 **EDUCATION PROFESSIONAL STANDARDS BOARD** 

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.**

Programs at post-baccalaureate levels for (1) the continuing education of teachers who have previously completed initial preparation or (2) the preparation of other school professionals. Advanced programs commonly award graduate credit and include master’s, specialist, and doctoral degree programs as well as non-degree licensure programs offered at the post-baccalaureate level. Examples of these programs include those for teachers who are preparing for a second license at the graduate level in a field different from the field in which they have their first license; programs for teachers who are seeking a master’s degree in the field in which they teacher; and programs not tied to licensure, such as programs in curriculum and instruction.

Program Identification

**Name of the Program Category:** Choose an item.

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

[ ]  B-P [ ]  P-5 [ ]  5-9 [ ]  5-12 [ ]  8-12 [x]  P-12

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

[ ]  Graduate Level [x]  Graduate Level – Cert Only

**Program Degree/Award Level: (check all that apply)**

[ ]  Master’s for Rank II [ ]  Master’s for Rank I

[ ]  5th year non-degree for Rank II [x]  6th year non-degree for Rank I

[x]  Specialist [ ]  Doctorate

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

[ ] Traditional

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

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

|  |  |
| --- | --- |
| Campus Name | City |
| Campbellsville University | Campbellsville, Ky. |
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**Delivery Modes: (check all that apply)**

[ ]  Face-to-Face Only [x]  Online Only [ ]  Hybrid

**EPP Submission Coordinator:**

Name \_\_\_\_\_\_Norma Wheat\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone 270-789-5169\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email \_\_\_nrwheat@campbellsville.edu\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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Program Curriculum:

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

How does the EPP communicate the following with every student: required coursework and electives, certification and/or degree and rank result, admission requirements, exit requirements, Praxis II test disclaimer (if applicable)? If the EPP offers multiple program degrees/award levels for this category and certification, you must include each variation.

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| We use the curriculum guides/contracts as the primary method to communicate program details with each student and candidate. Please see our attached guides in the addendum. Attach the Program [Curriculum Guide](#A)(s) as an addendum.  |

**Admission criteria for each program code in this category:** This must include **admission criteria** such as GPA and other admission assessments and requirements. Reference the applicable program code(s) if the admission criteria vary across degree/award level offerings. Reference the “Program Review Technical Guide” for additional details.

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| Valid teaching certificateOfficial transcripts; 2.75 gpa – bachelor and master’s degreesCurrent professional growth planDisposition self-assessmentDocumentation of three (3) experience as a teacher of special education **or** One (1) year as a teacher of special education and two years as a school psychologist **or**Three years experience as a master’s level speech language pathologistOne letter of recommendation from a building or district level administratorCode of Ethics |

**Describe the Clinical/Professional Experiences for each instance in this program category:** Include narrative to describe the clinical/professional experiences required in this program category which will generate evidence for CAEP Standard 2.3.

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| Course and field experiences will provide the candidates opportunities to demonstrate their performance and proficiency related to the integration of knowledge and skills in a setting similar to what is required in the work place. The candidates will reflect on experiences, what has been learned about professional education leadership and about individual strengths and weaknesses, ethics and values. Field experiences include:  |

**Exit requirements for each instance in this program category:** This must include **exit assessments** such as KTIP assessment, portfolio, GPA, and if the program requires passing or taking the Praxis II for program completion, list it here.

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| As illustrated below, program requirements are identified at each assessment point and candidates complete data collection forms. CAP 5 is admission to the program and candidates must be approved by the School of Education graduate faculty and by the University Graduate Council. After successful completion of CAP 5, the candidate meets with an advisor and reviews the curriculum contract/guidesheet. CAP 6 is a mid-point check of candidate progress and is implemented after the candidate completes nine hours. CAP 7 is the exit assessment and is implemented in the last course in the program, SED 714 Leadership Practicum. A major component of CAP 7 is the portfolio that is submitted in this course. The portfolio will provide evidence that supports CEC and ISLLC standards for the special education administrator and will be evaluated by faculty. The expectations for the portfolio will be communicated to candidates in the SED 711 Supervision and Administration of Special Education. |

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 KAS? How does the EPP measure the DOK of every candidate?

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| Explain: Student assignments and readings are directly aligned to KAS standards. Application assignments show student depth of knowledge. Standard connections are listed on every syllabi aligned to every objective and every assignment.  |

Briefly describe how the program ensures advanced candidates apply the Kentucky P-12 Curriculum framework and the Kentucky P-12 school assessment system to guide instruction and assessment.

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| *ED 701- Students are required to review school wide data to create a professional development project.* *ED 705- Students finish professional development project created in ED 701.* *ED 702- Students review a variety of instructional strategies and assessments. Students review curriculum framework for Kentucky and educator expectations.* *SED 711- Students review the special education program in the school and create a plan for change in an identified challenge area. This area may be instruction, curriculum or assessment. Alternate Assessments in Ky are reviewed along with alternate portfolios.* *SED 712-This class focuses on* major procedural and substantive issues in special education law and is primarily written for those that will be working with children and youth with disabilities. Specific law involving instruction and assessment of special education students is reviewed.*SED 714- Students focus on the responsibilities of* budgeting, record keeping, and utilization of support services, staff development, and due process involving special education directors. |

Provide evidence (KTIP assessments/portfolio/other data) of candidates’ skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college and career ready standards.

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| *2014 Average portfolio score- 3**2015 Average portfolio score- 3**2016 Average portfolio score-3**All three years of DOSE portfolio data reflects proficiency with both wholistic scores and disaggregated data for both ISSLC and CEC standards.* *School Case Study data**2014 Average Case Study grade* *2015 Average Case Study grade**2016 Average Case Study grade* |

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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| ED 702- Develops lesson plans in an area of interest according to Ky. CurriculumSED 714- Most of the formative and summative assessments for this program involve assessments made as a building administrator. In this course a portfolio is created with application assignments requiring formative and summative assessments of schools and school districts in the following areas: Organization, administration and leadership, Budget and Finance, Personnel and Auxiliary Services, School-Community Relations, Curriculum Planning and Supervision, Educational Agencies and Professional Organizations, Student/Pupil Personnel Services, and District and Board of Education Operations |

# **Courses**

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

Provide a list of the program courses (include all courses in the curriculum guide). 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.

# 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. 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.

# 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 assessments which demonstrate KTS alignment at the advanced performance levels. Reference the “Program Review Technical Guide” for additional details. When completing the “Assessments” tab, the EPP can either enter all assessments for all programs in one spreadsheet (this approach requires that each assessment is tagged to specific program codes), or enter the assessments for this specific program in a separate spreadsheet.

# Align to Standards

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

# The purpose of the alignment section is to indicate where the evidence is generated in support of the specific standards to be addressed. The Program Review Spreadsheet provides each of the major standard areas, including the SPAs (as applicable) 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.

# 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 four (4) assessment areas, discuss the instrument, scoring guide/criteria, and alignment to the Kentucky Teacher Standards. The narrative provides a rationale for how the assessment demonstrates candidate mastery of the standards related to the specific assessment area. 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 four (4) 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 Title: Portfolio** |
| **Assessment description: Students are required to complete application assignments in the following areas demonstrating their knowledge of the job of Director of Special Education:** Organization, administration and leadership, Budget and Finance, Personnel and Auxiliary Services,School-Community Relations, Curriculum Planning and Supervision, Educational Agencies and Professional Organizations, Student/Pupil Personnel Services, and District and Board of Education Operations. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** Explain how the aligned standard is met at the indicator or component 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 portfolio includes the following items:**IDEA Presentation**- ILA Standards 3, 6, KTS Diversity Indicators 4, 5, 6, 8, Intasc Standards 1-10, TSSA 1-6, Professional Standards for Educational Leaders 1-7, CEC 1-7, CAEP 1**Practicum Experiences & Reflection-** ILA Standards 3, 4, KTS Diversity Indicators 4, 8, Intasc Standards3, 6, 7, TSSA 3, 5, Professional Standards for Educational Leaders 2, 7, 8, CEC 2, CAEP 1**Simulated Budget** ILA Standards 3, 6, KTS Diversity Indicators 6, 8, Intasc Standards 5, 7, 9, 10, TSSA 1-6, 5, Professional Standards for Educational Leaders 1-9, CEC 1-7, CAEP 1 |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidates ability through the progressions of this program: According to the three years of data, 2014, 2015, and 2016, all of our candidates have scored a holistic score of 3 which provides evidence of successful completion of this assessment. The data has also been disaggregated for the years 2014, 2015, and 2016, according to the Professional Standards for Educational Leaders and CEC standards. The disaggregated data also shows all of our candidates with a holistic score of 3 for all of those years. A portfolio is a place to organize information, demonstrate growth and development, and to make thinking visible. It allows a student to monitor and manage his or her own learning. A portfolio is required for course credit, therefore making quality work essential. The portfolio must reflect materials and experiences related to the Professional Standards for Educational Leaders aand the Council for Exceptional Children Administrator Standards. The submission of a paper copy of the portfolio is required. A written rationale is to be included to demonstrate the student’s skills and understanding of the standard and supporting indicators. |
| **Provide a link to the assessment scoring guide or rubric.** **See rubric attached to syllabus** [**SED 714**](https://www.campbellsville.edu/education/files/2017/09/SED-714-Leadership-Practicum.doc)**.** |
| **Discuss how the reliability and validity of this assessment has been established and supported.** Lawshes are conducted in the Spring by the Special Education Department reviewing the portfolio assignments, including the special education budget created by the students.  |

# 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.

**Assessment data analysis summary:**

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|  *2014 Average portfolio score- 3**2015 Average portfolio score- 3**2016 Average portfolio score-3**All three years of DOSE portfolio data reflects proficiency with both wholistic scores and disaggregated data for both ISSLC and CEC standards.*  |

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

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| All data including portfolio information, dispositions, School application projects, and analyzed by the special education department quarterly. Student evaluations and a review of new standards or new additions to language in the standards is reviewed and any necessary updates or changes are done accordingly.  |

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# 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 four (4) assessment areas, discuss the instrument, scoring guide/criteria, and alignment to the Kentucky Teacher Standards. The narrative provides a rationale for how the assessment demonstrates candidate mastery of the standards related to the specific assessment area. 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 four (4) 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 Title: Professional Development Project** |
| **Assessment description: Students are required to complete application assignments in the following areas demonstrating their knowledge of the job of Director of Special Education:**  |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** **Practicum Experiences & Reflection-**KTS 1, 2, 3 ,6, 8, 9, 10, ILA Standards 3, 4, KTS Diversity Indicators 4, 8, Intasc Standards3, 6, 7, TSSA 3, 5, Professional Standards for Educational Leaders 2, 7, 8, CEC 2, CAEP 1, ILA Standards 1-6, KTS Diversity Indicators 6, 8, Intasc Standards 7, 8, 9, 10, TSSA 1-6, 5, Professional Standards for Educational Leaders 1-9, CEC 1-7, CAEP 1 |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidates ability through the progressions of this program: Students submit a professional development proposal in ED 701 after researching and reviewing special education issues and topics they see needing attention within their schools/district. Students develop a professional development proposal based on research. The average score according to the rubric for the 2015 and 2016 draft proposal was a proficient score of 3. Students continue research and in ED 705 write a final proposal and create a presentation that goes with that proposal for staff. The average score according to the rubric for 2015 and 2016 is a proficient score of 3.  |
| **Provide a link to the assessment scoring guide or rubric.** **See rubric attached to syllabus** [**ED 701**](https://www.campbellsville.edu/education/files/2017/09/ED-701-Planning-and-Leading-School-Improvement-1.docx) **and** [**ED 705**](https://www.campbellsville.edu/education/files/2017/09/ED-705-Effective-Professional-Development-1.docx) |
| **Discuss how the reliability and validity of this assessment has been established and supported. The graduate faculty have revised and reviewed the courses based on current school needs. Lawshes of the rubric are conducted by graduate faculty.**  |

# 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.

**Assessment data analysis summary:**

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| *Average Data Analysis for draft proposal :**2015- 3.0**2016- 3.0**Average Data Analysis for final proposal:**2015-3.0**2016-3.0* |

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

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| ***The assessment data is reviewed to discuss success and knowledge of students and review their growth from the beginning of the program in ED701 to the end of the program in ED 705.***  |

# 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 four (4) assessment areas, discuss the instrument, scoring guide/criteria, and alignment to the Kentucky Teacher Standards. The narrative provides a rationale for how the assessment demonstrates candidate mastery of the standards related to the specific assessment area. 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 four (4) 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 Title: School Case Study** |
| **Assessment description: Students are required to complete application assignments in the following areas demonstrating their knowledge of the job of Director of Special Education:** Special Education Directors have to be able to review school and district data on special education programs both in individual schools and as a whole district. This data and review of systems to provide special education services allows the Special Education Director to provide the necessary supports to students, faculty and administrators in a school or district. This assessment requires the students to write a narrative with a reflective look into what special education looks like in your school. What systems are in place to assure students that need modifications/adaptations are receiving them? Are teachers professionally trained to provide these modifications/adaptations? What does the RTI process look like in your schools? How do you inform your school community about the RTI services available in your school or district? Does our school have a team approach to dealing with special education? What are the strong areas for special education in your school and what are some areas for growth? What data was used to determine the areas of strength and areas for growth?  |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** **Practicum Experiences & Reflection-** ILA Standards 3, 4, KTS Diversity Indicators 4, 8, Intasc Standards3, 6, 7, TSSA 3, 5, Professional Standards for Educational Leaders 2, 7, 8, CEC 2, CAEP 1ILA Standards 6, KTS Diversity Indicators 6, 8, Intasc Standards 4, 5, 10,TSSA 3, 4, 5, Professional Standards for Educational Leaders 3, 5, 7, 8, 9, 10, CEC 1-7, CAEP 1, 2 |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidates ability through the progressions of this program: According to the two years of data,2014, 2015, 2016, our candidates received an A or a B for this assignment, which provides evidence of successful completion of this assessment. Feedback for the assignment specifically addresses student knowledge of the special education programs in their schools. This assessment requires knowledge of the different aspects of the special education program through the eyes of an administrator. Students must review program data and reflect on the RTI process as well as the Special Education process within a school. Students must use data to address strengths and weaknesses. Students must review necessary training for faculty and documents needed for faculty to successfully make accommodations and modifications as designated in individual student education plans.  |
| **Provide a link to the assessment scoring guide or rubric.** **See rubric attached to syllabus** [**SED 711**](https://www.campbellsville.edu/education/files/2017/09/SED-711-Administration-and-Supervision.docx)**.** |
| **Discuss how the reliability and validity of this assessment has been established and supported.** Lawshes are conducted in the Spring by the Special Education Department reviewing the school case study.  |

# 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.

**Assessment data analysis summary:**

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| In 2014 there were two students who submitted case study assignments and received an A. In 2015, there were five students who submitted case study assignments. All five students received an A on their case studies. In 2016, there were nine students who submitted case study assignments. Eight students received an A and one student received a B. 2014- 2 students- grade A for both2015- 5 students- grade A for all2016- 9 students- 8 students grade A, 1 student grade B |

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

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| All data including portfolio information, dispositions, School application projects, are analyzed by the special education department quarterly. Student evaluations and a review of new standards or new additions to language in the standards is reviewed and any necessary updates or changes are done accordingly.  |

# 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 four (4) assessment areas, discuss the instrument, scoring guide/criteria, and alignment to the Kentucky Teacher Standards. The narrative provides a rationale for how the assessment demonstrates candidate mastery of the standards related to the specific assessment area. 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 four (4) 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 Title: Dispositions** |
| **Assessment description: Students are required to complete application assignments in the following areas demonstrating their knowledge of the job of Director of Special Education:**  |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** **Practicum Experiences & Reflection-** ILA Standards 3, 4, KTS Diversity Indicators 4, 8, Intasc Standards3, 6, 7, TSSA 3, 5, Professional Standards for Educational Leaders 2, 7, 8, CEC 2, CAEP 1**Simulated Budget** ILA Standards 3, 6, KTS Diversity Indicators 6, 8, Intasc Standards 5, 7, 9, 10, TSSA 1-6, 5, Professional Standards for Educational Leaders 1-9, CEC 1-7, CAEP 1 |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidates ability through the progressions of this program: According to the three years of data, 2014, 2015, and 2016, all of our candidates have scored a holistic score of 3 which provides evidence of successful completion of this assessment.  |
| **Provide a link to the assessment scoring guide or rubric.** **See rubric attached to syllabus** [**SED 714https://www.campbellsville.edu/education/files/2017/09/SED-714-Leadership-Practicum.doc**](https://www.campbellsville.edu/education/files/2017/09/SED-714-Leadership-Practicum.doc)**.** |
| **Discuss how the reliability and validity of this assessment has been established and supported.** Lawshes are conducted in the Spring by the Special Education Department reviewing the portfolio assignments, including the special education budget created by the students.  |

# 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.

**Assessment data analysis summary:**

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| A portfolio is a place to organize information, demonstrate growth and development, and to make thinking visible. It allows a student to monitor and manage his or her own learning. A portfolio is required for course credit, therefore making quality work essential. The portfolio must reflect materials and experiences related to the Professional Standards for Educational Leaders and the Council for Exceptional Children Administrator Standards. The submission of a paper copy of the portfolio is required. A written rationale is to be included to demonstrate the student’s skills and understanding of the standard and supporting indicators.  |

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

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| --- |
| All data including portfolio information, dispositions, School application projects, are analyzed by the special education department quarterly. Student evaluations and a review of new standards or new additions to language in the standards is reviewed and any necessary updates or changes are done accordingly.  |

# 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 four (4) assessment areas, discuss the instrument, scoring guide/criteria, and alignment to the Kentucky Teacher Standards. The narrative provides a rationale for how the assessment demonstrates candidate mastery of the standards related to the specific assessment area. 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 four (4) 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 Title: Dispositions** |
| **Assessment description: Students are required to complete application assignments in the following areas demonstrating their knowledge of the job of Director of Special Education:**  |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** **Practicum Experiences & Reflection-** ILA Standards 3, 4, KTS Diversity Indicators 4, 8, Intasc Standards3, 6, 7, TSSA 3, 5, Professional Standards for Educational Leaders 2, 7, 8, CEC 2, CAEP 1**Simulated Budget** ILA Standards 3, 6, KTS Diversity Indicators 6, 8, Intasc Standards 5, 7, 9, 10, TSSA 1-6, 5, Professional Standards for Educational Leaders 1-9, CEC 1-7, CAEP 1 |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidates ability through the progressions of this program: According to the three years of data, 2014, 2015, and 2016, all of our candidates have scored a holistic score of 3 which provides evidence of successful completion of this assessment. The data has also been disaggregated for the years 2014, 2015, and 2016, according to the Professional Standards for Educational Leaders and CEC standards. The disaggregated data also shows all of our candidates with a holistic score of 3 for all of those years.  |
| **Provide a link to the assessment scoring guide or rubric.** **See rubric attached to syllabus** [**SED 714.**](https://www.campbellsville.edu/education/files/2017/09/SED-714-Leadership-Practicum.doc) |
| **Discuss how the reliability and validity of this assessment has been established and supported.** Lawshes are conducted in the Spring by the Special Education Department reviewing the portfolio assignments, including the special education budget created by the students.  |

# 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.

**Assessment data analysis summary:**

|  |
| --- |
| A portfolio is a place to organize information, demonstrate growth and development, and to make thinking visible. It allows a student to monitor and manage his or her own learning. A portfolio is required for course credit, therefore making quality work essential. The portfolio must reflect materials and experiences related to the Professional Standards for Educational Leaders and the Council for Exceptional Children Administrator Standards. The submission of a paper copy of the portfolio is required. A written rationale is to be included to demonstrate the student’s skills and understanding of the standard and supporting indicators.  |

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

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| --- |
| All data including portfolio information, dispositions, School application projects, are analyzed by the special education department quarterly. Student evaluations and a review of new standards or new additions to language in the standards is reviewed and any necessary updates or changes are done accordingly.  |

# 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 four (4) assessment areas, discuss the instrument, scoring guide/criteria, and alignment to the Kentucky Teacher Standards. The narrative provides a rationale for how the assessment demonstrates candidate mastery of the standards related to the specific assessment area. 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 four (4) 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.

|  |
| --- |
| **Assessment Title: Dispositions** |
| **Assessment description: Students are required to complete application assignments in the following areas demonstrating their knowledge of the job of Director of Special Education:**  |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** **Practicum Experiences & Reflection-** ILA Standards 3, 4, KTS Diversity Indicators 4, 8, Intasc Standards3, 6, 7, TSSA 3, 5, Professional Standards for Educational Leaders 2, 7, 8, CEC 2, CAEP 1**Simulated Budget** ILA Standards 3, 6, KTS Diversity Indicators 6, 8, Intasc Standards 5, 7, 9, 10, TSSA 1-6, 5, Professional Standards for Educational Leaders 1-9, CEC 1-7, CAEP 1 |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidates ability through the progressions of this program: According to the three years of data, 2014, 2015, and 2016, all of our candidates have scored a holistic score of 3 which provides evidence of successful completion of this assessment. The data has also been disaggregated for the years 2014, 2015, and 2016, according to the Professional Standards for Educational Leaders and CEC standards. The disaggregated data also shows all of our candidates with a holistic score of 3 for all of those years.  |
| **Provide a link to the assessment scoring guide or rubric.** **See rubric attached to syllabus** [**SED 714**](https://www.campbellsville.edu/education/files/2017/09/SED-714-Leadership-Practicum.doc)**.** |
| **Discuss how the reliability and validity of this assessment has been established and supported.** Lawshes are conducted in the Spring by the Special Education Department reviewing the portfolio assignments, including the special education budget created by the students.  |

# 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.

**Assessment data analysis summary:**

|  |
| --- |
| A portfolio is a place to organize information, demonstrate growth and development, and to make thinking visible. It allows a student to monitor and manage his or her own learning. A portfolio is required for course credit, therefore making quality work essential. The portfolio must reflect materials and experiences related to the Professional Standards for Educational Leaders and the Council for Exceptional Children Administrator Standards. The submission of a paper copy of the portfolio is required. A written rationale is to be included to demonstrate the student’s skills and understanding of the standard and supporting indicators.  |

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

|  |
| --- |
| All data including portfolio information, dispositions, School application projects, are analyzed by the special education department quarterly. Student evaluations and a review of new standards or new additions to language in the standards is reviewed and any necessary updates or changes are done accordingly.  |

# 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 four (4) assessment areas, discuss the instrument, scoring guide/criteria, and alignment to the Kentucky Teacher Standards. The narrative provides a rationale for how the assessment demonstrates candidate mastery of the standards related to the specific assessment area. 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 four (4) 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 Title: Dispositions** |
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| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** **Practicum Experiences & Reflection-** ILA Standards 3, 4, KTS Diversity Indicators 4, 8, Intasc Standards3, 6, 7, TSSA 3, 5, Professional Standards for Educational Leaders 2, 7, 8, CEC 2, CAEP 1**Simulated Budget** ILA Standards 3, 6, KTS Diversity Indicators 6, 8, Intasc Standards 5, 7, 9, 10, TSSA 1-6, 5, Professional Standards for Educational Leaders 1-9, CEC 1-7, CAEP 1 |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidates ability through the progressions of this program: According to the three years of data, 2014, 2015, and 2016, all of our candidates have scored a holistic score of 3 which provides evidence of successful completion of this assessment. The data has also been disaggregated for the years 2014, 2015, and 2016, according to the Professional Standards for Educational Leaders and CEC standards. The disaggregated data also shows all of our candidates with a holistic score of 3 for all of those years.  |
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# Summary Analysis for Program

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# Summary Analysis for Program

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Addendum A

**Campbellsville University**

**School of Education**

**Director of Special Education Certificate Program**

**CURRICULUM GUIDE SHEET**

**Name**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **CU ID #**\_\_\_\_\_\_\_\_ **SSN**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Ethnicity\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Gender M/F Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Telephone #**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Cell #**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Email** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CAP 5**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **CAP 6**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **CAP 7** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Program Information: Students seeking certification for Director of Special Education (DOSE) must complete an 18-hour program of study. Successful completion of the program results in Level I DOSE certification. Students may elect to complete a Rank I program with the DOSE certification program. An additional 12 hours is required (see Rank I curriculum contract).*

*Assessment and Exit: Students will be assessed continuously in the DOSE program. There are three formal Candidate Assessment Points: CAP 5 – admission to the program (2.75 GPA required); CAP 6 – mid-point assessment; CAP 7 – program exit (3.0 required on portfolio and cumulative GPA). Additional criteria for each CAP are identified on the appropriate application form.*

**DOSE Level I Courses Hours Term Grade**

|  |
| --- |
| ED 701 Planning & Leading School 3 hours \_\_\_\_\_ \_\_\_\_\_ ImprovementED 703 Ethics and School Governance 3 hours \_\_\_\_\_ \_\_\_\_\_SED 710 Finance & Management 3 hours \_\_\_\_\_ \_\_\_\_\_SED 711 Administration & Supervision 3 hours \_\_\_\_\_ \_\_\_\_\_ of Special Education SED 712 Special Education Law 3 hours \_\_\_\_\_ \_\_\_\_\_SED 714 Leadership Practicum 3 hours \_\_\_\_\_ \_\_\_\_\_ ***Total Hours*  *18 hours*** |

**DOSE Level II Courses**

ED 702 CIA Connections 3 hours \_\_\_\_\_

SED 715 Seminar: Principles of Conflict Resolution 3 hours \_\_\_\_\_

Two courses from counseling, psychology, or sociology (*from list of selected courses*):

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3 hours \_\_\_\_\_**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **3 hours \_\_\_\_\_**

 ***Total Hours 12 hours***

***Two courses for Level II Continuation:***

ED 705 Effective Professional Development 3 hours **\_\_\_\_\_**

SED 716 Selected Topics in Special Education 3 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.

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

**Advisor Signature/Date Student Signature/Date**