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: English**

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

B-P  P-5  Middle School  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 |
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**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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Program Curriculum:

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

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

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| We use the curriculum guides as the primary method to communicate program details with each student and candidate. Please see our attached guides in [Addendum A](#A) and [Addendum B](#B). |

**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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| Admission (CAP 5) criteria for MAT (8-12) program meets the standards established in 16 KAR 5:020 for admissions to teacher education programs and 16 KAR 9:080 for alternative programs and includes a cumulative GPA of 2.75 as documented on official transcript for a bachelor’s degree in English, Math, Social Studies, Biology, or Chemistry or a related field from an accredited institution (or 3.0 on last 30 hours). Candidates must also have passing scores on the Praxis Core Academic Skills for Educators (CASE). The transcripts will be reviewed by education and content faculty to determine that the content for the SPA standards have been fulfilled. Further, candidates must provide three dispositional assessments, a clear, state criminal background check, and a signed disposition assessment policy. They must also sign and commit to the *KY Code of Ethics/Character and Fitness*, complete a diversity survey and a creativity self-assessment. Candidates must successfully complete an entrance interview/ presentation and writing competency assessment that will be evaluated by education and content faculty. 16 KAR 9:090 is not applicable to this program as it is not an alternative certification program for world languages.  [See CAP document](#C) |

**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. Science 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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| Candidates complete 200 field (clinical) hours throughout the coursework portion of their degree. Each course has 15-40 hours of intentional clinical experiences designed to amplify coursework through practical application of teaching pedagogy while enhancing student development and learning in the classrooms where they are working. Examples of field experiences which fulfill the mandates of16 KAR 5:060 3(3) include but are not limited to:   * ED 659 Content Area Literacy where candidates in a literacy setting tutor a struggling reader and develop and teach a unit; * ED 607 Graduate/Practicum Seminar where candidates prepare and teach 3-5 lessons in their content area utilizing the appropriate Sources of Evidence; * ED 704 where candidates contrast three different plans for students identified with disabilities, giftedness, and as an English Language Learner. They also interview the teachers of these students and then develop lessons that engage these students in reading, writing, and/or math. * ED 656 Effective Management Skills for Today’s Educators where candidates observe in classrooms that include students with emotional/behavioral disabilities.   [See Field Experience Matrix](#D) |

**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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| The culminating Clinical/Professional Experience for the MAT (8-12) is student teaching. Candidates are placed in cooperating accredited schools for the study of teaching in a laboratory setting. The experience consists of directed observation, guided participation and full-time classroom teaching. During this capstone experience the student teacher is under the supervision of a qualified teacher and a university supervisor. All placements are in compliance with 16 KAR 5:040 Section 6. Student teaching requires one full semester (16 weeks) of classroom experience. Student teachers are required to attend regularly scheduled campus seminars in addition to their placement. (MAT traditional candidates).  The student teaching experience culminates in a real world educational evaluation model supervised by certified teachers and University Supervisors who have completed the Co-teaching Training. Candidates utilize modified KTIP Source of Evidence documents throughout the experience.  A major component of the Student Teaching experience is the ​ Co-Teaching Model. This model is utilized to provide professional learning opportunities for Student Teacher Candidates in collaboration with districts/schools through a systematic process based on effective implementation practices, effective adult learning strategies, evaluation of delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. The outcomes of this teaching experience will focus on increasing student engagement, student achievement and supporting teacher's ability to implement with fidelity and to ultimately close achievement gaps. |

**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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| In order to exit the program, candidates must have a 3.0 cumulative GPA on 30-36 hours of coursework, pass the PLT and Praxis II demonstrating a high standard for content knowledge as outlined in CAEP Standard 3.5. Candidates must also pass student teaching and submit the exit portfolio based on student teaching for traditional candidates, meeting all Kentucky Teacher Standards, and demonstrating CAEP Standard 3.5 “…teach effectively with positive impacts on P-12 student learning and development” and CAEP Standard 3.6 which outlines professional standards, laws and ethics. For students who are in the traditional MAT program, CAP 7 would be completed at the end of their student teaching placement with a grade of C or higher. For Option 6 candidates, full exit occurs after successful completion of the KTIP year. |

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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| For lessons and units, in all content areas, candidates are required to align/integrate the KAS as appropriate for the content along with the ELA standards, particularly for reading and writing. Content specific standards include the ELA, mathematics, social studies and Next Generation Science Standards. The EPP measures candidate depth of knowledge utilizing the PLT, Praxis II, and GPA. Analysis of portfolio artifacts is also conducted to ensure candidates are able to apply depth of knowledge in planning for instruction and assessment. |

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 apply the Kentucky P-12 Curriculum framework and the Kentucky P-12 School Assessment system in developing lesson plans and assessments. All lesson plans require lesson objectives that are directly linked to KAS, and candidates must document the corresponding KAS in the lesson plan. All objectives in the lesson plan must be measured formatively and eventually summatively in order to demonstrate the P-12 student mastery of the standards. This prepares students to demonstrate proficiency on state mandated assessments. Candidates use KTIP Source of Evidence documents for developing lessons in each course. These Sources of Evidence are tagged to specific KTS and PGES standards. |

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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| Candidates are required to submit a portfolio for program exit that demonstrates their skill and commitment to creating supportive environments that afford all P-12 students access to rigorous college and creer ready standards. Artifacts from the portfolio that document this include lesson and unit plans, a classroom management plan, sample assessments, and a collaborative plan where the candidate collaborates with other professionals to meet the individual learning and other needs of one student. In addition, during student teaching, candidates demonstrate these same skills and commitment and are assessed using Form C, a rubric to measure proficiency of the KTS.  [Addendum E](#E), [Addendum F](#F), and [Addendum G](#G) |

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

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

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| Candidates are required to submit a portfolio for program exit that demonstrates their ability to create and use formative assessments to guide instruction toward mastery of the Kentucky P-12 curriculum frameworki. In addition, during student teaching, candidates demonstrate these same abilities and are assessed using Form C, a rubric to measure proficiency of KTS 5 *The Teacher Assesses and Communicates Learning Results.*  [Addendum E](#E), [Addendum F](#F), and [Addendum G](#G) |

Courses

**Use the “Program Review Courses” 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 Courses” spreadsheet. When completing the “COURSES” tab, the EPP can enter all courses for all programs in one spreadsheet.

# Clinical Educators

**Use the “Program Review Clinical Educators” 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 “Program Review Clinical Educators” spreadsheet the EPP can enter all educators for all programs in one spreadsheet.

# Key Assessment Areas

**Use the “Program Review Assessments” spreadsheet**

# In this section, identify the assessment areas 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 “Program Review SPA Alignment” 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.) It would be helpful to the reviewers to include an alignment of the applicable SPA standards to the KTS.

# Evidence and analysis

# Repeat this section for each assessment

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

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| **Assessment Title:**  **#1 Content Assessment – ETS – Praxis Subject Assessment Science** |
| **Assessment description:**  The *Praxis* English Language Arts: Content and Analysis exam **(Code 5039)** is the current state-mandated assessment for content knowledge for 9-12 English Education candidates. Alligned with the Common Core State Standards (CCSS) for English Language Arts, the *Praxis* subject assessment/specialty area test is designed to assess candidates’ content knowledge. The three-hour computer-delivered exam, which includes a 150-minute selected-response section and a 30-minute constructed-response section, focuses on three key content categories: reading; language use and vocabulary; and writing, speaking, and listening.  The 130-question selected-response section comprises 75% of the candidate’s overall score. Multiple-selection multiple choice, audio stimulus, order/match, table/grid, video stimulus, and select-in-passage questions are among the four-choice question types. The other 25% of the candidate’s overall score derives from two constructed-response questions, short essays by the student that analyze a passage from British, American, or World literature and that analyze the rhetorical strategies of an argumentative literary essay.  Through 48 selected-response questions and one constructed-response question, 40% of the English Language Arts: Content and Analysis exam assesses the candidate’s reading skills. Through these questions, the test measures the candidate’s knowledge of literature, understanding of informational texts and rhetoric, and ability to interpret literature.  The reading questions examine the candidate’s knowledge and understanding of literature:   1. major American, British, and World authors; major works of fiction, poetry, drama, and literary nonfiction; and young adult literature 2. the historical, cultural, and literary contexts surrounding major literary works and authors 3. the defining characteristics and terminology of primary literary genres 4. the defining characteristics of major forms within each primary literary genre 5. ways textual evidence supports interpretations of a text through inferences and literal and figurative meanings 6. theme development and allusions 7. literary elements and their contribution to meaning through characterization, setting, tone, point of view, plot structure, conflict, and dialogue 8. the role of figurative language 9. poetic devices and structure 10. ways reading strategies like making predictions, summarizing, and making connections support comprehension 11. commonly used researched-based strategies for reading instruction, such as activating prior knowledge, modeling metacognitive practices, and active reading 12. literary theories and their influence on textual interpretation   The reading section also examines the candidate’s understanding of informational texts and rhetoric through:   1. using textual evidence to comprehend literal and figurative meanings, draw inferences, and support an analysis 2. utilizing organizational patterns and text structures to examine a central idea 3. noting the effect of word choice through connotation, denotation, technical language, and inference 4. recognizing an author’s rhetorical strategies in conveying purpose and perspective 5. identifying ways writers appeal to specific audiences 6. evaluating the development and support of a written argument, its claims, purpose, relevance, and reasoning 7. interpreting media and non-print texts and their influence on audiences   Through one of the short essays, the reading section also examines the candidate’s ability to interpret literature. Given a prose or poetry excerpt from any period of United States, British, or World literature, students exhibit their content knowledge by analyzing the literary elements and central idea of the passage.  An additional 19% of the candidate’s total score on the English Language Arts: Content and Analysis exam assesses language use and vocabulary through 33 selected-response questions. These questions assess the student’s content knowledge regarding:   1. standard English grammar, usage, syntax, and mechanics, including parts of speech, sentence components, and sentence structures 2. the role of affixes, context, and syntax in determining word meaning 3. using print and digital reference materials to enhance language usage 4. variations in dialect and diction 5. research-based approaches for supporting language acquisition and vocabulary development for diverse learners   The English Language Arts: Content and Analysis exam also assesses candidates’ writing, speaking, and listening skills. Questions from these areas comprise 41% of the total score. They include 49 selected-response questions and one short essay constructed-response question.  The writing, speaking, and listening portion of the exam assesses the candidate’s knowledge and understanding of:   1. characteristics of various modes and types of writing and their appropriateness for a writer’s purpose and audience 2. the role of task, purpose, and audience in effective writing 3. the characteristics of clear and coherent writing 4. effective and ethical research practices, including selecting relevant information, evaluating the credibility of print and digital sources, and integrating and citing source material 5. effective speech and presentation delivery 6. techniques for effectively using digital media to support and enhance communication 7. researched-based components of writing instruction 8. reading, writing, speaking, and listening assessment methods 9. components of effective oral communication in a variety of settings 10. strategies for using students’ various perspectives, cultures, and backgrounds to enhance classroom instruction   The short essay writing, speaking, and listening question focuses on evaluating the rhetorical features of a literary essay to identify its thesis, argumentative strategies, and rhetorical features.  The *Praxis* exam assesses a wide range of the candidate’s content knowledge of the language arts. To be certified to teach English in grades 8-12, students must have a qualifying score of 168 on a possible score range of 100-200. The median score for the test is 175 with an average performance range of 168-181. |
| **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 assessments meet the KTS indicators for the English content area in grades 8-12 as follows:   * **KTS 1, Content Knowledge:** The assessment content meets all KTS 1 indicators. The subject assessment tests candidates’ knowledge and skills in reading, applying rhetorical strategies, and interpreting literature and informational texts. It also examines their language use and vocabulary as well as their writing, speaking, and listening skills. Candidates who have adequate content knowledge in reading, language use, vocabulary, writing, speaking, and listening should be able to communicate concepts, processes, and knowledge; connect content to life experiences; demonstrate instructional strategies; guide students to understand content from various perspectives; and address misconceptions. As illustrated through previous description of the assessment, the *Praxis* English Language Arts: Content and Analysis exam assesses candidates’ knowledge of a wide variety of English content through a variety of methods. * **KTS 2, Designs and Plans Instruction:** Among items of particular focus within the *Praxis* English exam are the candidate’s knowledge of reading instruction strategies, such as activating prior knowledge, modeling metacognitive practices, and active reading, the candidate’s ability to evaluate the effectiveness of those strategies to support a particular reading task, and the candidate’s ability to interpret research and apply it to particular reading instruction challenges. The exam also assesses candidates’ knowledge of research-based approaches for supporting language acquisition and vocabulary development for diverse learners, requiring that they recognize and evaluate strategies of language acquisition and vocabulary development, evaluate their effectiveness, interpret research, and apply it to particular instructional challenges. The test, furthermore, examines candidates’ ability to identify techniques for instructing students in effective use of digital media to support and enhance communication and their ability to identify research-based strategies for teaching particular writing tasks, interpreting research and applying it to particular writing instruction challenges. Likewise, candidates must recognize and evaluate the effectiveness of a variety of discussion techniques. Such questions particularly address the candidate’s ability to use contextual data to design instruction relevant for students, KTS 2.2, and to plan instructional strategies and activities that address learning objectives for all students and that facilitate multiple levels of learning, KTS 2.4 and KTS 2.5. Some exam questions also text candidates’ understanding of the purposes and methods of assessing reading, writing, speaking, and listening, skills directly correlated with KTS 2.3, planning assessment to guide instruction and measuring learning objectives. Likewise, in repeatedly requiring candidates to evaluate the effectiveness of various teaching strategies for particular instructional challenges, the exam measures the candidates’ ability to align objectives with standards, KTS 2.1. * **KTS 3, Learning Climate:** This subject assessment ties back to the basic content and planning abilities of candidates. Actively engaging students with content through carefully implemented planning requires communicating expectations, establishing a positive learning environment, valuing student diversity, mutually respecting class members, and providing a safe learning environment. The English subject area exam particularly assesses candidates’ understanding of the components of effective oral communication in a variety of settings, both group and one-on-one, testing their ability to select age-appropriate topics, facilitate appropriate discussion behavior, ensure productive participation and active listening in collaborative discussions, and evaluate the effectiveness of specific strategies for students initiating and participating in collaborative discussions, requirements of KTS 3.1, 3.2, 3.3, and 3.4. The test also examines candidates’ awareness that students bring various perspectives, cultures, and backgrounds to reading, writing, listening, and speaking activities and measures their ability to incorporate that awareness into classroom instruction. These items address KTS 3.3 and 3.4. Questions, likewise, particularly address candidates’ knowledge of strategies for creating a safe environment for reading, writing, speaking and listening, KTS 3.5. Thus, the *Praxis* English exam assesses candidates’ knowledge of methods for creating and maintaining a positive learning environment. * **KTS 4, Implementation:** The English Language Arts: Content and Analysis exam assesses candidates’ ability to implement and manage instruction. Although KTS 4.3 and KTS 4.4, the candidate’s effective use of classroom time, space, and materials, is difficult to assess outside an actual classroom setting, the exam assesses KTS 4.1, 4.2, and 4.5 extensively. Questions on the exam require candidates to identify and evaluate a variety of instructional techniques and researched-based approaches for a number of specific reading, writing, speaking, and listening tasks. For example, in the writing, speaking, and listening portion of the exam, candidates must evaluate the advantages and disadvantages of using different media to present ideas and evaluate the effectiveness of specific technology-based strategies to achieve enhanced understanding of communication goals. The exam also measures the candidate’s ability to implement instruction based on diverse student needs and assessment data. The writing, speaking, and listening portion of the exam particularly assesses candidates’ abilities to use their knowledge of students’ individual and group identities to plan instruction responsive to their needs. The exam also assesses candidates’ abilities of facilitating higher order thinking by assessing their knowledge of research-based strategies for teaching reading and writing, evaluating the strategies’ effectiveness in supporting particular reading and writing tasks, and interpreting research and applying it to particular instructional challenges. Likewise, through testing candidates’ personal skills in analyzing rhetorical strategies, comprehending literal and figurative meanings, identifying false statements and fallacious reasoning, and interpreting literary texts through the lens of various literary theories, the exam requires candidates to exhibit their own higher order thinking skills, skills necessary for an instructor to possess in order to implement instructionally. * **KTS 5, Assessment:** With the foundational knowledge required through the subject assessment, candidates should possess the skills necessary to assess and communicate learning results through pre-assessments, formative assessments, and summative assessments, KTS 5. 1, KTS 5.2, and KTS 5.3. The English exam particularly requires candidates to recognize and evaluate the effectiveness of a variety of research-based approaches to and purpose of formative and summative assessments of reading, writing, speaking, and listening, testing candidates’ skills in using rubrics. The test also evaluates candidates’ knowledge of conferencing techniques and their ability to provide useful feedback, requiring them to analyze and evaluate student performance data, KTS 5.4, and assessing their knowledge of effective ways to communicate learning results, KTS 5.5. Although KTS 5.6, allowing opportunity for student self-assessment, is not particularly addressed, the emphasis throughout the exam of the candidate’s need to evaluate the effectiveness of various teaching strategies for particular instructional challenges and to encourage classroom focus on individual perspectives as well as the use of rubrics and individual conferences points toward the candidate’s ultimate goal of guiding students toward well-informed self-assessment. * **KTS 6, Technology:** The *Praxis* English subject exam requires students to demonstrate implementation of technology through using technology to design instruction, facilitate student learning, instruct students in the use of technology, assess and communicate student learning, and demonstrate ethical and legal use of technology. The language use and vocabulary section of the *Praxis* particularly examines the candidate’s understanding of digital reference materials for specific language tasks; thus, it addresses KTS 6.1, 6.2, and 6.3. The writing, speaking, and listening portion of the test requires that candidates demonstrate their understanding of effective and ethical research practices by evaluating the credibility of multiple print and digital sources and citing sources accurately, skills linked to KTS 6.5. Additionally, the writing, speaking, and listening section of the English subject test measures the candidate’s knowledge of approaches for instructing students in the effective use of digital media to support and enhance communication. It requires candidates to identify techniques for instructing students in choosing and using technological tools, such as presentation software, blogs, and wikis, for effective communication. * **KTS 7, Reflection:** The *Praxis* English Language Arts exam requires candidates to reflect and evaluate teaching and learning. Questions specifically request that candidates evaluate the effectiveness of specific technology-based strategies to achieve enhanced understanding of communication goals, that they evaluate the effectiveness of a piece of writing for a specific task, purpose, and audience, and that they evaluate the effectiveness of specific strategies for students initiating and participating in collaborative discussions. Thus, the exam measures their skills in using data to reflect on and evaluate both student learning, KTS 7.1, and instructional practice, KTS 7.2. Utilizing the same skill sets required to evaluate the effectiveness of a variety of research-based approaches to and purposes of formative and summative assessment of reading, writing, speaking, and listening measured by the exam not only enables the candidate to evaluate instructional practice, KTS 7.2, but also indirectly to be able to use data to reflect on and identify areas for professional growth, KTS 7.3. * **KTS 8, Collaboration:** The subject test measures candidates’ knowledge of ways to collaborate with colleagues, parents, and others. Communication is the primary goal of the language arts. Understanding and interpreting language and understanding rhetorical strategies and appeals are the foci of the reading section of the exam. The language use and vocabulary portion of the test focuses on careful attention to communicating meaning. Finally, the writing, speaking, and listening section of the exam meets KTS 8.1, enhancing learning by collaboration, and KTS 8.2, including all parties in the collaborative effort, by showing that candidates understand the components of effective oral communication in both one-on-one and group settings. Candidates must demonstrate their ability to facilitate appropriate discussion behavior, ensure accountability, ensure productive participating and active listening in collaborative discussions, and evaluate the effectiveness of specific strategies for students initiating and participating in discussions; thus, they plan collaborative activities that enhance student learning, engage all parties, and evaluate the outcomes of collaborative efforts, the goals of KTS 8.3 and KTS 8.4. Focus in the writing, speaking, and listening section of the exam one candidates’ awareness of and incorporation of the various perspectives, cultures, and backgrounds of students into classroom instruction also tests candidates’ skills in collaboration through their ability to teaching students to collaborate. * **KTS 9, Professional Growth:** In a number of ways, the English exam measures candidates’ ability to evaluate and select appropriate teaching strategies. Professional growth connects to student learning. Candidates who can evaluate the effectiveness of an author’s methods of appeal, evaluate the argument and specific claims in a text, evaluate multiple sources of information presented in different media or formats, determine the most appropriate print or digital reference material for a particular task, evaluate the effectiveness of specific strategies for teaching particular writing tasks or assessing a particular learning activity, all skills measured by the *Praxis* exam, are also capable of evaluating their own teaching and implementing a plan for professional growth. Although only indirectly applied to individual professional development and self-assessment, the exam assesses candidates’ skills in analyzing and evaluating data to make appropriate plans, reflect on material, and make appropriate selections based on data. Those skills are precisely the ones required for growing professionally. * **KTS 10, Leadership:** If candidates master the content assessed by the subject exam, they are capable of assuming leadership roles within their school, community, and profession. The exam requires that candidates identify factors that enhance student learning and create strong learning environments, develop and implement plans, and analyze data to evaluate results. While the test does not apply these skills specifically to leadership, candidates must exhibit mastery of the skill sets leadership involves. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  Program just received approval from EPSB; No assessment data available. |
| **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.  <http://www.ets.org/praxis/ky/requirements> |
| **Discuss how the reliability and validity of this assessment has been established and supported if it serves as an EPP-wide assessment.**  **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.**  Program just received approval from EPSB; No assessment data available. |

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| **Assessment #2: Other Assessment of Content Knowledge**  **Title: CAP 7 GPA** |
| **Assessment description:**  Candidate GPA is utilized at all CAPs including CAP 7, 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), 90Middle School20.  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 3.0 GPA at CAP 7.  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.  GPA measures candidate achievement cumulatively on all of the components of all of the standards. Course activities, assignments, and assessments are all linked to KTS and overall GPA documents the level of student mastery of the prescribed coursework. Candidate GPA is utilized at CAP 7, program completion in order to demonstrate that the candidate has completed program experiences at a sufficient level to practice effectively as an English teacher for grades 8-12. Grades are routinely used at all levels in education and are accepted predictors of future performance (Soh, 2011; Jones, J., McDonald, C., Maddox, A., & McDonald, S., 2011; Harrell, P., Harris, M., & Jackson, J., 2009). GPA also documents other candidate qualities not measured by more formal assessments such as giftedness, organization, work ethic and quality of interactions with others (Dickinson & Adelson, 2016; Jones, J. et. al, 2011). Bradley, Sankar, Clayton, Mbarika, & Raju (2007) found that students with higher GPAs perceived they had increased capability of using higher order thinking skills that lead to complex abilities such as integrating and evaluating.  The minimum GPA requirement to successfully exit the program is 3.0 GPA. Candidates may not have any grade below a C in any course.  Bradley, R., Sankar, C., Clayton, H., Mbarika, V., & Raju, P. (2007). A study on the impact of  GPA on perceived improvement of higher order cognitive skills. *Decision Sciences Journal of Innovative Educatio*n, 5(1), 151-167.  Dickinson, E. & Adelson, J. (2016). Choosing among multiple achievement measures. *Journal*  *of Advanced Academics*, 27(1), 4-15.  Harrel, P, Harris, M., & Jackson, J. (2009). An examination of teacher quality variables with  passing state content tests. *Journal for the Association of for Alternative Certification*, 4(2),  18-40.    Jones, J., McDonald, C., Maddox, A. & McDonald, S. (2011). Teacher candidate success  on state mandated professional tests: On predictive measure. *Education*, 131(4), 905-920.  Soh, K. (2011). Grade point average: what’s wrong and what’s the alternative? *Journal of*  *Higher Education Policy and Management*, 33(1), 27-36. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  Program just received approval from EPSB; No assessment data available. |
| **Provide a link to the assessment scoring guide or rubric.**  **Grading Scale:** A 90-100%  B 80-89%  C 70-79%  D 60-69%  F 0-59% |
| **Discuss how the reliability and validity of this assessment has been established and supported if it serves as an EPP-wide assessment.**  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.**  Program just received approval from EPSB; No assessment data available. |

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| **Assessment #3: Assessment of Professional Capabilities**  **Title: Praxis PLT Exam** |
| **Assessment description:**  The Praxis PLT is the state mandated assessment for pedagogy in this program. The Praxis PLT tests are used to assess candidates’ pedagogy. |
| **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 Principles of Learning and Teaching exam for biology certification, Exam 5624,**  has five categories of questions:   1. Category I, Students as Learners, is 22.5% of the exam and score. 2. Category II, Instructional Process, is 22.5% of the exam and score. 3. Category III, Assessment is 15% of the exam and score and 4. Category IV is Professional Development, leadership and Community is 15% of the exam and score. 5. Category V is analysis of Instruction and 25% of the exam and score.   All of these categories holistically meet the following KTS standards and indicators:  **KTS 1 Content: 1.1, 1.2, 1.3, 1.4. 1.5** are met when candidates plan and implement instruction for lessons and units during course work, clinical experiences and student teaching for Praxis PLT Categories I, II, III, V.  **KTS 2 Plan: 2.1, 2.2, 2.3, 2.4, 2.5** are met when candidates plan and implement instruction for lessons and units during course work, clinical experiences and student teaching for Praxis PLT Categories I, II, V.  **KTS 3 Climate: 3.1, 3.2, 3.3, 3.4, 3.5** are met when candidates implement instruction for peer lessons, clinical lessons and student teachers and in Praxis PLT Categories I, II, III, V.  **KTS 4 Implement: 4.1, 4.2, 4.3, 4.4 and 4.5** are met when candidates implement instruction for peer lessons, clinical lessons in P-12 settings and during student teaching. These experiences meet Praxis PLT Categories I and II.  **KTS 5 Assessment: 5.1, 5.2, 5.3, 5.4, 5.5, and 5.6** are met when candidates plan assessments for lessons and units, implement them and then analyze student learning data. These experiences meet Praxis PLT Categories III, IV  **KTS 6 Technology: Indicators 6.1, 6.2, 6.3, 6.4 and 6.5** are met when candidates develop projects in ED 310, plan lessons and units during courses, clinical experiences and student teaching. These are met in Praxis PLT Categories I, II, III, V.  **KTS 7 Reflect/Evaluate: Indicators 7.1, 7.2, 7.3** After students implement instruction, they are asked to complete a lesson or unit reflection that meets this standard at the indicator level. These experiences meet Praxis PLT Categories I, II, III and V.  **KTS 8 Collaboration: Indicators 8.1, 8.2, 8.3, 8.4** is part of Praxis PLT Category IV and is met when students plan collaboration projects to improve student learning, especially during student teaching.  **KTS 9 Professional Development: Indicators 9.1, 9.2, 9.3, 9.4** are infused in Praxis PLT Category IV and are met when students complete their PPGP (Pre-Professional Development Plans) at CAP 2 and 4.  **KTS 10 Leadership: Indicators 10.1, 10.2, 10.3, 10.4** are included in Praxis PLT Categories IV and V and are met when canddiates develop a leadership plan to implement during student teaching. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  Program just received approval from EPSB; No assessment data available. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  Not applicable for Praxis exams. The passing scores are determined by the EPSB. |
| **Discuss how the reliability and validity of this assessment has been established and supported if it serves as an EPP-wide assessment.**  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.**  Program just received approval from EPSB; No assessment data available. |

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| **Assessment #4: Clinical Experiences Measure of Teaching Proficiency**  Student Teaching or KTIP documentation |
| **Assessment description:**  Candidates who are not employed in a school system as an English teacher (Option 6), complete student teaching. Form C is the final documentation of their performance on the 10 Kentucky Teacher Standards. Option 6 candidates complete an internship (KTIP) before they successfully exit the program. The Intern Performance Record (IPR) is the final documentation of their performance on all components of the *Kentucky Framework for Teaching* which is linked to the 10 Kentucky Teacher Standards. These documents are utilized to demonstrate candidates’ clinical experiences that measure teaching proficiency and application of content knowledge and pedagogical skills. |
| **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.  All Kentucky Teacher Standards are assessed both formatively and summatively throughout the student teaching and KTIP experience. Form C and the IPR are used to document candidate proficiency. Candidates cannot successfully exit the program without a minimum score of a 2 of 3 (student teaching) or Developing (KTIP) on all 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:  Program just received approval from EPSB; No assessment data available. |
| **Provide a link to the assessment scoring guide or rubric.**  [**Form C**](#E)  Danielson, C. (2014). Framework for Teaching (adapted for the Kentucky Department of Education).  Education Professional Standards Board Website: <http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf>.  Education Professional Standards Board. (2016). KTIP/IECE 2016-2017 forms and resources. Education  Professional Standards Board Website: <http://www.epsb.ky.gov/internships/KTIP_2016-2017_Forms.asp>. |
| **Discuss how the reliability and validity of this assessment has been established and supported if it serves as an EPP-wide assessment.**  The *IPR* and *Kentucky Framework for Teaching* are proprietary; therefore, reliability and validity have been established by the organization that owns them (EPSB). Form C utilizes the Kentucky Teacher Standards verbatim; therefore, according to the *Early Instrument Review Report: Campbellsville University* (CAEP, 2016), it is considered proprietary as well.  Penland, D., Dix, J., & Eldridge, D. (2016). *Early Instrument Review Report: Campbellsville University.*  Council for the Accreditation of Educator Preparation: Washington, DC.. |
| **Describe how the data from this assessment is used for the continuous improvement of this program.**  Program just received approval from EPSB; No assessment data available. |

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| **Assessment Title:**  Assessment Design Project |
| **Assessment description:**  This Assessment Design Project is used once in ED 660, Formative Assessment. The intended use of the assessment is measure student ability to write a unit including key aspects of formative assessment discussed in class. The assessment measures student ability to develop lesson plans and key assessments. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Each component of the assessment design project is aligned to appropriate Kentucky Teacher Standards, InTASC standards, and CAEP standards. The Rationale for the Unit measures candidate proficiency on KTS 1.1, 1.2, and 2.4. The Assessment Plan measures candidate proficiency on KTS 2.2, 4.2, and 5.4. The Lesson Sketches measure candidate proficiency on KTS 1.3, 1.4, 1.5, 2.5, 4.5, 6.1, 6.2, and 6.3. The Five Formative Assessments measure candidate proficiency on KTS 5.1, 5.2, 5.5, 5.4, and 7.1. |
| **Discuss the data analysis for this assessment:** Program just received approval from EPSB; No assessment data available. |
| **Provide a link to the assessment scoring guide or rubric.**  [Assessment Design Project](#H) |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  The Assessment Design Project Rubric was reviewed by the graduate committee and full School of Education faculty. Each component of the assessment design project is aligned to appropriate advanced level Kentucky Teacher Standards, InTASC standards, and CAEP standards. The scoring rubric was designed by the course professor and aligned to the standards. It was reviewed by the graduate committee and full School of Education faculty. The course and assessment were developed by a CU professor. The scoring rubric was developed and aligned to the standards by the course professor. The Assessment Design Project is on the EPP’s Selected Improvement Plan to have a Lawshe’s Content Evaluation during the 2017-2018 School Year.  The Assessment Design Project Assessment is used by the course professor and students in the same way  because the course professor trains students to use it. Each student rater only uses the assessment once.  There is only one professor for the course, so an interrater reliability study has not been conducted. |
| **Describe how the data from this assessment is used for the continuous improvement of this program.**  Program just received approval from EPSB; No assessment data available. |
| **Assessment Title:**  [Exit CAP E-Portfolio](#F) |
| **Assessment description:**  All candidates are required to prepare an EXIT CAP E-portfolio. Entries/Artifacts (Sources of Evidence) come from the student teaching placement(s). The EXIT CAP E-portfolio demonstrates the ability to meet all ten **Kentucky Teacher Standards**. It is to include student work samples *gathered during the student teaching experience*.  The e-portfolio is organized electronically and categorized by sections. The sections represent the Kentucky Teacher Standards (KTS). Five standards are *combined* into one section called the **TPA Section**. This section includes KTS 1, 2, 4, 6, 7. The remaining standards are separate sections entitled Learning Climate (KTS 3), Assessment (KTS 5), Collaboration (KTS 8), Professional Development (KTS 9) and Leadership (KTS 10). |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  The portfolio includes an Instructional Unit with a minimum of three lesson plans that the candidate has taught. KTIP Sources of Evidence and CU unit documents are both utilized in the unit. This portfolio artifact is used to measure candidate proficiency on all indicators of KTS 1, 2, 4, 6, and 7. KTS 3 is measured by the classroom management plan, three observation evaluations (Forms A and B), and three lesson reflections (Post Observation Form). KTS 5 is measured by a minimum of five (5) different forms of formative and summative assessments, created and designed by the candidate. Student work samples are to be included with 3 of the 5 selected entries. Scoring guides/rubrics are includedwhen appropriate. KTS 8 is measured by a collaboration project during one placement which must include collaboration with another professional in the school system such as a resource teacher, guidance counselor, youth resource center, etc. KTS 9 is measured by a pre-professional growth plan. KTS 10 is measured by a Leadership Project that the candidate implements in the school and that demonstrates their ability to provide professional leadership as a teacher. |
| **Discuss the data analysis for this assessment:** Program just received approval from EPSB; No assessment data available. |
| **Provide a link to the assessment scoring guide or rubric.**  [Exit CAP E-Portfolio Guidelines](#F)  [Portfolio Rubric](#G) |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  The rubric is proprietary; therefore, reliability and validity have been established by the organization that owns it (EPSB). |
| **Describe how the data from this assessment is used for the continuous improvement of this program.**  Program just received approval from EPSB; No assessment data available. |
| **Assessment Title:**  Final Grade for ED 659 Content Literacy Strategies |
| **Assessment description:**  This course supports teachers in their mission to help children become independent readers and lifelong learners. Teachers learn a variety of methods and strategies for teaching and learning content through reading, writing and other communicative and visual arts. Teachers will learn to help students read informational texts critically, evaluating their value and relevance. The scope of this course aims to prepare teachers to assume the role of peer leaders in content area literacy instruction. The activities of this course are designed to enable content teachers to develop proficiency in each of the ILA standards. The assessments of the course measure candidate proficiency of each of the ILA standards. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  GPA measures candidate achievement cumulatively on all of the components of all of the standards. Course activities, assignments, and assessments are all linked to KTS and overall GPA documents the level of student mastery of the prescribed coursework. Candidate grades are utilized at CAP 7, program completion in order to demonstrate that the candidate has completed program experiences at a sufficient level to practice effectively as an English Teacher for middle grades.. Grades are routinely used at all levels in education and are accepted predictors of future performance (Soh, 2011; Jones, J., McDonald, C., Maddox, A., & McDonald, S., 2011; Harrell, P., Harris, M., & Jackson, J., 2009). GPA also documents other candidate qualities not measured by more formal assessments such as giftedness, organization, work ethic and quality of interactions with others (Dickinson & Adelson, 2016; Jones, J. et. al, 2011). Bradley, Sankar, Clayton, Mbarika, & Raju (2007) found that students with higher GPAs perceived they had increased capability of using higher order thinking skills that lead to complex abilities such as integrating and evaluating.  The minimum GPA requirement to successfully exit the program is 3.0 GPA. Candidates may not have any grade below a C in any course.  Bradley, R., Sankar, C., Clayton, H., Mbarika, V., & Raju, P. (2007). A study on the impact of  GPA on perceived improvement of higher order cognitive skills. *Decision Sciences Journal of Innovative Educatio*n, 5(1), 151-167.  Dickinson, E. & Adelson, J. (2016). Choosing among multiple achievement measures. *Journal*  *of Advanced Academics*, 27(1), 4-15.  Harrel, P, Harris, M., & Jackson, J. (2009). An examination of teacher quality variables with  passing state content tests. *Journal for the Association of for Alternative Certification*, 4(2),  18-40.    Jones, J., McDonald, C., Maddox, A. & McDonald, S. (2011). Teacher candidate success  on state mandated professional tests: On predictive measure. *Education*, 131(4), 905-920.  Soh, K. (2011). Grade point average: what’s wrong and what’s the alternative? *Journal of*  *Higher Education Policy and Management*, 33(1), 27-36. |
| **Discuss the data analysis for this assessment:** Program just received approval from EPSB; No assessment data available. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis)  [ED 659 Syllabus](https://www.campbellsville.edu/education/files/2017/07/ED-659-Content-Area-Literacy-Strategies.docx) |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  Several studies support the reliability and validity of decisions made based on GPA. Bacon and Bean (2006) studied the reliability and validity of the cumulative GPA and determined the reliability to be “quite high” (p.38). They recommended when using GPA in research, for reliability and validity purposes using the overall GPA as opposed to program only GPA. This coincides with a study commissioned by the New Jersey State Board of Education (2007) which found that use of the overall GPA was more reliable and valid than a single year GPA or a major or content area GPA. The National Education Association (NEA) described GPA as a more reliable predictor of future student success than other assessments because it “…capture[s] content, knowledge, and skills critical to success, such as perseverance and self-control” (n.d., p. 1). In addition, GPA is considered a valid predictor of future success (Herrera & Blair, 2015). Love, Holter, and Krall (1982) found GPA to be a “significant predictor” of success on the comprehensive examination for a medical professional program at West Virginia University and the Board of Registry examination.  Bacon, D. & Bean, B. (2006). GPA in research studies: An invaluable but neglected opportunity.  *Journal of Marketing Education*, 28(1), 35-42.  Herrera, C. & Blair, J. (2015). Predicting success in nursing programs. *Research in Higher Education*,  28, 1-8.  Love, B., Holter, J., & Krall, J. (1982). Validity of grade point average as a predictor of student success.  *Laboratory Medicine*, 13(3), 186-194.  National Education Association. (n.d.). Indicators of future success: GPA and noncognitive skills.  Retrieved from: <https://www.nea.org/assets/docs/Indicators_of_Success-BGH_ac5-final.pdf>.  New Jersey State Board of Education. (2007). *Summary of Grade Point Average Research*. Retrieved  From: [*www.state.nj.us/education/sboe/meetings/2007/.../GPA%20research%20discussion.doc*](http://www.state.nj.us/education/sboe/meetings/2007/.../GPA%20research%20discussion.doc) |
| **Describe how the data from this assessment is used for the continuous improvement of this program.**  Program just received approval from EPSB; No assessment data available. |

# Summary Analysis for Program

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

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| Program just received approval from EPSB; No assessment data available. |

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

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| Program just received approval from EPSB; No assessment data available. |

# Option 6

**Not Applicable**

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

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

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| The MAT program differs from the traditional (undergraduate) initial certification programs at CU in several ways. First, coursework is geared toward adult learners and/or candidates with more life experiences. The alternative route (Option 6) candidates serve in teaching positions while experiencing MAT coursework, bringing a higher level of experience and needs into the MAT classroom. Standards for both programs are aligned to appropriate Kentucky Teacher Standards, SPA standards for content, ILA content literacy standards as well as Kentucky Academic standards for grades eight through 12 and literacy. Second, the MAT candidates will engage in action research at a more in-depth level than traditional undergraduate candidates and will participate in some coursework with advanced candidates in other programs such as the Teacher Leader Master of Arts in Education (TL/MAE). Existing courses from previously mentioned advanced programs will be utilized when appropriate.  The MAT does not result in a second certification; it is for initial certification only. If an Option 6 candidate does not complete the program for any reason, the former candidate must re-apply for the program and adhere to all current admissions requirements set forth by the standards board and Campbellsville University. In order to obtain rank change from a temporary provisional (Rank 3) to a master’s Rank 2, graduates must complete the CA-1 form requesting rank change based on the completion of the program.  Alternative certification route candidates must have an assigned mentor (**16 KAR 9:080**) once admitted to the MAT program. Alternative candidates acquire the 200 required field hours while serving in their own classroom while traditional MAT candidates must complete the specified, intentional field hours for Kentucky Field Experience Tracking System (KFETS) documentation and monitoring. The specific types and number of field hours are monitored throughout the program but must meet the state requirements when candidates formally apply for student teaching at CAP 6. Alternative route candidates must participate in the course-required experiences as well, but may use their own classroom to articulate these experiences when appropriate. All field hours for both routes will be documented and tracked for diverse experiences. |

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

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

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

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| 1. Provide evidence of selection criteria and evaluation of University and District mentors. |
| All candidates employed as full-time teachers enrolled in a CU alternative certification program (Option 6) and are not completing their KTIP internship project, will work with a teacher mentor under the guidance of the university professor and/or program coordinator. Mentor teachers will work with the candidate throughout the school year. In collaboration with the principal of the partner school and school level coach, mentor teachers will be identified that meet the following minimum criteria:   * 3 years teaching experience * Completed Master’s degree * Teaches same content (or similar) as the candidate * Current or retired teacher   *Teacher candidates in the* Option 6, *Alternative Route Teacher Certification Program are new to the classroom (no prior teaching experience as the teacher of record). They are required to participate in formal observations by a support team consisting of a university mentor and school level coach.* The 5-5-5 rule (16KAR 9:080) is implemented as follows: 5 hours completed by Campbellsville University faculty mentor; 5 hours is completed by the school level teacher mentor; and 5 hours are to be completed as determined by the alternative certification candidate’s support team comprised of the principal, university faculty mentor, and teacher mentor. |
| 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. |
| The 5-5-5 rule (16KAR 9:080) is implemented as follows: 5 hours completed by Campbellsville University faculty mentor; 5 hours is completed by the school level teacher mentor; and 5 hours are to be completed as determined by the alternative certification candidate’s support team.  [See Addendum I University/District Mentorship Agreement](#I) |
| 1. Explain how the hours are monitored and reported. |
| ***Principal/designee*** Building administrators are asked to participate in an orientation and an end-of-the-year meeting with the university mentor, coach, and candidate to establish expectations and provide feedback on the candidate’s teaching performance. The end-of-the-year meeting will also be used to discuss the candidate’s professional growth needs for the coming year.  ***University Faculty Mentors*** University mentors are asked to participate in an orientation meeting and a minimum of one (1) formal observation. Mentors and school level coaches are expected to spend a minimum of 5-10 clock hours with candidate throughout the year. They are to provide feedback to the candidate after each meeting. The university mentors are also expected to conduct an end-of-the-year meeting with the building administrator, school level coach, and candidate to provide feedback on the candidate’s teaching performance. The end-of-the-year meeting will also be used to discuss the candidate’s professional growth needs for the coming year.  ***Teacher Mentor/School Level Coach*** School level coaches (assigned by building and or district administrators) are asked to participate in an orientation and an end-of-the-year meeting with the building administrator, regional mentor, and candidate to establish expectations and provide feedback on the candidate’s teaching performance. The end-of-the-year meeting will also be used to discuss the candidate’s professional growth needs for the coming year. Coaches are asked to participate in formal and informal observations of the candidate. They are asked to participate in a minimum of one (1) formal observation. Coaches are expected to provide ongoing and regular feedback to the candidate.  The University/District Mentorship Agreement provides evidence of selection criteria and evaluation of University and District mentors. [See Addendum I](#I). |
| 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. |
| The University/District Mentorship Agreement provides evidence of support offered to the candidate during in-class and out-of-class time to assist the candidate in meeting the teacher’s instructional responsibilities by University and District mentors. [See Addendum I](#I). |
| 1. Describe the process established to maintain regular communication with the employing school to assist the candidate and address identified areas of improvement.   . |
| The University/District Mentorship Agreement provides evidence of the process to maintain regular communication with the employing school to assist the candidate and address identified areas of improvement. [See Addendum I](#I). |

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

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

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| During KTIP, the candidate has a team consisting of the principal, a teacher mentor, and a teacher educator who are assigned by the state to support the candidate through the internship program. During this time, the EPP university faculty will continue to be available to the teacher candidate through completion of KTIP on an as needed basis for consultation purposes. |

**Addendum A**

**Campbellsville University--*Empowerment for Learning***

CURRICULUM GUIDE SHEET

***Master of Arts in Teaching English (8-12) (36 hours)***

***Traditional Program (not employed)***

***Must Have a B.A. /B.S. degree in content area in order to qualify for the program.***

**PROFESSIONAL EDUCATION:**

**Discipline/**

**Course Number Course Title Date/Term Grade Hours**

ED 604 Introduction to Teaching \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ 3

ED 500 Human Growth & Development \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ 3

ED 606 Educational Technology \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ 3

ED 704 Nature and Needs of Diverse Learners \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ 3

ED 660 Formative Assessment and Intervention \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ 3

ED 656 Effective Skills for Today’s Educators \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ 3

ED 605 Research Methods and Procedures \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ 3

ENG 565 Teaching English in the Middle/Sec. School \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ 3

ED 659 Content Literacy \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ 3

ED 607 Graduate Practicum/Seminar \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ 3

**ED 608 Student Teaching \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ 6**

**AREA OF SPECIALIZATON: Additional hours in Area of Specialization may be required of the candidate. The decision of the additional coursework will be made by the Dean of the Area of Specialization during the admission process.**

CAP 5 (Praxis/CASE) \_\_\_\_\_\_\_\_ CAP 6 \_\_\_\_\_\_\_ CAP 7/Portfolio \_\_\_\_\_\_\_\_

\*Must meet all CAP 5 requirements before admission to the program.

**PRAXIS English Language Arts: Content and Analysis 5039 (Passing 168) Date Taken \_\_\_\_\_\_\_\_\_\_ Score \_\_\_\_\_\_\_**

\*Must take and pass by CAP 6

**PRAXIS Principles of Learning & Teaching: 7-12 5624 (Passing 160) Date Taken \_\_\_\_\_\_\_\_ Score \_\_\_\_\_\_\_**

\*Must take and pass by CAP 7

**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.

**Reminders:**

\*Candidates in the traditional program must meet all EPSB/CU SOE requirements for approval to student teach.

\*A minimum overall GPA of 2.75 is required for admission to and 3.00 continuation/exit in the educator preparation program.

\*An application for student teaching and portfolio are required prior to ED 607.

\*An exit portfolio is required of traditional candidates after student teaching.

**My signature indicates that I recognize my responsibility to review and ensure that I complete the requirements below for successful continuation in and exit from the Teacher Educator Program.**

Name/ID#/Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Advisor/Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Addendum B**

**Campbellsville University--*Empowerment for Learning***

CURRICULUM GUIDE SHEET

***Master of Arts in Teaching English (8-12) (30 hours)***

***Option 6***

***B.A. /B.S. degree in content area and employed as a teacher of record; holding a Temporary***

***Provisional certificate (Option 6, alternative certification)***

**PROFESSIONAL EDUCATION:**

**Discipline/**

**Course Number Course Title Date/Term Grade Hours**

ED 604 Introduction to Teaching \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ 3

ED 500 Human Growth & Development \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ 3

ED 606 Educational Technology \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ 3

ED 704 Nature and Needs of Diverse Learners \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ 3

ED 660 Formative Assessment and Intervention \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ 3

ED 656 Effective Skills for Today’s Educators \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ 3

ED 605 Research Methods and Procedures \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ 3

ENG 565 Teaching English in the Middle/Sec. School \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ 3

ED 659 Content Literacy \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ 3

ED 607 Graduate Practicum/Seminar \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ 3

**AREA OF SPECIALIZATON: Additional hours in Area of Specialization may be required of the candidate. The decision of the additional coursework will be made by the Dean of the Area of Specialization during the admission process.**

CAP 5 (Praxis/CASE) \_\_\_\_\_\_\_\_ CAP 6 \_\_\_\_\_\_\_ CAP 7/Portfolio \_\_\_\_\_\_\_\_

\*Must meet all CAP 5 requirements prior to admission

**PRAXIS English Language Arts: Content and Analysis 5039 (Passing 168) Date Taken \_\_\_\_\_\_\_\_\_\_ Score \_\_\_\_\_\_\_**

\*Must take and pass by CAP 6

**PRAXIS Principles of Learning & Teaching: 7-12 5624 (Passing 160) Date Taken \_\_\_\_\_\_\_\_ Score \_\_\_\_\_\_\_**

\*Must take and pass by CAP 7

**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.

**Reminders:**

\*A minimum overall GPA of 2.75 is required for admission to and 3.00 continuation/exit in the educator preparation program.

\*A portfolio is required prior to ED 607.

\*A CAP 7 portfolio of satisfactory evidence for all KY Standards is required for program exit.

**My signature indicates that I recognize my responsibility to review and ensure that I complete the requirements below for successful continuation in and exit from the Teacher Educator Program.**

Name/ID#/Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Advisor/Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name/ID#/Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Advisor/Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Addendum C**

# CAMPBELLSVILLE UNIVERSITY

# SCHOOL OF EDUCATION

**Candidate Continuous Assessment Plan**

**Master of Arts in Teaching 8-12**

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

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

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

Zip\_\_\_\_\_\_\_\_\_\_\_\_\_ Home Phone \_\_\_/\_\_\_/\_\_\_ Cell \_\_\_/\_\_\_/\_\_\_ Work\_\_\_/\_\_\_/\_\_\_

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

**Work Home**

|  |  |  |
| --- | --- | --- |
| **CAP 5 - Entrance Requirements**  **Application** | **CAP 6 – Mid-Point**  **Admission to Candidacy** | **CAP 7 – Exit Requirements** |
| \_\_\_\_\_ Application to Graduate Studies and MAT Program  \_\_\_\_\_ P*raxis Core Academic Skills*  *for Educators (CASE*):   * Reading (156) * Writing (162) * Mathematics (150)   Official Transcript \_\_\_\_\_Y \_\_\_\_\_N (Reviewed by education and content faculty)  Cumulative GPA 2.75 (or 3.0 on last 30 hours) \_\_\_Y \_\_\_N GPA\_\_\_\_\_ Review date: \_\_/\_\_/\_\_  \_\_\_\_\_ Interview by Education and Content Faculty  Three (3) Disposition recommendations (recommended: immediate supervisor, colleague, self)  (1)\_\_\_\_\_ (2) \_\_\_\_\_ (3)\_\_\_\_\_  \_\_\_\_\_One –page essay on rationale for graduate study  \_\_\_\_\_KY Code of Ethics (signed)  \_\_\_\_\_TB Risk Assessment  \_\_\_\_\_Character & Fitness(signed)  \_\_\_\_\_Diversity Survey Signed  \_\_\_\_\_State Criminal Background Check  \_\_\_\_\_Statement of Acknowledgement/Commitment  (signed) (see back of form)  \_\_\_\_\_Curriculum Contract/Guide sheet (signed)  \_\_\_\_\_Disposition Policy  \_\_\_\_\_Creativity Self Assessment  Content Area:  \_\_\_\_\_English  \_\_\_\_\_Mathematics  \_\_\_\_\_Social Studies  \_\_\_\_\_Biology  \_\_\_\_\_Chemistry | \_\_\_\_\_Transcript Review (min. 3.0 GPA)  \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_ Credit Hours Completed  (15 earned hours)  \_\_\_\_\_Updated Curriculum Guidesheet  \_\_\_\_\_Praxis Subject Assessment  Taken and Passed  \_\_\_\_\_Student Teaching Application  (Traditional Candidates); 200  Field Hours Documented for  Final Approval  \_\_\_\_\_Signed Code of Ethics  \_\_\_\_\_Medical Exam, TB Risk  Assessment  \_\_\_\_\_Documentation of at least 100  field hours  \_\_\_\_\_Portfolio  \_\_\_\_\_Student Teaching Placement  Request  \_\_\_\_\_Federal Criminal Check  \_\_\_\_\_Dispositions (program professor  and self) | Transcript Review  \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_ 30-36 hours completed  \_\_\_\_\_Transcript Attached  \_\_\_\_\_Updated Curriculum Guidesheet  \_\_\_\_\_Praxis PLT Taken and Passed  \_\_\_\_\_Exit Portfolio  \_\_\_\_\_Graduation Application  Other Exit Requirements (Traditional)  \_\_\_\_\_Video/Interview  \_\_\_\_\_Two Disposition Recommendations  (1)\_\_\_\_\_ (self) (2) \_\_\_\_\_ (faculty)  \_\_\_\_\_CA-1 Form Completed and Attached  \_\_\_\_\_Transcript Request |

**Statement of Acknowledgement/Commitment**

As a student in the education preparation program, I understand and agree to the following:

1. To be retained in the program and to be eligible for continuation and completion, I must satisfactorily meet all requirements of CAPs 5, 6, and 7.
2. Upon final approval of CAP 5, I will receive a letter of notification to be used for admission and registration.
3. Neither Campbellsville University nor any professor or administrator assumes responsibility for the CAPs nor for graduation; the responsibility resides with me.
4. I will participate in all online class sessions and teleconferences. I will follow the online procedure list provided.
5. I will follow the correct procedures for state certification.
6. I commit to upholding the Code of Ethics for Kentucky School Personnel.
7. I am committed to the ethical and legal use of technology.
8. I am committed to abide by the School of Education policy on plagiarism and cheating.

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

**Addendum D**

Campbellsville University

MAT Clinical/Field Experience Matrix--English

|  |  |  |
| --- | --- | --- |
| Course | Hours | Assessment |
| ED 660 Formative Assessment | 30 hours | Review and analyze RTI data in a school setting. |
| ED 704 Nature and Needs | 30 hours | Field Based Project—Compare and contrast 3 different plans for an ELL or LEP student (e.g. IEP, GSSP, 504); Develop a profile for students with 3 different exceptionalities. |
| ED 656 Effective Management Skills | 40 hours | Case Study/Research Project—Observe a classroom in a school setting that includes students with disabilities, especially those identified with emotional and behavioral disorders. |
| ED 659 Content Area Literacy | 40 hours | Assist in a literacy setting tutoring a struggling or developing reader and developing and teaching a unit. |
| ENG 565 Teaching English in the Middle/Secondary School | 20 hours | Collaborate with an English teacher to design and teach a unit. Collect assessment data and reflect on student learning. |
| ED 606 Educational Technology | 15 hours | Design and teach a lesson using the latest technology. |
| ED 604 Introduction to Teaching | 20 hours | Collaborative/Coteaching experiences in a middle school in the candidate’s content area; Observing in an elementary and secondary school attending a variety of meetings in diverse settings (e.g. school board meeting, faculty meeting, SBDM meeting); Tutoring ELL students during or after school. |
| ED 500 Human Growth and Development | 20 hours | Candidates will observe, assist, tutor and/or reflect on families and developmental issues in one or more of the following settings: preschool/Headstart, P-5, 5-9, 8-12, extended school services, and family resource centers. |
| ED 605 Research Methods and Procedures | 20 hours | Prepare for and interview three professionals in an educational field on the use of research in their work activities and three diverse students in grades 5-9 on their perspectives on research and it’s use in the classroom; Design a mini-research proposal in content area. |
| ED 607 Graduate Practicum/Seminar | 40 hours | Teach 3-5 lessons in their content area applying Sources of Evidence documentation |

**Addendum E**

**Form C**

**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 F**

**CAMPBELLSVILLE UNIVERSITY SCHOOL OF EDUCATION**

**2016-17**

**EXIT CAP E-PORTFOLIO GUIDELINES**

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

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

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

* ***Rationales*** – narratives that explain how entries/artifacts demonstrate and meet the respective Kentucky Teacher Standards and supporting indicators
* ***Entries or Artifacts (Sources of Evidence)*-**evidence provided that demonstrates competency for each of the Kentucky Teacher Standards and supporting indicators

**General Requirements Section**

* 1. Competency in writing skills will be scored for the Exit E-Portfolio.
  2. All documents in the CAP Portfolio should be original work.

**COMPONENTS OF THE EXIT CAP PORTFOLIO**

|  |
| --- |
| **1. The Preliminary Documents Section must include:** |
| 1. Main Page: Name, Major, Date, University 2. Signed form Verifying Original Work & Permission to Review 3. Completed Self-Evaluation of Portfolio 4. Resume/Vita (name and contact information not sufficient) 5. Educational Philosophy –updated (2 pages, size 12 font, double spaced) |

|  |  |
| --- | --- |
| **2. TPA Section: Kentucky Teacher Standards 1, 2, 4, 6, and 7**  ***Descriptor:*** *Include an Instructional Unit that you have taught in your placement classroom. You must follow unit guidelines as specified in the required unit Sources of Evidence. The unit is composed of the following TPA Sources of Evidence and must contain a minimum of* ***3*** *lesson plans:* | |
| **Evidence/Artifacts** | **Source of Evidence** |
| Unit Guidelines | Source of Evidence-1.1 |
| Unit Assessment Plan Pre-Test  Analysis of Pre-Test and  Post-Test | Source of Evidence-1.2 |
| Design of Instructional Activities | Source of Evidence-1.3 |
| Lesson Plans  At least three lesson plans with all materials  Post-Observation Reflections for Lessons taught  and observed | Source of Evidence-2 Source of Evidence-4 |
| Organizing/Analyzing Results for Unit | Source of Evidence-1.4 |
| Records and Communication | Source of Evidence-6 |
| Student Voice | Source of Evidence-9 |

|  |  |
| --- | --- |
| **3. Kentucky Teacher Standard 3: Learning Climate** | |
| **Evidence/Artifacts** | **Source of Evidence** |
| Rationale |  |
| Classroom Management Plan |  |
| At least three Observation Evaluations | Observation Forms A/B |
| Lesson Reflections for Observed Lessons | Source of Evidence-4 |

|  |  |
| --- | --- |
| 1. **Kentucky Teacher Standard 5: Assessment**   ***Descriptor:*** *KTS 5 is to include a minimum of five (5) different forms of formative and summative assessments, created and designed by the candidate.* ***No commercially developed assessments may be submitted.*** *Student work samples are to be included with 3 of the 5 selected entries. Include scoring guides/rubrics when appropriate. Entries for KTS 5 may come from the TPA. Examples are:*   * 1. On-Demand Prompts   2. Open Response Prompts   3. Culminating Events   4. Informal Assessments, (e.g.) Webbing, Concept Mapping, Observation Sheets, Anecdotal Records, Checklists   5. Student Self-Assessment   6. Peer Assessment   7. Traditional Tests   8. Samples of student work with teacher feedback.   9. Portfolio entry prompts with scoring guide and student sample | |
| **Evidence/Artifacts** | **Source of Evidence** |
| Rationale |  |
| Assessment 1  Student work samples and scoring guide or rubric |  |
| Assessment 2  Student work samples and scoring guide or rubric |  |
| Assessment 3  Student work samples and scoring guide or rubric |  |
| Assessment 4  Student work samples and scoring guide or rubric |  |
| Assessment 5  Student work samples and scoring guide or rubric |  |
| Record and Communication: Brief Reflection | SoE-6 |

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

|  |  |
| --- | --- |
| **6. Kentucky Teacher Standard 9: Professional Development** | |
| **Evidence/Artifacts** | **Source of Evidence** |
| Rationale |  |
| Self-Assessments (KTS, Domains, Dispositions) | (found in SOE 5) |
| Pre-Professional Development Plan | Source of Evidence-5 |
| Professional Involvement | Source of Evidence-7 |

|  |  |
| --- | --- |
| **7. Kentucky Teacher Standard 10: Leadership** | |
| **Evidence/Artifacts** | **Source of Evidence** |
| Rationale |  |
| Leadership Project:  A project you implement in the school that would demonstrate your ability to provide professional leadership as a teacher | Source of Evidence-11 |

**Addendum G**

**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 |  |

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| --- | --- | --- | --- | --- |
| **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 |  |

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| --- | --- | --- | --- | --- |
| **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 H**

**ED 660 Assessment Design Project Scoring Rubric**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Rationale of Unit (\_\_\_\_/24 points)**  \_\_\_\_ KTS 1.1 Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.  \_\_\_ KTS 1.2 Effectively connects content to students’ life experiences including, when appropriate, prior learning in the content area or other content areas.  \_\_\_ KTS 2.4 Plans a learning sequence using instructional strategies and activities that build on students’ prior knowledge and address learning objectives. | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Does not explain why unit was selected  Does not explain why unit topic is important for your students  Does not explain how topic is important for “knowledge,” not only for state assessment, but important knowledge for “life”  Does not discuss the learning sequence (i.e., instructional strategies) that will build upon concepts developmentally  Does not discuss prior experiences teaching unit and what challenges were faced | Partially explains why unit was selected  Partially explains why unit topic is important for your students  Partially explains how topic is important for “knowledge,” not only for state assessment, but important knowledge for “life”  Partially discusses the learning sequence (i.e., instructional strategies) that will build upon concepts developmentally  Partially discusses prior experiences teaching unit and what challenges were faced | Mostly explains why unit was selected  Mostly explains why unit topic is important for your students  Mostly explains how topic is important for “knowledge,” not only for state assessment, but important knowledge for “life”  Mostly discusses the learning sequence (i.e., instructional strategies) that will build upon concepts developmentally  Mostly discusses prior experiences teaching unit and what challenges were faced | Thoroughly explains why unit was selected  Thoroughly explains why unit topic is important for your students  Thoroughly explains how topic is important for “knowledge,” not only for state assessment, but important knowledge for “life”  Thoroughly discusses the learning sequence (i.e., instructional strategies) that will build upon concepts developmentally  Thoroughly discusses prior experiences teaching unit and what challenges were faced |
| **Assessment Plan (\_\_\_/24 points)**  \_\_\_ KTS 2.2 Plans and designs instruction that is based on significant contextual and pre-assessment data.  \_\_\_ KTS 4.2 Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.  \_\_\_ KTS 5.4 Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions. | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Does not include a *rationale* for selected formative assessments  Does not include a rationale for the link between lesson objectives and formative assessment  Does not include an explanation of how formative assessments will inform student learning (actually do the job of a formative assessment)  Does not include an explanation of how teacher will use formative assessment results  Does not discuss how your unit meets the seven strategies of assessment for learning  Does not discuss self-assessment of your performance on the unit and what you learned by creating the unit | Partially includes a *rationale* for selected formative assessments  Partially includes a rationale for the link between lesson objectives and formative assessment  Partially includes an explanation of how formative assessments will inform student learning (actually do the job of a formative assessment)  Partially includes an explanation of how teacher will use formative assessment results  Partially discusses how your unit meets the seven strategies of assessment for learning  Partially discusses self-assessment of your performance on the unit and what you learned by creating the unit | Mostly includes a *rationale* for selected formative assessments  Mostly includes a rationale for the link between lesson objectives and formative assessment  Mostly includes an explanation of how formative assessments will inform student learning (actually do the job of a formative assessment)  Mostly includes an explanation of how teacher will use formative assessment results  Mostly discusses how your unit meets the seven strategies of assessment for learning  Mostly discusses self-assessment of your performance on the unit and what you learned by creating the unit | Thoroughly includes a *rationale* for selected formative assessments  Thoroughly includes a rationale for the link between lesson objectives and formative assessment  Thoroughly includes an explanation of how formative assessments will inform student learning (actually do the job of a formative assessment)  Thoroughly includes an explanation of how teacher will use formative assessment results  Thoroughly discusses how your unit meets the seven strategies of assessment for learning  Thoroughly discusses self-assessment of your performance on the unit and what you learned by creating the unit |
| **Lesson Sketches (\_\_\_/24 points)**  \_\_\_ KTS 1.3 Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.  \_\_\_ KTS 1.4 Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.  \_\_\_ KTS 1.5 Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.  \_\_\_ KTS 2.5 Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.  \_\_\_ KTS 4.5 Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.  \_\_\_ KTS 6.1 Uses appropriate technology to design and plan instruction that supports and extends learning of all students.  \_\_\_ KTS 6.2 Designs and implements research-based, technology-infused instructional strategies to support learning of all students.  \_\_\_ KTS 6.3 Provides varied and authentic opportunities for all students to use appropriate technology to further their learning. | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Lesson sketches do not include a learning objective (target) that is measureable and clearly state what students will be able to do(or *I can* statement)  Some lesson sketches includes at least one core content standard OR at least one English Language Arts standard  Most lesson sketches explain what the teacher and students will be doing, at least one lesson does not include the use of technology  Some lesson sketches include a formative assessment; assessment does not match the objective and lesson activities  Few lesson sketches include specific questions to facilitate higher-order thinking (i.e., Bloom’s Taxonomy)  Few learning targets are clear to students and written in student-friendly language, few learning targets are identified as either knowledge-level, reasoning-level, skill-level, or product-level) | Some lesson sketches includes a learning objective (target) that is measureable and clearly state what students will be able to do(or *I can* statement)  Each lesson sketch includes at least one core content standard OR at least one English Language Arts standard  Each lesson sketch explains what the teacher and students will be doing and at least one lesson does not include the use of technology  Most lesson sketches includes a formative assessment that does not match the objective and lesson activities  Some lesson sketches include specific questions to facilitate higher-order thinking (i.e., Bloom’s Taxonomy)  Some learning targets are clear to students and written in student-friendly language, some learning targets are identified as either knowledge-level, reasoning-level, skill-level, or product-level) | Most lesson sketches includes a learning objective (target) that is measureable and clearly state what students will be able to do(or *I can* statement)  Most lesson sketches includes at least one core content standard and at least one English Language Arts standard  Most lesson sketches explain what the teacher and students will be doing and at least one lesson includes the use of technology  Most lesson sketches include a formative assessment that matches the objective and lesson activities  Most lesson sketches include specific questions to facilitate higher-order thinking (i.e., Bloom’s Taxonomy)  Most learning targets are clear to students and written in student-friendly language, most learning targets are identified as either knowledge-level, reasoning-level, skill-level, or product-level) | Each lesson sketch includes a learning objective (target) that is measureable and clearly state what students will be able to do(or *I can* statement)  Each lesson sketch includes at least one core content standard and at least one English Language Arts standard  Each lesson sketch explains what the teacher and students will be doing, at least one lesson includes the use of technology  Each lesson sketch includes a formative assessment that matches the objective and lesson activities  Each lesson sketch includes specific questions to facilitate higher-order thinking (i.e., Bloom’s Taxonomy)  Each learning target is clear to students and written in student-friendly language, each learning target is identified as either knowledge-level, reasoning-level, skill-level, or product-level) |
| **Minimum of Five Formative Assessments (\_\_\_/32 points)**  \_\_\_ KTS 5.1 Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.  \_\_\_ KTS 5.2 Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.  \_\_\_ KTS 5.5 Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.  \_\_\_ KTS 5.4 Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.  \_\_\_ KTS 7.1 Uses formative and summative performance data to determine the learning needs of all students. | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Few formative assessments provide an opportunity to understand student thinking, and allows students to clarify thinking; an explanation of anticipated student responses is not included  Few formative assessments provide an opportunity to provide specific and useful feedback to students, and allows students to respond to feedback provided by teacher; an explanation of how this will occur is not included  At least one formative assessment requires students to participate in peer feedback; an explanation key components not included  At least one formative assessment should include a scoring rubric; an explanation of key components not included  At least one formative assessment should be a self-assessment; explanation of key components not included  Few formative assessments  engage students with real-world applications  Few formative assessments are fair and free of bias  Few formative assessments  are clearly defined | Some formative assessments provide an opportunity to understand student thinking, and allows students to clarify thinking; an explanation of anticipated student responses is not included  Some formative assessments provide an opportunity to provide specific and useful feedback to students, and allows students to respond to feedback provided by teacher; an explanation of how this will occur is not included  At least one formative assessment requires students to participate in peer feedback; an explanation of one component is included  At least one formative assessment should include a scoring rubric; an explanation of one component included  At least one formative assessment should be a self-assessment; explanation of one component included  Some formative assessments  engage students with real-world applications  Some formative assessments are fair and free of bias  Some formative assessments  are clearly defined | Most formative assessments provide an opportunity to understand student thinking, and allows students to clarify thinking; an explanation of anticipated student responses is included  Most formative assessments provide an opportunity to provide specific and useful feedback to students, and allows students to respond to feedback provided by teacher; an explanation of how this will occur is included  At least one formative assessment requires students to participate in peer feedback; an explanation of two components is included  At least one formative assessment should include a scoring rubric; an explanation of two components included  At least one formative assessment should be a self-assessment; explanation of two components included  Most formative assessments  engage students with real-world applications  Most formative assessments are fair and free of bias  Most formative assessments  are clearly defined | Each formative assessment provides an opportunity to understand student thinking, and allows students to clarify thinking; an explanation of anticipated student responses is included  Each formative assessment provides an opportunity to provide specific and useful feedback to students, and allows students to respond to feedback provided by teacher; an explanation of how this will occur is included  At least one formative assessment requires students to participate in peer feedback; an explanation of how peer feedback will be collected, shared with students, and acted upon is included  At least one formative assessment should include a scoring rubric; scoring rubric must include at least three categories, accurate indicators for each categories, explanation of how students will use scoring rubric for strengths and areas of improvement  At least one formative assessment should be a self-assessment; explanation of how you will share the self-reflection with students, how you will have students self-reflect accurately, how students will use the results of self-reflection to increase learning  All formative assessments  engage students with real-world applications  All formative assessments are fair and free of bias  All formative assessments  are clearly defined |

Total \_\_\_\_\_\_/104 points

Comments:

**Addendum I**

Campbellsville University

MAT Program (Option 6)

University/District Mentorship Agreement

The purpose of the University/District Mentorship Agreement is to outline the mentoring responsibilities of School District and Campbellsville University Faculty with candidates in the alternative certification program (Option 6) for middle school teachers in fulfillment of 16 KAR 9:080 Section 3.

In collaboration with the principal of the partner school and school level coach, mentor teachers will be identified that meet the following minimum criteria:

* 3 years teaching experience
* Completed Master’s degree
* Teaches same content (or similar) as the candidate
* Current or retired teacher

Mentors will evaluate the program utilizing a survey at the completion of the program. The candidate will evaluate each mentor and the program utilizing a survey at the completion of the program.

Campbellsville University Faculty Mentor Responsibilities:

* Provide a minimum of 5-10 (as determined by the hours of observation and an additional five hours of one-on-one support (feedback, securing information and resources, conferencing, etc.) for two hours per eight-week term. Document the observational hours utilizing the Teacher Observation Summary Form and submit to the graduate programs assistant.
* Respond promptly to communication from the candidate by telephone or email.
* Honor the time demands of the candidate, offering services on site as much as possible.
* Consult with the candidate in developing the PPGES Self Reflection and Professional Growth Plan.
* Consult with the candidate on meaningful goals for successfully completing the program.
* Develop a Praxis Study Plan for the *PRAXIS Principles of Learning and Teaching (5623).*
* Meet with the teacher mentor and candidate a minimum of two times during the program to discuss progress and/or issues as they arise.

Teacher Mentor Responsibilities:

* Provide a minimum of 5-10 hours of observation and an additional five hours of one-on-one support (feedback, securing information and resources, conferencing, etc.) for three hours per eight-week term. Observations should include teaching lessons and assessing students utilizing technology.
* Respond promptly to communication from the candidate by telephone or email.
* Consult with the candidate in developing the PPGES Self Reflection and Professional Growth Plan.
* Consult with the candidate on goals for successfully completing the program.
* Meet with the university faculty mentor and candidate a minimum of two times during the program to discuss progress and/or issues as they arise.

Candidate Responsibilities:

* Take full advantage of the support offered by mentors.
* Communicate regularly with mentors concerning progress and issues as they arise.
* Work with the mentors to identify meaningful goals for the program, in concert with the development of the PPGES Self Reflection and Professional Growth Plan.
* Arrange for real-work situations for observations that allow for targeted feedback including teaching lessons and assessing students utilizing technology.
* Participate in evaluation of the program and contribute ideas for program improvement.
* Complete all major program assessments.
* Meet with the university faculty mentor and teacher mentor a minimum of two times during the program to discuss progress and/or issues as they arise.

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University Faculty Mentor Signature Date

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Teacher Mentor Signature Date

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

Principal Signature Date