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: Mathermatics**

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

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

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

Undergraduate  Undergraduate – Cert Only

Graduate  Graduate – Cert Only

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

Traditional  Option 6  Option 7

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

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

|  |  |
| --- | --- |
| Campus Name | City |
| Campbellsville University | Campbellsville, KY |
|  |  |

**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 \_\_Dr. Janet Miller\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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| **As of Fall 2016, the ED 359 (Content Literacy) course was added the curriculum. This will help ensure that teacher candidates meet the Quantitative Literacy standards. Also, beginning in Spring 2018, math teacher candidates will be required to take MTH 200 (Discrete Mathematics). This will take the place of the current MTH 111 (College Algebra) requirement. The inclusion of MTH 200 will give the students an overview of mathematics taught in the middle school and high school classroom, and will help students to be better prepared for the Math Content Knowledge portion of the Praxis II Assessment. Students in MTH 200 will also receive a preparatory introduction to proof-based mathematics before taking upper level math courses.** |

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 the addendum.**  [**Addendum A**](#A) |

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

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| **CAP 2 Admission Requirements for Teacher Education:**  **GPA of 2.75 or 3.0 last 30 hours**  **Academic Competency: Praxis CASE Reading, Writing and Math passing scores**  **Oral and written communication: Core above on ENG 111, ENG 112, MAC 120 or MAC 140**  **Dispositions from ED 220, IECE 301 or MUS 240 professor and a self-assessment**  **Recommendation from Major Division for 5-9, 5-12, 8-12 and P-12 candidates**  **Personal Autography (4Cs);**  **Pre-Professional Growth Plan**  **Video mini-lesson evaluated by P-12 teacher, CU faculty and candidate**  **Praxis II Study Plan**  **KFETS (field hours entered)** [**Addendum B**](#B) |

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

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

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

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

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| **We provide an** [**EPSB form**](#C) **with all of these requirements listed and discuss these requirements early in the program. For CAP 3, they are required to submit the completed EPSB form that describes when and during which course they acquired these experiences. Most of these experiences are incorporated into the required field experiences in specific courses.** |

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

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

**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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| **CAP 4 Exit Requirements for Teacher Education:**  **GPA of 2.75 or 3.0 last 60 hours**  **Praxis Subject Assessment in content and PLT**  **Dispositions from coordinators, supervisor and self-evaluation**  **Satisfactory student teaching experience: journal, portfolio, observations by cooperating teachers and university supervisor**  **Video Mini-Lesson and interview**  [Addendum E](#E) |

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

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

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

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

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

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

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

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

TAB 1: Courses

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

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

# TAB 2: Clinical Educators

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

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

# TAB 3: Key Assessment Areas

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

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

**TAB 4: KTS Standards**

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

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

# TAB 5: Align to Standards

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

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

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

# TAB 6: Align to ILA Standards

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

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

# TAB 7: Align to InTASC Standards

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

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

# Evidence and analysis

# Repeat this section for each assessment

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

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| **Assessment #1 Title: Praxis Content Exam**  Content Knowledge - Praxis Subject Assessment |
| **Assessment description:**  Math Content Knowledge (Praxis exam 5161 for those seeking high school certification, 5169 for middle school certification) This is a state mandated assessment. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  This extremely thorough mathematics assessment includes problems from the following areas: Number and Quantity, Algebra, Functions, Calculus, Geometry, Probability and Statistics, and Discrete Mathematics. The assessment measures the students’ proficiency in their content area, specifically addressing KTS 1.1, as well as NCTM standards 1a, 2a, 2b, 2c, and InTASC Category 2. |
| **Discuss the data analysis for this assessment:**  For 2015-2016, we had 4 students that took the exam (5161). This exam measures how well students have learned university level math content, as well as their understanding of concepts that they may eventually teach.  All 4 ultimately passed, yielding a mean score of 167.5, which compares favorably to the national median of 158, and exceeds Kentucky’s state certification requirement of 160.  For the years prior to 2015-2016, a version of the praxis exam was required that is different from the current version of the Praxis. Three individuals from our program took this test from 2013 to 2015, and we had a 100% pass rate for this version as well, with a mean exceeding the national average and the state requirement.  “First time” pass rates are not available for the time frame in question, but we have begun recording and monitoring first time pass rates for the 2016-2017 school year and beyond. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  No rubric attached, the passing scores are determined by EPSB. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  Validity and Reliability of the assessment are entrusted to ETS. |

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| **Assessment #2 Title: CAP 4 GPA** |
| **Assessment description:**  Students are required to an overall GPA of 2.75 or higher, or a GPA of 3.0 or higher on the last 60 hours. In addition, students must maintain a major GPA of 2.5 or higher, and a professional courses GPA of 2.75 or higher, with no “D” in any major or professional course. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  The all-encompassing nature of the GPA assesses the student’s mastery of all 10 Kentucky Teacher Standards. The requirements and assessments in the major and professional courses will at some point hit every standard at each indicator level. The Grade Point Average is a broad, but effective measurement of mastery for the list of standards as a whole. |
| **Discuss the data analysis for this assessment:**  The mean overall GPA for the 7 students completing our program during pertinent time window is 3.65  The median overall GPA for these 7 students is 3.69.  The “Content Area” GPA for these students yields a mean of 3.53.  These students posted a mean “Professional Area” GPA of 3.71.  We as a faculty are very encouraged by the tremendous academic performance evidenced by the Grade Point Averages of our students. |
| **Provide a link to the assessment scoring guide or rubric.**  The grade point average (GPA) is calculated in a standard, unweighted fashion:  Total Quality Points divided by Total Credit Hours Attempted. The grading scale varies slightly among individual mathematics, professional, and general education courses. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  GPA is calculated and verified in detail by our university’s Student Records Office. |

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| **Assessment #3 Title: Praxis PLT Exam**  Praxis Principles of Learning and Teaching (PLT) Exam |
| **Assessment description:**  The Praxis subject assessment PLT is the state mandated assessment for pedagogy in this program. The Praxis PLT exam is used to assess candidates’ pedagogy. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  The Praxis PLT has five categories of questions listed below. These 5 categories effectively cover Kentucky Standards 2 through 9, to complement the Praxis Content Knowledge exam which thoroughly assesses Standard 1.  Category I: Students as Learners, 22.5 % of exam.  KTS 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5  Category II: Instructional Process, 22.5 %  KTS 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3  Category III: Assessment, 15 %  KTS 5.1, 5.2, 5.3, 5.4, 5.6  Category IV: Professional Development, Leadership, and Community 15 %  KTS 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3, 10.4  Category V: Analysis of Instruction, 25 %  KTS 2.1, 2.2, 2.3, 2.4, 2.5, 7.1, 7.2, 7.3, 10.1, 10.2, 10.3 |
| **Discuss the data analysis for this assessment:**  For the school years 2013-2014, 2014-2015, and 2015-2016, we had 7 students from our program take the Praxis PLT exam.  7 of 7 students passed, for a pass rate of 100%.  The median score for these students was 175, which easily exceeds the state requirement of 160.  The median score of 175 also exceeds the national average for each of those 3 years, which has been between 173 and 174.  This assessment is a trusted gauge of students’ mastery of professional and pedagogical aspects of teaching, and our students have consistently demonstrated proficiency in this area. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  No rubric attached, the passing scores are determined by EPSB. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  Validity and Reliability of the assessment are entrusted to ETS. |

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| **Assessment #4 Title: CAP 4 Student Teaching Grade and Final Observations**  **This is an assessment of clinical experiences as a measurement of teaching proficiency.**  Cooperating teacher and supervising teacher final observations during student teaching. |
| **Assessment description:**  Teachers receive a summative evaluation scored in partnership between their cooperating teacher(s) and their university supervisor during each student teaching placement using CAP 4 Form C. This form requires a holistic score of 3, 2, or 1 on each standard, resulting in a total score out of a possible 30 pts. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Form C explicitly represents all 10 Kentucky Teacher Standards. It reflects the teacher candidate’s content knowledge, pedagogical knowledge, their preparation skills, and their overall teaching ability. |
| **Discuss the data analysis for this assessment:**    On the Summative Assessment, 6 of our 7 students received the maximum score of 30 pts, while the other scored 27/30.  These scores result in a mean of 29.57, and a median of 30.  This summative score is perhaps the most important and revealing of all assessments in regard to their capabilities as a future classroom teacher. Therefore, it is extremely important that our students have achieved so highly in this area. |
| **Provide a link to the assessment scoring guide or rubric.**  [Summative Form C](#H) attached. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  While this form has been widely accepted as valid and reliable, it is being revised to be an observation instrument based on the InTASC standards. |

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| **Assessment #5 Title: CAP 4 Unit in CAP 4 Portfolio: KTS 5 and KTS 7**  **This assessment is a measure of the candidates’ assessment and reflection ability.** |
| **Assessment description:**  The CAP 4 Portfolio requires students to include an assortment of assessments complete with rubrics, and documentation of results with data analysis. This assessment also evaluates the student’s reflections from individual lessons in the unit. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  The assessment section of the portfolio is scored using according to KTS 5, at the indicator level. The there is also a “reflection” section in the portfolio that addresses KYS 7. |
| **Discuss the data analysis for this assessment:**  A maximum score of 3 is possible on this portion of the portfolio.  2013-2014 scores: 3, 3  2014-2015 scores: 3  2015-2016 scores: 3, 3, 3, 2  Mean (7 students total): 2.857 |
| **Provide a link to the assessment scoring guide or rubric.**  [State generated document for KTIP](#I). (Attached) |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  N/A |

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| **Assessment #6 Title: CAP 4 Unit in Portfolio** |
| **Assessment description:**  Measure of candidates’ ability to identify, evaluate and stipulate student learningbased onportfolio entries. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  The CAP 4 portfolio unit requires sources of evidence, and data from implementation of the unit. The KTS rubric is used in this assessment, and this particular assessment aligns with KTS 1, 2, 3, 4, 6, and 7. |
| **Discuss the data analysis for this assessment:**  A maximum score of 3 is possible on this portion of the portfolio.  2013-2014 scores: 3, 3  2014-2015 scores: 3  2015-2016 scores: 3, 3, 3, 2  Mean (7 students total): 2.857 |
| **Provide a link to the assessment scoring guide or rubric.**  [KTIP Instrument](#I) (attached) |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  N/A |

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| **Assessment #7 Title: CAP 4 Portfolio Unit**  **Application of Content Knowledge & Pedagogical Skills**  Measure of candidates’ ability to identify, evaluate and stipulate student learningbased onportfolio entries. |
| **Assessment description:**  The CAP 4 portfolio unit requires sources of evidence, and data from implementation of the unit. The KTS rubric is used in this assessment, and this particular assessment aligns with KTS 1, 2, 3, 4, 6, and 7. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  The CAP 4 portfolio unit requires sources of evidence, and data from implementation of the unit. The KTS rubric is used in this assessment, and this particular assessment aligns with KTS 1, 2, 3, 4, 6, and 7. |
| **Discuss the data analysis for this assessment:**  A maximum score of 3 is possible on this portion of the portfolio.  2013-2014 scores: 3, 3  2014-2015 scores: 3  2015-2016 scores: 3, 3, 3, 3  Mean (7 students total): 3.0  Every student in this 3-year window achieved at the maximum level on this assessment. |
| **Provide a link to the assessment scoring guide or rubric.**  State generated document for KTIP. (Attached) |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  N/A |

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| **Assessment #8 Title:**  **Assessment of Literacy Outcomes**  **Measured from ED 359.** |
| **Assessment description:**  ED 359 Content Literacy is the EPP’s response to the literacy mandate. The course was offered for the first time in the spring of 2017. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  This course was submitted to EPSB as part of the literacy plan for our programs. The literacy plan has each class aligned with the respective KTS and rubrics that are tagged to the KTS and ILA Standards. |
| **Discuss the data analysis for this assessment:**  As this is a newly required course, we only have data from one student at this time. This student earned an A in the course with a 98% course average. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  [Syllabus for ED 359](https://www.campbellsville.edu/education/files/2017/09/ED-359-Content-Literacy-Strategies-1.docx) attached. Individual assignment rubrics have been previously approved by EPSB. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  No reliability and validity data available at this time, but will be enrusted to the instructor in future semesters. |

# 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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| Collectively, these 8 key assessments provide a thorough measurement of students’ proficiency in all 10 of the Kentucky Teacher Standards. For students to receive certification through this program, they must pass the extremely challenging Praxis II: Math Content Knowledge exam, which virtually ensures that they are well prepared in their subject area. They also must demonstrate their expertise from their professional training on the Praxis PLT. The Summative Evaluation and Portfolio Assessments are effective screening procedures for teacher candidates that help guarantee that students can apply what they have learned in the classroom. All of these assessments are also preparation enhancing, helping candidates to grow in their knowledge and skills, in addition to being sources of measurement.  The data from these assessments are reviewed and analyzed continuously by our School of Education faculty, and periodically by the mathematics faculty, as together we look for ways to make our program even stronger. |

**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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| As a whole, our students are performing very well in this program. In recent years, 100% of our math teacher candidates have found employment after graduation. Students are meeting all requirements set by our state and by our university. We have recently decided to add a course in discrete mathematics (MTH 200) to our program requirements, in order to help students prepare for the Praxis II Content Knowledge test, as we are making an effort to improve our “first time” pass rate for this exam.  In general, the assessment data shows that we have been highly successful in preparing our students, and sending capable, top quality individuals into the workplace. |

# Option 6

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

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

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

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

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

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| 1. Provide evidence of selection criteria and evaluation of University and District mentors. |
|  |
| 1. Explain the process through which at least 15 annual observation hours (minimum 5 for university faculty, minimum 5 by district-based mentor, minimum 5 additional by university faculty or district-based mentor) are assigned to the mentors. If the program uses a template for the mentoring plan that is submitted to the EPSB for certification, please attach a copy of that template. |
|  |
| 1. Explain how the hours are monitored and reported. |
|  |
| 1. Describe how support will be offered to the candidate during in-class and out-of-class time to assist the candidate in meeting the teacher’s instructional responsibilities. |
|  |
| 1. Describe the process established to maintain regular communication with the employing school to assist the candidate and address identified areas of improvement.   . |
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**Option 6 ONLY - How does the EPP (Provider) monitor and support candidate completion through KTIP?**

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

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| (limit to 1000 characters) |

**Addendum A: Curriculum Guidesheet**

**Campbellsville University School of Education**

**TEACHER EDUCATION PROGRAM**

**CURRICULUM GUIDE SHEET**

**8-12 Bachelor of Science in Math** 03/03/2016

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

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

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

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

PRAXIS Subj. Assess Math Content (5161) \_\_\_\_\_ (160 passing) Date Taken\_\_\_\_\_\_\_\_\_\_\_\_\_

PRAXIS Subj. Assess. PLT Exam (5624) \_\_\_\_\_ (160 passing) Date Taken\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Reminder:**

\*A minimum overall GPA of 2.75 is required for admission to the Teacher Education Program.

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

|  |  |
| --- | --- |
| **Professional Courses**  **33 Hours** | |
| **Foundation Coursework: 12 hours**  Sem/Year Grade  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 199 Entry to Teacher Preparation (0)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 220 Introduction to Teaching (3) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 300 Human Dev. & Learn. Theory(3) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 310 Instructional Technology(3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 325 Teaching Diverse Learners(3) | **Pedagogy Coursework: 9 hours**  Sem/Year Grade  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 359 Content Literacy (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 390 Assessment & Instructional Strategies (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 414 Classroom Management (3)  **Clinical Practice: 12 hours**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 450 Student Teaching (12) |
| **8-12 Math Courses**  **42 Hours** | |
| 1. **Mathematics Courses**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 111 College Algebra (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 112 Trigonometry/Analytic Geometry(3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 210 Calculus I (4) **F**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 211 Calculus II (4) **Sp**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 310 Calculus III (4) **F**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 331 Probability and Statistics (3)**F**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 402 Modern Geometry (3)**F**  **Total: 24 Hours**   1. **Two courses from the following three:**   \_\_\_\_\_\_\_\_ \_\_\_\_\_\_ MTH 305 Number Theory (3)**Sp**  \_\_\_\_\_\_\_\_ \_\_\_\_\_\_ MTH 401 Modern Algebra I (3) **Sp; odd**  \_\_\_\_\_\_\_\_ \_\_\_\_\_\_ MTH 430 Found of Analysis I (3)**Sp; even**  **Total: 6 Hours**   1. **Mathematics Electives (choose two):**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 305 Number Theory (3) **Sp**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 311 Differential Equations (3) **Sp; odd**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 350 Intro. to Linear Algebra (3)**F**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 390 Independent Study (1-3) | \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 400 Special Topics (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 401 Modern Algebra I (3)**Sp; odd**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 411 Modern Algebra II (3)**F; odd**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 430 Found of Analysis I (3)**Sp; even**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 431 Found of Analysis II (3)**F; even**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 440 Topology (3) **Sp; even**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 490 Special Topics (3)  **Total: 6 Hours**   1. **CIS Courses**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ CIS 100 Concepts and Computer Apps. (3)  **Total: 3 Hours**   1. **Methodology Requirements**   \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MTH 450 Meth. And Mat. of Teach. Math (3)**F**  **Total: 3 Hours**  **Grand Total with Gen. Ed.: 119 Hours**  General Education: 44 hours  Professional Ed : 33 hours  Math Field: 42 hours  ***All courses above MTH 210 must be taken at Campbellsville University.*** |

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

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

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

Student Signature Date

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

Advisor Signature Date

**Addendum B**

**CAMPBELLSVILLE UNIVERSITY**

**SCHOOL OF EDUCATION**

***Empowerment for Learning***

**CANDIDATE ASSESSMENT POINT 2:**

**ADMISSION TO TEACHER PREPARATION PROGRAM**

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

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

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

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

Last First MI Maiden

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

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

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

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

Circle level of Certification:

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

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

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

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

Circle Location: Main Campus Louisville Somerset Elizabethtown Owensboro

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

**Checklist of Application Materials**

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

\_\_\_ 1. \*Unofficial Transcript: Cumulative GPA (2.75 minimum) \_\_\_\_\_\_\_\_\_\_

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

IECE Majors Only (except post-baccalaureate candidates)

\_\_\_ECE 111 \_\_\_ECE 130 \_\_\_ECE 140

\_\_\_ECE 216 \_\_\_ECE 230

\_\_\_\_ED 220

\_\_\_\_MUS 240

**(Music Students Only)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Grade Semester Year**

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

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

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

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

Self-Assessment IECE 301 Professor (IECE Majors Only)

ED 220 Professor MUS 240 Professor (Music Majors Only)

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

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

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

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

\_\_\_ 8. \* Creation of video introduction and mini-lesson demonstrating planning, teaching, and reflection which will

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

communication and creativity.

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

preparation)

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

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

(+IECE students will have alternative instructions for photo)

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

**Statement of Acknowledgement/Commitment**

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

* I understand that I am allowed to take education courses **PRIOR to ADMISSION** to teacher education except ED 390, ED 414, ED 450; *admission to the IECE program required for IECE 480* and for consideration for student teaching.
* Admission to the program does not guarantee continuation in the program nor admission to student teaching.
* To be retained in the program and to be eligible for continuation in the program and for student teaching, I must satisfactorily meet all requirements for CAPs; for program completion, I must meet CAP 4.
* Neither Campbellsville University nor any professor or administrator assumes responsibility for reminding me of the requirements for the CAPs and for graduation; the responsibility resides with me.
* Praxis Disclaimer: I understand that the Kentucky Educator certification requirements are subject to change at any time. Before registering for a Praxis exam, I will check the KY Education Professional Standards Board website at [www.kyepsb.ky.gov](http://www.kyepsb.ky.gov) for current test requirements and current cut scores. I may also contact 502-564-4606 or toll free at 888-598-7667.
* I have read and I commit myself to upholding the ***Code of Ethics for Kentucky School Personnel*** (including NAEYC code of Ethical Conduct, CEC Code of Conduct, and First Steps Provider Code of Ethical Conduct for IECE candidates). I have also reviewed the **character and fitness questionnaire** in Section III of the *CA-1* form for Kentucky Teacher Certification.
* I have read and agree to School of Education policy regarding requirements for attendance, dispositions, field experiences and plagiarism.

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

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

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

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

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

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

Addendum C

**FIELD/CLINICAL EXPERIENCE SUMMARY FORM**

***Campbellsville University***

***School of Education***

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

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

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

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

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

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

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

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

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

**Categories**

B. Observations in schools and related agencies

C. Student Tutoring

D. Interaction with families of students

E. Attendance at a school board or school council meeting

F. Participation in a school-based professional learning community

G. Opportunities to assist teachers or other school professionals

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

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

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

Teacher Candidate Signature Date

**Signature verifies individual’s original work**

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

Professor/Advisor/Program Coordinator Date

**Diversity Grade Level**

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

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

**G**—Gender **P**-3-5 years

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

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

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

**GT**—Gifted/talented

**R**—Religion

**GR**-Geographic Region

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

***and guiding questions for reflection***

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

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

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

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

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

      2. Students from different socioeconomic groups;

      3. English language learners;

      4. Students with disabilities; and

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

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

      1. Family Resource Centers; or

      2. Youth Service Centers;

      (c) **Student tutoring;**

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

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

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

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

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

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

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

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

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

**Guiding Questions for Reflection**

**Evaluating Field Experiences**

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

Addendum D

**EPSB Student Teaching Experience Checklist**

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

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

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

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

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

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

Addendum E

**CAMPBELLSVILLE UNIVERSITY**

**SCHOOL OF EDUCATION**

***Empowerment for Learning***

CANDIDATE ASSESSMENT POINT 4:

PROGRAM EXIT

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

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

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

Last First MI Maiden

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

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

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

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

Circle level of Certification:

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

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

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

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

Circle Location: Main Campus Louisville Somerset Elizabethtown Owensboro

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

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**Checklist of Application Materials**

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

**\_\_\_**1. \*Transcript**:** a. Cumulative GPA \_\_\_\_\_\_\_\_\_\_ (Required 2.75 and no grade lower than a C on curriculum guide)

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

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

***If score has not been received, include a copy of your registration until score is received.)***

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

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

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

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

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

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

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

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

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

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

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

Praxis Subject Assessment Remedial Study Plan if Applicable

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

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

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

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

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

\*c. Self-Evaluation

\_\_\_5.Passing portfolio and video lesson

\_\_\_ 6. Exit interview

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

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

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

**Statement of Acknowledgement**

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

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

**This Section Is For Official Use Only**

**Decision by the School of Education Faculty**

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

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

Copy of Notification Letter Attached \_\_\_

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

Addendum F

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| --- |
| **Campbellsville University**  **School of Education** |
| **Source of Evidence: Lesson Plan** |
| **Interstate Teacher Assessment and Support Consortium Standards (InTASC)**  **Kentucky Teacher Performance Standards (KTPS)**  **Standard 1: Learner Development**  **Standard 2: Learner Differences**  **Standard 3: Learning Environments**  **Standard 4: Content Knowledge**  **Standard 5: Application of Content**  **Standard 6: Assessment**  **Standard 7: Planning for Instruction**  **Standard 8: Instructional Strategies** |

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

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

**1. Context**

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

Context information should guide lesson procedures and instructional strategies.

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

Connect the lesson targets/objectives to appropriate state curriculum/content area standard. Your lesson objective should include a measurable criteria. If your lesson is part of a unit, you should complete parts A, B, and C. If this is a stand-alone lesson, you should only complete part B. However, a strong lesson will include a discussion of what is occurring both before and after the lesson.

a.Previous lesson’s learning targets/objectives

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

c. Next lesson’s learning targets/objectives

**3. Students’ Baseline Knowledge**

Briefly describe the strategies used to identify students’ baseline knowledge and skills. As a pre-service teacher, that may include a conversation with the teacher and/or other stakeholders prior to the lesson.

**4. Formative Assessment (s)**

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

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

your students. In addition to the formative assessments you will use, describe how you will provide examples of quality work and

guides learners in examining their own thinking (self-assessment). Explain when and how formative assessments will be used

within the lesson. Include copies of all assessments and rubric used.

**5. Resources**

Identify the resources and assistance that will be needed for the lesson. Include internet links and copies of ALL class handouts,

presentations, and assessments.

**6. Lesson Procedures**

Describe the sequence of strategies/procedures and activities and assessments which help students attain the learning objective

and align with formative assessments.

Within this sequence, be sure to:

1. Utilize and identify a specific instructional strategy such a direct instruction, 5E, inquiry based instruction, etc. Include a strong introduction to gain student attention and summary or review of lesson.
2. Describe the differentiated strategies/activities and/or assessments designed to meet the needs and strengths of your students (refer to context)
3. Identify the questions you will use to promote higher order thinking, metacognition, and encourage discussion. Include key vocabulary.
4. Include a realistic time interval.

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

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

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

observer.

|  |
| --- |
| **Campbellsville University**  **School of Education** |
| **Source of Evidence: Lesson Plan** |
| **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Lesson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CU Course: \_\_\_\_\_\_\_\_\_\_**  **School/School District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Collaborating Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Ages/Grades Number of Number of Number of Number of**  **of Students Students in Students Gifted Students**  **\_\_\_\_\_\_\_\_\_ Class \_\_\_\_\_ having IEP \_\_\_\_ Students \_\_\_\_\_ having ELL \_\_\_\_\_**  **Lesson Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Unit Title (if applicable): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **1. Context: Describe the Students for which this lesson is designed (KTPS/InTASC 1A, 1B, 1E, 1G, 2, 3F, 6H, 7B, 8A, 8C)**  Identify your students’ backgrounds, special needs, cultural differences, interests, and language proficiencies. |
| **2. Learning Target (s)/Objectives (KTPS/InTASC 7A)**  **If this lesson is part of a unit, complete parts A, B, and C. If this is a stand-alone lesson, only complete part B.**  a.Previous lesson’s learning targets/objectives **(**Connect each target/objective to the appropriate state curriculum/content  area standards)    b.Current lesson’s learning target (s)/objective (s). (Connect each target/objective to the appropriate state curriculum/content  area standards)  c. Next lesson’s learning targets/objectives (Connect each target/objective to the appropriate state curriculum/content  area standards) |
| **3. Students’ Baseline Knowledge and Skills (KTPS/InTASC 4D, 7D)**  Describe and include the strategies used to establish students’ baseline knowledge and skills for this lesson. |
| **4. Formative Assessment (KTPS/InTASC 6B, 6D, 6F, 6G, 8B)**  Describe and include the formative assessment(s) and rubrics to be used to measure student progress during this lesson. |
| **5. Resources (KTPS/InTASC 1C, 4F, 4G, 5C)**  Identify the resources and assistance available to support your instruction and facilitate students’ learning. Include internet  links and copies of ALL class handouts, presentations, and assessments. |
| **6. Lesson Procedures (KTPS/InTASC 7A, 7C, 8E, 8F, 8I)**  Describe the sequence of strategies/activities/assessments that will be used to scaffold instruction, engage your students, facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students’ needs, interests, and abilities. |
| **7. Watch For \_\_\_\_\_**  If the lesson were observed what would like specifically like the observer to watch for: |

Addendum G

**Campbellsville University**

**School of Education**

**New Sources of Evidence at a Glance**

**2015 – 2016**

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

Addendum H

**Campbellsville University School of Education**

**Teacher Candidate Summative Evaluation: Form C**

**P-12**

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

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

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

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

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

Evidence:

Strengths/Growth Areas:

Overall Comments:

Addendum I

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

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

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

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

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

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

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

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

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

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

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

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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 |  |