 **EDUCATION PROFESSIONAL STANDARDS BOARD** 

1. **Program Profile: This profile describes a program category, which includes potential variations of program offerings. Each instance or variation must be distinguished among the others in order to ensure regulatory compliance. Please see the “Program Review Technical Guide” for additional details.**

Program Identification

**Name of the Program Category: Health**

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

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

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

[x]  Undergraduate [ ]  Undergraduate – Cert Only

[ ]  Graduate [ ]  Graduate – Cert Only

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

[x] Traditional [ ]  Option 6 [ ]  Option 7

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

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

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

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

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

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

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

Email bcennis@campbellsville.edu Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Experiences

# Program Innovations: (Optional)

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

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| The Health Education P-12 program provides courses and experiences to ensure candidates meet the Kentucky Teacher Standards for Preparation and Certification as outlined by the Kentucky Education Professional Standards Board, as well as the National Standards for Health Education established by the American Alliance for Health Education. It also includes attention to the self-efficacy candidates develop as they acquire the knowledge base and skills to implement effective instruction. Consequently, the resulting empowerment of the candidates directly impacts the empowerment of prospective students in their classrooms. Throughout these experiences, the program infuses diversity issues as critical considerations in planning, implementing and evaluating student learning. Health education certification is partnered with physical education certification for P-12. It is a dual certification requirement.Core requirements of the Health Education program insure that teacher candidates understand the academic content of Health Education sufficiently and can consistently transfer this understanding into effective teaching practices. Authentic teaching experiences throughout the Health Education program provide opportunities to develop effective teaching practices.Candidates have multiple opportunities to work with special populations through clinical requirements and during specific course experiences (see matrices). Currently all courses are taught in a face-to-face format, with online supplementary materials and experiences through online workbooks and Campbellsville University’s Learning Management System through TigerNet. |

Program Curriculum:

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

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

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| We use the curriculum guides as the primary method to communicate program details with each student and candidate. Please see our attached guides in [Addendum A](#A). The students are kept on task for completing their program guides through regular advising meetings each semester. Additional assistance is provided to students should they request it during class time and office hours of the Health Education faculty. |

**Admission criteria for each program code in this category:** This must include **admission criteria** such as GPA, admission assessments, evidence of Code of Ethics and Character and Fitness Review. Reference the applicable program code(s) and regulations (i.e., 16 KAR 5:020, 16 KAR 9:080, 16 KAR 9:090) and the “Program Review Technical Guide” for additional details. Information provided below should correlate to the QAS documentation.

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| The curriculum for P-12 Health Education candidates begins at CAP 1, intent to enter the education program, with one introductory course—ED 220. Candidates begin the admission process to the program at CAP 2 during ED 300. The CAP 2 admission requirements for the P-12 Health teacher education program are quite extensive and begin with a cumulative GPA of 2.75 or a 3.0 in the last 30 completed hours of their undergraduate work with no grade lower than a C in their professional education courses. The candidate will be asked to demonstrate their academic competency through passing scores on the Praxis CASE Reading, Writing, and Math examinations in addition to passing ENG 111, ENG 112, and MAC 120 or MAC 140 with a C or above. Beyond demonstrating academic competency, the candidate is required to submit both a professor dispositional assessment and a dispositional self-assessment. The candidates are asked to submit a recommendation from the Health Education division, compose an autobiography, complete a pre-professional growth plan, and develop a Praxis II study plan. They read the Code of Ethics for Kentucky School Personnel (including NAEYC Code of Ethical Conduct, CEC Code of Conduct, and First Steps Provider Code of Ethical Conduct for IECE candidates) and sign a commitment to hold themselves to these ethical standards of behavior. They also review the character and fitness questionnaire in Section III of the CA-1 form for Kentucky Teacher Certification and the School of Education policy regarding requirements for attendance, dispositions, field experiences, and plagiarisn and sign an agreement to abide by these standards as well. Once these documents have been completed, the student will submit a video mini-lesson that will be evaluated by the candidate, a P-12 teacher, and a CU faculty. After these documents have been successfully submitted by the candidate, they will undergo an interview conducted by a School of Education faculty as well as a Health Education faculty member.Upon completion of the foundation courses, candidates begin content/pedagogy courses designed to equip them with the knowledge, skills and dispositions requisite to teach effectively in P-12 Health Education classrooms. These include a combination of required content courses pertaining to subjects taught at these levels and knowledge of pedagogy. This level of preparation culminates in the CAP 3 portfolio when candidates apply for student teaching during ED 325. Along with the CAP 3 application, candidates are required to take two Praxis II examinations, the specialty examination, Health Education, plus the Principles of Learning and Teaching examination. The capstone experience of the P-12 Health Education curriculum is student teaching during which candidates are placed in two different classrooms for eight weeks each, for a total of 16 weeks. Near the end of these placements, the candidates submit a CAP 4 application that includes a CAP 4 portfolio to demonstrate they meet all ten Kentucky teacher standards and other requirements to exit the program. This process culminates in a CAP 4 interview during which members of the professional community, primarily administrators and Nationally Board certified teachers, evaluate the CAP 4 portfolios and interview the candidates.[Addendum B](#B) |

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

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

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

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

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| The School of Education provides each candidate with a copy of the School of Education Field Experience Guidelines and the Field Experience Summary form in each Education class. Candidates also receive instruction for recording field experiences in KFETS. Field expeiences are prescribed for each class to ensure candidates meet the requirements outlined in 16 KAR 5:040 Section 3(3). For CAP 3, the candidates are required to submit the completed EPSB form that describes when and during which course they acquired these experiences. Most of these experiences are incorporated into the required field experiences in specific education courses. The remaining required clinical experiences are completed in Physical Education content courses (HP 305 Community & Consumer Health, HP 321 School Health & PE P-5, HP 391 Adapted Physical Education, and HP 411 Teaching Health & Physical Education 5-12). [Addendum C](#C), [Addendum D](#D), and [Addendum E](#E). |

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

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

**Exit requirements for each instance in this program category:** This must include **exit assessments.**

( i.e.,: KTIP assessment, portfolio/work sample, GPA, and if the program requires passing or taking the Praxis II for program completion, list it here.) Reference CAEP 3.5 and 3.6

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| The CAP 4 Exit Requirements for Teacher Education include a GPA of 2.75 or 3.0 last 60 hours, Praxis Subject Assessment in content and PLT, Dispositions from coordinators, supervisor, and self evaluation. The candidates must also complete the student teaching experience with a grade of **C or higher**  by providing a journal (with an assessed grade), portfolio (a holistic score of 2 or higher on a Likert type scale of 3), a 20 minute video lesson, multiple observations by cooperating teachers, and university supervisor. Additionally, the candidates teach a mini-lesson and are interviewd by parterning district level administrators and NBCT teachers. Once the candidate has fulfilled all exit requirements, they complete a CA-1 application for a Statement of Eligibility.[Addendum F](#F) |

 Kentucky P-12 Curriculum Requirements

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

How does the EPP ensure each candidate’s knowledge/proficiency of the Kentucky Academic Standards (KAS)? How does the EPP measure the depth of knowledge of each candidate?

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| **Candidates are introduced to KAS during the first education course (ED 220). After that course, they are expected to incorporate their respective KAS content standards and ELA standards into lessons and units. The candidates’ CAP 3 and CAP 4 portfolio units and observed lessons are expected to demonstrate depth of knowledge of the KAS.** |

Briefly describe how candidates use the Kentucky P-12 curriculum framework and the Kentucky P-12 assessment system to guide instruction.

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| **The EPP utilizes the most current KTIP lesson plan forms in all pedagogy courses. Candidates are expected to use the latest edition of the forms each year for planning lessons and units and completing other Sources of Evidence. The lesson plans must incorporate the K-12 curriculum framework (KAS). Candidates learn about the K-PREP and end of course assessments in their coursework.** |

Provide evidence (KTIP assessments/portfolio/other data) of candidates’ use of the KAS framework in lesson plans (include lesson plan format if not using the current KTIP format).

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| **The Sources of Evidence (SOE) ‘at a glance’ shows how the KTIP documents are integrated into candidates’ lesson plans. The SoE are required in all planning documents for all standards and especially in the portfolio at both CAP 3 and CAP 4.**[Addendum G](#G) |

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

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

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| **Candidates take ED 390 which is an assessment class and learn to develop a variety of formative and summative assessments. For units and lessons they are required to develop assessments that measure student learning as a result of instruction. Lessons and units, along with lesson reflections on student learning are required in the CAP 3 and CAP 4 portfolios.**[**Addendum H**](#H)**,** [**Addendum I**](#I)**,** [**Addendum J**](#J) |

TAB 1: Courses

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

Provide a list of the program courses (include all courses in the curriculum guide; General Education courses are not required). Ensure that the courses are identified and linked to each program category and program code on the “Program Review Spreadsheet”. When completing the “COURSES” tab, the EPP can enter all courses for all programs in one spreadsheet.

# TAB 2: Clinical Educators

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

# Provide a list of all Clinical Educators who prepare candidates in this program category. Include full-time and part-time faculty; identify the adjunct teachers; do not include cooperating teachers. These should be members who are directly involved with program delivery. Ensure that each educator is identified and linked to one or more program categories. When completing the “Clinical Educators” tab, the EPP can enter all educators for all programs in one spreadsheet.

# TAB 3: Key Assessment Areas

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

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

**TAB 4: KTS Standards**

**Use the KTS tabs on the program review spreadsheet.**

In this spreadsheet, identify the KTS standards and indicators met by the courses, assignments and assessments

# TAB 5: Align to Standards

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

# The purpose of the alignment section is to indicate where the program courses address the applicable Specialty Professional Standards. Some programs will be expected to demonstrate alignment with multiple SPAs (i.e., ACEI, NCTM, ILA, ISTE, etc.). The Program Review Spreadsheet provides each of the major standard areas, including the SPAs to be used to show this alignment. This alignment provides direction and guidance for the evaluation of addressing all the standards through the program review process. Many EPPs have their own alignment tables and combine standards through various crosswalks – these may be attached as an addendum and may replace the alignment tables in the Program Review Spreadsheet.

 (Assessments are aligned with the KTS and the course alignments are for the SPA.)

# TAB 6: Align to ILA Standards

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

# The purpose of the alignment section is to indicate where and how the program courses address the applicable International Literacy Standards. The Program Review Spreadsheet provides each of the six ILA standards. This alignment provides direction and guidance for the evaluation of addressing all the standards through the program review process. Many EPPs have their own alignment tables and combine standards through various crosswalks – these may be attached as an addendum and may replace the alignment tables in the Program Review Spreadsheet.

# TAB 7: Align to InTASC Standards

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

# The purpose of the alignment section is to indicate where the program courses address the applicable InTASC standards by the four categories. The Program Review Spreadsheet provides each of the major InTASC categories to be used to show this alignment.

# Evidence and analysis

# Repeat this section for each assessment

**Evidence for meeting standards -** For each instance in this program category, provide a narrative about the eight (8) assessment areas, discuss the instrument, scoring guide/criteria, and alignment to the Kentucky Teacher Standards. The narrative provides a rationale for how the assessment area demonstrates candidate mastery of the standards. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and may be used to replace the table questions below only if all equivalent information is provided. When completing this section, the EPP will copy this table eight (8) times for each instance in this program category. If the assessments are the same for each instance, then declare in your narrative that they are the same, or only show those assessments which are different. Reference the “Program Review Technical Guide” for additional details.

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| **Assessment #1 Title: Praxis Content Exam Health Education** |
| **Assessment description:**The Praxis subject assessment is the state mandated assessment for content knowledge in this program. The Praxis II tests are used to assess candidates’ content knowledge.  |
| **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 *Study Companion for the Health Education Test* (5551) describes the assessment as follows:The Health Education test is designed to measure the professional knowledge of prospective teachers of health education in elementary schools, junior high schools, and senior high schools. The content of the test is based largely on the teacher preparation standards from the American Association for Health Education. The questions invite examinees to recall basic knowledge and to critically apply education and health principles.The 120 selected-response questions cover health education as a discipline, health promotion and prevention of injury and disease, community health and advocacy, helathy relationships and mental and emotional health, and health education pedagogy. |
| **Discuss the data analysis for this assessment:** The PRAXIS II Subject Assessment measures all of the components of KTS 1 The Teacher Demonstrates Applied Content Knowledge. It measures candidates’ ability to communicate concepts, processes, and knowledge (1.1) by assessing the content knowledge identified by professional organizations previously listed as essential for Health/PE students. It measures the depth of content knowledge needed to connect content to the life experiences of students (1.2), to guide students to understand content from various perspectives (1.4), and to identify and address students’ misconceptions about the content (1.5). The average score on the PRAXIS II Heath Test has steadily risen for the past three cohorts from 159 in 2014 to 177 in 2016. Only four candidates took the assessment over the three year period which impacts the generalizability of the data overall, but the trends are positive. Nationwide, the median Praxis score is 167 with average performance range in the 159-174 range (ETS, 2016). All three years candidates scored in the average performance range. In 2016, the one candidate who took the assessment scored in the first quartile.  |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)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-2.pdf)*,* p. 11-20, “Assessment Development.” |

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| **Assessment #2 Title: CAP 4 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?** 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 4, program completion in order to demonstrate that the candidate has completed program experiences at a sufficient level to practice effectively as a Health Teacher for grades P-12. 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 2.75 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:**Candidate GPA on unofficial transcript is one criteria (minimum 2.75 or 3.0 on last 30 hours) for program admissions and demonstrates candidate’s potential for successfully completing college work. At program midpoint (CAP 5) GPA is used as a check to ensure candidates are progressing successfully through program coursework (minimum 3.0). Candidates are required to have a cumulative 2.75 or higher to exit the program.Three year program data demonstrate an average GPA for 4 program completers of 3.53. The averages range from a low 3.12 in 2014 to a high 3.74 in 2015. Again, with only four program completers, it impacts the generalizability of the data overall, but the trends are positive. |
| **Provide a link to the assessment scoring guide or rubric.** **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. Bacon, D. & Bean, B. (2006). GPA in research studies: An invaluable but neglected opportunity.  *Journal of Marketing Education*, 28(1), 35-42.Herrera, C. & Blair, J. (2015). Predicting success in nursing programs. *Research in Higher Education*,  28, 1-8.Love, B., Holter, J., & Krall, J. (1982). Validity of grade point average as a predictor of student success. *Laboratory Medicine*, 13(3), 186-194.National Education Association. (n.d.). Indicators of future success: GPA and noncognitive skills.  Retrieved from: <https://www.nea.org/assets/docs/Indicators_of_Success-BGH_ac5-final.pdf>.New Jersey State Board of Education. (2007). *Summary of Grade Point Average Research*. Retrieved From: [*www.state.nj.us/education/sboe/meetings/2007/.../GPA%20research%20discussion.doc*](http://www.state.nj.us/education/sboe/meetings/2007/.../GPA%20research%20discussion.doc) |

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| **Assessment #3 Title: Praxis PLT Exam for Grades K-6 or PRAXIS PLT for Grades 5-9 or PRAXIS PLT for Grades 7-12** |
| **Assessment description:**The *Study Companion for the PRAXIS Principles of Learning and Teaching* describes the assessment as follows:The purpose of this test is to assess a new teacher’s knowledge and understanding of educational practices, foundational to beginning a career as a professional educator. The test content assesses key indicators of the beginning educator’s knowledge of topics such as human development, learning processes, instructional processes, diverse learners, educational psychology, and professional issues. Examinees taking Principles of Learning and Teaching (PLT) will typically have completed or will have nearly completed an undergraduate education program. Each test includes questions that apply specifically to the stated grade range of the test as well as some that are universal to all grade levels. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** All KTS relate in some way to human development, learning processes, instructional processes, diverse learners and/or educational psychology. The PRAXIS PLT measures proficiency with each KTS and corresponding components. |
| **Discuss the data analysis for this assessment:** The average score on the PRAXIS PLT Test has steadily risen for the past three cohorts from 157 in 2014 to 182 in 2016. Only four candidates took the assessment over the three year period which impacts the generalizability of the data overall, but the trends are positive. Nationwide the median score for the three PLT assessments candidates could take range from 175-177 with average performance ranging from 168-183 (ETS, 2016). Only one candidate from 2016 scored in the average range.  |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)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-2.pdf)*,* p. 11-20, “Assessment Development.” |

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| **Assessment #4 Title: CAP 4 Student Teaching Grade and Final Observations**Form C is a summative document completed by the cooperating teacher and supervising teacher during a final meeting.  |
| **Assessment description:**Teacher Candidate Summative Evaluation Form Crequires a holistic score of 3, 2, or 1 on each of the Kentucky Teacher Standards, resulting in a possible score of 30 points. The cooperating teacher and supervising teacher collaboratively complete the form based on their observations and the cooperating teachers’ daily interactions with the student teacher. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** Summative Evaluation Form C is based on the student teachers’ performance on each of the four observations by the cooperating teacher and the supervising teachers, a total of eight observations. It is also based on the journal and the CAP 4 portfolio. All of these assessments require evaluation of the student teacher by the KTS indicators. This form, however, is holistic resulting in a score for each KTS. The cooperating teacher and the supervising teacher determine the holistic scores based on the KTS indicator scores on the other assessments. Therefore, all of the KTS indicators feed into these final Form C scores.  |
| **Discuss the data analysis for this assessment:** For the 2013-2014 cohort, there was one candidate who scored a 2 of 3 on standards 4 and 6. This candidate scored a 3 of 3 on all of the other standards.For the 2014-2015 cohort made up of three candidates, candidates scored an average of 2.66 of 3 for standards 3, 4, and 6. Candidates scored 3 of 3 on standards 1, 2, 9, and 10. For the 2015-2016 cohort, Candidates scored an average of 2.5 of 3 on standard 2 and 3.0 on the rest of the standards.With such a small number of candidates per cohort, it is really difficult to make generalizations with the data, but based on the scores candidates scored the lowest 2-2.5 on KTS 3 Creates and Maintains Learning Climate and Standard 4 The Teacher Implements and Manages Instruction. Faculty discussion of learning needs for all undergraduate intial certification centered on candidate deficiencies in the areas of reflection and differentiation both of which would directly impact the candidate’s ability to support student diversity and address individual needs (KTS 3.3) and implement instruction based on diverse student need (KTS 4.2).  |
| **Provide a link to the assessment scoring guide or rubric.** [Addendum K](#K) |
| **Discuss how the reliability and validity of this assessment has been established and supported.** All university supervisors and cooperating teachers receive training on Form C prior to using it with student teachers. The final score for each standard on Form C is agreed upon by both the cooperating teacher and the instructional supervisor in each placement. If the candidate has two placements, the score on each standard for each placement is averaged.Form C utilizes the Kentucky Teacher Standards verbatim; therefore, according to the *Early Instrument Review Report: Campbellsville University* (CAEP, 2016), it is considered proprietary.Penland, D., Dix, J., & Eldridge, D. (2016). *Early Instrument Review Report: Campbellsville University.* Council for the Accreditation of Educator Preparation: Washington, DC.. |

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| **Assessment #5 Title: CAP 4 Unit in CAP 4 Portfolio: KTS 5****This assessment is a measure of the candidates’ assessment ability.** |
| **Assessment description:**All candidates are required to prepare an EXIT CAP E-portfolio. Entries/Artifacts (Sources of Evidence) come from the student teaching placement(s). The EXIT CAP E-portfolio demonstrates the ability to meet all ten **Kentucky Teacher Standards**. It is to include student work samples *gathered during the student teaching experience*.  |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** The e-portfolio is organized electronically and categorized by sections. The sections represent the Kentucky Teacher Standards (KTS). Five standards are *combined* into one section called the **TPA Section**. This section includes KTS 1, 2, 4, 6, 7. The portfolio includes an Instructional Unit with a minimum of three lesson plans that the candidate has taught. KTIP Sources of Evidence and CU unit documents are both utilized in the unit. This portfolio artifact is used to measure candidate proficiency on all indicators of KTS 1, 2, 4, 6, and 7. KTS 5 is measured by a minimum of five (5) different forms of formative and summative assessments, created and designed by the candidate. Student work samples are to be included with 3 of the 5 selected entries. Scoring guides/rubrics are includedwhen appropriate.  |
| **Discuss the data analysis for this assessment:** In the past three cohorts all candidates have scored a 3 of 3 for standard 5 on their CAP 4 portfolio. One candidate from spring of 2016 scored a 2 of 3 on that standard. With such a small number of candidates per cohort, it is really difficult to make generalizations with the data, particularly when all but one scores a 3 of 3. The limited data suggests that candidates have a sufficient understanding in developing and utilizing formative and summative assessments and analyzing results.  |
| **Provide a link to the assessment scoring guide or rubric.** [Addendum J](#J) |
| **Discuss how the reliability and validity of this assessment has been established and supported.** The rubric is proprietary; therefore, reliability and validity have been established by the organization that owns it (EPSB). |

|  |
| --- |
| **Assessment #6 Title: CAP 4 Unit in Portfolio****Measure of candidates’ ability to identify, evaluate and stipulate student learning.** |
| **Assessment description:**All candidates are required to prepare an EXIT CAP E-portfolio. Entries/Artifacts (Sources of Evidence) come from the student teaching placement(s). The EXIT CAP E-portfolio demonstrates the ability to meet all ten **Kentucky Teacher Standards**. It is to include student work samples *gathered during the student teaching experience*.  |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** The e-portfolio is organized electronically and categorized by sections. The sections represent the Kentucky Teacher Standards (KTS). Five standards are *combined* into one section called the **TPA Section**. This section includes KTS 1, 2, 4, 6, 7. The portfolio includes an Instructional Unit with a minimum of three lesson plans that the candidate has taught. KTIP Sources of Evidence and CU unit documents are both utilized in the unit. This portfolio artifact is used to measure candidate proficiency on all indicators of KTS 1, 2, 4, 6, and 7. KTS 5 is measured by a minimum of five (5) different forms of formative and summative assessments, created and designed by the candidate. Student work samples are to be included with 3 of the 5 selected entries. Scoring guides/rubrics are includedwhen appropriate.  |
| **Discuss the data analysis for this assessment:** In the past three cohorts candidates have scored a 3 of 3 for standards 1, 3, 5, and 9 on their CAP 4 portfolio. The candidate from fall of 2013 scored a 2 of 3 on standards 4 and 6. The candidate from fall 2014 scored a 2 of 3 on standards 2, 8, and 10. The candidate from fall of 2015 scored a 2 of 3 on standard 7. With such a a small number of candidates per cohort, it is really difficult to make generalizations with the data, particularly when the lowest overall averages per standard is 2.75 of 3.0. The limited data suggests that candidates have a sufficient understanding in identifying, evaluating, and stipulating student learning. |
| **Provide a link to the assessment scoring guide or rubric.** [Addendum J](#J)  |
| **Discuss how the reliability and validity of this assessment has been established and supported.** The rubric is proprietary; therefore, reliability and validity have been established by the organization that owns it (EPSB). |

|  |
| --- |
| **Assessment #7 Title: CAP 4 Portfolio Unit****Application of Content Knowledge & Pedagogical Skills** |
| **Assessment description:**All candidates are required to prepare an EXIT CAP E-portfolio. Entries/Artifacts (Sources of Evidence) come from the student teaching placement(s). The EXIT CAP E-portfolio demonstrates the ability to meet all ten **Kentucky Teacher Standards**. It is to include student work samples *gathered during the student teaching experience*.  |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** The e-portfolio is organized electronically and categorized by sections. The sections represent the Kentucky Teacher Standards (KTS). Five standards are *combined* into one section called the **TPA Section**. This section includes KTS 1, 2, 4, 6, 7. The portfolio includes an Instructional Unit with a minimum of three lesson plans that the candidate has taught. KTIP Sources of Evidence and CU unit documents are both utilized in the unit. This portfolio artifact is used to measure candidate proficiency on all indicators of KTS 1, 2, 4, 6, and 7. KTS 5 is measured by a minimum of five (5) different forms of formative and summative assessments, created and designed by the candidate. Student work samples are to be included with 3 of the 5 selected entries. Scoring guides/rubrics are includedwhen appropriate.  |
| **Discuss the data analysis for this assessment:** In the past three cohorts all candidates have scored a 3 of 3 for standard 1 on their CAP 4 portfolio. One candidate from fall of 2014 scored a 2 of 3 on standard 2 and the rest of the candidates scored a 3 of 3 on that standard. With such a small number of candidates per cohort, it is really difficult to make generalizations with the data, particularly when all but one scores a 3 of 3 on standard 2. The limited data suggests that candidates have a sufficient content and pedagogical skills to exit through the program. |
| **Provide a link to the assessment scoring guide or rubric.** [Addendum J](#J) |
| **Discuss how the reliability and validity of this assessment has been established and supported.** The rubric is proprietary; therefore, reliability and validity have been established by the organization that owns it (EPSB). |

|  |
| --- |
| **Assessment #8 Title: CAP 4 Unit (Alignment with ELA)****Assessment of Literacy Outcomes****After fall, 2016, measures from ED 359.** |
| **Assessment description:**All candidates are required to prepare an EXIT CAP E-portfolio. Entries/Artifacts (Sources of Evidence) come from the student teaching placement(s). The EXIT CAP E-portfolio demonstrates the ability to meet all ten **Kentucky Teacher Standards**. It is to include student work samples *gathered during the student teaching experience*.  |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** The e-portfolio is organized electronically and categorized by sections. The sections represent the Kentucky Teacher Standards (KTS). Five standards are *combined* into one section called the **TPA Section**. This section includes KTS 1, 2, 4, 6, 7. The portfolio includes an Instructional Unit with a minimum of three lesson plans that the candidate has taught. KTIP Sources of Evidence and CU unit documents are both utilized in the unit. This portfolio artifact is used to measure candidate proficiency on all indicators of KTS 1, 2, 4, 6, and 7. KTS 5 is measured by a minimum of five (5) different forms of formative and summative assessments, created and designed by the candidate. Student work samples are to be included with 3 of the 5 selected entries. Scoring guides/rubrics are includedwhen appropriate.  |
| **Discuss the data analysis for this assessment:** In the past three cohorts candidates have scored a 3 of 3 for standards 1, 3, 5, and 9 on their CAP 4 portfolio. The candidate from fall of 2013 scored a 2 of 3 on standards 4 and 6. The candidate from fall 2014 scored a 2 of 3 on standards 2, 8, and 10. The candidate from fall of 2015 scored a 2 of 3 on standard 7. With such a a small number of candidates per cohort, it is really difficult to make generalizations with the data, particularly when the lowest overall averages per standard is 2.75 of 3.0. The limited data suggests that candidates have a sufficient understanding in identifying, evaluating, and stipulating student learning. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)[Addendum J](#J) |
| **Discuss how the reliability and validity of this assessment has been established and supported.** The rubric is proprietary; therefore, reliability and validity have been established by the organization that owns it (EPSB). |

# Summary Analysis for Program

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

|  |
| --- |
| In the last three cohorts, there have been only four candidates in the program. For the 2013-2014 cohort there was one candidate. For the 2014-2015 cohort there were two candidates. For the 2015-2016 cohort, there was only one candidate. All candidates progress successfully through the program. There are no real generalizations that can be made to the current program given the limited number of candidates.  |

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

|  |
| --- |
| Goals for the upcoming year in all initial certification programs include revising all of the assessments to measure the new Kentucky Teacher Performance Standards and to conduct Lawshe’s content validity studies on all key program assessments as applicable. |

# Option 6

**If this program category has an Option 6 alternative route, then the following data is also required:**

**Include a narrative to describe how the alternative route program differs from the traditional route program:**

|  |
| --- |
| (Provide a narrative here) |

**Option 6 Mentoring Experiences:** (limit of 2000 characters)

**(Per KAR 9:080 Section 3)**

**Your response text can be all in one section; however you must address each item.**

|  |
| --- |
| 1. Provide evidence of selection criteria and evaluation of University and District mentors.
 |
|  |
| 1. Explain the process through which at least 15 annual observation hours (minimum 5 for university faculty, minimum 5 by district-based mentor, minimum 5 additional by university faculty or district-based mentor) are assigned to the mentors. If the program uses a template for the mentoring plan that is submitted to the EPSB for certification, please attach a copy of that template.
 |
|  |
| 1. Explain how the hours are monitored and reported.
 |
|  |
| 1. Describe how support will be offered to the candidate during in-class and out-of-class time to assist the candidate in meeting the teacher’s instructional responsibilities.
 |
|  |
| 1. Describe the process established to maintain regular communication with the employing school to assist the candidate and address identified areas of improvement.   .
 |
|  |

**Option 6 ONLY - How does the EPP (Provider) monitor and support candidate completion through KTIP?**

**(Per** **16 KAR 9:080. University-based alternative certification program - Sections 3 and 7)**

|  |
| --- |
| (limit to 1000 characters) |

**Addendum A: Curriculum Guidesheet**

*CAMPBELLSVILLE UNIVERSITY SCHOOL OF EDUCATION*

**TEACHER EDUCATION PROGRAM**

**CURRICULUM GUIDE**

**P-12 Certification in Health and Physical Education** 03/04/2016

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

Gender: M F Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Telephone Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-Mail Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester/Year admitted (SOE) \_\_\_\_

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

PRAXIS Health & P.E./Knowledge (5857) \_\_\_\_\_ (160 passing) Date Taken \_\_\_\_\_\_\_\_

PRAXIS P.E./Content & Design (5095) \_\_\_\_\_ (169Passing) Date Taken \_\_\_\_\_\_\_\_

PRAXIS PLT Exams (5622 or 5623 or 5624) \_\_\_\_\_ (160 passing) Date Taken \_\_\_\_\_\_\_\_

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

**Reminder:** \*A minimum overall GPA of 2.75 is required for admission to the TEP.

 \*A CAP 4 Portfolio meeting all KY Teacher Standards is required for program completion.

|  |
| --- |
| Professional Courses33 Hours |
| **Foundation Coursework: 12 hours** Sem/Year Grade \_\_\_\_\_\_\_ \_\_\_\_\_\_ ED 199 Entry to Teacher Preparation (0)\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 220 Introduction to Teaching (3) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 300 Human Dev. & Learn. Theory(3) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 310 Instructional Technology(3) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 325 Teaching Diverse Learners(3)  | **Pedagogy Coursework: 9 hours**Sem/Year Grade \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 359 Content Literacy (3)\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 390 Assessment & Instructional Strategies (3)\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 414 Classroom Management (3)**Clinical Practice: 12 hours** \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 450 Student Teaching (12) |
| **P-12 Health and Physical Education Courses** **52 Hours** |
| 1. **Health and Physical Education Courses:**

\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 200 Healthful Living (3) Gen Ed\*\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 201 History & Philosophy of HPE (3) F\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 212 Intro. to Rhythmic Movement (2) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 230 Kin & Phy for HP Professionals (3) S\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 251 Teaching Sport Skills I (2) F Even\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 252 Teaching Sport Skills II (2) S Odd\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 234 Safety in Sport and P.A. (2)\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 300 Prin. of Strength Train (3) F\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 302 Assessment of Physical Activity(3) S\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 310 Nutrition (3) F\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 305 Community & Consumer Health (3) F\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 320 Human Sexuality (3) F (alt w/305)\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 321 School Health & P.E. (3) S\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 380 Motor Learning (3) S\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 391 Adapted Physical Education (3) S\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 411 Teaching Health & P.E. 6-12 (3) F\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 430 Psychology of Sport (3) F OR\_\_\_\_\_\_\_ **\_\_\_\_\_\_\_** HP 360 Gender and Diversity (3) S  Total: 47 Hours | Electives (choose one course from the following):\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 250 Care and Prev. of Athletic Inj. (3) F\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 315 Intro Sport Mgt (3)\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHS 351 Christian Coaching (3) S\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 375 Curr. Issues & Trends in Sports (3) F\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 400 Phys. of Exer. (HP 230 pre-req) (3) F\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 420 Exer. Test & Presc. (HP 230) (3) F\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 444 Sport & Governance (3) F\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 480 Special Topics (3) Total: 3 Hours1. Electives (choose one course from the following):

\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 312 Coaching Theory of Baseball (2) F\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 322 Coaching Theory of Basketball (2)\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 335 Coaching Theory of Volleyball (2) Appt.\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 342 Coaching Theory of Football (2) S\_\_\_\_\_\_\_ \_\_\_\_\_\_ \_ HP 345 Coaching Theory of Softball (2) Appt.**\_\_\_\_\_\_\_ \_\_\_\_\_\_\_** HP 354 Coaching Theory of Soccer (2) S \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 365 Coaching Theory of Tennis (2) S **Total: 2 Hours****Grand Total with Gen. Ed.: 126\*-129 Hours** General Education: 44 hours Professional Ed : 33 hours  Physical Education & Health Field: 52 hours  |

My signature below indicates I hereby recognize it is my responsibility to review and ensure I complete the

above requirements for successful continuation in and exit from the Teacher Education Program.

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

**Student Signature Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date**

**Advisor Signature**

**Addendum B: CAP Document**

**CAMPBELLSVILLE UNIVERSITY**

**SCHOOL OF EDUCATION**

***Empowerment for Learning***

**CANDIDATE ASSESSMENT POINT 2:**

**ADMISSION TO TEACHER PREPARATION PROGRAM**

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

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

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

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

Last First MI Maiden

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

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

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

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

Check level of Certification :

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

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

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

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

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

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

 **Checklist of Application Materials**

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

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

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

 IECE Majors Only (except post-baccalaureate candidates)

ECE 111 ECE 130

ECE 140 ECE 216

ECE 230

ED 220

MUS 240

**(Music Students Only)**

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

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

 **Date** **Scores** **Minimum Required Scores**

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

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

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

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

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

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

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

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

  **Grade Semester Year**

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

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

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

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

 Self-Assessment IECE 301 Professor (IECE Majors Only)

 ED 220 Professor MUS 240 Professor (Music Majors Only)

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

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

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

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

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

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

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

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

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

 (+IECE students will have alternative instructions for photo)

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

**Statement of Acknowledgement/Commitment**

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

* Admission to teacher education is a requirement for taking courses beyond *ED 325; admission to the IECE program required for IECE 480* and for consideration for student teaching.
* Admission to the program does not guarantee continuation in the program nor admission to student teaching.
* To be retained in the program and to be eligible for continuation in the program and for student teaching, I must satisfactorily meet all requirements for CAPs; for program completion, I must meet CAP 4.
* Neither Campbellsville University nor any professor or administrator assumes responsibility for reminding me of the requirements for the CAPs and for graduation; the responsibility resides with me.
* Praxis Disclaimer: I understand that the Kentucky Educator certification requirements are subject to change at any time. Before registering for a Praxis exam, I will check the KY Education Professional Standards Board website at [www.kyepsb.ky.gov](http://www.kyepsb.ky.gov) for current test requirements and current cut scores. I may also contact 502-564-4606 or toll free at 888-598-7667.

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

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

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

###### This Section Is For Official Use Only

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

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

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

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

**Addendum C**

**CAMPBELLSVILLE UNIVERSITY SCHOOL OF EDUCATION**

**FIELD EXPERIENCE GUIDELINES**

**Field hours are structured in intentional and purposeful ways to engage students actively in the development of knowledge, skills, and dispositions for effective teaching. Field experiences are valuable in the preparation of the student for clinical practice (student teaching) and internship (employment). Schools in Taylor County have CU specific sign-in logs and a CU faculty member visits these schools regularly to check logs and observe students in field settings**

1. **The teacher education program requires a completion of 200 field experience hours prior to clinical experience (student teaching). These hours must be completed in a variety of schools and grade levels to insure diverse experiences. Each course requires a specific number of hours that actively prepare candidates for *a variety of experiences* that lead to success during clinicals.**

**2. Field experiences are reported on the *Field Experience Summary* form. It includes a log of activities with signatures of candidate, professor, and field-based teacher(s) to verify work. Forms are submitted in individual courses attached with written reflections and other assignments that are graded and reported in a School of Education database that tracks total field hours for every student in the teacher education program.**

**3. Professors clearly discuss expectations of field experiences in their respective courses. Field assignments are assigned a point value in each course and may include a variety of tasks (i.e. teaching a lesson, unit, case study, etc.). Forms must be submitted on the date identified in course syllabus at the discretion of the professor. Points are deducted for each day past the due date. At least half your hours will be due by mid-term each semester and the rest prior to finals week. Any forms submitted after course final will be awarded no points.**

**4. Field experiences completed outside of professional education courses must be reported on the *Field Experience Summary* form and submitted to the advisor or an instructor. A written reflection must be included.**

**5. The majority of field experience assignments reflect the nature of course objectives and are arranged by faculty. To meet the required 200 hours, field experiences must also be earned outside of professional education courses. These field experiences are arranged by the individual candidate.**

**6. When candidates arrange a field experience, contact must be made with the school early in the semester, *prior* to appearing at the school. *See expectations on back of form*.**

**7. Field experiences are professional experiences. Candidates are a representative of the teaching profession and Campbellsville University and are expected to be respectful to school personnel and to students. They must dress professionally and speak/behave accordingly. School personnel will contact the Dean’s Office with concerns of inappropriate dress and/or behaviors.**

***See expectations on back of form*.**

**STANDARDS AND EXPECTATIONS FOR PROFESSIONAL BEHAVIORS IN FIELD EXPERIENCES**

***Students are a representative of the teaching profession and Campbellsville University and are expected to be respectful to school personnel and to students. They must dress professionally and speak/behave accordingly.***

|  |  |
| --- | --- |
| **STANDARD** | **DESCRIPTION** |
| **Dress Code** | **CU teacher candidates must be dressed and groomed for appropriate professional appearance compliant with the adopted dress code of the assigned school.****a. Examples of inappropriate dress – jeans, flip-flops, t-shirts, shorts, revealing clothing****b. Examples of inappropriate behaviors – cell phone use/texting or other type of social media, gossiping, over-friendliness with students.** |
| **Attendance and Punctuality** | **CU teacher candidates are punctual, have made appropriate prior arrangements with the teacher, model collaboration and problem solving, and are receptive to constructive critical examination.****When the CU pre-service teacher arranges a field experience, these guidelines must be followed:** **a. Schedule visits in advance.****b. Arrive on time; keep appointments.****c. Contact the school, if unavoidably detained.** |
| **Conduct and Confidentiality** | **CU teacher candidates are expected to display the highest standard of professionalism during their time in schools in conduct, integrity, and confidential matters.** |
| **Leadership, Scholarship, Fellowship** | **CU teacher candidates are expected to show leadership in field experience through communications with field teacher(s), fellowship/courtesy to the teacher and students, and through demonstration of scholarship in content area(s).** |
| **Disposition** | **CU teacher candidates should be actively and enthusiastically engaged, sensitive to individual differences, appropriately interactive with the teachers, other education professionals, and students.**  |

**Addendum D**

**FIELD/CLINICAL EXPERIENCE SUMMARY FORM**

***Campbellsville University***

***School of Education***

***PLEASE STAPLE REFLECTION(S) TO THIS FORM***

Teacher Candidate Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ID Number Semester \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course Number \_\_\_\_\_\_\_\_\_ Professor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Certification: IECE \_\_\_\_P – 5 \_\_\_\_5 – 9 \_\_\_\_ 8 – 12 \_\_\_\_P – 12 \_\_\_\_\_ Content Area \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\****Field hours completed outside course requirements require approval and signature of advisor or program coordinator.***

**Date of Name of Setting Grade Category Hours Diversity Supervisor Signature &Contact Info**

**Visit Level (Email or Phone #)**

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TOTAL SEMESTER HOURS \_\_\_\_\_\_\_\_

 **Categories**

B. Observations in schools and related agencies

C. Student Tutoring

D. Interaction with families of students

E. Attendance at a school board or school council meeting

F. Participation in a school-based professional learning community

G. Opportunities to assist teachers or other school professionals

H. Other (demographics will need to be entered manually in KFETS)

Date Field Hours entered in KFETS \_\_\_\_\_\_\_\_\_\_\_\_\_

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

Teacher Candidate Signature Date

**Signature verifies individual’s original work**

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

Professor/Advisor/Program Coordinator Date

**Diversity Grade Level**

**EC**—Students from at least 2 different

 ethnic/cultural groups than self **EI**-0-2 years

**G**—Gender **P**-3-5 years

**L**—Linguistic diversity/language (ELLs) **E**-Elementary grades

**S—**Socioeconomic levels **M**-Middle grades

**D—**Students with disabilities **H**-High school

**GT**—Gifted/talented

**R**—Religion

**GR**-Geographic Region

***Note: See reverse side for additional information***

***and guiding questions for reflection***

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

**KYEPBS Regulation: 16 KAR 5:040. Admission, placement, and supervision in student teaching.**

 (3) Beginning September 1, 2013, prior to admission to student teaching, each teacher candidate shall complete a **minimum of 200 clock hours** of field experiences in a variety of primary through grade 12 (P-12) school settings which allow the candidate to participate in the following:

      (a) **Engagement with diverse populations of students which include:**

      1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;

      2. Students from different socioeconomic groups;

      3. English language learners;

      4. Students with disabilities; and

      5. Students from across elementary, middle school, and secondary grade levels;

      (b) **Observation in schools and related agencies, including**:

      1. Family Resource Centers; or

      2. Youth Service Centers;

      (c) **Student tutoring;**

      (d) **Interaction with families of students;**

      (e) **Attendance at school board and school-based council meetings:**

      (f) **Participation in a school-based professional learning community**; and

      (g) **Opportunities to assist teachers or other school professionals**.

  (4) The educator preparation program shall require the candidate to submit a record of all clinical hours for review and confirmation that the

 candidate has fulfilled the field experiences required in subsection (3) of this section.

  (5) The educator preparation program shall maintain electronic records that confirm that all candidates enrolled in student teaching after September

 1, 2013, have fulfilled the field experiences required in subsection (3) of this section.

\*Additional experiences have been added to reflect requirements of the CAEP National Standards.

**Guiding Questions for Reflection**

**Evaluating Field Experiences**

Professor will provide specific guidance for reflection questions for specific class assignment.

**Addendum E**

**Field Experience Matrix - Descriptions for P-5, 5-9, 8-12, and P-12 Programs**

**CAEP Standard 3**

# Campbellsville University School of Education 2016-17

Candidates complete an array of field experiences as part of professional education courses in partial fulfillment of program requirements for certification. All experiences require candidates to reflect. Field experiences are listed by course.

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Number****And Title** | **Field Hours** | **Field Experience Descriptions** | **Field Experiences in Diverse/Alternate Settings** |
| Foundation Courses  |
| **OR 110****Service Learning** | 5 | Candidates will plan and teach a group lesson to Freshman in local public schools. **(2 hours) KTS 1-4, 7, 8** | Candidates will select and complete a service learning project. **(3 hours)****KTS 1.2, 3.3, 8.1** |
| **ED 220**Intro to Teaching | 20 | Candidates observe, assist, and/or tutor in classroom settings of certification/content area to reflect on the roles of the teacher according to the Kentucky Teacher Standards. ED 220 students take a full-day field trip to the two local school districts and placements are assigned by the school. Candidates reflect on instructional strategies, learning environment, assessment, and diversity. This is a Mid-Term Assignment. **(9 hours). KTS 1, 3, 4, 5, 7.** One hour in each setting must focus on :Diversity **KTS 1.2, 2.4, 3.3, 4.2, 6.3, 8.1**Differentiation **KTS 1, 2**Classroom Management **KTS 3**Candidates complete a three hour co-teaching task with other candidates in collaboration with field teacher. (3 Hours) **KTS 1-9****What assessment strategies were used by the teacher?** **What types of diversity did you observe? How did this diversity influence the classroom?****How did the teacher differentiate in the classroom based on diverse needs of students?****What classroom management strategies were implemented in the classroom? How did students respond?** | Candidates will assist and tutor children in local public schools 21st Century After School programs at elementary, middle, and high schools **(2 hours). KTS 3,7. MARION CO SCHOOLS.**Partnerships with CU ESL Institute. Candidates are paired with international students with limited English proficiency and are engaged in a case study for the awareness of the need for culturally responsive teaching. **(2 hours). KTS 1.2, 3.3. 7.**Candidates must also attend one school board meeting (1 hour), one school-based council meeting (1 hour) and one (1) hour of faculty meetings.**\*16 KAR 5:040****What actions/events occurred in the meetings? Who actively participated? What decisions were made in the meetings?****What effect do these decisions have on classrooms, teachers, and students?** |
| ED 300Human Dev & Learning Theory | 20 | Candidates observe, assist, tutor and reflect on families and developmental issues in the following settings (1-2 hours each and at least one hour must be in a private school; min. 8 hours total):preschool/headstart; P-5; 5-9; 8-12, ESS, FRYSC **KTS 1-8****Module 1:** Reflect/compare on the Paired-teaching model to current collaborative practices. Utilize a co-teaching strategy to develop a lesson plan & deliver instruction.(3 hours) **KTS 1-9**  | Participate in a One Day Inner City/Diverse School Visit interviewing staff and interacting with students (5 hours) **KTS 1.2, 2.4, 3.3, 4.2, 6.3**Develop KTIP Lesson Plan based on a diverse culture using culturally responsive teaching. (2-4 hours) **KTS 1.2, 2.2, 2.4, 3.3, 4.2, 6.3, 8.1** |
| **ED 310**Instructional Technology | 20 | Candidates will observe, tutor and teach a TPA lesson in an assigned classroom in their certification area. This lesson must include the latest technologies available. Candidates will use the Lesson Plan and Reflection form for the lesson. Candidates will do the following for each lesson to be taught: observe and assist in the class for at least 4 hours, work collaboratively with the teacher to choose a lesson to teach, give a pretest with clickers, teach the lesson, give a posttest, analyze test results and reflect on the whole process. **KTS 1,2,3,4,5,6,7**. | Students must observe at least 2 settings where assistive and adaptive technology is being used in a diverse environment.**KTS 3.3, 6.3** |
| **Pedagogy Courses**  |
| **ED 325**Exceptional Child | 20 | Candidates observe, tutor, and teach exceptional students (students with disabilities, gifted and talented culturally, linguistically diverse) in certification level. Candidates will create a 3-lesson Unit with extensions for diverse learners. (10 hours)**KTS 1-9****MODULE 2: Co-teaching strategies** | Candidates may use 10 hours to complete a case study of one exceptional student). \*Approved by professorCandidates must interview a special education, ESL, Gifted or Interventionist at the elementary, middle, and high school level.Candidates must observe 3 hours at the elementary, middle, and high school level in a resource, collaborative, RTI model setting, or ESL individual/group setting.Candidates may observe extended school settings, FRC parent or student skill building sessions in which a diverse population is being served.**(10 Hours)** |
| ED 331Social Studies P-5 | 10***(Fall Only)***  | Candidates will spend 10 hours in a social studies classroom with the following expectations for those hours:* 1-4 hours (observations/co-teaching, teacher conferences discussing how diversity is addressed in their classrooms, pre-assessment) **KTS 1, 2, 3, 8**
* 5-9 hours (teaching your unit and giving your post-assessment) **KTS 1, 2, 3, 4, 5, 6, 7, 9, 10**
* 10th hour (post-assessment feedback to students) **KTS 5, 7**
 | **Field Experiences in Diverse/Alternate Settings** Candidates will be teaching a unit with a minimum of 5 lesson plans to a  class that you select. All lesson plans should include differentiation,  accommodations and student self-reflection.Candidates will complete a cultural diversity project by identifying an international student on campus and studying his/her home country. The candidate shall interview the international student twice comparing the education system, family life, finance, etc. of his/her country to the United States. The candidate will create a lesson plan highlighting the teaching of a cultural celebration and display it during a collaboration luncheon with KDP. Candidates complete an autobiography highlighting life experiences that involved diverse settings and diverse ethnicities. Candidates create an interactive “Discover America Project” with lesson plan to have their P-5 students experience diverse settings/places throughout the United States. |
| ED 341Math Methodology P-5 | 20 | **3 hours observing math in each setting: P-3rd grade, 4th and 5th grade, 6th-8th grade, elementary math intervention.****For P-3rd grade**, observe and note levels of cognitive demand. Low-level cognitive demand may include memorization tasks or procedures without connections tasks. High-level cognitive demands include procedures with connections tasks or doing mathematics tasks. **(KTS 1&7)****For 4th and 5th grade**, observe and note conceptual and procedural knowledge. Is the lesson objective conceptual or procedural? Do classroom activities emphasize conceptual or procedural thinking? In what ways do teacher questions emphasize conceptual or procedural thinking? Do you feel there was an appropriate balance between the two? **(KTS 1&7)****For 6th through 8th grade**, observe and note classroom discourse. Does the teacher pose questions that elicit student thinking? Does the teacher ask questions to clarify student thinking and then listen to their responses? Do the students communicate with each other? Do the students initiate questions and present strategies and solutions? **(KTS 1&7)****Integrated Lesson:** 3 hours for lesson plan development, observation, and implementation in a P-5 math classroom. For a minimum of two hours, observe students and their actions and thinking. Use these observations and discussion with the teacher to design a lesson integrating math with social studies, science, language arts, or other KCAS standards. The lesson plan must be approved by your professor; then you will return to the classroom to implement for the final hour. **(KTS 1, 2, 3, 4, & &)****Constructed Response:** Observe for a minimum of one hour. Use these observations and discussion with the teacher to design a constructed response assessment related to the current math topic. Align this assessment to KCAS standards. The assessment must be approved by your professor; then you will return to the classroom to implement for the final hour. We will score and analyze results in class. **(KTS 1, 5, & 7)****Original Book:** 3 hours for lesson plan development, observation, and implementation of an original math children’s book in a P-5 math classroom. Observe for a minimum of two hours. Use these observations and discussion with the teacher to create an original math book and lesson related to a KCAS objective. The lesson plan and book must be approved by your professor; then you will return to the classroom to implement the lesson including reading the book to the class for the final hour. **(KTS 1, 2, 3, 4, & 7)** |  |
| **ED 343** Science Methodology P-5 | 12 | **5E Lesson**: Observe for a minimum of two hours. Use these observations and discussion with the teacher to develop a 5E lesson including a co-teaching element that relates to KCAS standards. The lesson plan must be approved by your professor, then you will return to the classroom to implement for the final hour. **(KTS 1, 2, 3, 4, & 7)****Constructed Response:** Observe for a minimum of two hours. Use these observations and discussion with the teacher to design a constructed response assessment related to the current math topic. Align this assessment to KCAS standards. The assessment must be approved by your professor, then you will return to the classroom to implement for the final hour. We will score and analyze results in class. **(KTS 1, 5, & 7)****Literature Lesson:** Observe for a minimum of two hours. Use these observations and discussion with the teacher to design a lesson integrating literature with the KCAS science standards. The lesson plan must be approved by your professor, then you will return to the classroom to implement for the final hour. **(KTS 1, 2, 3, 4, & 7)**The final three hours will include **planning and organizing a field trip** to CU for local elementary students. Small groups of ED 343 students will work together to develop a lesson plan and assessments linked to KCAS standards. Local elementary students will spend a day at CU. You will host them and teach your lesson multiple times to these students. **(KTS 1, 2, 3, 4, & 7)** |  |
| ED 351Reading Methodology P-8 | 15 hrs  | All Candidates observe, assist, and/or tutor in a reading classroom in the elementary or middle school classroom for three hours to develop rapport with students and understand the classroom dynamics prior to teaching a lesson. **(3 hours). KTS 3, 4, 7..**All Candidates will teach one lesson that includes specific reading skills as discussed in class (i.e, phonics, phonemic awareness, fluency, vocabulary, or comprehension strategies). Candidates will reflect on the lesson to analyze student performance on the learning objective **(4 hours). KTS 1, 2, 3, 4, 7.** | QRI - Qualitative Reading Inventory -- All Candidates will administer a QRI to a struggling reader in an elementary or middle school classroom to determine reading level and nature of miscues made during the reading process. Candidates will analyze this test data to develop suggestions to improve reading proficiency **(3 hours). KTS 1, 5, 6,7, 8.**Candidates will be required to complete 5 field hours involved in a variety of literacy activities, such as tutoring, Small Group Instruction. Literacy events promote reading proficiencies. **(5 hours). KTS 3,4,7,8.**  |
| **ED359**Content Literacy | 20 hrs |  |  |
| ED 361Lang Arts Methodology P-8 | 13 hoursP-5 Majors20 hours5-9 Majors | Candidates will spend 4 hours each in K-2, 3-5, 6-8, and 9-12 classrooms. Candidates will interview classroom teachers and observe their practice regarding diversity/differentiation, organization/models of language arts instruction utilized, and assessment. ( 16 hours) **KTS 3, 4, 7** | Candidates will interview classroom teachers and observe their practice regarding diversity/differentiation **KTS 3, 4, 7** |
| ED 371Children’s Literature P-5 | 15 | Candidates observe, assist, and/or tutor in an elementary classroom to interact with students through the use of literature. Candidates may engage in read-alouds with whole group/small group or tutor an individual child. Children may also read to the candidate. **(10 hours). KTS 1, 3, 4, 7.** Candidates participate in the planning of special reading events held in the Beulah Campbell Room, such as the National Jumpstart Early Literacy Program, and/or National Literacy Week Celebrations. **(5 hours). KTS 1, 3, 6, 7, 8, 9.**  | **Other Activities:** Candidates may participate in literacy events on campus and in elementary school settings that utilize children’s literacy in different ways (such as, CU Children’s Theater Productions, Summer Reading Programs, Public Library literacy events, After School activities, or Evening Literacy Events at local schools. **KTS 1, 3, 6, 7, 8, 9.** |
| **ED 311** Educational Assessment P-8  | 40 | Candidates will be placed with a P-12 teacher to first observe and assist, and then plan, teach, and assess a 5-day unit of study. Candidates will engage in 2 specific co-teaching strategies; one teach one observe and one teach one assist. Candidates will co-plan with the teacher to design and teach a 5-lesson unit. The unit must include a pre-test with analysis of the data, post-test, communication of results to students and reflection of student data. Candidates will intentionally observe the following strategies while conducting one teach one observe: differentiation, higher-order questioning, wait time, student responses, instructional and/or assessment. **(20 hours placement) KTS 1, 2, 4, 5, 6, 7** | Candidates will work in an after school program tutoring and/or planning activities. **(10 hours) KTS 1, 2, 3, 4, 7**Candidates will complete a collaboration project with a student from the after-school program or a struggling student from their unit field experience. The candidates will collaborate with the student’s family as well as classroom teacher and/or after-school program coordinator. **(10 hours**) **KTS 1, 2, 4, 5, 6, 7, 8** |
| ED 390 Assessment & Instructional Strategies 8-12, P-12 | 40 | Candidates will be placed with a P-12 teacher to first observe and assist, and then plan, teach, and assess a 5-day unit of study. Candidates will engage in 2 specific co-teaching strategies; one teach one observe and one teach one assist. Candidates will co-plan with the teacher to design and teach a 5-lesson unit. The unit must include a pre-test with analysis of the data, post-test, communication of results to students and reflection of student data. Candidates will intentionally observe the following strategies while conducting one teach one observe: differentiation, higher-order questioning, wait time, student responses, instructional and/or assessment. **(20 hours placement) KTS 1, 2, 4, 5, 6, 7** | Candidates will work in an after school program tutoring and/or planning activities. **(10 hours) KTS 1, 2, 3, 4, 7**Candidates will complete a collaboration project with a student from the after-school program or a struggling student from their unit field experience. The candidates will collaborate with the student’s family as well as classroom teacher and/or after-school program coordinator. **(10 hours**) **KTS 1, 2, 4, 5, 6, 7, 8** |
| ED 414Classroom Management P-5 | 40  | Candidates in ED 414 acquire 40 field hours, 20 in each placement, in their two student teaching placements the semester prior to student teaching. The hours will include a variety of experiences, including but not limited to teaching a lesson in each placement, tutoring a diverse student, working with small groups, co-teaching, interviewing the teachers and completing assignments for each management topic addressed in class. The hours will also include any required experiences that the candidate has not had to meet the EPSB 200 field hour experiences. **(KTS 1, 2, 3, 4, 5, 6, 7, 8, 10)** **MODULE 4** | **Diverse Populations**During ED 414 field experiences, students will, in collaboration with each cooperating teacher, identify a racially diverse student with whom to tutor during the 20 field hours in each class. Candidates will also complete a variety of assignments related to closing the achievement gap in their placements. **(KTS 2, 3, 4, 5, 6)** |
| ED 416Curriculum & Methodology 8-12, P-12 | 40 | Candidates will be placed with their cooperating teachers. Those with two 8 week placements will spend 20 hours with each teacher or a 16 week placement will spend 40 hours with their teacher. They will observe and assist in the classroom learning routines, procedures and basic classroom management techniques. Candidates will co-plan and co-teach 2 lessons in each placement or 4 lessons in one placement. (40 hours)**KTS 1-10****MODULE 4 Co-Teaching Strategies** |  |

**Addendum F**

**CAMPBELLSVILLE UNIVERSITY**

**SCHOOL OF EDUCATION**

***Empowerment for Learning***

CANDIDATE ASSESSMENT POINT 4:

PROGRAM EXIT

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

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

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

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

Check level of Certification :

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

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

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

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

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

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 **Checklist of Application Materials**

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

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

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

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

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

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

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

 please check the Education Professional Standards Board website at [www.epsb.ky.gov](http://www.epsb.ky.gov/) for current test requirements and

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

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

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

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

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

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

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

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

Praxis Subject Assessment Remedial Study Plan if Applicable

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

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

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

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

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

 \*c. Self-Evaluation

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

 ***\* If No, attach Course Lack form. (Available in Dean’s Office or on the web site)****.*

**\_\_\_** 6. Student Teaching Experience**: Required Experiences documented in Journal and Journal Rubric**

**Statement of Acknowledgement**

I understand that completion of the teacher preparation program at Campbellsville University depends on successful completion of all course work and student teaching. Furthermore, I understand that my application for teacher certification depends on the approval of my CAP 4 application, evaluations by cooperating teacher(s) and university supervisor(s), and passing scores on all appropriate PRAXIS subject assessments. Degree posting is documentation of completion of all program requirements.

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

**This Section Is For Official Use Only**

**Decision by the School of Education Faculty**

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

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

Copy of Notification Letter Attached \_\_\_

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

**Addendum G**

**School of Education**

**New Sources of Evidence at a Glance**

**2016 – 2017**

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

**Addendum H**

**CAMPBELLSVILLE UNIVERSITY**

**SCHOOL OF EDUCATION**

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| **CAP 3 Portfolio Guidelines****2016-2017** |

All candidates applying to student teach are required to prepare a CAP 3 portfolio for approval. The CAP 3 portfolio demonstrates the candidate’s ability to meet all ten **Kentucky Teacher Standards**. It is to include some student work samples *gathered during field* *experiences*. Please protect students’ right to privacy by removing all names. All components of the CAP 3 portfolio shall be the original work of the candidate and uploaded to a student-created webpage for evaluation by the due date.

**General Requirements**

- Webpage or Wiki-Space

- Rationales for each KTS

- Original Sources of Evidence

- Artifacts demonstrating proficiency KTS

**-** Demonstration ofcompetent writing skills

**COMPONENTS OF THE CAP 3 PORTFOLIO**

**General documents/requirements in order listed:**

1. **Webpage**: Name, Photo, Brief Bio, University, Content Area, Grade Level

b) **Signed form Verifying Original Work & Permission to Review**

c) **Completed Self-Evaluation** of Portfolio using Portfolio Rubric.

e) **Resume/Vita** (name and contact information not sufficient)

f) **Acceptable Use Policy**

**Standards-Based Unit: KTS 1 Content & KTS 2 Planning**

* **Rationale**
* **Sources of Evidence**
	+ **SOE 1.1 Unit Guidelines**
	+ **SOE 1.2 Unit Assessment Plan**
	+ **SOE 2 Lesson Plans** (Must include all materials necessary to teach lessons.)
	+ **SOE 1.4 Unit Analysis and Reflection** (Only include if the unit was taught.)

**Classroom Management Plan: KTS 3 Learning Climate**

* **Rationale**
* **Philosophy**
* **Classroom Management Plan**

**Taught Lesson: KTS 4, 6, & KTS 7 Implementation, Technology & Reflection**

* **Rationale**
* **Sources of Evidence**
	+ **SOE 2 Lesson Plan:** This cannot be a lesson from the unit in KTS 1 and 2. (All materials used to teach the lesson, including all assessments.)
	+ **SOE 4 Post Observation Reflection**: Submit at least 3 student work samples labeled as Exceeds, Meets, and Below removing student names.

**Original Assessments: KTS 5 Assessment and Communication of Learning Results**

* **Rationale**
* **Assessments:** Minimum of five (5) different assessments designed to be used or that were used formatively and summatively. All assessments must be original-created and designed by the candidate. Each assessment should be labeled with the type, content and grade intended, and learning objective(s). Possible types of assessments are:
	+ 1. Written Response, (e.g.) On-Demand, Constructed/Open Response
		2. Selected Response, (e.g.) Traditional Tests/Answer Keys, Kahoot,
		3. Performance Assessment, (e.g.) Culminating Events, Projects, Demonstrations
		4. Personal Forms of Communication, (e.g.) Observation Sheets, Anecdotal Records, Checklists
		5. Informal Assessments, (e.g.) Web, Concept Map, Exit Slips
		6. Self-Assessments (may be one of the above types)
		7. Peer Assessment/Review (may be one of the above types)
* **Rubrics/scoring guides:** At least one assessment must include a rubric.
* **SOE 4 or SOE 1.4 Analysis and Communication of Learning Results:** You may use analysis from a single lesson or from a unit.  **(**Cannot be the same SOE 4 used for KTS 4, 6, and 7.)
* **Student work samples for at least one assessment:** Remove student names and label each assessment as Exceeding, Meeting or Below lesson objectives.

**KTS 8: Collaboration**

* **Rationale**
* **Sources of Evidence**
	+ **SOE 10 Collaboration** (e.g.) QRI, Collaboration Project from Assessment Course 1617, Co-Teaching Project from ED 210/MUS 240

**KTS 9: Professional Development**

* **Rationale**
* **Sources of Evidence**
	+ **SOE 5 PPGP Self–Assessment** of **KTS, Domains and Disposition** strengths and growth areas
	+ **SOE 7 Professional Involvement (Beginning School Year 1718)**

o **MAY also include** reflection/s on professional meetings or conferences attended. (Do not include certificates.)

**KTS 10: Leadership**

* **Rationale**
* **Sources of Evidence**
	+ **SOE 11 Leadership** School year 1617 include only the Leadership Plan for student teaching. Evaluation of completed Leadership Plan will occur at CAP 4.
	+ **SOE 11 Leadership** School year 1718 include Partner/Group Leadership Plan from ED 325.

**Addendum I**

CAMPBELLSVILLE UNIVERSITY

SCHOOL OF EDUCATION

2016-17

EXIT CAP E-PORTFOLIO GUIDELINES

All candidates are required to prepare an EXIT CAP E-portfolio. Entries/Artifacts (Sources of Evidence) come from the student teaching placement(s). The EXIT CAP E-portfolio demonstrates the ability to meet all ten Kentucky Teacher Standards. It is to include student work samples *gathered during the student teaching experience*. (Note: protect students’ right to privacy by removing all last names.)

The e-portfolio is organized electronically and categorized by sections. The sections represent the Kentucky Teacher Standards (KTS). Five standards are *combined* into one section called the TPA Section. This section includes KTS 1, 2, 4, 6, 7. The remaining standards are separate sections entitled Learning Climate (KTS 3), Assessment (KTS 5), Collaboration (KTS 8), Professional Development (KTS 9) and Leadership (KTS 10).

The two following key definitions are vital to the successful completion of the Exit E-Portfolio.

* ***Rationales*** – narratives that explain how entries/artifacts demonstrate and meet the respective Kentucky Teacher Standards and supporting indicators
* ***Entries or Artifacts (Sources of Evidence)*-**evidence provided that demonstrates competency for each of the Kentucky Teacher Standards and supporting indicators
1. **General Requirements Section**
	* 1. Competency in writing skills will be scored for the Exit E-Portfolio.
		2. All documents in the CAP Portfolio should be original work.
		3. A Student Teaching Video (minimum of 15 minutes) will be submitted with the accompanying lesson and a reflection.

COMPONENTS OF THE EXIT CAP PORTFOLIO

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| 1. The Preliminary Documents Section must include: |
| 1. Main Page: Name, Major, Date, University
2. Signed form Verifying Original Work & Permission to Review
3. Completed Self-Evaluation of Portfolio
4. Resume/Vita (name and contact information not sufficient)
5. Educational Philosophy–updated (2 pages, size 12 font, double spaced)
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| **2. TPA Section: Kentucky Teacher Standards 1, 2, 4, 6, and 7** ***Descriptor:*** *Include an Instructional Unit that you have taught in your placement classroom. You must follow unit guidelines as specified in the required unit Sources of Evidence. The unit is composed of the following TPA Sources of Evidence and must contain a minimum of* ***3*** *lesson plans:* |
| **Evidence/Artifacts** | **Source of Evidence**  |
| Unit Guidelines | Source of Evidence-1.1 |
| Unit Assessment PlanPre-TestAnalysis of Pre-Test and Post-Test | Source of Evidence-1.2 |
| Design of Instructional Activities | Source of Evidence-1.3 |
| Lesson PlansAt least three lesson plans with all materialsPost-Observation Reflections for Lessons taught and observed | Source of Evidence-2Source of Evidence-4 |
| Organizing/Analyzing Results for Unit | Source of Evidence-1.4 |
| Records and Communication | Source of Evidence-6 |
| Student Voice | Source of Evidence-9 |
| *It is advised that you complete the* ***TPA Unit*** *early during your 1st placement. If you have one-placement, then complete the* ***TPA Unit*** *early in the 1st eight weeks.**The Sources of Evidence will be posted on the School of Education website; until then, please use the documents to be sent through your personal CU Email.* |

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| **3. Kentucky Teacher Standard 3: Learning Climate** |
| **Evidence/Artifacts** | **Source of Evidence** |
| Rationale |  |
| Classroom Management Plan |  |
| At least three Observation Evaluations | Observation Forms A/B |
| Lesson Reflections for Observed Lessons | Source of Evidence-4 |
| ***Narrative about Classroom Management:*** *A one-page narrative analysis focusing on personal performance growth in classroom management. To develop this narrative, review your Classroom Management Plan for CAP 3, reflect on your growth based on KTS 3 indicators, and your performance evaluations:*1. *Did you communicate high expectations for students?*
2. *Did you maintain a positive learning environment?*
3. *Did you value and support student diversity and address individual needs?*
4. *Did you foster mutual respect between teacher and students and among students?*
5. *Did you provide a safe environment for learning?*
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| **4. Kentucky Teacher Standard 5: Assessment** ***Descriptor:*** *KTS 5 is to include a minimum of five (5) different forms of formative and summative assessments, created and designed by the candidate.* ***No commercially developed assessments may be submitted.*** *Student work samples are to be included with 3 of the 5 selected entries. Include scoring guides/rubrics when appropriate. Entries for KTS 5 may come from the TPA. Examples are:*1. On-Demand Prompts
2. Open Response Prompts
3. Culminating Events
4. Informal Assessments, (e.g.) Webbing, Concept Mapping, Observation Sheets, Anecdotal Records, Checklists
5. Student Self-Assessment
6. Peer Assessment
7. Traditional Tests
8. Samples of student work with teacher feedback.
9. Portfolio entry prompts with scoring guide and student sample
 |
| **Evidence/Artifacts** | **Source of Evidence** |
| Rationale |  |
| Assessment 1Student work samples and scoring guide or rubric |  |
| Assessment 2Student work samples and scoring guide or rubric |  |
| Assessment 3Student work samples and scoring guide or rubric |  |
| Assessment 4Student work samples and scoring guide or rubric |  |
| Assessment 5Student work samples and scoring guide or rubric |  |
| Record and Communication: Brief Reflection | SoE-6 |

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| 5. **Kentucky Teacher Standard 8: Collaboration** |
| **Evidence/Artifacts** | **Source of Evidence** |
| Rationale |  |
| Collaboration Project during one placement: *The plan must include collaboration with another professional in the school system such as a resource teacher, guidance counselor, youth resource center, etc.* | Source of Evidence-10 |
| Analysis and evaluation of student performance*The plan must include collaboration with another professional in the school system such as a resource teacher, guidance counselor, youth resource center, etc.* |  |

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| **6. Kentucky Teacher Standard 9: Professional Development**  |
| **Evidence/Artifacts** | **Source of Evidence** |
| Rationale |  |
| Self-Assessments (KTS, Domains, Dispositions) |  |
| Pre-Professional Development Plan | Source of Evidence-5 |
| Reflective Narrative |  |
| Professional Involvement | Source of Evidence-7 |
| ***Note:*** *Include evidence of attendance and/or participation at professional meetings or conferences with reflective piece stating activities and knowledge gained. Do not include certificates.* |

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| **7. Kentucky Teacher Standard 10: Leadership** |
| **Evidence/Artifacts** | **Source of Evidence** |
| Rationale |  |
| Leadership Project:A project you implement in the school that would demonstrate your ability to provide professional leadership as a teacher | Source of Evidence-11 |
| Narrative Reflection: A reflection of your project accomplishments regarding student learning and school environment. What did you learn from your leadership experience - what worked, what did not, and why? How could you strengthen the project? Why? |  |

**Addendum J**

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

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| **CU ID#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Major\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator Code\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Holistic Portfolio Score\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Check appropriate box: CAP 3 CAP 4 CAP 7** |

Directions: Record a *holistic* score for each standard and an *analytical* score for each indicator.

Scoring Guide: 3=Satisfactory 2=Progress Made 1=Unsatisfactory

Important Note: Evidence for evaluating KTS 1, 2, 4, 6, 7 in *CAP 4 and 7 portfolios only* is located in the TPA Section of the portfolio.

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| **General Portfolio Requirements**  |  **3 2 1** |
| a. Main Page |  **3 2 1** |
| b. Signed form verifying original work and permission to review |  **3 2 1** |
| c. Self-evaluation of portfolio |  **3 2 1** |
| d. Resume/vita |  **3 2 1** |
| e. Educational philosophy located after the resume/vita (2 pages, size 12 font, double-spaced) |  **3 2 1** |
| f. Competency in writing skills |  **3 2 1** |

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| **Standard 1: The Teacher Demonstrates Applied Content Knowledge** | **3** | **2** | **1** | **Score** |
|  |
| **a. Communicates concepts, processes and knowledge** | Accurately and effectively communicates concepts, processes and/or knowledge AND uses vocabulary that is clear, correct, and appropriate for students | Accurately communicates concepts, processes and knowledge BUT omits some important ideas, uses vocabulary inappropriate for students or overlooks student misconceptions | Inaccurately and ineffectively communicates concepts, processes and knowledge |  |
| **b. Connects content to life experiences of students** | Effectively connects MOST content, procedures, and activities with relevant life experiences of students | Connects SOME content, procedures, and activities with relevant life experiences of students | RARELY or NEVER connects content, procedures, and activities with relevant life experiences of students |  |
| **c. Demonstrates instructional strategies that are appropriate for content and contribute to student learning** | Uses instructional strategies that are CLEARLY appropriate for the content and processes of the lesson AND make a CLEAR contribution to student learning | Demonstrates instructional strategies that are SOMEWHAT appropriate for content and processes of the lesson AND make SOME contribution to student learning | Demonstrates instructional strategies that are RARELY or NEVER appropriate for content and processes of the lesson OR make NO contribution to student learning. |  |
| **d. Guides students to understand content from various perspectives** | REGULARLY provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding | SOMETIMES provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding | RARELY or NEVER provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding |  |
| **e. Identifies and addresses students’ misconceptions of content** | REGULARLY identifies misconceptions related to content and addresses them during planning and instruction | SOMETIMES identifies misconceptions related to content and addresses them during planning and instruction | RARELY or NEVER identifies misconceptions related to content and addresses them during planning and instruction |  |

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| **Standard 2: The Teacher Designs and Plans Instruction** | **3** | **2** | **1** | **Score** |
|  |
| **a. Develops significant objectives aligned with standards** | States learning objectives that reflect key concepts of the discipline AND are aligned with local or state standards | States learning objectives that reflect key concepts of the discipline but are not aligned with local or state standards OR states learning objectives that do not reflect key concepts of the discipline | Uses objectives that are not clearly stated or are trivial AND are not aligned with local or state standards |  |
| **b. Uses contextual data to design instruction relevant to students** | Plans and designs MOST instruction that is clearly and appropriately based on significant student, community, and/or cultural data | Plans and designs SOME instruction that is appropriately based on some student, community, and/or cultural data | Plans and designs LITTLE TO NO instruction that is based on student, community, and cultural data OR planning and design reflect biased or inappropriate use of data |  |
| **c. Plans assessments to guide instruction and measure learning objectives** | Plans MOST assessments that guide instruction, measure learning results, and are aligned with learning objectives | Plans SOME assessments that guide instruction, measure learning results, and are aligned with learning objectives | Plans FEW assessments that guide instruction, measure learning results, and are aligned with learning objectives |  |
| **d. Plans instructional strategies and activities that address learning objectives for all students** | Aligns MOST instructional strategies and activities with learning objectives for all students | Aligns SOME instructional strategies and activities with learning objectives for all students | Aligns FEW instructional strategies and activities with learning objectives for all students |  |
| **e. Plans instructional strategies and activities that facilitate multiple levels of learning** | Plans MOST instructional strategies that include several levels of learning with SOME requiring higher-order thinking | Plans instructional strategies that include at least TWO levels of learning with at least ONE requiring higher-order thinking | Plans instructional strategies that do not include levels of learning OR do not require higher- order thinking |  |

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| **Standard 3: The Teacher Creates and Maintains Learning Climate** | **3** | **2** | **1** | **Score** |
|  |
| **a. Communicates high expectations** | Sets significant and challenging objectives for students AND verbally/nonverbally communicates confidence in students’ abilities to achieve these objectives. | Sets significant and challenging objectives for students BUT does not communicate confidence in students’ ability to achieve these objectives | Does not set significant and challenging objectives for students AND does not communicate confidence in students |  |
| **b. Establishes a positive learning environment** | Establishes clear standards of conduct, shows awareness of student behavior, AND responds in ways that are both appropriate and respectful to students | Makes efforts to establish standards of conduct, and monitor and respond to student behavior, BUT efforts are ineffective and or appropriate | Does not establish clear standards for student conduct, AND does not effectively monitor behavior, AND does not appropriately respond to behavior |  |
| **c. Values and supports student diversity and addresses individual needs.** | Consistently supports student diversity and addresses individual needs using a VARIETY of strategies and methods | Inconsistently supports student diversity and addresses individual needs or uses a LIMITED repertoire of strategies and methods | Makes LITTLE or NO attempt to respond to student diversity and individual needs – tends to use a “one size fits all” approach |  |
| **d. Fosters mutual respect between teacher and students and among students** | Consistently treats all students with respect and concern AND monitors student interactions to encourage students to treat each other with respect and concern | Inconsistently treats all students with respect OR does not monitor students | Does not treat all students with respect and concern AND does not monitor students |  |
| **e. Provides a safe environment for learning** | Creates a classroom environment that is BOTH emotionally and physically safe for all students | Creates a classroom environment that is physically safe for all students BUT is inconsistent in ensuring a safe emotional environment for all students | Fails to create an emotionally AND physically safe environment for students |  |
| **Standard 4: The Teacher Implements and Manages Instruction** | **3** | **2** | **1** | **Score** |
|  |
| **a. Uses a variety of instructional strategies that align with learning objectives and actively engage students** | Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives | Uses a variety of instructional strategies that engage students throughout the lesson on tasks BUT are not aligned with learning objectives OR tasks are aligned with learning objectives BUT do not keep students engaged | Uses instructional strategies that do not engage students AND are not aligned with learning objectives |  |
| **b. Implements instruction based on diverse student needs and assessment data** | Implements instruction based on diverse student needs and assessment data AND adapts instruction to unanticipated circumstances when needed | Implements instruction based on diverse student needs and assessment date BUT does not adapt instruction to unanticipated circumstances when needed | Does not base instruction on diverse student needs and assessment data AND does not adapt instruction to unanticipated circumstances when needed |  |
| **c. Uses time effectively** | Establishes EFFICIENT procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is MINIMAL loss of instructional time | Establishes SOMEWHAT efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work that vary in their effectiveness so there is SOME UNNECESSARY loss of instructional time | Fails to establish consistent procedures for performing non-instructional tasks, handling materials and supplies, managing transactions, and organizing and monitoring group work resulting in significant loss of instructional time |  |
| **d. Uses space and materials effectively** | Uses classroom space AND materials effectively to facilitate student learning | Uses classroom space but not materials to effectively facilitate student learning OR uses materials but not classroom space to effectively facilitate student learning | Fails to effectively use classroom space AND materials to facilitate student learning |  |
| **e. Implements and manages instruction in ways that facilitate higher-order thinking** | CONSISTENTLY uses a variety of appropriate strategies to facilitate higher-order thinking | SOME instruction promotes higher-order thinking | LITTLE or NO instruction promotes higher-order thinking |  |

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| **Standard 5: The Teacher Assesses and Communicates Learning Results** | **3** | **2** | **1** | **Score** |
|  |
| **a. Uses pre-assessments** | Uses a variety of pre-assessments to establish baseline knowledge and skills for all students | SOMETIMES uses pre-assessments to establish baseline knowledge and skills for all students | DOES NOT USE pre-assessments to establish baseline knowledge and skills for all students |  |
| **b. Uses formative assessments** | Uses a variety of formative assessments to determine each student’s progress and guide instruction | Uses SOME formative assessments to determine each student’s progress and guide instruction BUT offers LITTLE variety | Does not use a variety of formative assessments to determine each student’s progress and guide instruction AND offers NO variety |  |
| **c. Uses summative assessments** | Uses varied summative assessments to determine each student’s progress | Uses LITTLE variety in summative assessments to determine each student’s progress | Uses NO variety in summative assessments to determine each student’s progress |  |
| **d. Describes, analyzes, and evaluates student performance data** | Analyzes assessment data to guide instruction and learning and measure learning progress | Analyzes assessment data to guide instruction and learning OR to measure learning progress | Does not analyze assessment data to guide instruction OR measure learning progress |  |
| **e. Communicates learning results to students and parents** | Communicates learning results to students AND parents in a meaningful and timely manner | Communicates learning results to students OR parents in a meaningful and timely manner | Does not communicate learning results to students AND parents in a meaningful and timely manner |  |
| **f. Allows opportunity for student self-assessment** | CONSISTENTLY promotes opportunities for students to engage in accurate self-assessment of learning | SOMETIMES promotes opportunities for students to engage in accurate self-assessment of learning | RARELY OR NEVER promotes opportunities for students to engage in accurate self-assessment of learning |  |

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| **Standard 6: The Teacher Demonstrates the Implementation of Technology** | **3** | **2** | **1** | **Score** |
|  |
| **a. Uses available technology to design and plan instruction** | REGULARLY uses technology to design and plan instruction | SOMETIMES uses technology to design and plan instruction | RARELY or NEVER uses technology to design and plan instruction |  |
| **b. Uses available technology to implement instruction that facilitates student learning** | REGULARLY uses technology to implement instruction and facilitate student learning | SOMETIMES uses technology to implement instruction and facilitate student learning | RARELY or NEVER uses technology to implement instruction and facilitate student learning |  |
| **c. Integrates student use of available technology into instruction** | REGULARLY integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs | SOMETIMES integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs | RARELY or NEVER integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs |  |
| **d. Uses available technology to assess and communicate student learning** | REGULARLY uses technology to assess and communicate student learning | SOMETIMES uses technology to assess and communicate student learning | RARELY or NEVER uses technology to assess and communicate student learning |  |
| **e. Demonstrates ethical use of technology** | Ensures that personal use and student use of technology are ethical and legal | Ensures that personal use OR student use of technology are ethical and legal | DOES NOT ensure that personal use OR student use of technology is ethical and legal |  |

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| **Standard 7: Reflects on and Evaluates Teaching and Learning** | **3** | **2** | **1** | **Score** |
|  |
| **a. Uses data to reflect on and evaluate student learning** | REGULARLY reflects on and evaluates student learning using appropriate data | SOMETIMES reflects on and evaluates student learning using appropriate data | RARELY or NEVER reflects on and evaluates student learning using appropriate data |  |
| **b. Uses data to reflect on and evaluate instructional practice** | REGULARLY reflects on and evaluates instructional practice using appropriate data | SOMETIMES reflects on and evaluates instructional practice using appropriate data | RARELY or NEVER reflects on and evaluates instructional practice using appropriate data |  |
| **c. Uses data to reflect on and identify areas for professional growth** | REGULARLY identifies areas for professional growth using appropriate data | SOMETIMES identifies areas for professional growth using appropriate data | RARELY or NEVER identifies areas for professional growth using appropriate data |  |

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| **Standard 8: Collaborates with Colleagues/ Parents/ Others** | **3** | **2** | **1** | **Score** |
|  |
| **a. Identifies students whose learning could be enhanced by collaboration** | Identifies ONE or more students whose learning could be enhanced by collaboration and provides an appropriate rationale | Identifies ONE or more students whose learning could be enhanced by collaboration, but does not provide an appropriate rationale | Fails to identify a student whose learning could be enhanced by collaboration |  |
| **b. Designs a plan to enhance student learning that includes all parties in the collaborative effort** | Designs a plan to enhance student learning that includes ALL parties in the collaborative effort | Designs a plan to enhance student learning that includes SOME parties in the collaborative effort | Does not design a plan OR the plan does not enhance student learning |  |
| **c. Implements planned activities that enhance student learning and engages all parties** | Implements planned activities that enhance student learning AND engage ALL parties | Implements planned activities that enhance student learning AND engage SOME parties | Does not implement planned activities OR plan does not enhance student learning |  |
| **d. Analyzes data to evaluate the outcomes of collaborative effort** | Analyzes student learning data to evaluate the outcomes of collaboration AND identifies next steps | Analyzes student learning data to evaluate the outcomes of collaboration BUT does not identify next steps | Does not evaluate outcomes of collaboration OR does not analyze student learning data to evaluate outcomes of collaboration |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 9: Evaluates Teaching and Implements Professional Development** | **3** | **2** | **1** | **Score** |
|  |
| **a. Self-assesses performance relative to Kentucky’s Teacher Standards** | THOROUGHLY and ACCURATELY assesses current performance on all Kentucky Teacher Standards | PARTIALLY assesses current performance on some Kentucky Teacher Standards | Does not assess current performance on Kentucky Teacher Standards |  |
| **b. Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues** | Identifies priority areas for growth based on self-assessment, student performance, AND feedback from colleagues | Identifies priority areas for growth based on self-assessment , student performance OR feedback from colleagues | Does not identify priority areas OR identified areas are not based on any self-assessment, student performance or feedback from colleagues |  |
| **c. Designs a professional growth plan that addresses identified priorities**  | Designs a clear, logical professional growth plan AND addresses all identified priorities | Designs a professional growth plan that is somewhat clear and logical and addresses all identified priorities OR only clearly and logically addresses some identified priorities | Designs a professional growth plan that is not clear and logical AND does not address identified priorities |  |
| **d. Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning** | Shows CLEAR evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning | Shows SOME evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning | Shows LITTLE evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 10: Provides Leadership Within School/Community/ Profession** | **3** | **2** | **1** | **Score** |
|  |
| **a. Identifies leadership opportunities that enhance student learning and/or professional environment of the school** | Identifies leadership opportunities in the school and selects one for a leadership project that has BOTH the potential for positive impact on learning and/or the professional environment of the school and is realistic in terms of knowledge, skill, and time needed for completion | Identifies leadership opportunities and selects one for leadership project that has potential for positive impact BUT is unrealistic OR the project is realistic BUT has limited potential for positive impact | Does not identify leadership opportunities that have real potential for impact on either the learning or professional environment |  |
| **b. Develops a plan for engaging in leadership activities** | Develops a work plan for a leadership project that CLEARLY describes the purpose, scope, and participants involved and how the plan will impact student learning and/or the professional environment | Develops a work plan for a leadership project that provides a LIMITED description of the purpose, scope, and participants involved and how the plan will impact student learning and/or the professional environment | Develops a work plan for a leadership project that provides a SUPERFICIAL description of the purpose, scope, and participants involved and how the plan will impact student learning and/or the professional environment OR has developed no plan |  |
| **c. Implements a plan for engaging in leadership activities** | Implements a well-organized leadership plan that has a clear timeline of events/actions AND a clear description of how impact will be assessed | Implements a well-organized leadership plan that has a clear timeline of events/actions BUT lacks a clear description of how impact will be assessed | Implements a poorly organized leadership plan that does NOT have a clear timeline of events/actions AND lacks a clear description of how impact will be assessed OR does not implement leadership plan |  |
| **d. Analyzes data to evaluate the results of planned and executed leadership efforts** | REGULARLY analyzes student learning and/or other school data appropriately to evaluate the results of planned and executed leadership efforts | OCCASIONALLY analyzes student learning and/or other school data appropriately to evaluate the results of planned and executed leadership efforts | RARELY or NEVER analyzes student learning and/or other school data appropriately to evaluate the results of planned and executed leadership efforts |  |

**Addendum K**

**Campbellsville University School of Education**

**Teacher Candidate Summative Evaluation: Form C**

**P-12**

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| --- |
|  Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Meeting\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ District \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  University Supervisor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cooperating Teacher Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Check evidence reviewed: Form A/B Journal Portfolio |

***Directions: Circle a rating for each indicator and standard using scoring guide:***

***3=Satisfactory 2=Progress Made 1=Unsatisfactory***

|  |  |
| --- | --- |
| **Standard 1: The Teacher Demonstrates Applied Content Knowledge** | **3 2 1 N/A** |
|  |
| **Standard 2: The Teacher Designs & Plans Instruction** | **3 2 1 N/A** |
|  |
| **Standard 3: The Teacher Creates & Maintains Learning Climate** | **3 2 1 N/A** |
|  |
| **Standard 4: The Teacher Implements & Manages Instruction** | **3 2 1 N/A** |
|  |
| **Standard 5: The Teacher Assesses & Communicates Learning Results** | **3 2 1 N/A** |
|  |
| **Standard 6: The Teacher Demonstrates the Implementation of Technology** | **3 2 1 N/A** |

|  |  |
| --- | --- |
| **Standard 7: Reflects on and Evaluates Teaching and Learning** | **3 2 1 N/A** |
|  |
| **Standard 8: Collaborates with Colleagues/Parents/Others** | **3 2 1 N/A** |
|  |
| **Standard 9: Evaluates Teaching & Implements Professional Development** | **3 2 1 N/A** |
|  |
| **Standard 10: Provides Leadership Within School/Community/Profession** | **3 2 1 N/A** |
| **Total Summative Score (30 Possible Points)** |  |

Evidence:

Strengths/Growth Areas:

Overall Comments:

white – office copy yellow – student copy