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: Middle School - English**

**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 |
|  |  |
|  |  |

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

Face-to-Face Only  Online Only  Hybrid

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

Name \_Dr. Beverly Ennis\_\_\_\_\_\_\_\_\_\_\_\_ Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone \_\_\_270-789-5344\_\_\_\_\_\_\_\_\_\_\_\_ Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email \_\_\_bcennis@campbellsville.edu\_\_\_ 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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| * Candidates develop a Praxis Preparation Plan that includes study sessions and PPD seminars conducted by education faculty. * Candidates have opportunity to participate in the School of Education’s Paired Clinical program which is a co-teaching opportunity during student teaching in participating districts. * Candidates have opportunities to travel internationally more, with annual spring break trips to Belize. Other travel has been to Italy. In summer of 2017, a group is going to Ireland. Domestic trips the last two years have been taken to Washington, D. C. Travel experiences so far have involved engagement with students in schools. * For the literacy mandate, ED 351 and ED 361 have been revised to more closely meet ILA standards. |

Program Curriculum:

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

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

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| The EPP uses the curriculum guides as the primary method to communicate program details with each student and candidate. Please see our attached guides in the addendum.  ***\*Please see the*** [***5-9 English Curriculum***](#A) ***Guide addendum.*** |

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

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| ***Attached in*** [***Addendum B***](#B) ***is our CAP 2, Admission to Teacher Education Application***   1. 2.75 gpa or 3.0 on last 30 hours 2. Completed ED 102 and ED 210 or ED220 3. Passing scores on the CASE 4. Oral and Written Communication (ENG 111, 112 and MAC 120 or MAC 140)\* 5. Dispositions 6. Recommendation from department 7. Autobiography 8. CAP 2 Pre-Professional Growth Plan 9. Creativity Self-Assessment\* 10. Candidate interview or Video Demonstration\* 11. Commitment to Code of Ethics/Character & Fitness Review 12. 4C’s assessments |

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

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

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

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

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| The EPP has a field/clinical matrix that outlines all clinical experiences, including types and diversity of requirements. Each syllabus contains specific criteria for clinical hours and expectations for student interactions with diverse populations and in a variety of settings.  ***\*Please see the*** [***Teacher Education Handbook***](https://www.campbellsville.edu/education/files/2017/09/Teacher-Education-Handbook.pdf) ***and*** [***the EPSB form***](#C) ***created to document these required pre-student teaching experiences.*** |

**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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| Clinical experiences include planned, intentional field based experiences in all pedagogy courses prior to and during student teaching. A field matrix detailing these experiences is in [Appendix D](#D) and the syllabus for [ED 450](https://www.campbellsville.edu/education/files/2017/09/ED-450-Student-Teaching.docx) is available via the link.  During student teaching, candidates are placed for 16 weeks with one or two cooperating teachers, depending on their fields. They are required to complete an EPSB form documenting all required KAR clinical experiences. If their placements do not provide the experiences required, then they are permitted to seek other classrooms in which to get these experiences. The supervising teachers monitor the experiences.  Before the EPP recommends candidates for licensure or certification, they must have demonstrated a high standard of content knowledge in their fields and positive impact on P-12 student learning through the regular clinical observations and the CAP 4 requirements, that include the portfolio and an exit lesson taught before an exit team, consisting of a K-12 practitioner and an education faculty member.  The CAP 4 portfolio includes a copy of the candidates’ personal education philosophy and a classroom management plan that documents they understand the expectations of the profession. It is also aligned with the Kentucky Teacher Standards and other professional standards.The CAP 4 application requires documentation of re-commitment to the KY Code of Ethics for educators. The form has a section on the back that requires a signature re-confirming their commitment.  ***\*Please see the*** [***Student Teaching Handbook***](https://www.campbellsville.edu/education/files/2017/09/Student-Teacher-Handbook.pdf) ***for more specific details about these requirements.*** |

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

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

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| 1. Overall GPA of 2.75 or 3.0 on the last 60 hours. 2. Praxis Subject Assessments taken 3. Passing Grade for Student Teaching.    1. Portfolio based on KTS    2. Journal    3. Observations    4. Video    5. Dispositions    6. Attendance at seminars    7. Exit interview/demonstration 4. Check of EPSB requirements during student teaching   ***\*Please see the*** [***CAP 4 application***](#E) ***for more details regarding the exit requirements.*** |

Kentucky P-12 Curriculum Requirements

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

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

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| Lesson plans are developed and include references to specific academic standards in objectives. In early course work the emphasis is on introduction to and including KAS in lesson plans. Courses later in the program require lessons be taught. The lesson plans are evaluated to assure correct KAS are being used at the appropriate developmental level and instructional practices and student activities match standards. In most cases, the lessons are observed by field placement teachers who complete an Observation Evaluation of the lesson. |

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

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| Candidates in all education courses learn to use the Sources of Evidence currently being used by KTIP. They are required to base their lessons and units on the KAS. Each course requires either a lesson or unit that is taught in the P-12 setting and that incorporates the KAS. In the assessment class, candidates learn about KY’s Assessment System (K-PREP). |

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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| Lesson plans are required in methods courses and utilize the KTIP document formats. These include lesson plans and reflections of taught lessons. A unit is required for the CAP 3 portfolio and includes student created assessments, as well as samples of student work. The CAP 4 exit portfolio requires multiple lessons and a TPA using the KTIP forms and evaluations by univesity supervisor and cooperating teacher using a rubric around the ten Kentucky Teacher Standards are included.  ***\*Please see*** [***the Sources of Evidence ‘At a Glance’***](#F)***.*** |

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 in all education courses learn to use the Sources of Evidence currently being used by KTIP to create formative and summative assessments. They are required to base their lessons and units on the Kentucky Academic Standards (KAS). Each course requires either a lesson or unit that is taught in the P-12 setting, that incorporates the KAS. In the assessment class, candidates learn about KY’s Assessment System (K-PREP). Candidates are required to include examples of assessments in their CAP 3 and CAP 4 portfolios, including samples of student data analysis from the assessments. The assessment course includes discussion and analysis of school K-Prep and EOC results from data made available on the KDE website.  Candidates in the 5-9 English program 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. For the portfolio, KTS 5, Assessment, requires candidates to present evidence of ability to develop formative and summative assessments, including those used for self assessment and incorporation of technology into assessment. KTS 7, Reflection, requires candidates to reflect on student learning as a result of the lesson and/or unit. |

Courses

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

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

# Clinical Educators

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

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

# Key Assessment Areas

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

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

# Align to Standards

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

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

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

# Evidence and analysis

# Repeat this section for each assessment

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

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| **Assessment Title:**  **#1 Content Assessment – ETS – Praxis Subject Assessment Middle Grades English Language Arts** |
| **Assessment description:**  The Praxis subject assessment, Middle Grades English Language Arts, Code 5047, is the state mandated assessment for content knowledge for this program. The Praxis tests are used as a major tool to assess candidates’ content knowledge.  Praxis 5047 is a 160 minute exam, consisting of 110 selected-response questions and two constructed response questions.  The selected response section accounts for 75% of the total test score and include single selection multiple-choice questions with four choices, plus some questions with innovate questions types.  The 5047 exam measures examinees’ skills and knowledge of concepts relevant to four content categories:   1. Reading (46% of the exam) 2. Language Use and Vocabulary (11% of the exam) 3. Writing, Speaking and Listening (18% of the exam) 4. English Language Arts Instruction (25% of the exam)   The exam is aligned to the Common Core State Standards, and informed by the Early Adolescence/English Langauge Arts Standards of the National Board for Professional Teaching Standards (NBPTS) and developed by the National Council for the Teachers of English and the Council for the Accreditation of Educator Preparation (CAEP). |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  This is a mandated, external assessment, that supports the criteria in the respective SPA as noted in the previous section. The test specifications address the KTS as noted below:  **Candidates will demonstrate mastery of the following content to plan and implement lessons and units during clinical hours and for the captsone CAP 3 and exit portfolios.**   * **Category 1-Reading (KTS 1, 2)**   + **General knowledge about** major works, authors and contexts of the U.S, British and World literature appropriate for adolescents     - defining characteristics of literary genres     - definining characteristics of major subgenres   + **Literature:** supporting literal and inferential interpretations of a literary text, how theme is developed, how literary elements contribute to a text, how word choice contributes to the meaning and tone of a text, how poetic devices and structure contribute to the meaning of a poem, and literacy skills that support active reading of a literary text.   + **Informational Texts and Rhetoric**: how to support literal and inferential interpretations of information text; organizationsl patterns to devleop a central idea in an informational text; how word choice contributes to meaning and tone of informational text; how authors convey purpose and perspective in informational text. * **Category 2 Language Use and Vocabulary (KTS 1, 2, 4)**   + **Conventions of standard English** grammar, usage, syntax and mechnaics, sentence types, verb tense and punctuations; uses of affixes, context and syntax, use of print and digital reference materials, variation in dialect and diction. * **Category 3 Writing, Speaking and Listening (KTS 1, 2, 4)**   + **Characteristics of types of writing,** how effective writing is appropirate for the task, purpose and audience, charateristics of clear and coherent writing, effective research practices, effective delivery of a speech or presentation, methods authors use to appeal to an audience, effective written arguments, * **Category 4 English Language Arts Instruction (KTS 1, 2, 3, 4, 5, 6, 8)**   + **Research based approaches** to support languate acquisition and vocabulary of diverse learners; techniques for instructing students to participate in productive collaborative discussion, how to communicate effectively and appropriately using technology; research based group and differentiated instruction to meet objectives; how to choose texts based on student ability and interests, strategies for teaching adolescent reading; approaches to teach components of writing; formative and summative assessment; how to incorporate student input into curriculum and assessments. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  For this subject assessment, due to low numbers of 5-9 English candidates annually, data for nine completers over the past five years have been analyzed, as follows:   * 2015-16 0 * 2014-15 2 * 2013-14 1 * 2012-13 3 * 2011-12 3   All nine of the 5-9 English Language Arts completers passed their exams for this field. During the four years represented by these data, there were different forms of the exam taken.  During these years, there were three forms of the Praxis exam: Praxis 5047, 5049 and 0049.    The ETS national medians and average performance range varied slightly among forms:   * 2014-15 5047 -a median of 163 and a range of 153-173 * 2013-14 5049 -a median of 175 and a range of 163-185. * 2012-13 0049 - a median of 175 and a range of 163-185. * 2011-12 0049 - a median of 174 and a range of 163-185.   According to the data for these nine students, compared to the medians and average performance ranges, five of the candidates scored in the 3rd quartile and four in the 2nd quartile. The mean for all nine candidates was 171 with a range of 160 to 179. For all canddiates but one, the passing score for their form of the exam was 158 while for the student who took the 5047 exam in 1516, the passing score was 164.  With all nine of the candidates passing their subject assesments for this field, the data support and validate their ability through the progressions of this program. They demonstrate the content necessary to teach the middle grades English field. With over half of them scoring in the upper levels of the 3rd quartile, those data offer further support of this interpretation.  ***\*The medians and average performance ranges are computed on the basis of everyone who took the exams nationwide from a three year period and are available in the Understanding Your Praxis Scores documents published through ETS for each year.*** |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  No rubric attached, the passing scores are determined by EPSB.  <http://www.ets.org/praxis/ky/requirements> |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  ETS has provided a link to their Technical Manual that includes reliability estimates and a description of the content-related validity evidence underlying Praxis tests.  <https://www.ets.org/s/praxis/pdf/technical_manual.pdf> |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**  Up to this point, the data have mainly been used to ensure that candidates pass their Praxis content exams, achieving the cut score on their exam and maintaining an 80% passrate per program and overall. When students have not passed their exams, then an analysis of the category scores occurred to help the candidates know what on which to focus for extra review. So basically, the data were used for program effectiveness and also for remediation if needed.  In light of more recent uses, the EPP is beginning to focus more on first time pass rate and also in which stanine candidates score. |
| **Assessment #2: Other Assessment of Content Knowledge**  **Title: CAP 4 GPA** |
| **Assessment description:**  Candidate GPA is utilized at all CAPs including CAP 4, program completion in order to demonstrate that the candidate has completed program experiences at a sufficient level to practice effectively as a beginning teacher. Grades are routinely used at all levels in education and are accepted predictors of future performance (Soh, 2011; Jones, J., McDonald, C., Maddox, A., & McDonald, S., 2011; Harrell, P., Harris, M., & Jackson, J., 2009).  GPA also documents other candidate qualities not measured by more formal assessments such as giftedness, organization, work ethic and quality of interactions with others (Dickinson & Adelson, 2016; Jones, J. et. al, 2011).  Bradley, Sankar, Clayton, Mbarika and Raju (2007) found that students with higher GPAs perceived they had increased capability of using higher order thinking skills that lead to complex abilities such as integrating and evaluating.  **References**  Bradley, R., Sankar, C., Clayton, H., Mbarika, V., & Raju, P.  (2007).  A study on the impact of       GPA on perceived improvement of higher order cognitive skills.  *Decision Sciences Journal*  *of Innovative Educatio*n, 5(1), 151-167.  Dickinson, E. & Adelson, J.  (2016).  Choosing among multiple achievement measures.  *Journal*  *of Advanced Academics*, 27(1), 4-15.  Harrel, P, Harris, M., & Jackson, J.  (2009).  An examination of teacher quality variables with        passing state content tests.  *Journal for the Association of for Alternative Certification*, 4(2),        18-40.    Jones, J., McDonald, C., Maddox, A. & McDonald, S.  (2011).  Teacher candidate success       on state mandated professional tests:  On predictive measure.  *Education*, 131(4), 905-920.  Soh, K. (2011).  Grade point average:  What’s wrong and what’s the alternative?  *Journal of*  *Higher Education Policy and Management*, 33(1), 27-36.  **---------------------------------------------------------------------------------------------------------------------------------**  The minimum GPA requirement to successfully exit the program is 2.75 GPA at CAP 4.  Candidates may not have any grade below a C in any education course or course for the major. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.  Each of the *Kentucky Teacher Standards and indicators* is assessed in this program formatively and summatively through a variety of course assignments as listed in each syllabus. These include, but are not limited to, lessons, units, field/clinical experience reflections, exams, presentations, papers, projects and portfolios before and after student teaching. Rubrics consisting of all of the indicators are used to evaluate the portfolios at CAP 3 and CAP 4. A final grade for student teaching, for instance, consists of points accumulated from all student teaching assignments. The grade for each assignment is combined and averaged with grades on all of the other formative and summative assessments in the courses to determine an overall grade for the course.  Each standard and indicator is assessed formatively and summatively in assignments and assessments designed to measure them and to quantify performance into a GPA.  Grades in each education course required for 5-9 English program are based on specific assignments aligned with the standards. Each syllabus includes alignment matrices that display the respective standards addressed in each course and assignment. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  The 5-9 English CAP 4 GPA for the same nine students over the five year period show that the   * Overall GPA mean is 3.53 * Major GPA is 3.54 * Professional GPA is 3.67   All GPAs were well above the 2.75 state and university requirement for program completion. The overall means were above the 3.45 overall GPA for all CU CAP 4 exiting candidates over the last three years. Therefore, the GPA data support and validate the canddiates’ ability as they progress through and exit the programs. |
| **Provide a link to the assessment scoring guide or rubric.**  Below is a list of education courses required for the 5-9 English program and their respective grading scales. Grades in each education course are based on specific assignments aligned with the standards.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Course Number** | **A** | **B** | **C** | **D** | **F Below** | | ED 220 | 90 | 80 | 70 | 65 | 65 | | ED 300 | 90 | 80 | 70 | 65 | 65 | | ED 310 | 90 | 80 | 70 | 65 | | ED 325 | 93 | 83 | 73 | 60 | 60 | | ED 351 | 92 | 82 | 72 | 62 | 62 | | ED 361 | 92 | 82 | 72 | 65 | 65 | | ED 390 | 92 | 84 | 74 | 65 | 65 | | ED 414 | 92 | 84 | 74 | 65 | 65 | | ED 450 | 90 | 80 | 70 |  | 70 | | **Mean** | **91.22** | **81.67** | **71.67** | **64.00** | **64.63** |   The overall percentages for each grade category are above the traditional 90-80-70 model for grading scales (except for Ds and Fs categories which are slightly below the traditional scales). |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  Several studies support the reliability and validity of decisions made based on GPA.   Bacon and Bean (2006) studied the reliability and validity of the cumulative GPA and determined the reliability to be “quite high” (p.38).  They recommended when using GPA in research, for reliability and validity purposes using the overall GPA as opposed to program only GPA.  This coincides with a study commissioned by the New Jersey State Board of Education (2007) which found that use of the overall GPA was more reliable and valid than a single year GPA or a major or content area GPA.  The National Education Association (NEA) described GPA as a more reliable predictor of future student success than other assessments because it “…capture[s] content, knowledge, and skills critical to success, such as perseverance and self-control” (n.d., p. 1).   In addition, GPA is considered a valid predictor of future success (Herrera & Blair, 2015).  Love, Holter, and Krall (1982) found GPA to be a “significant predictor” of success on the comprehensive examination for a medical professional program at West Virginia University and the Board of Registry examination.  References:  Bacon, D. & Bean, B.  (2006).  GPA in research studies:  An invaluable but neglected opportunity.  *Journal of Marketing Education*, 28(1), 35-42.  Herrera, C. & Blair, J.  (2015).  Predicting success in nursing programs.  *Research in Higher Education*,       28, 1-8.  Love, B., Holter, J., & Krall, J.  (1982).  Validity of grade point average as a predictor of student success.  *Laboratory Medicine*, 13(3), 186-194.  National Education Association.  (n.d.).  Indicators of future success:  GPA and noncognitive skills.       Retrieved from: <https://www.nea.org/assets/docs/Indicators_of_Success-BGH_ac5-final.pdf>.  New Jersey State Board of Education.  (2007).  *Summary of Grade Point Average Research*.  Retrieved        From:   [*www.state.nj.us/education/sboe/meetings/2007/.../GPA%20research%20discussion.doc*](http://www.state.nj.us/education/sboe/meetings/2007/.../GPA%20research%20discussion.doc) |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**  Within consideration of the GPA research provided previously, the GPAs at CAP 4 for these students demonstrate that the candidates in this program are meeting and exceeding the minimum GPA set by the EPSB for program completion-2.75. All of the students exceed the minimum GPA at program exit so the interpretation of the data indicates that the students have a solid background knowledge in both their content and their pedagogy courses. |
| **Assessment #3: Assessment of Professional Capabilities**  **Title: Praxis PLT Exam** |
| **Assessment description:**  Middle grades majors take the Principles of Learning and Teaching: Grades 5-9 Code 5623 and must achieve a passing score of 160. During the last three cycles of data, the code changed from the paper based exam with 0623 to the computer based exam with a code of 5623. However, the basic content has not changed even though the set score is now 160 compared to 161 for the paper edition.  The Praxis subject assessment, Principles of Learning and Teaching Grades 5-9 (5623) is the state mandated assessment for pedagogical knowledge in the middle grades program. It is a two hour exam with 70 selected response questions and four constructed response questions.  **The exam has five categories:**   1. Students as Learners (22.5%) 2. Instructional Process (22.5%) 3. Assessment (15%) 4. Professional Development, Leadership and Community (15%) 5. Analysis of Instructional Scenarios (25%)    1. Students as Learners    2. Instructional Process    3. Assessment    4. Profesional Development, Leadership and Community   **Category 1: Students as Learners** includes   * **Student development and learning,** such as the theory about how students learn, fundational theorists, learning theories, stages in each domain of human development, how learning theory and human development impact instruction. * **Students as diverse learners,** variables that affect how students learn and perform, areas of exceptionality, legislation related to students with exceptionalities, traits,behaviors and needs of gifted students, process of English language acquisition, accommodating students with exceptionalities. * **Student motivation and learning environment,** such as foundational theorists, foundational motivation theories, classroom management, development of self motivation.   **Category 2: Instructional Process** includes   * **Planning instruction,** such as state and national standards, educational theories, scope and sequence, resources for planning enrichment and remediation, role of resources and materials to support student learning. * **Instructional strategies**, such as cognitive processes associated with learning, different instructional models, instructional strategies for each model, direct instruction, independent instruction, experiential and virtual instruction, encouraging complex cognitive processes, instructional activities for those complex processes, strategies for supporting student learning, self regulation skills, grouping techniques, instructional objectives and strategies, reflection, different types of memory and implications. * **Questioning techniques,** such as effective questioning, uses of questioning, strategies for supporting students in articulating their ideas, methods for encouraging higher levels of thinking, strategies for promoting a safe and open forum for discussion. * **Communication techniques**, such as various verbal and nonverbal communication modes, how culture and gender affects communication, how to use various communication tools to enrich the learning environment, effective listening strategies.   **Category 3: Assessment** includes   * **Assessment and evaluation strategies,** such as formal and informal assessment, different types of assessment, how to create assessments to meet instructional format, how to select from a variety of tools to evaluate student performance and student self assessment and peer assessment. * **Assessment tools,** such as standardized texts, norm and criterion referenced tests, terminology and holistic and analytic scoring   **Category 4: Professional Development, Leadership and Community** includes   * Awareness of various professional development practices and resources * Implications of research, views, ideas and debates on teaching practices * Role of reflective practice for professional growth * School support personnel who assist students, teacher and families * Role of teachers and schools as educational leaders in the greater community * Basic strategies for developing collaborative relationships * Implications of major legislation and court decisions relating to students and teachers. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.  **The Praxis Principles of Learning and Teaching exam for Middle Grades English certification, Exam 5623,**  has five categories of questions:   1. Category I, Students as Learners, is 22.5% of the exam and score. 2. Category II, Instructional Process, is 22.5% of the exam and score. 3. Category III, Assessment is 15% of the exam and score and 4. Category IV is Professional Development, leadership and Community is 15% of the exam and score. 5. Category V is analysis of Instruction and 25% of the exam and score.   All of these categories holistically meet the following KTS standards and indicators as follows:  **KTS 1 Content: 1.1, 1.2, 1.3, 1.4. 1.5** are met when candidates plan and implement instruction for lessons and units during course work, clinical experiences and student teaching for Praxis PLT Categories I, II, III, V.  **KTS 2 Plan: 2.1, 2.2, 2.3, 2.4, 2.5** are met when candidates plan and implement instruction for lessons and units during course work, clinical experiences and student teaching for Praxis PLT Categories I, II, V.  **KTS 3 Climate: 3.1, 3.2, 3.3, 3.4, 3.5** are met when candidates implement instruction for peer lessons, clinical lessons and student teachers and in Praxis PLT Categories I, II, III, V.  **KTS 4 Implement: 4.1, 4.2, 4.3, 4.4 and 4.5** are met when candidates implement instruction for peer lessons, clinical lessons in P-12 settings and during student teaching. These experiences meet Praxis PLT Categories I and II.  **KTS 5 Assessment: 5.1, 5.2, 5.3, 5.4, 5.5, and 5.6** are met when candidates plan assessments for lessons and units, implement them and then analyze student learning data. These experiences meet Praxis PLT Categories III, IV  **KTS 6 Technology: Indicators 6.1, 6.2, 6.3, 6.4 and 6.5** are met when candidates develop projects in ED 310, plan lessons and units during courses, clinical experiences and student teaching. These are met in Praxis PLT Categories I, II, III, V.  **KTS 7 Reflect/Evaluate: Indicators 7.1, 7.2, 7.3** After students implement instruction, they are asked to complete a lesson or unit reflection that meets this standard at the indicator level. These experiences meet Praxis PLT Categories I, II, III and V.  **KTS 8 Collaboration: Indicators 8.1, 8.2, 8.3, 8.4** is part of Praxis PLT Category IV and is met when students plan collaboration projects to improve student learning, especially during student teaching.  **KTS 9 Professional Development: Indicators 9.1, 9.2, 9.3, 9.4** are infused in Praxis PLT Category IV and are met when students complete their PPGP (Pre-Professional Development Plans) at CAP 2 and 4.  **KTS 10 Leadership: Indicators 10.1, 10.2, 10.3, 10.4** are included in Praxis PLT Categories IV and V and are met when canddiates develop a leadership plan to implement during student teaching |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  **Praxis Middle Grades PLT Exam Code 5623**  The passing score on the PLT was 160 for all years of data, except 2012-13, when the passing score was 161.   * For 2014-15, the ETS national median score was 174 with an average performance range of 166-180 and 167-181. * For 2013-14, the ETS national median score was 173 with an average performance range of 165-180. * For 2012-13, the ETS national median scores and average performance range for 5623 were not set for 5623; for 0023 they were 172 and 165-178 respectively. * For 2011-12 the median was 172 and the range was 165-178.   Utilizing data for the same nine students, the overall mean for all nine 5-9 English candidates is 175, well above the 160/161 required for passing the exam. Of these nine students, two scored in the 4th quartile and three in the 3rd quartile. So over five of the nine candidates scored above the 50% percentile on the Praxis PLT exam. |
| **Provide a link to the assessment scoring guide or rubric.**  Not applicable for Praxis exams. The passing scores are determined by the EPSB. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  ETS has provided a link to their Technical Manual that includes reliability estimates and a description of the content-related validity evidence underlying Praxis tests.  <https://www.ets.org/s/praxis/pdf/technical_manual.pdf> |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**  Previously, the data have mainly been used to ensure that candidates pass their Praxis content exams, achieving the cut score on their exam and maintaining an 80% passrate per program and overall. When students have not passed their exams, then an analysis of the category scores occurred to help the candidates know what on which to focus for extra review. So basically, the data were used for program effectiveness and also for remediation if needed.  However, there are now two additional uses for the data and those involve first time pass rates and in which quartile candidates score. The EPP is exploring how to track the number of attempts of students and have been able to locate on the ETS website the Understanding Your Praxis Scores document that lists the national medians and average performance ranges for each of the exams. This document will be helpful in determining the quartiles for candidates. |
| **Assessment #4: Clinical Experiences Measure of Teaching Proficiency**  **Title: CAP 4 Summative Form C**  Form C is a summative document completed by the cooperating teacher and supervising teacher during a final meeting. |
| **Assessment description:**  Teacher Candidate Summative Evaluation Form Crequires a holistic score of 3, 2, or 1 on each of the Kentucky Teacher Standards, resulting in a possible score of 30 points. The cooperating teacher and supervising teacher collaboratively complete the form based on their observations and the cooperating teachers’ daily interactions with the student teacher. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.  Summative Evaluation Form C is based on the student teachers’ performance on each of the four observations by the cooperating teacher and the supervising teachers, a total of eight observations. It is also based on the journal and the CAP 4 portfolio. All of these assessments require evaluation of the student teacher by the KTS indicators. This form, however, is holistic resulting in a score for each KTS.  The cooperating teacher and the supervising teacher determine the holistic scores based on the KTS indicator scores on the other assessments. Therefore, all of the KTS indicators feed into these final Form C scores. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  Of the nine candidates, over five years, included in the data from Summative Form C, three of the candidates did not have a Summative Form C. Graded student teaching did not occur during the 2011-12 academic year, as it actually began during the 2012-13 academic year.  Therefore, there’s six sets of data from Summative Form C. A majority of the students scored a 3 for each of the 10. KTS on this Summative form. Three of the candidates scored a 3 on all 10 KTS.  There were two 2s for KTS 5, Assessment and one 2 for KTS 6, Technology and one 2 for KTS 4, Implementation. However, both 2s and 3s are considered acceptable on this Summative Form.  Therefore, the data from Summative Form C for these candidates supports/validates their ability through the progression of this program. This particular form is a final form used during a final meeting for each placement for student teaching so the data represent an end of program review of candidates’ ability. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  ***\*Please see the attached*** [***Summative Form C***](#G) ***and the*** [***Student Teaching Observation Form A***](#H)***.*** |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  Since this assessment is based on the KTIP forms developed by the EPSB (for KTS), it is considered proprietary by CAEP and therefore, it is not necessary to establish the reliability and validity of this assessment. It is being replaced with a Final Summative form based on the InTASC standards soon. |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**  The data for the middle grades English candidates are used to monitor matriculation through the program, particularly at the end of student teaching. The data are used to provide feedback to the candidates on their performance. In the event a candidate receives a one on a KTS, then measures are undertaken to either extend student teaching or have the candidates meet the standard through another plan.  The collective data are used for program evaluation. The overall data provide insight into how candidates are performing in this particular program. Patterns in the data can reveal growth areas that need action plans. These data revealed that two out of six students received a 2 on KTS 5, assessment, so we will continue to monitor how future candidates perform on KTS 5 to see if there is a continued need for that standard. |
| **Assessment #5 Measure of Candidate Assessment Proficiencies**  **Exit Portfolio scores for KTS 5, Assessment and KTS 7,** **Reflection** |
| **Assessment description:**  The exit portfolio includes KTS 5, Assessment that requires student teachers to include a minimum of five different forms of formative and summative, created and designed by the candidate. Student work samples are to be included with three of the five selected entries. Scoring guides and rubrics are required when appropriate. The entries may come from the TPA assessments with rubrics, scoring guides and documentation of ability to analyze data.  KTS 7 Requirements in the exit portfolio are part of the TPA and involve post observation reflections and analysis of student learning results for the unit. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.  The rubric used to evaluate KTS 5, Assessment and KTS 7, Reflection, includes all indicators for all 10 KTS. Half of the students scored a 3 and half a 2 on KTS 5; four students scored a 3 on KTS 7, three scored a 2 and one scored a 1.  The policy in the SOE is that a candidate must revise his/her portfolio for any KTS that has a 1. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  According to the exit portfolio data for KTS 5 and 7, these middle grades English majors scored 2.50 for KTS 5 and 2.38 for KTS 7 which were lower than the other KTS, except KTS 10.  However, on a 3 point scale, both scores were above the minimum acceptable, indicating that the candidates possess the ability to develop a variety of formative and summative assessments and analyze and reflect on student learning. |
| **Provide a link to the assessment scoring guide or rubric.**  ***\*Please see the*** [***KTS Portfolio rubric***](#I)***.*** |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  The KTIP documents have been determined, through CAEP’s early review of assessments, to be proprietary since they were developed by the EPSB for use with first year teachers. However, the reliability is being further ensured through use of inter-rater reliability. |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**  The data from the exit portfolio for these two standards are critical for positively impacting student learning. The EPP uses the data to monitor candidate progression; after the exit portfolios are evaluated by P-12 administrators, then candidates have an opportunity to revise any KTS that has a 1 holistic score or a 1 holistic on the whole portfolio. The data are also used to monitor program effectiveness, to identify strengths and growth areas for the program. In this case, since KTS 7, Reflection was lower than all but one KTS, then there are concerns with the overall performance of the candidates and that particular area would become a growth area.  The EPP has a Program Improvement Plan (PIP) each year that captures growth areas for the EPP as well as individual programs. |
| **Assessment #6: Ability to identify/evaluate & stipulate personalized Student Learning**  **CAP 4 Teacher Performance Assessment (TPA) in the Exit Portfolio** |
| **Assessment description:**  The TPA in the exit portfolio involves KTS 1, 2, 4, 6 and 7. It is an instructional unit taught during the capstone clinical experience of student teaching. Candidates must follow the unit guidelines as required in the unit Sources of Evidence. The TPA unit is composed of the following Sources of Evidence and must contain a minimum of three lesson plans:  Source of Evidence 1.1: Unit Guidelines  Source of Evidence 1.2: Unit Assessment Plan with a pre test, analysis of pre and post tests  Source of Evidence 1.3: Design of Instructional Activities  Source of Evidence 2: Lesson Plans  Source of Evidence 4: Post Observation Reflections for lessons taught  Source of Evidence 1.4 Organizing/Analyzing Results for Unit  Source of Evidence 6: Records and Communication  Source of Evidence 9: Student Voice |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.  The rubric used to evaluate the TPA is a KTIP document based on the KTS so all of the indicators for KTS 1, 2, 4, 6 and 7 are evaluated as a result of these TPA artifacts in the exit portfolio. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  The overall mean for all five years of data for KTS 1, 2, 4, 6 and 7 is a 2.75 which is high on a 3 point scale. The holistic scores ranged for all candidates from a high of 3.00 (KTS 1) to a low of 2.38 (KTS 7).   * KTS 1: 3.00 * KTS 2: 2.75 * KTS 4: 2.75 * KTS 6: 2.88 * KTS 7: 2.38   KTS 1 Content, KTS 2 Planning, KTS 4 Implementing, KTS 6 Technology and KTS 7 Reflection data all show the candidates performing at a high level, as demonstrated by their TPA during student teaching. |
| **Provide a link to the assessment scoring guide or rubric.**  ***\*Please see the*** [***KTS portfolio rubric***](#I)***.*** |
| **Discuss how the reliability and validity of this assessment have been established and supported.**  The KTIP documents have been determined, through CAEP’s early review of assessments, to be proprietary since they were developed by the EPSB for use with first year teachers.  For inter-rater reliability, the EPP has begun double scoring of portfolios and developed a training program for faculty at the CAP 3 assessment point to develop basic understandings prior to portfolio scoring. The EPP is also considering a plan for ensuring reliability at the exit level with P-12 partners evaluating the portfolios. |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**  As revealed in the previous assessment category, KTS 7 is showing up as an area of growth. Although it is above the minimum of a 2, it is lower than almost all of the other KTS. The data from this assessment category are used to monitor candidate progression and program quality. Candidates whose scores are lower than desired are asked to revise, sometimes they are asked to extend student teaching or some other plan for another opportunity to demonstrate proficiency.  Over time, if the data continue to show that certain KTS consistently are lower than the others, then steps are taken to create an action plan, add it to the Program Improvement Plan and take definitive action. |
| **Assessment #7: Application of Content Knowledge and Pedagogical Skills (Instructional Practice)**  **Title: CAP 4 Exit Portfolio TPA**  **See assessment category #6.** |
| **Assessment description:**  See assessment category #6. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.  See assessment category #6. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  See assessment category #6 |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  See assessment category #6. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  See assessment category #6. |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**  See assessment category #6. |
| **Assessment #8: Assessment of Literacy Outcomes**  **Final grades in ED 351 Reading and ED 361 Language Arts, the two courses included in the literacy plan** |
| **Assessment description:**  Two courses, ED 351 Reading P-9 and ED 361 Language Arts P-9 have been identified as demonstration of the literacy outcomes. ED 351 is focused more on basic reading skills whereas ED 361 is focused on language arts in general plus an additional focus on content literacy. All assignments in the courses are identified as demonstration of the literacy outcomes. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.  The syllabi for ED 351 and ED 361have alignment matrices for the Kentucky Teacher Standards and the International Literacy Standards. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  ***ED 351 and ED 361 were revised substantially to fulfill the requirements of the content literacy mandate for middle grades candidates. The courses were offered, revised for the first time during the fall of 2016. Therefore, data are limited for this key assessment. Although the courses were revised, the original syllabi were aligned with ILA standards.***  **ED 351 Reading P-9** has the following assignments listed in the syllabus. Please see the syllabus for specific information on the assignments and the points assigned.   * Exams * Learning Log Article Critiques * Read Aloud * Daily 5 Article Critique * Field/PPD experiences * Children’s Story * Quality Performance Inventory (QRI) with a struggling reader * Opinion Paper   During the fall of 2015, there were no middle grades English majors in ED 351. During the spring of 2016, there were three middle grades English majors in ED 351. Two of the students earned A’s in the course and one a B-. Their percentages of total points were 98%, 82% and 96% respectively.  During the fall of 2016, there was only one middle grades English major and she earned an A with 98% of the total points for the class.  **ED 361 Language Arts P-5** has the following assignments listed in the syllabus. Please see the syllabus for specific information about the assignments and the points assigned.   * Exams * Textmasters group activity * WebQuest in Reading * Unit of Study * Field/PPD hours * Field Collaboration Project   **The newly revised ED 361 Language Arts P-9** only has one semester of grades from which to draw for fall 2016 since major revisions for the literacy mandate. There was only one middle grades English major in the class and she earned a B, with 91% of the total points for the class.  **The previous edition of ED 361** had two students who were middle grades English majors in the spring of 2015. One made an A at 94% and one made a B at 90% of the total points. There were no middle grades English majors in the course for fall of 2016.  Overall, the students in both classes did well, eithr scoring an A or a B for the class, thus demonstrating that they achieved well with the content and varied experiences in the course. Their grades validate and support their progression through the program. |
| **Provide a link to the assessment scoring guide or rubric.**  Plesae see the syllabi for [ED 351](https://www.campbellsville.edu/education/files/2017/09/ED-351-Reading-Methods-P-9.docx) and [ED 361](https://www.campbellsville.edu/education/files/2017/09/ED-361-Language-Arts-Methodology.docx). Both syllabi include rubrics for the major course assignments. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  For content validity, care has been taken to align the assessments in the courses with the state and national standards. Please see the alignment matrices in each syllabus. For reliability, currently there is only one professor teaching each course, so there are no issues with inter-rater reliability. However, rubrics have been developed for the key assessments, based on the standards, to ensure more consistent evaluation of the course assignments.  ***Please also see Assessment Category #2 for discussion of use of grades and GPA.*** |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**  The data from these literacy based courses illustrate that the middle grades English majors have done well with the content and experiences in these classes.  The grades in the classes factor into the candidates’ overall GPA and link back to the use of GPA data presented in Assessment #2. The data from the individual classes are used by the professors to not only assign grades but to analyze overall effect of the instruction, as any professor analyzes student performance data.  The data are also used to determine how well students are meeting the literacy standards in the International Literacy Association standards, holistically. The rubrics for the individual assignments provided insight into the specifics on those standards.  Over time, patterns in the data may be noted, especially when there are more students and a larger and more significant number of candidates from which to draw some interpretations. |

# 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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| The EPP reviews assessment data on a regular basis. Each May, there is a School of Education working retreat that includes at least half a day of data analysis. This past May, faculty were divided into program groups to review data for their respective programs and develop action plans for any areas of concern.  The EPP plans to extend data analysis sessions to three times a year, now, which will continue to include the May retreat, the fall workshop and a final December meeting.  **Holistic summary of all eight assessments:**  Overall, the candidates in the 5-9 English program are achieving passing scores on their Praxis exams. The data reveal that the mean scores for the 5-9 English candidates are above the national medians and in the upper range of the national average performance ranges. Although the pass rates are 100% and most of the means are above the national medians, there are candidates who score, though passing, in the top three quartiles. The preference is that they all score at least at the 3rd and 4th quartile levels.  The gpa data reveal that the 5-9 English candidates are doing well in their overall academic performance for the program, well above the 2.75 necessary for program entry and exit.  Data from summative Form C show that the 5-9 candidates are completing student teaching with high scores. A concern for KTS 5 and 7 was identified as the lowest of the KTS but still above the minimum required.  Data from the exit portfolio, KTS 5 and 7, regarding assessment, reveal that the 5-9 English candidates have a solid understanding of the process of assessing and reflecting on student learning with scores for KTS 5 Assessment and KTS 7 in the upper levels of the three point scale. As noted in the previous paragraph, these two standards were the lowest although they were still passing.  Additional data from the exit portfolio, especially the TPA, illustrate that the 5-9 English candidates demonstrate a strong ability to identify/evaluate and stipulate personalized student learning.  In terms of literacy outcomes, the final grades from two courses, ED 351 and ED 361 reveal that a majority of the students performed at the A and B levels in those classes and are, therefore, meeting the ILA standards. |

**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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| In previous years, the EPP has monitored candidates’ scores on Praxis throughout the academic year in an attempt to provide assistance. In an attempt to assist all of our candidates, we have also purchased study guides and flash cards for candidates to use across all programs. In addition, we have scheduled PPD sessions devoted specifically to one or more of the subject assessments.  After analyzing the current data from all of the key assessments for the 5-9 English program, we have selected the Praxis exams, again, as our focus area and identified some steps to be taken that we think will contribute to improved performance on the Praxis exams. Though the 5-9 Engish completers have passed the exams at the 100% level, we would prefer that they pass at a higher rate on the first attempt and also score above the median. We will begin tracking how well they do on the first time pas rates. Those data were not included in these eight data analyses, but have been a recent concern.  So our objectives will be to increase not only first time pass rates but also increase the overall performance on the Praxis exams. We will achieve this by :   * Tracking first time pass rates on all five Praxis exams * Focusing more on the Praxis content throughout the program in an attempt to improve the scores of students. * Requiring a Praxis study book to be used in methods courses.   Another major area of concern that we will monitor will be performance on KTS 5 and 7, as we continue to analyze data to identify areas of concern.  As a result of this most current data analysis session, we will continue to reflect on the assessments selected for each assessment category and also include the indicator scores for the portfolios in the analyses rather than holistic scores for each KTS. We will also begin examining the category scores for each of the Praxis exams to see if programmatic changes are necessary. |

# Option 6

**NOT APPLICABLE**

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

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

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| (Provide a narrative here) |

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

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

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

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

***Campbellsville University School of Education***

**TEACHER EDUCATION PROGRAM**

**CURRICULUM GUIDE SHEET**

**5-9 Certification with English Option 1** 05/10/2017 Revised

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

Gender: M F Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SSN#\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Telephone Number \_\_\_\_\_\_\_\_\_\_\_\_E-Mail Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester/Year admitted (SOE) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

PRAXIS Middle School English (5047) \_\_\_\_\_\_\_ (164 passing) Date Taken\_\_\_\_\_\_\_\_\_\_\_

PRAXIS PLT Exam (5623) \_\_\_\_\_\_\_ (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.

**Reminders:** A minimum overall GPA of 2.75 is required for admission to and continuation in the educator preparation program. A C or better is required in all courses on Curriculum Guide. A CAP 4 portfolio of satisfactory evidence for all KTPS/InTASC standards is required for program exit at CAP 4.

|  |  |
| --- | --- |
| **Professional Courses**  **36 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: 12 hours**  Sem/Year Grade  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 351 Reading Methodology, P-9 (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 361 Language Arts Methodology, P-9 (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 390 Assessment & Instructional Strategies (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 414 Classroom Management (3)  **Clinical Practice: 12 hours**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 450 Student Teaching (12) |
| **Free Electives at 300/400 level: 6 hours**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **Middle Grades English Option 1**  **36 hours + 3 GE\*** | |
| **Requirements: 36 Hours Requirements**    **Requirements: 36 hours**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ENG 234 Foundations of World Lit. (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ENG 331 Survey of British Lit. I (3) **OR**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ENG 332 Survey of British Lit. II (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ENG 341 Survey of Am. Lit. I (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ENG342 Survey of Am. Lit. II (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ENG 364 Adolescent Lit. (3) **S \*\***  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ENG 361 Modern English Grammar (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ENG 368 Medieval Literature (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ENG 373 Creative Writing (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ MAC 240 Reporting and Newswriting (3) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ENG 375 Contemporary Drama (3) **OR**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ENG 491 Shakespeare (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ TH 200 Stagecraft I (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ENG 465 Tchg, Eng. Middle/Sec. Sch. (3)  \* General Education Requirements  \*\*ENG 364 is only offered in the spring of even years. | **General Education**    \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ENG 210 Literary Studies\* (3)    General Education: 41 hours  First Year: 2 hours  Professional Ed.: 36 hours  Free Elective: 6 hours  English Field: 36 hours  **Total: 121 hours** |

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

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

Student Signature Date

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

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**

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

**CAEP Standard 3**

**Campbellsville University** **School of Education 2016-17**

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

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

**Addendum 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**

**Campbellsville University**

**School of Education**

**New Sources of Evidence at a Glance**

**2017 – 2018**

|  |  |  |
| --- | --- | --- |
| ***SoE-2***  **Source of Evidence 2**  ***Lesson Plan*** | 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. Use information from the context 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-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-1.1 (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-9 (Student Voice) for units taught in P-12 setting** | | |

**Addendum G**

**Campbellsville University School of Education**

**Teacher Candidate Summative Evaluation: Form C**

**P-12**

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

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

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

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

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

Evidence:

Strengths/Growth Areas:

Overall Comments:

white – office copy yellow – student copy

**Addendum H**

**Campbellsville University School of Education**

**Student Teacher Evaluation: Form A**

**Classroom Observation Instrument**

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

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

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

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

Overall Comments:

Strengths/Growth Areas:

**Addendum I**

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

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

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

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

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

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

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

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| **Standard 2: The Teacher Designs and Plans Instruction** | **3** | **2** | **1** | **Score** |
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| **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** |
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| **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** |
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| **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** |
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| **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** |
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| **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** |
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| **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** |
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| **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** |
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| **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** |
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| **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 |  |