 7: Align to InTASC Standards

**Use the InTASC tabs on the Program Review Spreadsheet**

# The purpose of the alignment section is to indicate where the program courses address the applicable InTASC standards by the four categories. The Program Review Spreadsheet provides each of the major InTASC categories to be used to show this alignment.

# Evidence and analysis

# Repeat this section for each assessment

**Evidence for meeting standards -** For each instance in this program category, provide a narrative about the eight (8) assessment areas, discuss the instrument, scoring guide/criteria, and alignment to the Kentucky Teacher Standards. The narrative provides a rationale for how the assessment area demonstrates candidate mastery of the standards. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and may be used to replace the table questions below only if all equivalent information is provided. When completing this section, the EPP will copy this table eight (8) times for each instance in this program category. If the assessments are the same for each instance, then declare in your narrative that they are the same, or only show those assessments which are different. Reference the “Program Review Technical Guide” for additional details.

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| **Assessment #1 Title: Praxis Content Exam**  Content Knowledge - Praxis Subject Assessment Biology Content Knowledge (Code 5235) |
| **Assessment description:**  The Praxis subject assessment is the state mandated assessment for content knowledge in this program. The Praxis II tests are used to assess candidates’ content knowledge. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.    **Biology Exam 5235 KTS Indicators**  I. History and Nature of Science KTS 1.1, 1.4, 1.5  II. Molecular and Cellular Biology KTS 1.1, 1.4. 1.5  III. Genetics and Evolution KTS 1.1, 1.4, 1.5  IV. Diversity of Life and Organismal Biology KTS 1.1, 1.4, 1.5  V. Ecology: Organisms and Environments KTS 1.1, 1.4, 1.5  VI. Science, Technology, and Social Perspectives KTS 1.1, 1.4. 1.5  The Praxis Content exam for biology, Code 5235, includes six categories of content, all of which are covered in the various courses in the curriculum guide. Above is a table showing how the KTS indicators align with the six categories of the Praxis exam. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  Student in the Biology Teacher Education Program have achieved a 100% pass rate on the PRAXIS Content Knowledge Exam. In recent years (2013 and 2015) the average score has been 154 which exceeds the minimum pass score of 146 by 8 points. The success on the PRAXIS exam is indicative of the solid preparation they received in the Program and addresses KTS Standard 1 Content Knowledge. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  Example: No rubric attached, the passing scores are determined by EPSB. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  Education Testing Service (ETS)is responsible for the reliability and validilty of the test as this is a proprietary document. |

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| **Assessment #2 Title: CAP 4 GPA** |
| **Assessment description:Achiev ement of a GPA standard indicates that the student hs dmastered the basic content knowledge of the biology teacher education program.**  Students in the biology certification program are required to have an Overall GPA of 2.5, a Major GPA of 2.5 with no “Ds” and a Professional 2.75 with no “Ds”. In recent years (2013 and 2015) tlhe overall GPA for students in the Biology Teaher Educatin program has averaged 3.2. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.  The GPA assessment addresses KTS Standard 1.  **KTS Indicators Met by GPA**  KTS 1.1, 1.2, 1.3, 1.4, 1.5  Achieving an overall 3.2 gpa demonstrates that candidates have met the standard on several levels. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  Achieving an overall 3.2 gpa demonstrates that candidates have met the standard on several levels. The three students who completed the biology certification program in 1415 and 1213 had an average gpa of 3.2. |
| **Provide a link to the assessment scoring guide or rubric.**  NA, the grading scale in the science department is varied. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  Several studies support the reliability and validity of decisions made based on GPA.   Bacon and Bean (2006) studied the reliability and validity of the cumulative GPA and determined the reliability to be “quite high” (p.38).  They recommended when using GPA in research, for reliability and validity purposes using the overall GPA as opposed to program only GPA.  This coincides with a study commissioned by the New Jersey State Board of Education (2007) which found that use of the overall GPA was more reliable and valid than a single year GPA or a major or content area GPA.  The National Education Association (NEA) described GPA as a more reliable predictor of future student success than other assessments because it “…capture[s] content, knowledge, and skills critical to success, such as perseverance and self-control” (n.d., p. 1).   In addition, GPA is considered a valid predictor of future success (Herrera & Blair, 2015).  Love, Holter, and Krall (1982) found GPA to be a “significant predictor” of success on the comprehensive examination for a medical professional program at West Virginia University and the Board of Registry examination.  References:  Bacon, D. & Bean, B.  (2006).  GPA in research studies:  An invaluable but neglected opportunity.  *Journal of Marketing Education*, 28(1), 35-42.  Herrera, C. & Blair, J.  (2015).  Predicting success in nursing programs.  *Research in Higher Education*,       28, 1-8.  Love, B., Holter, J., & Krall, J.  (1982).  Validity of grade point average as a predictor of student success.  *Laboratory Medicine*, 13(3), 186-194.  National Education Association.  (n.d.).  Indicators of future success:  GPA and noncognitive skills.       Retrieved from: <https://www.nea.org/assets/docs/Indicators_of_Success-BGH_ac5-final.pdf>.  New Jersey State Board of Education.  (2007).  *Summary of Grade Point Average Research*.  Retrieved        From:   [*www.state.nj.us/education/sboe/meetings/2007/.../GPA%20research%20discussion.doc*](http://www.state.nj.us/education/sboe/meetings/2007/.../GPA%20research%20discussion.doc) |

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| **Assessment #3 Title: Praxis PLT Exam** |
| **Assessment description:**  The Praxis PLT is the state mandated assessment for pedagogy in this program. The Praxis PLT tests are used to assess candidates’ pedagogy. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.  **The Praxis Principles of Learning and Teaching exam for biology certification, Exam 5624,**  has five categories of questions:   1. Category I, Students as Learners, is 22.5% of the exam and score. 2. Category II, Instructional Process, is 22.5% of the exam and score. 3. Category III, Assessment is 15% of the exam and score and 4. Category IV is Professional Development, leadership and Community is 15% of the exam and score. 5. Category V is analysis of Instruction and 25% of the exam and score.   All of these categories holistically meet the following KTS standards and indicators:  **KTS 1 Content: 1.1, 1.2, 1.3, 1.4. 1.5** are met when candidates plan and implement instruction for lessons and units during course work, clinical experiences and student teaching for Praxis PLT Categories I, II, III, V.  **KTS 2 Plan: 2.1, 2.2, 2.3, 2.4, 2.5** are met when candidates plan and implement instruction for lessons and units during course work, clinical experiences and student teaching for Praxis PLT Categories I, II, V.  **KTS 3 Climate: 3.1, 3.2, 3.3, 3.4, 3.5** are met when candidates implement instruction for peer lessons, clinical lessons and student teachers and in Praxis PLT Categories I, II, III, V.  **KTS 4 Implement: 4.1, 4.2, 4.3, 4.4 and 4.5** are met when candidates implement instruction for peer lessons, clinical lessons in P-12 settings and during student teaching. These experiences meet Praxis PLT Categories I and II.  **KTS 5 Assessment: 5.1, 5.2, 5.3, 5.4, 5.5, and 5.6** are met when candidates plan assessments for lessons and units, implement them and then analyze student learning data. These experiences meet Praxis PLT Categories III, IV  **KTS 6 Technology: Indicators 6.1, 6.2, 6.3, 6.4 and 6.5** are met when candidates develop projects in ED 310, plan lessons and units during courses, clinical experiences and student teaching. These are met in Praxis PLT Categories I, II, III, V.  **KTS 7 Reflect/Evaluate: Indicators 7.1, 7.2, 7.3** After students implement instruction, they are asked to complete a lesson or unit reflection that meets this standard at the indicator level. These experiences meet Praxis PLT Categories I, II, III and V.  **KTS 8 Collaboration: Indicators 8.1, 8.2, 8.3, 8.4** is part of Praxis PLT Category IV and is met when students plan collaboration projects to improve student learning, especially during student teaching.  **KTS 9 Professional Development: Indicators 9.1, 9.2, 9.3, 9.4** are infused in Praxis PLT Category IV and are met when students complete their PPGP (Pre-Professional Development Plans) at CAP 2 and 4.  **KTS 10 Leadership: Indicators 10.1, 10.2, 10.3, 10.4** are included in Praxis PLT Categories IV and V and are met when canddiates develop a leadership plan to implement during student teaching. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  The mean PLT scores for the five students from 1415 and 1213 was 173, well above the passing score of 160. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  No rubric attached, the passing scores are determined by EPSB. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  NA This is a proprietary document by a testing company that establishes its own validity and reliability levels. |

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| **Assessment #4 Title: CAP 4 Form C Summative Evaluation**  **This is an assessment of clinical experiences as a measurement of teaching proficiency.**  Form C is a summative document completed by the cooperating teacher and supervising teacher during a final meeting.  [Addendum L](#L) |
| **Assessment description:**  Teacher Candidate Summative Evaluation Form Crequires a holistic score of 3, 2, or 1 on each of the Kentucky Teacher Standards, resulting in a possible score of 30 points. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.  Summative Evaluation Form C is based on the student teachers’ performance on each of the four observations by the cooperating teacher and the supervising teachers, a total of eight observations. It is also based on the journal and the CAP 4 portfolio. All of these assessments require evaluation of the student teacher by the KTS indicators. This form, however, is holistic resulting in a score for each KTS.  The cooperating teacher and the supervising teacher determine the holistic scores based on the KTS indicator scores on the other assessments. Therefore, all of the KTS indicators feed into these final Form C scores. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  For 2015, the two students for whom Form C scores were available, the biology majors scored a 3.0 on all KTS. Both student teachers scored a perfect score on each of the KTS. |
| **Provide a link to the assessment scoring guide or rubric.**  [Addendum L](#L) |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  Form C utilizes the Kentucky Teacher Standards verbatim; therefore, according to the *Early Instrument Review Report: Campbellsville University* (CAEP, 2016), it is considered proprietary as well.  Penland, D., Dix, J., & Eldridge, D. (2016). *Early Instrument Review Report: Campbellsville University.*  Council for the Accreditation of Educator Preparation: Washington, DC. |

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| **Assessment #5 Title: CAP 4 Unit in CAP 4 Portfolio: KTS 5**  **This assessment is a measure of the candidates’ assessment ability.**  Portfolio scores for KTS 5, Assessment and KTS 7, Reflection |
| **Assessment description:**  The CAP 4 portfolio, KTS 5, Assessments require student teachers to include a minimum of several assessments with rubrics, scoring guides and documentation of ability to analyze data. KTS 7 Requirements are built into the unit to include a reflection over the lessons in the unit. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.  The rubric used to evaluate KTS 5, Assessment and KTS 7, Reflection, includes all of the indicators for all 10 KTS. The holistic scores for KTS 5 biology majors was 2.67 (going back to 2008) and for KTS 7 was 2.83, for the same time period. Since there is a scale based on 3.0, both scores are determined to be high. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  Students can score either a 3, 2, or 1 on the KTS and each individual indicator. A passing score is either a 3 or a 2. Both KTS scores are considered high so the candidates’ scores indicator they have the knowledge and skills necessary to exit the program. |
| **Provide a link to the assessment scoring guide or rubric.**  [Addendum M](#M) |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  The rubric used for the portfolio is proprietary in that it is a state generated evaluation document for the KTIP. |

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| **Assessment #6 Title: CAP 4 Unit in Portfolio**  **Measure of candidates’ ability to identify, evaluate and stipulate student learning.**  For this assessment category, we have selected the unit in the CAP 4 Portfolio. The unit requires a series of Sources of Evidence using the KTIP documents and some documents from previous KTIP tasks. |
| **Assessment description:**  The CAP 4 portfolio unit includes the required Sources of Evidence, and data from implementation of the unit. The KTS rubric is used to evaluate the unit which aligns with several KTS, KTS 1, 2, 4, 6 and 7. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.  The KTIP portfolio rubric includes the KTS indicators. Therefore, the indicators for the above mentioned KTS are evaluated based on the documents included in the unit. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  **The mean scores for the candidates in biology certification are as follows:**   * KTS 1: 2.83 * KTS 2: 2.67 * KTS 4: 2.83 * KTS 6: 2.71 * KTS 7: 2.83   These scores indicate that the students scored well above the minimum of 2.0 for passing the portfolio artifacts. The lowest is KTS 2, which is planning at 2.67. The indicator scores are included in the data collection process; these holistic scores represent the best judgment of the faculty member on the quality of the artifacts. |
| **Provide a link to the assessment scoring guide or rubric.**  [Addendum M](#M) |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  The portfolio rubric is a proprietary document that was distributed by the EPSB for the KTIP process. |

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| **Assessment #7 Title: CAP 4 Portfolio Unit**  **Application of Content Knowledge & Pedagogical Skills**  See Assessment #6 |
| **Assessment description:**  See Assessment #6 |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.  See Assessment #6. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  See Assessment #6 |
| **Provide a link to the assessment scoring guide or rubric.**  See Assessment #6. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  See Assessment #6. |

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| **Assessment #8 Title: Assessment of Literacy Outcomes**  **Final grades in ED 359 Content Literacy** |
| **Assessment description:**  ED 359 Content Literacy is the EPP’s response to the literacy mandate. The course is being offered for the first time during the spring of 2017. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.  The course was submitted to EPSB as part of our literacy plan for 8-12 programs. The literacy plan has each class aligned with the respective KTS and rubrics for assigments that are tagged to the KTS and ILA standards as well. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  There are no data available for biology majors yet. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  Example: There is no overall scoring guide for the final grade. All of the assignment rubrics have already been approved by EPSB. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  Since this is a professor developed assessment, that is not used EPP wide, there are no reliability and validity data available. For validity, the course and assignments were aligned, as demonstrated in matrices, to the respective KTS, InTASC and ILA standards, plus CAEP. For reliability, there is only one faculty member currently teaching this course. The rubics have been developed to insure more reliability evaluation of assignments. |

# Summary Analysis for Program

Provide a holistic summary and rationale for how **all** key assessment areas demonstrate the program’s overall quality, and how each candidate has demonstrated appropriate performance of the Kentucky Teacher Standards. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and replaces the analysis summary and improvement sections below. If the EPP chooses to append EPP-designed reports, a narrative description/interpretation of the report(s) must be included.

|  |
| --- |
| The teacher candidates in biology have a 100% pass rate on the Praxis II Content Knowledge test, Code 5023. This indicates that they have a working knowledge of the six catgegories of test content which includes the history & nature of science, molecular & cellular biology, genetics & evolution, diversityof life, ecology, and science/technology &social peraspective. Additionally, all students have exceeded the minimal GPA of 2.75 that is required of students in the program. The last few candidates have had an average GPA of 3.2 which is significantly above the minimal requirement. This GPA indicates a higher level of understsanding of the six categories of content on the Praxis content exam.  Candidates in biology have also done well on the required Principles of Learning and Teaching (PLT) exam. Recent candidates had an average score on the PLT of 173 which is considerable above the minimal passng oscore of 160.  Recent biology students have scored have scored thehilghest possible score,3.0,on the Teacher Candidate Summative Evaluation Form. On the CAP 4 Assessment form biology majors had holistic scoresof 2.67 out of 3.0 for KTS 5 and 2.83 out of 3.0 for KTS 7. A passing score for KTS 5 and KTS 7 is a 2.0 on each, so the candidate’s scores indicate that they have exceeded theminimal standard and that they hav the knowledge and skills to be successful in the classroom. Additionally, biology majors have exceeded the minimal passing score of 2.0 on KTS 1, 2, 4, 6, and 7 with an average score of 2.77.  It is clear that teacher candidates are being well prepared to continue in the program and to eventually perform well in the classroom. This is indicated by the 100% pass rate on the Praxis, impressive GPA of 3.2, and excellent scores on additional meaures of ability and training. |

**Continuous Improvement Plan for this program category:** Provide an explanation of how assessment data are/were used to improve this program.

|  |
| --- |
| Students are doing well in the program; however, our average Praxis score of 154, which is well above the passing score of 146, is below the median score of 163. Our goal for future students is to achieve the 50th percentile median score of 163. Otherwise, no significant changes in the program are warranted at this time. |

# Option 6

**If this program category has an Option 6 alternative route, then the following data is also required:**

**Include a narrative to describe how the alternative route program differs from the traditional route program:**

|  |
| --- |
| (Provide a narrative here) |

**Option 6 Mentoring Experiences:** (limit of 2000 characters)

**(Per KAR 9:080 Section 3)**

**Your response text can be all in one section; however you must address each item.**

|  |
| --- |
| 1. Provide evidence of selection criteria and evaluation of University and District mentors. |
|  |
| 1. Explain the process through which at least 15 annual observation hours (minimum 5 for university faculty, minimum 5 by district-based mentor, minimum 5 additional by university faculty or district-based mentor) are assigned to the mentors. If the program uses a template for the mentoring plan that is submitted to the EPSB for certification, please attach a copy of that template. |
|  |
| 1. Explain how the hours are monitored and reported. |
|  |
| 1. Describe how support will be offered to the candidate during in-class and out-of-class time to assist the candidate in meeting the teacher’s instructional responsibilities. |
|  |
| 1. Describe the process established to maintain regular communication with the employing school to assist the candidate and address identified areas of improvement.   . |
|  |

**Option 6 ONLY - How does the EPP (Provider) monitor and support candidate completion through KTIP?**

**(Per** **16 KAR 9:080. University-based alternative certification program - Sections 3 and 7)**

|  |
| --- |
| (limit to 1000 characters) |

**Addendum A**

Campbellsville University School of Education

**TEACHER EDUCATION PROGRAM**

**CURRICULUM GUIDE SHEET**

**8-12 Bachelor of Science in Biology**  03/03/2016

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Ethnicity\_\_\_\_\_\_\_\_\_\_\_

Gender: M F Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Telephone Number

E-Mail Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester/Year admitted (SOE) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CAP I\_\_\_\_\_ CAP 2 Praxis (*CASE)* \_\_\_\_\_ CAP 3/Portfolio\_\_\_\_\_ CAP 4/Portfolio\_\_\_\_\_\_\_

PRAXIS Biology Content Knowledge (5235) \_\_\_\_\_ (146 passing) Date Taken\_\_\_\_\_\_\_\_\_\_\_\_

PRAXIS PLT Exam (5624) \_\_\_\_\_ (160 passing) Date Taken\_\_\_\_\_\_\_\_\_\_\_\_

**Praxis Disclaimer:** Kentucky educator certification requirements are subject to change.  Before registering for the test(s), please check

the Education Professional Standards Board website at [www.epsb.ky.gov](http://www.epsb.ky.gov) for current test requirements and current cut scores.

You may also contact 502-564-4606 or toll free at 888-598-7667.

**Reminders:**

\*A minimum overall GPA of 2.75 is required for admission to and continuation in the educator preparation program.

\*A CAP 4 Portfolio meeting all KY Teacher Standards is required for program completion.

|  |  |
| --- | --- |
| Professional Courses **33 Hours** | |
| **Foundation Coursework: 12 hrs**  Sem/Year Grade  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 199 Entry to Teacher Preparation (0)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 220 Introduction to Teaching (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 300 Human Dev. & Learn. Theory(3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 310 Instructional Technology(3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 325 Teaching Diverse Learners(3) | **Pedagogy Coursework: 9 hours**  Sem/Year Grade  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 359 Content Literacy (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 390 Assessment & Instructional Strategies (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 414 Classroom Management (3)  **Clinical Practice: 12 hours**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 450 Student Teaching (12) |
| 8-12 Biology Courses **59-65 Hours** | |
| **Content Courses: 59-65 Hours**   1. **Biology Content Courses:**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ BIO 200 Biological Concepts (4)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ BIO 201 Zoology (4)  **\_\_\_\_\_\_** \_\_\_\_\_\_\_ BIO 202 Botany (4)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ BIO 321 Microbiology (5)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ BIO 341 Ecology (4)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ BIO 450 Methods of Sci. Teaching (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ BIO 475 Human Physiology(4)  **Total: 28 Hours**   1. **Chemistry Courses:**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 111 General Chemistry I (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 113 General Chemistry I Lab (1)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 112 General Chemistry II (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 114 General Chemistry II Lab (2)  **Total: 9 Hours**   1. **Earth/Space Science Courses:**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ GEO 105 Intro. to Earth Science (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ GEO 106 Intro. to Earth Science Lab (1)  **Total: 4 Hours**   1. **Physics Courses:**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ PHY 131 Conceptual Physics(3) **OR**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ PHY 141/143 College Physics I/Lab (4)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ PHY 142/144 College Physics II/Lab (4)  **Total: 3-8 Hours**   1. **Mathematics Courses: Choose one**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 110 College Mathematics (3) **OR**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 111 College Algebra (3) **OR**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 210 Analytics and Calculus I (4) **OR**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 123 Elem. Calculus and Applica (4)  **Total: 3-4 Hours** | 1. **Statistics Courses: Choose one**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 130 Elementary Statistics (3) **OR**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ PSY 361 Social Statistics (3)  **Total: 3 Hours**   1. **Biology Elective Courses: Additional Available**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ BIO 317 Plant Taxonomy (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ BIO 320 Immunology (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ BIO 332 Entomology (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ BIO 344 Genetics (4)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ BIO 348 Medical Terminology (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ BIO 362 Comp. Vertebrate Anatomy (5)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ BIO 400 Special Topics in Biology (1-4)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ BIO 410 Cell Biology (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ BIO 415 Aquatic Biology (4)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ BIO 422 Animal Physiology (4)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ BIO 441 Prin. of Biological Conversation (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ BIO 480 Seminar (1-3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ BIO 490 Research (1-3)  **Total: 8 Hours**  **Minimum GPAs**: 2.75 Overall  (No D’s in major for graduation)  **Total: 135-142 hours**  General Education: 44 hours  Professional Education: 33 hours  Bio. Content Courses: 58-65 hours |

My signature below indicates I hereby recognize it is my responsibility to review and ensure I complete the above requirements for successful

continuation in and exit from the Teacher Education Program.

Student Signature Date

Advisor Signature Date

**Addendum B**

CAMPBELLSVILLE UNIVERSITY

##### SCHOOL OF EDUCATION

***Empowerment for Learning***

**CANDIDATE ASSESSMENT POINT 2:**

# ADMISSION TO TEACHER PREPARATION PROGRAM

Directions: Clip all documents asterisked in “Checklist of Application Materials” to this form.

Be sure to sign and date the statement on the back of this form. Keep a copy for your records.

CU ID # \_\_\_\_\_\_\_\_\_\_\_\_\_ SSN\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date ­\_\_\_\_/\_\_\_\_/\_\_\_\_

### Last First MI Maiden

## Gender: M F DOB\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_\_ UPO Box\_\_\_\_\_\_\_\_\_\_\_\_ Zip\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Permanent Address: Street\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ City\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State\_\_\_\_\_

#### Telephone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Campus/Local #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### CU Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_@students.campbellsville.edu Alt Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Check level of Certification :

IECE P-5 5-9 5-12\* 8-12 P-12 IECE/P5 Sp Ed/P5

**\*Base certification is 8-12**

Major (s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Check Endorsement(s)(if applicable): English Second Language or Environmental Education

#### Classification: Sophomore Junior Senior Post-Bac. Projected Date of Graduation\_\_\_\_/\_\_\_\_

#### Education Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Major Advisor (8-12, P-12 only) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Checklist of Application Materials

**(Record data in appropriate blanks & attach documentation for asterisked items)**

\_\_\_ 1. \*Unofficial Transcript: Cumulative GPA (2.75 or 3.0 last 30 hours) \_\_\_\_\_\_\_\_\_\_

(With no grade lower than “C” in Professional Education courses)

IECE Majors Only (except post-baccalaureate candidates)

ECE 111 ECE 130

ECE 140 ECE 216

ECE 230

ED 220

MUS 240

**(Music Students Only)**

\_\_\_ 2. \*Academic Competency (These scores must be submitted to Campbellsville University and KYEPSB by

ETS, which you request when scheduling your exams at the ETS website, <http://www.ets.org/praxis/ky> )

**Date** **Scores** **Minimum Required Scores**

Praxis CASE: Reading (5712) \_\_\_/\_\_\_/\_\_\_ \_\_\_\_\_\_\_\_ 156

CASE: Math (5732) \_\_\_/\_\_\_/\_\_\_ \_\_\_\_\_\_\_\_ 150

CASE: Writing (5722) \_\_\_/\_\_\_/\_\_\_ \_\_\_\_\_\_\_\_ 162

PPST Reading (5710) \_\_\_/\_\_\_/\_\_\_ \_\_\_\_\_\_\_\_ 176

PPST Math (5730) \_\_\_/\_\_\_/\_\_\_ \_\_\_\_\_\_\_\_ 174 PPST Writing (5720) \_\_\_/\_\_\_/\_\_\_ \_\_\_\_\_\_\_\_ 174

\****\*Scores are good for ten years but must meet most recent passing levels.***

\_\_\_3. Oral/Written Communication: record grade for each course; must be C or above; (this reflects an evaluation

by Arts and Science faculty of candidate’s Communication, Creativity, Critical Thinking and Collaboration).

**Grade Semester Year**

a. English 111 \_\_\_\_\_\_\_\_\_\_

b. English 112 \_\_\_\_\_\_\_\_\_\_

c. MAC 120 or MAC 140 \_\_\_\_\_\_\_\_\_\_

\_\_\_ 4. \*Dispositions (demonstrate candidate’s understanding and application)

Self-Assessment IECE 301 Professor (IECE Majors Only)

ED 220 Professor MUS 240 Professor (Music Majors Only)

\_\_\_ 5. \*Recommendation/Evaluation from Major Department/Division (5-9/5-12/8-12/P-12 only)

\_\_\_6. \*Personal Autobiography: a two-page, word-processed essay addressing: (a) reasons for choosing the

education profession, (b) teaching/tutoring experiences, and (c) working and/or teaching in diverse settings. This will be assessed for grammar and style demonstrating critical thinking and communication skills.

\_\_\_ 7. \* PPGP: Self-Assessment with Growth Plan; (demonstrate critical thinking, collaboration, communication)

\_\_\_ 8. \* Evaluations by P12 teacher, CU Faculty, and candidate of critical thinking, collaboration, communication

and creativity, based on mini-lesson demonstrating planning, teaching, and reflection. (video)

\_\_\_ 9. \* Praxis II Study Plan: Statement of Understanding (demonstrate content and pedagogical preparation)

\_\_\_ 10. Please check if you have entered your field hours into **KFETS**.

\_\_\_ 11. \*Photograph – School of Education Digital Photo (Go to EDU 105+ to secure photo/ initials) \_\_\_\_\_

(+IECE students will have alternative instructions for photo)

\_\_\_\_ 12. CAP 1 application and documents on file

Statement of Acknowledgement/Commitment

1. I hereby apply for admission to the teacher preparation program and understand that:

* Admission to teacher education is a requirement for taking courses beyond *ED 325; admission to the IECE program required for IECE 480* and for consideration for student teaching.
* Admission to the program does not guarantee continuation in the program nor admission to student teaching.
* To be retained in the program and to be eligible for continuation in the program and for student teaching, I must satisfactorily meet all requirements for CAPs; for program completion, I must meet CAP 4.
* Neither Campbellsville University nor any professor or administrator assumes responsibility for reminding me of the requirements for the CAPs and for graduation; the responsibility resides with me.
* Praxis Disclaimer: I understand that the Kentucky Educator certification requirements are subject to change at any time. Before registering for a Praxis exam, I will check the KY Education Professional Standards Board website at [www.kyepsb.ky.gov](http://www.kyepsb.ky.gov) for current test requirements and current cut scores. I may also contact 502-564-4606 or toll free at 888-598-7667.

2. I have read and I commit myself to upholding the ***Code of Ethics for Kentucky School Personnel*** (including NAEYC code of Ethical Conduct, CEC Code of Conduct, and First Steps Provider Code of Ethical Conduct for IECE candidates). I have also reviewed the **character and fitness questionnaire** in Section III of the *CA-1* form for Kentucky Teacher Certification.

3. I have read and agree to School of Education policy regarding requirements for attendance, dispositions, field experiences and plagiarism.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_/\_\_\_\_/\_\_\_\_

###### This Section Is For Official Use Only

# Decision by the School of Education Faculty:

## Date:­\_\_\_/\_\_\_/\_\_\_ Decision: Approval \_\_\_\_\_\_ Denial \_\_\_\_\_\_

## Date Letter of Notification Mailed \_\_\_/\_\_\_/\_\_\_

#### Copy of Notification Letter Attached \_\_\_\_\_\_

#### 

**Addendum C**

**Field Experience Matrix - Descriptions for P-5, 5-9, 8-12, and P-12 Programs**

**CAEP Standard 3**

# Campbellsville University School of Education 2016-17

Candidates complete an array of field experiences as part of professional education courses in partial fulfillment of program requirements for certification. All experiences require candidates to reflect. Field experiences are listed by course.

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Number**  **And Title** | **Field Hours** | **Field Experience Descriptions** | **Field Experiences in Diverse/Alternate Settings** |
| Foundation Courses | | | |
| **OR 110**  **Service Learning** | 5 | Candidates will plan and teach a group lesson to Freshman in local public schools. **(2 hours) KTS 1-4, 7, 8** | Candidates will select and complete a service learning project. **(3 hours)**  **KTS 1.2, 3.3, 8.1** |
| **ED 220**  Intro to Teaching | 20 | Candidates observe, assist, and/or tutor in classroom settings of certification/content area to reflect on the roles of the teacher according to the Kentucky Teacher Standards. ED 220 students take a full-day field trip to the two local school districts and placements are assigned by the school. Candidates reflect on instructional strategies, learning environment, assessment, and diversity. This is a Mid-Term Assignment. **(9 hours). KTS 1, 3, 4, 5, 7.**  One hour in each setting must focus on :  Diversity **KTS 1.2, 2.4, 3.3, 4.2, 6.3, 8.1**  Differentiation **KTS 1, 2**  Classroom Management **KTS 3**  Candidates complete a three hour co-teaching task with other candidates in collaboration with field teacher. (3 Hours) **KTS 1-9**  **What assessment strategies were used by the teacher?**  **What types of diversity did you observe? How did this diversity influence the classroom?**  **How did the teacher differentiate in the classroom based on diverse needs of students?**  **What classroom management strategies were implemented in the classroom? How did students respond?** | Candidates will assist and tutor children in local public schools 21st Century After School programs at elementary, middle, and high schools  **(2 hours). KTS 3,7. MARION CO SCHOOLS.**  Partnerships with CU ESL Institute. Candidates are paired with international students with limited English proficiency and are engaged in a case study for the awareness of the need for culturally responsive teaching. **(2 hours). KTS 1.2, 3.3. 7.**  Candidates must also attend one school board meeting (1 hour), one school-based council meeting (1 hour) and one (1) hour of faculty meetings.  **\*16 KAR 5:040**  **What actions/events occurred in the meetings? Who actively participated? What decisions were made in the meetings?**  **What effect do these decisions have on classrooms, teachers, and students?** |
| ED 300 Human Dev &  Learning Theory | 20 | Candidates observe, assist, tutor and reflect on families and developmental issues in the following settings (1-2 hours each and at least one hour must be in a private school; min. 8 hours total):  preschool/headstart; P-5; 5-9; 8-12, ESS, FRYSC **KTS 1-8**  **Module 1:** Reflect/compare on the Paired-teaching model to current collaborative practices. Utilize a co-teaching strategy to develop a lesson plan & deliver instruction.(3 hours) **KTS 1-9** | Participate in a One Day Inner City/Diverse School Visit interviewing staff and interacting with students (5 hours) **KTS 1.2, 2.4, 3.3, 4.2, 6.3**  Develop KTIP Lesson Plan based on a diverse culture using culturally responsive teaching. (2-4 hours) **KTS 1.2, 2.2, 2.4, 3.3, 4.2, 6.3, 8.1** |
| **ED 310**  Instructional Technology | 20 | Candidates will observe, tutor and teach a TPA lesson in an assigned classroom in their certification area. This lesson must include the latest technologies available. Candidates will use the Lesson Plan and Reflection form for the lesson. Candidates will do the following for each lesson to be taught: observe and assist in the class for at least 4 hours, work collaboratively with the teacher to choose a lesson to teach, give a pretest with clickers, teach the lesson, give a posttest, analyze test results and reflect on the whole process. **KTS 1,2,3,4,5,6,7**. | Students must observe at least 2 settings where assistive and adaptive technology is being used in a diverse environment.  **KTS 3.3, 6.3** |
| **Pedagogy Courses** | | | |
| **ED 325**  Exceptional Child | 20 | Candidates observe, tutor, and teach exceptional students (students with disabilities, gifted and talented culturally, linguistically diverse) in certification level. Candidates will create a 3-lesson Unit with extensions for diverse learners. (10 hours)  **KTS 1-9**  **MODULE 2: Co-teaching strategies** | Candidates may use 10 hours to complete a case study of one exceptional student). \*Approved by professor  Candidates must interview a special education, ESL, Gifted or Interventionist at the elementary, middle, and high school level.  Candidates must observe 3 hours at the elementary, middle, and high school level in a resource, collaborative, RTI model setting, or ESL individual/group setting.  Candidates may observe extended school settings, FRC parent or student skill building sessions in which a diverse population is being served.  **(10 Hours)** |
| ED 331 Social Studies P-5 | 10  ***(Fall Only)*** | Candidates will spend 10 hours in a social studies classroom with the following expectations for those hours:   * 1-4 hours (observations/co-teaching, teacher conferences discussing how diversity is addressed in their classrooms, pre-assessment) **KTS 1, 2, 3, 8** * 5-9 hours (teaching your unit and giving your post-assessment) **KTS 1, 2, 3, 4, 5, 6, 7, 9, 10** * 10th hour (post-assessment feedback to students) **KTS 5, 7** | **Field Experiences in Diverse/Alternate Settings**  Candidates will be teaching a unit with a minimum of 5 lesson plans to a  class that you select. All lesson plans should include differentiation,  accommodations and student self-reflection.  Candidates will complete a cultural diversity project by identifying an international student on campus and studying his/her home country. The candidate shall interview the international student twice comparing the education system, family life, finance, etc. of his/her country to the United States. The candidate will create a lesson plan highlighting the teaching of a cultural celebration and display it during a collaboration luncheon with KDP.  Candidates complete an autobiography highlighting life experiences that involved diverse settings and diverse ethnicities. Candidates create an interactive “Discover America Project” with lesson plan to have their P-5 students experience diverse settings/places throughout the United States. |
| ED 341 Math Methodology P-5 | 20 | **3 hours observing math in each setting: P-3rd grade, 4th and 5th grade, 6th-8th grade, elementary math intervention.**  **For P-3rd grade**, observe and note levels of cognitive demand. Low-level cognitive demand may include memorization tasks or procedures without connections tasks. High-level cognitive demands include procedures with connections tasks or doing mathematics tasks. **(KTS 1&7)**  **For 4th and 5th grade**, observe and note conceptual and procedural knowledge. Is the lesson objective conceptual or procedural? Do classroom activities emphasize conceptual or procedural thinking? In what ways do teacher questions emphasize conceptual or procedural thinking? Do you feel there was an appropriate balance between the two? **(KTS 1&7)**  **For 6th through 8th grade**, observe and note classroom discourse. Does the teacher pose questions that elicit student thinking? Does the teacher ask questions to clarify student thinking and then listen to their responses? Do the students communicate with each other? Do the students initiate questions and present strategies and solutions? **(KTS 1&7)**  **Integrated Lesson:** 3 hours for lesson plan development, observation, and implementation in a P-5 math classroom. For a minimum of two hours, observe students and their actions and thinking. Use these observations and discussion with the teacher to design a lesson integrating math with social studies, science, language arts, or other KCAS standards. The lesson plan must be approved by your professor; then you will return to the classroom to implement for the final hour. **(KTS 1, 2, 3, 4, & &)**  **Constructed Response:** Observe for a minimum of one hour. Use these observations and discussion with the teacher to design a constructed response assessment related to the current math topic. Align this assessment to KCAS standards. The assessment must be approved by your professor; then you will return to the classroom to implement for the final hour. We will score and analyze results in class. **(KTS 1, 5, & 7)**  **Original Book:** 3 hours for lesson plan development, observation, and implementation of an original math children’s book in a P-5 math classroom. Observe for a minimum of two hours. Use these observations and discussion with the teacher to create an original math book and lesson related to a KCAS objective. The lesson plan and book must be approved by your professor; then you will return to the classroom to implement the lesson including reading the book to the class for the final hour. **(KTS 1, 2, 3, 4, & 7)** |  |
| **ED 343**  Science Methodology P-5 | 12 | **5E Lesson**: Observe for a minimum of two hours. Use these observations and discussion with the teacher to develop a 5E lesson including a co-teaching element that relates to KCAS standards. The lesson plan must be approved by your professor, then you will return to the classroom to implement for the final hour. **(KTS 1, 2, 3, 4, & 7)**  **Constructed Response:** Observe for a minimum of two hours. Use these observations and discussion with the teacher to design a constructed response assessment related to the current math topic. Align this assessment to KCAS standards. The assessment must be approved by your professor, then you will return to the classroom to implement for the final hour. We will score and analyze results in class. **(KTS 1, 5, & 7)**  **Literature Lesson:** Observe for a minimum of two hours. Use these observations and discussion with the teacher to design a lesson integrating literature with the KCAS science standards. The lesson plan must be approved by your professor, then you will return to the classroom to implement for the final hour. **(KTS 1, 2, 3, 4, & 7)**  The final three hours will include **planning and organizing a field trip** to CU for local elementary students. Small groups of ED 343 students will work together to develop a lesson plan and assessments linked to KCAS standards. Local elementary students will spend a day at CU. You will host them and teach your lesson multiple times to these students. **(KTS 1, 2, 3, 4, & 7)** |  |
| ED 351 Reading Methodology P-8 | 15 hrs | All Candidates observe, assist, and/or tutor in a reading classroom in the elementary or middle school classroom for three hours to develop rapport with students and understand the classroom dynamics prior to teaching a lesson. **(3 hours). KTS 3, 4, 7..**  All Candidates will teach one lesson that includes specific reading skills as discussed in class (i.e, phonics, phonemic awareness, fluency, vocabulary, or comprehension strategies).  Candidates will reflect on the lesson to analyze student performance on the learning objective **(4 hours). KTS 1, 2, 3, 4, 7.** | QRI - Qualitative Reading Inventory -- All Candidates will administer a QRI to a struggling reader in an elementary or middle school classroom to determine reading level and nature of miscues made during the reading process. Candidates will analyze this test data to develop suggestions to improve reading proficiency **(3 hours). KTS 1, 5, 6,7, 8.**  Candidates will be required to complete 5 field hours involved in a variety of literacy activities, such as tutoring, Small Group Instruction. Literacy events promote reading proficiencies. **(5 hours). KTS 3,4,7,8.** |
| **ED359**  Content Literacy | 20 hrs |  |  |
| ED 361 Lang Arts Methodology P-8 | 13 hours  P-5 Majors  20 hours  5-9 Majors | Candidates will spend 4 hours each in K-2, 3-5, 6-8, and 9-12 classrooms. Candidates will interview classroom teachers and observe their practice regarding diversity/differentiation, organization/models of language arts instruction utilized, and assessment. ( 16 hours) **KTS 3, 4, 7** | Candidates will interview classroom teachers and observe their practice regarding diversity/differentiation **KTS 3, 4, 7** |
| ED 371 Children’s Literature P-5 | 15 | Candidates observe, assist, and/or tutor in an elementary classroom to interact with students through the use of literature. Candidates may engage in read-alouds with whole group/small group or tutor an individual child. Children may also read to the candidate.  **(10 hours). KTS 1, 3, 4, 7.**  Candidates participate in the planning of special reading events held in the Beulah Campbell Room, such as the National Jumpstart Early Literacy Program, and/or National Literacy Week Celebrations. **(5 hours). KTS 1, 3, 6, 7, 8, 9.** | **Other Activities:**  Candidates may participate in literacy events on campus and in elementary school settings that utilize children’s literacy in different ways (such as, CU Children’s Theater Productions, Summer Reading Programs, Public Library literacy events, After School activities, or Evening Literacy Events at local schools. **KTS 1, 3, 6, 7, 8, 9.** |
| **ED 311**  Educational Assessment P-8 | 40 | Candidates will be placed with a P-12 teacher to first observe and assist, and then plan, teach, and assess a 5-day unit of study.  Candidates will engage in 2 specific co-teaching strategies; one teach one observe and one teach one assist. Candidates will co-plan with the teacher to design and teach a 5-lesson unit. The unit must include a pre-test with analysis of the data, post-test, communication of results to students and reflection of student data. Candidates will intentionally observe the following strategies while conducting one teach one observe: differentiation, higher-order questioning, wait time, student responses, instructional and/or assessment. **(20 hours placement) KTS 1, 2, 4, 5, 6, 7** | Candidates will work in an after school program tutoring and/or planning activities. **(10 hours) KTS 1, 2, 3, 4, 7**  Candidates will complete a collaboration project with a student from the after-school program or a struggling student from their unit field experience. The candidates will collaborate with the student’s family as well as classroom teacher and/or after-school program coordinator. **(10 hours**) **KTS 1, 2, 4, 5, 6, 7, 8** |
| ED 390 Assessment & Instructional Strategies 8-12, P-12 | 40 | Candidates will be placed with a P-12 teacher to first observe and assist, and then plan, teach, and assess a 5-day unit of study.  Candidates will engage in 2 specific co-teaching strategies; one teach one observe and one teach one assist. Candidates will co-plan with the teacher to design and teach a 5-lesson unit. The unit must include a pre-test with analysis of the data, post-test, communication of results to students and reflection of student data. Candidates will intentionally observe the following strategies while conducting one teach one observe: differentiation, higher-order questioning, wait time, student responses, instructional and/or assessment. **(20 hours placement) KTS 1, 2, 4, 5, 6, 7** | Candidates will work in an after school program tutoring and/or planning activities. **(10 hours) KTS 1, 2, 3, 4, 7**  Candidates will complete a collaboration project with a student from the after-school program or a struggling student from their unit field experience. The candidates will collaborate with the student’s family as well as classroom teacher and/or after-school program coordinator. **(10 hours**) **KTS 1, 2, 4, 5, 6, 7, 8** |
| ED 414 Classroom Management P-5 | 40 | Candidates in ED 414 acquire 40 field hours, 20 in each placement, in their two student teaching placements the semester prior to student teaching. The hours will include a variety of experiences, including but not limited to teaching a lesson in each placement, tutoring a diverse student, working with small groups, co-teaching, interviewing the teachers and completing assignments for each management topic addressed in class. The hours will also include any required experiences that the candidate has not had to meet the EPSB 200 field hour experiences. **(KTS 1, 2, 3, 4, 5, 6, 7, 8, 10)**    **MODULE 4** | **Diverse Populations**  During ED 414 field experiences, students will, in collaboration with each cooperating teacher, identify a racially diverse student with whom to tutor during the 20 field hours in each class. Candidates will also complete a variety of assignments related to closing the achievement gap in their placements. **(KTS 2, 3, 4, 5, 6)** |
| ED 416 Curriculum & Methodology 8-12, P-12 | 40 | Candidates will be placed with their cooperating teachers. Those with two 8 week placements will spend 20 hours with each teacher or a 16 week placement will spend 40 hours with their teacher. They will observe and assist in the classroom learning routines, procedures and basic classroom management techniques. Candidates will co-plan and co-teach 2 lessons in each placement or 4 lessons in one placement. (40 hours)  **KTS 1-10**  **MODULE 4 Co-Teaching Strategies** |  |

**Addendum D**

**FIELD/CLINICAL EXPERIENCE SUMMARY FORM**

***Campbellsville University***

***School of Education***

***PLEASE STAPLE REFLECTION(S) TO THIS FORM***

Teacher Candidate Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ID Number Semester \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course Number \_\_\_\_\_\_\_\_\_ Professor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Certification: IECE \_\_\_\_P – 5 \_\_\_\_5 – 9 \_\_\_\_ 8 – 12 \_\_\_\_P – 12 \_\_\_\_\_ Content Area \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\****Field hours completed outside course requirements require approval and signature of advisor or program coordinator.***

**Date of Name of Setting Grade Category Hours Diversity Supervisor Signature &Contact Info**

**Visit Level (Email or Phone #)**

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TOTAL SEMESTER HOURS \_\_\_\_\_\_\_\_

**Categories**

B. Observations in schools and related agencies

C. Student Tutoring

D. Interaction with families of students

E. Attendance at a school board or school council meeting

F. Participation in a school-based professional learning community

G. Opportunities to assist teachers or other school professionals

H. Other (demographics will need to be entered manually in KFETS)

Date Field Hours entered in KFETS \_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

Teacher Candidate Signature Date

**Signature verifies individual’s original work**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

Professor/Advisor/Program Coordinator Date

**Diversity Grade Level**

**EC**—Students from at least 2 different

ethnic/cultural groups than self **EI**-0-2 years

**G**—Gender **P**-3-5 years

**L**—Linguistic diversity/language (ELLs) **E**-Elementary grades

**S—**Socioeconomic levels **M**-Middle grades

**D—**Students with disabilities **H**-High school

**GT**—Gifted/talented

**R**—Religion

**GR**-Geographic Region

***Note: See reverse side for additional information***

***and guiding questions for reflection***

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**KYEPBS Regulation: 16 KAR 5:040. Admission, placement, and supervision in student teaching.**

 (3) Beginning September 1, 2013, prior to admission to student teaching, each teacher candidate shall complete a **minimum of 200 clock hours** of field experiences in a variety of primary through grade 12 (P-12) school settings which allow the candidate to participate in the following:

      (a) **Engagement with diverse populations of students which include:**

      1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;

      2. Students from different socioeconomic groups;

      3. English language learners;

      4. Students with disabilities; and

      5. Students from across elementary, middle school, and secondary grade levels;

      (b) **Observation in schools and related agencies, including**:

      1. Family Resource Centers; or

      2. Youth Service Centers;

      (c) **Student tutoring;**

      (d) **Interaction with families of students;**

      (e) **Attendance at school board and school-based council meetings:**

      (f) **Participation in a school-based professional learning community**; and

      (g) **Opportunities to assist teachers or other school professionals**.

  (4) The educator preparation program shall require the candidate to submit a record of all clinical hours for review and confirmation that the

candidate has fulfilled the field experiences required in subsection (3) of this section.

  (5) The educator preparation program shall maintain electronic records that confirm that all candidates enrolled in student teaching after September

1, 2013, have fulfilled the field experiences required in subsection (3) of this section.

\*Additional experiences have been added to reflect requirements of the CAEP National Standards.

**Guiding Questions for Reflection**

**Evaluating Field Experiences**

Professor will provide specific guidance for reflection questions for specific class assignment.

**Addendum E**

Student Teacher Checklist

\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Semester Year

Name of Student Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level\_\_\_\_\_\_\_\_ Content Area\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Video Evaluation

\_\_\_\_ Self Evaluation Video Packet (SOE2, SOE4)\_\_\_\_\_\_\_

\_\_\_\_ Faculty Evaluation

2. Cooperating teacher #1 evaluation

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mid-Term Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Final Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Journal \_\_\_\_\_\_\_\_\_\_\_

3. Cooperating teacher #2 evaluations (if applicable)

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mid-Term Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Final Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Journal \_\_\_\_\_\_\_\_\_\_\_

4. Supervisor’s Evaluations

Completion Date\_\_\_\_\_\_\_\_\_\_\_\_\_

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Form C1\_\_\_\_\_ Form C2\_\_\_\_\_\_

5. Letters of Recommendation

\_\_\_\_ CT #1\_\_\_\_CT #2 \_\_\_\_ US

6. CAP 4 Application Complete\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_Transcript

\_\_\_\_\_Praxis

\_\_\_\_\_EPSB Experience Checklist

\_\_\_\_\_Dispositions \_\_CT1\_\_CT2\_\_US\_\_ST

Items Missing\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Addendum F**

CAMPBELLSVILLE UNIVERSITY

##### SCHOOL OF EDUCATION

***Empowerment for Learning***

CANDIDATE ASSESSMENT POINT 4:

PROGRAM EXIT

Directions: Clip all documents listed in “Checklist of Application Materials” to this form. Be sure to sign and date the statement on the back of this form. Keep a copy for your records.

CU ID #\_\_\_\_\_\_\_\_\_\_

## Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date ­\_\_\_\_/\_\_\_\_/\_\_\_\_

### Last First MI Maiden

## Permanent Address: Street\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ City\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### State\_\_\_\_ Zip\_\_\_\_\_\_\_\_\_\_\_\_\_ Telephone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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#### UPO Box\_\_\_\_\_\_\_ Campus/Local Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Personal Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(DO NOT USE CU STUDENT EMAIL)**

Check level of Certification :

IECE P-5 5-9 5-12\* 8-12 P-12 IECE/P5 Sp Ed/P5

**\*Base certification is 8-12**

Major (s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Endorsement(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (if applicable) Projected Date of Graduation\_\_\_\_\_/\_\_\_\_\_\_

#### Education Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Major Advisor (8-12, P-12 only)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Checklist of Application Materials**

**(Record data in appropriate blanks & clip documentation for asterisked items)**

###### 

**\_\_\_**1. \*Transcript**:** a. Cumulative GPA \_\_\_\_\_\_\_\_\_\_ (Required 2.75)

**\_\_\_**2.  **\* Praxis Subject Assessments:** Record your scores for the appropriate Praxis exam(s) for your area(s)/level(s) of certification.

***Copy both sides of all your exam score reports, including sub-scores. (You must have taken all Praxis subject assessments.***

***If score has not been received, include a copy of your registration until score is received.)*** *This applies to endorsements too.*

***Passing scores required for Statement of Eligibility.***

**Praxis Disclaimer:** Kentucky educator certification requirements are subject to change.  Before registering for the test(s),

please check the Education Professional Standards Board website at [www.epsb.ky.gov](http://www.epsb.ky.gov/) for current test requirements and

current cut scores. You may also contact 502-564-4606 or toll free at 888-598-7667.

Exam Code Your Score Passing Score Date Taken\_\_\_

PLT (if applicable) \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_  **160** \_\_\_\_/\_\_\_\_/\_\_\_\_

Exam 1 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_/\_\_\_\_/\_\_\_\_

Exam 2 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_/\_\_\_\_/\_\_\_\_

Exam 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_/\_\_\_\_/\_\_\_\_

Exam 4 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_/\_\_\_\_/\_\_\_\_

Exam 5 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_/\_\_\_\_/\_\_\_\_

Praxis Subject Assessment Remedial Study Plan if Applicable

\_\_\_3. ***ED 450 Student Teaching: \_\_\_\_ (Minimum of 70% of points available)***

***(To be completed by student teaching coordinator)***

**\_\_\_**4. Dispositions

a. Cooperating Teacher(s): Name(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. University Supervisor(s): Name(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*c. Self-Evaluation

\_\_\_ *5.* ***Have you completed all course work? Yes No***

***\* If No, attach Course Lack form. (Available in Dean’s Office or on the web site)****.*

**\_\_\_** 6. Student Teaching Experience**: Required Experiences documented in Journal and Journal Rubric**

Statement of Acknowledgement

I understand that completion of the teacher preparation program at Campbellsville University depends on successful completion of all course work and student teaching. Furthermore, I understand that my application for teacher certification depends on the approval of my CAP 4 application, evaluations by cooperating teacher(s) and university supervisor(s), and passing scores on all appropriate PRAXIS subject assessments. Degree posting is documentation of completion of all program requirements.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_

**This Section Is For Official Use Only**

Decision by the School of Education Faculty

#### **Date \_\_\_/\_\_\_/\_\_\_ Decision: Approval\_\_\_\_\_ Denial\_\_\_\_\_**

#### Date Letter of Notification Mailed \_\_\_/\_\_\_/\_\_\_

Copy of Notification Letter Attached \_\_\_

Copy of Letter to Certification Officer \_\_\_

**Addendum G**

**Campbellsville University**

**School of Education**

|  |
| --- |
| **Source of Evidence 1.1**  **Unit Guidelines** |
| **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CU Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| ***The unit format supports KTS 2 (designs and plans instruction) and Domain 1.*** |
| # of Students: \_\_\_\_ Age/Grade Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School/School District\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Unit Title: Unit Duration:  **Respond to the following items:** |
| * Kentucky Core Academic Standards to be addressed. Identify the significant standards that will be the focus of instruction for your unit. |
| * Identify **measurable** unit objectives. Show the connection of the objectives to the above standards. * Write at least one (1) essential question for each unit objective. * **Write a minimum of one paragraph explaining the rationale for teaching this unit.** |
| * Describe the characteristics of your students identified in the class who will require differentiated instruction to meet their diverse needs. |
| * Provide an overview of technology that will be integrated to enhance instruction and demonstrate **student use of technology**. |
| * Identify people who will be assisting with instruction and identify the specific instructional responsibilities they will have. * Critical Resources. On a separate page, in APA format, identify resources that support the material presented in the unit. List a **minimum of 10** resources. Resources can be a combination of print and electronic. |

**Addendum H**

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| **Campbellsville University**  **School of Education** | |
| **Source of Evidence 2: Lesson Plan** | |
| **Your observer will use this evidence to evaluate your performance on the following.** | |
| **Kentucky Framework for Teaching Components**  1A- Demonstrating Knowledge of Content and Pedagogy  1B- Demonstrating Knowledge of Students  1C- Setting Instructional Outcomes  1D- Demonstrating Knowledge of Resources  1E- Developing Coherent Instruction  1F- Designing Student Assessment | **Kentucky Teacher Standards**  1-The Teacher Demonstrates Applied Content Knowledge  2- The Teacher Designs and Plans Instruction  3- The Teacher Creates and Maintains Learning Climate  4- The Teacher Implements and Manages Instruction  5- Assesses and Communicates Learning Results  6- The Teacher Demonstrates Implementation of Technology  8- Collaboration with Colleagues/Parents/Others |

**Guidelines for Developing the Source of Evidence: Lesson Plan**

The lesson plan template should be used in planning all lessons, some of which will be observed by your P-12 teacher and/or university instructor. Your lesson plan will provide the framework upon which you will create the classroom environment and implement instruction. Each lesson plan should be sent to the appropriate persons 2-3 days before any scheduled observation to allow for review and feedback. Include any and all teaching materials used with each lesson plan (i.e. rubrics, assessments, PP, activities, websites, SmartBd activities, etc)

**1. Context**

Identify your students backgrounds, special needs, cultural differences, interests, and language proficiencies.

**2. Learning Target (s)/Objectives**

The lesson’s learning target (s)/objective (s) should be student-centered, observable and measurable. The connection to the state curriculum/content area standards should be focused on the knowledge, skills and/or processes identified in the learning targets/objectives for each part a, b, and c.

a.Previous lesson’s learning targets/objectives

b.Current lesson’s learning target (s)/objective (s).

c. Next lesson’s learning targets/objectives

**3. Students’ Baseline Knowledge**

Briefly describe the pre-assessment (s) you used to identify your students’ baseline knowledge and skills relative to

the learning target’s objectives for this lesson. Include baseline data and all assessments used.

**4. Formative Assessment (s)**

Identify the type of formative assessments and data that will be used to determine student progress in achieving the

learning target/objectives. If needed, identify how these assessments will be differentiated to address the needs of

your students. In addition to the formative assessments you will use, describe how you will provide opportunities for

your students to self-assess their learning progress.

**5. Resources**

Identify the resources that will be needed for the lesson. During the course of your internship, you should make use

of available technology when the technology will facilitate planning, implementing, assessing of instruction, and

facilitating your students’ learning.

**6. Lesson Procedures**

Describe the sequence of strategies/activities and assessments you will use to engage students and accomplish your

learning targets/objectives. Within this sequence, be sure to:

1. Describe the differentiated strategies/activities and/or assessments designed to meet the needs and strengths of your students. (i.e. auditory, visual, spatial, kinesthetic, interpersonal, etc.)
2. Identify the questions you will use to promote higher order thinking and understanding and encourage discussion.
3. Describe the accommodation used to meet the needs and strengths of diverse learners. (i.e. preferred seating, oral tests, additional time, etc.)
4. Describe the modifications made for students with diverse needs. (i.e. fewer/less complex spelling words, fewer/less complex math computations, fewer steps in processes, etc.)

**7. Watch For------**

Are there specific indicators for the components of Domain 2-Classroom Environment and/or Domain 3-Instruction

that you would like specifically observed during this lesson? If there are, please note these on your plan to alert the

observer.

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| **Campbellsville University**  **School of Education** |
| **Source of Evidence 2: Lesson Plan** |
| **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Observation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CU Course: \_\_\_\_\_\_\_\_\_\_**  **Ages/Grades Number of Number of Number of Number of**  **of Students Students in Students Gifted Students**  **\_\_\_\_\_\_\_\_\_ Class \_\_\_\_\_ having IEP \_\_\_\_ Students \_\_\_\_\_ having ELL \_\_\_\_\_**  **Lesson Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Unit Title (if applicable): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **1. Context: Describe the Students for which this Lesson is designed (1B)**  Identify your students’ backgrounds, special needs, cultural differences, interests, and language proficiencies. |
| **2. Learning Target (s)/Objectives (1.A & C)**  a.Previous lesson’s learning targets/objectives **(**Connect each target/objective to the appropriate state curriculum/content  area standards)    b.Current lesson’s learning target (s)/objective (s). (Connect each target/objective to the appropriate state curriculum/content  area standards)  c. Next lesson’s learning targets/objectives (Connect each target/objective to the appropriate state curriculum/content  area standards) |
| **3. Students’ Baseline Knowledge and Skills (1.B & F)**  Describe and include the pre-assessment (s) used to establish students’ baseline knowledge and skills for this lesson. |
| **4. Formative Assessment (1F)**  Describe and include the formative assessment (s) to be used to measure student progress during this lesson. |
| **5. Resources (1D)**  Identify the resources and assistance available to support your instruction and facilitate students’ learning. |
| **6. Lesson Procedures (1E)**  Describe the sequence of strategies/activities/assessments that will be used to scaffold instruction, engage your students, facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students’ needs, interests, and abilities. |
| **7. Watch For \_\_\_\_\_**  If the lesson were observed what would like specifically like the observer to watch for: |

**Addendum I**

**Campbellsville University**

**School of Education**

**New Sources of Evidence at a Glance**

**2015 – 2016**

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| ***SoE-1***  **Source of Evidence 1**  ***Context*** | Planning lessons and units requires knowledge of the content (enduring skills concepts and processes), appropriate strategies for presenting the content and a clear knowledge of students and the resources available. | **Units**  **Isolated Lessons**  **(KTS 1, 2, 4)** |
| ***SoE-2***  **Source of Evidence 2**  ***Lesson Plan*** | Using information from the context (SoE-1) to plan the lesson components: objectives; pre-assessment; formative assessments; resources and lesson procedures. | **Unit lessons**  **Isolated lessons;**  Requires pre-assessment data (either before lesson or unit) **(KTS 1, 2, 4)** |
| ***SoE-3***  **Source of Evidence 3 *Observation of Teaching*** | Completed only during K-TIP. CU will continue to use Form A and B for student teaching observation evaluations and Form A for pre-student teaching self-evaluation when implementing lessons. | **Not used this year;**  We will continue using Observation Form A and B |
| **SoE-4**  **Source of Evidence 4**  ***Post-Observation Reflection*** | Thoughtful consideration of planning and implementation of the lesson: outcomes along with reflections on the instruction, formative assessment data, impact on student learning, changes or modifications, implications for future instruction, and connection to professional growth. | **After any lesson taught (KTS 1, 2, 4, 5, 7)** |
| **SoE-5**  **Source of Evidence 5 *Professional Growth*** | The process includes Self-Assessment of IECE KTS, Domains, and Dispositions to identify strength areas and develop growth goals. This is completed at CAP 2, 3, and 4. A plan is developed to address growth goals including the selection of documentation or evidence. The growth plan is self-evaluated at CAP 3 and CAP 4 to continue or revise the growth goals and present documentation collected in the previous CAP timeframe. | **Pre-Professional Growth Plans (KTS 9)** |
| **SoE-6**  **Source of Evidence 6**  ***Records and Communication*** | Provides information on the collection of accurate records for both instructional and non-instructional events and evidence of multiple modes of communication with team members including colleagues, assistants, volunteers, early childhood professionals, and families. | **ED 311/ED390/ED414 and Student Teaching;**  **To track student learning**  **(KTS 3, KTS 5)** |
| **SoE-7**  **Source of Evidence *Professional Involvement*** | Provides information on contributions and active involvement in the professional life of the school and community. Includes review and reflection and at CU is intended to align with the SoE-5 Professional Growth Plan/Goals. | **Use in conjunction with KTS 9 and possibly KTS 10** |
| **SoE-8**  **Source of Evidence 8**  ***Student Growth*** | Based on Context (SoE-1) and pre/mid and end (summative) assessment data. Student growth SMART goals are established aligned to the learning standards and enduring skills, plans for instructional strategies and for monitoring goal attainment. Reflections on teaching are included. | With units to evaluate student learning |
| **SoE-9**  **Source of Evidence 9**  ***Student Voice*** | A measure, using surveys, of the extent to which students perceive the instruction was rigorous, effective, appropriate/varied, respectful, innovative and involved attentive observation and teamwork. Not included for preschool through grade two. Two surveys, Grades 3-5 and 6-12. | After units |
| **SoE-10**  **Source of Evidence 10**  **Collaboration Plan** | This project has not changed. Following the indicators for KTS 8, Collaboration, students will select a student with whom to work over time, assessing and monitoring progress toward improvement of identified needs. | **Collaboration Plan**  **KTS 8** |
| **SoE-11**  **Source of Evidence 11**  **Leadership Plan** | This leadership has not changed. Students will work with their cooperating teachers to identify a project that can be implemented during student teaching that will meet the indicators for KTS 10. | **Leadership Plan**  **KTS 10** |
| **Units Include:**  **SoE-1 (Context);**  **SoE-1.1 (Guidelines); SoE1.2 (Assessment Plan); SoE 1.3 (Instructional Strategies); SoE 1.4 (Organizing/Analyzing Results);**  **SoE-2 (Lesson Plans);**  **SoE-4 (Post-Observation)**  **SoE-8 (Student Growth) & SoE-9 (Student Voice) for units taught in P-12 setting** | | |

**Addendum J**

**CAMPBELLSVILLE UNIVERSITY**

**SCHOOL OF EDUCATION**

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| **CAP 3 Portfolio Guidelines**  **2016-2017** |

All candidates applying to student teach are required to prepare a CAP 3 portfolio for approval. The CAP 3 portfolio demonstrates the candidate’s ability to meet all ten **Kentucky Teacher Standards**. It is to include some student work samples *gathered during field* *experiences*. Please protect students’ right to privacy by removing all names. All components of the CAP 3 portfolio shall be the original work of the candidate and uploaded to a student-created webpage for evaluation by the due date.

**General Requirements**

- Webpage or Wiki-Space

- Rationales for each KTS

- Original Sources of Evidence

- Artifacts demonstrating proficiency KTS

**-** Demonstration ofcompetent writing skills

**COMPONENTS OF THE CAP 3 PORTFOLIO**

**General documents/requirements in order listed:**

1. **Webpage**: Name, Photo, Brief Bio, University, Content Area, Grade Level

b) **Signed form Verifying Original Work & Permission to Review**

c) **Completed Self-Evaluation** of Portfolio using Portfolio Rubric.

e) **Resume/Vita** (name and contact information not sufficient)

f) **Acceptable Use Policy**

**Standards-Based Unit: KTS 1 Content & KTS 2 Planning**

* **Rationale**
* **Sources of Evidence**
  + **SOE 1.1 Unit Guidelines**
  + **SOE 1.2 Unit Assessment Plan**
  + **SOE 2 Lesson Plans** (Must include all materials necessary to teach lessons.)
  + **SOE 1.4 Unit Analysis and Reflection** (Only include if the unit was taught.)

**Classroom Management Plan: KTS 3 Learning Climate**

* **Rationale**
* **Philosophy**
* **Classroom Management Plan**

**Taught Lesson: KTS 4, 6, & KTS 7 Implementation, Technology & Reflection**

* **Rationale**
* **Sources of Evidence** 
  + **SOE 2 Lesson Plan:** This cannot be a lesson from the unit in KTS 1 and 2. (All materials used to teach the lesson, including all assessments.)
  + **SOE 4 Post Observation Reflection**: Submit at least 3 student work samples labeled as Exceeds, Meets, and Below removing student names.

**Original Assessments: KTS 5 Assessment and Communication of Learning Results**

* **Rationale**
* **Assessments:** Minimum of five (5) different assessments designed to be used or that were used formatively and summatively. All assessments must be original-created and designed by the candidate. Each assessment should be labeled with the type, content and grade intended, and learning objective(s). Possible types of assessments are:
  + 1. Written Response, (e.g.) On-Demand, Constructed/Open Response
    2. Selected Response, (e.g.) Traditional Tests/Answer Keys, Kahoot,
    3. Performance Assessment, (e.g.) Culminating Events, Projects, Demonstrations
    4. Personal Forms of Communication, (e.g.) Observation Sheets, Anecdotal Records, Checklists
    5. Informal Assessments, (e.g.) Web, Concept Map, Exit Slips
    6. Self-Assessments (may be one of the above types)
    7. Peer Assessment/Review (may be one of the above types)
* **Rubrics/scoring guides:** At least one assessment must include a rubric.
* **SOE 4 or SOE 1.4 Analysis and Communication of Learning Results:** You may use analysis from a single lesson or from a unit.  **(**Cannot be the same SOE 4 used for KTS 4, 6, and 7.)
* **Student work samples for at least one assessment:** Remove student names and label each assessment as Exceeding, Meeting or Below lesson objectives.

**KTS 8: Collaboration**

* **Rationale**
* **Sources of Evidence** 
  + **SOE 10 Collaboration** (e.g.) QRI, Collaboration Project from Assessment Course 1617, Co-Teaching Project from ED 210/MUS 240

**KTS 9: Professional Development**

* **Rationale**
* **Sources of Evidence** 
  + **SOE 5 PPGP Self–Assessment** of **KTS, Domains and Disposition** strengths and growth areas
  + **SOE 7 Professional Involvement (Beginning School Year 1718)**

o **MAY also include** reflection/s on professional meetings or conferences attended. (Do not include certificates.)

**KTS 10: Leadership**

* **Rationale**
* **Sources of Evidence** 
  + **SOE 11 Leadership** School year 1617 include only the Leadership Plan for student teaching. Evaluation of completed Leadership Plan will occur at CAP 4.
  + **SOE 11 Leadership** School year 1718 include Partner/Group Leadership Plan from ED 325.

**Addendum K**

CAMPBELLSVILLE UNIVERSITY

SCHOOL OF EDUCATION

2016-17

EXIT CAP E-PORTFOLIO GUIDELINES

All candidates are required to prepare an EXIT CAP E-portfolio. Entries/Artifacts (Sources of Evidence) come from the student teaching placement(s). The EXIT CAP E-portfolio demonstrates the ability to meet all ten Kentucky Teacher Standards. It is to include student work samples *gathered during the student teaching experience*. (Note: protect students’ right to privacy by removing all last names.)

The e-portfolio is organized electronically and categorized by sections. The sections represent the Kentucky Teacher Standards (KTS). Five standards are *combined* into one section called the TPA Section. This section includes KTS 1, 2, 4, 6, 7. The remaining standards are separate sections entitled Learning Climate (KTS 3), Assessment (KTS 5), Collaboration (KTS 8), Professional Development (KTS 9) and Leadership (KTS 10).

The two following key definitions are vital to the successful completion of the Exit E-Portfolio.

* ***Rationales*** – narratives that explain how entries/artifacts demonstrate and meet the respective Kentucky Teacher Standards and supporting indicators
* ***Entries or Artifacts (Sources of Evidence)*-**evidence provided that demonstrates competency for each of the Kentucky Teacher Standards and supporting indicators

1. **General Requirements Section** 
   * 1. Competency in writing skills will be scored for the Exit E-Portfolio.
     2. All documents in the CAP Portfolio should be original work.
     3. A Student Teaching Video (minimum of 15 minutes) will be submitted with the accompanying lesson and a reflection.

COMPONENTS OF THE EXIT CAP PORTFOLIO

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| 1. The Preliminary Documents Section must include: |
| 1. Main Page: Name, Major, Date, University 2. Signed form Verifying Original Work & Permission to Review 3. Completed Self-Evaluation of Portfolio 4. Resume/Vita (name and contact information not sufficient) 5. Educational Philosophy–updated (2 pages, size 12 font, double spaced) |

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| **2. TPA Section: Kentucky Teacher Standards 1, 2, 4, 6, and 7**  ***Descriptor:*** *Include an Instructional Unit that you have taught in your placement classroom. You must follow unit guidelines as specified in the required unit Sources of Evidence. The unit is composed of the following TPA Sources of Evidence and must contain a minimum of* ***3*** *lesson plans:* | |
| **Evidence/Artifacts** | **Source of Evidence** |
| Unit Guidelines | Source of Evidence-1.1 |
| Unit Assessment Plan  Pre-Test  Analysis of Pre-Test and  Post-Test | Source of Evidence-1.2 |
| Design of Instructional Activities | Source of Evidence-1.3 |
| Lesson Plans  At least three lesson plans with all materials  Post-Observation Reflections for Lessons taught and observed | Source of Evidence-2  Source of Evidence-4 |
| Organizing/Analyzing Results for Unit | Source of Evidence-1.4 |
| Records and Communication | Source of Evidence-6 |
| Student Voice | Source of Evidence-9 |
| *It is advised that you complete the* ***TPA Unit*** *early during your 1st placement. If you have one-placement, then complete the* ***TPA Unit*** *early in the 1st eight weeks.*  *The Sources of Evidence will be posted on the School of Education website; until then, please use the documents to be sent through your personal CU Email.* | |

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| **3. Kentucky Teacher Standard 3: Learning Climate** | |
| **Evidence/Artifacts** | **Source of Evidence** |
| Rationale |  |
| Classroom Management Plan |  |
| At least three Observation Evaluations | Observation Forms A/B |
| Lesson Reflections for Observed Lessons | Source of Evidence-4 |
| ***Narrative about Classroom Management:***  *A one-page narrative analysis focusing on personal performance growth in classroom management. To develop this narrative, review your Classroom Management Plan for CAP 3, reflect on your growth based on KTS 3 indicators, and your performance evaluations:*   1. *Did you communicate high expectations for students?* 2. *Did you maintain a positive learning environment?* 3. *Did you value and support student diversity and address individual needs?* 4. *Did you foster mutual respect between teacher and students and among students?* 5. *Did you provide a safe environment for learning?* | |

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| **4. Kentucky Teacher Standard 5: Assessment**  ***Descriptor:*** *KTS 5 is to include a minimum of five (5) different forms of formative and summative assessments, created and designed by the candidate.* ***No commercially developed assessments may be submitted.*** *Student work samples are to be included with 3 of the 5 selected entries. Include scoring guides/rubrics when appropriate. Entries for KTS 5 may come from the TPA. Examples are:*   1. On-Demand Prompts 2. Open Response Prompts 3. Culminating Events 4. Informal Assessments, (e.g.) Webbing, Concept Mapping, Observation Sheets, Anecdotal Records, Checklists 5. Student Self-Assessment 6. Peer Assessment 7. Traditional Tests 8. Samples of student work with teacher feedback. 9. Portfolio entry prompts with scoring guide and student sample | |
| **Evidence/Artifacts** | **Source of Evidence** |
| Rationale |  |
| Assessment 1  Student work samples and scoring guide or rubric |  |
| Assessment 2  Student work samples and scoring guide or rubric |  |
| Assessment 3  Student work samples and scoring guide or rubric |  |
| Assessment 4  Student work samples and scoring guide or rubric |  |
| Assessment 5  Student work samples and scoring guide or rubric |  |
| Record and Communication: Brief Reflection | SoE-6 |

|  |  |
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| 5. **Kentucky Teacher Standard 8: Collaboration** | |
| **Evidence/Artifacts** | **Source of Evidence** |
| Rationale |  |
| Collaboration Project during one placement: *The plan must include collaboration with another professional in the school system such as a resource teacher, guidance counselor, youth resource center, etc.* | Source of Evidence-10 |
| Analysis and evaluation of student performance  *The plan must include collaboration with another professional in the school system such as a resource teacher, guidance counselor, youth resource center, etc.* |  |

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| **6. Kentucky Teacher Standard 9: Professional Development** | |
| **Evidence/Artifacts** | **Source of Evidence** |
| Rationale |  |
| Self-Assessments (KTS, Domains, Dispositions) |  |
| Pre-Professional Development Plan | Source of Evidence-5 |
| Reflective Narrative |  |
| Professional Involvement | Source of Evidence-7 |
| ***Note:*** *Include evidence of attendance and/or participation at professional meetings or conferences with reflective piece stating activities and knowledge gained. Do not include certificates.* | |

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| **7. Kentucky Teacher Standard 10: Leadership** | |
| **Evidence/Artifacts** | **Source of Evidence** |
| Rationale |  |
| Leadership Project:  A project you implement in the school that would demonstrate your ability to provide professional leadership as a teacher | Source of Evidence-11 |
| Narrative Reflection:  A reflection of your project accomplishments regarding student learning and school environment. What did you learn from your leadership experience - what worked, what did not, and why? How could you strengthen the project? Why? |  |

**Addendum L**

**Campbellsville University School of Education**

**Teacher Candidate Summative Evaluation: Form C**

**P-12**

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| Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Meeting\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ District \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  University Supervisor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cooperating Teacher Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Check evidence reviewed: Form A/B Journal Portfolio |

***Directions: Circle a rating for each indicator and standard using scoring guide:***

***3=Satisfactory 2=Progress Made 1=Unsatisfactory***

|  |  |
| --- | --- |
| **Standard 1: The Teacher Demonstrates Applied Content Knowledge** | **3 2 1 N/A** |
|  | |
| **Standard 2: The Teacher Designs & Plans Instruction** | **3 2 1 N/A** |
|  | |
| **Standard 3: The Teacher Creates & Maintains Learning Climate** | **3 2 1 N/A** |
|  | |
| **Standard 4: The Teacher Implements & Manages Instruction** | **3 2 1 N/A** |
|  | |
| **Standard 5: The Teacher Assesses & Communicates Learning Results** | **3 2 1 N/A** |
|  | |
| **Standard 6: The Teacher Demonstrates the Implementation of Technology** | **3 2 1 N/A** |

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| **Standard 7: Reflects on and Evaluates Teaching and Learning** | **3 2 1 N/A** |
|  | |
| **Standard 8: Collaborates with Colleagues/Parents/Others** | **3 2 1 N/A** |
|  | |
| **Standard 9: Evaluates Teaching & Implements Professional Development** | **3 2 1 N/A** |
|  | |
| **Standard 10: Provides Leadership Within School/Community/Profession** | **3 2 1 N/A** |
| **Total Summative Score (30 Possible Points)** |  |

Evidence:

Strengths/Growth Areas:

Overall Comments:

white – office copy yellow – student copy

**Addendum M**

**Campbellsville University  
School of Education  
Portfolio Evaluation Rubric**

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| **CU ID#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Major\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator Code\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Holistic Portfolio Score\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Check appropriate box: CAP 3 CAP 4 CAP 7** |

Directions: Record a *holistic* score for each standard and an *analytical* score for each indicator.

Scoring Guide: 3=Satisfactory 2=Progress Made 1=Unsatisfactory

Important Note: Evidence for evaluating KTS 1, 2, 4, 6, 7 in *CAP 4 and 7 portfolios only* is located in the TPA Section of the portfolio.

|  |  |
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| **General Portfolio Requirements** | **3 2 1** |
| a. Main Page | **3 2 1** |
| b. Signed form verifying original work and permission to review | **3 2 1** |
| c. Self-evaluation of portfolio | **3 2 1** |
| d. Resume/vita | **3 2 1** |
| e. Educational philosophy located after the resume/vita (2 pages, size 12 font, double-spaced) | **3 2 1** |
| f. Competency in writing skills | **3 2 1** |

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| **Standard 1: The Teacher Demonstrates Applied Content Knowledge** | **3** | **2** | **1** | **Score** |
|  |
| **a. Communicates concepts, processes and knowledge** | Accurately and effectively communicates concepts, processes and/or knowledge AND uses vocabulary that is clear, correct, and appropriate for students | Accurately communicates concepts, processes and knowledge BUT omits some important ideas, uses vocabulary inappropriate for students or overlooks student misconceptions | Inaccurately and ineffectively communicates concepts, processes and knowledge |  |
| **b. Connects content to life experiences of students** | Effectively connects MOST content, procedures, and activities with relevant life experiences of students | Connects SOME content, procedures, and activities with relevant life experiences of students | RARELY or NEVER connects content, procedures, and activities with relevant life experiences of students |  |
| **c. Demonstrates instructional strategies that are appropriate for content and contribute to student learning** | Uses instructional strategies that are CLEARLY appropriate for the content and processes of the lesson AND make a CLEAR contribution to student learning | Demonstrates instructional strategies that are SOMEWHAT appropriate for content and processes of the lesson AND make SOME contribution to student learning | Demonstrates instructional strategies that are RARELY or NEVER appropriate for content and processes of the lesson OR make NO contribution to student learning. |  |
| **d. Guides students to understand content from various perspectives** | REGULARLY provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding | SOMETIMES provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding | RARELY or NEVER provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding |  |
| **e. Identifies and addresses students’ misconceptions of content** | REGULARLY identifies misconceptions related to content and addresses them during planning and instruction | SOMETIMES identifies misconceptions related to content and addresses them during planning and instruction | RARELY or NEVER identifies misconceptions related to content and addresses them during planning and instruction |  |

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| **Standard 2: The Teacher Designs and Plans Instruction** | **3** | **2** | **1** | **Score** |
|  |
| **a. Develops significant objectives aligned with standards** | States learning objectives that reflect key concepts of the discipline AND are aligned with local or state standards | States learning objectives that reflect key concepts of the discipline but are not aligned with local or state standards OR states learning objectives that do not reflect key concepts of the discipline | Uses objectives that are not clearly stated or are trivial AND are not aligned with local or state standards |  |
| **b. Uses contextual data to design instruction relevant to students** | Plans and designs MOST instruction that is clearly and appropriately based on significant student, community, and/or cultural data | Plans and designs SOME instruction that is appropriately based on some student, community, and/or cultural data | Plans and designs LITTLE TO NO instruction that is based on student, community, and cultural data OR planning and design reflect biased or inappropriate use of data |  |
| **c. Plans assessments to guide instruction and measure learning objectives** | Plans MOST assessments that guide instruction, measure learning results, and are aligned with learning objectives | Plans SOME assessments that guide instruction, measure learning results, and are aligned with learning objectives | Plans FEW assessments that guide instruction, measure learning results, and are aligned with learning objectives |  |
| **d. Plans instructional strategies and activities that address learning objectives for all students** | Aligns MOST instructional strategies and activities with learning objectives for all students | Aligns SOME instructional strategies and activities with learning objectives for all students | Aligns FEW instructional strategies and activities with learning objectives for all students |  |
| **e. Plans instructional strategies and activities that facilitate multiple levels of learning** | Plans MOST instructional strategies that include several levels of learning with SOME requiring higher-order thinking | Plans instructional strategies that include at least TWO levels of learning with at least ONE requiring higher-order thinking | Plans instructional strategies that do not include levels of learning OR do not require higher- order thinking |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard 3: The Teacher Creates and Maintains Learning Climate** | | **3** | **2** | **1** | **Score** |
|  |
| **a. Communicates high expectations** | | Sets significant and challenging objectives for students AND verbally/nonverbally communicates confidence in students’ abilities to achieve these objectives. | Sets significant and challenging objectives for students BUT does not communicate confidence in students’ ability to achieve these objectives | Does not set significant and challenging objectives for students AND does not communicate confidence in students |  |
| **b. Establishes a positive learning environment** | | Establishes clear standards of conduct, shows awareness of student behavior, AND responds in ways that are both appropriate and respectful to students | Makes efforts to establish standards of conduct, and monitor and respond to student behavior, BUT efforts are ineffective and or appropriate | Does not establish clear standards for student conduct, AND does not effectively monitor behavior, AND does not appropriately respond to behavior |  |
| **c. Values and supports student diversity and addresses individual needs.** | | Consistently supports student diversity and addresses individual needs using a VARIETY of strategies and methods | Inconsistently supports student diversity and addresses individual needs or uses a LIMITED repertoire of strategies and methods | Makes LITTLE or NO attempt to respond to student diversity and individual needs – tends to use a “one size fits all” approach |  |
| **d. Fosters mutual respect between teacher and students and among students** | | Consistently treats all students with respect and concern AND monitors student interactions to encourage students to treat each other with respect and concern | Inconsistently treats all students with respect OR does not monitor students | Does not treat all students with respect and concern AND does not monitor students |  |
| **e. Provides a safe environment for learning** | | Creates a classroom environment that is BOTH emotionally and physically safe for all students | Creates a classroom environment that is physically safe for all students BUT is inconsistent in ensuring a safe emotional environment for all students | Fails to create an emotionally AND physically safe environment for students |  |
| **Standard 4: The Teacher Implements and Manages Instruction** | **3** | | **2** | **1** | **Score** |
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| **a. Uses a variety of instructional strategies that align with learning objectives and actively engage students** | Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives | | Uses a variety of instructional strategies that engage students throughout the lesson on tasks BUT are not aligned with learning objectives OR tasks are aligned with learning objectives BUT do not keep students engaged | Uses instructional strategies that do not engage students AND are not aligned with learning objectives |  |
| **b. Implements instruction based on diverse student needs and assessment data** | Implements instruction based on diverse student needs and assessment data AND adapts instruction to unanticipated circumstances when needed | | Implements instruction based on diverse student needs and assessment date BUT does not adapt instruction to unanticipated circumstances when needed | Does not base instruction on diverse student needs and assessment data AND does not adapt instruction to unanticipated circumstances when needed |  |
| **c. Uses time effectively** | Establishes EFFICIENT procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is MINIMAL loss of instructional time | | Establishes SOMEWHAT efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work that vary in their effectiveness so there is SOME UNNECESSARY loss of instructional time | Fails to establish consistent procedures for performing non-instructional tasks, handling materials and supplies, managing transactions, and organizing and monitoring group work resulting in significant loss of instructional time |  |
| **d. Uses space and materials effectively** | Uses classroom space AND materials effectively to facilitate student learning | | Uses classroom space but not materials to effectively facilitate student learning OR uses materials but not classroom space to effectively facilitate student learning | Fails to effectively use classroom space AND materials to facilitate student learning |  |
| **e. Implements and manages instruction in ways that facilitate higher-order thinking** | CONSISTENTLY uses a variety of appropriate strategies to facilitate higher-order thinking | | SOME instruction promotes higher-order thinking | LITTLE or NO instruction promotes higher-order thinking |  |

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| **Standard 5: The Teacher Assesses and Communicates Learning Results** | **3** | **2** | **1** | **Score** |
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| **a. Uses pre-assessments** | Uses a variety of pre-assessments to establish baseline knowledge and skills for all students | SOMETIMES uses pre-assessments to establish baseline knowledge and skills for all students | DOES NOT USE pre-assessments to establish baseline knowledge and skills for all students |  |
| **b. Uses formative assessments** | Uses a variety of formative assessments to determine each student’s progress and guide instruction | Uses SOME formative assessments to determine each student’s progress and guide instruction BUT offers LITTLE variety | Does not use a variety of formative assessments to determine each student’s progress and guide instruction AND offers NO variety |  |
| **c. Uses summative assessments** | Uses varied summative assessments to determine each student’s progress | Uses LITTLE variety in summative assessments to determine each student’s progress | Uses NO variety in summative assessments to determine each student’s progress |  |
| **d. Describes, analyzes, and evaluates student performance data** | Analyzes assessment data to guide instruction and learning and measure learning progress | Analyzes assessment data to guide instruction and learning OR to measure learning progress | Does not analyze assessment data to guide instruction OR measure learning progress |  |
| **e. Communicates learning results to students and parents** | Communicates learning results to students AND parents in a meaningful and timely manner | Communicates learning results to students OR parents in a meaningful and timely manner | Does not communicate learning results to students AND parents in a meaningful and timely manner |  |
| **f. Allows opportunity for student self-assessment** | CONSISTENTLY promotes opportunities for students to engage in accurate self-assessment of learning | SOMETIMES promotes opportunities for students to engage in accurate self-assessment of learning | RARELY OR NEVER promotes opportunities for students to engage in accurate self-assessment of learning |  |

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| **Standard 6: The Teacher Demonstrates the Implementation of Technology** | **3** | **2** | **1** | **Score** |
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| **a. Uses available technology to design and plan instruction** | REGULARLY uses technology to design and plan instruction | SOMETIMES uses technology to design and plan instruction | RARELY or NEVER uses technology to design and plan instruction |  |
| **b. Uses available technology to implement instruction that facilitates student learning** | REGULARLY uses technology to implement instruction and facilitate student learning | SOMETIMES uses technology to implement instruction and facilitate student learning | RARELY or NEVER uses technology to implement instruction and facilitate student learning |  |
| **c. Integrates student use of available technology into instruction** | REGULARLY integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs | SOMETIMES integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs | RARELY or NEVER integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs |  |
| **d. Uses available technology to assess and communicate student learning** | REGULARLY uses technology to assess and communicate student learning | SOMETIMES uses technology to assess and communicate student learning | RARELY or NEVER uses technology to assess and communicate student learning |  |
| **e. Demonstrates ethical use of technology** | Ensures that personal use and student use of technology are ethical and legal | Ensures that personal use OR student use of technology are ethical and legal | DOES NOT ensure that personal use OR student use of technology is ethical and legal |  |

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| **Standard 7: Reflects on and Evaluates Teaching and Learning** | **3** | **2** | **1** | **Score** |
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| **a. Uses data to reflect on and evaluate student learning** | REGULARLY reflects on and evaluates student learning using appropriate data | SOMETIMES reflects on and evaluates student learning using appropriate data | RARELY or NEVER reflects on and evaluates student learning using appropriate data |  |
| **b. Uses data to reflect on and evaluate instructional practice** | REGULARLY reflects on and evaluates instructional practice using appropriate data | SOMETIMES reflects on and evaluates instructional practice using appropriate data | RARELY or NEVER reflects on and evaluates instructional practice using appropriate data |  |
| **c. Uses data to reflect on and identify areas for professional growth** | REGULARLY identifies areas for professional growth using appropriate data | SOMETIMES identifies areas for professional growth using appropriate data | RARELY or NEVER identifies areas for professional growth using appropriate data |  |

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| **Standard 8: Collaborates with Colleagues/ Parents/ Others** | **3** | **2** | **1** | **Score** |
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| **a. Identifies students whose learning could be enhanced by collaboration** | Identifies ONE or more students whose learning could be enhanced by collaboration and provides an appropriate rationale | Identifies ONE or more students whose learning could be enhanced by collaboration, but does not provide an appropriate rationale | Fails to identify a student whose learning could be enhanced by collaboration |  |
| **b. Designs a plan to enhance student learning that includes all parties in the collaborative effort** | Designs a plan to enhance student learning that includes ALL parties in the collaborative effort | Designs a plan to enhance student learning that includes SOME parties in the collaborative effort | Does not design a plan OR the plan does not enhance student learning |  |
| **c. Implements planned activities that enhance student learning and engages all parties** | Implements planned activities that enhance student learning AND engage ALL parties | Implements planned activities that enhance student learning AND engage SOME parties | Does not implement planned activities OR plan does not enhance student learning |  |
| **d. Analyzes data to evaluate the outcomes of collaborative effort** | Analyzes student learning data to evaluate the outcomes of collaboration AND identifies next steps | Analyzes student learning data to evaluate the outcomes of collaboration BUT does not identify next steps | Does not evaluate outcomes of collaboration OR does not analyze student learning data to evaluate outcomes of collaboration |  |

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| **Standard 9: Evaluates Teaching and Implements Professional Development** | **3** | **2** | **1** | **Score** |
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| **a. Self-assesses performance relative to Kentucky’s Teacher Standards** | THOROUGHLY and ACCURATELY assesses current performance on all Kentucky Teacher Standards | PARTIALLY assesses current performance on some Kentucky Teacher Standards | Does not assess current performance on Kentucky Teacher Standards |  |
| **b. Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues** | Identifies priority areas for growth based on self-assessment, student performance, AND feedback from colleagues | Identifies priority areas for growth based on self-assessment , student performance OR feedback from colleagues | Does not identify priority areas OR identified areas are not based on any self-assessment, student performance or feedback from colleagues |  |
| **c. Designs a professional growth plan that addresses identified priorities** | Designs a clear, logical professional growth plan AND addresses all identified priorities | Designs a professional growth plan that is somewhat clear and logical and addresses all identified priorities OR only clearly and logically addresses some identified priorities | Designs a professional growth plan that is not clear and logical AND does not address identified priorities |  |
| **d. Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning** | Shows CLEAR evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning | Shows SOME evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning | Shows LITTLE evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning |  |

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| **Standard 10: Provides Leadership Within School/Community/ Profession** | **3** | **2** | **1** | **Score** |
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| **a. Identifies leadership opportunities that enhance student learning and/or professional environment of the school** | Identifies leadership opportunities in the school and selects one for a leadership project that has BOTH the potential for positive impact on learning and/or the professional environment of the school and is realistic in terms of knowledge, skill, and time needed for completion | Identifies leadership opportunities and selects one for leadership project that has potential for positive impact BUT is unrealistic OR the project is realistic BUT has limited potential for positive impact | Does not identify leadership opportunities that have real potential for impact on either the learning or professional environment |  |
| **b. Develops a plan for engaging in leadership activities** | Develops a work plan for a leadership project that CLEARLY describes the purpose, scope, and participants involved and how the plan will impact student learning and/or the professional environment | Develops a work plan for a leadership project that provides a LIMITED description of the purpose, scope, and participants involved and how the plan will impact student learning and/or the professional environment | Develops a work plan for a leadership project that provides a SUPERFICIAL description of the purpose, scope, and participants involved and how the plan will impact student learning and/or the professional environment OR has developed no plan |  |
| **c. Implements a plan for engaging in leadership activities** | Implements a well-organized leadership plan that has a clear timeline of events/actions AND a clear description of how impact will be assessed | Implements a well-organized leadership plan that has a clear timeline of events/actions BUT lacks a clear description of how impact will be assessed | Implements a poorly organized leadership plan that does NOT have a clear timeline of events/actions AND lacks a clear description of how impact will be assessed OR does not implement leadership plan |  |
| **d. Analyzes data to evaluate the results of planned and executed leadership efforts** | REGULARLY analyzes student learning and/or other school data appropriately to evaluate the results of planned and executed leadership efforts | OCCASIONALLY analyzes student learning and/or other school data appropriately to evaluate the results of planned and executed leadership efforts | RARELY or NEVER analyzes student learning and/or other school data appropriately to evaluate the results of planned and executed leadership efforts |  |