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

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: Environmental Education**

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

P-5  8-12  P-12

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

Master’s for Rank II  Master’s for Rank I

5th year non-degree for Rank II  6th year non-degree for Rank I

Specialist  Doctorate

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

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

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

Face-to-Face Only  Online Only  Hybrid

**EPP Submission Coordinator:**

Name \_\_Dr. Beverly Ennis\_\_\_\_\_\_\_\_\_\_\_

Phone \_\_270-789-5344\_\_\_\_\_\_\_\_\_\_\_\_\_

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Program Experiences

# Program Innovations: (Optional)

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

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| Program innovations for the Environmental Education (EE) Endorsement include the opportunity to write an article related to EE for publication. During ED 540, candidates write a unit related to an EE topic. This unit includes a minimum of five lessons, a pre/post-test, and formative assessments for each lesson. During ED 542, candidates implement the unit and collect data. After the unit data is collected, the candidate collaborates with the course professor to analyze the data. Additionally, the candidate writes a literature review on the topic. The professor and candidate collaborate on the remainder of the article which is then submitted to scholarly journals for publication. In March 2016, the professor and an EE candidate were published in the National Science Teacher Association journal, *Science and Children*. The article was about human impact on the local water table. |

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 Environmental Education Endorsement are identified on the Candidate Continuous Assessment Plan at CAP 5.The admission process criterion includes:   * 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](#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 Environmental Education includes clinical/professional experiences directly integrating EE into curriculum. The Environmental Endorsement requires a total of 30 clinical hours.  ED 540, Foundations of Environmental Education, requires candidates to develop an EE unit which will be implemented in ED 542. Candidates work in a classroom with an EE emphasis for a minimum of ten clinical hours while planning this unit. Candidates also visit a local Environmental Agency to participate in and evaluate an organized activity/class/event for a minimum of four hours.  ED 542, Environmental Education Instruction and Materials, requires candidates implement the unit including pre/post assessment, five lessons, and formative assessments for a minimum of ten clinical hours.  ENV 584, Environmental Ethics and Contemporary Environmental Issues, requires candidates to participate in or observe at least one environmental stewardship project in their field for a minimum of two clinical hours.  ENV 516, Stream Ecology for Teachers, requires candidates to demonstrate subject matter and technical proficiency by conducting a student-led field trip for a minimum of four clinical hours. |

**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 criteria for the Environmental Endorsement program are specified on the CAP 7 form.   * The EE exit criteria at CAP 7 includes a 3.0 GPA on a transcript that must be attached to CAP 7 form, * completion of 30 field hours, * two Disposition Recommendations (Candidate and Faculty), CA-1 form, application for additional credentials, * Unit * Unit Article |

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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| In ED 540, candidates complete the following assignments:  **Correlate NAAEE, NGSS, CCSM, CCELA (15 points)**  **Assignment Seven: Week Five**  Choose one education level: elementary, middle, or high school from the NAAEE standards. Create either a list or a chart aligning the NAAEE standards to at least ten KAS (NGSS, CCSM, and CCELA) standards from their documents. Copy and paste within the documents to make this work easier. After completing the alignment, reflect on the difficulty of the assignment and suggest how to use such an alignment in the classroom. Identify at least three NAAEE guidelines and three NGSS standards that will fit your unit.  This assignment ensures that candidates understand the link between KAS (NGSS) and NAAEE guidelines. Within the assignment, candidates discuss the KAS standards relevant to their grade level and content.  **Environmental Education Unit (40 points)**  **Assignment Eight: Week Eight**  Create a unit and assessments related to an environmental education topic to be implemented in your classroom. This unit will also include an Institution Review Board proposal. The unit requires at least five lessons, each with formative assessments, and a pre/post summative exams.  This assignment requires candidates to select an environmental education topic and develop a unit. Each lesson must be linked to KAS and NAAEE. Additionally, candidates must include KAS (CCSM and CCELA) standards relevant to their unit.  In ED 542, candidates complete the following assignment:  **Assignment Two: Literature Review based on unit**  **(50 points, due week three)**  Write a two page literature review including at least three research-based empirical studies based on the topic of your unit. Include an explanation of how the unit topic relates to NAAEE guidelines and KAS (NGSS) standards. This paper is to be written in proper APA format.  In ENV 516, candidates are required to develop curriculum/lesson plans related to course content. These documents are linked to appropriate KAS (NGSS, CCSM, and CCELA).  ENV 516 and ENV 584 include comprehensive exams related to KAS DOK. |

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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| Candidates in ED 540 design a minimum of five lesson plans utilizing lesson plan templates provided by their school districts or, if necessary, documents provided by SOE which align to KTIP documents. Additionally, when appropriate, they align summative assessments to End of Course Exams or other KPREP exams. |

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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| ED 540 units include evidence that all P-12 students access to rigorous college and career ready standards (unit scoring rubric is attached). [Addendum C](#C) |

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

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

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| ED 540 units include 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 (unit scoring rubric is attached). [Addendum C](#C) |

# **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 five (5) 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 five (5) 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:**  Content Knowledge - GPA |
| **Assessment description:**  Candidate GPA is utilized at all CAPs including CAP 6, midpoint, and CAP 7, program completion in order to demonstrate that the candidate has completed program experiences at a sufficient level to practice effectively as a 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 continue in the program is 3.0 at CAP 6.  The minimum GPA requirement to successfully exit the program is 3.0 GPA at CAP 7. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.  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, and projects. Rubrics consisting of all of the indicators are used to evaluate the unit in ED 540 and ED 542. 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 course required for environmental education endorsement 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 candidates ability through the progressions of this program:  The environmental education endorsement CAP 6 GPA for the last three years show that the 3 environmental education candidates had the following mean GPAs.   * 2016: NA * 2015: 3.88 * 2014: 3.53 * Overall mean for three years: 3.65   They were comparable to the 3.7 overall GPA for all CU CAP 6 candidates over the three years.  CAP 7 data for the three years in not available.  The lack of data indicates that there is a small pool of candidates and that we need to do a more thorough job of collecting necessary GPA data at CAP 6 and CAP 7. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis)  Below is a list of education courses required for the environmental education endorsement 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 540 | 93 | 83 | 73 | 65 | 65 | | | **ED 542** | **93** | **83** | **73** | **65** | **65** | | | ENV 584 | 90 | 80 | 70 | 60 60 | | | **ENV 516** | **90** | **80** | **70** | **60** | **60** | | |  |  |  |  |  |  | | |
| **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.**  The GPA is monitored at the beginning of the program (CAP 5), at the middle of the program (CAP 6), and at the end of the program (CAP 7). At CAP 5, a cumulative GPA of 2.75 (or 3.0 on last 30 hours) is required for admission. At CAP 6 and 7, a GPA of 3.0 is required. |
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| **Assessment #2 Professional Dispositions**  **Title: Candidate and Professor 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 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 KNOWLEDGE  The 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 LEARNING  The 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 candidate’s ability through the progressions of this program:  CAP 6 Dispositions  Disposition data is not available for CAP 6 dispositions for 2014.  Using a three point scale, the means for faculty dispositions for 2015 was 3.0 (one candidate).  Disposition data is not available for CAP 6 candidate dispositions for 2015.  Using a four point scale, the means for faculty dispositions for 2016 is 2.2 (one candidate).  Disposition data is not available for CAP 6 candidate dispositions for 2016.  CAP 7 Dispositions  Disposition data is not available for CAP 7 dispositions for 2014.  Using a four point scale, the means for   * Candidate dispositions for 2015 is 2.0 and * Faculty dispositions is 3.3. (one candidate)   Disposition data is not available for CAP 7 for 2016.  The lack of data indicates that there is a small pool of candidates and that we need to do a more thorough job of collecting necessary dispositional data at CAP 6 and CAP 7. |
| **Provide a link to the assessment scoring guide or rubric.**  ***\*Please see the KTS rubric.***  [**Addendum D**](#D) |
| **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. |

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| **Assessment #3 Data Research and Decisions Making**  **Title: ED 542 Article about Unit** |
| **Assessment description:**  In ED 540, candidates write a unit relating environmental education to their classroom. In ED 542, candidates implement the unit and collect and analyze student performance data. Next, candidates write an article related to their unit for possible publication in a science teacher journal.  The instructional unit evaluates KTS 1, 2, 4, 6 and 7. Candidates must follow the unit guidelines as required in the unit Sources of Evidence. The environmental education unit is composed of the following Sources of Evidence and must contain a minimum of three lesson plans:  Source of Evidence 1.2: Unit Assessment Plan with a pre-test, analysis of pre and post tests  Source of Evidence 2: Lesson Plans  Source of Evidence 1.4 Organizing/Analyzing Results for Unit  The article about the unit is scored on the rubric which is included. |
| **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 environmental education unit 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 unit artifacts. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  Data is not available for this key assessment. The rubric was developed during the 2015-2016 year and was piloted this year. |
| **Provide a link to the assessment scoring guide or rubric.**  ***\*Please see the KTS rubric.***  [**Addendum E**](#E) |
| **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.  This assessment is on the EPP Selected Improvement Plan Schedule to have a Lawshe’s Content Validity Study conducted during the 2018-2019 academic year. Because the assessment is only used by one professor currently, a reliability study is not needed. |

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| **Assessment #4: Integration of Technology in the Discipline**  **Title: ED 540 Unit**  Unit Rubric for KTS 6. |
| **Assessment description:**  See assessment category #3. |
| **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 #3. |
| **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 #3. |
| **Provide a link to the assessment scoring guide or rubric.**  ***\*Please see the KTS rubric.***  [**Addendum C**](#C) |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  See assessment category #3. |

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| **Assessment #5 Clinical Practice**  **Title: Unit**  See assessment category #3. |
| **Assessment description:**  See assessment category #3. |
| **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 #3. |
| **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 #3. |
| **Provide a link to the assessment scoring guide or rubric.**  ***\*Please see the KTS rubric.***  [**Addendum C**](#C) |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  See assessment category #3. |

**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.

|  |
| --- |
| Candidates in the environmental education endorsement program are achieving high levels of performance on the key assessments based on GPA and dispositions. Data indicates that we have a small pool of candidates for environmental education endorsement. This small pool of candidates makes it difficult to make program decisions. Additionally, we need to do a better job of collecting key assessment data for the environmental education endorsement. |

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

|  |
| --- |
| After analyzing the data from all of the key assessments for the environmental education endorsement, we can identify some steps to be taken that will contribute to improved performance on units.  So four of our action steps will involve   * Thoroughly collecting GPA and dispositional data for all environmental education candidates at CAP 6 and CAP 7. * Thoroughly collecting data on the two key assessments, the environmental education unit and the accompanying article for ED 540 and ED 542 courses. * Conduct reliability and validity testing on the two key assessments, the environmental education unit and the accompanying article completed in ED 540 and ED 542. * Conduct reliability and validity testing on the dispositional assessment. |

Addendum A

**Campbellsville University**

**School of Education**

**Environmental Education Endorsement, P-12**

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

Gender: M F E-Mail\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SSN#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Telephone Number \_\_\_\_\_\_

Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Degree: B.A./B.S.\_\_\_\_\_\_\_Institution\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Minor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade Level\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*Currently there is no Praxis II examination for this endorsement.**

|  |
| --- |
| Environmental Education Courses **12 Hours** |
| Environmental Courses (Must be taken in sequence): **Sem/Year Grade**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED/ENV 540 Foundations of Environmental Education (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED/ENV 542 Environmental Education Instruction and Materials  **\_\_\_\_\_\_\_** \_\_\_\_\_\_\_ ENV 584 Environmental Ethics and Contemporary Environmental Issues (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ENV 516 Stream Ecology for Teachers (3)  **Total: 12 Hours** |

**Continuous Assessment:**

**CAP 5: Admission** to the Program: Date of Approval\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Admission to the Graduate Program,

GPA 2.75, certificate; KY Code of Ethics)

**CAP 6: Continuation** in the program at mid-point: Date of Approval\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Includes GPA 3.0; disposition recommendations, KY code

of Ethics)

**CAP 7: Exit** from the program: Date of Approval\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Includes GPA 3.0; disposition recommendations; exit

interview)

My signature below indicates I hereby recognize it is my responsibility to review and ensure I complete the above requirements for successful continuation in and exit from the Teacher Education Program.

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

Student Signature Date

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

Advisor Signature Date

Addendum B

# CAMPBELLSVILLE UNIVERSITY

# SCHOOL OF EDUCATION

**Candidate Continuous Assessment Plan**

**Environmental Education Endorsement**

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

DOB \_\_\_/\_\_\_/\_\_\_ Gender: M F Ethnicity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Permanent Address: Street\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ City\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State\_\_\_\_\_\_ Zip\_\_\_\_\_\_\_\_\_\_\_\_\_ Home Phone \_\_\_\_\_\_/\_\_\_\_\_\_/\_\_\_\_\_\_ Cell \_\_\_\_\_\_/\_\_\_\_\_\_/\_\_\_\_\_\_ Work\_\_\_\_\_\_/\_\_\_\_\_\_/\_\_\_\_\_\_

Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Work Home**

Level of Certification: IECE P-5 5-9 5-12 8-12 P-12

Content Area (s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

District School

|  |  |  |
| --- | --- | --- |
| **CAP 5 - Entrance Requirements Application** | **CAP 6 – Mid-Point** | **CAP 7 – Exit Requirements**  (to be completed in final course) |
| \_\_\_\_\_Master’s Degree or Planned 5th Year Program  \_\_\_\_\_Copy of valid Teacher’s Certificate or Statement of  Eligibility  Official Transcript(s) \_\_\_\_\_Y \_\_\_\_\_N  Cumulative 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) | \_\_\_\_\_Admissions File Complete  \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_Credit Hours Completed  (minimum 6 credit hours)  \_\_\_\_\_ Disposition | Transcript Review  \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_Transcript Attached  \_\_\_\_\_Field Hours (30)  \_\_\_\_\_Unit  \_\_\_\_\_Unit Article  \_\_\_\_\_Two Disposition Recommendations  (1)\_\_\_\_\_ (self) (2) \_\_\_\_\_ (faculty)  \_\_\_\_\_CA-1 Form Completed (attached)  \_\_\_\_\_Application for Additional Credentials |

Date Presented to Grad Faculty \_\_\_/\_\_\_/\_\_\_ Decision: \_\_\_Recommended for Admission Decision: \_\_\_\_Program Satisfactorily Completed

\_\_\_Letter of Notification Mailed \_\_\_Not Recommended \_\_\_\_Program Not

\_\_\_Copy of Letter Included in Student File \_\_\_Recommended by Graduate Council Satisfactorily Completed

Addendum C

**ED 540 Environmental Education Unit Scoring Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rationale of Unit (\_\_\_\_/16 points)**  \_\_\_\_ KTS 1.1 Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.  \_\_\_ KTS 1.2 Effectively connects content to students’ life experiences including, when appropriate, prior learning in the content area or other content areas.  \_\_\_ KTS 2.4 Plans a learning sequence using instructional strategies and activities that build on students’ prior knowledge and address learning objectives. | | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) | |
| Does not explain why unit was selected  Does not explain why unit topic is important for your students  Does not explain how topic is important for “knowledge,” not only for state assessment, but important knowledge for “life”  Does not discuss the learning sequence (i.e., instructional strategies) that will build upon concepts developmentally | Partially explains why unit was selected  Partially explains why unit topic is important for your students  Partially explains how topic is important for “knowledge,” not only for state assessment, but important knowledge for “life”  Partially discusses the learning sequence (i.e., instructional strategies) that will build upon concepts developmentally | Mostly explains why unit was selected  Mostly explains why unit topic is important for your students  Mostly explains how topic is important for “knowledge,” not only for state assessment, but important knowledge for “life”  Mostly discusses the learning sequence (i.e., instructional strategies) that will build upon concepts developmentally | Thoroughly explains why unit was selected  Thoroughly explains why unit topic is important for your students  Thoroughly explains how topic is important for “knowledge,” not only for state assessment, but important knowledge for “life”  Thoroughly discusses the learning sequence (i.e., instructional strategies) that will build upon concepts developmentally | |
| **Five Formative Assessments (\_\_\_/24 points)**  \_\_\_ KTS 1.3 Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.  \_\_\_ KTS 1.4 Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.  \_\_\_ KTS 1.5 Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.  \_\_\_ KTS 2.5 Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.  \_\_\_ KTS 4.5 Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.  \_\_\_ KTS 6.1 Uses appropriate technology to design and plan instruction that supports and extends learning of all students.  \_\_\_ KTS 6.2 Designs and implements research-based, technology-infused instructional strategies to support learning of all students.  \_\_\_ KTS 6.3 Provides varied and authentic opportunities for all students to use appropriate technology to further their learning. | | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) | |
| Lesson sketches do not include a learning | Some lesson sketches includes a learning | Most lesson sketches includes a learning | Each lesson sketch includes a learning | |
| objective (target) that is measureable and clearly state what students will be able to do(or I can statement)  Some lesson sketches includes at least one core content standard, at least one English Language Arts standard, or at least one NAAEE guideline  Most lesson sketches explain what the teacher and students will be doing, at least one lesson does not include the use of technology  Some lesson sketches include a formative assessment; assessment does not match the objective and lesson activities  Few lesson sketches include specific questions to facilitate higher-order thinking (i.e., Bloom’s Taxonomy)  Few learning targets are clear to students and written in student-friendly language, few learning targets are identified as either knowledge-level, reasoning-level, skill-level, or product-level) | objective (target) that is measureable and clearly state what students will be able to do(or I can statement)  Each lesson sketch includes at least one core content standard, at least one English Language Arts standard, or at least one NAAEE guideline  Each lesson sketch explains what the teacher and students will be doing and at least one lesson does not include the use of technology  Most lesson sketches includes a formative assessment that does not match the objective and lesson activities  Some lesson sketches include specific questions to facilitate higher-order thinking (i.e., Bloom’s Taxonomy)  Some learning targets are clear to students and written in student-friendly language, some learning targets are identified as either knowledge-level, reasoning-level, skill-level, or product-level) | objective (target) that is measureable and clearly state what students will be able to do(or I can statement)  Most lesson sketches includes at least one core content standard, at least one English Language Arts standard, and at least one NAAEE guideline  Most lesson sketches explain what the teacher and students will be doing and at least one lesson includes the use of technology  Most lesson sketches include a formative assessment that matches the objective and lesson activities  Most lesson sketches include specific questions to facilitate higher-order thinking (i.e., Bloom’s Taxonomy)  Most learning targets are clear to students and written in student-friendly language, most learning targets are identified as either knowledge-level, reasoning-level, skill-level, or product-level) | objective (target) that is measureable and clearly state what students will be able to do(or I can statement)  Each lesson sketch includes at least one core content standard, at least one English Language Arts standard, and at least one NAAEE guideline  Each lesson sketch explains what the teacher and students will be doing, at least one lesson includes the use of technology  Each lesson sketch includes a formative assessment that matches the objective and lesson activities  Each lesson sketch includes specific questions to facilitate higher-order thinking (i.e., Bloom’s Taxonomy)  Each learning target is clear to students and written in student-friendly language, each learning target is identified as either knowledge-level, reasoning-level, skill-level, or product-level) | |
| **Assessments (\_\_\_/32 points)**  \_\_\_ KTS 5.1 Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.  \_\_\_ KTS 5.2 Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.  \_\_\_ KTS 5.5 Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.  \_\_\_ KTS 5.4 Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.  \_\_\_ KTS 7.1 Uses formative and summative performance data to determine the learning needs of all students. | | | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | | Exemplary (4) | |
| Few formative assessments provide an opportunity to understand student thinking, and allows students to clarify thinking; an explanation of anticipated student responses is not included  Few formative assessments provide an opportunity to provide specific and useful feedback to students, and allows students to respond to feedback provided by teacher; an explanation of how this will occur is not included  At least one formative assessment should include a scoring rubric; an explanation of key components not included  At least one formative assessment should be a self-assessment; explanation of key components not included  Few formative assessments  engage students with real-world applications  Few formative assessments are fair and free of bias | Some formative assessments provide an opportunity to understand student thinking, and allows students to clarify thinking; an explanation of anticipated student responses is not included  Some formative assessments provide an opportunity to provide specific and useful feedback to students, and allows students to respond to feedback provided by teacher; an explanation of how this will occur is not included  At least one formative assessment should include a scoring rubric; an explanation of one component included  At least one formative assessment should be a self-assessment; explanation of one component included  Some formative assessments  engage students with real-world applications  Some formative assessments are fair and free of bias | Most formative assessments provide an opportunity to understand student thinking, and allows students to clarify thinking; an explanation of anticipated student responses is included  Most formative assessments provide an opportunity to provide specific and useful feedback to students, and allows students to respond to feedback provided by teacher; an explanation of how this will occur is included  At least one formative assessment should include a scoring rubric; an explanation of two components included  At least one formative assessment should be a self-assessment; explanation of two components included  Most formative assessments  engage students with real-world applications  Most formative assessments are fair and free of bias | | Each formative assessment provides an opportunity to understand student thinking, and allows students to clarify thinking; an explanation of anticipated student responses is included  Each formative assessment provides an opportunity to provide specific and useful feedback to students, and allows students to respond to feedback provided by teacher; an explanation of how this will occur is included  At least one formative assessment should include a scoring rubric; scoring rubric must include at least three categories, accurate indicators for each categories, explanation of how students will use scoring rubric for strengths and areas of improvement  At least one formative assessment should be a self-assessment; explanation of how you will share the self-reflection with students, how you will have students self-reflect accurately, how students will use the results of self-reflection to increase learning  All formative assessments  engage students with real-world applications  All formative assessments are fair and free of bias | | |
| Few formative assessments  are clearly defined  Pre/post tests are not included | Some formative assessments  are clearly defined  Pre/post tests are not used to measure student growth | Most formative assessments  are clearly defined  Pre/post tests are partially used to measure student growth | | All formative assessments  are clearly defined  Pre/post tests are utilized to measure student growth summatively | |

Addendum D

**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 E

**Assignment Two: Literature Review based on unit**

**(50 points, due week three)**

Write a two page literature review including at least three research-based empirical studies based on the topic of your unit. Include an explanation of how the unit topic relates to NAAEE guidelines. This paper is to be written in proper APA format.

**Assignment Three: Summary of data analysis from unit assessments**

**(50 points, due week five)**

In collaboration with the professor, write a document summarizing the data analysis for assessments.

**Assignment Four: Discussion and Conclusion of unit**

**(50 points, due week seven)**

In collaboration with the professor, write a document including a discussion and conclusion of the unit.

**Assignment Five: Final version of article for submission**

**(50 points, due week eight)**

In collaboration with the professor, write a final version of the article to be considered for publication in a relevant journal.

|  |  |  |  |
| --- | --- | --- | --- |
| **Literature Review**  **Scholarly Style and Organization** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Background written without a scholarly style without following key aspects of APA format  Background organized without headings based on empirical studies  Writing relies heavily on direct quotations | Background written with a somewhat scholarly style following some key aspects of APA format  Background organized with headings based on empirical studies  Mostly uses cited paraphrases, some direct quotes unnecessary | Background written with a scholarly style following key aspects of APA format  Background clearly organized with headings based on themes developed by topics within empirical studies  Use cited paraphrases, unless direct quotes are critical | Background written with a scholarly style following all aspects of APA format  Background clearly organized with headings based on themes developed by topics within empirical studies which are all relevant to the topic  Use cited paraphrases without direct quotes |
| **Literature Review Content** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Includes citations for one empirical study about the topic  Some empirical studies related to research with some key aspects of research question included in background  Most sources are outdated, published beyond the last ten years  Includes summary of some empirical studies and scholarly sources including some aspects of methodology, findings, and conclusions | Includes citations for two empirical studies abut topic  Most empirical studies related to research question with some key aspects of research question included in background  Most sources are current, published within the last ten years  Includes summary of all empirical studies and scholarly sources including some aspects of methodology, findings, and conclusions | Includes citations for at least three empirical studies about topic  All empirical studies clearly related to research question with key aspects of research question included in background  All sources are current, published within the last ten years  Includes summary of all empirical studies and scholarly sources including methodology, findings, and conclusions | Includes citations for more than three empirical studies about topic  All empirical studies clearly related to research question with all aspects of research question included in background  All sources are current, published within the last ten years  Includes thorough summary of all empirical studies and scholarly sources including methodology, findings, and conclusions |
| **Score:** |  |  | |

**Specific Feedback:**