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: Learning and Behavior Disorders**

**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 |
| Campbellsville University | Campbellsville |
| The Noe Educational 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 Dr. Beverly Ennis Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

Program Experiences

# Program Innovations: (Optional)

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

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| The undergraduate bachelor degree Special Education-Learning Behavior Disorders, P-12 certification program at Campbellsville University is designed to provide instructional opportunities that empower candidates tobe effective special education teachers. It includes a depth and breadth of knowledge and skills which includes attertion t the self-efficacy candidates develop as they acquire the knowledge base and skills to implement effective instruction. Consequently, the resulting empowerment of the candidates directly impacts the prospective students in their classrooms. The program further seeks to empower the teacher through their experiences to become master teachers who impact student learning. The commitment of the program is to provide the Commonwealth with outstanding special education teachers equipped to meet the demands of the 21st century.  The Learning Behavior Disorders bachelors program is provided to meet the specific needs of the undergraduate student. Candidates in the undergraduate LBD program must complete 44 hours in general education requirements, 9 hours of foundation courses as well as 21 hours in related studies. On completion of these campus-based or off-site hours, the undergraduate would complete 33 blended, online hours in the area of special education. The capstone course (3 hours) and student teaching (12 hours) are the final courses in the program.  The undergraduate special education program in LBD P-12 provides courses and experiences to ensure candidates meet the Kentucky Teacher Standards and Council for Exceptional Children standards  Campbellsville University provides opportunities for international field experiences for our teaching candidates. This year, our first undergraduate bachelor’s candidate will have international field experiences in Ireland. |

Program Curriculum:

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

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

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| The undergraduate Learning Behavior Disorders bachelors program uses the curriculum guides as the primary method to communicate program details with each student and candidate. Candidates and the advisor(s) sign the form. Advisors meet regularly with students each semester to update, if appropriate, review program requirements, and discuss candidates’ progress. Please see our attached guides in the addendum. [Addendum E](#E) |

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

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| CAP 1 is intent to enter the education program point, when candidates meet required checks to participate in field experiences, commit to the KY Code of Ethics, Character and Fitness, complete a diversity survey and sign the EPPs disposition assessment policy.  **CAP 2 Admission Requirements for Teacher Education:**  GPA of 2.75 or 3.0 last 30 hours  Academic Competency: Praxis CASE Reading, Writing and Math passing scores  Assessment of the 4 Cs:   * Oral and written communication: C or above on ENG 111, ENG 112, MAC 120 or MAC 140 * Personal Autography * Dispositions from ED 220 and a self-assessment * Pre-Professional Growth Plan * Video mini-lesson evaluated by P-12 teacher, CU faculty and candidate * Creativity assessment * Praxis Subject Assessment Study Plan * KFETS (field hours entered) * Commitment to the KY Code of Ethics   ***\*Please see the*** [***CAP 2, Admission to Education***](#B)***, application.***  After candidates are admitted to the education program, CAP 2,and complete the foundation courses they begin taking the other content/pedagogy courses in the special education program.  After completion of all pedagogy and content courses, candidates are evaluated for admission to student teaching at CAP 3. This involves evaluation of their GPA, taking the special education Praxis Subject Assessment, disposition evaluations, CAP 3 portfolio based on all ten Kentucky Teacher Standards, completion of curriculum requirements and graduation application, and required federal criminal check, medical examination, At Risk TB Assessment, and evidence of liability insurance. The undergraduate students report on field hours in KFETS (KY Field Experience Tracking System), and in the EPP’s data system.  Finally, candidates are evaluated for program completion and exit at CAP 4 after successful performance of student teaching. CAP 4 involves evaluation of GPA, taking the special education Praxis Subject Assessment (students must pass for LBD certification), review of curriculum contract, graduation application, and CA 4 application, CAP 4 portfolio meeting all ten Kentucky Teacher Standards based on the student teaching semester, a video and analysis of instruction, disposition evaluations, and a mini lesson taught at the event, along with an interview with local school partners. [Addendum D](#D) |

**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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| We provide an EPSB like model form with all of the requirements listed **16 KAR 5:040 Section 3(3)** and discuss these requirements early in the program (ED220, ED300). During CAP 3, pre-service candidates are required to submit the completed EPSB form that describes when and during which course they acquired these experiences. Most of these experiences within the seven categories (a-g) are incorporated into the required field experiences (matrix) in specific courses and are integrated with specific activities that are assessed and become part of the course grading as indicated in syllabi. Students are required to provide reflections on their clinical experiences and signatures from cooperating teachers/adminstrators are kept by students and submitted at the conclusion of each course. In our local schools (Taylor, Campbellsville, and KCA) we have sign-in logs for candidates. These clinical experiences are also documented in the state KFETS database as well as our own EPP database.  **\*Attach the** [**Teacher Education handbook**](https://www.campbellsville.edu/education/files/2017/09/Teacher-Education-Handbook-1.pdf) **and the** [**EPSB form**](#H) **in the addenda.** |

**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 eight weeks in an elementary setting, and a second eight weeks in a middle or high school setting.  **The opening statement in the Campbellsville University Student Teacher Handbook:**  The School of Education is governed by Kentucky state regulation ***16 KAR 5:040 Admission, placement, and supervision in student teaching* for student teacher placement procedures and requirements.**  Student teachers are required to complete an EPSB form documenting all of the required KAR clinical experiences. If their placements do not provide the experiences required, then they are permitted to seek other classrooms in which to get these experiences. The supervising teachers monitor the experiences.  Before we recommend any completing candidate for licensure or certification, they must have demonstrated a high standard of content knowledge in their fields and positive impacts on P-12 student learning through the regular clinical observations and the CAP 4 requirements, that include the portfolio and an exit lesson taught before an exit team consisting of a K-12 practitioner and an education faculty member.  The CAP 4 portfolio includes a copy of the candidates’ personal education philosophy and a classroom management plan that documents they understand the expectations of the profession. It is also aligned with the Kentucky Teacher Standards and other professional standards.The CAP 4 application requires documentation of re-commitment to the KY Code of Ethics for educators. The form has a section on the back that requires a signature re-confirming such a commitment.  ***\*Please see the*** [***Student Teaching Handbook***](https://www.campbellsville.edu/education/files/2017/09/Student-Teacher-Handbook-1.pdf) ***and the*** [***EPSB Student Teaching Experience Checklist***](#I) ***for more specific details about these requirements.*** |

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

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

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| Successful completion of Student Teaching and passing scores on the Praxis Subject Assessment are required to exit the undergraduate Learning Behavior Disorders bachelors program, and prior to recommendation for certification. CAP 4 Exit Requirements for Teacher Education are as follows:   * GPA of 2.75 or 3.0 last 60 hours * Praxis Subject Assessment in content * Dispositions from coordinators, supervisor and self- evaluation * Satisfactory student teaching experience: journal, portfolio, observations by cooperating teachers and university supervisor * Video Mini-Lesson and interview * Completed EPSB form documenting the required clinical experiences   ***\*Please see the*** [***CAP 4 application***](#D) ***for more details regarding the exit requirements.*** |

Kentucky P-12 Curriculum Requirements

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

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

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| Candidates in the undergraduate bachelor’s program in learning and behavior disorders create lesson plans embedding the Kentucky Academic Standards in each lesson created. Rubrics are used to assess the depth of knowledge of each candidate. When lessons are taught, P-12 partners, provide feedback to the candidate and the course instructor on the effectivenss of the lesson, and the P-12 students. Additionally, after lessons are taught, candidates analyze and reflect on the lesson and P-12 student achievement. Student observations amd clinical experices occur on a daily basis for 16 weeks in ED 450 Student Teaching course. Candidates create two portfolios (at CAP 3 and CAP 4) that include evidences of the candidates depth of knowledge of the Kentucky Academic Standards. |

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 learn to use the KY P-12 framweork and the KY assessment system in ED 220 Introduction to teaching. As the candidates are admitted to teacher education, they begin creating lesson plans, assessments, and other course assignments utilizing the documents to guide instruction and P-12 student achievement. Each course in the teacher preparation programs, both for general education and special education courses, builds on the depth and clarity of the KY documents that teacher candidates need in order to provide effective instruction for P-12 students. |

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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| *http://campbellsville.edu/forms1#Portfolio%20information*  *Students must achieve a holistic portfolio score of 2 or 3 to pass the CAP 3 portfolio. If their score is a 1 on any one KTS, the candidate must resubmit those artifacts for re-evaluation.*  *Video of lessons taught and completion of Form A-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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| Our current education faculty are also evaluated by students during course evaluations and by the deans annually using a different set to criteria. After student teaching, all supervisors are evaluated by the student teacher as well.  Education faculty know the theory behind and model as well as teach the use of varied formative and summative assessments during instruction. Assurance of this with adjunct supervisors would become evident during the application and interview process. Plus all supervisors attend sessions during which the expectations are made clear.  [SoE #2 Lesson Plan with Assessment designed](#J)  [SOE #4 Post Observation & Analysis with Assessments completed.](#K) |

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.

# 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.

# 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.

# 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.)

# Evidence and analysis

# Repeat this section for each assessment

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

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| **Assessment #1 Title: Content Knowledge**  Content Knowledge – Praxis Exam  Special Education: Core Knowledge and Mild to Moderate Applications (5543). |
| **Assessment description:**  The Praxis Subject Assessment 5543 is the state mandated assessment for content knowledge in this program. The Praxis subject assessments 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 Subject Assessment is divided into the following seven categories:   1. Development and Characteristics of Learners-aligned with KTS 4, 5, 9; addressing areas of development characteristics of growth and the impact growth and development has on the learner. 2. Planning and the Learning Enviroment-aligned with KTS 1, 2, 3, 4, 7,8; addressing areas of managing student behavior, effective lesson plans, providing a safe learning environment. 3. Instruction-aligned with KTS 1, 2, 4,7; addressing planning and implementation of soumd evidence-based instructional strategies for the diverse learners 4. Assessment-aligned with KTS 5, 7; addressing and defining evidence-based assessments; formative and summative assessments, interpreting standardized assessments and making educational decisions for diverse learners. 5. Foundations and Professional Rsponsibilities-aligned with KTS 8,9,10; addressing the roles and responsibilities of the special education teachers, delivery of services, collaboration with stakeholders-inckluding parents, federal requirements for pre-referral (RTI), referral, and placement 6. Integrated Constructed-response Questions-aligned with KTS 1-10; addressing multiple facets including but not limited to instruction, assessment, the classroom, managing behaviors, collaboration with the general education teachers, parent communication. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program  Special education students are required to take the Praxis Subject Assessment (5543). We have a 100% pass rate on this assessment.  Fall 2016: one pre-service candidate with a pass rate of 100%. Another pre-service candidate passed the exam with a 172; completed student teaching in the spring 2017--passing score was 170. The range was 170-172 with a mean score of 171.  Spring 2017: one student teacher with a pass rate of 100%. Score of 159.  Summer 2017: one pre-service candidate with a pass rate of 100%. Score of 159. Will student teach Fall 2017. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  No rubric attached, the passing scores are determined by EPSB. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  ETS has provided a link to their Technical Manual that includes reliability estimates and a description of the content-related validity evidence underlying Praxis tests.  <https://www.ets.org/s/praxis/pdf/technical_manual.pdf> |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**  The data from the Praxis subject assessment for the LBD are monitored throughout the testing cycles each year as candidates are required to take the assessments as a requirement for CAP 3 Student Teaching Approval. The data are used to meet several objectives. The first is to provide assistance to students who do not pass by examining the category scores and providing suggestions for additional review. The second objective is to monitor program effectiveness and develop annual Student Learning Objectives. The data over time also provide insight into program effectiveness. |

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| **Assessment #2 Title: Other Assessment of Content Knowledge**  Overall GPA |
| **Assessment description:**  Special Education students-learning and behavior disorders have 9 credit hours in foundational courses, 21 credit hours in related studies, 33 credit hours in blended online courses, 15 capstone courses of which 12 hours is in student teaching. Additionally, the students 44 general education credit hours totaling 122 credit hours for the Bachelors of Science in Special Education-Learning and Behavior Disorders. The GPA reflects content in foundational courses, curriculum, pedagogy, research, clinical experiences, and general education.  Candidate GPA is utilized at all CAPs including CAP 4, program completion in order to demonstrate that the candidate has completed program experiences at a sufficient level to practice effectively as a beginning teacher. Grades are routinely used at all levels in education and are accepted predictors of future performance (Soh, 2011; Jones, J., McDonald, C., Maddox, A., & McDonald, S., 2011; Harrell, P., Harris, M., & Jackson, J., 2009).  GPA also documents other candidate qualities not measured by more formal assessments such as giftedness, organization, work ethic and quality of interactions with others (Dickinson & Adelson, 2016; Jones, J. et. al, 2011).  Bradley, Sankar, Clayton, Mbarika and Raju (2007) found that students with higher GPAs perceived they had increased capability of using higher order thinking skills that lead to complex abilities such as integrating and evaluating.  **References**  Bradley, R., Sankar, C., Clayton, H., Mbarika, V., & Raju, P.  (2007).  A study on the impact of       GPA on perceived improvement of higher order cognitive skills.  *Decision Sciences Journal*  *of Innovative Educatio*n, 5(1), 151-167.  Dickinson, E. & Adelson, J.  (2016).  Choosing among multiple achievement measures.  *Journal*  *of Advanced Academics*, 27(1), 4-15.  Harrel, P, Harris, M., & Jackson, J.  (2009).  An examination of teacher quality variables with        passing state content tests.  *Journal for the Association of for Alternative Certification*, 4(2),        18-40.    Jones, J., McDonald, C., Maddox, A. & McDonald, S.  (2011).  Teacher candidate success       on state mandated professional tests:  On predictive measure.  *Education*, 131(4), 905-920.  Soh, K. (2011).  Grade point average:  What’s wrong and what’s the alternative?  *Journal of*  *Higher Education Policy and Management*, 33(1), 27-36.  The minimum GPA requirement to successfully exit the program is 2.75 GPA at CAP 4.  Candidates may not have any grade below a C in any education course or course for the major. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.  Special Education students-learning and behavior disorders have 9 credit hours in foundational courses, 21 credit hours in related studies, 33 credit hours in blended online courses, 15 capstone courses of which 12 hours is in student teaching. Additiionally the students 44 general education credit hours totaling 122 credit hours for the Bachelors of Science in Special Education-Learning and Behavior Disorders. All of the KTS standards and performance criteria are included in course work of 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:  Special Education students-learning and behavior disorders have 9 credit hours in foundational courses, 21 credit hours in related studies, 33 credit hours in blended online courses, 15 capstone courses of which 12 hours is in student teaching. Additiionally the students 44 general education credit hours totaling 122 credit hours for the Bachelors of Science in Special Education-Learning and Behavior Disorders. The GPA reflects content in foundational courses, curriculum, pedagogy, research, clinical experiences, and general education. The following represents the cycles:  Spring 2016: one student teacher with an overall GPA of 3.77.  Spring 2017: two student teachers. The range was 3.15-3.77 with a mean score of 3.46.  Fall 2017: one student teacher with a 3.10 GPA; however, cannot calculate the final GPA until after student teaching placement is completed. |
| **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) |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**  The data from the GPAs are monitored at each CAP before candidates are considererd for approval. Candidates must meet the minimum GPA for program entry and exit to be approved at each CAP. The data are also used to meet several objectives. The first is to provide assistance to students who display some issues with meeting the required GPA. The second objective is to monitor program effectiveness and develop annual Student Learning Objectives. The data over time also provide insight into program effectiveness. |

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| **Assessment #3 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 Kentucky Teacher Standards scored by practicing special education 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.  Special education teacher candidates submit a CAP 4 portfolio during the student teaching semester. CAP 4 culminating portfolio is scored using all 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:  Special education 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 inclspecial education professionals, superintendents, principals, and classroom teachers.  Spring 2016: one student teacher with a score of 3 on all ten KTS.  Spring 2017: two student teachers-not data avalible for analysis. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  CAP 4 Portfolio rubric is attached in [Addendum F](#F). |
| **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 Fall 2017. |

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| **Assessment Title:**  Clinical Experiences Measure of Teaching 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 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.  Special education teacher candidates are evaluated using the CAP 4 Form C at the completion of each placement. To determine the holistic scores on each KTS standard the cooperating teacher and the university supervisor consider all performance criteria.  Spring 2016: one student teacher with a score of 3 on all ten KTS.  Spring of 2017: two student teacher candidates. The mean score for each standard on Form C is as follows:  Standard 1: 2.5  Standard 2: 2.5  Standard 3: 2  Standard 4: 2.5  Standard 5: 2  Standard 6: 2.5  Standard 7: 2.5  Standard 8: 2.5  Standard 9: 3.0  Standard 10: 3.0 |
| **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 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 [Addendum G.](#G) |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  Reliability and validity on Form C are propietary |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**  The data from the final Summative Form C completed at the end of each placements during student teaching for the LBD program are monitored each year as candidates are considered for exit from the program. The data are used to meet several objectives. The first is to provide feedback to students because the ratings are discussed openly among the student teacher, cooperating teacher and supervising teacher. The second objective is to monitor program effectiveness and develop annual Student Learning Objectives. The data over time also provide insight into program effectiveness. |

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| **Assessment #5 Title:**  Mearsure of Candidate Assessment Proficiencies-Student Teaching: Final Grade; Scores for KTS 5 and 7 |
| **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 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.  Student teacher candidates are required to include a minimum of five different assessments, and include student work samles for three of the assessments artificats in the portfolio (KTS 5). Artifacts are included in the exit portfolio for the student teacher. The portfolio is evaluated by P-12 partners using a KTS rubric. Requirements for the exit portfolio involve post observation reflections and analysis for the unit. (KTS 7). |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.  Special education teacher candidates complete ED 450, which is 12 credit hours of student teaching. All of the KTS standards and performance criteria are included the coursework. Therefore, the grade in ED 450 contibutes to evidence of candidate assessment profeciencies.  Data for both KTS 5 and KTS 7 from the exit portfolio analysis indicated that candidates demonstrate knowledge and skills in their ability to assess and reflect on student learning; range of mean scores for KTS 5 were 2.73-2.79; KTS 7-range of mean scores were 2.62-2.88 using a 3-point scale. |
| **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 cycles:  Spring 2016: one student teacher received a grade of A in ED 450  Spring 2017: two student teachers. The range was B to A with a mean score of 3.75 quality points. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  No rubric attached, course grade is part of the student’s transcript.  Rubric attached. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  Reliability and validity on course grade and KTS rubric are propietary. |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**  The data from the CAP 4 or exit Portfolio, specifically from KTS 5, Assessment, and KTS 7 Reflection completed are analyzed during each assessment cycle, either the three EPP retreats. The data are additionally used to meet several objectives. The first is to provide feedback to students. The second objective is to monitor program effectiveness and develop annual Student Learning Objectives. The data over time also provide insight into program effectiveness. |

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| --- |
| **Assessment #6:**  **Ability to identify/evaluate & stipulate personalized Student Learning- CAP 4 Portfolio Unit** |
| **Assessment description:**  Teacher candidates, during student teaching complete the CAP 4 culminating portfolio, which includes a unt that is designed and implemented. This artifact evidence demonstrates competencies in KTS 1,2,4,6, and 7. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.  Special education teacher candidates submit a CAP 4 portfolio including a complete unit that is designed and taught during the student teaching semester. The portfolio is scored using all ten KTS and performance criteria for standards 1,2,4,6, and 7. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  Mean scores are as follows:  **KTS 1 KTS 2 KTS 4 KTS 6 KTS 7**  Spring 2016: 3.00 3.00 3.0 3.00 3.00  Spring 2017: 3.00 3.00 3.0 3.00 3.00 |
| **Provide a link to the assessment scoring guide or rubric.**  See the [KTS rubric](#F). |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  Reliability and validity on CAP 4 portfolio unit are proprietary. Lawshe’s will be conducted in Fall 2017. |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**  The data from the CAP 4 exit portfolio for the TPA or unit are analyzed during the EPP retreats; either in May, August, and/or December. The data are additionally used to meet several objectives. The first is to provide feedback to students. The second objective is to monitor program effectiveness and develop annual Student Learning Objectives. The data over time also provide insight into program effectiveness. |

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| --- |
| **Assessment Title #7:**  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 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.  Special education 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 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 cycles:  Spring 2016: one student teacher received a grade of A in ED 450  Spring 2017: two student teachers. The range was B to A with a mean score of 3.75 quality points. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  No rubric attached, course grade is part of the student’s transcript. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  Reliability and validity on course grade are propietary. |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**  The data from the final grade for student teacher are analyzed during each assessment cycle the May The data are additionally used to meet two major objectives. The first is to provide feedback to students on a key clinical assessment The second objective is to monitor program effectiveness and develop annual Student Learning Objectives. The data over time also provide insight into program effectiveness. |

|  |
| --- |
| **Assessment Title:**  Assessment of Literacy Outcomes – SED 107 and SED 412 Grades |
| **Assessment description:**  Teacher candidates complete SED 107 Theories of Reading and Educational Practices, and SED 412 Developmental Reading in Middle and High School, 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.  SED teacher candidates complete SED 107 Theories of Reading and Educational Practices, and SED 412 Developmental Reading in Middle and High School. All of the KTS standards and performance criteria for standards 1, 2, 4, 5, 6, 7, 8, 9 are included the coursework. Therefore, the grade in SED 107 Theories of Reading and Educational Practices, and SED 412 Developmental Reading in Middle and High School 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:  Special education teacher candidates complete SED 107 Theories of Reading and Educational Practices, and SED 412 Developmental Reading in Middle and High School. All of the KTS standards and performance criteria for standards 1, 2, 4, 5, 6, 7, 8 are included the coursework. Therefore, the grades in SED 107 and SED 412 contibutes to evidence of assessment of literacy outcomes. The following represents the last three cycles:  Spring 2015 – Three candidates were enrolled in SED 107. The grades are as follows: grade of A (12 quality points).  Fall 2015 – one candidate enrolled in SED 412. The grade of A (12 quality points).  Spring 2016 – No pre-services candidates were not enrolled in either of the two courses.  Fall 2016 – Four candidates were enrolled in SED 412. The grades are as follows:two students with a grade of A (12 quality points); one student with a grade of B (9 quality points); one student with a grade of C+ (6 quality points). The mean score is 9.75 quality points equalivant to a letter grade of B+.  Spring 2017-Four students enrolled in SED 107. The grades are as follows: three students with grade of B (9 quality points); one student with grade of A (12 quality points). The mean score is 9.75 quality points equalivant to a grade of B+. |
| **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.**  See Assessment #2 description of use of gpa. |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**  The data from the reading courses are analyzed during each assessment cycle. The data are additionally used to meet two major objectives. The first is to provide feedback to students the importance of literacy for students with diverse learning needs, and the importance in meeting the literacy requirement. The second objective is to monitor program effectiveness and develop annual Student Learning Objectives. The data over time also provide insight into program effectiveness. |

# Summary Analysis for Program

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

|  |
| --- |
| The EPP reviews assessment data on a regular basis. In the past, each May, the EPP has working retreat in May that includes time for data analysis. The EPP plans to now have three designated times to review and analyze data-May, August, and December.  Overall, the eight key assessments address the candidates’ ability to demonstrate appropriate performance of the ten Kentucky Teacher Standards. Most of the assessments directly assess the candidates’ performance level of the 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 ten KTS standards and SPA standards. Data from the exit portfolio, TPA –unit, reveal that candidates in the special education program demonstrates a strong ability to identify, evaluate, and personalize student learning.  The data from these assessments are analized, the results are discussed with special education 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.

|  |
| --- |
| The assessment data is reviewed and analized in a continuous assessment process. One part of our as special education faculty is to have a reflective discussion of candidates’ progress, program content, and key asspects of assessments. Issues are discussed. A formal analysis of the data is completed at the three designated times the EPP meets. 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 ten Kentucky Teacher Standards and SPA standards. Each time the highest and lowest scores are reviewed, disaggregating the data by specific criteria. By reviewing the data 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:**

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

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

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

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

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

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

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

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

Addendum A

CAMPBELLSVILLE UNIVERSITY

##### 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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Circle level of Certification Interest:

IECE P-5 5-9 5-12\* 8-12 P-12 IECE/P5 LBD/P5 Montessori

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

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

Circle Location: Main Campus Louisville Somerset Elizabethtown Owensboro

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.

**Results Date**

\_\_\_\_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 \_\_\_\_\_ Percentile Rank \_\_\_\_\_\_; English \_\_\_\_\_ Percentile Rank \_\_\_\_\_;

Math \_\_\_\_\_ Percentile Rank \_\_\_\_\_\_; Reading \_\_\_\_\_ Percentile Rank \_\_\_\_\_;

Science \_\_\_\_\_\_ Percentile Rank \_\_\_\_\_\_; Date Taken \_\_\_\_\_\_

\_\_\_\_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 education courses **PRIOR to ADMISSION** to teacher education except ED 390, ED 414, ED 450. *Admission to the IECE program required for IECE 480* and for consideration for student teaching.
* 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: \_\_\_\_\_/\_\_\_\_/\_\_\_\_

#### 

Addendum B

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

Circle level of Certification:

IECE P-5 5-9 5-12\* 8-12 P-12 IECE/P5 LBD/P5 Montessori

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

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

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

Circle Location: Main Campus Louisville Somerset Elizabethtown Owensboro

#### 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 minimum) \_\_\_\_\_\_\_\_\_\_

(With no grade lower than “C” on curriculum guide)

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 five years but must meet most recent passing levels.*

ACT: Composite Score \_\_\_\_\_ Percentile Rank \_\_\_\_\_\_; English \_\_\_\_\_ Percentile Rank \_\_\_\_\_\_;

Math \_\_\_\_\_ Percentile Rank \_\_\_\_\_\_; Reading \_\_\_\_\_ Percentile Rank \_\_\_\_\_\_;

Science \_\_\_\_\_\_ Percentile Rank \_\_\_\_\_\_; Date Taken \_\_\_\_\_\_

\_\_\_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. \* Creation of video introduction and mini-lesson demonstrating planning, teaching, and reflection which will

be evaluated by P12 teacher, CU Faculty, and candidate demonstrating critical thinking, collaboration,

communication and creativity.

\_\_\_ 9. \* Praxis Subject Assessment Study Plan: Statement of Understanding (demonstrate content and pedagogical

preparation)

\_\_\_ 10. Summary form from **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

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

* I understand that I am allowed to take education courses **PRIOR to ADMISSION** to teacher education except ED 390, ED 414, ED 450; *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.
* 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.
* I have read and agree to School of Education policy regarding requirements for attendance, dispositions, field experiences and plagiarism.

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

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

# Decision by the School of Education Faculty:

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

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

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

Addendum C

CAMPBELLSVILLE UNIVERSITY

##### SCHOOL OF EDUCATION

***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#\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Social Security Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Last First MI Maiden

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

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

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

Circle level of Certification:

IECE P-5 5-9 5-12\* 8-12 P-12 IECE/P5 LBD/P5 Montessori

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

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

Projected Date of Graduation \_\_\_\_\_/\_\_\_\_\_

Circle Location: Main Campus Louisville Somerset Elizabethtown Owensboro

#### 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 and no grade lower than a C on curriculum guide)

**\_\_\_**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).*

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. Summary form from **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 **23-25** hours; attach a copy of report)

**\_\_\_**12.**\***Required Checks+**:**

\_\_\_\_\_ FederalCriminal Check Results+ \_\_\_\_\_ TB Risk Assessment+

\_\_\_\_\_ Medical Exam+

\_\_\_\_\_ Liability Insurance+ \_\_\_\_\_ ***CAN (IECE only)+***

(+These checks involve fees)

# 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 ED 390, ED 414, and ED 450*.* 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 \_\_\_\_\_

**Addendum D**

**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)**

Circle level of Certification:

IECE P-5 5-9 5-12\* 8-12 P-12 IECE/P5 LBD/P5 Montessori

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

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

Projected Date of Graduation\_\_\_\_\_/\_\_\_\_\_\_

Circle Location: Main Campus Louisville Somerset Elizabethtown Owensboro

#### 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 and no grade lower than a C on curriculum guide)

**\_\_\_**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.)***

***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.Passing portfolio and video lesson

\_\_\_ 6. Exit interview

\_\_\_ 7. Student Teaching Experience: Required experiences documented in Journal and Journal Rubric

*8.* ***Have you completed all course work? Yes No***

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

Statement of Acknowledgement

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

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

**This Section Is For Official Use Only**

Decision by the School of Education Faculty

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

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

Copy of Notification Letter Attached \_\_\_

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

**Addendum E**

**Campbellsville University**

**School of Education**

**Special Education Bachelor Program**

**Learning and Behavior Disorders P – 12 Certification**

**CURRICULUM GUIDE SHEET**

Name \_\_\_\_\_\_\_ CU ID # \_\_\_\_\_\_\_\_\_ Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Ethnicity\_\_\_\_\_\_\_ Gender: M/F Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SSN#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Telephone Number \_\_\_\_\_\_\_\_\_\_\_

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

CAP I\_\_\_\_\_\_\_\_\_\_\_\_ CAP II\_\_\_\_\_\_\_\_\_\_\_ CAP III \_\_\_\_\_\_\_\_\_\_\_\_\_ CAP IV\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PRAXIS Subj. Assess Special Education: Core Knowledge and Mild to Moderate Applications

5543 \_\_\_\_\_(158 passing) Date Taken\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Reminder:

\*A minimum overall GPA of 2.75 is required for admission to the EPP.

\*Students must take and pass the PRAXIS exam before student teaching.

|  |  |
| --- | --- |
| LBD Related Studies Courses45 Hours | |
| **Foundation Courses: 9 hours**  Sem/Year Grade  \_\_\_\_\_\_ \_\_\_\_\_\_ ED 199 Entry to Teacher Preparation (0)  \_\_\_\_\_\_ \_\_\_\_\_\_ ED 220 Introduction to Teaching (3)  \_\_\_\_\_\_ \_\_\_\_\_\_ ED 300 Human Dev. and Learning Theory (3) \_\_\_\_\_\_ \_\_\_\_\_\_ ED 310 Instructional Technology (3)  **Related Studies: 21 Hours**  Sem/Year Grade  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 201 Math for Elem. Teachers I (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 202 Math for Elem. Teachers II (3) | **Related Studies: Continued**  Sem/Year Grade  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 371 Children’s Literature (3) **OR**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ENG 364 Middle Grades Literature (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HP 391 Adapted Physical Education (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SOC 342 Race and Ethnic Relations (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 331 Social Studies Methodology (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 343 Science Methodology (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 341 Math Methodology (3)  **Capstone Courses: 15 hours**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 414 Classroom Management P-9 (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 450 Student Teaching (12) |
| **Blended Online Courses**  **33 Hours** | |
| Blended Online Courses: 33 Hours  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SED 103 Intro. to Special Education (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SED 105 Intro. to Learning. Dis. (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SED 107 Theories of Reading (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_ SED 200 Emotional Disturbances (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SED 203 Classroom Management (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_SED 205 Behav. Management of Child. (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SED 303 Curriculum in Learning Dis. (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SED 305 Prescriptive and Instr. Strat. (3) | **Blended Online Courses: Continued**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SED 410 Teaching Math to Children (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SED 411 Assessment and Instruc. Meth. (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SED 412 Dev. Read. in Middle and H.S. (3)  **Grand Total with Gen. Ed.: 122 Hours**  General Education: 41 hours  Foundation Courses: 9 hours  Related Studies: 21 hours  Blended Online: 33 hours  Capstone Courses: 15 hours |

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

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

Student Signature Date

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

Advisor Signature Date

Addendum F

Campbellsville University  
School of Education  
Portfolio Evaluation Rubric

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Addendum G**

**Campbellsville University School of Education**

**Teacher Candidate Summative Evaluation: Form C**

**P-12**

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

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

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

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

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

Evidence:

Strengths/Growth Areas:

Overall Comments:

white – office copy yellow – student copy

**Addendum H**

**FIELD/CLINICAL EXPERIENCE SUMMARY FORM**

***Campbellsville University***

***School of Education***

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

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

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

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

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

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

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

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

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

**Categories**

B. Observations in schools and related agencies

C. Student Tutoring

D. Interaction with families of students

E. Attendance at a school board or school council meeting

F. Participation in a school-based professional learning community

G. Opportunities to assist teachers or other school professionals

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

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

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

Teacher Candidate Signature Date

**Signature verifies individual’s original work**

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

Professor/Advisor/Program Coordinator Date

**Diversity Grade Level**

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

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

**G**—Gender **P**-3-5 years

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

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

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

**GT**—Gifted/talented

**R**—Religion

**GR**-Geographic Region

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

***and guiding questions for reflection***

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

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

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

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

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

      2. Students from different socioeconomic groups;

      3. English language learners;

      4. Students with disabilities; and

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

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

      1. Family Resource Centers; or

      2. Youth Service Centers;

      (c) **Student tutoring;**

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

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

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

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

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

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

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

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

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

**Guiding Questions for Reflection**

**Evaluating Field Experiences**

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

**Addendum I**

**EPSB Student Teaching Experience Checklist**

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

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

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

|  |  |  |
| --- | --- | --- |
| **Required Student Teaching Experiences** | **Documented Experience** | **Context, Date of Experience** |
| 1. Provide opportunities for the student teacher to develop and demonstrate the practical skills, knowledge, and professional dispositions essential to help all P-12 students learn and develop. | Journal Reflections  Lessons planned (SOE2), taught (SOE3, Forms A&B), reflected (SOE4)  Portfolio Documents |  |
| 2. Assume major responsibility for the full range of teaching duties, including extended co-teaching experiences, in a real school situation under the guidance of qualified personnel from the EPP and the partner school. | Journal Reflections  Lessons planned (SOE2), taught (SOE3, Forms A&B), reflected (SOE4)  Portfolio Documents |  |
| 3. Use multiple performance assessments to document the student teacher’s ability to support learning for all students. | Cooperating Teacher Observations  University supervisor Observations  Journal Evaluation  Portfolio Evaluation  Video Evaluation |  |
| 4. Require the use of technology to enrich student learning and support the student teacher’s professional growth and communication. | ED450 Course Materials  On-line seminars  Student Teacher Video (Content Evaluation) |  |
| **5. Provide opportunities for the student teacher to:** |  |  |
| 1. Engage in extended co-teaching experiences with an experienced teacher. | (List Co-Teaching strategies used, documented in journals and lesson plans) |  |
| 1. Provide opportunities for the student teacher to develop and demonstrate the practical skills, knowledge, and professional dispositions essential to help all P-12 students learn and develop. | (Review your reflections, journal entries, and comments from CT and US) |  |
| 1. Maintain regular professional conversations with experienced teachers other than the cooperating teacher. | (Hallways, before and after school, bus duty, faculty or department meetings) |  |
| 1. Participate in regular and extracurricular school activities. | (List activities outside classroom teaching) |  |
| 1. Participate in professional decision making. | (Leadership Project, Collaboration Project) |  |
| 1. Engage in collegial interaction and peer review with other student teachers. | (Seminars, personal contacts) |  |
| 1. Use TPA tasks or variation of these tasks to document student teacher’s skills | Developed Unit  Taught Unit |  |
| *4. Submit this record of all student teaching experiences for review and confirmation that the student teacher has met these requirements.* | Portfolio Deadline and Exit Event |  |
| *5. The educator preparation program shall maintain electronic records that confirm that all candidates enrolled in student teaching after September 1, 2013, have fulfilled the student teaching experiences required.* | E-Portfolio  EPSB Documentation by EPP |  |

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

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

Addendum J

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

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

Addendum K

|  |  |
| --- | --- |
| **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) |