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: Chemistry**

**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 |
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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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| Not applicable. No changes made. |

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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| The curriculum guides are used as the primary method to communicate program details with each student and candidate. Please see our attached guides in the addendum. The Program Curriculum Guides are attached as [Addendum A](#A) and [Addendum B](#B). |

**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) * Evaluation of the Four C’s |

**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. See [Educator Preparation Handbook](https://www.campbellsville.edu/education/files/2017/07/Educator-Preparation-Handbook.docx) and [Addendum C](#C) |

**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 required to report on each of these specific experiences in their journals. If their placements do not provide the experiences required, then they are permitted to seek other classrooms in which to get these experiences.  Student teaching is 16 weeks in duration which include two eight week placements, one in primary through grade 3 and one in grades 4 or 5 for P-5 candidates.  Regulation:  (4) Beginning September 1, 2013, each educator preparation institution shall provide a full professional semester to include a period of student teaching for a minimum of seventy (70) full days, or its equivalent, in instructional settings that correspond to the grade levels and content areas of the student teacher’s certification program.        (a) Candidates pursuing a primary through grade 12 certificate shall have their student teaching balanced between an elementary school placement and middle school or high school placement.        (b) Candidates pursuing an elementary certificate shall have their student teaching balanced between a placement in primary through grade 3 and a placement in grade 4 or grade 5.        (5) Beginning September 1, 2013, the educator preparation program shall support the student teacher’s placement and classroom experiences by:        (a) Cooperating with the district in determining the specific placement of the student teacher;        (b) Collaborating with the district to provide necessary program resources and expertise;        (c) Using multiple performance assessments to document the student teacher’s ability to support learning for all P-12 students;        (d) Requiring the use of technology by the student teacher to:        1. Enrich the learning of P-12 students; and        2. Support the student teacher’s professional growth and communication; and        (e) Providing opportunities for the student teacher to:        1. Engage in extended co-teaching experiences with an experienced teacher;        2. Engage in reflective self-assessment that informs practice;        3. Maintain regular professional conversations with experienced teachers other than the cooperating teacher;        4. Participate in regular and extracurricular school activities;        5. Participate in professional decision making; and        6. Engage in collegial interaction and peer review with other student teachers |

**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 |

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:  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 andunits. 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  (If evidence is provided above – reference the section) |

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.  *See* [*Addendum D*](#D) |

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.  *See* [*Addendum E*](#E)*,* [*Addendum F*](#F)*,* [*Addendum G*](#G) |

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 Chemistry Content Knowledge (Code 5245) |
| **Assessment description:**  Example: 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.  The Praxis subject assessment is the state mandated assessment for content knowledge for the Chemistry 8-12 program. The Praxis subject assessments are used to assess candidates’ content knowledge. It takes 2.5 hours to complete. The test includes 125 questions which the candidate’s knowledge of the concepts, methods, applications, data analysis and problem solving used in Chemistry. The questions are selected response items and numeric-entry questions. A calculator is not required for the exam. Students taking the Chemistry: Content Knowledge (5245) exam must achieve a minimum score of 147 to pass the exam. |
| **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.  Below is a breakdown of the seven categories of the exam, the KTS indicators and their alignment with the Chemistry Praxis exam.   |  |  |  |  | | --- | --- | --- | --- | | **Chemistry Exam 5245** | | | | | **Content Categories** | **KTS Indicators** | **Approximate Number of Questions** | **Approximate % of Examination** | | 1. Basic Principles of Matter & Enrgy; Thermodynamics | KTS 1.1, 1.4, 1.5 | 17 | 14% | | 1. Atomic & Nuclear Structure | KTS 1.1, 1.4, 1.5 | 15 | 12% | | 1. Nomenclature; Chemical Composition; Bonding and Structure | KTS 1.1, 1.4, 1.5 | 19 | 15% | | 1. Chemical Reactions; Periodicity | KTS 1.1, 1.4, 1.5 | 25 | 20% | | 1. Solutions and Solubility; Acid-Base Chemistry | KTS 1.1, 1.4, 1.5 | 19 | 15% | | 1. Scientific Inquiry & Social Perspectives | KTS 1.1, 1.4, 1.5 | 15 | 12% | | 1. Scientific Procedures & Techniques | KTS 1.1, 1.4, 1.5 | 15 | 12% | |
| **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 student in the Chemistry 8-12 Teacher Education Program graduated in the Spring of 2010. That one student passed the Praxis Content Knowledge Exam with a score of 150. This score exceeds the cut-off score(147) by three points. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  Not required for Praxis subject assessments. 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.  [See Praxis Series Technical Manual](https://www.campbellsville.edu/education/files/2017/07/Praxis-Series-Technical-Manual-1.pdf) |

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| **Assessment #2 Title: CAP 4 GPA** |
| **Assessment description:**  Students in the chemistry 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”. |
| **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:  The 2010 student graduated with an overall GPA of 3.42, a Major GPA of 3.47, and a 4.0 GPA in the Teacher Education courses. This candidate has met the standard. |
| **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**  Example: - Praxis Subject Assessment PLT |
| **Assessment description:**  The Praxis subject assessment PLT is the state mandated assessment for content knowledge 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 chemistry 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 PLT score for the one student taking the exam was 172 which is 12 points above the cut-off score of 160. |
| **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.**  NA This is a proprietary document by a testing company that establishes its own validity and reliability levels.  See [Praxis Series Technical Manual](https://www.campbellsville.edu/education/files/2017/07/Praxis-Series-Technical-Manual-1.pdf) |

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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. |
| **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 2010, the one student who had Form C scores, scored a 3.0 on all KTS. The student averaged 3.0 on each of the KTS standards.** |
| **Provide a link to the assessment scoring guide or rubric.**  Summative [Form C is attached](#H). |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  The Summative Form C is being revised to be an Observation Instrument based on the InTASC standards rather than KTS. Therefore, reliability and validity for the newly revised observation form are pending. |

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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. There are no scores available for chemistry majors. |
| **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.**  Example:  [Addendum F.](#F) |
| **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 former 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 scores for the one candidate in chemistry certification are as follows:**   * KTS 1: 2.60 * KTS 2: 3.00 * KTS 4: 2.60 * KTS 6: 3.00 * KTS 7: 3.00   These scores indicate that the student scored well above the minimum of 2.0 for passing the portfolio artifacts. The lowest is KTS 2.60 (KTS 1 and KTS 4). 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. Since there was only one student in the 2010 certification, more rigorous data analysis is not possible. |
| **Provide a link to the assessment scoring guide or rubric.**  [Addendum F](#F). |
| **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:  This course was added to the program after the candidate completed the program. Therefore, no data available. |
| **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. |

# 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 candidate in chemistry had a 100% pass rate on the Praxis II Content Knowledge test, Code 5245. However, since only one candidate took the test there is not sufficient data to analyze the results. The candidate also did well on the PLT 7-12 test scoring 172 (cut-off score was 160). The candidate had an overall GPA of 3.42, a GPA of 3.47 in the content material (Chemistry) and a 4.00 in the Education coursework. All of these GPA’s are well above the minimum in their respective areas. This GPA indicates a higher level of understanding of the six categories of content on the Praxis content exam.  The Summative Form C was a 3.0, the highest possible score. On the CAP 4 Assessment form, the chemistry major had holistic scores of 3.00 out of 3.0 for KTS 2, 5, 6, and 7 and 2.60 out of 3.0 for both KTS 1 and KTS 4. A passing score for KTS 1, 2,4,5,6 and KTS 7 is a 2.0 on each, so the candidate’s scores indicate that they have exceeded the minimal standard and that they have the knowledge and skills to be successful in the classroom.  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 3.47, and excellent scores on additional measures 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.

|  |
| --- |
| The student did well in the program; however, a Praxis score of 150, which is just slightly above the passing score of 147. The 150 score does fall within the national average performance range of 148-175. Our goal for future students is to achieve the 50th percentile median score of 160. Otherwise, no significant changes in the program are warranted at this time.  Table 2 in the appendix contains a summary of the assessment exams used by the Chemistry department for all students taking chemistry courses at Campbellsville University. These are standardized examinations prepared by the American Chemical Society which is an accrediting agency for post-secondary chemistry programs across the country. The Chemistry department’s goal for the last two years (2015-2016 and 2016-2017) has been to have our students score at least at the national norm of the assessment exams that they take during the academic year. As seen in Table 2, some years the average on the various exams has increased and sometimes it has decreased. Work still needs to be done to improve these exam scores. This will be one of the department’s goals for the 2017-2018 academic year. |

# 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 Chemistry**  **revised: 5/31/2017**

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

Gender: M/F Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SSN#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Telephone Number

E-Mail Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester/Year admitted to TEP \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CAP I\_\_\_\_\_ CAP II/Portfolio\_\_\_\_\_ CAP III/Portfolio\_\_\_\_\_ CAP IV/Portfolio\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PRAXIS II Chemistry Content Knowledge (5245)\_\_\_\_\_(147 passing) Date Taken\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Reminder:**

\*A minimum overall GPA of 2.5 is required for admission to the TEP.

\*All students admitted to the TEP after January 1, 2002, a minimum Professional GPA of 2.75 is required for progression through the program.

\*A CAP IV 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 Prep. (0)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 102 Introduction to Education(3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 210 Basic Concepts and Phil. of Ed(3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 300 Human Dev. & Learn. Theory(3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 310 Instructional Technology(3) | **Pedagogy Coursework: 9 hours**  Sem/Year Grade  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 325 Teaching Diverse Learners(3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 390 Assess. & Instr. Strategies (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 416 Curriculum and Methodology(3)  **Clinical Practice: 12 hours**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 450 Student Teaching (12) |
| **8-12 Chemistry Courses**  **77 Hours** | |
| 1. **Biology Content Courses:**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ BIO 200 Biological Concepts (4)  **Total: 4 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 241/243 Univ. Physics I and Lab (5)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ PHY 242/244 Univ. Physics II and Lab (5)  **Total: 10 Hours**   1. **Mathematics Courses:**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 210 Analytics and Calculus I (4)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 211 Analytics and Calculus II (4)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 310 Calculus III (4)  **Total: 12 Hours**  **Related Science Courses (listed above): 30 hrs**   1. **Chemistry Major Courses:**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 111 General Chemistry I (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 113 Gen. Chem. I Lab (1)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 112 Gen. Chem. II (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 114 Gen. Chem. II Lab (2)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 321 Analytical Chemistry with Lab(4) | \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 315 Research Methods (2)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 341 Organic Chem. I (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 343 Organic Chem. I Lab (1)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 342 Organic Chem. II (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 344 Organic Chem. II Lab (2)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 350 Instrumental Methods (4)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 380 Junior Seminar (1)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 450 Methods of Science Teaching (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 451 Phy Chem. I (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 453 Phy. Chem. I Lab (1)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 452 Phy. Chem. II (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 454 Phy. Chem. II Lab (1)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 460 Biochemistry (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 480 Senior Seminar (1)  **Total: 44 Hours**   1. **Electives for the major:**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ENV 355 Environmental Chemistry (4)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 370 Inorganic Chemistry (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 390 Junior Research (1-3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 400 Special Topics (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 490 Senior Research (1-3)  **Total: 3 Hours**  **Total: 151 hours**  General Education: 41 hours  Professional Education: 33 hours  Related Science Courses: 30 hours  Chem. Content Courses (e & f above): 47 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**

**TEACHER EDUCATION PROGRAM**

**CURRICULUM GUIDE SHEET**

**8-12 Bachelor of Arts in Chemistry**  **revised: 5/31/2017**

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

Gender: M/F Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SSN#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Telephone Number

E-Mail Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester/Year admitted to TEP \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CAP I\_\_\_\_\_ CAP II/Portfolio\_\_\_\_\_ CAP III/Portfolio\_\_\_\_\_ CAP IV/Portfolio\_\_\_\_\_\_\_\_\_\_\_\_

PRAXIS II Chemistry Content Knowledge (5245)\_\_\_\_\_(147 passing) Date Taken\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

**Reminder:**

\*A minimum overall GPA of 2.5 is required for admission to the TEP.

\*All students admitted to the TEP after January 1, 2002, a minimum Professional GPA of 2.75 is required for progression through the program.

\*A CAP IV 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 Prep. (0)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 102 Introduction to Education(3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 210 Basic Concepts and Phil. of Ed(3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 300 Human Dev. & Learn. Theory(3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 310 Instructional Technology(3) | **Pedagogy Coursework: 9 hours**  Sem/Year Grade  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 325 Teaching Diverse Learners(3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 390 Assess. & Instr. Strategies (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 416 Curriculum and Methodology(3)  **Clinical Practice: 12 hours**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 450 Student Teaching (12) |
| **8-12 Chemistry Courses**  **72-74 Hours** | |
| 1. **Biology Content Courses:**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ BIO 200 Biological Concepts (4)  **Total: 4 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 141/143 College Physics I/Lab (4)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ PHY 142/144 College Physics II/Lab (4)  **OR**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ PHY 241/243 Univ. Physics I and Lab (5)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ PHY 242/244 Univ. Physics II and Lab (5)  **Total: 8-10 Hours**   1. **Mathematics Courses:**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 210 Analytics and Calculus I (4)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 211 Calculus II (4)  **Total: 8 Hours**  **Related Science Courses (listed above): 24-26 hrs**   1. **Major Courses:**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 111 General Chemistry I (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 113 Gen. Chem. I Lab (1)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 112 Gen. Chem. II (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 114 Gen. Chem. II Lab (2)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 321 Analytical Chemistry w/Lab (4)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 341 Organic Chem. I (3) | \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 343 Organic Chem. I Lab (1)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 342 Organic Chem. II (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 380 Junior Seminar (1)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 411 Phy Chem. for Life Sci. (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 412 Phy. Chem. for Life Sci. Lab (1)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 450 Methods of Science Teaching (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 460 Biochemistry (4)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 480 Senior Seminar (1)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ *BA Foreign Language Requirement (12)*  **Total: 45 Hours**   1. **Electives for the major:**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 315 Research Methods (2)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 344 Org. Chem. II Laboratory (1)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 350 Instrumental Methods (4)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ENV 355 Environmental Chemistry (4)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 370 Inorganic Chemistry (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 390 Junior Research (1-3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 400 Special Topics (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE 490 Senior Research (1-3)  **Total: 3 Hours**  **Total: 146-148 hours**  General Education: 41 hours  Professional Education: 33 hours  Related Science Courses: 24-26 hours  Chem. Content Courses (e & f above): 48 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 C**

**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 D**

**Campbellsville University**

**School of Education**

**New Sources of Evidence at a Glance**

**2016 – 2017**

|  |  |  |
| --- | --- | --- |
| ***~~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 E**

**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 F**

**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 G**

**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 |  |

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| **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** |
|  |
| **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** |
|  |
| **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** |
|  |
| **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** |
|  |
| **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** |
|  |
| **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 |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 10: Provides Leadership Within School/Community/ Profession** | **3** | **2** | **1** | **Score** |
|  |
| **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 |  |

**Addendum H**

**Campbellsville University School of Education**

**Teacher Candidate Summative Evaluation: Form C**

**P-12**

|  |
| --- |
| 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** |

|  |  |
| --- | --- |
| **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



