 **EDUCATION PROFESSIONAL STANDARDS BOARD** 

1. **Program Profile: This profile describes a program category for Endorsements, 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. The Teacher Leader is an endorsement and has its own separate template.**

*Endorsements to Certificate.*  An addition to a base or restricted base certificate, which is limited in scope and awarded on the basis of completion of an endorsement program or a combination of educational requirements, assessments, and experience as outlined in Section 5 of 16 KAR 2:010. Candidates must hold a base or restricted base certification (includes a Statement of Eligibility) to be eligible.

Since all “Endorsement” programs require a valid base or restricted base certificate – these are considered to be “Advanced Programs”.

Program Identification

**Name of the Program Category: English as a Second Language**

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

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

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

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

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

[ ]  Specialist [ ]  Doctorate

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

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

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| Campus Name | City |
| Online |  |
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**Delivery Modes: (check all that apply)**

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

**EPP Submission Coordinator:**

Name Dr. Beverly Ennis

Phone 270 789-5433

Email bcennis@campbellsville.edu

Program Experiences

# Program Innovations: (Optional)

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

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| The ESL Endorsement program has moved completely online, and stronger standards alignment and oversight have taken place due to hiring two different faculty. All courses have been rewritten, with new textbooks selected. (Andrea has done awesome work this year. I like her text selections.) |

Program Curriculum:

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

How does the EPP communicate the following with every student: required coursework and electives, certification and/or degree result, admission requirements, exit requirements, Praxis II test disclaimer (if applicable)?

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| CU uses Curriculum Guides and Candidate Continuous Assessment Plan (CAP) documents as the primary method to communicate program details with each student and candidate. These program details include required coursework and electives, certification and/or degree results, admissions requirements, and exit requirements. Please see the Curriculum Guide, [Addendum A](#A) and CAP document, [Addendum B](#B). |

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

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| Admission criteria for the P-12 ESL Endorsement are identified on the Candidate Continuous Assessment Plan at CAP 5. Certified teachers with a valid base certificate may complete the ESL endorsement as a stand-alone program, or would need to be admitted to the respected graduate level, TL-MAE or the Rank I program and meet the admission requirements for that program. The CAP 5 admission process criteria include:* a copy of a valid Teacher’s Certificate or Statement of Eligibility,
* official transcripts,
* a cumulative GPA of 2.75 (or 3.0 on last 30 hours),
* Professional Growth Plan on file with district of employment (if teaching),
* Disposition Recommendation (Self),
* Kentucky Code of Ethics signature,
* Character and Fitness signature,
* Diversity Survey,
* and signed Curriculum Contract/Guide sheet.

Please see the Candidate Continuous Assessment Plan (CAP) Form, Addendum B. |

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

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| The endorsement for P-12 ESL includes clinical/professional experiences in classrooms where ELs receive ESL program services. Each of the professional core courses in the program includes a field experience related to the content of the course:TSL 510 Language and CultureTSL 640 Second Language AcquisitionTSL 650 ESL/EFL AssessmentTSL 660 Methods and Materials I (oral language: speaking, listening and pronunciation)TSL 661 Methods and Materials II (written language: reading, writing, grammar)The ESL Endorsement requires a total of 30 clinical hours in a site-based classroom field experience for ESL/EFL children and youth, to include at least two ESL/EFL classes, preferably in two different skill/knowledge areas, at two different levels within P-12, and taught by two different instructors. The field experiences comprise observation, assisting, tutoring, instruction of small/large groups, and analyzing the classroom environment.  A particular emphasis during observation and instruction is the use of the SIOP™ (Sheltered Instruction Observation Protocol, Center for Applied Linguistics, <http://www.cal.org/siop/>). Before participating in field experiences, a discussion of the Code of Ethics is given and each candidate must sign the Code of Ethics (704 KAR 20:680) form.  Candidates document the experience on the Field Experience Summary Report form and address the following elements in the field experiences report:* Place/Institution where you observed the classes
* Instructor(s)
* What you did in addition to observing
* Students’ age, proficiency level, and educational background
* Students’ academic orientation, if applicable
* Program/Curriculum orientation
* Textbook(s) being used
* Class size
* Topic(s)/ Skills/Grammatical points covered/lessons objectives
* How the material is presented
* How the material is practiced
* How the feedback is provided
* Applications to the SIOP™ Model
* Things you like the most about the classes you observed
* Things that you would do differently if you were to teach the classes
* Any suggestions for the instructor and others in this class
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**Exit requirements for each instance in this program category:** This must include **exit assessments** such as KTIP assessment, portfolio, GPA, and if the program requires passing or taking the Praxis II for program completion, list it here.

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| Exit requirements are specified in CAP 7 and depend on the advanced program which the candidate is completing (TL-MAE, School Improvement). Or, for the endorsement-only candidates, CAP 7 requirements include:* GPA (minimum 3.0)
* Two Disposition Recommendations

(1)\_\_\_\_\_ (self) (2) \_\_\_\_\_ (faculty)* CA-1 Form Completed and attached
* Application for Additional Credentials
* Praxis II (code 5361) (157 passing score)
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Kentucky P-12 Curriculum Requirements

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

How does the EPP ensure each candidate’s knowledge/proficiency of KAS? How does the EPP measure the DOK of every candidate?

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| Candidates in the ESL endorsement program have previously demonstrated knowledge/proficiency in the KAS applicable to their current certification areas. The KAS emphasis in the ESL program is on knowledge /proficiency in the P-12 ELA standards: Reading Literature, Reading Informational Text, Reading Foundations, Writing, Speaking/Listening, and Language. In addition, candidates must have knowledge/proficiency with the WIDA English Language Development standards (2012) which are aligned to core content and are required in Kentucky for P-12 ESL programs ([www.wida.us/standards/eld.aspx](http://www.wida.us/standards/eld.aspx)). The WIDA standards act as a companion document to the KAS in guiding instruction for Kentucky’s English Learners (ELs). The WIDA ELD Standards do not replace the KAS. P-12 candidates are required to use the KAS ELA standards in lessons plans, including lessons used as an ESL program major assessment.  |

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

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| The lesson plan template provided by SOE which align to KTIP documents is used in three of the TSL courses. TSL 661 requires a minimum of three lesson plans (early literacy, writing and secondary content literacy) on these templates, forming a major assessment for the ESL program. In addition, candidates are instructed in the WIDA ACCESS assessment, which is the required annual English language proficiency assessment for all English language learners in Kentucky, part of state and national testing requirements. Candidates in TSL 661 use exemplar Kentucky ESL Program Service Plans (PSP) with background data and ACCESS scores to prepare lesson plans individualized for students. |

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

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| The ESL Program uses a sheltered instuction model with dual goals:* to provide access to mainstream, grade-level content, and
* to promote the development of English language proficiency.

As an ESL major assessment, the lesson plans in TSL 661 require integrated reading, writing, speaking, listening skill development within grade-level (age-appropriate) content instruction, focused on TESOL Domain 3: Candidates know, understand and use evidence-based practices and strategies related to planning, implementing and managing standards-based ESL and content instruction. |

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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| Formative assessments for both the KAS content objectives and the ESL language objectives are required as part of the TSL 661 lesson plans in the major assessent. Building up to this, TSL 650 ESL/EFL Assessment requires candidates to design formative assesssments in reading, writing, speaking and listening.  |

Courses

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

Provide a list of the program courses (include all courses in the curriculum guide). Ensure that the courses are identified and linked to each program category and program code on the “Program Review Spreadsheet”. When completing the “COURSES” tab, the EPP can enter all courses for all programs in one spreadsheet.

# Clinical Educators

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

# Provide a list of all Clinical Educators who prepare candidates in this program category. Include full-time and part-time faculty; identify the adjunct teachers. These should be members who are directly involved with program delivery. Ensure that each educator is identified and linked to one or more program categories. When completing the “Clinical Educators” tab, the EPP can enter all educators for all programs in one spreadsheet.

# Key Assessment Areas

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

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

# Align to Standards

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

# The purpose of the alignment section is to indicate where the evidence is generated in support of the specific standards to be addressed. The Program Review Spreadsheet provides each of the major standard areas, including the SPAs (as applicable) to be used to show this alignment. This alignment provides direction and guidance for the evaluation of addressing all the standards through the program review process. Many EPPs have their own alignment tables and combine standards through various crosswalks – these may be attached as an addendum and may replace the alignment tables in the Program Review Spreadsheet.

# Evidence and analysis

# Repeat this section for each assessment

**Evidence for meeting standards -** For each instance in this program category, provide a narrative about the four (4) assessment areas, discuss the instrument, scoring guide/criteria, and alignment to the Kentucky Teacher Standards. The narrative provides a rationale for how the assessment demonstrates candidate mastery of the standards related to the specific assessment area. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and may be used to replace the table questions below only if all equivalent information is provided. When completing this section, the EPP will copy this table four (4) times for each instance in this program category. If the assessments are the same for each instance, then declare in your narrative that they are the same, or only show those assessments which are different. Reference the “Program Review Technical Guide” for additional details.

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| **Assessment Title:**Praxis II 5362: English to Speakers of Other Languages |
| **Assessment description:**The Praxis II is the state mandated assessment for content knowledge in this program. The Praxis II tests are used to assess candidates’ content knowledge.  |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** Explain how the aligned standard is met at the indicator or component level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording. According to *The Praxis Study Companion* for the Praxis 5362: English to Speakers of Other Languages, the test is designed to measure basic linguistic and pedagogical knowledge for those interested in working in the context of teaching ESOL in elementary or secondary schools.The Praxis ESOL test is categoriezed into six content categories of expertise:1. Foundations of Linguistics (KTS 1 and 2)
2. Foundations of Language Learning (KTS 1 and 2)
3. Planning and Implementing Instruction (KTS 1 and 2)
4. Assessment and Evaluation (KTS 5)
5. Culture (KTS 3)
6. Professionalism and Advocacy (KTS 8, 9, and 10)
 |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidates ability through the progressions of this program:There were no candidates who took and passed the Praxis for the 2014-2015 cohort. The Praxis average score for the three candidates who took it in the 2015-2016 cohort was 164. The Praxis average score for the two candidates who took it in the 2016-2017 cohort was 165. The passing score for the ESL Praxis is 155. Most of our candidates who take the Praxis score well above this minimum. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis)No rubric attached, the passing scores are determined by EPSB. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  The assessments are proprietary; therefore, reliability and validity have been established by the Educational Testing Services.See the [*Technical Manual for the Praxis Series and Related Assessments*](https://www.campbellsville.edu/education/files/2017/07/Praxis-Series-Technical-Manual-1.pdf)*,* p. 11-20, “Assessment Development.” |
| **Describe how the data from this assessment is used for the continuous improvement of this program.**The EPP has not kept PRAXIS scores that are not passing. When analyzing data for all programs this year, EPP faculty determined that we need to keep track of PRAXIS test scores that are not passing as well as passing scores for use in data analysis and program improvement. |

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| **Assessment Title:**GPA |
| **Assessment description:**The average obtained by dividing the total number of grade points earned by the total number of credits attempted. GPA is the arithmetic average of all graded assignments and assessments in a course, program, and/or degree.  |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** Explain how the aligned standard is met at the indicator or component level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording. GPA measures candidate achievement cumulatively on all of the components of all of the standards. Course activities, assignments, and assessments are all linked to KTS and overall GPA documents the level of student mastery of the prescribed coursework. Candidate GPA is utilized at CAP 7, program completion in order to demonstrate that the candidate has completed program experiences at a sufficient level to practice effectively as an ESL 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, & 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. The minimum GPA requirement to successfully exit the program is 3.0 GPA. Candidates may not have any grade below a C in any course.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. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidates ability through the progressions of this program:For the 2014-2015 cohort the average GPA was 3.78 at program admissions, CAP 5. At CAP 6, midpoint, candidates had an average GPA of 3.94. At CAP 7, candidates had an average GPA of 3.81. For the 2015-2016 cohort, the average GPA at CAP 5 was 3.48. At CAP 6, candidates had an average GPA of 3.73. At CAP 7 the average GPA was 3.68. For the 2016-2017 cohort, the CAP 5 average GPA was 3.78. At CAP 6 and CAP 7 the GPA average was 4.0.This data demonstrates that candidates who are admitted have demonstrated their ability to perform at high levels, and they perform at an even higher rate while they are in the program. |
| **Grading Scale:** A 90-100% B 80-89% C 70-79% D 60-69% F 0-59% |
| **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 is used for the continuous improvement of this program.**This data indicates that candidates are able to perform the course activities and assessments at a high level. No changes are being made to the program based on this data. GPA will continue to be monitored at each CAP level.  |

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| **Assessment Title:**Dispositions |
| **Assessment description:**At CAP 6 and CAP 7, candidates and professors submit professional dispositions.This recommendation is based on the attitudes and dispositions exhibited by candidates in clinical work and coursework at multiple times throughout the program. It is not linked to course performance, though it is likely that a candidate’s coursework/clinical field work performance would be linked to dispositions.The CAP 6 disposition evaluation is used to provide diagnostic information about the candidate to help improve the performance of the individual. The candidate will be able to use the information in his or her professional growth plan to document growth. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** Explain how the aligned standard is met at the indicator or component level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording. **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. **CAP 6 disposition indicators:**1. **Candidate demonstrates knowledge of content**

KTS Standard 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGEThe teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.1. **Candidate demonstrates a commitment to professionalism**

KTS Standard 9:EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.1. **Candidate is committed to honesty and ethical conduct**

KTS Standard 7:REFLECTS ON AND EVALUATES TEACHING AND LEARNINGThe teacher reflects on and evaluates specific teaching/learning situations and/or programs.**CAP 7 disposition indicators:****1. Professional Conduct:**1.1 Respect for cultural and individual differences by providing equitable learning opportunities for all students 1.2 Respects rights of students and families (no sarcasm, demeaning comments, etc.) 1.3 Respect for cultural and individual differences by providing equitable learning opportunities for all students 1.4 Attentive to confidentiality; maintains secure student records, correspondence, and conversations 1.5 Demonstrates ethical conduct as defined by the profession and the Kentucky Education Professional Standards Board. Has not unethical misbehavior, online misbehavior, or unprofessional dress or speech. 1.6 Displays appropriate professional behavior and a positive attitude; acts in a mature manner; accepts constructive criticism STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING The teacher reflects on and evaluates specific teaching/learning situations and/or programs. STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.**2. Professional Communication** 2.1 Language is appropriate to student’s age and level of development 2.2 Is articulate in oral and written communication with (emails, conversations with peers/professors/field school sites) 2.3 Free of grammar and punctuation mistakes 2.4 Perceptive listener; consistently uses active listening to acknowledge message of the speaker 2.5 Establishes relationships with families, engaging them frequently in the instructional program in a culturally appropriate manner STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION The teacher introduces/implements, manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.**3. Professional Responsibilities**3.1 Uses sound judgment/reasoning, seeks and applies wisdom, uses critical thinking, effective problem solver, effective decision maker 3.2 Maintains and uses a professional teacher-student and teacher-parent relationship 3.3 Demonstrates a willingness to work with other professionals to improve the overall learning environment for students 3.4 Demonstrates a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field; seeks out opportunities for professional development and research 3.5 Takes a leadership role with colleague STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION The teacher introduces/implements, manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being. **4. High Expectations**4.1 Establishes and sets goals (on paper) for student success 4.2 Establishes a culture where all students know they are seen as high achievers 4.3 Establishes a classroom where interactions support learning and hard work 4.4 Promotes cross cultural learning; treats all students equitably, promotes social justice and promotes understanding of learning strengths and needs.STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. **5. Engages in Effective Practice/Reflection**5.1 A desire to analyze concepts, evaluate practices, experiment, and initiate innovative practices as needed; beyond fact-telling 5.2 A commitment to self-reflection to recognize in all students physical, cognitive, social, and emotional development 5.3 A commitment to recognize self-reflection combined to experiences leads to professional growth 5.4 A commitment to challenge all students to learn and to help every student succeed 5.5 A belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.  |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidates ability through the progressions of this program:For the 2014-2015 cohort the average overall dispositional score at CAP 5 was 3.07 out of a possible 4.0. At CAP 7, the overall dispositional average was 2.8. At CAP 5 the highest average score was 3.18 for Professional Responsibilities and the lowest average score was 3.0 for Clinical Field Experience. At CAP 7, candidates scored a high of 3.0 for Professional Services, Professional Ethics, and Professional Responsibilities. Candidates scored a low of 2.5 for Professional Communication and Clinical Field Experience.For the 2015-2016 cohort the average overall dispositional score at CAP 5 was 3.16 out of a possible 4.0. At CAP 7, the overall dispositional average was 3.08. At CAP 5 the highest average score was 3.33 for Professional Conduct, High Expectations, and Engages in Effective Practice/Reflection and the lowest average score was 3.0 for Professional Services, Professional Ethics, Professional Responsibilities, and Clinical Field Experience. At CAP 7, candidates scored a high of 3.25 for Professional Conduct and High Expectations. Candidates scored a low of 3.0 for Professional Services, Professional Ethics, Professional Responsibilities, Clinical Field Experience, and Engages in Effective Practice/Reflection. For the 2016-2017 cohort the average overall dispositional score at CAP 5 was 3.49 out of a possible 4.0. At CAP 7, the overall dispositional average was 3.2. At CAP 5 the highest average score was 3.55 for Professional Conduct and Professional Responsibilities and the lowest average score was 3.45 for Professional Communication, High Expectations, and Engages in Reflective Practice/Reflections. At CAP 7, candidates scored a high of 3.5 for Professional Conduct, High Expectations, and Engages in Effective Practice/Reflection. Candidates scored a low of 3.0 for Professional Communication and Clinical Field Experience. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis)[Addendum C](#C) |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  The Dispositional Assessment was developed by a five person faculty committee who sought input from classroom teachers and administrators and other faculty. The process for using the assessment based on feedback from the classroom teachers and administrators who were clinical partners. They reported not wanting to give the disposition assessment to students to turn in. Based on this feedback, the form was put online and made interactive. The assessment is aligned to Kentucky Teacher Standards and NCATE Standards. Construct validity was established by utilizing the scoring levels and framework from Kentucky TPGES (adapted from Charlotte Danielson's framework) and creating "critical attributes" that describe each performance level. The rubric provides actionable feedback.By utilizing the format and levels from the TPGES document, clinical partners were already familiar with how to use the dispositional assessment. School of education faculty were trained using the document in a faculty meeting. |
| **Describe how the data from this assessment is used for the continuous improvement of this program.**While dispositional data demonstrates that candidates perform at an acceptable level on dispositions for teachers, the assessment has not been determined to be valid. In addition, with the new Kentucky Teacher Performance Standards (InTASC) the assessment needs to be realigned to new standards. The InTASC standards have dispositional standards that correspond to their other performance standards. The faculty will be working with P-12 partners to identify new dispositional standards that align to the new KTPS standards. |

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| **Assessment Title:**TSL 661 Content Literacy Lesson Plan  |
| **Assessment description:**In the culminating lesson plan for the ESL program, TSL 661 requires a content area (science, social studies) lesson plan with literacy coponents targeted to specific ELs. As an ESL major assessment, the lesson plans require integrated reading, writing, speaking, listening skill development within grade-level (age-appropriate) content instruction. Program Service Plans for a range of students to be included are provided, requiring individualization, accommodations, and instructional goals from WIDA Can-Do Descriptors ([www.wida.us/standards/CAN\_DOs/](http://www.wida.us/standards/CAN_DOs/)). The lesson is focused on demonstrating TESOL Standard 3: Candidates know, understand and use evidence-based practices and strategies related to planning, implementing and managing standards-based ESL and content instruction. All three indicators (3.a, 3.b, 3.c) are included in the assessment, as well as standards/indicators in applying theories and research in second language acquisition (1.b) and classroom-based assessments for ESL (4.b). |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** The lesson plans address content knowledge of ESL as well as the content (KTS 1.1-1.5); designing and planning instruction (KTS 2.1-2.5); use of pre- and formative assessments (KTS 5.1-5.2); use of technology (KTS 6.1-6.3); and identifying students for whom collaboration is needed (KTS 7.1) |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidates ability through the progressions of this program:Candidates enter the ESL program having already demonstrated skills in the KTS standards, as part of a preparation program or a completed first year teaching (KTIP). The emphasis is on applying appropriate, individualized instruction and assessment applicable to English language learners in all areas of language development (WIDA Standards). The lesson is focused on demonstrating TESOL Standard 3: Candidates know, understand and use evidence-based practices and strategies related to planning, implementing and managing standards-based ESL and content instruction. All three indicators (TESOL 3.a, 3.b, 3.c) are included in the major assessment, as well as standards/indicators in applying theories and research in second language acquisition (TESOL 1.b) and classroom-based assessments for ESL (TESOL 4.b).  |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis)[Addendum D](#D) |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  According to the selected improvement plan, the TSL 661 Content Literacy Lesson Plan assessment is scheduled to have a Lawshe’s content validity study conducted during the 2018-2019 academic year in order to determine a content validity ratio for each component. At the present time, only one faculty uses this rubric, so an interrater reliability study does not need to be conducted.  |
| **Describe how the data from this assessment is used for the continuous improvement of this program.**Review and analysis of the data the lesson plans using the standards-based rubric occurs as part of the annual EPP continuous improvement process….. |

# Summary Analysis for Program

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

**Assessment data analysis summary:**

|  |
| --- |
|  At present, there are two years of lesson plan assessment data, with 3 candidates in 2016 and 5 candidates in 2017. For the four KTS measured by this assessment, KTS 1, 2, 6, 8 all candidates in both years scored a 3 (accomplished) out of 4. Praxis data, dispositional data, and GPA all point to candidates in this program being able to perform at a high level on all of the KTS and as an English as a Second Language Teacher.  |

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

|  |
| --- |
| Faculty suggestions for improvement include:* focusing more on interpreting and applying ACCESS scores using the WIDA can-do’s for instructional planning
* adjusting field experiences to have specific assignments in each course – things to look for, including specific types of observations, interviews with a district ESL coordinator, interviews on ESL teacher roles (scheduling, ACCESS testing, WAPT screening and writing PSP’s)
* collaboration with partner districts for developing more sample PSP’s to use and how to develop these for students
* having all courses include AdobeConnect
 |

Addendum A

**Addendum A**

**Curriculum Contract/Guide Sheet**

**CAMPBELLSVILLE UNIVERSITY**

**ESL ENDORSEMENT, ADVANCED, P-12**

**TEACHING ENGLISH AS A SECOND LANGUAGE**

NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_STUDENT ID#\_\_\_\_\_\_\_\_\_\_\_\_\_\_ETHNICITY\_\_\_\_\_\_\_\_\_\_ ADDRESS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_GENDER\_\_\_

TELEPHONE (HOME)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(WORK)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_E-MAIL\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COLLEGE/UNI\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DEGREE HELD\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CERTIFICATION HELD \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ENTRY DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| CAP 5 Entrance Requirements Admissions | CAP 6 Midpoint Check | CAP 7 Program Exit |
| \_\_\_\_\_Copy of valid Teacher’s Certificate or Statement of EligibilityOfficial Transcript(s) \_\_\_\_\_Y \_\_\_\_\_NCumulative GPA 2.75 or 3.0 on last 30 hours \_\_\_Y \_\_\_N GPA\_\_\_\_Review date: \_\_/\_\_/\_\_\_\_\_\_\_Professional Growth Plan  ( If teaching submit the one currently on file with the district of employment) Disposition Recommendation (self)\_\_\_\_\_ (overall rating)\_\_\_\_\_KY Code of Ethics (signed)\_\_\_\_\_Character & Fitness(signed)\_\_\_\_\_Diversity Survey Signed\_\_\_\_\_Curriculum Contract/Guide Sheet (signed) | \_\_\_\_\_GPA (minimum 3.0)\_\_\_\_\_ Credit Hours Completed  (9 earned hours)\_\_\_\_\_ Disposition Recommendation  (Faculty) | Transcript Review \_\_\_\_\_GPA (minimum 3.0) \_\_\_\_\_Transcript Attached\_\_\_\_\_Two Disposition Recommendations  (1)\_\_\_\_\_ (self) (2) \_\_\_\_\_ (faculty)\_\_\_\_\_Content Literacy Lesson Plan\_\_\_\_\_CA-1 Form Completed and Attached\_\_\_\_\_Application for Additional Credentials\_\_\_\_\_Praxis II (code 5362**) (155 passing score)** |

**REQUIRED COURSES**

**COURSE #** **COURSE TITLE** **HRS** **YEAR** **GRADE**

TSL 510 Language and Culture 3 \_\_\_\_\_\_ \_\_\_\_\_\_\_

TSL 640 Second Language Acquisition 3 \_\_\_\_\_\_ \_\_\_\_\_\_\_

TSL 650 ESL/EFL Assessment 3 \_\_\_\_\_\_ \_\_\_\_\_\_\_

TSL 660 Materials & Methods I 3 \_\_\_\_\_\_ \_\_\_\_\_\_\_

TSL 661 Materials & Methods II 3 \_\_\_\_\_\_ \_\_\_\_\_\_\_

**REQUIRED TEST:** Praxis II: English to Speakers of Other Languages (5362)

 DATE TAKEN SCORE \*Min: 155

\_\_\_\_/\_\_\_\_/\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

**CONTINUOUS ASSESSMENT:**

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

\_\_\_\_\_\_\_\_\_\_\_ **CAP 5: Admission** to Graduate Program and Endorsement Program Recommendations; Minimum GPA 2.75; Base certificate, KY Code of Ethics

\_\_\_\_\_\_\_\_\_\_\_**CAP 6: Continuation** in the program: after the first two courses; Minimum GPA 3.0; disposition recommendations; interview

\_\_\_\_\_\_\_\_\_\_\_CAP **7: Exit** from the program: Minimum GPA 3.0; disposition recommendations; major course assessments; exit interview

Acknowledgement of program contract:

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

Student Signature Date Dean’s Signature Date

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

Academic Advisor Date Completion Date

Addendum B

**CAMPBELLSVILLE UNIVERSITY**

**SCHOOL OF EDUCATION**

**Candidate Continuous Assessment Plan**

 **English as a Second Language Endorsement**

*Praxis II exams must be taken and passed to receive certification*

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Maiden) \_\_\_\_\_\_\_\_\_\_ CU ID # \_\_\_\_\_\_\_\_\_\_ Date ­

 **Work Home**

Level of Certification: IECE P-5 5-9 5-12 8-12 P-12
Content Area (s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **CAP 5 - Entrance Requirements****Application**  | **CAP 6 – Mid-Point**  **Admission to Candidacy** | **CAP 7 – Exit Requirements** |
| \_\_\_\_\_Copy of valid Teacher’s Certificate or Statement of EligibilityOfficial Transcript(s) \_\_\_\_\_Y \_\_\_\_\_NCumulative GPA 2.75 or 3.0 on last 30 hours \_\_\_Y \_\_\_NGPA\_\_\_\_\_ Review date: \_\_/\_\_/\_\_\_\_\_\_\_Professional Growth Plan  ( If teaching submit the one currently on file with the district of employment) Disposition Recommendation (self)\_\_\_\_\_ (overall rating)\_\_\_\_\_KY Code of Ethics (signed)\_\_\_\_\_Character & Fitness(signed)\_\_\_\_\_Diversity Survey Signed\_\_\_\_\_Curriculum Contract/Guide Sheet (signed) | \_\_\_\_\_GPA (minimum 3.0)\_\_\_\_\_ Credit Hours Completed  (9 earned hours)\_\_\_\_\_ Disposition Recommendation  (Faculty) | Transcript Review \_\_\_\_\_GPA (minimum 3.0) \_\_\_\_\_Transcript Attached\_\_\_\_\_Two Disposition Recommendations  (1)\_\_\_\_\_ (self) (2) \_\_\_\_\_ (faculty)\_\_\_\_\_Content Literacy Lesson Plan\_\_\_\_\_CA-1 Form Completed and Attached\_\_\_\_\_Application for Additional Credentials\_\_\_\_\_Praxis II (code 5361**) (157 passing score)**  |

Current Employer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 District School

Date Presented to Grad Faculty \_\_\_\_\_\_\_\_\_\_\_\_\_  **Decision:** \_\_\_\_Program Satisfactorily Completed

\_\_\_\_\_\_\_Letter of Notification Mailed \_\_\_\_Program Not Satisfactorily

\_\_\_\_\_\_\_Recommended by Graduate Council Completed

***\_\_\_\_\_***\_\_ Copy of Letter Included in Student File
**Decision:** \_\_\_\_\_\_\_Recommended for Admission
 \_\_\_\_\_\_\_Not Recommended

Addendum C

**To be Completed by the Candidate CAP: [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ] 7**

**Name: ID#**

*This recommendation is based on the attitudes and dispositions exhibited by candidates in clinical work and coursework at multiple times throughout the program. It is not linked to course performance, though it is likely that a candidate’s coursework/clinical field work performance would be linked to dispositions.*

***\*Attach any source of evidence pertaining to strengths and/or growth areas***

**To be completed by the Evaluator**

**Evaluator’s Name**

**Check role:** **[ ]  Candidate** **[ ] Colleague** **[ ] Content Area Professor** **[ ] Cooperating Teacher
 [ ] CU Faculty [ ] Other Agency** **[ ] Supervisor [ ] University Supervisor**

*Direction: Below you will find the rubric scoring guide for the Disposition areas. Please circle a number from 1-4 or Not Observed, for each disposition on the back of the form. Additional comments are very helpful to the University and Teacher Candidate.*

*Explanation of scoring: I-Ineffective; D-Developing; A-Accomplished; E-Exemplary; N/O- Not Observed*

**\*Descriptor/Dispositions taken from the following:**

Charlotte Danielson’s Framework for Teaching, 2011/2013: <http://education.ky.gov/teachers/HiEffTeach/Pages/PGES--Overview-Series.aspx>

Kentucky Teacher Standards <http://www.kyepsb.net/>

National Council of Accreditation of Teacher Education: <http://ncate.org/>

St. Cloud State University College of Education Higher Education Administration Program’s *Student Disposition Evaluation*

 **Ineffective**

-Displays dishonesty in interactions with colleagues, students and the public

-Explanation of the content contains major errors

-Learning tasks and activities, materials, resources, instructional outcomes are not clear

-Little or no understanding of how students learn and little knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding support learning

-Expresses belief that only some students can learn

-Sets goals for students that are inappropriate

**Developing\***

**\*Average Performance Level for Candidates**

- Honest in interactions with colleagues, students and the public

-Explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow

-Instructional groups are random or only partially support objectives;

-Learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant

-Notices the needs of students but is inconsistent in addressing them

-Expresses a belief that most students can learn, but not all

**Accomplished**

-Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public

-Explanation of content is well scaffold, clear and accurate, and connects with students’ knowledge and experiences

- Provides a variety of appropriately challenging materials and resources;

 -Learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content

-Expresses belief that all students can learn but may have difficulty communicating them

 **Exemplary**

-Takes a leadership role with teachers/peers and can be counted on to hold the highest standards of honesty, integrity and confidentiality

-Explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interest

-Provides a variety of appropriately challenging resources that are differentiated for students in the class

- Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes

-Goals are realistically high and communicated to each individual

--Expresses belief that all students can learn

* 1. Respect for cultural and individual differences by providing equitable learning opportunities for all students

Overall Rating: [ ] **I** [ ] **D** [ ]  **A** [ ]  **E** [ ]  **N/O**

**1. Professional Conduct** (TPGES 2C, 4D, 4F; KTS 3C, 3D, 4B)

* 1. Respects rights of students and families (no sarcasm, demeaning comments, etc.)
	2. Respect for cultural and individual differences by providing equitable learning opportunities for all students
	3. Attentive to confidentiality; maintains secure student records, correspondence, and conversations
	4. Demonstrates ethical conduct as defined by the profession and the Kentucky Education Professional Standards Board. Has not unethical misbehavior, online misbehavior, or unprofessional dress or speech.
	5. Displays appropriate professional behavior and a positive attitude; acts in a mature manner; accepts constructive criticism

**Overall Rating:** [ ] **I** [ ]  **D** [ ]  **A** [ ]  **E** [ ]  **N/O**

**2. Professional Communication** (TPGES 1B, 4C; KTS 3A, 5E, 6E)

* 1. Language is appropriate to student’s age and level of development
	2. Is articulate in oral and written communication with (emails, conversations with peers/professors/field school sites)
	3. Free of grammar and punctuation mistakes
	4. Perceptive listener; consistently uses active listening to acknowledge message of the speaker
	5. Establishes relationships with families, engaging them frequently in the instructional program in a culturally appropriate manner

**3. Professional Responsibilities (**TPGES 2A, 4B, 4E, 4F; KTS 3B, 9B, 10A)

**Overall Rating:** [ ] **I** [ ] **D** [ ] **A** [ ] **E** [ ] **N/O**

* 1. Uses sound judgment/reasoning, seeks and applies wisdom, uses critical thinking, effective problem solver, effective decision maker
	2. Maintains and uses a professional teacher-student and teacher-parent relationship
	3. Demonstrates a willingness to work with other professionals to improve the overall learning environment for students
	4. Demonstrates a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field; seeks out opportunities for professional development and research
	5. Takes a leadership role with colleague

**4. High Expectations** (TPGES 1C, 2B, 3A; KTS 2E, 3A, 8C)

**Overall Rating:** [ ] **I** [ ] **D** [ ]  **A** [ ] **E** [ ] **N/O**

* 1. Establishes and sets goals (on paper) for student success
	2. Establishes a culture where all students know they are seen as high achievers
	3. Establishes a classroom where interactions support learning and hard work
	4. Promotes cross cultural learning; treats all students equitably, promotes social justice and promotes understanding of learning

strengths and needs.

**Overall Rating:** [ ] **I** [ ] **D** [ ] **A** [ ]  **E** [ ] **N/O**

**5. Engages in Effective Practice/Reflection** (TPGES 4A, 4E;

 KTS 1C, 4B, 5D, 7A, 7B, 7C)

* 1. A desire to analyze concepts, evaluate practices, experiment, and initiate innovative practices as needed; beyond fact-telling
	2. A commitment to self-reflection to recognize in all students physical, cognitive, social, and emotional development
	3. A commitment to recognize self-reflection combined to experiences leads to professional growth
	4. A commitment to challenge all students to learn and to help every student succeed
	5. A belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners

**Please provide a brief overview of any specific areas of strength or concern the candidate displayed in their coursework, field experiences or clinical field experiences. If a candidate scored an (I) or (E), please provide an explanation. \*See front for criteria for disposition areas and scoring.**

**Evaluator’s Name****Date**

**Please provide an email address for confirmation:**

**Addendum D**

**TSL 661**

**Lesson Plan Assessment**

**Student:**

**Date:**

**Assignment: Content Literacy high School ESL Lesson Plan**

**Standards-Based Lesson Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teacher Standards** | **Ineffective****1** | **Developing****2** | **Accomplished****3** | **Exemplary****4** |
| **Kentucky Framework for Teaching (KDE)** |
| 1.A Demonstrating knowledge of content and pedagogy |  |  |  |  |
| 1.B Demonstrating knowledge of students |  |  |  |  |
| 1.C Setting instructional objectives |  |  |  |  |
| 1.D Demonstrating knowledge of resources |  |  |  |  |
| 1.E Developing coherent instruction |  |  |  |  |
| 1.F Designing student assessment |  |  |  |  |
| **Kentucky Teacher Standards (EPSB)** |
| 1. Demonstrates applied content knowledge |  |  |  |  |
| 2. Designs and plans instruction |  |  |  |  |
| 6.Demonstrates implementation of technology |  |  |  |  |
| 8.Collaboration with colleagues/parents/others |  |  |  |  |
| **P-12 TESOL Standards (specialized professional association)** |
| 3.a. Planning for standards-based ESL and content instruction (3.a.1, 3.a.3-5) |  |  |  |  |
| 3.b Implementing and managing standards-based ESL and content instruction (3.b.1-3, 6-8) |  |  |  |  |
| 3.c Using resources and technology effectively in ESL and content instruction (3.c.1-4)  |  |  |  |  |

**Rubric for Lesson Plans (for course points) 50**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FINAL** | **50** | **46-49** | **40-45** | **0-39** |
|  | * Submission by due date
* Clear use of feedback and comments to finalize the lesson
* Professional appearance
* 1-2 paragraph reflection added at the end
* Lesson plan shared with classmates the following week (after final score)
 | * Submission by due date
* Some use of feedback to finalize
* Mostly professional appearance
* Reflection added at the end
* Lesson plan shared with classmates the following week (after final score)
 | * Late submission
* Some use of feedback to finalize
* Mostly professional appearance
* Minimal reflection at end
 | * Minimal or no use of feedback
* Missing reflection
* Late past 1 week
* Not submitted
 |

|  |
| --- |
| **Campbellsville University****TSL 661 2016-17** |
| **Source of Evidence: Lesson Plan** |
| Fill the required information into this Word document**Name: \_\_ Date: \_\_\_ CU Course: TSL 661****Ages/Grades Number of Number of Number of Number of****of Students Students in Students Gifted Students****\_\_ Class \_\_\_\_\_ having IEP/504 \_\_\_\_ Students \_\_\_\_\_ having ELL \_\_\_\_\_**You will need to imagine a class or remember one you have seen or worked with. It may be a general education or ESL resource room. If general education, you must include at least 2-3 ELs. FYI: Besides ELs, most general education classes have other students who struggle with reading and/or writing and/or grade-level tasks, whether they are identified for special education services (IEP/504) or not.**Lesson Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Give your lesson a name. |
| * + - 1. **Context: Students for which this Lesson is Designed (1B)**

Describe your students’ backgrounds, special needs, cultural differences, interests and language proficiencies.You will need to be specific in describing the students in your class, particularly the cultural differences and language proficiencies for the ELs you noted above. There should be EL students who are at different levels of language proficiency, from Beginning (2) to Expanding (4) or even Bridging (5). You should also expect a range of skills, with some students below or well-below grade level (not just ELs) and some at or above grade level. |
| **2. Lesson Learning Targets/Objectives (1A, 1C)**a. Previous lesson’s lesson learning target/objective. Connect each target/objective to the appropriate state curriculum/content area standards. Here, indicate what the students would have been taught about your concept/skill prior to this lesson. b. Current lesson’s lesson learning target/objective. Connect each target/objective to the appropriate state curriculum/content area standards.Here, state your specific lesson target for today. Be sure that you are focusing on one of the ELA standards or deconstructed learning targets! Identify the ELA standard (cite the standard number and restate it, e.g., “RF 1.2 (Reading Foundation 1st grade Standard 2: …”). The lesson objective may address one deconstructed ELA learning target under that standard, or may be just one step in achieving that target or standard.The lesson objective must be student-centered, observable and measurable. This means it should state what the student will be able to do that shows he has learned the skill/concept that you are teaching. Use verbs from the deconstructed ELA standards as a guide for what the student will do; also look at Bloom’s Taxonomy (<http://www.teach-nology.com/worksheets/time_savers/bloom> ): “Students will be able to \_\_\_\_\_\_\_\_\_”. In Kentucky schools, teachers tell the students the lesson target as an “I-Can” statement in student-friendly terms: “I can \_\_\_\_\_.” This objective is the basis for your formative assessment and student self-assessment described later. c. Next lesson’s lesson learning target/objective. Connect each target/objective to the appropriate state curriculum/content area standards.Assuming that the students meet the lesson’s objective, indicate what would be the concept/skill you might work on tomorrow. |
| **3. Students’ Baseline Knowledge and Skills (1B, 1F)**Describe the pre-assessment (s) used to establish students’ baseline knowledge and skills for this lesson.How do you know what skills the students already have for this lesson? This might be from a reading checklist you have done, STAR, GRADE, AIMSWeb or other reading assessments, etc.  |
| **4. Formative Assessment (1F)** Describe and include the formative assessment (s) to be used to measure student progress during this lesson. Identify the type of formative assessments and data that will be used to determine student progress in achieving the learning target/objectives. Formative assessments could include exit slips, specific questions posed during instruction to check for understanding, short oral checks on background information before starting the lesson, etc. 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 on the lesson objectives; e.g., they might rate themselves on how well they know a particular concept. |
| **5. Resources (1D)**Identify the resources and assistance available to support your instruction and facilitate students’ learning. Include technology.If you have used any outside sources for ideas, you must identify these clearly, with a web link or other citation. Other possible resources to be used in the lesson include: materials, handouts, manipulatives, software, iPads/laptops/tablets, white board, Internet, video clips, reading passages/articles, etc. If a handout is used, it must be your own (not a commercial product). Also include the people who may assist in instruction. YOU are the ESL teacher and writing this lesson plan for your work, so do not reference yourself. However, you would need to identify the general education teacher and role in this specific lesson, or any other adults present. |
| **6. Lesson Procedures (1E)**Describe the sequence in which the strategies/activities and/or assessments will be used to engage your students and facilitate attainment of the lesson objectives. Identify (provide) specific questions you will use to promote higher order thinking. Within this sequence, you must describe how your instruction will be differentiated to meet your students’ needs, interests and abilities.Review the SIOP Observation Checklist for specific things to include. Be sure to include how you will * introduce the lesson in an engaging way,
* tell students what skills/concepts they are learning in the lesson,
* activate students’ prior knowledge and background information related to the skills/concepts,
* use research-based strategies for EL students from your course readings, with specific accommodations for different levels of language proficiency,
* introduce academic vocabulary,
* encourage speaking and listening as part of the lesson, both with the teacher and with other peers, and
* review the lesson objectives at the end.
 |
| **7. Watch For \_\_\_\_\_**If the lesson were observed what would like specifically like the observer to watch for:If you were teaching this lesson, what particular part of the procedures would you want an observer-coach to watch in order to give you suggestions? |