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

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

Program Identification

**Name of the Program Category: Interdisciplinary Early Childhood Education**

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

B-P  P-5  5-9  5-12  8-12  P-12

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

Undergraduate  Undergraduate – Cert Only

Graduate  Graduate – Cert Only

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

Traditional  Option 6  Option 7

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

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

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| Campus Name | City |
| **Louisville Center** | Louisiville |
| **Elizabethtown – ECTC** | Elizabethtown |
| **Owensboro** | Owensboro |
| **Somerset Noe Center** | Somerset |

**Delivery Modes: (check all that apply)**

Face-to-Face Only  Online Only  Hybrid

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

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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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| Limit of 2,000 characters.  Campbellsville’s IECE program is growing in the number of regional sites in Kentucky’s communities, with four located in cities with community colleges (Elizabethtown, Louisville, Owensboro, and Somerset) that offer an AAS degree in IECE. These degree completion programs serve primarily non-traditional candidates who are often employed as instructional assistants in preschool classrooms or Head Start teachers. The IECE faculty work closely with the community colleges and their students to ensure a smooth transition between the two entities. Our courses are mainly offered in hybrid format, meeting face-to-face in the evenings but accompanied by online work before/after class. The IECE program led the way in developing a hybrid format that has become the model for other degree programs. We also created a transfer advising worksheet that has been recommended by the Records Office to other programs serving community college transfer students.  Our IECE program fosters candidate competency in global literacy, cultural/linguistic diversity, and servant leadership. We provide educational clinical experiences in Belize over Spring Break, where candidates are placed in preschool/kindergarten classrooms for 1-2 weeks and live with host families. Candidates learn strategies to support children starting preschool whose home language is one of five and to support families who are often refugees or recent immigrants. Candidates also visit orphanages and complete service learning projects to provide resources needed by classroom teachers and/or orphanages in Belize. The IECE program also provides short-term (2-4 weeks) international student teaching placements. Candidates may also participate in learning abroad opportunities in several countries, researching the early childhood programs, practices, and policies. Leadership is encouraged each semester as candidates present projects to peers at each site at Presentation Night.  Our IECE program seeks to provide meaningful and diverse clinical opportunities and prepare candidates for leadership roles. One recent innovation the IECE program began is the Intervention Field Experience Day where we take students to five different early intervention agencies that serve young children with a wide array of highly specialized needs. |

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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| Example: We use the curriculum guides as the primary method to communicate program details with each student and candidate. Please see our attached guides in the addendum.  Attach the Program Curriculum Guide(s) as an addendum.  *We use the Curriculum Guides* **(**[**Appendix A.1**](#A1)**)** *as a consistent method to communication program details. Candidates sign and attach this to CAP 1* **(**[**Appendix B.1**](#B1)**)***. Advisors meet with initially with enrolling students and each semester with all candidates to update Advising Worksheets (*[**Appendix A.2**](#A2) *– especially helpful for advising degree-completion/transfer candidates), review program requirements, and dicuss program progress. Program Requirements and changes are reviewed at the IECE Meeting of the Majors at the start of each academic year. IECE faculty also schedule topic-focused Pre-Professional Development (PPD) seminars to address and review specific program requirements. Program Requirements are found on each of the four CAP Applications (***Appendix** [**B.1**](#B1)**,** [**B.2**](#B2)**,** [**B.3**](#B3)**,** [**B.4**](#B4)**,** [**B.5**](#B5)*), which are associated with IECE courses (CAP 1 and CAP 2 – IECE 301; CAP 3 – IECE 480; CAP 4 – ED 450). Instructors devote class time to the program requirements at the specific CAP point reached by candidtes in the designated course.* |

**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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| ***Attached in Appendix*** [***B.2***](#B2) ***is our CAP 2, Admission to Teacher Education.***   1. *2.75 gpa or 3.0 on last 30 hours* 2. *Completed ECE 111, ECE 130, ECE 140, ECE 216, and ECE 230* 3. *Passing scores on the CASE or PPST (if taken in last 10 years prior to CASE requirement*) 4. *Oral and Written Communication (ENG 111, 112 and MAC 120 or MAC 140)\** 5. *Dispositions* 6. *Recommendation from department* 7. *Autobiography* 8. *CAP 2 Pre-Professional Growth Plan* 9. *Creativity Self-Assessment\** 10. *Candidate interview or Video Demonstration\** 11. *Commitment to four IECE-required Codes of Ethics/Character & Fitness Review* 12. *4C’s assessments* |

**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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| *Clinical experiences include planned, intentional field based experiences in all pedagogy courses prior to and during student teaching. Regulation 16 KAR 5:040 Section 3 sets a minimum of 200 field/clinical experience hours. The IECE program has a minimum of 269 required hours and most CAP 3 candidates exceed the minimum. The regulation also identifies seven different categories or types of field/clinical experiences to be completed by candidates prior to student teaching. These specific experiences are aligned to course content and required in designated IECE courses. Of particular note are a number of planned whole class clinical experiences to provide candidates with access to specialized early intervention agencies (e.g., IECE 416 candidates visit Visually Impaired Preschool Services, Down Syndome of Louisville, Heuser Hearing Institute) and opportunities to participate in collaborative community service learning projects. Each year, for example, candidates from two courses prepare and participate in a community Child Find project in collaboration with the Larue County School District and Early Childhood Council. ECE 270 candidates assist families in completing screening protocols and IECE 382 candidates prepare activities for children during this event.*  *The IECE program has a field/clinical matrix* **(**[**Appendix C**](#C)*) that details all clinical experiences, including types and diversity of requirements. Each syllabus contains specific criteria for clinical hours and expectations for student interactions with diverse populations and in a variety of settings. Attached is Sample of* [*Clinical/Field Experience Chart*](#D) *submitted by IECE candidates at CAP 3, prior to student teaching****. Candidates also receive the*** [***Student Education Handbook***](https://www.campbellsville.edu/education/files/2017/08/Student_Teacher_Handbook_1617-2.pdf) ***that describes the requirments.*** |

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

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| *During student teaching, candidates are 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 in preschool and one in either kindergarten or an early-intervention birth-to-three setting.*  *Regulation:*  *(4) 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.*  *(a) 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.*  *(b) Candidates pursuing an elementary certificate shall have their student teaching balanced between a placement in primary through grade 3 and a placement in grade 4 or grade 5.*  *(5) Beginning September 1, 2013, the educator preparation program 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.*  ***See*** [***Student Teaching Handbook***](https://www.campbellsville.edu/education/files/2017/08/Student_Teacher_Handbook_1617-2.pdf) |

**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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| *IECE candidates must successfully complete Student Teaching and the requirements for CAP 4:*   1. *Overall GPA of 2.75* 2. *Praxis Subject Assessments taken* 3. *Passing Grade for Student Teaching*    1. *Portfolio based on IECE-KTS*    2. *Journal*    3. *Observations*    4. *Video*    5. *Dispositions*    6. *Attendance at seminars*    7. *Exit interview/demonstration* 4. *Check of EPSB requirements during student teaching*   *See* [**Appendix B.5**](#B5)*(CAP 4) and* [**Appendix A.1**](#A1)*(Curriculum Guide).* |

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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| 1. **Ensure Candidate’s proficiency of KAS**  * Candidates purchase the KY ECE Standards (KAS) for use throughout their program, in all courses. * Candidates in **ECE 270, 280, IECE 301, 360, 381, 382, 383, 384, 385, 420, 460, and 480**    + are required to connect KTIP lesson plan objectives to KAS.   + use KAS in KTIP Lesson Plan trainings to reference scope and sequence of learning.   + reference KAS in face-to--face course meetings.  1. **Measure of Candidate’s Depth of knowledge**  * Lesson Plan feedback from instructors and lesson plan assignment scores * Evaluations of lessons taught   Explain: Candidates are introduced to the KTIP Lesson Plan forms and use the KAS to develop lesson plans in ECE 280 or IECE 301, depending on their entry point to our program. In subsequent courses (**360, 381, 382, 383, 384, 385, 420, 460, and 480)** they will continue to use KAS and KTIP forms to develop and teach lesson plans. Instructors provide further instruction and give feedback to increase the candidates’s proficiency of KAS. Candidate’s depth of knowledge of KAS is measured by instructors with feedback and scores on lesson plan assigments. Observations and evaluations of lessons **taught** also demonstrate a candidate’s depth of knowledge and proficiency of KAS. Candidates present a mini-teach K-TIP lesson in IECE 301 including KAS and relevant assessments and feedback is provided by IECE faculty/professionals. During CAP 4 Exit event at the conclusion of student teaching, candidates again present in a mini-teach format, a K-TIP lesson including KAS and relevant asssments to a group of IECE and Education professionals. Candidates are interviewed and scored regarding their lesson presentation. |

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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| * Candidates are introduced to the KTIP Lesson Plan forms and use the KAS to develop lesson plans in ECE 280 or IECE 301, depending on their entry point to our program. In subsequent courses (**360, 381, 382, 383, 384, 385, 420, 460, and 480)** they will continue to use KAS and KTIP forms to develop and teach lesson plans. * Candidates in **ECE 280 or IECE 301**, depending on their entry point to our program, learn to select and use appropriate informal lesson assessment tools to evaluate, reflect, and change/individualize instruction. * Candidates in **360, 381, 382, 383, 384, 385, 420, 460, and 480** continue to practice using appropriate informal assessment tools in lessons. |

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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| **SoE KTIP lesson forms,** [**Appendix E**](#E) **and** [**Appendix F**](#F)  **Video of lessons taught and completion of** [**Form A**](#G) **– candidate’s self evaluation that informs practice.** |

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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| **SoE #2** [**Lesson Plan with Assessments**](#E) **designed**  **SoE #4** [**Post Observation & Analysis with Assessments**](#F) **completed** |

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. **[Completed]**

# 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. [Completed]

# 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. [Completed]

# 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.) **[Completed]**

# 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 Title:**  Content Knowledge – Praxis II Subject Assessment (5023) |
| **Assessment description:**  The Praxis II is the state mandated assessment for content knowledge in this program. The Praxis II tests are used to assess candidates’ content knowledge. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.  The Praxis II Subject Assessment is divided into the following six catagories and listed below is the IECE Kentucky Teacher Standards and indicators matching each category:  I. Growth and Development of Young Children Across the Spectrum of Development – is aligned with performance criteria found across multiple IECE KTS including standards 1, 2, 3, 4 and 8. Specific indicators addressing developmental characteristics across domains and recognizing multiple that impact growth and development include 1a, 1c, 1d, 2a, 2d, 2f, 3a, 3b, 3f, 4b, 4c and 8b.  II. Educational and Service Requirements for Children with a Range of Abilities and Special Needs - is aligned with performance criteria found across multiple IECE KTS including standards 1, 2, 3, 4, 6 and 8. Specific indicators addressing service requirments and needs for children with a variety of ability levels include 1d, 1e, 1f, 2d, 2e, 2i, 3b, 3d, 4d, 4e, 4f, 6d, 6e, 8a, 8c and 9d.  III. Curriculum, Instruction, and Assessment for Young Children – is aligned with performance criteria found across multiple IECE KTS including all indicators in standards 1, 3 and 4. Also IECE KTS standard 9a, 9b and 9c.  IV. Play and Learning Environment for Young Children - is aligned with performance criteria found in IECE KTS including all indicators in standards 2.  V. Collaboration with Families and Colleagues - is aligned with performance criteria found across multiple IECE KTS including all indicators in standards 6 and 8. Also included IECE KTS standard 1e, 1f, 1g, 3e, 3f, 3g, 4c, 4e and 5d.  VI. Professionalism and Growth Through Professional Development - is aligned with performance criteria found across multiple IECE KTS including all indicators in standards 7 and 10. Also included IECE KTS standard 8c and 9e. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  IECE students are required to take the Praxis II Subject Assessment (5023). We have a 100 percent pass rate on this assessment. The following represents the last three cycles:  Fall 2015 – one student teacher with a passing praxis score of 180.  Spring 2016 – eight student teachers with 100 percent pass rate. The range was 171 to 187 with a mean score of 177.5.  Fall 2016 – four student teachers with a 100 percent pass rate. The range was 174 to 193 with a mean score of 182.  **Disaggregation by Site:**  Fall 2015 – The one student during this cycle was from the Elizabethtown site. She had a passing praxis score of 180.  Spring 2016 – The eight were from all four sites. The range and means at each sites are represented below:  Campbellsville – One student was from main campus. She had a passing praxis score of 170.  Elizabethtown – Two students were from Elizabethtown. The range was 179 to 187 with a mean  score of 183.  Louisville – Two students were from Louisville. The range was 178 to 186 with a mean score of 182.  Somerset - Three students were from Somerset. The range was 171 – 175 with a mean score of  173.3.  Fall 2016 – The four students were from two sites. The range and means at each sites are represented below:  Louisville – Three students were from Louisville. The range was 174 to 193 with a mean score of  181.67.  Somerset - One student was from Somerset. She had a passing praxis score of 183. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  Example: No rubric attached, the passing scores are determined by EPSB. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  Reliability and validity has been established by Educational Testing Service (ETS).  See [Praxis Technical Manual](https://www.campbellsville.edu/education/files/2017/07/Praxis-Series-Technical-Manual-2.pdf) |

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| **Assessment Title:**  Other Assessment of Content Knowledge – Overall GPA |
| **Assessment description:**  IECE students have a total of 78 credit hours including 12 credit hours of student teaching and 44 general education credit hours for a total of 122 credit hours for the Bachelors of Science in IECE. The GPA reflects content in foundational courses, curriculum, pedagogy, research, clinical experiences, and general education. |
| **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.  IECE teacher candidates complete a total of 78 credit hours including 12 credit hours of student teaching and 44 general education credit hours for a total of 122 credit hours for the Bachelors of Science in IECE. All of the IECE KTS standards and performance criteria are included the coursework of the program of studies. Therefore, the overall GPA reflects students understanding of content knowledge. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  IECE students have a total of 78 credit hours including 12 credit hours of student teaching and 44 general education credit hours for a total of 122 credit hours for the Bachelors of Science in IECE. The GPA reflects content in foundational courses, curriculum, pedagogy, research, clinical experiences, and general education. The following represents the last three cycles:  Fall 2015 – one student teacher with an overall GPA of 3.11 after transferring to Campbellsville her local GPA is 3.6.  Spring 2016 – eight student teachers. The range was 2.57 to 3.85 with a mean score of 3.37.  Fall 2016 – four student teachers. The range was 2.948 to 3.645 with a mean score of 3.265.  An examination of qualitative data informs our overall analysis. For example, one student completed a Bachelors degree in general studies from another institution of higher education in Kentucky with an overall GPA less than 2.5. Upon completion of the IECE program coursework as Post Baccaloureate student her local GPA was 3.37. Seven of the eight Spring 2016 students transferred into Campbellsville University after completing all or almost all of their general education courses. In every case their local GPA exceeded the incoming GPA.  **Disaggregation by Site:**  Fall 2015 – The one student during this cycle was from the Elizabethtown site. She had an overall GPA of 3.11.  Spring 2016 – The eight were from all four sites. The range and means at each sites are represented below:  Campbellsville – One student was from main campus. She had an overall GPA of 3.61.  Elizabethtown – Two students were from Elizabethtown. The range was 3.2 to 3.51 with a mean  score of 3.355. One student earned a 4.0 GPA after transferring to complete her  IECE degree.  Louisville – Two students were from Louisville. The range was 2.57 to 3.15 with a mean score of  Somerset - Three students were from Somerset. The range was 3.46 to 3.85 with a mean score of   * 1. All three students transferred in for degree completion and local GPA was a 3.9   or higher for each student.  Fall 2016 – The four students were from two sites. The range and means at each sites are represented below:  Louisville – Three students were from Louisville. The range was 2.94 to 3.64 with a mean score of  3.257.  Somerset - One student was from Somerset. She had a 3.3 GPA. After transferring her local GPA  was a 4.0 |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  No rubric attached, GPA is part of the student’s transcript. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  Several studies support the reliability and validity of decisions made based on GPA.   Bacon and Bean (2006) studied the reliability and validity of the cumulative GPA and determined the reliability to be “quite high” (p.38).  They recommended when using GPA in research, for reliability and validity purposes using the overall GPA as opposed to program only GPA.  This coincides with a study commissioned by the New Jersey State Board of Education (2007) which found that use of the overall GPA was more reliable and valid than a single year GPA or a major or content area GPA.  The National Education Association (NEA) described GPA as a more reliable predictor of future student success than other assessments because it “…capture[s] content, knowledge, and skills critical to success, such as perseverance and self-control” (n.d., p. 1).   In addition, GPA is considered a valid predictor of future success (Herrera & Blair, 2015).  Love, Holter, and Krall (1982) found GPA to be a “significant predictor” of success on the comprehensive examination for a medical professional program at West Virginia University and the Board of Registry examination.  References:  Bacon, D. & Bean, B.  (2006).  GPA in research studies:  An invaluable but neglected opportunity.  *Journal of Marketing Education*, 28(1), 35-42.  Herrera, C. & Blair, J.  (2015).  Predicting success in nursing programs.  *Research in Higher Education*,       28, 1-8.  Love, B., Holter, J., & Krall, J.  (1982).  Validity of grade point average as a predictor of student success.  *Laboratory Medicine*, 13(3), 186-194.  National Education Association.  (n.d.).  Indicators of future success:  GPA and noncognitive skills.  Retrieved from: <https://www.nea.org/assets/docs/Indicators_of_Success-BGH_ac5-final.pdf>.  New Jersey State Board of Education.  (2007).  *Summary of Grade Point Average Research*.  Retrieved        From:   [*www.state.nj.us/education/sboe/meetings/2007/.../GPA%20research%20discussion.doc*](http://www.state.nj.us/education/sboe/meetings/2007/.../GPA%20research%20discussion.doc) |

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| **Assessment Title:**  Assessment of Professional Capabilities – CAP 4 Portfolio |
| **Assessment description:**  CAP 4 is the culminating portfolio completed during student teaching that includes artifact evidence of compencies in all ten IECE Kentucky Teacher Standards scored by practicing IECE professionals, superintendents, principals, and classroom teachers. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.  IECE teacher candidates submit a CAP 4 portfolio during the student teaching semester. CAP 4 culminating portfolio is scored using all IECE KTS standards and performance criteria. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  IECE teacher candidates are evaluated using the CAP 4 Portfolio at the completion of student teaching. CAP 4 is the culminating portfolio completed during student teaching that includes artifact evidence of compencies in all ten IECE Kentucky Teacher Standards scored by practicing IECE professionals, superintendents, principals, and classroom teachers.  Fall 2015 – one student teacher from Elizabethtown location with a score of 3 on all IECE KTS.  Spring 2016 – eight students from all four locations. The mean for each standard on CAP 4 Portfolio is as follows:  Standard 1: 3.00  Standard 2: 3.00  Standard 3: 3.00  Standard 4: 3.00  Standard 5: 2.88  Standard 6: 2.88  Standard 7: 3.00  Standard 8: 3.00  Standard 9: 3.00  Standard 10: 3.00  Fall 2016 – four students from all four locations. The mean for each standard on CAP 4 Portfolio is as follows:  Standard 1: 2.87  Standard 2: 2.87  Standard 3: 2.87  Standard 4: 2.87  Standard 5: 2.75  Standard 6: 2.75  Standard 7: 2.75  Standard 8: 2.87  Standard 9: 2.75  Standard 10: 3.87  **Disaggregation by Site:**  Fall 2015 – The one student from the Elizabethtown site. She received scores of 3 on all standards in CAP 4 Portfolio.  Spring 2016 – The eight were from all four sites.  Campbellsville – The one student during from the Campbellsville site. She received scores of 3 on all standards in CAP 4 Portfolio.    Elizabethtown – Both students from the Elizabethtown site. They received scores of 3 on all standards in CAP 4 Portfolio.  Louisivlle– Two students were from Louisville. The mean scores are as follows:  Standard 1: 3.00  Standard 2: 3.00  Standard 3: 3.00  Standard 4: 3.00  Standard 5: 2.00  Standard 6: 2.00  Standard 7:  Standard 8: 3.00  Standard 9: 3.00  Standard 10: 3.00  Somerset – Three students from the Somerset site. They received scores of 3 on all standards in CAP 4 Portfolio.    Fall 2016 – The four students were from two sites. The means at each sites are represented below:  Louisville – Three students were from Louisville. The mean scores are as follows:  Standard 1: 2.83  Standard 2: 2.83  Standard 3: 2.83  Standard 4: 2.83  Standard 5: 2.66  Standard 6: 2.66  Standard 7: 2.66  Standard 8: 2.83  Standard 9: 2.66  Standard 10: 2.83  Somerset - One student was from Somerset. The mean scores are as follows:  Standard 1: 3.00  Standard 2: 3.00  Standard 3: 3.00  Standard 4: 3.00  Standard 5: 3.00  Standard 6: 3.00  Standard 7: 3.00  Standard 8: 3.00  Standard 9: 3.00  Standard 10: 3.00 |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  CAP 4 Portfolio rubric is attached in [Appendix H](#H). |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  Reliability and validity on CAP 4 portfolio are propietary. Lawshe’s will be conducted in August 2017. |

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| **Assessment Title:**  Clinical Experiences Mearsure of Teachng Proficiency – CAP 4 Form C |
| **Assessment description:**  Teacher candidates receive a summative evaluation scored in partnership between their cooperating teachers and university supervisor during each of their two placements using CAP 4 Form C, which represents all ten IECE Kentucky Teacher Standards and contributes to the final grade in the student teaching course. It reflects both their content and pedagogical 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.  IECE teacher candidates are evaluated using the CAP 4 Form C at the completion of each placement. To determine the holistic scores on each IECE KTS standard the cooperating teacher and the university supervisor consider all performance criteria.  Fall 2015 – one student teacher from Elizabethtown location with a score of 3 on all IECE KTS.  Spring 2016 – eight students from all four locations. The mean for each standard on Form C is as follows:  Standard 1: 2.77  Standard 2: 2.85  Standard 3: 2.85  Standard 4: 2.77  Standard 5: 2.92  Standard 6: 3.00  Standard 7: 2.77  Standard 8: 2.92  Standard 9: 2.77  Standard 10: 3.00  Fall 2016 – four students from all four locations. The mean for each standard on Form C is as follows:  Standard 1: 2.67  Standard 2: 3.00  Standard 3: 2.67  Standard 4: 3.00  Standard 5: 3.00  Standard 6: 2.67  Standard 7: 3.00  Standard 8: 2.67  Standard 9: 3.00  Standard 10: 3.00  **Disaggregation by Site:**  Fall 2015 – The one student during this cycle was from the Elizabethtown site. She received scores of 3 on all IECE KTS on Form C.  Spring 2016 – The eight were from all four sites.  Campbellsville – One student was from main campus. The mean scores are as follows:  Standard 1: 2.00  Standard 2: 2.00  Standard 3: 2.00  Standard 4: 2.00  Standard 5: 2.00  Standard 6: 3.00  Standard 7: 1.5  Standard 8: 2.5  Standard 9: 2.00  Standard 10: 3.00  Elizabethtown – Two students were from Elizabethtown. The mean scores are as follows:  Standard 1: 3.00  Standard 2: 3.00  Standard 3: 3.00  Standard 4: 3.00  Standard 5: 3.00  Standard 6: 3.00  Standard 7: 3.00  Standard 8: 3.00  Standard 9: 3.00  Standard 10: 3.00  Louisivlle– Two students were from Louisville. The mean scores are as follows:  Standard 1: 2.50  Standard 2: 3.00  Standard 3: 3.00  Standard 4: 2.50  Standard 5: 3.00  Standard 6: 3.00  Standard 7: 3.00  Standard 8: 3.00  Standard 9: 2.50  Standard 10: 3.00  Somerset – Three students were from Somerset. The mean scores are as follows:  Standard 1: 3.00  Standard 2: 3.00  Standard 3: 3.00  Standard 4: 3.00  Standard 5: 3.00  Standard 6: 3.00  Standard 7: 3.00  Standard 8: 3.00  Standard 9: 3.00  Standard 10: 3.00    Fall 2016 – The four students were from two sites. The range and means at each sites are represented below:  Louisville – Three students were from Louisville. The mean scores are as follows:  Standard 1: 2.50  Standard 2: 3.00  Standard 3: 2.50  Standard 4: 3.00  Standard 5: 3.00  Standard 6: 2.50  Standard 7: 3.00  Standard 8: 2.50  Standard 9: 3.00  Standard 10: 3.00  Somerset - One student was from Somerset. The mean scores are as follows:  Standard 1: 3.00  Standard 2: 3.00  Standard 3: 3.00  Standard 4: 3.00  Standard 5: 3.00  Standard 6: 3.00  Standard 7: 3.00  Standard 8: 3.00  Standard 9: 3.00  Standard 10: 3.00 |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  Teacher candidates receive a summative evaluation scored in partnership between their cooperating teachers and university supervisor during each of their two placements using CAP 4 Form C, which represents all ten IECE Kentucky Teacher Standards and contributes to the final grade in the student teaching course. It reflects both their content and pedagogical knowledge. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  Form C is attached in [Appendix](#I) I. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  Reliability and validity on Form C are propietary. |

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| **Assessment Title:**  Measure of Candidate Assessment Profeciencies – Student Teaching: Final Grade |
| **Assessment description:**  Teacher candidates receive a summative evaluation scored in partnership between their cooperating teachers and university supervisor during each of their two placements using CAP 4 Form C, which represents all ten IECE Kentucky Teacher Standards, a journal grade, formal and videotaped observations/evaluations, CAP 4 portfolio, and an interview comprise the final grade in the student teaching course. |
| **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.  IECE teacher candidates complete ED 450, which is 12 credit hours of student teaching. All of the IECE KTS standards and performance criteria are included the coursework. Therefore, the grade in ED 450 contibutes to evidence of candidate assessment profeciencies. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  Teacher candidates receive a summative evaluation scored in partnership between their cooperating teachers and university supervisor during each of their two placements using CAP 4 Form C, which represents all ten IECE Kentucky Teacher Standards, a journal grade, formal and videotaped observations/evaluations, CAP 4 portfolio, and an interview comprise the final grade in the student teaching course. The following represents the last three cycles:  Fall 2015 – one student teacher received a grade of B+ in ED 450.  Spring 2016 – eight student teachers. All students received a grade of A in ED 450.  Fall 2016 – four student teachers. The range was B to A with a mean score of 3.75 quality points.  **Disaggregation by Site:**  Fall 2015 – The one student during this cycle was from the Elizabethtown site. She had a grade of B+, which reflected a medical emergency.  Spring 2016 – The eight were from all four sites. All the students received letter grade of A so there is no disaggeration by site.  Fall 2016 – The four students were from two sites. The range and means at each sites are represented below:  Louisville – Three students were from Louisville. The range was B to A with a mean score of  3.67 in quality points.  Somerset - One student was from Somerset. She has the letter grade A for the semester. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  No rubric attached, couse grade is part of the student’s transcript. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  Several studies support the reliability and validity of decisions made based on GPA.   Bacon and Bean (2006) studied the reliability and validity of the cumulative GPA and determined the reliability to be “quite high” (p.38).  They recommended when using GPA in research, for reliability and validity purposes using the overall GPA as opposed to program only GPA.  This coincides with a study commissioned by the New Jersey State Board of Education (2007) which found that use of the overall GPA was more reliable and valid than a single year GPA or a major or content area GPA.  The National Education Association (NEA) described GPA as a more reliable predictor of future student success than other assessments because it “…capture[s] content, knowledge, and skills critical to success, such as perseverance and self-control” (n.d., p. 1).   In addition, GPA is considered a valid predictor of future success (Herrera & Blair, 2015).  Love, Holter, and Krall (1982) found GPA to be a “significant predictor” of success on the comprehensive examination for a medical professional program at West Virginia University and the Board of Registry examination.  References:  Bacon, D. & Bean, B.  (2006).  GPA in research studies:  An invaluable but neglected opportunity.  *Journal of Marketing Education*, 28(1), 35-42.  Herrera, C. & Blair, J.  (2015).  Predicting success in nursing programs.  *Research in Higher Education*,       28, 1-8.  Love, B., Holter, J., & Krall, J.  (1982).  Validity of grade point average as a predictor of student success.  *Laboratory Medicine*, 13(3), 186-194.  National Education Association.  (n.d.).  Indicators of future success:  GPA and noncognitive skills.  Retrieved from: <https://www.nea.org/assets/docs/Indicators_of_Success-BGH_ac5-final.pdf>.  New Jersey State Board of Education.  (2007).  *Summary of Grade Point Average Research*.  Retrieved        From:   [*www.state.nj.us/education/sboe/meetings/2007/.../GPA%20research%20discussion.doc*](http://www.state.nj.us/education/sboe/meetings/2007/.../GPA%20research%20discussion.doc) |

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| **Assessment Title:**  Candidate ability to identify / evaluate and stipulate personalized Student Learning – CAP 4 Portfolio Unit |
| **Assessment description:**  During student teaching candidates complete the CAP 4 culminating portfolio, which includes a complete unit that is designed and implementented. This artifact evidence demonstrates compencies in IECE Kentucky Teacher Standards I, II, III, IV, and IX. |
| **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.  IECE teacher candidates submit a CAP 4 portfolio including a complete unit that is designed and implementented during the student teaching semester. CAP 4 unit in the portfolio is scored using all IECE KTS standards and performance criteria in standards 1, 2, 3, 4, and 9. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  IECE teacher candidates are evaluated using the CAP 4 Portfolio at the completion of student teaching. CAP 4 is the culminating portfolio completed during student teaching that includes artifact evidence of compencies in all ten IECE Kentucky Teacher Standards scored by practicing IECE professionals, superintendents, principals, and classroom teachers. This portfolio includes a complete unit that is designed and implementented. This artifact evidence demonstrates compencies in IECE Kentucky Teacher Standards I, II, III, IV, and IX.  Fall 2015 – one student teacher from Elizabethtown location with a score of 3 on all IECE KTS I, II, III, and IX.  Spring 2016 – eight students from all four locations. The mean for each unit standard on CAP 4 Portfolio is as follows:  Standard 1: 3.00  Standard 2: 3.00  Standard 3: 3.00  Standard 4: 3.00  Standard 9: 3.00  Fall 2016 – four students from all four locations. The mean for each standard on CAP 4 Portfolio is as follows:  Standard 1: 2.87  Standard 2: 2.87  Standard 3: 2.87  Standard 4: 2.87  Standard 9: 2.75    **Disaggregation by Site:**  Fall 2015 – The one student from the Elizabethtown site. She received scores of 3 on unit standards in CAP 4 Portfolio.  Spring 2016 – The eight were from all four sites.  Campbellsville – The one student during from the Campbellsville site. She received scores of 3 on the unit standards in CAP 4 Portfolio.    Elizabethtown – Both students from the Elizabethtown site. They received scores of 3 on the unit standards in CAP 4 Portfolio.  Louisivlle– Two students were from Louisville. The mean scores are as follows:  Standard 1: 3.00  Standard 2: 3.00  Standard 3: 3.00  Standard 4: 3.00  Standard 9: 3.00    Somerset – Three students from the Somerset site. They received scores of 3 on the unit standards in CAP 4 Portfolio.    Fall 2016 – The four students were from two sites. The means at each sites are represented below:  Louisville – Three students were from Louisville. The mean scores are as follows:  Standard 1: 2.83  Standard 2: 2.83  Standard 3: 2.83  Standard 4: 2.83  Standard 9: 2.66  Standard 10: 2.83  Somerset - One student was from Somerset. The mean scores are as follows:  Standard 1: 3.00  Standard 2: 3.00  Standard 3: 3.00  Standard 4: 3.00  Standard 9: 3.00 |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  CAP 4 Portfolio rubric is attached in [Appendix H](#H) (IECE Standards I, II, III, IV, IX). |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  Reliability and validity on CAP 4 portfolio unit are propietary. Lawshe’s will be conducted in August 2017. |

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| **Assessment Title:**  Application of Content Knowledge and Pedagogical Skills – Student Teaching Final Grade |
| **Assessment description:**  Teacher candidates receive a summative evaluation scored in partnership between their cooperating teachers and university supervisor during each of their two placements using CAP 4 Form C, which represents all ten IECE Kentucky Teacher Standards, a journal grade, formal and videotaped observations/evaluations, CAP 4 portfolio, and an interview comprise the final grade in the student teaching course. |
| **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.  IECE teacher candidates complete ED 450, which is 12 credit hours of student teaching. All of the IECE KTS standards and performance criteria are included the coursework. Therefore, the grade in ED 450 contibutes to evidence of candidate assessment profeciencies. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  Teacher candidates receive a summative evaluation scored in partnership between their cooperating teachers and university supervisor during each of their two placements using CAP 4 Form C, which represents all ten IECE Kentucky Teacher Standards, a journal grade, formal and videotaped observations/evaluations, CAP 4 portfolio, and an interview comprise the final grade in the student teaching course. The following represents the last three cycles:  Fall 2015 – one student teacher received a grade of B+ in ED 450.  Spring 2016 – eight student teachers. All students received a grade of A in ED 450.  Fall 2016 – four student teachers. The range was B to A with a mean score of 3.75 quality points.  **Disaggregation by Site:**  Fall 2015 – The one student during this cycle was from the Elizabethtown site. She had a grade of B+, which reflected a medical emergency.  Spring 2016 – The eight were from all four sites. All the students received letter grade of A so there is no disaggeration by site.  Fall 2016 – The four students were from two sites. The range and means at each sites are represented below:  Louisville – Three students were from Louisville. The range was B to A with a mean score of  3.67 in quality points.  Somerset - One student was from Somerset. She has the letter grade A for the semester. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  No rubric attached, couse grade is part of the student’s transcript. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  Several studies support the reliability and validity of decisions made based on GPA.   Bacon and Bean (2006) studied the reliability and validity of the cumulative GPA and determined the reliability to be “quite high” (p.38).  They recommended when using GPA in research, for reliability and validity purposes using the overall GPA as opposed to program only GPA.  This coincides with a study commissioned by the New Jersey State Board of Education (2007) which found that use of the overall GPA was more reliable and valid than a single year GPA or a major or content area GPA.  The National Education Association (NEA) described GPA as a more reliable predictor of future student success than other assessments because it “…capture[s] content, knowledge, and skills critical to success, such as perseverance and self-control” (n.d., p. 1).   In addition, GPA is considered a valid predictor of future success (Herrera & Blair, 2015).  Love, Holter, and Krall (1982) found GPA to be a “significant predictor” of success on the comprehensive examination for a medical professional program at West Virginia University and the Board of Registry examination.  References:  Bacon, D. & Bean, B.  (2006).  GPA in research studies:  An invaluable but neglected opportunity.  *Journal of Marketing Education*, 28(1), 35-42.  Herrera, C. & Blair, J.  (2015).  Predicting success in nursing programs.  *Research in Higher Education*,       28, 1-8.  Love, B., Holter, J., & Krall, J.  (1982).  Validity of grade point average as a predictor of student success.  *Laboratory Medicine*, 13(3), 186-194.  National Education Association.  (n.d.).  Indicators of future success:  GPA and noncognitive skills.  Retrieved from: <https://www.nea.org/assets/docs/Indicators_of_Success-BGH_ac5-final.pdf>.  New Jersey State Board of Education.  (2007).  *Summary of Grade Point Average Research*.  Retrieved        From:   [*www.state.nj.us/education/sboe/meetings/2007/.../GPA%20research%20discussion.doc*](http://www.state.nj.us/education/sboe/meetings/2007/.../GPA%20research%20discussion.doc) |

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| **Assessment Title:**  Assessment of Literacy Outcomes – IECE 381 Grades |
| **Assessment description:**  Teacher candidates complete IECE 381 Lanuage and Literacy Methodology and the final grade is used to assess key literacy outcomes. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.  IECE teacher candidates complete IECE 381 Lanuage and Literacy Methodology. All of the IECE KTS standards and performance criteria for standards 1, 2, 3, 4, 5, 6, 7, 8, 9 are included the coursework. Therefore, the grade in IECE 381 contibutes to evidence of assessment of literacy outcomes. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  IECE teacher candidates complete IECE 381 Lanuage and Literacy Methodology. All of the IECE KTS standards and performance criteria for standards 1, 2, 3, 4, 5, 6, 7, 8, 9 are included the coursework. Therefore, the grade in IECE 381 contibutes to evidence of assessment of literacy outcomes. The following represents the last three cycles:  Fall 2015 – Nine students were enrolled in IECE 381 and it was only offered at our Louisville location. The grades are as follows: 4 students received letter grade of A (12 quality points), 3 students recived letter grade of B (9 quality points), and 2 students received letter grade of C (6 quality points). The range is A to C. The mean score is 9.67 quality points equalivant to letter grade B+.  Spring 2016 – Thirteen students were enrolled in IECE 381 and it was only offered at our main campus location. The grades are as follows: 11 students received letter grade of A (12 quality points), 1 student recived letter grade of B (9 quality points), and 1 student received letter grade of C (6 quality points). The range is A to C. The mean score is 11.30 quality points equalivant to letter grade A-.  Fall 2016 – Thirteen students were enrolled in IECE 381 at Louisville location. The grades are as follows: 11 students received letter grade of A (12 quality points), and 2 students recived letter grade of B (9 quality points). The range is A to C. The mean score is 11.53 quality points equalivant to letter grade A-.  Also in Fall 2016 three students were enrolled in IECE 381 at our Elizabethtown location. All three students received the letter grade A. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  No rubric attached, couse grade is part of the student’s transcript. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  Several studies support the reliability and validity of decisions made based on GPA.   Bacon and Bean (2006) studied the reliability and validity of the cumulative GPA and determined the reliability to be “quite high” (p.38).  They recommended when using GPA in research, for reliability and validity purposes using the overall GPA as opposed to program only GPA.  This coincides with a study commissioned by the New Jersey State Board of Education (2007) which found that use of the overall GPA was more reliable and valid than a single year GPA or a major or content area GPA.  The National Education Association (NEA) described GPA as a more reliable predictor of future student success than other assessments because it “…capture[s] content, knowledge, and skills critical to success, such as perseverance and self-control” (n.d., p. 1).   In addition, GPA is considered a valid predictor of future success (Herrera & Blair, 2015).  Love, Holter, and Krall (1982) found GPA to be a “significant predictor” of success on the comprehensive examination for a medical professional program at West Virginia University and the Board of Registry examination.  References:  Bacon, D. & Bean, B.  (2006).  GPA in research studies:  An invaluable but neglected opportunity.  *Journal of Marketing Education*, 28(1), 35-42.  Herrera, C. & Blair, J.  (2015).  Predicting success in nursing programs.  *Research in Higher Education*,       28, 1-8.  Love, B., Holter, J., & Krall, J.  (1982).  Validity of grade point average as a predictor of student success.  *Laboratory Medicine*, 13(3), 186-194.  National Education Association.  (n.d.).  Indicators of future success:  GPA and noncognitive skills.  Retrieved from: <https://www.nea.org/assets/docs/Indicators_of_Success-BGH_ac5-final.pdf>.  New Jersey State Board of Education.  (2007).  *Summary of Grade Point Average Research*.  Retrieved        From:   [*www.state.nj.us/education/sboe/meetings/2007/.../GPA%20research%20discussion.doc*](http://www.state.nj.us/education/sboe/meetings/2007/.../GPA%20research%20discussion.doc) |

# 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.

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| *Overall, the eight key assessments address the candidates’ ability to demonstrate appropriate performance of the IECE Kentucky Teacher Standards. Most of the assessments directly assess the candidates’ performance level of the IECE KTS such as CAP 4 Form C, CAP 4 Portfolio Rubric, and the section of the CAP 4 Portfolio Rubic for the unit. The other assessments build on content and pedagogical knowledge, which is also a part of the IECE KTS standards.*  *The data from these assessments are analized each cycle, the results are discussed with all IECE faculty, and decisions on program improvement are made based on the data analized. This continuous assessment process affirms the success aspects of the program and helps improve the program where needed for future candidates.* |

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

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| *The assessment data is reviewed and analized in a continuous assessment process. The IECE faculty meet monthly. One part of our agenda is a reflective discussion of candidates’ progress, our program content, and key asspects of assessments. Issues relative to each of the five program sites are discussed. A formal analysis of the data is completed at each reporting cycle. As a result of the data, portfolio artifacts are evaluated and adjusted to ensure that the candidates are provided the needed materials to demonstrate appropriate performance of the IECE Kentucky Teacher Standards. Each time the highest and lowest scores are reviewed,* disaggregating the data by specific criteria. The data are also reviewed and disaggregated by site to look for any patterns that may appear across locations. By reviewing the data each period and making adjustments, we are able to continue to improve the program for current candidates and future candiates. |

# 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:**

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| (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.**

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| 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. |
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| 1. Describe the process established to maintain regular communication with the employing school to assist the candidate and address identified areas of improvement.   . |
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**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)**

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| (limit to 1000 characters) |

**Appendix A.1**

Campbellsville University

**TEACHER EDUCATION PROGRAM**

**CURRICULUM GUIDE SHEET**

**Bachelor of Science in Interdisciplinary Early Childhood Education**

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

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

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

CAP I\_\_\_\_\_\_\_\_\_ CAP II \_\_\_\_\_\_\_\_\_\_ CAP III/Portfolio\_\_\_\_\_\_\_\_\_ CAP IV/Portfolio\_\_\_\_\_\_\_\_\_\_

PRAXIS I or CASE\_\_\_\_(R)\_\_\_\_(W)\_\_\_\_(M) IECE PRAXIS II (5023) \_\_\_\_\_\_Date Taken\_\_\_\_\_\_

\*Praxis II effective 9/1/09; cut off scores set 1/1/11 valid for five years. See Disclaimer Below.

**Reminders:**

\*A minimum overall GPA of 2.75 or 3.0 in last 30 credit hours is required for admission to and continuation in the TEP.

\* A minimum professional GPA of 2.75 is required for progression through the program.

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

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| --- | --- |
| **IECE Program Studies**  **78 Credits** | |
| **IECE Program Studies: 71 Hours**   1. **Foundation Courses: 15 hours**   Sem/Year Grade  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED Entry to TP (0)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ECE 111 Educational Foundations of EC(3) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ECE 130 Child Development I (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ECE 140 Guidance of Young Children (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ECE 230 Child Development II (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ IECE 301 The IECE Profession (3)   1. **Pedagogy Courses: 48 hours**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ECE 216 Intro. to Spec. Ed. in ECE (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ECE 270 Observation and Assessment (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ECE 280 App. to Curric. & Methods (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ IECE 360 Cultural & Ling. Div. in ECE(3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ IECE 381 Lang. and Lit. Methodology (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ IECE 382 Arts/Humanities Methodology (3) | \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ IECE 383 Math/Sci/SS Methodology (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ IECE 384 Interactive & Assist. Tech (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ IECE 385 Inf & Toddler Methodology (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ IECE 416 SED Proced/Strat in IECE (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ IECE 420 Teaching Kindergarten (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ IECE 440 Positive Behavior Supports (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ IECE 460 Working w/ Families in EI (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ IECE 470 Advanced Assess. in IECE (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ IECE 480 Adv. Curr. & Methods in IECE(3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ IECE 400 Current Iss. in ECE Prof. (3) **OR**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ IECE 410 Special Investigations in ECE (3)   1. **Recommended Elective: 3 hours**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_   1. **Clinical Practice: 12 hours**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 450 Student Teaching (12)  **Total: 78 Hours** |
| **General Education Requirements**  **41 Hours + 1 Hour Free Elective** | |
| **Area of Personal Development: 11 hours**   1. **Literature and Christian Studies: 9 hours**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ Christian Stud. 111,121,130 or PHY 241 (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ Christian Stud. 111,121,130 or PHY 241 (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ENG 170, 221, or 125 (3)     1. **Art, Drama, Music: 2 hours**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ART 110, 310, or 311 (2)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MUS 121, 122, or 125 (2)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ THE 231 Intro. to Theater (3)  **Area of Symbolics of Information: 9 credits**   1. **English Composition: 6 hours**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ENG 111 Freshman English I(3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ENG 112 Freshman English II (3)   1. **Mathematics: 3 hours**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 110, 111, or 130 (3) | **Areas of Personal Skill Development (6 hours Minimum)**  **Computing and Technology: Select 3 hours**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CIS 100, 160, or LS 150 (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 180 or HP 200  **Mass Communication: One Required (3 hours)**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MAC 120 or MAC 140 (3)  **Area of Science and Social Sciences: 15 hours**   1. **Biological Science: 3 hours**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ BIO 103, 110, 200, 201, or 202 (3-4)   1. **Physical Science: 3 hours**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CHE, GEO, or PHY (3-4)   1. **Social Science: 6 hours (2 disciplines)**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ PSY 111 General Psychology (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SOC 110, 210, or Foreign Lang. (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ECO 110, 221, or 222 (3)   1. **History or Political Science: 3 hours**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ POL 110 American Govnt. (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HIS 110, 120, 131, or 142 (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_ 1 hour Free elective  **Total: 120 Hours**  **ECE Program Studies: 78 hours**  **General Education: 41 hours + 1 Hour Free elective** |

**Praxis II 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.

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

successful continuation in and exit from the Teacher Education Program.

Student Signature Date

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

Advisor Signature Date

**Appendix B.1**

CAMPBELLSVILLE UNIVERSITY

##### SCHOOL OF EDUCATION

***“Empowerment for Learning”***

**CANDIDATE ASSESSMENT POINT 1:**

**INTENT TO ENTER TEACHER EDUCATION**

# 

Directions:

Be sure to sign and date the statement. Keep a copy for your records.

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

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

### Last First MI Maiden

#### Gender: M \_\_\_\_ F \_\_\_\_ DOB\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_\_ CU Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_@student.campbellsville.edu

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

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

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

Check level of Certification Interest:

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: Freshman\_\_\_\_ 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. \*Signed Kentucky Code of Ethics for Kentucky School Personnel.

*Exception: IECE Candidates must attach signed Confidentiality Statement.*

\*Signed Character and Fitness Questionnaire from Section III of the CA-1 form for KY Teacher

Certification.

**Date Results**

\_\_\_\_2. \*Required Checks: a. State Criminal Check \_\_\_/\_\_\_/\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. TB Risk Assessment \_\_\_/\_\_\_/\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_3. \*Diversity Survey

\_\_\_\_4. \*Signed Disposition Assessment Policy

\_\_\_\_5. \*Curriculum Guide Sheet

\_\_\_\_6. ACT: Composite Score \_\_\_\_\_; English \_\_\_\_\_; Math \_\_\_\_\_; Reading \_\_\_\_\_Science \_\_\_\_\_\_; Date \_\_\_\_\_\_

\_\_\_\_7. SAT: Composite Score \_\_\_\_\_; Date \_\_\_\_\_\_ (optional)

\_\_\_\_8. Account created on KFETS for field hours

Statement of Acknowledgement and Commitment

* I understand that I am allowed to take **ONLY** these education courses **PRIOR to ADMISSION** to teacher education: ED 220, ED 300, ED310, and ED325. (IECE and Special Education exception to the rule)
* Praxis Disclaimer: I understand that the Kentucky Educator certification requirements are subject to change at any time. Before registering for any 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.
* 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.
* I have read and I commit myself to upholding the Kentucky Code of Ethics for Kentucky School Personnel. I have also reviewed the **character and fitness questionnaire** in Section III of the *CA-1* form for Kentucky Teacher Certification.
* If IECE candidate, I have also read and commit myself to upholding the Confidentiality Statement which includes the NAEYC Code of Ethical Conduct, the DEC Code of Ethics, and the First Steps Provider Code of Ethical Conduct.
* I am committed to the ethical and legal use of technology.
* I am committed to abiding by the School of Education policy on plagiarism/cheating, dispositions, and attendance.

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

#### 

**Appendix A.2**

**Campbellsville University**

**Interdisciplinary Early Childhood Education Advising Worksheet**

**Bachelor of Science – Revised Fall 2017**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Campbellsville**  **Course Number/Title** | **CU**  **Cr Hrs** | **Course Taken/Transferred** | **Grade** | **Date** | **Cr Hrs** |
| *General Education Requirements* |  | *General Education Requirements* |  |  |  |
| **I. Personal Development** | **(14)** | **I. Personal Development** |  |  |  |
| **A. Physical Education** | **(3)** | **A. Physical Education** |  |  |  |
| HP 180 or HP 200 ***OR*** | **3** |  |  |  |  |
| CIS100/CIS160(4);LIS150 | **3** |  |  |  |  |
| **B. Literature and Christian Studies** | **(9)** |  |  |  |  |
| ENG 210/234 | **3** |  |  |  |  |
| CHS 111/121/130/PHI 241 | **3** |  |  |  |  |
| CHS 111/121/130/PHI 241 | **3** |  |  |  |  |
| **C. Art, Drama, and Music**  *Minimum of 2 hrs from one of the following sections: Art, Theatre, Music* | **(2)** | **C. Art, Drama, and Music**  *Minimum of 2 hrs from two of the following sections:* |  |  |  |
| ART110 (2)/310(3)/311(3); TH131 (3)  MUS121/\*122\*/125 (\*Music major/minor) | **2** |  |  |  |  |
| **II. Area of Symbolics of Information** | **(12)** | **II. Area of Symbolics of Information** |  |  |  |
| **A. English Composition** | **(6)** | **A. English Composition** |  |  |  |
| ENG 111 | **3** |  |  |  |  |
| ENG 112 | **3** |  |  |  |  |
| **B. Communications** | **(3)** | **B. Communications** |  |  |  |
| MAC 120/140 | **3** |  |  |  |  |
| **C. Mathematics** | **(3)** | **C. Mathematics** |  |  |  |
| MT110/111/112/123/130/210 | **3** |  |  |  |  |
| **III. Area of Science & Social Sciences** | **(12)** | **III. Area of Science &Social Sciences** |  |  |  |
| **A. Biological Science** | **(3)** | **A. Biological Science** |  |  |  |
| BIO103/110/200(4) | **3** |  |  |  |  |
| **B. Physical Science** | **(3)** | **B. Physical Science** |  |  |  |
| CHE100/111(4); GEO 105, 211;  PHY131/132/141 | **3** |  |  |  |  |
| **C. History *or* Political Science** | **(3)** | **C. History or Political Science** |  |  |  |
| HIS 110/120/131/142; POL 110 | **3** |  |  |  |  |
| **D. Social Sciences**  *Minimum of 6 hrs from two different disciplines* | **(6)** | **D. Social Sciences** |  |  |  |
| PSY 111l SOC110; ECO110/221/223 | **3** |  |  |  |  |
| **3** |  |  |  |  |
| **IV. Free Elective** | **(1)** | **IV. Free Elective** |  |  |  |
|  | **1** |  |  |  |  |
| **Total General Education Credits** | **42** | **Total General Education** |  |  | **42** |

**Degrees Completed:**

**Colleges/Universities Attended: Transfer GPA:**

1. **25% of general education courses must be taken through CU to meet SACS residency requirements after student admission to CU. [11 CREDITS]**
2. **33% of courses in program of studies must be taken through CU to meet SACS residency requirements – 27 CREDITS.**
3. **42 credits must be upper division**
4. **Last 30 hours of coursework must be completed with CU.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***IECE Major*** | **CU**  **Cr Hrs** | **Course Taken or Transferred** | **Grade** | **Date** | **Cr Hrs.** |
| ECE 111 Educational Foundations | **3** |  |  |  |  |
| ECE 130 Child Development I | **3** |  |  |  |  |
| ECE 230 Child Development II | **3** |  |  |  |  |
| ECE 140 Guidance of Young Children | **3** |  |  |  |  |
| ECE 216 Intro to Special Education | **3** |  |  |  |  |
| ECE 270 Observation & Assessment | **3** |  |  |  |  |
| ECE 280 Curriculum & Methods | **3** |  |  |  |  |
| IECE 381 Language & Literacy Methodology | **3** |  |  |  |  |
| IECE 382 Arts & Humanities Methodology | **3** |  |  |  |  |
| IECE 383 Math, Science, Soc Studies Methodology | **3** |  |  |  |  |
| IECE 385 Infant & Toddler Methodology | **3** |  |  |  |  |
| **Total Transfer IECE** | **33** |  |  |  |  |
|  |  |  |  |  |  |
| **CU Courses** |  |  |  |  |  |
| ED 199 Entry to Teacher Education | **0** |  |  |  |  |
| IECE 301 The IECE Profession | **3** |  |  |  |  |
| IECE 360 Cultural & Linguistic Diversity in ECE | **3** |  |  |  |  |
| IECE 384 Interactive & Assistive Technologies | **3** |  |  |  |  |
| IECE 416 Special Education Procedures & Strategies in IECE | **3** |  |  |  |  |
| IECE 420 Teaching Kindergarten | **3** |  |  |  |  |
| IECE 440 Positive Behavior Supports | **3** |  |  |  |  |
| IECE 460 Working w/Families in Early Intervention | **3** |  |  |  |  |
| IECE 470 Advanced Assessment in IECE | **3** |  |  |  |  |
| IECE 480 Advanced Curriculum & Methods | **3** |  |  |  |  |
| IECE 400 Current Issues in EC Profession ***OR*** | **3** |  |  |  |  |
| IECE 410 Special Investigations in ECE | **(3)** |  |  |  |  |
| Recommended Elective\* (SED or advisor approved) | **3** |  |  |  |  |
| ED 450 Student Teaching | **12** |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Total CU Credits** | **45** |  |  |  |  |
| **TOTAL IECE** | **78** |  |  |  |  |
| **TOTAL Credits:** | **122** |  |  |  |  |

**Notes:**

**Updates:**

**Semester\_ GPA:**

**Semester \_\_\_\_\_\_\_\_ GPA: \_\_\_\_\_\_**

**Semester\_\_\_\_\_\_\_\_ GPA: \_\_\_\_\_\_**

**Appendix B.2**

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

#### 

#### 

#### 

**Appendix B.3**

CAMPBELLSVILLE UNIVERSITY

##### SCHOOL OF EDUCATION

***Empowerment for Learning***

**CANDIDATE ASSESSMENT POINT 3:**

**APPLICATION FOR STUDENT TEACHING**

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

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

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

### Last First MI Maiden

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

## 

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

#### Campus/Local Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_ UPO Box \_\_\_\_\_\_\_ **CU** Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_@students.campbellsville.edu

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): ESL Environmental Ed 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. \* Transcript**:**  Cumulative GPA \_\_\_\_\_\_\_\_\_\_ (2.75 Required)

**\_\_\_**2. \* Praxis Subject Assessment/s: 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 or registered for the earliest available testing date for all Praxis subject assessments*** *BEFORE student teaching begins, for CAP 3 approval. If you take the exams after the CAP 3 due date, include a copy of your registration in this application.) This applies to endorsements too.*

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 Plan (if applicable)

**\_\_\_**3. \* Disposition Recommendations: Name

a. Education Professor: (ED 414 or IECE 480) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. Cooperating Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c. Major/Content Area Professor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d. Self-Evaluation:

**\_\_\_**4. Portfolio Score \_\_\_\_  **(**Holistic score of 2 or 3 required, rubric documentation attached)

**\_\_\_**5. **\***Copy of Graduation Audit Report, Application for Additional Academic or Certification Credentials.

***Originals submitted to Certification Officer.***

\_\_\_6. Have you completed all course work? Yes No

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

\_\_\_7. Place a check by the field experiences in which you participated:

1. **Engagement with diverse student populations**:

Two different ethnic/cultural groups different from the candidate;

Different socioeconomic groups;

English language learners;

Students with disabilities;

Students from across grades: 0 – 3; Pre/K; K; elementary; middle; high school

1. **Observation in schools and related agencies:**

**Schools; family resource centers OR youth service centers OR other school agencies**

1. **Student tutoring**
2. **Interaction with families of students**
3. **Attendance at school board meetings AND school based council meetings**
4. **Participation in school based professional learning communities (PLC’s)**
5. **Opportunities to assist teachers OR other school professionals (includes your teaching in the classroom)**

**\_\_\_\_** 8. Check if you have entered your field hours into **KFETS.  
\_\_\_** 9. Attach a copy of the EPSB field experience form for student teaching.

**\_\_\_**10. **\***Number of Field Hours\_\_\_\_\_ (Minimum of **200;** attach a copy of report/documentation)

**\_\_\_**11. **\***Number of PPD Hours **\_\_\_\_\_**  (Minimum of **30** hours; attach a copy of report)

**\_\_\_**12.**\***Required Checks+**:** FederalCriminal Check Results+ TB Risk Assessment+

(+These checks involve fees) Medical Exam+ Liability Insurance+ ***CAN (IECE only)+***

CAP 1 on file CAP II on file

# Statement of Acknowledgement/Commitment

1. I hereby apply for continuation in the Teacher Preparation Program and student teaching.
2. I understand that approval for CAP 3 does not guarantee approval for CAP 4.
3. Admission to teacher education is a requirement for taking courses beyond *ED 325(exception IECE and Special Education).* To be retained in the program, I must meet all requirements for CAPS 1, 2, 3 and 4.
4. Neither Campbellsville University nor any professor or administrator assumes responsibility for reminding me of CAP requirements; the responsibility resides with me.
5. 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.
6. I reconfirm my commitment to uphold the Code of Ethics for Kentucky School Personnel. In addition, IECE Candidates must uphold the NAEYC Code of Ethical Conduct, the DEC Code of Conduct, and First Steps Provide Code of Ethical Conduct. I also reaffirm my commitment to character/fitness as described in Section III of the CA1.
7. I am committed to the ethical and legal use of technology.
8. I reconfirm my commitment to abide by the School of Education policy on plagiarism/cheating, disposition, and attendance.

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 \_\_\_\_\_

**Appendix B.4**

CAMPBELLSVILLE UNIVERSITY

Submit to:

IECE 480 Professor or IECE Program Coordinator

Due:

November 20, 2016

or

April 15, 2017

##### SCHOOL OF EDUCATION

***Empowerment for Learning***

**Certification Application for Temporary Provisional**

**PROGRAM EXIT**

# ADMISSION TO IECE TEACHER PREPARATION PROGRAM FOR CANDIDATES WITH EXISTING INITIAL CERTIFICATION OR HIRED ON TEMPORARY PROVISIONAL BIRTH-TO-PRIMARY (TCBP)

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

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

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

Last First MI Maiden

## Gender: M F DOB\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_\_ SSN\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

#### Zip\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Telephone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Cell #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### UPO Box\_\_\_\_\_\_\_\_\_\_\_\_ Campus/Local Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CU Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### Date of Program Completion \_\_\_\_/\_\_\_\_ Education Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Checklist of Application Materials**

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

###### 

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

[\*Official copies of all transcripts needed to process Statement of Eligibility for EPSB. However, Unofficial copies needed for CAP 3/4 Application.]

**\_\_\_**2. \*Record your scores for the Praxis exam for IECE level of certification.

***Copy both sides of all your exam score reports.***

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

PRAXIS Subject Assessment**:**

Exam 1 5023 \_\_\_\_\_\_\_\_\_ 166\*\* \_\_\_\_/\_\_\_\_/\_\_\_\_

\*\*If taken prior to 1/1/11, no pass score was required, but must be submitted within 5 years of test date.

**\_\_\_**3. \*Dispositions

a. IECE Professor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a. IECE 480 Instructors Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. K-TIP Committee Member or IECE Professional Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c. Self-Evaluation

**\_\_\_**4. CAP 3 Portfolio **or** successful \*IECE K-TIP Portfolio

\*Attach K-TIP IRB with final scores from ***all*** IECE Standards and performance criteria

**\_\_\_**5. **\***Copy of Application for Additional Certification. ***Originals submitted to Certification Officer.***

**\_\_\_**6. Field Experience and/or K-TIP**:** Place a check by the field experiences in which you have participated.

1. **Engagement with diverse student populations**:

Two different ethnic/cultural groups different from the candidate;

Different socioeconomic groups;

English language learners;

Students with disabilities;

Students from across grades: 0 – 3; Pre/K; K; elementary; middle; high school

1. **Observation in schools and related agencies:**

**Schools; family resource centers OR youth service centers OR other school agencies**

1. **Student tutoring**
2. **Interaction with families of students**
3. **Attendance at school board meetings AND school based council meetings**
4. **Participation in school based professional learning communities (PLC’s)**
5. **Opportunities to assist teachers OR other school professionals**

\_\_\_6. Check if you have entered your field hours into KFETS.

**\_\_\_**7. **\***Number of Field Hours\_\_\_\_\_ (Number of completed field hours must match curriculum plan.)

**\_\_\_**8. **\***Number of PPD Hours **\_\_\_\_\_**  (Minimum of **30** hours)

**\_\_\_**9. \*CA-1 form signed by District Superintendent

**\_\_**10. \*Check or Money Order payable to Educational Professional Standards Board [Contact EPSB for fee.]

Statement of Acknowledgement/Commitment

I understand that completion of the teacher preparation program at Campbellsville University depends on successful completion of all course work and School of Education requirements. Furthermore, I understand that my application for teacher certification depends on the approval of my Certification Application for Temporary Provisional (CATP) Exit application, CAP 3 Portfolio (or K-TIP Portfolio), and passing score on appropriate PRAXIS exams (5023).

* Neither Campbellsville University nor any professor or administrator assumes responsibility for reminding me of CAP requirements; the responsibility resides with me.
* **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, or call 502-564-4606 or toll free at 888-598-7667.
* I reconfirm my commitment to uphold the Code of Ethics for Kentucky School Personnel, the NAEYC Code of Ethical Conduct, the DEC Code of Conduct, and First Steps Provide Code of Ethical Conduct. I also reaffirm my commitment to character/fitness as described in Section III of the CA-1.
* I am committed to the ethical and legal use of technology.
* I reconfirm my commitment to abide by the School of Education policy on plagiarism/cheating, disposition, and attendance.

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 \_\_\_

**Appendix B.5**

CAMPBELLSVILLE UNIVERSITY

##### SCHOOL OF EDUCATION

***Empowerment for Learning***

CANDIDATE ASSESSMENT POINT 4:

PROGRAM EXIT

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

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

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

### Last First MI Maiden

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

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

## 

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

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

Check level of Certification :

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

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

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

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

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

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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 \_\_\_

**Appendix C**

|  |  |  |  |
| --- | --- | --- | --- |
| **FIELD EXPERIENCE MATRIX** | | | |
| *Course* | **Field Hours** | **Title** | **Examples of Experiences** |
| **ECE 111** | 10 | Educational Foundations in EC | * Observational reports using various observation methods to document development of children with and without disabilities in all domain areas at multiple age levels [IECE KTS IV, V] * Interview people working in different early care and education sectors (program types, models, and settings). Summary of interviews written. [IECE KTS VI] |
| **ECE 130** | 6 | Child Development I | * Individual Child Case Study – child, birth to three – screen/assess, communicate results, interview families, plan and implement strategies to influence development and learning of the child and document development in a portfolio. Ethical practices embedded in Case Study. [IECE KTS I, III, IV, V, VIII] |
| **ECE 140** | 6 | Guidance of Young Children | * Observational report on the social-emotional development of an individual child between the ages of 2-5 yrs. DECA administered on same child.[IECE KTS IV] * Observational report on teacher guidance practices in a toddler setting. [IECE KTS II] * Observational report on teacher guidance practices in a preschool setting. [IECE KTS II] |
| **ECE 216** | 20 | Intro to Special Ed in ECE | * Case Study: Child with Disabling Condition   1. Develop home-based activity plan [IECE KTS I]  2. Administration of multiple formal/informal assessment strategies and tools [IECE KTS IV]  3. Attend IEP/IFSP/ARC meeting with summary including family/community characteristics [IECE KTS VIII]  4. Identify and develop intervention strategies/activities [IECE KTS I]  5. Shadow/Interview families/professionals [IECE KTS VII]  6. Document interactions between candidate and child/family with special needs [IECE KTS VIII]   * Observation Report on Learning Environment to evaluate inclusive practices [IECE KTS II] * Interview/shadowing provides opportunities for collaborative learning to inform practice and practice of advocacy skills [IECE KTS VI, VII] |
| **ECE 230** | 6 | Child Development II | * Individual Child Case Study – child, three to five - screen/assess, communicate results, interview families, plan and implement strategies to influence development and learning of the child and document development in a portfolio. [IECE KTS I, IV, VI, VII, VIII] |
| *Course* | **Field Hours** | **Title** | **Examples of Experiences** |
| **ECE 270** | 20 | Observation & Assessment | * Informal Assessment [IECE KTS IV]   1. Use 10 different informal assessments representing all 4 strategies to prepare developmental report   * Screening [IECE KTS IV]   1. Infant-Toddler Screen  2. Preschool Screen  3. Screen using Parent Report   * Classroom Instructional Assessment [IECE KTS IV]   1. Implement curriculum-based assessment tool cross-walked with two early childhood content standards  2. Use assessment to plan activities to support  development & learning  3. Create activity matrix to embed IEP benchmarks/short-term objectives into daily routines/activities   * Program Evaluation [IECE KTS V]   + - 1. Administer ECERS       2. Develop growth/improvement plan * Collaborative IEP development & Shadow/Interview involve community professionals [IECE KTS I, IV, VI] * Examine ethical/legal assessment practices [IECE KTS VII] |
| **ECE 280** | 10 | Approaches to Curriculum & Methods | * Preschool Observation Report: 7 content areas, learning environment, teaching methods [IECE KTS I, II, III] * Observation various curricular approaches and models provides information to inform instructional strategies and approaches to curriculum development (e.g., High Scope, Montessori, Reggio Emilia) [IECE KTS III] |
| **IECE 301** | 12 | The IECE Profession | * Public Kindergarten Observation Report [IECE KTS I, II, III, IV, VII] * Public Preschool and/or Head Start Observation Report [IECE KTS I, II, III, IV, VII] * Early Intervention Observation Report [IECE KTS I, II, III, IV, VII] * IEP/ARC Meeting and Family Interview [IECE KTS VIII] * Teach Lesson; videotape lesson implementation; use CLASS tool to evaluate effectiveness of lesson and impact of strategies on children’s learning; reflection on lesson [IECE KTS I, III, V] |
| *IECE 360* | 10 | Cultural & Linguistic Diversity | * Create cultural and linguistic diversity assessment and use it to evaluate the practices of an early childhood program including administrative forms and program literature, curriculum, adult-child-family interactions, the learning environment, and family involvement. [IECE KTS II, IV] * English Language Learner tutoring; create learning materials: book, picture/vocabulary cards, or a game using a digital camera to support bilingual language learning [IECE KTS I, II, III, IV, V] * Interview the family and teacher of a child from a diverse background to determine goals of each and a plan to reach those goals. [IECE KTS VIII] * Community Service Leadership Project [IECE KTS VI, X] * Summary report(s) - attend and participate in cultural events/speakers/conferences; prepare summary reports one each. [IECE KTS X] |
| *Course* | **Field Hours** | **Title** | **Examples of Experiences** |
| *IECE 381* | 6 | Curriculum Applications in Language & Literacy | * Observe and Document the Literacy Program in an Infant/Toddler setting [IECE KTS II, V] * Administer the ELSA (Early Literacy Skills assessment) & develop strategies for emerging literacy support [IECE KTS IV] * Administer the ELLCO (Early Language & Literacy Classroom Observation) & develop action plan to address areas for growth [IECE KTS V] * Plan and implement a large group language arts activity and a small group language arts activity in Preschool & Kindergarten settings [IECE KTS I, III, V] |
| *IECE 382* | 6 | Curriculum Applications in Arts & Humanities and Physical/Health Education | * Observe in an Infant/Toddler program and assess the environment and curriculum for creativity development. [IECE KTS II, V] * Observe in a Preschool program and assess the environment and curriculum for creativity development. [IECE KTS II, V] * Observe in a Kindergarten classroom and assess the environment and curriculum for creativity development [IECE KTS II, V] * Visit Louisville Speed Art Museum – Children’s Activity Section and prepare a report noting ideas for classroom application [IECE KTS I, II, III] * Attend a children’s theatre production and prepare a report noting ideas for classroom application; compare live production to literature and/or video versions [IECE KTS I, II, III] * Compile an Individual Child’s Art Portfolio & to assess stage in art development and different media used [IECE KTS II, IV] * Plan and implement one lesson from each of the 4 early childhood Arts/Humanities Standards: visual art, music, drama, & dance; assess and reflect [IECE KTS I, III, V] |
| *IECE 383* | 6 | Curriculum Applications in Math, Science, and Social Studies | * Prepare and implement a preschool and a kindergarten lesson selected from math, science, social studies, and health education content areas [IECE KTS I, III, V] * Observational reports document and assess math, science, and social studies experiences and curriculum in preschool and kindergarten settings [IECE KTS II, V] * Create, implement, and reflect on a math game linked to children’s literature [IECE KTS I, II, III, V] |
| *IECE 384* | 6 | Interactive Technology with Young Children | * Evaluate preschool/kindergarten classroom computer centers and integration of technology across content areas [IECE KTS II, V] * Lesson plans that integrate technology- develop and implement in a preschool/kindergarten classroom; document and reflect on the experiences [IECE KTS I, III, V, IX] * Observational report PECS (Picture Exchange Communication System) implementation [IECE KTS IX] |
| *Course* | **Field Hours** | **Title** | **Examples of Experiences** |
| *IECE 385* | 8 | Infant & Toddler Programming & Education | * KTIP lesson plans – create learning materials, implement; document and reflect [IECE KTS I, III, V] * Observing/evaluating infant/toddler program using ITERS; develop improvement plan [IECE KTS V] * Observing/evaluating adult-child interactions at infant and at toddler levels; note strategies to support trust at infant level and autonomy at toddler level [IECE KTS I, II, IV, V] * Infant/Toddler Screen and CBA Assessments – administer and communicate results [IECE KTS IV] |
| *IECE 400* | TBD | Current Issues in Early Childhood Education | * Debate Project may include field experience hours to interview, observe, and investigate the current issue that is represented in this final project [IECE KTS VII] * International special investigations as part of the School of Education learning abroad global competency program are encouraged but optional [IECE KTS VII] |
| *IECE 410* | TBD | Special Investigations in ECE | * Action Research Task involves data collection (e.g, observation, interview, document review, etc.), documentation of process, and analysis of data. [IECE KTS VII] * International special investigations as part of the School of Education learning abroad global competency program are encouraged but optional [IECE KTS VII] |

|  |  |  |  |
| --- | --- | --- | --- |
| *Course* | **Field Hours** | **Title** | **Examples of Experiences** |
| *IECE 416* | 15 | Special Ed Procedures & Strategies in IECE | * Intervention Project: Students will design an intervention plan for a child that may have a suspected delay or is already identified with a delay. The intervention plan must include simple yet detailed instructions as to how to carry out the intervention. The intervention plan must address the delay with short term objectives and criteria. Short term objectives must follow the “ABCD” objective formula. Students will implement the plan with the targeted child. Students will write a reflection to report and analyze data on how the child did/did not reach goals and next steps for the progress. [IECE KTS I, III, IV, V, VI] * Students will observe an IEP meeting and write a reflection on the experience following the guidelines under the Field Experience form. Students must also include connections of the special education process, IDEA requirements, development of and implementation of an IEP, and the collaboration process. [IECE KTS VI, VI] * Students will observe and interview two teachers: (a) an IECE certified teacher working in an inclusive preschool classroom and (b) a Special Education Resource or Self-Contained teacher. Students will write a reflection describing the observed methods of progress monitoring, how interviewees embed IEP goals into daily planned activities, how interviewees code objectives in their daily lesson plans, how they document progress monitoring, and how they communicate to parents about their child’s progress.[IECE KTS VI, VI] * Students will observe a Transition Plan ARC meeting that supports the child with an IEP from preschool into Kindergarten or from Kindergarten into First Grade. [IECE KTS VI,VI] * Students will interview a Preschool Coordinator or Special Education Director in their district who deals with the Response to Intervention process. Students will write a reflection to include what evidence-based interventions are being used in the preschool and Kindergarten classrooms, who implements these interventions, for how long, and who interprets the data that qualifies children for the referral process. [IECE KTS VI, VI] * Using an evaluation report, students will develop an IEP for a child. After development of the IEP, students will interview an early childhood teacher regarding the development of the IEP. Students are to compare their IEP with the child’s Official IEP. Students are to compare and contrast the similarities and differences between the two IEPs, listing their strengths and weaknesses in the development of the IEP. * Students will videotape themselves or video a teaching professional in a classroom for 20 minutes. Using a Coding Matrix, students will review and code various intervention strategies (e.g. least to most prompts, prompt-fading, incidental teaching, time-delay, mand model) and write a 2 page paper on the selection and effectiveness of the strategies used during the 20 minute video. [IECE KTS IV, V, VI] * Students will interview a Preschool Coordinator and/or Early Childhood Resource Mentor Teacher and ask how they assess their district’s program. Students will use the *DEC Recommended Practices Program Assessment* as a guide and prepare an action plan for the improvement of program practices for young children with special needs. [IECE KTS IV, V, VI] |

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| *Course* | **Field Hours** | **Title** | **Examples of Experiences** |
| *IECE 420* | 20 | Teaching Kindergarten | * Students observe kindergarten programs/classrooms in **two** different schools (5 hours in each classroom). Students will observe ***co-teaching strategies***. The report must summarize role of the teacher, information regarding curriculum, schedule, methods, technology, classroom organization, learning environment, student growth plans, Response to Intervention (RtI), collaboration, family relationships, MAP testing, and how the teacher incorporates IEP goals in planning/schedule. [IECE KTS III] * Develop a week’s Kindergarten lesson on a concept:Using curriculum materials/pacing guides/curriculum maps from the local districts. Develop week long kindergarten plan for English/Language Arts or Mathematics Strand aligned to KCAS. Unit includes the pre-assessment, Curriculum Web, one Lesson Plan [IECE KTS I, III, V:   Conduct a pre-assessment of what children will learn based on the students/classroom in which you are observing. (Data must be shown in a visual chart or graph and accompanied by a brief narrative);  Using a curriculum web, design a set of learning strategies and activities that you believe will best enable all children in the observation classroom to achieve your learning targets/outcomes taken from the pre-assessment (Task #2.a). As you create your instructional plan, keep in mind the Standard 1 indicators and associated performance levels.  Using the SoE lesson plan form, students will design a weekly plan aligned to the objectives based on the students/classroom growth plan in which you are observing.  During class, students will teach one lesson from the weekly plan using the SoE Lesson Plan form in class.   * Students will attend a Professional Learning Community (PLC) meeting and write a brief summary of the experience. [IECE KTS VII] * Students will administer the *Kindergarten Brigance Screen* and prepare a report analyzing the outcome with suggestions for instruction. Assignment includes interview with kindergarten teacher and/or school personnel to determine how the required readiness screen outcomes are used in kindergarten classrooms and how learning is differentiated. [IECE KTS IV] * Intervention Interview: Students will interview a Resource teacher for (P-5) to discuss the role of intervention (RtI, IEP plans) in the kindergarten classroom. Students will develop an Intervention Plan that includes an Activity Matrix using information provided along with the summary report describing intervention strategies. [IECE KTS I, II] |
| *Course* | **Field Hours** | **Title** | **Examples of Experiences** |
| *IECE 440* | 10 | Positive Behavior Supports | * Identify child who could benefit from a Social Story; create social story with family/teacher collaboration; implement social and document in four stages of social/skill acquisition; videotape and assess using CLASS evaluation tool; reflect on strengths & growth areas * Develop/implement visual support linked to Social Story * Observe preschool/kindergarten class to document environment impact on behavior * Observe preschool/kindergarten class to document affect of relationships on behavior * Observe preschool/kindergarten class to document direct supports provided to increase social and emotional competencies * Observe preschool/kindergarten class to document Tier 3 intervention strategies used to support children with challenging behavior * Interview school/agency personnel to understand process utilized to develop functional behavior analyses and interventions to support children using challenging behavior [IECE KTS II, VI] |
| *IECE 460* | 10 | Working with Families in ECE | * Family Collaborative Project:  1. Field Experience: Routines-Based Interview [IECE KTS IV, VI, VIII] 2. Field Experience: Screening [IECE KTS IV] 3. Field Experience: AEPS assessment [IECE KTS IV] 4. Field Experience: IFSP Development [IECE KTS V, VI, VIII] 5. Field Experience: Intervention Strategies [IECE KTS I, III, V, VI, VIII] |
| *IECE 470* | 20 | Advanced Assessment in IECE | * Work as part of collaboration team, including family, to prepare and administer the TBPA (Transdisciplinary Play-Based Assessment); use results to prepare a mock IEP [IECE KTS I, IV] * Follow a child through identification, referral, evaluation process including screen, diagnostic, IEP, and service delivery; prepare report interpreting results of diagnostic evaluation observed [IECE KTS I, IV] * Observe/Interview Preschool & Kindergarten teachers regarding curriculum assessment process and tools [IECE KTS IV] * Informal Assessment across all domains using a variety of tools [IECE KTS IV] |
| *IECE 475* | 10 | Organization and Administration in ECE | * Program Evaluation using *Program Administration Guide* [IECE KTS V] * Professional Development Training Plan – create and decide on a topic for staff training. Research the topic, develop/implement a lesson plan to include objectives, how the objectives of the training will be met, resources to be used, research, handouts, and a training evaluation form [IECE KTS I] * Interview/shadow Program Administrators at Infant/toddler, preschool, and school-aged child care [IECE KTS VII] * Interview the Preschool Coordinator of a public preschool program [IECE KTS VII] |
| *IECE 480* | 20 | Advanced Curriculum & Methods in IECE | * Field Experience Journals from two student teaching placement sites. [IECE KTS V, VII, X] * Lesson Plans rooted in curriculum-based assessment with embedded objectives from IFSP/IEP [IECE KTS I] * Lesson implementation videotaped and scored using CLASS tool by candidate and course instructor; written response to instructor feedback follows. [IECE KTS I, III, V] |

**Appendix 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.

**Appendix E**

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

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

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

**1. Context**

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

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

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

a.Previous lesson’s learning targets/objectives

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

c. Next lesson’s learning targets/objectives

**3. Students’ Baseline Knowledge**

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

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

**4. Formative Assessment (s)**

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

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

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

your students to self-assess their learning progress.

**5. Resources**

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

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

facilitating your students’ learning.

**6. Lesson Procedures**

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

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

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

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

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

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

observer.

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

**Appendix F**

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| **Campbellsville University**  **School of Education** | |
| **Source of Evidence 4: Post-Observation Reflection** | |
| **Your Observer will use this evidence to evaluate your performance in the following:** | |
| **Kentucky Framework for Teaching Components**  3E- Demonstrating Flexibility and Responsiveness  4A- Reflecting on Teaching | **Kentucky Teacher Standards**  4-The Teacher Implements and Manages Instruction  5- Assesses and Communicates Learning Results  7- Reflects on and Evaluates Teaching and Learning  9- Evaluates Teaching and Implements Professional Development |

**Guidelines for Developing the Source of Evidence: Post-Observation Reflection**

Teaching is a purposeful act, involving many decisions in both the planning and implementation of instruction. Reflection is the thoughtful consideration of those decisions in light of their impact on student learning to determine what aspects of instruction need to be changes and what aspects should be continued. The accuracy and specificity of your reflection and the validity of actions based on the reflection will depend on the extent to which the reflection is based on accurate performance data. Accurate reflection is the basis for planning and implementing both instruction that is responsive to your students’ needs and professional development that is responsive to your needs.

This Source of Evidence asks you to reflect on the impact of the decisions you made in planning, implementing and assessing a lesson and describe the actions taken based on your reflection.

1. While the directions on the template state this Source of Evidence should be completed within two days of each

observation, it is recommended that your analysis of the lesson’s formative assessment data be done as soon as

possible after the lesson to ensure that the data are used to inform ongoing instruction in a timely fashion.

2. Your response to these questions should be based on an analysis of the formative assessment data from the lesson.

3. Identify any other student evidence or artifacts that informed your determination of student achievement and

describe their influence on your determination.

4. If classroom procedures, student conduct, and/or physical space contributed to or hindered student learning, describe the specific contribution or hindrance.

5. If you departed from your plan, be specific as to how and why you changed your plan.

6. If you were to teach this lesson to the same group of students, be specific as to what you would do differently and the reason (s) you would make the changes.

7. What professional growth needs have you identified based on your reflections as you planned, taught, and assessed your lessons? How do you plan to address these needs?

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| **Campbellsville University**  **School of Education** |
| **Source of Evidence 4: Post-Observation Reflection** |
| **Name: Date: CU Course:**  **Lesson Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **This Source of Evidence must be completed within two days after each observed lesson.** |
| 1. Use the formative assessment data for each lesson objective/learning target to sort the students’ performance into three categories.  **Objective/ Learning Target 1 Objective/Learning Target 2**  a. Below Criteria \_\_\_\_\_ # of students a. Below Criteria \_\_\_\_\_ # of students  b. Meets Criteria \_\_\_\_\_ # of students b. Meets Criteria \_\_\_\_\_ # of Students  c. Exceeds Criteria \_\_\_\_\_ # of students c. Exceeds Criteria \_\_\_\_\_ # of students  **Attach a copy of the formative assessment with the criteria or rubric used to determine the students’ performance on each of the lesson’s learning targets/objectives.** |
| 2. Based on the formative assessment data, how successful was the lesson? Did the students achieve the learning target (s)? What will you do for those students who did not achieve the learning target criteria? For those students who exceeded the criteria? (4A) |
| 3. In addition to the student work witnessed by the observer, identify any other student work samples, evidence or artifacts that assisted you in making your determination regarding student achievement. (4A) |
| 4. To what extent did classroom procedures, student conduct, and/or physical space contribute to or hinder student learning? |
| 5. Did you depart from your plan? If so, how and why? (3E) |
| 6. If you had the opportunity to teach this lesson again to the same group of students, what would you do differently, and why? (4A) |
| 7. What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection? (4A) (4E) |

**Appendix G**

**Campbellsville University School of Education**

**Student Teacher Evaluation: Form A**

**Classroom Observation Instrument**

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

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

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

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

Overall Comments:

Strengths/Growth Areas:

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

**Appendix H**

Campbellsville University  
School of Education  
Portfolio Evaluation Rubric

Interdisciplinary Early Childhood Education Program

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

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

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

|  |  |
| --- | --- |
| **General Portfolio Requirements** | **3 2 1** |
| a. Cover 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. Represents competency in writing skills | **3 2 1** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard I: The IECE Educator Designs and Plans Instruction** | **3** | **2** | **1** | **Score** |
|  |
| **a. Design for all children developmentally appropriate, comprehensive curriculum, instruction and learning outcomes aligned with program, school, district, state, and/or federal goals.** | Plans and designs MOST instruction appropriate for the developmental levels of all children including those with disabilities AND CONSISTENTLY aligns learning outcomes with local, state and/or federal goals | Plans and designs SOME instruction appropriate for the developmental levels of all children including those with disabilities AND aligns MOST learning outcomes with local, state, and/or federal goals | Plans and designs LITTLE TO NO instruction that is developmentally appropriate for all children including those with disabilities with FEW learning outcomes aligned with local, state, and/or federal goals |  |
| **b. Include assessments that target learning outcomes** | MOST assessments target learning outcomes | SOME assessments target learning outcomes | FEW or NO assessments target learning outcomes |  |
| **c. Individualize curriculum, instruction plans, and assessment strategies for ALL children.** | Shows CLEAR evidence of ability to individualize instruction plans and assessment strategies for ALL children | Shows SOME evidence of ability to individualize instruction plans and assessment strategies for ALL children | Shows LITTLE or NO evidence of ability to individualize instruction plans and assessment strategies for ALL children |  |
| **d. Plan developmentally appropriate and activity-based instruction** | Individually-targeted learning objectives are CLEARLY designed for children’s developmental levels AND are embedded into natural routines and activities of the environment | MOST individually-targeted learning objectives are designed for children’s developmental levels AND are embedded into natural routines and activities of the environment | Shows LITTLE evidence of ability to design or appropriately embed individually-targeted objectives into natural routines and activities of the environment |  |
| **e. Plan for the effective involvement of team members, including assistants, staff and volunteers across learning environments** | Plans include a VARIETY of team members across a VARIETY of learning environments | Plans include a FEW team members or include a VARIETY of team members across in one learning environment | Plans do not reflect effective team involvement. |  |
| **f. Include knowledge and strategies of multiple disciplines** | Plans show CLEAR knowledge and use of strategies across MULTIPLE disciplines | Plans show SOME knowledge and use of strategies across MULTIPLE disciplines | Plans show LITTLE or NO knowledge or use of strategies across MULTIPLE disciplines |  |
| **g. Plan experiences and instruction based on family strengths, resources, priorities, and concerns** | Plans MOST intervention experiences and instruction with consideration of family strengths, resources, priorities, and concerns | Plans SOME intervention experiences and instruction with consideration of family strengths, resources, priorities, and concerns | RARELY or NEVER plans intervention experiences and instruction with consideration of family strengths, resources, priorities, and concerns |  |

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| --- | --- | --- | --- | --- |
| **Standard II: The IECE Educator Creates and Maintains Environment** | **3** | **2** | **1** | **Score** |
|  |
| **a. Maintain an emotionally and physically healthy and safe environment** | REGULARLY maintains an emotionally and physically healthy and safe environment | SOMETIMES maintains an emotionally and physically healthy and safe environment | RARELY maintains an emotionally and physically healthy and safe environment |  |
| **b. Create and maintain consistent routines and schedules that engage children and maximize learning** | REGULARLY creates and maintains consistent routines and schedules that engage children and maximize learning | SOMETIMES creates and maintains consistent routines and schedules that engage children and maximize learning | RARELY creates and maintains consistent routines and schedules that engage children and maximize learning |  |
| **c. Facilitates smooth transition for children between activities** | REGULARLY facilitates smooth transitions for children between activities. | SOMETIMES facilitates smooth transitions for children between activities. | RARELY facilitates smooth transitions for children between activities. |  |
| **d. Create and maintain individually appropriate, activity-based learning environments** | REGULARLY creates and maintains individually appropriate, activity-based learning environments | SOMETIMES creates and maintains individually appropriate, activity-based learning environments | RARELY creates and maintains individually appropriate, activity-based learning environments |  |
| **e. Adapt environments to support children with special needs and disabilities** | REGULARLY adapts environments to support children with special needs and disabilities | SOMETIMES adapts environments to support children with special needs and disabilities | RARELY adapts environments to support children with special needs and disabilities |  |
| **f. Create and maintain culturally responsive environments to support all children and families** | REGULARLY creates and maintains culturally responsive environments to support all children and families | SOMETIMES creates and maintains culturally responsive environments to support all children and families | RARELY creates and maintains culturally responsive environments to support all children and families |  |
| **g. Create, evaluate, and select technology, materials, and media to enhance the learning environment** | ACCURATELY evaluates and selects APPROPRIATE technology, materials, and media to create an enhanced learning environment | USUALLY evaluates and selects APPROPRIATE technology, materials, and media to create an enhanced learning environment | RARELY evaluates AND/OR selects INAPPROPRIATE technology, materials, and media to create an enhanced learning environment |  |
| **h. Use appropriate positive guidance techniques to foster children’s self-regulation** | REGULARLY uses appropriate, positive guidance techniques to foster children’s self-regulation | SOMETIMES uses appropriate, positive guidance techniques to foster children’s self-regulation | RARELY uses appropriate, positive guidance techniques to foster children’s self-regulation |  |
| **i. Design antecedent and consequent conditions to foster child self-regulation and learning** | Designs EFFECTIVE antecedent and consequent conditions to foster child self-regulation and learning | Makes an effort to design antecedent and consequent conditions to foster child self-regulation and learning | Does NOT design antecedent and consequent conditions to foster child self-regulation and learning or uses incorrectly |  |
| **j. Facilitate mutual respect among peers through cooperative and independent learning activities** | REGULARLY facilitates mutual respect among peers through cooperative and independent learning activities | SOMETIMES facilitates mutual respect among peers through cooperative and independent learning activities | RARELY facilitates mutual respect among peers through cooperative and independent learning activities |  |

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| --- | --- | --- | --- | --- |
| **Standard III: The IECE Educator Implements/Manages Instruction** | **3** | **2** | **1** | **Score** |
|  |
| **a. Implement developmentally appropriate, comprehensive curriculum and instruction aligned with program, school, district, state, and/or federal goals** | REGULARLY Implements developmentally appropriate, comprehensive curriculum and instruction aligned with program, school, district, and/or state goals | SOMETIMES Implements developmentally appropriate, comprehensive curriculum and instruction aligned with program, school, district, and/or state goals | RARELY Implements developmentally appropriate, comprehensive curriculum and instruction aligned with program, school, district, and/or state goals |  |
| **b. Implement instructional strategies that meet the individual needs of each child** | REGULARLY implements instructional strategies that meet the individual needs of each child. | SOMETIMES implements instructional strategies that meet the individual needs of each child | RARELY implements instructional strategies that meet the individual needs of each child |  |
| **c. Engage children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities** | REGULARLY engages children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities | SOMETIMES engages children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities | RARELY engages children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities |  |
| **d. Provide guidance, cues, and feedback to children to foster self-management and learning** | REGULARLY provides guidance, cues, and feedback to children to foster self-management and learning | SOMETIMES provides guidance, cues, and feedback to children to foster self-management and learning | RARELY provides guidance, cues, and feedback to children to foster self-management and learning |  |
| **e. Implement culturally responsive learning experiences to support children and their families** | REGULARLY implements culturally responsive learning experiences to support children and their families | SOMETIMES implements culturally responsive learning experiences to support children and their families | RARELY implements culturally responsive learning experiences to support children and their families |  |
| **f. Implement and support family-centered activities that reflect each family’s resources, priorities, and concerns** | REGULARLY implements and supports family-centered activities that reflect each family’s resources, priorities, and concerns | SOMETIMES implements and supports family-centered activities that reflect each family’s resources, priorities, and concerns | RARELY implements and supports family-centered activities that reflect each family’s resources, priorities, and concerns |  |
| **g. Involve team members in instructional activities** | REGULARLY involves team members in instructional activities | SOMETIMES involves team members in instructional activities | RARELY involves team members in instructional activities |  |

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| --- | --- | --- | --- | --- |
| **Standard IV: The IECE Educator Assesses and Communicates Learning Results** | **3** | **2** | **1** | **Score** |
|  |
| **a. Use a systematic process to assess and record children’s ongoing developmental progress** | REGULARLY uses a systematic process to assess and record children’s ongoing developmental progress | SOMETIMES uses a systematic process to assess and record children’s ongoing developmental progress | RARELY uses a systematic process to assess and record children’s ongoing developmental progress |  |
| **b. Base assessment strategies on developmentally appropriate learning outcomes and aligns strategies with the program curriculum and appropriate standards** | REGULARLY bases assessment strategies on developmentally appropriate learning outcomes and aligns strategies with the program curriculum and appropriate standards | SOMETIMES bases assessment strategies on developmentally appropriate learning outcomes and aligns strategies with the program curriculum and appropriate standards | RARELY bases assessment strategies on developmentally appropriate learning outcomes and aligns strategies with the program curriculum and appropriate standards |  |
| **c. Plan and implement assessment strategies that are sensitive to the teaching and learning context, including families’ cultures, and that address children’s unique and/or special needs** | REGULARLY plans and implements assessment strategies that are sensitive to the teaching and learning context, including families’ cultures, and that address children’s unique and/or special learning needs | SOMETIMES plans and implements assessment strategies that are sensitive to the teaching and learning context, including families’ cultures, and that address children’s unique and/or special learning needs | RARELY plans and implements assessment strategies that are sensitive to the teaching and learning context, including families’ cultures, and that address children’s unique and/or special learning needs |  |
| **d. Plan and implement assessment strategies that invite active involvement of appropriate partners, including team members and children’s families** | REGULARLY plans and implements assessment strategies that invite active involvement of appropriate partners, including team members and children’s families | SOMETIMES plans and implements assessment strategies that invite active involvement of appropriate partners, including team members and children’s families | RARELY plans and implements assessment strategies that invite active involvement of appropriate partners, including team members and children’s families |  |
| **e. Accurately interpret the data and validity of assessment results and communicate results to appropriate partners, including families, in terms that they easily understand** | ACCURATELY interprets the data and validity of assessment results and communicates results to appropriate partners, including families, in terms they easily understand | SOMEWHAT ACCURATELY interprets the data and validity of assessment results and communicates results to appropriate partners, including families, in terms they easily understand | INACCURATELY interprets the data and validity of assessment results and communicates results to appropriate partners, including families, in terms they easily understand |  |
| **f. Use assessment results to design appropriate learning outcomes and to plan for future services and instruction** | REGULARLY uses assessment results to design appropriate learning outcomes and to plan for future related services and instruction | SOMETIMES uses assessment results to design appropriate learning outcomes and to plan for future related services and instruction | RARELY uses assessment results to design appropriate learning outcomes and to plan for future related services and instruction |  |

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| --- | --- | --- | --- | --- | --- |
| **Standard V: The IECE Educator Reflects On and Evaluates Professional Practices** | **3** | **2** | | **1** | **Score** |
|  |
| **a. Use data to reflect on and evaluate children’s learning** | REGULARLY reflects on and evaluates children’s learning using appropriate data | | SOMETIMES reflects on and evaluates children’s learning using appropriate data | RARELY or NEVER reflects on and evaluates children’s learning using appropriate data |  |
| **b. Use data to reflect on and evaluate instructional practices** | 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. Use data to 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 |  |
| **d. Analyze the involvement and effectiveness of team members in instruction** | MUCH evidence of collaboration and measures of team members’ effectiveness in implementing appropriate instruction exists | | SOME evidence of collaboration and measures of team members’ effectiveness in implementing instruction exists | LIMITED evidence of collaboration exists and does not adequately measure instructional effectiveness |  |

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| --- | --- | --- | --- | --- |
| **Standard VI: The IECE Educator Collaborates With Colleagues/Families/Others** | **3** | **2** | **1** | **Score** |
|  |
| **a. Participates as an effective team member and demonstrate appropriate interpersonal skills to support collaboration in early childhood settings** | REGULARLY participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings | SOMETIMES participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings | RARELY participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings |  |
| **b. Demonstrates effective methods of communication that value the role, skills, input, and expertise of families, colleagues, and others** | REGULARLY demonstrates effective methods of communication that value the role, skills, input, and expertise of families, colleagues, and others | SOMETIMES demonstrates effective methods of communication that value the role, skills, input, and expertise of families, colleagues, and others | RARELY demonstrates effective methods of communication that value the role, skills, input, and expertise of families, colleagues, and others |  |
| **c. Collaborates with families to promote child development and transition through information sharing, joint decision making, and program planning** | REGULARLY collaborates with families to promote child development and transition through information sharing, joint decision making, and program planning. | SOMETIMES collaborates with families to promote child development and transition through information sharing, joint decision making, and program planning | RARELY collaborates with families to promote child development and transition through information sharing, joint decision making, and program planning |  |
| **d. Collaborates with team members to promote child development and transition through sharing information, joint decision making, and program planning** | REGULARLY collaborates with team members to promote child development and transition through sharing information, joint decision making, and program planning, including IEP/IFSP development | SOMETIMES collaborates with team members to promote child development and transition through sharing information, joint decision making, and program planning, including IEP/IFSP development | RARELY collaborates with team members to promote child development and transition through sharing information, joint decision making, and program planning, including IEP/IFSP development |  |
| **e. Collaborates with community members and agencies to provide resources to promote child development and learning** | REGULARLY collaborates with community members and agencies to provide resources to promote child development and learning | SOMETIMES collaborates with community members and agencies to provide resources to promote child development and learning | RARELY collaborates with community members and agencies to provide resources to promote child development and learning |  |
| **f. Articulates individual outcomes and unique needs for each child to staff and volunteers** | REGULARLY articulates individual outcomes and unique needs for each child to staff and volunteers | SOMETIMES articulates individual outcomes and unique needs for each child to staff and volunteers | RARELY articulates individual outcomes and unique needs for each child to staff and volunteers |  |
| **g. Provides ongoing, constructive feedback to team members on professional practices** | REGULARLY provides ongoing, constructive feedback to team members on professional practices | SOMETIMES provides ongoing, constructive feedback to team members on professional practices | RARELY provides ongoing, constructive feedback to team members on professional practices |  |
| **h. Use adult learning principles in collaboration with team members** | REGULARLY uses adult learning principles in collaboration with team members | SOMETIMES uses adult learning principles in collaboration with team members | RARELY uses adult learning principles in collaboration with team members |  |

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| --- | --- | --- | --- | --- |
| **Standard VII: The IECE Educator Engages in Professional Development** | **3** | **2** | **1** | **Score** |
|  |
| **a. Assess professional performance level relative to the KY IECE Teacher Standards** | THOROUGHLY and ACCURATELY assesses current performance on all KY IECE Teacher Standards | PARTIALLY assesses current performance on all KY IECE Teacher Standards | Does not assesses current performance on all KY IECE Teacher Standards |  |
| **b. Identify priorities of professional development needs** | REGULARLY identifies priorities of professional development needs | SOMETIMES identifies priorities of professional development needs | Does not prioritize professional development needs |  |
| **c. Design a plan to address professional growth needs for all priority areas** | Designs a professional growth plan that is clear and logical 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. Engage in professional activities** | Engages in MANY ongoing professional activities (i.e., participation in professional organizations, seeking expertise from multiple sources, and using applied research) | Engages in SOME ongoing professional activities (i.e., participation in professional organizations, seeking expertise from multiple sources, and using applied research) | Engages in FEW ongoing professional activities (i.e., participation in professional organizations, seeking expertise from multiple sources, and using applied research) |  |
| **e. Show evidence of professional growth resulting from the implementation of the plan** | Shows MUCH evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and children’s learning | Shows SOME evidence of professional growth relative to identified priority areas and impact on instructional effectiveness and children’s learning | Shows LITTLE evidence of professional growth relative to identified priority areas and impact on instructional effectiveness and children’s learning |  |
| **f. Apply professional ethics, practice, and legal mandates in early childhood settings** | REGULARLY applies professional ethics, practice, and legal mandates in early childhood settings | SOMETIMES applies professional ethics, practice, and legal mandates in early childhood settings | RARELY applies professional ethics, practice, and legal mandates in early childhood settings |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard VIII: The IECE Educator Supports Families** | **3** | **2** | **1** | **Score** |
|  |
| **a. Assist families in articulating resources, priorities, and concerns** | Assists families in articulating APPROPRIATE resources based on family priorities and concerns | Assists families in articulating ADEQUATE resources based on family priorities and concerns | When selecting resources DOES NOT ADDRESS family priorities and concerns |  |
| **b. Individualize interactions and activities that demonstrate sensitivity to characteristics to each child’s family community** | CONSISTENTLY individualizes interactions and activities that demonstrate sensitivity to characteristics to each child’s family community | Individualized interactions and activities SOMETIMES demonstrate sensitivity to characteristics to each child’s family community | Individualized interactions and activities RARELY demonstrate sensitivity to characteristics to each child’s family community |  |
| **c. Facilitate communication of legal, procedural, and program-related information to families using appropriate methods of communication** | ALWAYS facilitates communication of legal, procedural, and program-related information to families using appropriate methods of communication (i.e., in jargon-free native language, sign language, or through an interpreter) | SOMETIMES facilitates communication of legal, procedural, and program-related information to families using appropriate methods of communication (i.e., in jargon-free native language, sign language, or through an interpreter) | NEVER facilitates communication of legal, procedural, and program-related information to families using appropriate methods of communication(i.e., in jargon-free native language, sign language, or through an interpreter) |  |
| **d. Apply adult learning principles in family education activities** | REGULARLY applies adult learning principles in family education activities | SOMETIMES applies adult learning principles in family education activities | NEVER applies adult learning principles in family education activities |  |
| **e. Respect and provide on-going support for the family’s preferred level of involvement in educational activities** | CONSISTENTLY considers and supports family’s personal preferences regarding level of involvement in child’s intervention/instruction | SOMETIMES considers family’s personal preferences regarding level of involvement in child’s intervention/instruction | NEVER considers family’s personal preferences regarding level of involvement in child’s intervention/instruction |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard IX: The IECE Educator Demonstrates the Implementation of Technology** | **3** | **2** | **1** | **Score** |
|  |
| **a. Use multiple technology applications to support child learning** | Uses TWO or more different technological applications to support children’s learning | Uses at least ONE technological application to support children’s learning | Uses FEW applications to support children’s learning |  |
| **b. Select appropriate technology to enhance instruction** | Selects APPROPRIATE technology to enhance instruction | Selects SOMEWHAT APPROPRIATE technology to aid instruction | Selects INAPPROPRIATE technology or technology interferes with instruction |  |
| **c. Engage children in their use of technology to meet their learning needs and interests** | Shows CLEAR evidence of engaging children in the use of technology to meet learning needs AND interests | Shows SOME evidence of engaging children in the use of technology to meet learning needs OR interests | Evidence of engaging children in the use of technology is NOT CLEAR or does not support learning needs or interests |  |
| **d. Use technology to meet the needs of children** | Uses MUCH appropriate technology to meet the special needs of children. | Uses SOME appropriate technology to meet the special needs of children. | Uses LITTLE appropriate technology to meet the special needs of children. |  |
| **e. Demonstrate ethical and legal use of technology disciplines** | Ensures that ethical and legal use policies are ALWAYS followed | Ensures that ethical and legal use policies are SOMETIMES followed | DOES NOT follow ethical and legal use policies |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard X: The IECE Educator Provides Leadership Within School/Community/**  **Profession** | **3** | **2** | **1** | **Score** |
|  |
| **a. Identify leadership opportunities that enhance child learning and /or the professional environment of the school/community** | 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 a 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. Develop a plan for engaging in leadership roles and activities** | Develops a work plan for a leadership project that CLEARLY describes the purpose, scope, and participants involved and how the plan will impact children’s 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 children’s 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 children’s learning and/or the professional environment OR has developed no plan |  |
| **c. Implement 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. Analyze data to evaluate the results of planned and executed leadership efforts** | REGULARLY analyzes data appropriately to evaluate the results of planned and executed leadership efforts | OCCASIONALLY analyzes data appropriately to evaluate the results of planned and executed leadership efforts | RARELY or NEVER analyzes data appropriately to evaluate the results of planned and executed leadership efforts OR does not evaluate leadership efforts |  |

**Appendix I**

Campbellsville University School of Education Teacher Candidate Summative Evaluation:

Form C IECE

Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Directions: Select a rating for each indicator and standard using scoring guide: 3=Satisfactory 2=Progress Made 1=Unsatisfactory

Standard 1: The IECE Educator Designs and Plans Instruction 3 2 1 N/A

Standard 2: The IECE Educator Creates and Maintains Environment 3 2 1 N/A

Standard 3: The IECE Educator Implements/Manages Instruction 3 2 1 N/A

Standard 4: The IECE Educator Assesses and Communicates Learning Results 3 2 1 N/A

Standard 9: The IECE Educator Demonstrates the Implementation of Technology 3 2 1 N/A

Standard 5: The IECE Educator Reflects on and Evaluates Professional Practices 3 2 1 N/A

Standard 6: The IECE Educator Collaborates with Colleagues/Families/Others 3 2 1 N/A

Standard 7: The IECE Educator Engages in Professional Development 3 2 1 N/A

Standard 8: The IECE Educator Supports Families 3 2 1 N/A

Standard 10: The IECE Educator Provides Leadership Within School/Community/Profession 3 2 1 N/A

Total Summative Score (30 Possible Points) Evidence:

Strengths/Growth Areas:

Overall Comments: