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: Elementary**

**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 |
| Somerset Center | Somerset, KY |
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**Delivery Modes: (check all that apply)**

Face-to-Face Only  Online Only  Hybrid

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

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

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

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

Program Experiences

# Program Innovations: (Optional)

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

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

Program Curriculum:

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

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

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| The P-5 curriculum guide is used as the primary method to communicate program details to candidates.  ***\* Please see the*** [***P-5 Program Curriculum Guide***](#A) ***for more specific details.*** |

**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  Assessment of the 4 Cs:   * Oral and written communication: C or above on ENG 111, ENG 112, MAC 120 or MAC 140 * Personal Autography * Dispositions from ED 220 and a self-assessment * Pre-Professional Growth Plan * Video mini-lesson evaluated by P-12 teacher, CU faculty and candidate * Creativity assessment * Praxis Subject Assessment Study Plan * KFETS (field hours entered) * Commitment to the KY Code of Ethics   ***\*Please see the*** [***CAP 2, Admission to Education, application***](#B)***.*** |

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

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

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

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

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| **Explain: References can be made to the student handbook. Attach the student handbook as an addendum.** We provide an EPSB form with all of these requirements listed and discuss these requirements early in the program. For CAP 3 approval for student teaching, candidates are required to submit the completed EPSB form that describes when and during which course they acquired these experiences. Many of these experiences are incorporated into the required field experiences in specific courses. Their KFETS reports substantiate these experiences, as well.  ***\*Please see the*** [***Undergraduate handbook***](https://www.campbellsville.edu/education/files/2017/09/Teacher-Education-Handbook-1.pdf) ***and the*** [***EPSB form***](#J) ***created to document these required experiences.*** |

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

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| During student teaching, candidates are placed for 16 weeks with two cooperating teachers. They are required to complete an EPSB form documenting all of the required KAR clinical experiences. If their placements do not provide the experiences required, then they are permitted to seek other classrooms in which to get these experiences. The supervising teachers monitor the experiences.  Student teaching is 16 weeks in duration which includes two eight week placements for P-5 majors, typically one in primary through grade 3 and one in grades 4 or 5 for P-5 candidates.  Before we recommend any completing candidate for licensure or certification, they must have demonstrated a high standard of content knowledge in their fields and positive impacts on P-12 student learning through the regular clinical observations and the CAP 4 requirements, that include the portfolio and an exit lesson taught before an exit team consisting of a K-12 practitioner and an education faculty member.  The CAP 4 portfolio includes a copy of the candidates’ personal education philosophy and a classroom management plan that documents they understand the expectations of the profession. It is also aligned with the Kentucky Teacher Standards and other professional standards.The CAP 4 application requires documentation of re-commitment to the KY Code of Ethics for educators. The form has a section on the back that requires a signature re-confirming such a commitment.  ***\*Please see the*** [***Student Teaching Handbook***](https://www.campbellsville.edu/education/files/2017/09/Student-Teacher-Handbook-1.pdf) ***and the*** [***EPSB Student Teaching Experience Checklist***](#K) ***for more specific details about these requirements.*** |

**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 Application: Exit Requirements for Teacher Education:**   * GPA of 2.75 or 3.0 last 60 hours * Praxis Subject Assessment in content area 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 with an exit team consisting of a P-12 practitioner and an education faculty member * Completed EPSB form documenting the required clinical experiences   ***\*Please see the*** [***CAP 4 application***](#C) ***for more details regarding the exit requirements.*** |

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 the respective KAS content standards and/or ELA standards into all lessons and units. The candidates’ CAP 3 and CAP 4 portfolio units and observed lessons are expected to demonstrate depth of knowledge of the KAS.  ***\*Please see the Sources of Evidence forms for*** [***lesson plans***](#D) ***and*** [***units***](#E)***.*** |

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, Sources of Evidence, in all education 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 coursework |

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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| The EPP is using the current KTIP format for planning lessons and units.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 portfolios at both CAP 3 and CAP 4.  ***\*Please see the*** [***Sources of Evidence ‘At a Glance’***](#F) |

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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| Candidates in the P-5 program take ED 390 which is an assessment class and learn to develop a variety of formative and summative assessments. For units and lessons they are required to develop assessments that measure student learning as a result of instruction. Lessons and units, along with lesson reflections on student learning are required in the CAP 3 and CAP 4 portfolios. For the portfolio, KTS 5, Assessment, requires candidates to present evidence of ability to develop formative and summative assessments, including those used for self assessment and incorporation of technology into assessment.KTS 7, Reflection, requires candidates to reflect on student learning as a result of the lesson and/or unit.  ***\*Please see the*** [***CAP 3 and exit portfolio guidelines***](#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: Content Knowledge**  **Title: Praxis Content Exam** |
| **Assessment description:**  The Praxis Elementary Education: Multiple Subjects exams **(Code 5001)** is the current state mandated assessment for content knowledge for the P-5 candidates. The Praxis subject assessments are used to assess candidates’ content knowledge. These four exams takes 4.25 hours to complete and include selected response items and numeric-entry questions requiing a scientific calculator.  As a measure of content knowledge, the Praxis Elementary Education: Multiple Subjects exams **(Code 5001)** includes four basic content subtests which must be passed individually.   1. Reading and Language Arts (5002: score of 157) 2. Mathematics (5003: score of 157) 3. Social Studies (5004: score of 155) 4. Science (5005: score of 159)   For the 1516 cohort and prior, some candidates took the Praxis Elemenatry Education: Multiple Subjects exams **(Code 5031)** which included the four basic content subtests which must be passed individually.   1. Reading and Language Arts (5032: score of 165) 2. Mathematics (5033: score of 164) 3. Social Studies (5034: score of 155)\* Same as 5004 4. Science (5035: score of 159)\* Same as 5005   **5002: Reading and Language Arts**  **The reading and language arts exam is divided into two major categories:**   * 47% reading * 53% writing, speaking and listening   **The reading category consists of**   * **Foundational skills**   + Phonological awareness in literacy development   + The role of phonics and word analysis in literacy development * **Literature and Informational Texts**    + Use of key ideas and details to comprehend literature and informational text   + How features and structures of text across genres affect comprehension   + How the concept of point of view using evidence from the text   + How to integrate and compare written, visual and oral information from texts and multimedia sources   + The role of text complexity in reading development   **The writing, speaking and listention category consists of**   * **Writing:**    + Characteristics of common types of writing;   + Characteristics of effective writing   + Developmental stages of writing   + Research process * **Language when speaking, writing, reading and listening:**    + Conventions of standard English such as grammar, spelling, mechanics   + How to determine the meaning of words and phrases   + Characteristics of conversational, academic and domain specific language * **Speaking and Listening**   + Characteristics of effective collaboration to promote comprehension   + Characteristics of engaging oral presentations.   **5003: Mathematics**  The mathematics subject assessment for P-5 is divided into three categories:   1. Numbers and operations (40% of the exam) 2. Algebraic Thinking (30% of the exam) 3. Geometry and Measurement, Data, Statistics and Probability (30% of the exam)   **Category 1, Numbers and Operations, includes the following content:**   * Place value system * Operations and properties of rational numbers * Proportional relationships and percents * Basic concepts of number theory * Variety of strategies to determine the reasonability of results   **Category 2, Algebraic Thinking includes the following content**   * How to evaluate and manipulate algebraic expressions, equations and formulas * Meanings of the solutions to linear equations and inequalities * How to recognize and represwent patterns (number, shape, etc.)   **Category 3, Geometry and Measurement, Data, Statistics and Probability includes the following content:**   * How to classify one, two and three dimensional figures * How to splve problems involving perimeter, area, surface area and volume * The components of the coordinate plane and how to graph ordered pairs on the plane * How to solve problems involving measurement * Basic statistical concepts * How to represent and interpret data presented in various forms (displays, graphs, figures) * How to interpret the probability of events   **5004: Social Studies**  The social studies subject assessment for P-5 majors consists of the following categories:   1. United States history, government, and citizenship (45% of the exam) 2. Geography, anthropology and sociology (30% of the exam) 3. World history and economics (25% of the exam)   **Category 1, U.S. history, government and citizenship includes content on**   * European exploration and colonization and the history and growth of the U.S. , * American revolution, * Major events and development from founding to present, * 20th centrury developments and transormations, * Connections between causes and effects of events, * Nature, purpose and forms of government, * Key documents and speeches in the history of the U.S. and * The rights and responsibilities of citizenship in a democracy.   **Category 2, geography, anthropology and sociology includes content on**   * World and regional geography * Interaction of physical and human systems * Use of geography to interpret past, present and plan for the future * How people of different cultural backgrounds interact with their environment, family, neighborhoods and community.   **Category 3, world history and economics include content on**   * Major contributions of classical civilizations * 20th century developments and transformations in world history * The role of cross-cultural comparisons in world history instruction * Key terms and basic concepts of economics * How economics affects population, resources and technology * The government’s role in economics and the impact of economics on government   **5005: Science**  **The science subtest has three categories of content:**   1. Earth Science (32% of the exam) 2. Life Science (34% of the exam) 3. Physical Science (34% of the exam)   **Category 1, Earth Science, includes the following content:**   * Structure of the earth system * Processes of the earth system * Earth history * Earth and the universe * Earth patterns, cycles and change * Science as a human endeavor, process and career * How to use resource and research materials in science * The univying processes of science   **Category 2, Life Science, includes the following content:**   * Structure and function of living systems * Reproduction and heredity * Change over time in living things * Regulation and behavior * Unity and diversity of life, adaptation and classification * The Interdependence of organisms * Personal health * Science as a human endeavor, a process and a career * Science as inquiry * How to use resource and research materials in science * The unifying processes of science   **Category 3, Physical Science, includes the following content:**   * The physical and chemical properties and structure of matter * Forces and motions * Energy * Interactions of energy and matter * Science as a human endeavor, process and career * Science as inquiry * How to use resource and research materials in science * Unifying processes of science. |
| **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 subject assessments in all four content areas for P-5 majors meet the KTS indicators as follows:   * **KTS 1 Content Knowledge:** the respective content meets all KTS 1 indicators. If candidates have adequate content knowledge in these four subjects, they should be able to communicate concepts, processes and knowledge, connect content to life experiences, demonstrate instructional strategies, guide students to understand content from various perspectives and address misconceptions. * **KTS 2 Designs and Plans Instruction:** the content in all four subjects would best align with KTS 2 c and e, for planning assessments and instructional strategies that facilitate multiple levels of learning. However, the content knowledge is also essential for all planning indicators such as KTS 2 a, b, d which requires candidates to develop objectives, design relevant instruction, and plan strategies and activities for all students. * **KTS 3 Learning Climate:** this subject assessment ties back to the basic content and planning abilities of candidates. Candidates would need to have their students actively engaged with the content. Therefore their plans, to be implemented, would necessitate expectaions, a positive environment, valuing of student diversity, respect among members of the class and a safe environment for learning. * **KTS 4 Implementation:** the four subject assessments best support KTS 4 a, b, and e. Candidates would need the basic foundational knowledge of content to use a variety of instructional strategies to actively engage students, to implement instruction based on student needs and assessment data, and to implement and mangage instruction to facilitate higher order thinking. The other two indicators (c and d) would necessitate best use of time and space/materials to engage the students with the content. * **KTS 5 Assessment:** With the foundational knowledge in all four subject assessments, candidates should be able to design and effectively use pre-assessments (KTS 5a) and formative and summative assessments during instruction (KTS 5b, c). They should also be able to analyze student learning as they examine student performance data (KTS 5d) and communicate the results to parents (KTS 5 e) and the incorporate student self-assessment (KTS 5f). * **KTS 6 Technology:** With the foundational knowledge in all four subject assessments, candidates should be able to use technology in their instruction(KTS a, b) and involve students in the use of technology (KTS 6c). Then, to assess student learning, they could use technology during as well as after instruction (KTS 6d). They are always encouraged to use technology ethically (KTS 6e). * **KTS 7 Reflection:** If students have the content knowledge included in these four subject assessments, then they should be able to design assessments that will provide the data needed for them to reflecti on and evaluate student learning (KTS 7a), to reflect on their own practice (KTS 7b) and to reflect on and identify areas for growth (KTS 7c). * **KTS 8 Collaboaration:** with strong content knowledge in these four subject areas, candidates should be able to identify students whose learning could be enhanced by collaboration (KTS 8a), develop a plan to help the student (KTS 8b), implement the plan (KTS 8c) and analyze the data (KTS 8d). Candidates would have such a strong working knowledge of the content, that they can easily identify what is needed for the students and develop a plan. * **KTS 9 Professional Growth:** professional growth is tied to student learning. Therefore, if candidates have accomplished all of the above, they should be able to identify areas of strength (KTS 9a) and growth (KTS 9b). they should be able to develop a plan for the growth area (KTS 9c) and over time show evidence of professional growth (KTS 9d). * **KTS 10 Leadership:** If candidates demonstrate mastery of the content in these four subject assessments, then they are in a position to assume leadership roles, always with the goal of improving student learning. They can identify leadership opportunities (KTS 10a), develop a plan (KTS 10b), implement the plan (KTS 10c) and analyze student learning data to validate the plan (KTS 10d). |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  Candidates are required to take their Praxis exams prior to student teaching, for CAP 3 approval. Since the Praxis exams are taken near the end of their coursework, the results support/validate the candidates’ readiness for student teaching.  Overall, the P-5 candidates from 2015-16, 2014-15 and 2013-14 overwhelmingly passed their Praxis exams but there was wide variation in the performance levels. Several scored in the 4th, 3rd and 2nd quartiles.  According to our latest reteat and ETS data, the P-5 majors scored the following on the four Praxis subtests.   * **Reading and Language Arts**   + **Code 5002: replaced 5032. A passing score is 157.**     - **2015-16 Five candidates took this exam with an overall mean of 171.4**       * There was a 100% pass rate with scores ranging from 181 to 162.       * According to the ETS Praxis publication, Understanding Your Praxis Scores, the national median score for this subtest is **170** and the average performance range is **160-179**.       * Using those benchmarks, one candidate scored in the 4th quartile, three in the 3rd quartile and one in the 2nd quartile.   + **Code 5032: A passing score is 165.**     - **2015-16: Six completers took this exam with an overall mean of 183.33.**        * There was a 100% pass rate with scores ranging from 192-170.       * According to the summary statistics, the nationwide median was **180** and the average performance range was **171-187**.       * Four students scored in the 4th quartile and two in the 3rd quartile.       * There was 100% pass rate.     - **2014-15: 14 completers took this exam with an overall mean of 176.**        * There was 100% pass rate.       * 8 were below the median and 6 above.       * 9 candidates were in the 3rd quartile and 5 in the 2nd quartile     - **2013-14: 12 completers took this exam with an overall mean of 178.4**       * There was a 100% pass rate.       * Seven completers were above the median; the range of scores was 169-185.       * Two completers scored in the 4th quartile, four in the 3rd, three in the 2nd and two in the 1st. * **Mathematics**   + **Code 5003: replaced 5033. A passing score is 157.**     - **2015-16 Five students took this exam with an overall mean of 177.8**       * There was a 100% pass rate with a range of 198 to 162.       * The ETS median score for the mathematics subtest is **171** and the average performance range is **158-186**.       * One candidate scored in the 4th quartile; three in the 3rd quartile and one in the 2nd quartile   + **Code 5033 Six students took this exam with an overall mean of 172.33.**     - **2015-16 A passing score is 164.**       * There was a 100% pass rate with scores ranging from 189 to 164.       * The ETS median score for the mathematics subtest is **170** and the average performance range is **157-179**.       * Three candidates scored in the 4th quartile and three scored in the 3rd quartile.     - **2014-15**       * 14 candidates took this exam and had an overall mean of 167 which is slightly below the national median of 170.       * Four canidates scored in the 4th quartile, three in the 3rd, seven in the 2nd and two in the 1st.     - **2013-14**       * 23 candidates took this exam with an overall score of 170.3 and a pass rate of 100%       * The national median is 170 and the average performance range is 157-179.       * The range for these candidates was 164-182.       * Five candidates scored above the national median; three additional candidates scored within three points of the median, four within six points.       * There were two who scored in the 4th quartile, three in the 3rd and seven in the 2nd. * **Social Studies 5004 & 5034:**   + **2015-2016-**     - There was an overall mean of 170, above the national median.     - The ETS median score for the social studies subtest is **165** and the average performance range is **155-177**.     - Two candidates scored in the 4th quartile; five scored in the 3rd quartile; three scored in the 2nd quartile and one scored in the 1st quartile on both editions of the exam.   + **2014-15**     - 14 students took 5034 during this year with a 100% pass rate.     - The overall mean was 161 with five students scoring in the 3rd quartile and nine in the 2nd quartile.     - The national median was **166** and the average performance range was **155-157**, the same as the other test code.   + **2013-14**     - 12 completers took this exam with an overall mean of 167 and an overall pass rate of 100%.     - The national median is 166 with an average performance range of 155-177.     - The range for these candidates was 155-194, which included 2 in the 4th quartile, four in the 3rd quartile and 6 in the 2nd quartile.     - There were six candidates above the national median. * **Science 5005 & 5035:**    + **2015-2016**     - There was an overall mean of 170**; 2015-mean of 167; 2014-mean of 165**     - The median score is **168** and the average performance range is **159-178.** These are the same for both test codes.     - Therefore, candidates in 2016 scored above the median but not 2015 and 2014 though the means were just one and two points below the median respectively.     - The scores for 2016 have risen, getting close to the upper end of the average performance range.     - Overall, two students scored in the 4th quartile; six scored in the 3rd quartile; one scored in the 2nd quartile and one in the 1st quartile.   + **2014-15**      - 14 completers took 5035 with a 100% pass rate.     - The overall mean for all completers was 166.     - There were six students who scored in the 3rd quartile and eight in the 2nd quartile.   + **2013-14**     - 12 completers took the 5035 exam with an overall mean of 170 and an overall pass rate of 100%.     - The range for these candidates was 159-197 compared to the national average performance range of 159 to 178.     - There were seven students who scored above the median, with two scoring in the 4th quartile, five in the 3rd and five in the 2nd.   ***\*The medians and average performance ranges are computed on the basis of everyone who took the exams nationwide from over the last three years and are available in the Understanding Your Praxis Scores document published through ETS. Please see the Addenda.*** |
| **Provide a link to the assessment scoring guide or rubric.**  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.**  ETS has provided a link to their Technical Manual that includes reliability estimates and a description of the content-related validity evidence underlying Praxis tests.  <https://www.ets.org/s/praxis/pdf/technical_manual.pdf> |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**  The data from the Praxis multiple subjects assessments for the P-5 program are monitored throughout the testing cycles each year as candidates are required to take the assessments as a requirement for CAP 3 Student Teaching Approval. The data are used to meet several objectives. The first is to provide assistance to students who do not pass by examining the category scores and providing suggestions for additional review. The second objective is to monitor program effectiveness and develop annual Student Learning Objectives. The data over time also provide insight into program effectiveness. |

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| **Assessment #2: Other Assessment of Content Knowledge**  **Title: CAP 4 GPA** |
| **Assessment description:**  Candidate GPA is utilized at all CAPs including CAP 4, program completion in order to demonstrate that the candidate has completed program experiences at a sufficient level to practice effectively as a beginning teacher. Grades are routinely used at all levels in education and are accepted predictors of future performance (Soh, 2011; Jones, J., McDonald, C., Maddox, A., & McDonald, S., 2011; Harrell, P., Harris, M., & Jackson, J., 2009).  GPA also documents other candidate qualities not measured by more formal assessments such as giftedness, organization, work ethic and quality of interactions with others (Dickinson & Adelson, 2016; Jones, J. et. al, 2011).  Bradley, Sankar, Clayton, Mbarika and Raju (2007) found that students with higher GPAs perceived they had increased capability of using higher order thinking skills that lead to complex abilities such as integrating and evaluating.  **References**  Bradley, R., Sankar, C., Clayton, H., Mbarika, V., & Raju, P.  (2007).  A study on the impact of       GPA on perceived improvement of higher order cognitive skills.  *Decision Sciences Journal*  *of Innovative Educatio*n, 5(1), 151-167.  Dickinson, E. & Adelson, J.  (2016).  Choosing among multiple achievement measures.  *Journal*  *of Advanced Academics*, 27(1), 4-15.  Harrel, P, Harris, M., & Jackson, J.  (2009).  An examination of teacher quality variables with        passing state content tests.  *Journal for the Association of for Alternative Certification*, 4(2),        18-40.    Jones, J., McDonald, C., Maddox, A. & McDonald, S.  (2011).  Teacher candidate success       on state mandated professional tests:  On predictive measure.  *Education*, 131(4), 905-920.  Soh, K. (2011).  Grade point average:  What’s wrong and what’s the alternative?  *Journal of*  *Higher Education Policy and Management*, 33(1), 27-36.  **---------------------------------------------------------------------------------------------------------------------------------**  The minimum GPA requirement to successfully exit the program is 2.75 GPA at CAP 4.  Candidates may not have any grade below a C in any education course or course for the major. |
| **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.  Each of the *Kentucky Teacher Standards and indicators* is assessed in this program formatively and summatively through a variety of course assignments as listed in each syllabus. These include, but are not limited to, lessons, units, field/clinical experience reflections, exams, presentations, papers, projects and portfolios before and after student teaching. Rubrics consisting of all of the indicators are used to evaluate the portfolios at CAP 3 and CAP 4. A final grade for student teaching, for instance, consists of points accumulated from all student teaching assignments. The grade for each assignment is combined and averaged with grades on all of the other formative and summative assessments in the courses to determine an overall grade for the course.  Each standard and indicator is assessed formatively and summatively in assignments and assessments designed to measure them and to quantify performance into a GPA.  Grades in each education course required for P-5 are based on specific assignments aligned with the standards. Each syllabus includes alignment matrices that display the respective standards addressed in each course and assignment. |
| **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 P-5 CAP 4 GPA for the last three years show that the 38 P-5 completers had the following mean GPAs.   * 2016: 3.39 for spring and 3.21 for fall * 2015: 3.47 for spring and 3.44 for fall * 2014: 3.60 for spring and 3.36 for fall * Overall mean for three years: 3.45   All CAP 4 P-5 GPAs were well above the 2.75 state requirement for program completion. They were comparable to the 3.45 overall GPA for all CU CAP 4 candidates over the three years. |
| **Provide a link to the assessment scoring guide or rubric.**  Below is a list of education courses required for the P-5 program and their respective grading scales. Grades in each course are based on specific assignments aligned with the standards.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Course Number** | **A** | **B** | **C** | **D** | **F Below** | | ED 220 | 90 | 80 | 70 | 65 | 65 | | **ED 300** | **90** | **80** | **70** | **65** | **65** | | ED 310 |  |  |  |  | | **ED 325** | **93** | **83** | **73** | **60** | **60** | | ED 331 | 93 | 86 | 78 | 70 | 70 | | **ED 341** | **93** | **83** | **73** | **65** | **65** | | ED 343 | 93 | 83 | 73 | 65 | 65 | | **ED 347** | **90** | **80** | **70** | **60** | **60** | | ED 351 | 92 | 82 | 72 | 62 | 62 | | **ED 361** | **92** | **82** | **72** | **65** | **65** | | ED 371 | 92 | 82 | 72 | 62 | 62 | | **ED 371** | **90** | **80** | **70** | **60** | **60** | | ED 390 | 92 | 84 | 74 | 65 | 65 | | **ED 414** | **92** | **84** | **74** | **65** | **65** | | ED 450 | 90 | 80 | 70 |  | 70 | | **Mean** | **91.57** | **82.07** | **72.21** | **63.77** | **64.21** |   The overall percentages for each grade category are above the traditional 90-80-70 model for grading scales (except for Ds and Fs categories which are slightly below the traditional scales). |
| **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) |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**  The data from the GPAs for the P-5 program are monitored at each CAP before candidates are considererd for approval. Candidates must meet the minimum GPA for program entry and exit to be approved at each CAP. The data are also used to meet several objectives. The first is to provide assistance to students who display some issues with meeting the required GPA. The second objective is to monitor program effectiveness and develop annual Student Learning Objectives. The data over time also provide insight into program effectiveness. |

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| **Assessment #3: Assessment of Professional Capabilities**  **Title: Praxis PLT Exam**  P-5 majors take the Principles of Learning and Teaching: Grades K-6 Code 5622 and must achieve a passing score of 160. During the last three cycles of data, the code changed from the paper based exam with 0622 to the computer based exam with a code of 5622 but the content has not changed but the set score is now 160 compared to 161 for the previous edition. |
| **Assessment description:**  The Praxis subject assessment, Principles of Learning and Teaching Grades K-6 (5622) is the state mandated assessment for pedagogical knowledge in the P-5 program. It is a two hour exam with 70 selected response questions and four constructed response questions.  **The exam has five categories:**   1. Students as Learners (22.5%) 2. Instructional Process (22.5%) 3. Assessment (15%) 4. Professional Development, Leadership and Community (15%) 5. Analysis of Instructional Scenarios (25%)    1. Students as Learners    2. Instructional Process    3. Assessment    4. Profesional Development, Leadership and Community   **Category 1: Students as Learners** includes   * **Student development and learning,** such as the theory about how students learn, fundational theorists, learning theories, stages in each domain of human development, how learning theory and human development impact instruction. * **Students as diverse learners,** such as varfiables that affect how students learn and perform, areas of exceptionality, legislation related to students with exceptionalities, traits,behaviors and needs of gifted students, process of English language acquisition, accommodating students with exceptionalities. * **Student motivation and learning environment,** such as foundational theorists, foundational motivation theories, classroom management, development of self motivation.   **Category 2: Instructional Process** includes   * **Planning instruction,** such as state and national standards, educational theories, scope and sequence, resources for planning enrichment and remediation, role of resources and materials to support student learning. * **Instructional strategies**, such as cognitive processes associated with learning, different instructional models, instructional strategies for each model, direct instruction, independent instruction, experiential and virtual instruction, encouraging complex cognitive processes, instructional activities for those complex processes, strategies for supporting student learning, self regulation skills, grouping techniques, instructional objectives and strategies, reflection, different types of memory and implications. * **Questioning techniques,** such as effective questioning, uses of questioning, strategies for supporting students in articulating their ideas, methods for encouraging higher levels of thinking, strategies for promoting a safe and open forum for discussion. * **Communication techniques**, such as various verbal and nonverbal communication modes, how culture and gender affects communication, how to use various communication tools to enrich the learning environment, effective listening strategies.   **Category 3: Assessment** includes   * **Assessment and evaluation strategies,** such as formal and informal assessment, different types of assessment, how to create assessments to meet instructional format, how to select from a variety of tools to evaluate student performance and student self assessment and peer assessment. * **Assessment tools,** such as standardized texts, norm and criterion referenced tests, terminology and holistic and analytic scoring   **Category 4: Professional Development, Leadership and Community** includes   * Awareness of various professional development practices and resources * Implications of research, views, ideas and debates on teaching practices * Role of reflective practice for professional growth * School support personnel who assist students, teacher and families * Role of teachers and schools as educational leaders in the greater community * Basic strategies for developing collaborative relationships * Implications of major legislation and court decisions relating to students and teachers. |
| **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 P-5 certification, Exam 5622,**  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:  Below are the summary and significant results from the PLT scores of the same three cohorts: 2015-16, 2014-15 and 2013-14.  **2015-16 P-5 Completers**   * **ETS Median 177   ETS APR 169-183** (Average Performance Range) * In 1516, there were 11 P-5 completers with 100% pass rate on the PLT. The mean score for the group was right at the national median. * Even though there was 100% pass rate, five out of six scored below the median on the PLT and in the second quartile. * 2 in 4th quartile; 4 in 3rd quartile; 5 in 2nd quartile * Most of the completers who scored in the second quartile were in the upper part of that quartile which is positive.   **1415 P-5 Completers**   * **ETS Median 176   ETS APR 169-183** (Average Performance Range) * In 1415, there were 14 P-5 completers with 100% pass rate on the PLT. The mean score for the group was slightly below the median at 175.29. * Even though there was 100% pass rate, eight out of 14 scored below the median on the PLT and in the first or second quartile.However four of them were close to the median at 175 and 172. * 2 in 4th quartile; 4 in 3rd quartile; 5 in 2nd quartileand 3 in the 1st quartile * Most of the completers who scored in the second quartile were in the upper part of that quartile which is on a positive note.   **1314 P-5 Completers**   * There were 12 P-5 program completers during the 2013-14 academic year, with a 100% pass rate on the PLT and an overall mean of 177, well above the set score of 160. * The national median is 176 and the average performance range is 168-182. * Nine out of 12 completers scored above the national median. * Four completers scored in the 4th quartile, five in the 3rd, one in the 2nd and two in the 1st quartile.   **2013-2016**  Overall, the P-5 completers tend to pass the PLT at a 100% pass rate. However, the scores vary widely from quartile 4 to 1.  For three cycles of Praxis PLT data, there were 37 P-5 completers with a 100% pass rate. The overall mean for all three cycles was 176, well above the 160 set score. Overall, eight completers or 22% scored in the 4th quartile, 13 completers or 35% scored in the 3rd quartile, 11 completers or 30% scored in the 2nd quartile and five completers or 14% scored in the 1st quartile. |
| **Provide a link to the assessment scoring guide or rubric.**  Not applicable for Praxis exams. The passing scores are determined by the EPSB. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  ETS has provided a link to their Technical Manual that includes reliability estimates and a description of the content-related validity evidence underlying Praxis tests.  <https://www.ets.org/s/praxis/pdf/technical_manual.pdf> |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**  The data from the Praxis Principles of Learning and Teaching (PLT) for the P-5 program are monitored throughout the testing cycles each year as candidates are required to take the assessments as a requirement for CAP 3 Student Teaching Approval and finally, for consideration for certification.The data are used to meet several objectives. The first is to provide assistance to students who do not pass by examining the category scores and providing suggestions for additional review. The second objective is to monitor program effectiveness and develop annual Student Learning Objectives. The data over time also provide insight into program effectiveness. |

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| **Assessment #4: Clinical Experiences Measure of Teaching Proficiency**  **Title: Student Teaching Summative Form C**  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. The cooperating teacher and supervising teacher collaboratively complete the form based on their observations and the cooperating teachers’ daily interactions with the student teacher. |
| **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:  A review of the data for P-5 completers for the past three years reveals that the range of scores on a 3 point scale is 2.65 to 3.00 for all KTS. The overall means for the three years range from 2.75 for KTS 5 Assessment to 2.92 for KTS 1 Content and KTS 10 Leadership.  The mean of points (possible 30) for the KTS for each year is as follows:   * 2014 24.39 * 2015 27.71 * 2016 29.69   The trend in these data reveals that the total points accrued from this final student teaching assessment has been increasing incrementally. The holistic scores for all KTS have increased overall, resulting in six KTS having a perfect 3.0 holistic score for 2016, the final year of data for this report. |
| **Provide a link to the assessment scoring guide or rubric.**  ***\*Please see the attached*** [***Summative Form C***](#L) ***and the*** [***Student Teaching Observation Form A***](#M)***.*** |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  Since this assessment is based on the KTIP forms developed by the EPSB (for KTS), it is considered proprietary by CAEP and therefore, it is not necessary to establish the reliability and validity of this assessment. It is being replaced with a Final Summative form based on the InTASC standards soon. |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**  The data from the final Summative Form C completed at the end of each placements during student teaching for the P-5 program are monitored each year as candidates are considered for exit from the program. The data are used to meet several objectives. The first is to provide feedback to students because the ratings are discussed openly among the student teacher, cooperating teacher and supervising teacher. The second objective is to monitor program effectiveness and develop annual Student Learning Objectives. The data over time also provide insight into program effectiveness. |

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| **Assessment #5 Measure of Candidate Assessment Proficiencies**  **Exit Portfolio scores for KTS 5, Assessment and KTS 7,** **Reflection** |
| **Assessment description:**  The exit portfolio, KTS 5, Assessment requires student teachers to include a minimum of five different forms of formative and summative, created and designed by the candidate. Student work samples are to be included with three of the five selected entries. Scoring guides and rubrics are required when appropriate. The entries may come from the TPA assessments with rubrics, scoring guides and documentation of ability to analyze data.  KTS 7 Requirements in the exit portfolio are part of the TPA and involve post observation reflections and analysis of student learning results for 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 indicators for all 10 KTS. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  Using a three point scale, the means for   * KTS 5 for the last three years (2016, 2015 and 2014) are 2.75, 2.73 and 2.79 respectively and * KTS 7 are 2.88, 2.62 and 2.79.   Scores for both KTS 5 Assessment and KTS 7 Reflection indicate that candidates demonstrate well the assessment proficiencies, including the ability to assess and reflect on student learning. They have demonstrated during the capstone clinical experience the ability to use pre-assessments, design and use a variety of formative and summative assessments, analyze and describe student performance data, communicate learning results to parents and students and provide opportunities for students to self-assess. They have also demonstrated the indicators of KTS 7 Reflection, through their use of data to reflect on student learning, to reflect on their instructional practice and to identify areas for professional growth. |
| **Provide a link to the assessment scoring guide or rubric.**  *\*Please see the* [*KTS rubric*](#I)*.* |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  The KTIP documents have been determined, through CAEP’s early review of assessments, to be proprietary since they were developed by the EPSB for use with first year teachers. However, the reliability is being further ensured through use of inter-rater reliability. |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**  The data from the CAP 4 or exit Portfolio, specifically from KTS 5, Assessment, and KTS 7 Reflection completed are analyzed during each assessment cycle, either the May retreat or the fall or December assessment sessions. The data are additionally used to meet several objectives. The first is to provide feedback to students. The second objective is to monitor program effectiveness and develop annual Student Learning Objectives. The data over time also provide insight into program effectiveness. |

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| **Assessment #6: Ability to identify/evaluate & stipulate personalized Student Learning**  **CAP 4 Teacher Performance Assessment (TPA) in the Exit Portfolio** |
| **Assessment description:**  The TPA in the exit portfolio involves KTS 1, 2, 4, 6 and 7. It is an instructional unit taught during the capstone clinical experience of student teaching. Candidates must follow the unit guidelines as required in the unit Sources of Evidence. The TPA unit is composed of the following Sources of Evidence and must contain a minimum of three lesson plans:  Source of Evidence 1.1: Unit Guidelines  Source of Evidence 1.2: Unit Assessment Plan with a pre test, analysis of pre and post tests  Source of Evidence 1.3: Design of Instructional Activities  Source of Evidence 2: Lesson Plans  Source of Evidence 4: Post Observation Reflections for lessons taught  Source of Evidence 1.4 Organizing/Analyzing Results for Unit  Source of Evidence 6: Records and Communication  Source of Evidence 9: Student Voice |
| **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 the TPA is a KTIP document based on the KTS so all of the indicators for KTS 1, 2, 4, 6 and 7 are evaluated as a result of these TPA artifacts in the exit portfolio. |
| **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 overall means for all three years of data for KTS 1, 2, 4, 6 and 7 illustrate that the scores ranged from 2.74 to 2.97.  **KTS 1 KTS 2 KTS 4 KTS 6 KTS 7**  2016: 2.88 3.00 2.88 2.88 2.88  2015: 2.67 2.91 2.82 2.64 2.62  2014: 2.86 3.00 2.79 2.79 2.79  KTS 1 Content, KTS 2 Planning, KTS 4 Implementing, KTS 6 Technology and KTS 7 Reflection data all show the candidates performing at a high level, as demonstrated by their TPA during student teaching. |
| **Provide a link to the assessment scoring guide or rubric.**  ***\*Please see the*** [***KTS rubric***](#I)***.*** |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  The KTIP documents have been determined, through CAEP’s early review of assessments, to be proprietary since they were developed by the EPSB for use with first year teachers. |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**  The data from the CAP 4, exit Portfolio, specifically for the TPA or unit are analyzed during each assessment cycle, either the May retreat or the fall or December assessment sessions. The data are additionally used to meet two major objectives. The first is to provide feedback to students on a key clinical assessment The second objective is to monitor program effectiveness and develop annual Student Learning Objectives. The data over time also provide insight into program effectiveness. |

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| **Assessment #7: Application of Content Knowledge and Pedagogical Skills (Instructional Practice)**  **Title: CAP 4 Exit Portfolio TPA**  See assessment category #6. |
| **Assessment description:**  See assessment category #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 category #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 category #6. |
| **Provide a link to the assessment scoring guide or rubric.**  See assessment category #6. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  See assessment category #6. |

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| **Assessment #8: Assessment of Literacy Outcomes**  Final grades in ED 351 Reading and ED 361 Language Arts, the two courses included in the literacy plan. |
| **Assessment description:**  Three courses, ED 351 Reading P-9, ED 361 Language Arts P-9 and ENG 361, Linguistics, have been identified as demonstration of the literacy outcomes. ED 351 is focused more on basic reading skills whereas ED 361 is focused on language arts in general plus an additional focus on content literacy. The ENG 361 is required of all P-5 majors as part of their English interdisciplinary requirements. All assignments in the courses are identified as demonstration of the literacy outcomes. |
| **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 syllabi for ED 351 and ED 361have alignment matrices for the Kentucky Teacher Standards and the International Literacy Standards. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  **ED 351 Reading P-9** has the following assignments listed in the syllabus. Please see the syllabus for specific information on the assignments and the points assigned.   * Exams * Learning Log Article Critiques * Read Aloud * Daily 5 Article Critique * Field/PPD experiences * Children’s Story * Unit   During the spring of 2016, there were three students in the ED 351 course and one of the students had an overall A for the course with 853 out of 920 points. The other two students had Cs in the course with 719 and 760 ponts respectively.  During the fall of 2015, there were four students in ED 351 and two made As and two made Bs as final grades. The A’s were either 789 or 822 out of 850 points and the two Bs were either 739 or 725 out of 850.  **ED 361 Language Arts P-5** has the following assignments listed in the syllabus. Please see the syllabus for specific information about the assignments and the points assigned.   * Exams * Textmasters group activity * WebQuest in Reading * Unit of Study * Field/PPD hours * Field Collaboration Project   ED 361 Language Arts P-9 only has one semester of grades from which to draw for fall 2016 since major revisions for the literacy mandate. There were only two P-5 students in the class and one made an A and one made a B. Their points were 728 and 616 out of 675 points respectively.  **ENG 361, Linguistics course has the following assignments listed in the syllabus:**   * Chapter ssignments * Quizzes/exams * Exercises * Practices/ sentences * Handout transformations * Verbal worksheets * In-Class exercises * Modifiers auiz * Nominals quiz   During the fall of 2016, there were 13 P-5 majors in the ENG 361 class. The final grades for the P-5 majors in this class were five As, five Bs and three Cs with total points ranging from 618 to 859 out of a total 863.  During the fall of 2015, there were 11 P-5 majors in ENG 361. The final grades for the P-5 majors in this class were three As, six Bs, one C and one D. Since Ds are not permitted for any students in their program, this student had to retake the class. The total points ranged from 976 to 665 out of a total of 1043 points.  During the fall of 2014, there were 10 P-5 majors in ENG 361. The final grades for the P-5 majors in this class were one A, seven Bs and two Cs.  Based on the wide variety of assignments/assessments in these three classes, the assessment data support/validate the candidates’ ability through the progressions of this program. Two of the three courses are specifically aligned with the International Literacy Standards and document that all six standards are met through the assessments in these two courses. |
| **Provide a link to the assessment scoring guide or rubric.**  Plesae see the syllabi for [ED 351](https://www.campbellsville.edu/education/files/2017/09/ED-351-Reading-Methods-P-9-1.docx) and [ED 361](https://www.campbellsville.edu/education/files/2017/09/ED-361-Language-Arts-Methodology-2.docx). |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  For content validity, care has been taken to align the assessments in the courses with the state and national standards. Please see the alignment matrices in each syllabus. For reliability, currently there is only one professor teaching each course, so there are no issues with inter-rater reliability. However, rubrics have been developed for the key assessments, based on the standards, to ensure more consistent evaluation of the course assignments.  ***Please also see Assessment Category #2 for discussion of use of grades and GPA.*** |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**  The data from the literacy courses are analyzed first of all by the education faculty teaching those courses and will also be presented during each assessment cycle, either the May retreat or the fall or December assessment sessions. The data are additionally used to meet two major objectives. The first is to provide feedback to students on this important literacy requirement. The second objective is to monitor program effectiveness and develop annual Student Learning Objectives. The data over time also provide insight into program effectiveness. |

# 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 EPP reviews assessment data on a regular basis. Each May, there is a School of Education working retreat that includes at least half a day of data analysis. This past May, faculty were divided into program groups to review data for their respective programs and develop action plans for any areas of concern.  The EPP plans to extend data analysis sessions to three times a year, now, which will continue to include the May retreat, the fall workshop and a final December meeting.  **Holistic summary of all eight assessments:**  Overall, a majority of the candidates in the P-5 program are achieving passing scores on their five Praxis exams. The data reveal that the mean scores for the P-5 candidates are above the national medians and in the upper range of the national average performance ranges. Although the pass rates are 100% in most cases and the means are well above the national medians, there are candidates who score, though passing, in all quartiles. The preference is that they all score at least at the 3rd and 4th quartile levels.  The gpa data reveal that the P-5 candidates are doing well in their overall academic performance for the program, well above the 2.75 necessary for program entry and exit.  Data from summative Form C show that the P-5 candidates are completing student teaching with high scores, scoring overall a 2.65 out of 3.00 and an overall mean of 27.26 out of 30 points. In addition, the scores have risen for the last three years.  Data from the exit portfolio, KTS 5 and 7, regarding assessment, reveal that the P-5 candidates have a solid understanding of the process of assessing and reflecting on student learning with scores for KTS 5 Assessment and KTS 7 in the upper levels of the three point scale.  Additional data from the exit portfolio, especially the TPA, illustrate that the P-5 candidates demonstrate a strong ability to identify/evaluate and stipulate personalized student learning.  In terms of literacy outcomes, the final grades from three courses, ED 351, ED 361 and ENG 361 reveal that a majority of the students performed at the A and B levels in those classes. |

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

|  |
| --- |
| In previous years, we have monitored candidates’ scores on Praxis throughout the academic year in an attempt to provide assistance especially when the multiple subject assessments were required for the first time, necessitating passing scores on each exam. We met with science, math and social studies faculty, especially, to discuss needs for the P-5 majors. Some steps were taken to provide extra study sessions and to integrate more Praxis related content and practice questions into class time. Those efforts have helped the candidates immensely. We have also purchased study guides and flash cards for candidates to use across all programs. In addition, we have scheduled PPD sessions devoted specifically to one or more of the subject assessments.  After analyzing the current data from all of the key assessments for the P-5 program, we have selected the Praxis exams, again, as our focus area and identified some steps to be taken that we think will contribute to improved performance on the Praxis exams. Though the P-5 completers have passed the exams at the 100% level, we would prefer that they pass at a higher rate on the first attempt and also score above the median. We also anticipate higher first time pass rates. Those data were not included in these eight data analyses, but have been a concern.  So our objectives will be to increase not only first time pass rates but also increase the overall performance on all five exams. We will achieve this by :   * Tracking first time pass rates on all five Praxis exams * Focusing more on the Praxis content throughout the program in an attempt to improve the scores of students. * Requiring a Praxis study book to be used in methods courses.   As a result of this most current data analysis session, we will continue to reflect on the assessments selected for each assessment category and also include the indicator scores for the portfolios in the analyses rather than holistic scores for each KTS. We will also begin examining the category scores for each of the Praxis exams to see if programmatic changes are necessary. |

# Option 6

# Not Applicable

**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

**TEACHER EDUCATION PROGRAM**

**CURRICULUM GUIDE SHEET**

**P-5 Certification** 03/29/2016

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

Gender: M F Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SSN \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID \_\_\_\_\_\_\_\_\_ Telephone Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

CAP 1\_\_\_\_\_\_\_\_\_\_ CAP 2 (Praxis/CASE) \_\_\_\_\_\_\_\_ CAP 3 I/Portfolio\_\_\_\_\_\_\_ CAP 4/Portfolio \_\_\_\_\_\_\_\_

**PRAXIS -Elementary Education: *Multiple Subjects* (5001\*) includes**

**(Reading)** 5002/ \_\_\_\_­­­­\_\_ (157) Date Taken \_\_\_\_\_\_ **(Math)** 5003/\_\_\_\_\_\_\_\_\_ (157) Date Taken \_\_\_\_\_\_

**(Soc. St.)** 5004/ \_\_\_\_\_\_\_ (155) Date Taken \_\_\_\_\_\_ **(Science)** 5005/\_\_\_\_\_\_\_ (159) Date Taken \_\_\_\_\_\_

PRAXIS -Principles of Learning and Teaching (5622) \_\_\_\_\_\_\_\_\_ (160 Passing) Date Taken \_\_\_\_\_\_\_\_

\*You may take all at once, using code 5001 or each individually using 5002/5003/5004/5005

**Praxis Subject Assessments Disclaimer:** Kentucky educator certification requirements are subject to change.  Before registering for the test(s), please check the Education Professional Standards Board website at [www.epsb.ky.gov](http://www.epsb.ky.gov) for current test requirements and current cut scores.  You may also contact 502-564-4606 or toll free at 888-598-7667.

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

\*A CAP 4 portfolio of satisfactory evidence for all KY Standards is required for program exit at CAP 4.

**Professional Studies: 45 hours Interdisciplinary Emphasis: 33 hours (without GE\*)**

Sem/Year Grade Sem/Year Grade

**Foundation Courses: 12 hours** **Fine Arts: 3 hours**

\_\_\_\_\_\_ \_\_\_\_\_\_ ED 199 Entry to Teacher Preparation (0) \_\_\_\_\_\_ \_\_\_\_\_\_ ED 347 Fine Arts Methods (3) F  
\_\_\_\_\_\_ \_\_\_\_\_\_ ED 220 Introduction to Teaching (3) **Mathematics: 9 hours (includes 3 hrs. GE)**  
\_\_\_\_\_\_ \_\_\_\_\_\_ ED 300 Human Development and Learning Theory (3) \_\_\_\_\_\_ \_\_\_\_\_\_ MTH 111 College Algebra (3)

\_\_\_\_\_\_ \_\_\_\_\_\_ ED 310 Instructional Technology (3) \_\_\_\_\_\_ \_\_\_\_\_\_ MTH 201 Math for Elementary Teachers I (3) F

\_\_\_\_\_\_ \_\_\_\_\_\_ ED 325 Teaching Diverse Learners (3) \_\_\_\_\_\_ \_\_\_\_\_\_ MTH 202 Math for Elementary Teachers II (3) **S**

**Science: 12 hours (includes 8 hrs. GE)** \_\_\_\_\_\_ \_\_\_\_\_\_ BIO 110 Biology (3)\*

**Pedagogy Courses: 21 hours** \_\_\_\_\_\_ \_\_\_\_\_\_ BIO 104 Biology Lab for Teachers (1)\* **OR**

\_\_\_\_\_\_ \_\_\_\_\_\_ BIO 200 Biological Concepts & Lab (4)

\_\_\_\_\_\_ \_\_\_\_\_\_ ED 331 Social Studies Methodology (3) **F** \_\_\_\_\_\_ \_\_\_\_\_\_ GEO 105 Introduction to Earth Science (3) F

\_\_\_\_\_\_ \_\_\_\_\_\_ ED 341 Math Methodology (3) **F** \_\_\_\_\_\_ \_\_\_\_\_\_ GEO 106 Introduction to Earth Science Lab **F** (1)

**\_\_\_\_\_\_ \_\_\_\_\_\_\_**ED 343 Science Methodology (3**) S** \_\_\_\_\_\_ \_\_\_\_\_\_ CHE 100 Introduction to Chemistry (3)**\***

\_\_\_\_\_\_ \_\_\_\_\_\_ ED 351 Reading Methodology (3) F \_\_\_\_\_\_ \_\_\_\_\_\_ CHE 103 Introduction to Chemistry Lab (1)\* \_\_\_\_\_\_\_ \_\_\_\_\_\_ ED 361 Language Arts Methodology (3) F **English: 6 hours**

\_\_\_\_\_\_\_ \_\_\_\_\_\_ ED 390 Assessment & Instructional Strategies (3) \_\_\_\_\_\_ \_\_\_\_\_\_ ENG 361 Mod. English Grammar (3) F

\_\_\_\_\_\_ \_\_\_\_\_\_ ED 414 Classroom Management (3) \_\_\_\_\_\_ \_\_\_\_\_\_ ED/ENG 371 Children’s Literature (3) **Social Studies: 12 hours (includes 3 hrs. GE)**

**Clinical Practice: 12 hours** \_\_\_\_\_\_ \_\_\_\_\_\_ GEG 315 World Geography (3) **S**

\_\_\_\_\_\_ \_\_\_\_\_\_ ED 450 Student Teaching (12) \_\_\_\_\_\_ \_\_\_\_\_\_ HST 110 U.S. History to1877 (3)**\***

\_\_\_\_\_\_ \_\_\_\_\_\_ HST 120 U. S. History since 1877 (3)

Professional Studies 45 hours \_\_\_\_\_\_ \_\_\_\_\_\_ HST 231 World Civilization to 1650 (3) **OR**

Interdisciplinary 33 hours \_\_\_\_\_\_ \_\_\_\_\_\_ HST 242 World Civilization since 1650 (3)

Gen Ed 44 Hours **PE/Health: 5 hours (includes 2 hrs. GE)**

**Total 122 Hours** \_\_\_\_\_\_ \_\_\_\_\_\_ ­­­­­­­­­­­HP 321 School Health, P.E., Recreation (3) **S** \_\_\_\_\_\_ \_\_\_\_\_\_ HP 212 Fundamentals of Rhythmic Activity (2)\*

My signature below indicates I hereby recognize it is my

responsibility to review and ensure I complete these requirements for successful continuation in and exit from the Teacher Education Program.

**F=Fall; S=Spring; M=May; Su=Summer Terms** **\* GE: General Education Requirement**

Student Signature Date Advisor Signature Date

**Addendum B**

2016-17

**CAMPBELLSVILLE UNIVERSITY**

**SCHOOL OF EDUCATION**

***Empowerment for Learning***

**CANDIDATE ASSESSMENT POINT 2:**

**ADMISSION TO TEACHER PREPARATION PROGRAM**

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

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

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

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

Last First MI Maiden

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

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

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

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

Check level of Certification :

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

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

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

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

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

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

**Checklist of Application Materials**

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

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

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

IECE Majors Only (except post-baccalaureate candidates)

ECE 111 ECE 130

ECE 140 ECE 216

ECE 230

ED 220

MUS 240

**(Music Students Only)**

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

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

**Date Scores Minimum Required Scores**

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

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

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

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

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

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

2016-17

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

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

**Grade Semester Year**

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

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

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

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

Self-Assessment IECE 301 Professor (IECE Majors Only)

ED 220 Professor MUS 240 Professor (Music Majors Only)

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

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

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

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

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

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

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

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

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

(+IECE students will have alternative instructions for photo)

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

**Statement of Acknowledgement/Commitment**

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

• Admission to teacher education is a requirement for taking courses beyond *ED 325; admission to the IECE program required for IECE 480* and for consideration for student teaching.

• Admission to the program does not guarantee continuation in the program nor admission to student teaching.

• To be retained in the program and to be eligible for continuation in the program and for student teaching, I must satisfactorily meet all requirements for CAPs; for program completion, I must meet CAP 4.

• Neither Campbellsville University nor any professor or administrator assumes responsibility for reminding me of the requirements for the CAPs and for graduation; the responsibility resides with me.

• Praxis Disclaimer: I understand that the Kentucky Educator certification requirements are subject to change at any time. Before registering for a Praxis exam, I will check the KY Education Professional Standards Board website at www.kyepsb.ky.gov for current test requirements and current cut scores. I may also contact 502-564-4606 or toll free at 888-598-7667.

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

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

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

**This Section Is For Official Use Only**

**Decision by the School of Education Faculty:**

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

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

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

1617 **Addendum C**

**CAMPBELLSVILLE UNIVERSITY**

**SCHOOL OF EDUCATION**

***Empowerment for Learning***

CANDIDATE ASSESSMENT POINT 4:

PROGRAM EXIT

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

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

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

Last First MI Maiden

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

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

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

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

Check level of Certification :

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

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

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

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

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

**Checklist of Application Materials**

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

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

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

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

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

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

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

please check the Education Professional Standards Board website at www.epsb.ky.gov for current test requirements and

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

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

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

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

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

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

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

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

Praxis Subject Assessment Remedial Study Plan if Applicable

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

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

1617

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

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

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

\*c. Self-Evaluation

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

***\* If No, attach Course Lack form. (Available in Dean’s Office or on the web site)****.***\_\_\_** 6. Student Teaching Experience**: Required Experiences documented in Journal and Journal Rubric Statement of Acknowledgement** I understand that completion of the teacher preparation program at Campbellsville University depends on successful completion of all course work and student teaching. Furthermore, I understand that my application for teacher certification depends on the approval of my CAP 4 application, evaluations by cooperating teacher(s) and university supervisor(s), and passing scores on all appropriate PRAXIS subject assessments. Degree posting is documentation of completion of all program requirements. Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date

**This Section Is For Official Use Only**

**Decision by the School of Education Faculty**

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

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

Copy of Notification Letter Attached \_\_\_

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

**Adden****dum D**

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

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

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

**1. Context**

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

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

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

a.Previous lesson’s learning targets/objectives

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

c. Next lesson’s learning targets/objectives

**3. Students’ Baseline Knowledge**

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

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

**4. Formative Assessment (s)**

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

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

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

your students to self-assess their learning progress.

**5. Resources**

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

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

facilitating your students’ learning.

**6. Lesson Procedures**

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

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

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

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

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

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

observer.

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

**Addendum E**

**Campbellsville University**

**School of Education**

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

**Campbellsville University**

**Addendum F**

**School of Education**

**New Sources of Evidence at a Glance**

**2016 – 2017**

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

**Addendum G**

**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.

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 H**

CAMPBELLSVILLE UNIVERSITY

SCHOOL OF EDUCATION

2016-17

EXIT CAP E-PORTFOLIO GUIDELINES

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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.* |  |

|  |  |
| --- | --- |
| **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.* | |

|  |  |
| --- | --- |
| **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 I**

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

|  |
| --- |
| **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.

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

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

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 J**

**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 K**

**EPSB Student Teaching Experience Checklist**

Teacher Candidate Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cooperating Teachers’ Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Teaching Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_GPA \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Regulation 16 KAR 5:040 Section 6 about professional experiences.***

|  |  |  |
| --- | --- | --- |
| **Required Student Teaching Experiences** | **Documented Experience** | **Context, Date of Experience** |
| 1. Provide opportunities for the student teacher to develop and demonstrate the practical skills, knowledge, and professional dispositions essential to help all P-12 students learn and develop. | Journal Reflections  Lessons planned (SOE2), taught (SOE3, Forms A&B), reflected (SOE4)  Portfolio Documents |  |
| 2. Assume major responsibility for the full range of teaching duties, including extended co-teaching experiences, in a real school situation under the guidance of qualified personnel from the EPP and the partner school. | Journal Reflections  Lessons planned (SOE2), taught (SOE3, Forms A&B), reflected (SOE4)  Portfolio Documents |  |
| 3. Use multiple performance assessments to document the student teacher’s ability to support learning for all students. | Cooperating Teacher Observations  University supervisor Observations  Journal Evaluation  Portfolio Evaluation  Video Evaluation |  |
| 4. Require the use of technology to enrich student learning and support the student teacher’s professional growth and communication. | ED450 Course Materials  On-line seminars  Student Teacher Video (Content Evaluation) |  |
| **5. Provide opportunities for the student teacher to:** |  |  |
| 1. Engage in extended co-teaching experiences with an experienced teacher. | (List Co-Teaching strategies used, documented in journals and lesson plans) |  |
| 1. Provide opportunities for the student teacher to develop and demonstrate the practical skills, knowledge, and professional dispositions essential to help all P-12 students learn and develop. | (Review your reflections, journal entries, and comments from CT and US) |  |
| 1. Maintain regular professional conversations with experienced teachers other than the cooperating teacher. | (Hallways, before and after school, bus duty, faculty or department meetings) |  |
| 1. Participate in regular and extracurricular school activities. | (List activities outside classroom teaching) |  |
| 1. Participate in professional decision making. | (Leadership Project, Collaboration Project) |  |
| 1. Engage in collegial interaction and peer review with other student teachers. | (Seminars, personal contacts) |  |
| 1. Use TPA tasks or variation of these tasks to document student teacher’s skills | Developed Unit  Taught Unit |  |
| *4. Submit this record of all student teaching experiences for review and confirmation that the student teacher has met these requirements.* | Portfolio Deadline and Exit Event |  |
| *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 student teaching experiences required.* | E-Portfolio  EPSB Documentation by EPP |  |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Teacher’s Signature and Date Completed

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CAP 4 Coordinator’s Signature and Date

**Addendum L**

**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:

**Addendum M**

**Campbellsville University School of Education**

**Student Teacher Evaluation: Form A**

**Classroom Observation Instrument**

|  |
| --- |
| Student Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Observation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ District \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Observer Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Teacher Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Check evidence reviewed: Lesson Plan Journal Portfolio  Check applicable box: Cooperating Teacher Midterm Cooperating Teacher Final  University Supervisor, Visit No. \_\_\_\_\_\_\_\_ Video Evaluation |

***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** |
| a. Communicates concepts, processes and knowledge | 3 2 1 N/A |
| b. Connects content to life experiences of students | 3 2 1 N/A |
| c. Demonstrates instructional strategies that are appropriate for content and contribute to student learning | 3 2 1 N/A |
| d. Guides students to understand content from various perspectives | 3 2 1 N/A |
| e. Identifies and addresses students’ misconceptions of content | 3 2 1 N/A |
|  | |
| **Standard 2: The Teacher Designs & Plans Instruction** | **3 2 1 N/A** |
| a. Develops significant objectives aligned with standards | 3 2 1 N/A |
| b. Uses contextual data to design instruction relevant to students | 3 2 1 N/A |
| c. Plans assessments to guide instruction and measure learning objectives | 3 2 1 N/A |
| d. Plans instructional strategies and activities that address learning objectives for all students | 3 2 1 N/A |
| e. Plans instructional strategies and activities that facilitate multiple levels of learning | 3 2 1 N/A |
|  | |
| **Standard 3: The Teacher Creates & Maintains Learning Climate** | **3 2 1 N/A** |
| a. Communicates high expectations | 3 2 1 N/A |
| b. Establishes a positive learning environment | 3 2 1 N/A |
| c. Values and supports student diversity and addresses individual needs | 3 2 1 N/A |
| d. Fosters mutual respect between teacher and students and among students | 3 2 1 N/A |
| e. Provides a safe environment for learning | 3 2 1 N/A |
|  | |
| **Standard 4: The Teacher Implements & Manages Instruction** | **3 2 1 N/A** |
| a. Uses a variety of instructional strategies that align with learning objectives and actively engage students | 3 2 1 N/A |
| b. Implements instruction based on diverse student needs and assessment data | 3 2 1 N/A |
| c. Uses time effectively | 3 2 1 N/A |
| d. Uses space and materials effectively | 3 2 1 N/A |
| e. Implements and manages instruction in ways that facilitate higher-order thinking | 3 2 1 N/A |
|  | |
| **Standard 5: The Teacher Assesses & Communicates Learning Results** | **3 2 1 N/A** |
| a. Uses pre-assessments | 3 2 1 N/A |
| b. Uses formative assessments | 3 2 1 N/A |
| c. Uses summative assessments | 3 2 1 N/A |
| d. Describes, analyzes, and evaluates student performance data | 3 2 1 N/A |
| e. Communicates learning results to students and parents | 3 2 1 N/A |
| f. Allows opportunity for student self-assessment | 3 2 1 N/A |
|  | |
| **Standard 6: The Teacher Demonstrates the Implementation of Technology** | **3 2 1 N/A** |
| a. Uses available technology to design and plan instruction | 3 2 1 N/A |
| b. Uses available technology to implement instruction that facilitates student learning | 3 2 1 N/A |
| c. Integrates student use of available technology into instruction | 3 2 1 N/A |
| d. Uses available technology to assess and communicate student learning | 3 2 1 N/A |
| e. Demonstrates ethical and legal use of technology | 3 2 1 N/A |

Overall Comments:

Strengths/Growth Areas:

white – office copy yellow – student copy pink – cooperating teacher copy