### **logo 2**

### **SCHOOL OF EDUCATION**

**“EMPOWERMENT FOR LEARNING”**

# 

# **QUALITY ASSURANCE SYSTEM**

## September 1, 2016

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**Quality Assurance System**

**(QAS)**

**9/1/2016**

**CAEP Standard 5**

The provider **maintains a quality assurance system** comprised of **valid data from multiple measures**,including evidence of candidates’ and completers’positive impact on P-12 student learning anddevelopment. The provider **supports continuous improvement** that is **sustained** and **evidence-based**,and that evaluates the effectiveness of itscompleters. The provider **uses the results** of inquiryand data collection **to establish priorities**, **enhance program elements and capacity**, and **test innovations to improve completers’ impact on P-12 student learning** and development.

**Integration of the Missions**

The quality assurance system (QAS) of the Education Preparation Provider (EPP) at Campbellsville University supports the missions of Campbellsville University and the School of Education.

**The mission and core values of the university are as follows:** Campbellsville University is a comprehensive, Christian institution that offers pre-professional, undergraduate and graduate programs. The university is dedicated to academic excellence solidly grounded in the liberal arts that fosters personal growth, integrity and professional preparation within a caring environment. The university prepares students as Christian servant leaders for life-long learning, continued scholarship, and active participation in a diverse, global society.

# Core Values

• To foster academic excellence through pre-professional certificates, associates, baccalaureate,

and graduate programs through traditional, technical, and online systems

• To provide an environment conducive for student success

• To value diverse perspectives within a Christ-centered community

• To model servant leadership and effective stewardship

**The mission of the School of Education is as follows:** The mission of the teacher education program at Campbellsville University is to prepare teachers for their respective fields by providing an academic infrastructure based on scholarship, service and Christian leadership. The primary goal of the program is to advance scholars who are competent, caring and qualified, who can positively impact student learning, and who are committed to life-long learning in a global society.

The conceptual framework and theme of the Educator Preparation Program (EPP) build on the mission statements at Campbellsville University that encompass both the undergraduate and the graduate programs. The theme, “**Empowerment for Learning**” focuses on the candidates’ ability to impact learning positively, enhance classroom leadership, and build a continuing foundation for life-long learning.

The model (puzzle motif) of the EPP at Campbellsville University illustrates the relationship of the components of the conceptual framework for the undergraduate and the graduate programs that empower the candidates by building on learning theory, pedagogy, assessment and technology (inner puzzle pieces). Further, the program seeks to empower the candidates through experiences (outer puzzle pieces) to become competent educators who positively impact candidate learning. It hinges on the vision for candidates in our graduates’ classrooms to be successful—the ultimate goal of the educator preparation (innermost puzzle piece and candidate learners).

The model further illustrates these components and the integration of the Kentucky Teacher Standards and InTASC standards. A model depicting the Interdisciplinary Early Childhood Teacher Standards (KTS/IECE) is included in Appendix A.

***Theme: Empowerment for Learning***

***Model***



The commitment of the EPP is that, upon successful completion of all programs, all candidates will be empowered as competent educators, prepared to meet the demands of the 21st century classroom. Ultimately, the students in the candidates’ classrooms will also become empowered learners.

Therefore, to achieve this goal, the Quality Assurance System (QAS) of the EPP at Campbellsville University is based on the values and beliefs established in the conceptual framework. It builds upon the mission and vision of the EPP to ensure candidates are empowered to attain their goals and impact others positively through servant leadership. It builds upon a plan of action to provide an academic infrastructure based on scholarship, service and Christian servant leadership. Although tenets of the theme, Empowerment for Learning, segment the learning experiences into the three components of empowerment—content, process and self-efficacy—that contribute to a vibrant, interactive and empowering outcome of all three of these components functioning together as a whole.

Finally, the Quality Assurance System is an internal quality control measure to ensure that candidates in the programs develop the knowledge, skills and dispositions to impact positively P-12 learning. The system utilizes performance standards set forth by national organizations and the state of Kentucky as the basis for its continual development and evaluation of candidates and the programs.

Table 1 illustrates graphically the integration and alignment of the QAS with the conceptual framework. It illustrates the interactive relationships among the institutional mission, EPP mission, theme, underlying philosophical and research bases, standards base and the outcomes with criteria identified for assessing outcomes, including the CAPs. The listing of internal and external assessments is not all inclusive.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 1**  **Campbellsville University Mission**  *Scholarship, Excellence, Christian Servant Leadership* | | | |
| **Teacher Education Vision**  *Individuals empowered to attain goals and impact others through Christian servant leadership* | | | |
| **School of Education Mission**  *To provide an academic infrastructure based on* | | | |
| **Scholarship** | **Service** | | **Christian Leadership** |
| *Competence & qualified-*  *Knowledge, Skills* | *Caring*  *Dispositions*  *Respect for diversity* | | *Commitment to life-long learning in a global society-*  *Characteristics of servant leadership* |
| **Theme: “Empowerment for Learning”** | | | |
| **Empowerment Process:**  **Three Types of Learning Experiences** | | | |
| ***Content*** | ***Process*** | | ***Self-Efficacy*** |
| *Knowledge*  *Skills*  *Technology*  *Assessment* | *Dispositions*  *Learning Theory*  *Pedagogy* | | *Diversity*  *Learning Communities*  *Partnerships &Collaborations*  *Leadership* |
| **Performance Standards:**  ***Kentucky Teacher, InTASC, & SPA Standards***  ***(Comparable KTS/IECE)*** | | | |
| ***Content*** | ***Process*** | | ***Self-Efficacy*** |
| *SPAs*  *KTS 1*  *KTS 5/IECE 4*  *KTS 6/IECE 9* | *SPAs*  *KTS 2/IECE 1*  *KTS 3/IECE 2*  *KTS 4/IECE 3* | | *SPAs*  *KTS 7/IECE 5*  *KTS 8/IECE 6*  *KTS 9/IECE 7* |
| *InTASC 4, 5* | *IECE 8*  *InTASC 1, 2, 3, 6, 7, 8* | | *KTS 10/IECE 10*  *InTASC 2, 5, 6, 9, 10* |
| **Empowerment Outcome:**  **Positive Impact on P-12 Learning** | | | |
| **QAS Evidence:** | | | |
| ***Internal Sources*** | | ***External Sources*** | |
| CAPs 2, 3, 4, 5, 6, 7: GPA | | Praxis Subject Assessment Scores | |
| CAPs 2, 4 & CAP 5/7: Interviews | | KTIP Pass Rate (ETS Reports) | |
| CAPs 2, 3, 4, 5, 7: Disposition Evaluations | | Westat: Annual Title II Report | |
| CAPs 2, 3, 4, 7: Field/Clinical and PPD Experiences & Reflections | | CAP 4: Cooperating Teacher Evaluations | |
| CAPs 3, 4 & 7: Portfolios | | CAP 4: Exit Lessons Evaluated by Regional Practitioners | |
| CAP 4: Supervising Teacher Evaluations, Exit surveys | | CAP 4/7: Portfolio Evaluation by Practitioners | |
| CAP 4/7: Video & Analysis | | EPSB New Teacher Survey | |
| CAP 7: Master Action Research Project  Advanced Programs-TL MAE and TL MASE | | Graduate/Employer Follow-Up Surveys | |
| Rank 1: Culminating Project | | P-12 Partnerships: TEC/TEAC | |
| MSD: Culminating project, assessment project, IEP and Case Study | |  | |
| Guidance Counseling: Action Research Project, Comprehensive Guidance Program, Performance Evaluation Checklist of Internship Experiences | | KCEWS Reports on P-12 Impact, Employment, Retention | |
| Gifted/Talented Endorsement: Case Study, GSSP and Unit | |  | |

The assessment system of the EPP at Campbellsville University applies to a variety of programs in varied locations and formats, leading to certification and/or rank change:

* **Initial certification**:
  + IECE
  + P-5, Dual Certification in P-5/LBD
  + Middle Grades, Options 1 & 2
  + Grades 8-12 Biology, Chemistry, English, Mathematics and Social Studies
  + Grades P-12 Art, Music, Physical Education/Health, Learning Behavior Disabilities and Spanish
  + Grades 5-12 English, Mathematics and Social Studies
  + Masters in Teaching (MAT) for Middle Grades
  + LBD Initial at the graduate level
* **Continuing Certification at Advanced Levels:**
  + Teacher Leader Masters of Education
  + Teacher Leader Masters of Special Education
  + Rank 1
* **Endorsements** in [English as a Second Language and environmental education (](http://www.campbellsville.edu/esl-endorsement-graduate)both at the undergraduate and graduate levels) and Gifted/Talented (graduate level only)
* **Certification for Director of Special Education (DOSE)**
* **Guidance Counseling**

The initial certification programs are primarily offered in traditional face-to-face format, with the exception the IECE and LBD programs. The IECE program offers courses at five different sites—main campus, Somerset, Elizabethtown, Louisville and Owensboro utilizing a hybrid format, combining face to face and online experiences. Some courses are also offered entirely online. Most recently, the EPP has launched the P-5 and LBD programs in Somerset. Additionally, the content courses in LBD program at the undergraduate levels are offered primarily online.

Candidates in the graduate level LBD initial programs are required to be present on campus four weeks during one summer for the foundation courses; all other courses are online. Candidates not in the alternative program (Option 6) must participate in student teaching. Those in alternative certification begin their KTIP year upon completion of coursework and passing Praxis subject assessments. The Teacher Leader MAE and the Teacher Leader Masters of Special Education, the DOSE, endorsement in Gifted/Talented and ESL are offered online through Learning House.

**5.1 The Quality Assurance System Is Comprised of Multiple Measures**

The provider’s **quality assurance system** is comprised of **multiple measures** that can monitor **candidate** **progress**, **completer achievements**, and provider **operational effectiveness**. Evidence demonstrates that the provider satisfies all CAEP standards.

**5.1.a. Use of Multiple Measures to Monitor Candidate Progress**

The Quality Assurance System of the School of Education at Campbellsville University is the system by which *candidates* at the undergraduate and graduate levels in all preparation *programs* and the *EPP* are evaluated. The Quality Assurance System is comprised of Candidate Assessment Points (CAPs) that are data collection points for monitoring candidate progress in the program. The CAPs are checkpoints at which candidates are assessed for meeting the multiple criteria designated at each CAP. These official checkpoints enable the EPP and candidates to assess strengths and to identify growth areas. Criteria assessed at these points provide pertinent data about the progress of candidates’ performances as they acquire the knowledge, skills and dispositions to positively impact candidate learning, including professional portfolios for specified programs and levels.

There are four CAPs (1, 2, 3, 4) at the undergraduate level of certification and three CAPs (5, 6, 7) for the graduate level and advanced programs (continuing certification). Each CAP occurs at major points in the candidates’ preparation program and requires a set of criteria to be met prior to approval. The criteria at each CAP are highlighted in tables, in this document, for each of the major categories of certification and/or advanced certification options available.

Candidates submit an application for each CAP when they meet all requirements. For the undergraduate level, candidates may take courses through ED 325 prior to admission. This varies for those in an early childhood program (IECE). Eligibility for CAP 3, teaching and CAP 4, exit from the program, require candidates to meet all requirements. The complete CAP forms for the traditional undergraduate programs (CAP 1-4) and graduate programs (CAPs 5-7) are included in the appendices.

The data generated by the QAS have reflected the Kentucky Teacher Standards (KTS) since 2008. With the addition of the Interdisciplinary Early Childhood Program (IECE) in the fall of 2010, the plan has also supported the IECE Teacher Standards (KTS/IECE). Assessments for the Director of Special Education administrator credential align with the Council of Exceptional Children and ISLLC standards. In preparation for CAEP accreditation, the assessments in the QAS have also begun reflecting the InTASC standards, in addition to the KTS.

Data generated by the key assessments at each CAP are entered by the Data Entry Specialist into ACCESS which can provide summary reports based on either aggregated as well as disaggregated data by certification area, or any other desired criteria, for analysis during annual May retreats and/or August and December data analysis sessions.

|  |  |  |  |
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| **Table 2**  **Undergraduate Candidate Assessment Points (CAPs)** | | | |
| CAP 1 **Intent to Enter Teacher Education** | **CAP 2**  **Admission to Teacher Education** | **CAP 3**  **Admission to Candidate Teaching** | **bs01080_** CAP 4 **Completion/Exit from Teacher Education** |
|  | GPA:  Cumulative 2.75/4.0 or    GPA 3.0/4.0 last 30 hours | GPA: Cumulative 2.75 | GPA: Cumulative 2.75  or 3.00 on the last  60 hours. |
|  | Academic Competency:  Praxis CASE:  Reading (5712) 156  Writing (5722) 162  Math (5732) 150  Graduate Level:  See CAP 5 | Praxis Subject Assessments: Specialty & PLT | Praxis Subject Assessments: *Specialty & PLT* |
| Curriculum Guidesheet | Curriculum Guidesheet | Curriculum Guidesheet  Graduation Application | Curriculum Guidesheet Graduation Application CA-1 Completed |
|  | Written Communication:  ENG 111 (C or above)  ENG 112 (C or above)  Oral Communication:  MAC 120/ 140  (C or above) | Field/PPD Hours:  200 field; 30 PPD/  Type & Diversity of Field Experiences | Successful Candidate Teaching:Evaluations by Cooperating Teachers  Supervising Teachers Video & Analysis |
| Signed Disposition Assessment Policy | Dispositions Evaluations (3)  Major Department/Area Recommendation  Autobiography | Dispositions Evaluations (4) | Dispositions Evaluations (3-4) |
|  | Pre-Professional Self Assessment/Growth Plan | Pre-Professional Self Assessment/Growth Plan | Pre-Professional Self Assessment/Growth Plan |
| KY Code of Ethics/IECE Confidentiality Statement  & Ethical Use of Technology | KY Code of Ethics OR NAEYC Code of Ethical Conduct, CEC Code of Conduct and First Steps Provider Code of Ethical Conduct for IECE  & Ethical Use of Technology | KY Code of Ethics &  Ethical Use of Technology | KY Code of Ethics &Ethical Use of Technology |
| Required Checks:  State Criminal Check/  TB wellness check |  | Medical/Federal Criminal Check /TB screening /Liability Insurance  CAN check for IECE | ED 450 Seminars  Clinical experiences: Type of field experience& Diversity |
| Diversity Survey |  | KTS/IECE CAP 3 Portfolio | KTS or IECE/TS CAP 4 Portfolio |
|  | CAP 2 Admission Interviews:  SOE Faculty and representative from major |  | CAP 4 Exit Event:Administrators & Teachers |

Table 2 displays the criteria for the four CAPs at the undergraduate level.

[**CAP 1**:](#_CAP_1:_)  During the initial education course, ED 220, Introduction to Teaching, candidates submit CAP 1—Intent to Enter the teacher preparation program. This CAP requires candidates to commit to the KY Code of Ethics for Teachers (or confidentiality statement for IECE majors), complete a tuberculosis (TB) screening and state criminal check, diversity survey and sign off on the EPP’s attendance and disposition assessment policies. Many of these CAP 1 requirements are required for field experiences in P-12 schools. Also, candidates set up their professional portfolio according to the Kentucky Teacher Standards (or IECE/KTS), in anticipation of collecting artifacts for each standard as they progress through the program.

[**CAP 2:**](#_CAP_2:_)  CAP 2 requires candidates to present evidence of meeting the requirements for admission to the educator preparation program: a cumulative grade point average of 2.75; successful completion of the Praxis Core Academic Skills for Educators (Praxis CASE), three disposition recommendations; recommendation from the candidates’ major/area; a Pre-Professional Growth Plan (based on a self-assessment on standards and dispositions); a “C” or better in a speech class and two freshman composition classes; commitment to the Kentucky Code of Ethics or NAEYC code of Ethical Conduct, CEC Code of Conduct and First Steps Provider Code of Ethical Conduct for IECE majors; and, an autobiography which details the candidate’s background, mentors who impacted the professional career choice and experiences with diversity.

Applications for CAP 2 are submitted during ED 300. Candidates also create a video mini-lesson that demonstrates planning, teaching and reflection. The videos are evaluated by a P-12 teacher, a CU faculty member and the candidate on the basis of the four C’s of critical thinking, collaboration, communication and creativity. If approved for admission, the candidate receives an official letter confirming admission to the teacher education program. If not approved, the candidate is informed and asked to make an appointment to discuss the decision.

**CAP 3** applications are submitted during ED 414 or IECE 480 and provide an opportunity for candidates to apply for student teaching and request placement. Occurring during the semester prior to student teaching, CAP 3 requires a cumulative grade point average (GPA) of 2.75. Also, it requires a final score of either 2 or 3 on the candidates’ professional portfolios; completion of all appropriate PRAXIS subject assessments; disposition recommendations from faculty, self and field representatives; a federal/state criminal check; recommitment to the Kentucky Code of Ethics; medical examination, TB screening ; evidence of liability insurance; Child Abuse and Neglect check (CAN, for IECE candidates only); and, a report of field and pre-professional development experiences (at least 200 specific field hours). CAP 3 portfolios are evaluated by School of Education faculty using a rubric based on Kentucky Teacher Standards. The candidate receives an official letter stating that he or she has been approved for CAP 3, admission to student teaching.

**CAP 4** applications are submitted near the end of student teaching and provide an opportunity for candidates to complete and exit the educator preparation program. Candidates are required to meet overall, grade point averages of 2.75 or 3.00 on the last 60 hours; to have taken all appropriate PRAXIS subject assessments; to secure evaluations from cooperating and supervising teachers and disposition assessments from faculty, peers and self; to review curriculum contract and graduation application; to compete a CA 1 application; a video and analysis of instruction; and, to present an exit portfolio with evidence of meeting all 10 Kentucky Teaching Standards (or KTS/IECE) and InTASC based on the teaching experience.

The CAP 4 exit event is scheduled during the final student teaching seminar. The candidate teaches a mini-lesson during this event and participates in questioning by a team of public school practitioners from the region. Prior to the interview, the team members evaluate the candidates’ portfolios using a rubric based on the Kentucky Teacher Standards. This insures consistency, fairness and lack of bias. Protocols for presenting and questioning are established and used by all groups. The “CAP 4 Exit Event” is conducted as a “real world” culminating activity. After the presentations, all candidates have the opportunity to meet the administrators and teachers during a mini’ Job Fair and to share their resumes.

As candidates matriculate through their collegiate experience, they will ultimately exit their programs and graduate; therefore, ‘graduation caps’ have been selected to represent the candidate assessment points (CAPs). The ultimate goal of the monitoring system is a teacher who is empowered to help all students learn optimally and who has demonstrated the knowledge, skills and dispositions necessary to impact positively student learning. Metaphorically, the diverse colored CAPs at the undergraduate level represent degrees of progress towards this goal: buff for initial interest in teaching; yellow for admission to the teacher education program and nearing completion of foundation courses; green for having acquired the content and pedagogy to student teach; and blue for completion of the program and readiness for entering the world of practice.

**Quality Assurance System at Advanced Levels**

**Three Candidate Assessment Points (CAPs 5-7)**

The graduate level monitoring system consists of three CAPs. CAP 5 is admission to both the graduate school and the program at Campbellsville University. CAP 6 represents a mid-point check of the candidates’ progress and CAP 7 represents an exit point. The three CAPs for graduate programs vary depending on specific requirements of each program.

**Initial Certification – Master of Arts in Special Education – P-12, Learning Behavior Disorders (MASE for LBD)**

The unit has two options for candidates seeking initial certification in LBD—those who have degrees and are seeking initial certification in LBD are traditional candidates while those who have degrees, are seeking initial certification in LBD but have teaching positions, based on a temporary provisional certification are Option 6 or alternative route candidates. Although these candidates are graduate level, they are seeking initial certification and are assessed through criteria similar to those for traditional, initial certification programs. Candidates in the traditional route do not have teaching positions in special education while those in Option 6 do have teaching positions in special education. The Quality Assurance System consists of three candidate assessment points (CAPs) for both options though the performance expectations vary. The three CAPs include the following: CAP 5: admission; CAP 6: continuation in the program; CAP 7: completion/exit. CAP forms are available in the appendices.

Table 3 illustrates the criteria for each CAP in the MASE.

|  |  |  |
| --- | --- | --- |
| **Table 3**  **MASE: Initial Certification in Special Education**  **Traditional and Option 6** | | |
| **CAP 5**  **Admission** | **CAP 6**  **Continuation in Program** | **bs01080_** CAP 7 **Completion/Exit** |
| Application to Graduate Program:  Official Transcript  A bachelor’s degree or advanced degree with a GPA: 2.75/4.00 or a 3.00/4.00 on the last 30 hours. | Academic Competency:GPA: 3.0 | Academic Competency:GPA: 3.0 |
| Pre-Professional Skills Assessments:  Praxis CASE: Reading (5712) 156;  Praxis CASE: Writing (5722) - 162; &  Praxis CASE: Math (5732)- 150  GRE scores:  Verbal Reasoning taken prior to August 1, 2011 - 450; or Verbal Reasoning taken after August 1, 2011 - 150;  Quantitative Reasoning taken prior to August 1, 2011 - 490; or Quantitative Reasoning taken after August 1, 2011 - 143; and  Analytical Writing - 4.0. |  | KTS Portfolio  Pass PRAXIS Subject Assessment (required for LBD Certification) |
| 3 Letters of Recommendation  KY Code of Ethics, signed | Disposition Evaluation (2) Professor, Self | Disposition Evaluations: 2 professors; self; KTIP or Cooperating Teacher and university supervisor (if applicable) |
| Oral/Written Communication  One-page essay on rationale for graduate study | Field Experiences Review | Field Experience Review: 200 hours Pre- Candidate Teaching Approval |
| Professional Growth Plan  Professional Growth Self- Assessment | Professional Growth Plan & Self-Evaluation | Professional Growth Plan & Self-Evaluation |
| TB Skin Test or Wellness Check  Criminal Background Check |  |  |
| Oral Presentation  Entrance Interview |  |  |
| Diversity Survey  Curriculum Guidesheet | Curriculum Guide sheet  Updated | Curriculum Guide sheet Updated |
|  | \*Traditional Candidates will request a placement for student teaching and apply for student teaching to meet the KRA requirements to be approved for student teaching | Graduate Application & CA-1 Successful completion of KTIP for Option 6 |

**CAP 5:** admission to the program, requires traditional and Option 6 candidates to complete an application for admission to the Campbellsville University graduate program and meet entrance requirements for the M.A.S.E. program (official transcripts, 2.75 grade point average; passing Praxis CASE examinations or GRE; three letters of recommendation; one-page essay on the rationale for pursuing graduate studies; oral presentation and an entrance interview. Candidates must also include TB wellness screening and a Criminal Background check. They must also self-assess their mastery of the KTS and their professional dispositions and develop a Professional Growth Plan. Candidates also complete a diversity survey.

Supporting documentation must be included with the application. Faculty reviews the applicants, assess dispositions and make recommendations for approval to the University Graduate Council. After approval from that body, the candidate is cleared for admission to the program. The candidate’s advisor completes the M.A.S.E. curriculum guidesheet.

**CAP 6:** is a mid-point check in the program. It requires a 3.0 grade point average, disposition assessments, updated professional growth plan (using the self-evaluation) and review of field experiences. All candidates’ transcripts are reviewed by the Special Education Coordinator’s office to determine CAP 6 status. Those meeting the criteria receive a letter of continuation in the program. If the candidate is traditional and will be student teaching, he/she submits an application for student teaching and a request for placement.

**CAP 7:** program completion/exit, requires the candidate to complete an application form with appropriate supporting documentation. For program completion/ exit, candidates must have a minimum 3.0 grade point average (overall or on the last 60 hours), submit disposition assessments from two graduate professors’, one self-evaluation, one from the KTIP or cooperating teacher and from the university supervisor if applicable. They must also update the professional growth plan self-assessment, a professional growth plan and pass the requisite Praxis subject assessments examinations. Candidates must submit all program specific field experience forms, and CA-1 application to the university certification office.

**Teacher Leader Master of Arts in Education**

The Quality Assurance System for the Teacher Leader M.A.E. (TL-MAE) program consists of three candidate assessment points (CAPs): CAP 5: admission to the Program; CAP 6: degree candidacy; CAP 7: Completion/Exit. CAP forms for the TL-MAE are available in [the](#_TEACHER_LEADER_MASTER) appendices.

|  |  |  |
| --- | --- | --- |
| **Table 4 TL-M.A.E Candidate** | | |
|  |  | **bs01080_** |
| **CAP 5**  **Entrance Requirements & Application** | **CAP 6**  **Mid-Point**  **Admission to Candidacy** | **CAP 7** Completion/Exit **To Be Completed in**  **ED 690, Supervision of**  **Instruction** |
| **Bachelor’s Degree from accredited institution**  **State, Institution**  **License**  Teaching Certificate or Statement of Eligibility  **Official Transcripts**  **Cumulative GPA 2.75 or 3.0 on last 30 hours \_\_\_Y \_\_\_N**  **GPA\_\_\_\_\_**  **Review date: \_\_/\_\_/\_\_**  **Professional Growth Plan (PGP); if teaching, submit the one on file with the district of employment**  **Three (3) Disposition recommendations (recommended: immediate supervisor, colleague, self) (1)\_\_\_\_\_ (2) \_\_\_\_\_ (3)\_\_\_\_\_** | Admission File Complete GPA: minimum 3.0  Credit Hours Completed:  15 earned  **PRAXIS Disclaimer:** Teacher certification requirements are subject to change. Before registering for the test(s) please refer to the KY Education Professional Standards Board website at http:www.kyspsb.net for current requirementsor contact 502-564-4606 or toll free 888-598-7677 | **Transcript Review**  **GPA (minimum 3.0)**  **Transcript Attached**  **Master Action Research Project Grade**  **Oral Presentation on MARP**  **Leadership Professional Growth Plan**  **Assessment Design Project Grade**  **Two Disposition Recommendations**  **(1)\_\_\_\_\_ (self) (2) \_\_\_\_\_ (faculty)**  **CA-1 Form Completed and Attached**  **Application for Additional Credentials**  **Graduation Application** |
|  |  |  |
| **One –page essay on rationale for graduate study**  **KY Code of Ethics (signed)**  **Character & Fitness(signed)**  **Diversity Survey Signed**  **State Criminal Background Check**  **(if not teaching)**  **Statement of Acknowledgement/Commitment**  **(signed) (see back of form)**  **Curriculum Contract/Guide sheet (signed)** |  |  |
| **Option Selected:**  **ESL Endorsement**  **Gifted and Talented Endorsement**  **Environmental Education Endorsement**  **Professional Specialty Option:**  **Specify area\_\_\_\_\_\_\_\_\_\_\_\_\_** |  | Leadership Professional Growth Plan **Assessment Design Project** Master’s Action Research Project Oral presentation of MARP/KTS Rubric  **2 Disposition Recommendations:**  Faculty & Self  **CA-1 Form Completed**  **Graduation Application** |

[**CAP 5,**](#_TEACHER_LEADER_MASTER) admission to the program, requires the candidate to complete an application for admission to Campbellsville University graduate studies and meet entrance requirements for the Teacher Leader M.A.E. program (official transcripts, 2.75 grade point average; copy of valid teacher certification of letter of eligibility; passing Praxis Subject Assessments or GRE scores; three disposition recommendations; one-page essay on the rationale for pursuing graduate studies, diversity survey, signed KY Code of Ethics, state criminal background check). Supporting documentation must be included with the application. Faculty reviews the applications, dispositions, and make recommendations for approval to the University Graduate Council. After approval from that body, the candidate is cleared for admission to the program. The candidate meets with the graduate program coordinator to complete the curriculum guidesheet.

**CAP 6** is a mid-point check in the program. It requires the completion of 15 hours of graduate level work and an academic standard of a 3.0 grade point average and one faculty disposition evaluation. Candidates’ transcripts are reviewed by the program coordinator to determine CAP 6 status. Those meeting the criteria receive a letter of candidacy for the Teacher Leader M.A.E. degree.

[**CAP 7**](#_TL-MAE:_CAP_7), program completion/exit, requires the candidate to complete an application form with appropriate supporting documentation. For program completion/ exit, candidates must have a minimum 3.0 grade point average, submit a Master’s Action Research Project that meets program standards, successfully present the project to their P-12 peers or graduate faculty, complete a leadership professional growth plan and an assessment design project along with two disposition recommendations—a faculty member and a self- evaluation. Candidates also submit a CA-1 application to the University Certification Officer for rank change.

## Teacher Leader Masters in Special Education (TL-MASE)

The EPP has two options for candidates in the Teacher Leaders Masters in Special Education Candidates already have current certification upon application to the program and are experienced teachers. For the first option, candidates do not have a current teaching position in LBD, whereas for the second option, candidates do have teaching positions in LBD classrooms and are, therefore, considered as candidates in an alternative program (teaching on a temporary provisional certificate). The three candidate assessment points (CAPs) are CAP 5: admission; CAP 6: continuation in program; and, CAP 7: program completion/exit. CAP forms for the TL-MASE are available in Appendix G.

|  |  |  |
| --- | --- | --- |
| **Table 5 TL-MASE** | | |
|  |  | **bs01080_** |
| **CAP 5**  **Admission** | **CAP 6**  **Candidacy** | CAP 7Completion/Exit |
| **Application**  **Academic Competency**  Transcript: GPA:2.75, cumulative  **Passing Praxis Subject Assessments or GRE scores** | Academic CompetencyTranscript Evaluation: GPA: 3.0 **Praxis Subject Assessments** taken for certification.in LBD. | Academic CompetencyTranscript Evaluation: GPA: 3.0 **PRAXIS Subject Assessment** passed for LBD Certification |
| **Teaching Certificate or Statement of Eligibility** |  | Transcript Evaluation **Leadership Growth Plan**  **Teacher Leader Masters Action Research Project**/Oral Presentation/KTS Rubric  **Behavior Intervention Plan** |
| **Oral/Written Communication**  **One-page essay** on rationale for graduate study  **Three Letters of Recommendation and one Disposition Self-Evaluations:** | **Curriculum Guide sheet**  Updated  **Disposition Evaluations:** a professor and Self-Evaluation  **Review of Field Experience Hours** | **Curriculum Guide sheet**  Updated  **Three Disposition Evaluations: two** professor and self-evaluation |
| **Criminal Background Check**  **TB Skin Test/Wellness Check** |  |  |

**CAP 5:** admission to the program, requires the candidate to complete an application for admission to Campbellsville University graduate studies and meet entrance requirements for the Teacher Leader M.A.S.E. program (official transcripts, 2.75 grade point average; copy of valid teacher certification or letter of eligibility; passing Praxis scores or GRE; three letters of recommendation and one disposition self-evaluations; one-page essay on the rationale for pursuing graduate studies and commitment to the KY Code of Ethics). Candidates must also include TB wellness check and a Criminal Background check. Supporting documentation must be included with the application. Graduate faculty reviews the applicants, assess dispositions and make recommendations for approval to the University Graduate Council. After approval from that body, the candidate is cleared for admission to the program. The candidate advisor will complete the TL-M.A.S.E. curriculum guide-sheet.

**CAP 6:** is a mid-point check in the program. It requires the completion of at least 12 hours of graduate work. An academic standard of a 3.0 grade point average is required. This CAP requires a review of the curriculum guide-sheet, field hours and two disposition evaluations, one from graduate professor and a self-evaluation. They must also have taken the Praxis Subject Assessment-5543. Candidates receive a letter declaring their candidacy for a Master’s degree, if all CAP 6 requirements are met.

**CAP 7:** program completion/exit, requires candidates to complete an application form with appropriate supporting documentation. For program completion/ exit, candidates must have a minimum 3.0 grade point average, submit dispositions i.e., two graduate professors’ evaluations and one self-evaluation, submit and present their Master Action Research project successfully, submit a Leadership professional growth plan and a behavior intervention plan. Candidates must submit all program specific field experience forms, and CA-1 application to the university certification office.

**Rank 1 Program**

The Quality Assurance System for the [Rank 1](http://www.campbellsville.edu/rank-1) program consists of three candidate assessment points (CAPs), CAP 5: admission; CAP 6: Rank 1 candidacy; CAP 7: Program Completion/Exit. CAP forms are available in [the appendices.](#_MASTER_OF_ARTS)

|  |  |  |
| --- | --- | --- |
| **Table 6 Rank I** | | |
|  |  | **bs01080_** |
| **CAP 5**  **Admission** | **CAP 6**  **Candidacy** | CAP 7Completion/Exit |
| **Application for Admission**  **Valid Teacher Certificate**  **Official Transcript**  **Academic Competency**  GPA:2.75, cumulative  Or 3.0 on the last 30 hours.  **Code of Ethics, Signed** | Academic Competency GPA: 3.0  Disposition Evaluation: One faculty member | CAP 7 ApplicationAcademic CompetencyGPA: 3.0 **CA-1 Form Completed** |
| **Current, professional growth plan**  **Disposition Self-Assessment**  **Diversity Survey** | Transcript 15 hours completed | Transcript30 hours completedSelf-Disposition Assessment **Faculty Disposition Assessment**  **Culminating Project/**  **Presentation/KTS Rubric** |
|  |  |  |

CAP 5, admission to the program, requires the candidate to submit three documents to the Campbellsville University Graduate Office - an application of admission; a valid teacher certificate; and, official transcript with a required 2.75 grade point average or a 3.0 on the last 30 hours. After the Graduate Office has accepted the candidate into the Graduate School, those documents are forwarded to the graduate chair. In addition to the above mentioned documents the following is required: a copy of the candidate’s current professional growth plan, the disposition self-assessment form, a completed diversity survey, the signed Code of Ethics and a selected specialty option. Faculty members review the complete application and make recommendations for approval to the Campbellsville University Graduate Council. After approval from that body, the candidate is cleared for admission to the program. The candidate and the graduate chair prepare a curriculum guide-sheet.

CAP 6, a mid-point check in the program. It requires the completion of 15 hours of graduate level work and an academic standard of a 3.0 grade point average and a faculty disposition recommendation. Candidates’ transcripts are reviewed by the program coordinator to determine CAP 6 status. Those meeting the criteria receive a letter of admission to candidacy for the Rank 1.

CAP 7, program completion/exit, requires the candidate to complete a CAP 7 application form with appropriate supporting documentation. For program completion/exit, candidates must have a minimum 3.0 grade point average; submit a Culminating Project that meets program standards; make an oral presentation of the project to graduate faculty and peers; complete a disposition self-evaluation; have a disposition evaluation submitted by a faculty member, and a CA-1 form ready to be sent to the University’s Certification Officer. Those in the ESL and Environmental Education emphases will need additional field hours and exit interviews.

Candidates in the Rank 1 program may select an endorsement in [Gifted/Talented Education](#_GIFTED_AND_TALENTED) ([Appendix I](#_GIFTED_AND_TALENTED)), English as a Second Language, Environmental Education, or a certificate as Director of Special Education, Options in Reading or Early Childhood, or an individualized selection of content courses. The Quality Assurance System for these specialties is infused with CAPs 5-7 for the Rank 1. If candidates seek these endorsements or certificate independently of the Rank 1, then there are some basic CAP forms for those specialties. Following is a table illustrating the assessment plan for candidates who are seeking a DOSE independently of a Rank I. The appendices include the plan for the gifted/talented endorsement.

[**Director of Special Education**](http://www.campbellsville.edu/dose-certification) **(DOSE)**

CAP forms for the Director of Special Education are available in [the appendices.](#_DOSE_CERTIFICATION_ONLY)

|  |  |  |
| --- | --- | --- |
| **Table 7 DOSE** | | |
|  |  | **bs01080_** |
| **CAP 5**  **Admission** | **CAP 6**  **Continuation** | CAP 7Completion/Exit |
| **Application for Admission**  **Valid Teacher Certificate**  **Official Transcript**  **Academic Competency**  GPA:2.75, cumulative or  3.0 on the last 30 hours.  Masters Degree or Planned 5th Year | Academic Competency GPA: 3.0  **Disposition**  **Recommendation**  **(1 faculty member)**  **Transcript Review** | CAP 7 ApplicationTranscript verifying 18hoursAcademic CompetencyGPA: 3.0 **DOSE Portfolio**  **CA-1 Form Completed** Disposition Self-Evaluation **Faculty Disposition**  **Assessment** |
| **Current, professional growth plan**  **Disposition Self-Assessment**  **One letter of recommendation**  **Documentation of 3 years experience as a Special Education teacher OR**  **one year as a special educator and two as a school psychologist OR**  **3 years experience as a master’s level speech language pathologist**  **Diversity Survey**  **Code of Ethics, Signed** |  |  |
|  |  |  |
|  |  |  |

**Master of Arts in Education in Guidance Counseling**

The guidance counseling program also has three CAPs with specific requirements.

|  |  |  |
| --- | --- | --- |
| **GUIDANCE COUNSELING PROGRAM**  **CAP 5 - Entrance Requirements Application**  \_\_\_\_\_ Application to Graduate Studies and MAEd in School Guidance Counseling Program  \_\_\_\_\_Copy of valid Teacher’s Certificate (Required only for those applying for Rank I)  Official Transcript \_\_\_\_\_Y \_\_\_\_\_N  Cumulative GPA 2.75 \_\_\_Y \_\_\_N GPA\_\_\_\_\_ Review date: \_\_/\_\_/\_\_  \_\_\_\_\_GRE Scores (V=144; Q=144)  Three (3) Disposition recommendations (recommended: immediate supervisor, colleague, self)  (1)\_\_\_\_\_ (2) \_\_\_\_\_ (3)\_\_\_\_\_  \_\_\_\_\_One –page essay on rationale for graduate study  \_\_\_\_\_KY Code of Ethics (signed)  \_\_\_\_\_ASCA Ethical Standards for School Counselors Commitment (signed)  \_\_\_\_\_Character & Fitness(signed)  \_\_\_\_\_Diversity Survey Signed  \_\_\_\_\_State Criminal Background Check  (if not teaching)  \_\_\_\_\_Statement of Acknowledgement/Commitment  (signed) (see back of form)  \_\_\_\_\_Curriculum Contract/Guide sheet (signed) | **CAP 6 – Mid-Point**  **Admission to Candidacy**  \_\_\_\_\_Transcript Review  \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_ Credit Hours Completed  (15 earned hours)  \_\_\_\_\_ Disposition Recommendation  (Faculty) | **CAP 7 – Exit Requirements**  Transcript Review  \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_Transcript Attached  \_\_\_\_\_School Counselor Action Research Project (ARP)  \_\_\_\_\_Oral Presentation ARP  \_\_\_\_\_Comprehensive Developmental Elementary School Guidance Program  \_\_\_\_\_Comprehensive Developmental Middle/High School Guidance Program  \_\_\_\_\_Performance Evaluation Checklist of Internship Experiences  \_\_\_\_\_Two Disposition Recommendations  (1)\_\_\_\_\_ (self) (2) \_\_\_\_\_ (faculty)  \_\_\_\_\_CA-1 Form Completed and Attached  \_\_\_\_\_Application for Additional Credentials  \_\_\_\_\_Graduation Application |

As illustrated by these CAP tables, the Quality Assurance System involves multiple assessments to monitor effectiveness and consistent improvement in the quality of experiences designed for candidates at Campbellsville University. The EPP has designed an extensive plan for on-going assessment. The plan includes collection of data related to candidate growth, adherence and success in implementing the Kentucky Teacher Standards (InTASC and/or KTS/IECE), faculty development and improvement and programmatic assessment.

Throughout their coursework and CAP criteria, candidates’ knowledge, skills and dispositions are evaluated through a wide variety of assessments including traditional and nontraditional, performance-based measures. The educator preparation programs include assessment of candidates through exams, research papers, traditional and electronic presentations, peer instruction, lessons taught during field experiences, overall field experiences, unit and lesson plan design and delivery and projects related to coursework, among others. In addition, candidates’ knowledge, skills and dispositions are monitored through the candidate assessment points.

Especially noteworthy is the early implementation of the portfolio development process. Candidates are introduced to the portfolio in their first education course, ED 220, Introduction to Teaching, and to the 10 Kentucky Teacher Standards (or KTS/IECE) and the InTASC standards. Throughout their programs, candidates add artifacts to their portfolio that they maintain and continually revise. The portfolio is formally evaluated at CAPs 3 and 4 for the undergraduate candidates and at CAP 7 for graduate level candidates seeking initial certification. Portfolio tasks are specified for each course, providing the candidate a variety of tasks and opportunities from which to choose and form a rationale for having met the standards. The portfolio opportunities and tasks are tied to the Kentucky Teacher Standards (InTASC) or KTS/IECE and are performance based, providing feedback on growth and development in the teaching profession. Currently, the students submit their portfolios electronically via flash drives at CAP 4 and through Google for CAP 4. Some programs at the graduate level also require portfolios.

## Dispositions

## One of the critical elements of empowerment is self-efficacy; therefore, one of the EPP’s goals is the preparation of candidates with the knowledge, skills and dispositions necessary to positively impact learning of diverse candidate populations. After introduction to the disposition policy in the first education course, ED 220, dispositions are formally assessed at three checkpoints (2, 3, 4) at the undergraduate level and also at checkpoints at the graduate level for those seeking initial certification and in advanced programs. Additionally, all education faculty complete disposition recommendation forms for candidates in their classes when there are concerns.

Also, when CAP applications require a Pre-Professional Growth Plan, candidates are asked to evaluate their performance on the Kentucky Teacher Standards (or KTS/IECE) and their dispositions. Their action plans then involve both the standards and expected dispositions. When candidates review the disposition policy in the first education course, ED 220, they are asked to sign off on a form to document their review and understanding of the process. Included in the new disposition policy is a ‘DueProcess’ explanation and description of ‘Incident Reports’.

Once candidates are admitted they will be continuously assessed on dispositions in their respective courses, field placements and interactions with candidates, teachers, parents and community members.

In addition to evaluation of teacher dispositions as described above, the program requires candidates, at several CAPs, to commit to the Kentucky Code of Ethics for Professional Educators which delineates dispositions for teachers related to candidates, parents and colleagues. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities within clinical experiences and during regular course opportunities during peer lessons and other experiences. Dispositions impacting candidate learning are evaluated during observations of candidate teaching conducted by cooperating and supervising teachers through use of evaluation forms of instruction.

## 5.1.b. The Use of Multiple Measures to Monitor Completer Achievements

The QAS of the EPP includes has, for many years, tracked completers concerning their

**1)** employment and **2)** perspectives about their preparation through follow-up surveys at the first and third years out. The EPP has been collecting employment information on graduates five years out for SACs reports annually but plans. The latest edition of the follow-up surveys focuses on employment and evaluation of the teacher preparation program. Data on the success of graduates during their first year of teaching, through the **3)** Kentucky Teacher Internship Program, have been forthcoming from the state as well.

Within the last year, the university institutional researcher has begun collaborating with the School of Education to conduct exit and employment and follow-up surveys at graduation and after the first year out. Items from the EPP surveys conducted have been added to the institutional surveys in an effort to streamline follow-up efforts.

In addition to employment and follow-up surveys, the School of Education currently **4)** publishes a regular newsletter which highlights successes of current students and graduates. A recent newsletter has included information about one of our graduates from several years ago who is a third-grade teacher recognized as the ExCEL Award winner for the Elizabethtown Independent Schools district. Another one of our graduates is associate commissioner of Kentucky's Office of Assessment and Accountability.

Currently, the EPSB conducted bi-annual surveys of new teachers, their resource teachers and principals through the New Teacher Survey. The feedback to the EPP from all three perspectives for our first year teachers is invaluable for tracking the success of our graduates.

When completers enter advanced programs at the university, faculty members are able to glean additional information about candidates’ career successes since graduation.

**Plan for Additional Data Collection Protocols:**

The EPP tentatively plans to

* conduct follow-up surveys each of the first three years out rather than the first and third years and
* also add questions to the follow-up surveys to collect additional data on any special, promotions, leadership positions or recognitions that graduates have had/received;
* add a question concerning whether graduates have or plan to pursue National Board Certification,
* be more intentional about collecting information about successes of the graduates from undergraduate and graduate level programs;
* check with the Alumni Office to identify collaborative measures to share information on completers;
* during homecoming, set up a table outside the cafeteria to collect feedback from graduates who attend. This fall, the tentative goal is to ask alumna to provide feedback on some assessment instruments.
* Regularly check the Kentucky School Directory for any updated information on our graduates.
* Explore how to increase sharing of information on the School of Education social media networks.
* Include the completers from advanced programs in follow-up surveys.

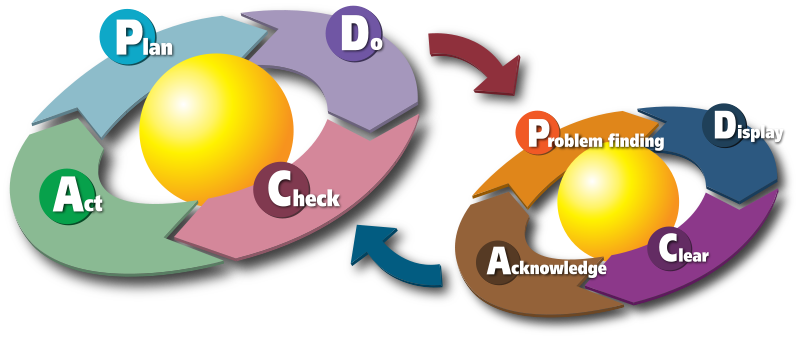
**5.1.c. The Use of Multiple Measures to Monitor Operational Effectiveness**

**One of the underlying goals of the Quality Assurance System in the School of Education, other than producing effective teachers, is to continuously improve the preparation process.** The concept of continuous assessment is an organizational process through which data are collected on all aspects of a provider’s activities; analyzed to determine patterns, trends, and progress; and used to define changes for the purpose of improving the quality of programs, faculty, candidates, policies, procedures, and practices of educator preparation.

The leadership and management of the Campbellsville University School of Education uses the quality assurance system (QAS) to support continuous improvement or quality control. It incorporates principles stated in the CAEP criteria that are supported by the Baldrige Education Criteria that successful education organizations follow (Baldridge, 2015). Those CAEP principles for the QAS give particular weight to the maintenance of a quality assurance system and to the use of the output from that system for purposes of continuous improvement.

Around the world and in a variety of venues such as businesses, there has been a variety of procedures implemented to check for quality control. Among them are:

* **Kaizen**, a Japanese term for ‘continuous improvement’ that has been applied to a host of endeavors since World War II, to ensure total quality management. As noted in the diagram, it involves Planning, Doing, Checking and Acting. Edward Deming taught the process to the Japanese after World War II, to assist with redevelopment. It is also called the Deming cycle.
* **PDCA** (**Plan–Do–Check–Act**), very similar to Kaizen, PDCA is a four-step management process often used in business. Also referred to as the ‘Shewhart cycle’, it was named for Walter Shewhart, who developed it in the 1920s and incorporates statistical methods to monitor and control a process to ensure quality control.
* **PDSA (Plan–Do–Study–Act**): a variation of the PDCA model, used by the Institute for Healtcare Improvement to accelerate improvement and document a test of change.

[](http://upload.wikimedia.org/wikipedia/commons/f/f4/PDCA-Two-Cycles.svg)

(Diagram by Karn G. Bulsuk (<http://blog.bulsuk.com>)

All of these models involve specific, built in opportunities to review progress and make changes to improve the outcome. How do these quality control models relate to school systems?

In ***Changing the Odds for Student Success: What Matters Most,*** a special issue of Changing Schools Brian Goodwin says ‘to be a high-reliability organization, school systems must adopt data and diagnostic systems that identify error patterns as soon as they occur, putting in place processes for responding to them and learning from failure in the spirit of Kaizen or continuous improvement” (p. 63). He lists three touchstones of effective school systems:

1. Clear, no excuse goals for teaching and learning
2. Attention to the core business of schooling-great teachers and teaching
3. Development of a healthy preoccupation with failure, prevention and intervention.

(<http://www.changetheodds.org/pdf/0125MM_CTOPub_sml.pdf>)

A major task then for school systems desiring to continuously improve student performance is to collect and analyze data, on both student learning and teacher effectiveness, especially in relation to the core beliefs, vision and mission of the school. Once patterns in the data analysis emerge and gaps between the data and the mission are apparent, then the staff can design specific professional development and instructional innovation that can target the areas of most concern.

Data provide insight into how well instruction is progressing and, therefore, students are learning. If issues arise, they can be identified quickly and action taken to avert major ramifications.

Goodwin (2010), also says that in a high reliability school, there are multiple ways to detect issues, similar to the Swiss cheese model. Any slice of Swiss cheese has holes through which problems might slip; however, with added layers, it becomes more difficult for the issues to go undetected (p. 61). In essence, school systems need to have multiple processes in place to detect issues, so they can be addressed before they become major.

Michael Porter considers ‘operational effectiveness’ as involving any number of practices that enable an organization to (1) better utilize its resources, (2) better implement its processes, and (3) achieve its mission and goals.

Porter maintains that the operational agenda is the proper place for continual improvement, flexibility, and relentless efforts to achieve best practice. On the other hand, the strategic agenda is the right place for defining a unique position, good direction, and meaningful purpose. Therefore, strategy and operational effectiveness mutually complement each other as equal partners in the pursuit of organizational success.

Program/unit accountability occurs through multiple venues. Disaggregated data and aggregated data on candidate performance on internal and external assessments serve as primary evaluations of the teacher preparation program. Several sources of data on candidate performance serve as accountability measures providing considerable longitudinal feedback regarding assessment of the program. Performance data, from external sources (e.g., PRAXIS scores) are used to assess overall program effectiveness and to address identified weaknesses. A second major source of external data is derived from the follow-up of graduates, interns and 3rd year graduates available through the EPSB database. Additional offerings in the pre-professional development workshops with an emphasis on Praxis examinations are examples of the use of the data obtained.

Candidates provide additional data on the performance of the unit. During regular coursework, candidates evaluate courses on an annual basis through an electronic instrument provided by the Vice-president for Academic Affairs. Evaluations are also included in the final lesson for online classes. These evaluations are compiled and provided to individual faculty and the Dean as they consider revisions of courses and teaching practices. Mid-term candidate evaluations of courses are used for revision of instructional goals and approaches. This feedback also provides information for determining candidates’ understanding of the courses.

After completing the student teaching experience each semester, candidates participate in an on-going practice of completing an anonymous exit survey. It contains a combination of open-ended questions with Likert-type scales regarding their experiences and their perceived strengths and shortcomings after completing the educator preparation program at Campbellsville University. This information is compiled as a summary of responses to each question and given to the unit faculty to utilize in planning, designing, modifying, or reinforcing the program. This information has been entered into the database and analyzed as well.

Unit performance and operations are determined during each retreat when summary data are analyzed. Typically, the faculty identifies a growth plan for the upcoming year based on unit data. In previous years, the growth plans focused on 1-3 different identified needs, such as technology or assessment. This results in a Program Improvement Plan (PIP) for the upcoming year/s.

The School of Education’s Data Entry Specialist enters the data from all CAP forms, field experience and pre-professional development forms, results of major assessments, as well as other supporting documents. Those data are then used to generate summary reports which are in turn analyzed during retreats. Currently, the data analysis at annual retreats involves the previous calendar year’s data. For instance, during the May 2016 retreat, the data reports spanned the spring and fall of 2015. Since most of the CAP forms are submitted late each term, it is not feasible to enter all those data in a timely fashion to allow generation of data reports for the May retreats.

The analyses of data are used in a holistic manner to make continual improvements or modifications in the total educator preparation program. Faculty meets regularly to address issues relating directly to formative analysis of the program. During annual spring retreats, more formal summative analysis of data regarding candidates and the overall program are evaluated, resulting in revisions and action plans for the upcoming academic year. As a result of regular analysis of data, the EPP develops a Program Improvement Plan (PIP) annually for focus during the next or succeeding academic years. The PIPs and the assessment reports and goals required for SACS result in not only EPP but programmatic goals and data analyses annually.

Approximately seven years ago, through resources provided through a Teacher Quality Grant, the unit’s webmaster and the Director of Program Development and Effectiveness worked with the university’s information services personnel to develop a more efficient mode of data entry. As part of that grant, they were able to evaluate the current data systems that the unit uses to track candidate achievement, and recommend and implement some changes to these systems.  In addition to changes to data tracking mechanisms, they linked the unit’s database system to the University's central database system (Jenzabar EX) to prevent duplicate data entry.  Many items of biographical and demographic information were being tracked separately in two different places.  Now many of these items are being tracked consistently in one place. New forms were developed in the unit’s database to speed data entry and eliminate errors in the data entry processes, using lookup tables and field constraints to eliminate possible errors. They were able to acquire valuable information from an analysis of the data by creating reports and charts from existing data that had already been collected.  Members of the team received training on extracting data into reporting tools and using Microsoft Excel to generate cross-tabulation reports (pivot tables) for data analysis.

The EPP, the Teacher Education Committee (TEC) and the Teacher Education Advisory Council (TEAC) and other professional committees at the advanced level serve as a filtering medium through which data from internal and external sources are shared with representatives in all certifiable disciplines. That body also represents an important element of the professional community as faculty across disciplines and candidate representatives from each of the four certifiable levels provide valuable input into program effectiveness.

**Tentative Plan:**

Based on the Baldridge criteria for performance excellence (described in CAEP materials), the EPP tentatively plans to conduct regular self-evaluations through use of the ‘Self-Analysis Worksheet’ for education which includes seven categories:

1. Leadership
2. Strategy
3. Customers
4. Measurement, Analysis, and Knowledge Management
5. Workforce
6. Operations
7. Results

The EPP has recently begun collaborating with the Institutional Researcher to conduct exit surveys of graduates each term and to conduct follow-up studies at six months and one year. The assessment coordinator shared questions from previous surveys so that those could be added to the institutional surveys.

**5.1.d. The Use of Multiple Measures to Satisfy all CAEP Standards**

Table 9 illustrates a preliminary plan for how the School of Education QAS provides or will provide the necessary data to satisfy the other four CAEP standards. The plans listed in the table represent a tentative plan of how the QAS will provide data for each component of those four standards.

During the 2016-2017 academic year, the five CAEP standard committees will be conducting GAP analyses of how well the QAS satisfies these standards and will, as a result, develop action plans to either refine current data collection protocols or develop new protocols to provide the data needed to support each component. Additionally, through feedback from CAEP’s early review of assessments, the committees will also be refining the key assessments identified for these purposes. They may also be developing new key assessments for some components. Table 9 illustrates current responses of the EPP to the four CAEP standards and also lists some tentative, additional data needed to complete the evidence for the four standards and the eight Annual Reporting Measures for CAEP.

Also, during the 2016-17 academic year, the EPP will be revising all assessment rubrics, align them with InTASC standards, and conduct Lawshe’s validity studies. For reliability, they will also begin a protocol where each candidate’s work is evaluated by two assessors aiming for an agreement rate of 80%.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 9: How the QAS Provides or Will Provide Data for CAEP Standards 1-4** | | | | | | | | |
| **CAEP Standard/**  **Component** | **QAS**  **Evidence/Assessment** | | **Type:**  **EPP Created/**  **Proprietary Assessment** | | | **Continuous Assessment Point (CAP)** | **Scoring Criteria** | **Person Responsible/**  **Reporting** |
| **CAEP**  **Eight Annual Reporting Measures**  **(With CAEP Standard 4)** | **Program Impact**  1. Impact of completers on P-12  learning  2. Indicators of teaching  Effectiveness  3. Results of employer surveys  (retention and employment)  4. Results of completer surveys  **Program Outcome & Consumer Information**  5. Graduation Rates  6. Ability of completers to  meeting licensing requirements  7. Ability of completers to be  hired in positions  8. Student loan default rates and  other consumer information | | EPP Created and Proprietary  EPSB Dashboard  Continue surveys  Continue surveys  KCEWS  Explore with Financial Aid | | | All CAPs and Follow-Up Surveys | Varied, integrated throughout the CAEP standards | Dean,  CAEP Coordinators and Assessment Coordinator |
| **Standard 1 Content and Pedagogical Knowledge**  **The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.**  All data disaggregated by specialty licensure area! Three consecutive cycles of data.  \*Supports continuous improvement in Standard 5 | | | | | | | | |
| **1.1 Demonstrate understanding of the 10 InTASC standards** | **Incorporation into Assignments**  **Praxis Subject Assessment: Content**  Report pass rates by the times attempted, overall performance scores, sub-scores, and cohort average compared with state and national population. | | EPP  Proprietary  Assessment coordinator: Excel Spreadsheet | | | CAP 3, 4, 7 | Cut scores set by EPSB | Data Entry Specialist; Assessment Coordinator |
| **Four InTASC Categories:**  **1. Learner & Learning (1, 2, 3)**  **2. Content (4, 5)**  **3. Instruction (6, 7, 8)**  **4. Professional Responsibility**  **(9, 10)** | **Praxis Subject Assessment: PLT**  Report pass rates by the times attempted, overall performance scores, sub-scores, and cohort average compared with state and national population. | | Proprietary  Assessment coordinator: Excel Spreadsheet | | | CAPs 3, 4, 7 | Cut scores set by EPSB | Data Entry Specialist; Assessment Coordinator |
| 1.2 Use research and evidence to develop an understanding of the teaching profession **and** use both to measure their P-12 students’ progress and their own professional practice.  **CR 5.2 Valid interpretation of evidence** | Work sample  EPP assessment  **Pre-Post data and reflections**  **Portfolio** | | EPP  Portfolio | | | CAP 3, 4, 7 | Portfolio rubric based on KTIP | CAP coordinators |
| 1.3 Apply content and pedagogical knowledge as reflected in outcome assessments in response to the standards of **SPAs**, NBPTS, **states** or other accrediting bodies (NASM). | SPA Reports  Other specialty area accreditor reports  **Alignment of assessments to other state/national standards**  **Number of completers who are National Board Certified**  Include trends and comparisons within and across specialty licensure data | | EPP  Program Submissions  Include on follow-up surveys | | | CAP 3, 4, 7 | Portfolio Rubric  Add question to follow-up survey (3-5 years out) | Education Faculty |
| 1.4 Demonstrate skills and commitment that afford all P-12 students access to rigorous college and career ready standards (NGSS, etc.)  **CR 5.2 Valid interpretation of evidence** | **Observations**  **Lessons/unit plans**  **Work samples**  **Portfolios** | | Course Assignments  CAP 3, 4, 7 Portfolios | | | CAP 3, 4, 7 | Portfolio Rubric | Education Faculty /P-12 Practitioners |
| 1.5 Model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning and enrich professional practice.  **CR 5.2 Valid interpretation of data** | Clinical observation  Lesson/unit plan assessments  Portfolios  Technology course key assessment | | CAP 3, 4, 7 Portfolios  ED 310  Add ISTE Standards | | | CAP 3, 4, 7 | Portfolio Rubric | Education Faculty/P-12 Practitioners |
| **Standard 2: Clinical Partnerships and Practice**  **The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.** | | | | | | | | |
| **CAEP Standard/**  **Component** | | **QAS**  **Evidence/Assessment** | **Type:**  **EPP Created/**  **Proprietary Assessment** | | | **Continuous Assessment Point (CAP)** | **Scoring Criteria** | **Person Responsible/**  **Reporting** |
| **2.1 Partnerships:** Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation, including technology-based collaborations and shared responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants and functions. They establish mutually agreeable expectations for candidate entry, preparation and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation and share accountability for candidate outcomes. | | Documentation of Partnerships (MOU)  Schedule of joint meetings; agendas  Field Experience Handbooks, sections devoted to partnerships  Documentation of Stakeholder Involvement  Documentation of Shared Responsibility Model  Documentation of Technology-based collaboration  Evidence that placement, observation instruments and evaluations are co-constructed by partners  Criteria for candidate expectations during clinical experiences are co-constructed and identified on evaluation instruments | Description of what is done.  Candidates’ ability to effectively teach onsite.  Model  Minutes of meetings  Reflections/Course Clinical Rubrics | | | CAP 3, 4  Throughout program |  | Field Coordinator  Leadership Team? |
| **2.2 Clinical Educators:** Partners co-select, prepare, evaluate, support and retain high quality clinical educators, both EPP and school based, who demonstrate a positive impact on candidates’ development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings. | | Documentation that clinical educator and clinical placement characteristics are co-selected, based on shared criteria  Documentation of criteria for selection of clinical educators, including recent field experiences and currency in relevant research.  Online resources  Orientation of clinical educators available in person and online  EPP shared evaluation of university supervisors, clinical educators and candidates.  EPP conducts surveys of clinical educators (P-12 and EPP) and candidates on the quality of and consistency among clinical educators.  EPP collects and uses data for modifying clinical experiences.  EPP makes and keeps records of remediation and/or counseling out available. | Records of placement decisions  EPSB criteria;  Training  Surveys  Surveys by candidates;  P-12 partners?  Candidates and Supervisors | | |  | Documentation  Surveys on Survey Monkey  Dean’s confidential files | Field and Student Teaching Coordinator, EPP Faculty |
| **2.3 Clinical Experiences:** The provider works with partners to design clinical experiences of sufficient depth, breadth, coherence and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all student’s learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.  **Cross Reference to component**  5.2 valid interpretation of evidence,  1.1 candidate competency,  3.4 candidate progress and  3.5 candidate exit proficiencies | | Selection of one facet of preparation, based on data, to examine current placement and test the facet systematically to gather data on what works.  Summary outcomes by cross referencing findings and conclusions from 1.1, 3.4 and 4.1  EPP ensures experiences are deliberate, purposeful, sequential and assessed using performance based protocols  Examine clinical experiences; consider the outcomes and attributes of the experiences. What is it (depth, breadth, diversity, coherence and duration) that can be associated with the outcomes?  Description of clinical goals and operational design and documentation that clinical experiences are implemented as described; scope and sequence matrix that charts, depth, breadth, and diversity of clinical experiences.  **(Clinical Attributes:**  **depth, breadth, diversity, coherence and duration)** | Action Research  Research  Field/clinical Matrix  Course based clinicals; Student teaching  Research  Revise field matrix? Add goals, etc.  Chart of candidate experience in diverse settings, monitoring of progression and counseling; application of technology and P-12 learning of all students | | | CAPs and others to be determined. | To be determined. | Dean;  Field Coordinator; Student teaching Coordinator; |
| **Standard 3 Candidate Quality, Recruitment and Selectivity**  **The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality if the goal of educator preparation in all phases of the program. This process is ultimately determined by a program’s meeting of Standard 4**. | | | | | | | | |
| **CAEP Standard/**  **Component** | | **QAS**  **Evidence/Assessment** | | **Type:**  **EPP Created/**  **Proprietary Assessment** | | **Continuous Assessment Point (CAP)** | **Scoring Criteria** | **Person Responsible/**  **Reporting** |
| 3.1    The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America’s P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities. | | Application, acceptance and enrollment rates disaggregated by demographic variables, such as socio-economic background, gender, ethnicity and other characteristics:  Strategic recruitment plans based on mission and employment opportunities for completers and need to serve diverse populations. Include plans for outreach, goals, baseline data, monitoring of progress, progress toward goals, changes needed; evidence of resources toward target, away from low need areas; marketing and recruitment at high schools or colleges that are diverse; collaboration with other providers, states and school districts: | | EPP  \*CAP 1 & 2 Forms; Retreat Data Reports:  EPP  \*Diversity Plan/Reports/Budget | | CAP 2  Pre CAP 1 | Checklist  Need developed | CAP 2 Coordinator  SOE; CAEP standard 3 committee |
| 3.2 **REQUIRED COMPONENT**: The provider meets CAEP minimum criteria or the state’s minimum criteria for academic achievement, whichever are higher, and gathers disaggregated data on the enrolled candidates whose preparation begins during an academic year.  The CAEP minimum criteria are a grade point average of 3.0 and a group average performance on nationally normed assessments or substantially equivalent state-normed assessments of mathematical, reading, and writing achievement in the top 50 percent of those assessed. An EPP may develop and use a valid and reliable substantially equivalent alternative assessment of academic achievement. The 50th percentile standard for writing will be implemented in 2021.   Starting in academic year 2016-2017, the CAEP minimum criteria apply to the group average of enrolled candidates whose preparation begins during an academic year. The provider determines whether the CAEP minimum criteria will be measured (1) at admissions, OR (2) at some other time prior to candidate completion.  In all cases, EPPs must demonstrate academic quality for the group average of each year’s enrolled candidates. In addition, EPPs must continuously monitor disaggregated evidence of academic quality for each branch campus (if any), mode of delivery, and individual preparation programs, identifying differences, trends, and patterns that should be addressed under component 3.1, Plan for recruitment of diverse candidates who meet employment needs. | | Provider Recruitment Data:  Admissions selection criteria:  Progress toward goals 3.1:  Admission criteria, admitted criteria, enrollment pool GPA, for normed tests, SHOULD REPORT the range/standard deviation, and percentage of students below 3.0:  For admission at undergrad level, use high school GPA and normed tests such as ACT or SAT  For admission at the grad level, use the college GPA, normed test as GRE or other college level indicators of academic achievement ability: | | EPP  \*CAP 1 Diversity Survey; CAP 2  \*CAP 2 Data Report  EPP  \*CAP 2 Data Report  EPP  \*CAP 2 Data Report  EPP  \*CAP 5 Data Report | | Pre CAP 1  CAP 2  CAP 2  CAP 2  CAP 2  CAP 2 | Data Reports  Data report  Data report  Data report  CAP 2 Data Report  CAP 2 Data Report | CAP 2, Admission coordinator  Data entry specialist  Assessment Coordinator |
| **3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.**  **Cross References to 5.2 and 5.3** | | Non-academic factors actually used during candidate admissions and monitored  during preparation; include a description of how these non-academic factors are assessed and applied to  admissions decisions:  Document with knowledge and use of relevant literature to support the factors selected and/or investigated; selection criteria are based on relevant research literature and/or investigations conducted, including both quantitative and qualitative approaches:  Measures may be related to specific specialty license areas or generally applied to all provider candidates.  \*A case study is one option for presenting provider evidence that performance is monitored and there is at least a minimal attempt to show associations between the non-academic factors and candidate performance, during  Preparation or when teachers are employed. **Explore this.** | | EPP Created Forms and Report  4 Cs and Dispositions-\*CAP 3 Non Academic Factors Report  EPP Created Report  Develop such a report | | CAP 2 Admission  CAP 2 Admission | 4 C’s from Video  Disposition Eval. Form  Needs Developed\* | School of Education:  CAP 2 Coordinator, others  School of Education:  CAP 2 Coordinator?, Assessment Coordinator?/ others? |
| 3.4    The provider creates criteria for program progression and monitors candidates’ advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates’ developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.  **Cross Reference to CAEP Standard 1: 1.1, 1.3, 1.4, 1.5)** | | **Measure of candidate progress at two or more points during**  **preparation** (including decision points on candidate retention, assessments, provider interventions, the  results, and provider explanations for actions taken) for candidates’ development of the following  knowledge/skills:  • Ability to teach to college- and career-ready standards  • Content knowledge  • Pedagogical content knowledge  • Pedagogical skills  • Integration of technology with instruction: | | EPP and Proprietary  CAP 2, 3 and 4; CAP 5-7 | | CAP s 2-4 and 5-7 | Checklists, rubrics and formal reports | CAP coordinators; Assessment Coordinator |
| 3.5    Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.  **Cross-reference to Standard 1.1 on candidate competence and 1.3 on alignment with specialty area standards.** | | Documentation of pre-service positive candidate impacts on P-12 student learning and  Development:  **Handbook, p. 40**  Pre-service measures of candidate impact on P-12 student learning such as during methods courses,  clinical experiences, and/or at exit.   Capstone assessments (such as those including measures of pre-service impact on P-12 student learning and development as well as lesson plans, teaching artifacts, examples of student work and observations or  videos judged through rubric-based reviews by trained reviewers) that sample multiple aspects of teaching  including pre- and post-instruction P-12 student data. | | EPP and proprietary  \*CAP 3, 4 and 7 portfolios; sample course based units and lessons documenting P-12 learning | | CAPs 3, 4, 7  Sample course based units and lessons | KTIP Rubrics | SOE faculty, P-12 practitioners |
| 3.6  Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates’ success and revises standards in light of new results.  **Cross Reference to component 5.2 for valid interpretation of evidence.** | | **Provider evidence documents candidate understanding of the profession:**  • Provider measure of topic knowledge of codes of ethics, professional standards of practice and relevant laws and policies, based on course materials/ assessments  • Results of national, state, or provider-created instrument(s) to assess candidates’ understanding of special education laws (section 504 disability) code of ethics, professional standards, and similar content.  VERSION III – MARCH 2016  • Evidence of specialized training (e.g., bullying, state law, etc.). | | EPP and proprietary  CAP forms with checklists  Courses; Pre-Student Teaching | | CAPs 1, 3, 4, 7 | Checklists; EPSB documentation of training | CAP coordinators; student teaching coordinator |
| **Standard 4 Program Impact**  **The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.** | | | | | | | | |
| **CAEP Standard/**  **Component** | | **QAS**  **Evidence/Assessment** | | | **Type:**  **EPP Created/**  **Proprietary Assessment** | **Continuous Assessment Point (CAP)** | **Scoring Criteria** | **Person Responsible/**  **Reporting** |
| 4.1 **REQUIRED COMPONENT**  **Impact on P-12 Student Learning and Development**: The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.  **Cross Reference: Standard 5.2** | | **Providers that have access to or are located in states that use P-12 student learning data, should include** at least three cycles of **data on completers' contribution to student-learning growth through such evidence as**  **follows -**  • Value-added modeling (VAM)  • Student-growth percentiles tied to teacher (completers or provider)  • Student learning and development objectives   State supported measures that address P-12 student learning and development that can be linked with teacher data   Providers’ documentation of analysis and evaluation of evidence presented on completers’ impact on P-12  student learning  The provider could develop case studies of completers that demonstrate the impacts of preparation on P-  12 student learning and development and can be linked with teacher data; some examples follow:  o Provider-conducted case studies of completers  o Completer-conducted action research  o Descriptions of partnerships with individual schools or districts  o Description of methods and development of any assessment used  o Use of focus groups, blogs, electronic journals, interviews, and other evidence. Explore. | | | Both EPP and Proprietary through KCEWS | After completion (CAP 4, 7) | EPP: Case Studies?  KCEWS: KPREP Data Reports | SOE staff  EPSB/  KCEWS |
| 4.2 **REQUIRED COMPONENT**  **Indicators of Teaching Effectiveness:** The provider demonstrates, through structured and validated observation instruments and/or student surveys that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.  **Cross Reference: Standard 5.2** | | Provider submits at least three cycles of **data on completers' effective application of professional knowledge, skills, and dispositions which can include**  • student surveys and/or  • classroom observations of completers using measures correlated with P-12 student learning, such as those used in the MET study and/or  • provider- created classroom observations.  Provider analyzes student survey and completer observation evidence, including (1) comparison of trends over time and benchmarking with district, state, national, or other relevant data, if available; (2) assessments and scoring guides; (3) interpretations of results; and (4) information on the representativeness of data. | | | EPP created  KTIP | CAP 4 Student Teaching Observations  Exit Portfolio | Observation Evaluation and  Portfolio Rubric | SOE faculty and P-12 representatives |
| 4.3 **REQUIRED COMPONENT**  **Satisfaction of Employers:** The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers’ preparation for their assigned responsibilities in working with P-12 students.  **Cross Reference: 5.2 for valid interpretation of evidence.** | | EPP submits at least three cycles of **data on employer satisfaction with completers' preparation from**  **evidence such as the following:**   Employer satisfaction surveys (include instrument sampling, response rates, timing)   Employer satisfaction interviews (include population represented, response rates, instrument content,  timing)   Employer satisfaction focus groups (include population represented, response rates, instrument content,  timing)   Employer satisfaction case studies (include description of methodology).  Providers submit at least three cycles of **data on employment milestones** such as the following:  o Promotion  o Employment trajectory  o Employment in high needs schools  o Retention in  (1) education position for which initially hired or  (2) other education role by the same or a different employer | | | EPP Created and EPSB proprietary New Teacher Survey  KCEWS Reports | CU & EPP: 1-3 years out  EPSB: New Teacher Survey every two years for first year teachers | After exit and during employment | CU and EPP  EPSB  KCEWS |
| 4.4 **REQUIRED COMPONENT**  **Satisfaction of Completers**: The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.  **Cross Reference: 5.2 for valid interpretation of evidence.** | | Providers submit at least three cycles of **data on completers' perception of their preparation as relevant to**  **the responsibilities they confront on the job**:   Completer satisfaction surveys (include instrument, sampling, response rates, timing)   Completer satisfaction interviews (include population represented, response rates, instrument content,  timing)   Provider focus groups of employers (include population represented, response rates, instrument content,  timing)   Completer satisfaction case studies (include methodology) | | | CU and EPP Follow-Up Surveys of Completers | Plan: 1-3 year follow up surveys | After completion | CU Research and SOE Assessment Coordinator |

**5.2 The QAS Assures Quality of the Measures**

The provider’s quality assurance system relies on **relevant**, **verifiable**, **representative**, **cumulative** and **actionable** measures, and **produces empirical** **evidence** that interpretations of data are **valid** and **consistent**.

**Quality of Measures and Validity of Data**

**Relevance**

Campbellsville University School of Education assures the quality of the measures of candidate assessments by ensuring that measures are relevant, verifiable, representative, cumulative and actionable. All program assessments are developed based on actual school data and educator tasks and documentation thus establishing relevance. For example, two program assessments written by candidates in the MA. Ed in School Guidance Counseling Program are the Comprehensive Developmental Elementary School Guidance Program and the Comprehensive Developmental Middle/High School Guidance Program. Candidates use, manage, analyze, and present data from actual school-based information systems (e.g., standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) in order to develop a plan to improve student outcomes for children in elementary and middle/high schools. They access and use current technological systems for aggregating this information (e.g., Infinite Campus). They design and learn how to implement, monitor, and evaluate a comprehensive developmental elementary and middle/high school counseling program based on the American School Counseling Association (ASCA) National Standards for School Counseling Programs that includes an awareness of various systems that affect students, home, and school. In addition, they prepare a school counseling calendar that reflects appropriate time commitments and priorities based on assisting students in achieving academic, career, and personal/social competencies identified by the overall developmental guidance program.

In the Teacher Leader Master’s Action Research Project (MARP), candidates identify a learning issue within their own classroom and conduct research on interventions. They implement the interventions and measure results; then they write about and present findings to colleagues. In the Rank I/Master of Arts in School Improvement (MASI) Program, candidates use school data and collaboration with administration to develop and implement a school improvement project. They present their findings to colleagues. In the undergraduate program, all assessments are based on the experiences candidates will have in the Kentucky Teacher Internship Program (KTIP) they will complete during their first two years of teaching. P-12 practitioners were involved in the development of all program assessments through advisory councils again ensuring the assessments were relevant to the position for which candidates were training.

**Verifiable**

All data records are verified for accuracy at four levels beginning with the professor of courses where key assessments are required. They then go to the data entry specialist who enters all data into an ACCESS data base and creates data summaries. The summaries are then analyzed by the assessment coordinator and then presented to the full faculty for additional verification of accuracy and analysis. For example, the CAP 4 portfolio in the undergraduate program is collected by the professor of the ED 450 Student Teaching Course. It is evaluated by practitioners and the data is submitted to the data entry specialist and goes through the assessment system at that point.

Representative

All of our assessments are free of bias because the instruments align with the same standards and are measuring a specific construct. The interpretation of results is unambiguous because rubrics are utilized. The EPP utilizes multiple methods to assess candidate progress at each CAP in both undergraduate and graduate programs to ensure a full and accurate representation of each candidate and for triangulation purposes. The measures are relevant for the point in the program where they are utilized. For example, at CAP 2 (undergraduate) and CAP 5 (graduate) the program admissions points, measurements such as GPA, Praxis I, interviews, and written assessments, etc. are used to determine the suitability of the candidate to the program. At CAP 3 and CAP 6, GPA is reviewed once again to measure progress in the program. At CAP 4 and CAP 7, program completion, multiple methods such as GPA, Praxis II, portfolios, performance evaluations of clinical experiences, and action research, etc. provide rich data to evaluate program quality.

**Cumulative**

Each year, School of Education faculty participate in a retreat where data from all program assessments are discussed and analyzed. For standards that are deemed to have insufficient progress, data is disaggregated by component. Data are analyzed as a whole and by program for specific student learning outcomes. It is compared to the previous two years of data. A program improvement plan (PIP) is developed for each individual program based on the results of the analysis.

**Actionable**

Analyzed evidence is accessible to all faculty through the use of a shared drive on the hard drive of every computer in the school of education. The data are posted in raw form, analyzed form, and program improvement plan form. The data are shared with P-12 partners through the Teacher Education Advisory Council (TEAC) and arts and humanities faculty through the Teacher Education Committee (TEC).

**Validity and Consistency**

EPP created assessments are utilized to assess candidates on the Kentucky Teaching Standards and appropriate SPA standards. Construct validity is established by utilizing the format and template of assessments based on documents and templates in the Kentucky Teacher Internship Program (16 KAR 5:040, Section 6). These assessments form the foundation of all clinical assessments and the culminating portfolio assessments utilized in the undergraduate program. Utilizing templates from the model in conjunction with the framework establishes the attributes to be measured and their balance ensuring content validity. The assessments were developed with input from an advisory council of practicing public school educators through the TEC committee and administrators and professors in the EPP. The assessments are utilized throughout the program.

The School of Education regularly conducts inter-rater reliability studies with the education faculty at CAP 3. During these inter-rater reliability studies, regular education faculty evaluate the same portfolio and then we enter their scores into Excel, import them into SPSS to conduct the reliability analysis. Faculty in the IECE program evaluate a common portfolio according to the IECE Kentucky Teacher Standards as well. There are also follow-up discussions of how/why faculty evaluated certain standards and indicators as they did.

During the fall of 2016, one of the offices on campus analyzed the Pearson Coefficient of the studies. In addition, a consistency percentage was established for the common portfolio scoring. Faculty also met to discuss their common scoring. A report was sent to the faculty for consideration.

New procedures for the fall of 2016 will include using Lawshe’s Method and Survey Monkey to establish construct validity of common assessments used in both the undergraduate and the graduate programs. A plan is being developed for including P-12 partners and school of education faculty in establishing construct and content validity.

Major assessments will be submitted to CAEP in the fall of 2016 as an early instrument analysis for feedback on current assessments used in the EPP. These major assessments are used in both the undergraduate and graduate programs. The feedback from CAEP will be integrated in future procedures of conducting reliability and validity on other EPP created assessments commonly used across the undergraduate and graduate programs.

For survey data, the School of Education will strive to achieve credibility of the survey instrument through a process of field testing among experts to determine that survey questions are concise and specific in order to achieve meaningful data. The School of Education will analyze survey data to make important decisions for program review and any necessary revisions for program completers. The field testing process will be conducted on professors and/or P-12 school partners who will determine clarity of questions, but will not be conducted on anyone who will be responding to any surveys.

**5.3** **The Quality Assurance System makes Effective Use of Data**

The provider **regularly** and **systematically assesses performance** against its goals and relevantstandards, **tracks results** over time, **tests** innovationsand the **effects of selection criteria** on subsequentprogress and completion, and **uses results to improve** program elements and processes.

**5.3.a. The EPP regularly and systematically assesses performance against its goals and standards.**

The major questions driving the Quality Assurance System of the educator preparation program at Campbellsville University are “How do we know our candidates have a positive impact on candidate learning?” and "How will we know if our pre-service candidates know and can do what they should know and be able to do?" The benchmarks for determining how we will answer these questions are the [Kentucky Teacher Standards](http://www.kyepsb.net/teacherprep/standards.asp) (KTS) at the initial and advanced levels and the Interdisciplinary Early Childhood Standards or [IECE Teacher Standards](http://www.kyepsb.net/teacherprep/standards.asp) (KTS/IECE) for the early childhood program. In addition to the Kentucky Teacher Standards, each certifiable program is aligned with its respective [Specialized Professional Association Standards](http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx) (SPAs), many of which mirror the Kentucky standards. *SPA standards* are integrated and assessed throughout candidates’ professional education and content-specific courses. Alignment with SPA and state standards is extensively documented in the program matrices illustrating sample classroom experiences/assessments in each program submission. The Kentucky Teacher Standards (or KTS/IECE), InTASC and the SPA standards are integrated throughout all program experiences, at initial and advanced levels as exemplified by an array of courses and field-based experiences. All faculty members develop standards-driven syllabi to ensure that candidates are taught critical content. Formative and summative evaluations include a variety of measures faculty members have identified in the analytic matrices of each program submission.

Program experiences are developed to align with both national and state performance standards. Specifically, the Quality Assurance System requires a developmental progression toward meeting the standards as adopted by the Kentucky Education Professional Standards Board. This progression culminates in a professional portfolio for initial certification at undergraduate and graduate levels; an action research project for advanced levels for the Teacher Leader Masters of Education (TL-MAE) and the Teacher Leader Master of Special Education (TL-MASE). The DOSE certification program requires a portfolio and the Rank I program requires a culminating project. Endorsements in gifted/talented education, environmental education and English as a second language also have major, program specific assessments associated with the programs. Guidance Counselor program requires?

Continuous assessment of candidate performance is based on the Kentucky Teacher Standards (or KTS/IECE) and the SPA standards as described in the Conceptual Framework. Assessment and reflection are intertwined within the concept of continuous assessment. There is widespread consensus within the professional community that assessment should be multi-dimensional, on-going, and demonstrate various types of assessment from traditional to authentic performance. Programs also align with the specific content of the Praxis II examinations.

Progress toward meeting the national standards and the Kentucky Teacher Standards (or KTS/IECE) is infused throughout the preparatory program. Syllabi specify the course experiences and requirements by respective standards. All curriculum guidesheets for candidates seeking initial certification include checks of the candidates’ portfolios based on the respective state standards.

When candidates achieve each CAP, they receive notification of their status in the program. Faculty members in the designated courses during which candidates submit their various CAP applications serve as the respective CAP coordinators. The CAP coordinators work closely with candidates, assisting them in completing their applications and offering suggestions for remediation if necessary in order to have a successful application. When candidates are interviewed at designated CAPs, they are asked to step away from the interview committee briefly while the interviewers make decisions about the interview. Then they are asked to return to the interview committee so that the interviewers can inform them of their interview results. The interviewers also inform the candidate of timeframes for the School of Education to consider their applications and when they could expect to receive their letter of CAP notification.

Additionally, advisers assist candidates with their matriculation through the program. Each term, during advising sessions, advisers discuss progress and each upcoming CAP. If there are issues that need addressed in advance, advisers provide suggestions, such as steps to take to increase Praxis I scores for admission. If there are major issues regarding writing, for instance, the university also offers a Writing Center to which candidates can be referred. Sometimes, there are formal modifications in requirements if candidates have clinically identified and shared disabilities. All education faculty members are also asked to complete disposition evaluations of all candidates each term. If there are dispositional issues that arise with a candidate, then faculty completes a disposition incident form and follows the protocol for such issues. The unit also offers an annual *Meeting of the Majors* during which major capstone experiences in the program are shared and discussed.

This component also parallels the concept of continuous improvement described in 5.1.c on Operational Effectiveness. There is a continual process of monitoring and identifying needs that must be addressed to keep performance of our candidates at a high level.

**5.3.b. The Educator Preparation Provider Tracks Results over Time**

The EPP at Campbellsville University collects data from the CAP forms and the key assessments every term for the undergraduate and at three points for each beginning cohort of graduate level candidates in initial and advanced programs. The data entry specialist enters the data into an ACCESS database and then generates summary reports for analysis during the May term primarily but also during August and December workshops.

The plan of the EPP is to devise a plan to collect P-12 impact data for programs for which KCEWS is not able to provide impact data. The exact type of data that KCEWS will provide is not clearly identified at this time. However, the latest communication from KCEWS is that that organization will provide K-PREP data in reading and math for grades 3-8. Therefore, the EPP will need to devise alternative ways to collect P-12 impact data on currently enrolled candidates and on completers for at least three years.

For employment data, the EPP has been tracking graduates for the SACS five year trends. That process will continue but will include additional follow-up surveys for the first three years, at least. Currently, a tentative plan is to conduct case studies to collect data for those majors not included in the KCEWS reports. Please see also 5.4 narrative.

**5.3.c. The EPP Tests Innovations and the Effects of Selection Criteria on Subsequent**

**Progress and Completion**

Since the inception of the continuous assessment plan for the first NCATE visit and now the quality assurance system for CAEP, the EPP has been revising the CAP forms and CAP processes annually, based on the annual data analyses that occurred during the May retreats. Based on changes in state regulations and data results, the EPP continued to refine those data collection and monitoring points. In addition, the disposition instrument has undergone nearly annual revision in an attempt to design a tool that identifies desired attributed of candidates in both the field/clinical setting and in the academic setting in courses. Faculty dialog and analyses of results generated a need for those continual changes and innovations.

Other examples of innovations include a mini-lesson video requirement at admission (CAP 2), a new exit event for CAP 4, exiting students. Instead of submitting a video, they now come prepared to teach a mini-lesson for P-12 administrators who then engage in dialog about the lesson afterwards. Informal feedback from the P-12 partners has been very positive. A job fair has also been included in the exit experience for candidates, resulting in employment for several completers. The EPP plans to develop surveys to collect further data on these innovations.

Another innovation related to field/clinical hours involved placement of sign in binders in local schools and a faculty member who visited the schools regularly to make impromptu checks on candidates in field experiences. For the 2016-17 academic year, a faculty member will assume responsibility as a field coordinator to arrange and supervise some early field experiences in the programs.

The EPP has conducted studies over the years to determine the effects of selection criteria on candidate progress and completion. One example involved a review of ACT scores and how well candidates passed their exit Praxis exams based on those. Currently, the EPP has determined that candidates who enter with low scores in mathematics (below 21) tend to have difficulty passing the entry as well as exit level Praxis exams that involve mathematics.Therefore, the EPP has created an academic success plan where the candidate is provided some options for early intervention.

Only a few students have not been successful with student teaching and the primary issues were non-academic, such as dispositional.

Another idea to test innovations and entry requirements relates to the number of students beginning the program vs. those who complete them. When candidates register for their first education course, they also register for ED 199, which is a zero credit course designed for candidates to complete a state criminal check. The number of students who have signed up for ED 199 vary significantly from the number actually admitted but these data need to be formally reviewed.

**5.3.d. The EPP Uses Results to Improve Program Elements and Processes**

During retreats every May, August and December, data generated by the Quality Assurance System are analyzed and re-evaluated by the education faculty. Periodically, the QAS is evaluated by other stakeholder groups, such as the Teacher Education Committee or TEC, which includes arts and science faculty and candidates, and the Teacher Education Advisory Committee or TEAC, which consists of education, arts/science faculty and public school practitioners. The TEC meets monthly and the TEAC meets annually.

Each academic year, data are collected from several internal and external sources, including CAP forms, rubrics from the CAP 3, 4 and 7 portfolios, classroom observations by supervising teachers, cooperating teachers and arts/science faculty, exit interviews by practitioners, plus action research projects or culminating projects at the advanced levels. A more thorough listing of data sources is provided in this document in Table 1 (p. 5).

[Rubrics,](http://www.campbellsville.edu/Websites/cu/images/Academics/Education/Documents/Portfolio/Portfolio%20Rubric.docx) based on the KTS/KTS/IECE and InTASC are used to evaluate capstone program experiences prior to and during candidate teaching at the undergraduate level and for initial certification programs at the graduate level. A sample rubric used for portfolio evaluation, an adaptation of one used by the Kentucky Teacher Internship program, is included in the appendices. Rubrics based on the advanced-level performance indicators for the KTS are also used to evaluate advanced level capstone assessments for continuing certification programs. In addition to the data generated by these various instruments, the unit also analyzes data generated by the New Teacher Survey conducted by the Education Professional Standards Board and graduate follow-up surveys.

During each academic year, the data from use of these rubrics and other key assessments are collected, entered into an ACCESS database, and then compiled into data reports for analysis at the retreats and/or fall and December meetings. The dean and assessment coordinator work closely with the data entry specialist to develop the data reports for each retreat. The assessment coordinator conducts a preliminary analysis of the data prior to the retreat and presents those analyses to the faculty. During the retreat, education faculty members also review the data through varied group activities and/or general discussion.

Since the rubrics include the indicators for each standard, the education faculty members are able to identify the KTS and the specific indicator/s for growth areas. Upon identification of the specific KTS and indicators for the growth plan, the EPP faculty members design an action plan to improve candidate performance in those areas. Growth/action plans or Program Improvement Plan (PIP) may span more than one academic year.

Annually, the final result of the massive data analysis that occurs at the retreat is a Program Improvement Plan (PIP) for the next year. Typically, aggregated and disaggregated data provide insight into several areas that could be improved with more intentional focus.

Several examples of improvements/changes that have occurred in the unit and the assessment system include:

* CAP 1 was changed to an ‘Intention to Enter the Education Program’ and CAP 2 was changed to admission to the program. Additionally, candidates are now permitted to take at least four education courses, 12 hours, prior to admission to the program, to allow more opportunities to explore the teaching profession.
* The evaluation of dispositional assessment of candidates involved a redesign in the assessment instrument with the addition of specific indicators and alignment with standards as well as development of a policy to address disposition incidents and remedial plans.
* For admission at CAP 2, beginning in the fall of 2016, a video of the prospective candidate teaching a mini-lesson with evaluation by a P-12 partner and campus based partners will occur.
* Student teaching has been changed to a graded model and includes opportunity for candidates to participate in a paired clinical model (co-teaching).

**5.4** **The Quality Assurance System Measures Completer Impact**

**Measures of completer impact**, including available outcome data on P-12 student growth, are **summarized**, **externally benchmarked**, **analyzed**, **shared** widely, and **acted upon in decision-making** related to programs, resource allocation, and future direction.

The School of Education has a tentative plan for measuring completer impact. This plan is evolving as more information is shared by CAEP, EPSB and the Kentucky Center for Education and Workforce Statistics (KCEWS). After a preliminary review of the CAEP evidence guide for creating this QAS, the EPP has a preliminary plan for continuing to collect or to develop new assessments or procedures to access P-12 impact data.

During the 2015-16 academic year, CAEP standard 5 met with a public school administrator regularly and conducted a pilot of the types of data that might be provided by our school partners. For this pilot, the principal shared the MAP data (fall, winter, spring) for one of the EPP’s interns in that school.

In an earlier meeting with this principal, the committee members examined the standard and discussed 5.4 which deals with measures of completer impact. She shared that they can provide MAP data for interns in their school but that other schools vary in the type of data collected. Some do MAP, others KPREP; some have end of course assessments; Think Link, Aims Web, DIBELS, GMADE and GRADE. So there may not be consistency in the type of data gathered on completer impact. She also agreed to share the MAP data for one of the interns at her school who is a CU graduate. The data would be confidential in that there will be no teacher or student names included. It is projected that the EPP will need to conduct research, action research and case studies to collect the P-12 impact data necessary.

The Kentucky Center for Education and Workforce Statistics (KCEWS) offers great promise for providing some of the necessary impact data. Below is a document provided directly from KCEWS that describes the reading and writing data for grades 5-8 K-PREP. That organization is studying how to provide data from end of course assessments as well.

**KCEWS: Program Impact Description Draft (Provided by KCEWS 8/1/16)**

*“Campbellsville University is partnering with the Kentucky Center for Education and Workforce Statistics (KCEWS) to determine data available for evaluating program impact of graduates on K-12 education.*

*KCEWS has partnered with a pilot group of educator preparation institutions to develop statewide reports regarding program impact on K-12 student outcomes. This pilot is in the early stages, and therefore data are not available prior to the CAEP reporting deadline. However a brief description of the pilot work to date follows.*

*For those program completers of Campbellsville University graduating from 2010 through 2013, this sample is intersected with those employed as a first year educator in a certified public K-12 Kentucky school from 2011 through 2014 and also listed as the primary teacher in reading, mathematics, or a directly related course in Infinite Campus Course Table. In the future it is hopeful a direct link between teachers and students in infinite campus will be available, but the infinite campus course table source will serve for the pilot process with annotations of its limitations in the technical notes accompanying the pilot report.*

*The KPREP assessments in reading and mathematics are given in grades 3 through 8 to all Kentucky students and have been chosen as the student outcome measure to determine program impact since these subject areas are tested every year. Student growth percentiles [SGP] will be used to assess program impact as this measure accounts for the prior year’s test score1. This will drop off students who transferred into the state the current year of testing or who are missing a test score from the prior year for some unknown reason. Due to a lack of student growth percentiles being calculated, Science and Social Studies are excluded from the pilot program impact study.*

*A comparison group will be constructed including all first year of employment in a certified public K-12 school from 2011 through 2014 and listed as a primary educator in infinite campus course table. Therefore student growth percentiles for program completers of Campbellsville University will be descriptively compared to student growth percentiles of students in the entire state of Kentucky with a primary teacher employed in their first year at a certified public K-12 school from 2011 through 2014.*

***Limitations***

*One limitation is the lack of a direct link for teachers and students in infinite campus which decreases the sample size. Unlike some other methods of estimating teacher effectiveness, such as value-added modeling, SGP calculations do not try to adjust for differences in student characteristics. And neither SGPs nor value-added modeling indicates what might have caused improvements, nor do they reveal whether other students would make similar improvements if taught by that teacher. An additional limitation is the focus on grades 4 through 8 in reading and mathematics with no program impact1. This limits students to grades 4 through 8 because SGP needs one prior year to calculate. Kentucky Department of Education (KDE) has not yet begun implementing SGP for subjects not tested every year (most likely because of the aforementioned requirements of a previous test for calculating SGP; thus, Science and Social Studies KPREP*

*tests will be excluded from the following analysis due to lack of SGP measures for secondary teachers in this pilot study. High school students take a bevy of assessments; however, these assessments rarely are the sort that can easily be attributable to a particular teacher (i.e. PLAN, ACT). Other assessments are available which can be linked to courses, but this linking tends to be to a very small and specific subset of courses (AP tests [35 courses offered in 2014 ranging from ‘Latin: Vergil’ to ‘AP Studio Art: 3-D Design’], EOC tests [Biology, English II, US History, Algebra II]).*

*Future research will include how to evaluate program impact for secondary teachers in Kentucky.”*

**5.4. a. Outcome data on P-12 candidate growth-Summarized, externally benchmarked, analyzed, shared widely.**

The EPP’s plan for collecting P-12 candidate impact data has for years been implemented through a variety of modes. These include experiences with the program curricula designed to develop the knowledge base required for instruction and analysis of candidate learning. Field based clinical experiences provide a continuum of experiences designed to further candidates’ knowledge about linking theory and practice in the classroom. Candidates acquire an increasingly complex level of involvement in the classrooms with students that allow them to further their analysis of candidate learning from several vantage points. Many of these field-based experiences provide opportunities for candidates to teach lessons and units to individual students, small groups or an entire class. Candidates then reflect on their instruction by analyzing the formative and summative assessments built into each lesson, which are differentiated for diverse learners in the classroom.

Additionally, candidates take a course/s that is/are directed specifically at assessment and the analysis of student learning based on a variety of assessments developed in those courses. Some of the assessments developed within the courses are often used during field experiences to generate data for analysis.

The EPP utilizes Sources of Evidence from the Kentucky Teacher Internship Program, which have been adapted for initial certification. Many of the tasks focus on candidate learning; for instance, all involve analysis of candidate learning and gap analysis.

The professional portfolios at [CAPs 3](http://www.campbellsville.edu/Websites/cu/images/Academics/Education/Documents/Portfolio/CAP%203%20portfolio%20guidelines1011.doc), CAP 4, and at CAP 7 for initial candidates in graduate programs require candidates to demonstrate impact of learning throughout the Kentucky teacher standards. The portfolios require evidence of student learning based on instruction by the candidates through field experiences prior to candidate teaching and through the candidate teaching experience. Candidates are required to maintain samples of student work, analyze the results of learning per individual student and per the entire group or class. Kentucky Teacher Standard 5, Assessment, requires candidates to demonstrate they meet the standard that includes analysis of student learning.

At the advanced level, candidates implement an action research project in their classes to determine impact on candidate learning.  They measure where the students are before they implement the intervention; they implement, and then they measure where the students are after implementation. Data are collected and presented in sections 4 and 5 of their Master’s action research project for the TL-MAE, TL MASE; candidates also report on their findings to their peers. For Rank 1, candidates develop a culminating project, using school based data to create an improvement plan.  They create professional development and train teachers on the initiative and implement the plan in their school.  They then report on the results.

**5.4.b. The QAS Provides Opportunity for P-12 Impact Data to be Acted upon in Decision making regarding Programs, Resource Allocation and Future Direction**

The quality assurance system allows the EPP to monitor operational effectiveness (QAS 5.1.c.). The continuous improvement cycle allows the EPP to aggregate data to determine program-wide effectiveness and to disaggregate data to determine individual program quality. With numerous sources of P-12 impact data built into the QAS through the CAPs at the undergraduate and graduate levels, the EPP can continuously monitor the impact of candidates on P-12 learning. In the future, the data reports generated by KCEWS and additional research efforts of the EPP will allow the EPP to identify needs.

Already, local schools are seeking out the assistance of the EPP to provide additional expertise to teachers in an effort to improve P-12 learning. Faculty in the EPP already provide some resources such as student teachers, and PD conducted by faculty for students and faculty at the Kentucky Christian Academy. A grant to provide mathematics PD for both local school systems has just been signed.

When the dean of the EPP submits an annual proposed budget to the administration at Campbellsville University, she attempts to anticipate to align the needs to the annual improvement goals. If one of the goals is to improve performance on the Praxis exit exams, then the budget has incorporated more focus on purchase of materials to help students prepare for those exams. To help with an area of concern related to field experiences, funds were allocated for faculty members to attend a national field experiences conference.

Overall, all efforts to prepare candidates for their future classrooms has P-12 student learning at the center. The model of the EPP has student learning in the center and the mission statement for the EPP has positive impact on student learning emphasized. Driven by the mission aimed at student learning, all efforts of the EPP ultimately tie to P-12 impact data. How well do our candidates and graduates positively impact student learning? With the strategies already in place to collect P-12 impact data and plans to increase those efforts, it is expected that those data will certainly impact any decisions made regarding programs, resources and future directions.

During this next academic year, while the faculty are deeply involved in gap analysis regarding the CAEP standards, those future directions will become clearer.

**5.5** **The Quality Assurance System Involves Appropriate Stakeholders**

The provider assures that appropriate **stakeholders**, including **alumni**, **employers**,

**practitioners**, **school** and **community** partners, and others defined by the provider, **are involved** in **program evaluation**, **improvement**, and **identification** **of models of excellence**.

The School of Education has an assessment system that involves collection and analysis of data on program evaluation, improvement and identification of models of excellence. Multiple data sources, including feedback from candidates as well as stakeholders, including alumni, employers, practitioners, school and community partners and other collaborative entities are tracked on a continuous basis to ensure the unit and its programs are evaluated and improved. Feedback from these partnerships and collaborations is designed for the reflection possible from these various stakeholders. Reflection concerning the development and evaluation of programs and experiences, at both the undergraduate and graduate levels occurs through input and feedback from these individuals and groups.

The formally organized groups reflecting partnerships between the teacher education unit and the professional community include the Teacher Education Committee (TEC) and the Teacher Education Advisory Council (TEAC). The TEC, consisting of all full-time School of Education faculty; representation from each college or school that educates P-12 teachers; and, 3 students representing P-5, 5-9 and 8-12 areas. The Dean of the School of Education serves as chairperson of the **TEC**. The functions of the TEC include the following:

* Serves as the liaison between the Teacher Education Program unit and other divisions and departs of the University;
* Makes recommendations to the School of Education faculty for new programs,;
* Reviews the pass rate of the academic area licensure exams and makes curricular decisions on that information;
* Review, recommend and develop policies relating to educator preparation programs; and
* Consults in programs involved in continuous assessment of the Teacher Education Program.

The **TEAC** (Teacher Education Advisory Council) consists of all full-time faculty members of the EPP and eight public school educators appointed to four year terms. Appointments are staggered so that so that two new appointments are made each year. The membership includes the three student members from the EPP. The Chairperson of the committee is selected from among the public school membership. The purposes of the committee include the following:

* Provide opportunity for reflective feedback from educators in positions of leadership concerning the performance of the students in the EPP;
* Suggest and reflect on curricular offerings that will enable the graduates of the EPP to perform at a high level in their teaching positions;
* Serve as liaison between the University and the global society.
* The primary action of the committee is as collaborative advisors to the EPP and the University at large, in a manner that will improve the quality of graduates.

The Dean of the EPP attends monthly **Academic Council** meetings. The purpose of these meetings is to collaborate with departments across campus. The Dean also is a member of the Curriculum Committee that meets monthly.

The Dean is a member of the **Graduate Council.** The Council:

* Approves all changes to the graduate curriculum;
* Maintains the graduate catalog;
* Makes recommendations concerning admissions policy; and
* Monitors the progress of students in the programs.

The primary action of the committee is as collaborative advisors to the EPP and the University at large; in a manner that improves the quality of graduates.

**Alumni**

New Teacher Survey and Tell Survey - The Tell survey is given to all teachers in the state of Kentucky bi-annually. It provides educators with data, tools and direct support to facilitate school improvement. Currently it is not disaggregated by institutions but future plans include providing this data. Consequently, when this is provided, the School of Education will include it in our data analysis.

A survey is sent to the EPP graduates one, three and five years after graduation. Plans are to begin surveying each year for the five years following graduation.

**School, Community Partners and Practitioners**

CAP 4 Exit Event – All teacher candidates are required to attend the CAP 4 Exit Event. This event is designed to provide experiences in Lesson Presentation and interview skills for the candidate. Portfolios are scored by a team of professional educators consisting of National Board Certified Teachers and public school administrators. This allows teacher candidates to receive “real-world” feedback regarding their proficiency on all 10 Kentucky Teacher and IECE Teacher Standards. Following the presentations/interviews a job fair is organized and teacher candidates visit the individual district’s table, introducing themselves and submitting a resume. At the conclusion of the event, an evaluation survey is given to all practitioners for reflection and evaluation.

**Paired Clinical Partnerships** – The EPP has established partnerships with 5 (Larue, Green, Taylor, Adair and Campbellsville) local school districts to provide paired clinical experiences for student teachers.

**CAEP Standard Committees** – a P-12 partner is a member of each of our standard committees.

**EIT/WKYT Collaboration** – WKYT to a sponsor of our annual Excellence in Teaching Ceremony where we recognize teachers across the commonwealth.

**Spencer County Cohort**-The EPP has a Memorandum of Agreement with Spencer County where we have established 2 year cohorts to provide curriculum for the Teacher Leader Master’s program at a reduced tuition rate. Each participant has the opportunity to obtain 6 hours of credit.

**KCTCS** – The EPP has Memorandums of Agreements with the KCTCS system that allows a seamless transition for their programs to ours.

Other examples of P-12 collaborative partnerships include:

* Field trips to the Bowling Green Independent School District
* Campbellsville Elementary Literacy Night
* Campbellsville Elementary After School Program
* ESL Partnership with the Green County School District
* Marion County Reading Celebration
* Global opportunities for candidates through an annual spring break trip to Belize and other domestic and international locations at other times.
* Math Grant between local middle schools and SOE faculty

**Employers**

The EPP will be working with our Institutional Research Department to create a survey for the employers of our graduates. Also the Kentucky Center for Education and Workforce Statistics is planning to provide to private and public institutions employer data to determine available information for evaluating program impact of graduates on K-12 education.

**Models of Excellence**

Paired Clinical Partnerships – This provides a yearlong experience for our pre-service candidates to establish relationships; observe and develop effective instructional practices, and learn of the culture and climate in a classroom P-12 setting that will also serve as the site for their clinical practice.

**Marion County ELL** – The EPP and the Marion County School District personnel collaborate to assist non-English speaking students in transitioning to a new school setting.

Cap 4 Exit Event-This provides our teacher candidates with the opportunity to present a mini-lesson to practitioners. This allows them to demonstrate their knowledge of content and how they deliver instruction. The practitioners give feedback to the teacher candidates.

**Practitioners:**

Each year the EPP participates in Jumpstart, a national campaign that was launched over a decade ago to address the educational inequities that leave too many children unprepared for kindergarten. Children and adults gather to learn, laugh, and read a yearly book selection. Examples of how this is implemented in our area include:

A Family Resource staff member reads to a Campbellsville Elementary Classroom. CU students partnered with Campbellsville Family Resource Center at B.E.A.R. night (usually 30). Washington County Preschools (50) participate in their classrooms. Central Kentucky Head Start (359) had readers. Mommy Lynn’s Daycare (30) participated by reading to students. New Highland Elementary School had volunteers come and read to students.

**Student Teaching** – Contracts have been established with Birth to three year old and Pre-school -12th grade districts where we place student teachers. **Cap 4 Exit Event** – *All teacher candidates are required to attend the CAP 4 Exit Event.* This event is designed to provide experiences in lesson presentation and interview skills for the candidate. Portfolios will be scored by a team of professional educators consisting of National Board Certified Teachers and public school administrators. This allows teacher candidates to receive “real-world” feedback regarding their proficiency on all 10 Kentucky Teacher and IECE Teacher Standards. Following the presentations/interviews a job fair will be organized and teacher candidates visit the individual district’s table, introducing themselves and submitting a resume.

A survey is given to the practitioners at the conclusion of the event that seeks evaluation on the portfolio, teaching a lesson, interview and the job fair. These data are analyzed at the faculty retreat.

In addition, the EPP surveys program graduates. Results are used to identify issues for consideration of possible changes in the teacher preparation program. With the purchase of Survey Monkey, the EPP has developed and implemented follow-up surveys through that tool. Also, the School of Education is partnering with the institutional researcher to conduct exit and first year out follow-up employment and employment surveys. Change in the structure of the student teaching semester is one example of such feedback.

Faculty self-evaluations and performance reviews are utilized in assisting the faculty in setting professional goals for the academic year and identifying faculty development needs. Based on these sources, faculty members develop annual, individual Growth Plans identifying areas for which they need further knowledge or experience. Progress toward meeting these plans is included in annual performance reviews/conferences by the Dean.

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**APPEDICES**

**Appendix A, CAP 1 Intent to Enter Teacher Education**

CAMPBELLSVILLE UNIVERSITY

##### SCHOOL OF EDUCATION

***“Empowerment for Learning”***

**CANDIDATE ASSESSMENT POINT 1:**

**INTENT TO ENTER TEACHER EDUCATION**

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

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

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

### Last First MI Maiden

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

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

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

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

Check level of Certification Interest:

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

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

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

Check Endorsement(s)(if applicable): English Second Language\_\_\_\_ or Environmental Education\_\_\_\_

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

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

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# Checklist of Application Materials

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

\_\_\_ 1. \*Signed Kentucky Code of Ethics for Kentucky School Personnel.

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

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

Certification.

**Date Results**

\_\_\_\_2. \*Required Checks:

a. State Criminal Check \_\_\_/\_\_\_/\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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

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

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

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

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

Statement of Acknowledgement and Commitment

* I understand that I am allowed to take **ONLY** these education courses **PRIOR to ADMISSION** to teacher education: ED 220, ED 300, ED310, and ED325. (IECE and Special Education exception to the rule)
* Praxis Disclaimer: I understand that the Kentucky Educator certification requirements are subject to change at any time. Before registering for any Praxis exam, I will check the KY Education Professional Standards Board website at [www.kyepsb.ky.gov](http://www.kyepsb.ky.gov) for current test requirements and current cut scores. I may also contact 502-564-4606 or toll free at 888-598-7667.
* Neither Campbellsville University nor any professor or administrator assumes responsibility for reminding me of the requirements for the CAPs and for graduation; the responsibility resides with me.
* I have read and I commit myself to upholding the Kentucky Code of Ethics for Kentucky School Personnel. I have also reviewed the **character and fitness questionnaire** in Section III of the *CA-1* form for Kentucky Teacher Certification.
* If IECE candidate, I have also read and commit myself to upholding the Confidentiality Statement which includes the NAEYC Code of Ethical Conduct, the DEC Code of Ethics, and the First Steps Provider Code of Ethical Conduct.
* I am committed to the ethical and legal use of technology.
* I am committed to abiding by the School of Education policy on plagiarism/cheating, dispositions, and attendance.

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

#### 

**Appendix B: CAP 2 Admission to Teacher Education**

CAMPBELLSVILLE UNIVERSITY

##### SCHOOL OF EDUCATION

***Empowerment for Learning***

**CANDIDATE ASSESSMENT POINT 2:**

# ADMISSION TO TEACHER PREPARATION PROGRAM

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

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

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

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

### Last First MI Maiden

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

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

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

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

Check level of Certification :

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

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

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

Check Endorsement(s)(if applicable): English Second Language or Environmental Education

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

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

# Checklist of Application Materials

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

\_\_\_ 1. \*Unofficial Transcript: Cumulative GPA (2.75 or 3.0 last 30 hours) \_\_\_\_\_\_\_\_\_\_

(With no grade lower than “C” in Professional Education courses)

IECE Majors Only (except post-baccalaureate candidates)

ECE 111 ECE 130

ECE 140 ECE 216

ECE 230

ED 220

MUS 240

**(Music Students Only)**

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

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

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

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

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

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

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

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

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

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

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

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

**Grade Semester Year**

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

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

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

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

Self-Assessment IECE 301 Professor (IECE Majors Only)

ED 220 Professor MUS 240 Professor (Music Majors Only)

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

only)

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

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

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

\_\_\_ 8. \* Evaluations by P12 teacher, CU Faculty, and candidate of critical thinking, collaboration, communication

and creativity, based on mini-lesson demonstrating planning, teaching, and reflection. (video)

\_\_\_ 9. \* Praxis II Study Plan: Statement of Understanding (demonstrate content and pedagogical preparation)

\_\_\_ 10. Please check if you have entered your field hours into **KFETS**.

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

(+IECE students will have alternative instructions for photo)

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

Statement of Acknowledgement/Commitment

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

* Admission to teacher education is a requirement for taking courses beyond *ED 325; admission to the IECE program required for IECE 480* and for consideration for student teaching.
* Admission to the program does not guarantee continuation in the program nor admission to student teaching.
* To be retained in the program and to be eligible for continuation in the program and for student teaching, I must satisfactorily meet all requirements for CAPs; for program completion, I must meet CAP 4.
* Neither Campbellsville University nor any professor or administrator assumes responsibility for reminding me of the requirements for the CAPs and for graduation; the responsibility resides with me.
* Praxis Disclaimer: I understand that the Kentucky Educator certification requirements are subject to change at any time. Before registering for a Praxis exam, I will check the KY Education Professional Standards Board website at [www.kyepsb.ky.gov](http://www.kyepsb.ky.gov) for current test requirements and current cut scores. I may also contact 502-564-4606 or toll free at 888-598-7667.

2. I have read and I commit myself to upholding the ***Code of Ethics for Kentucky School Personnel*** (including NAEYC code of Ethical Conduct, CEC Code of Conduct, and First Steps Provider Code of Ethical Conduct for IECE candidates). I have also reviewed the **character and fitness questionnaire** in Section III of the *CA-1* form for Kentucky Teacher Certification.

3. I have read and agree to School of Education policy regarding requirements for attendance, dispositions, field experiences and plagiarism.

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

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

# Decision by the School of Education Faculty:

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

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

#### 

**Appendix C: CAP 3 Approval for Student Teaching**

CAMPBELLSVILLE UNIVERSITY

##### SCHOOL OF EDUCATION

***Empowerment for Learning***

**CANDIDATE ASSESSMENT POINT 3:**

**APPLICATION FOR STUDENT TEACHING**

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

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

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

### Last First MI Maiden

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

## 

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

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

Check level of Certification :

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

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

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

#### Endorsement(s): ESL Environmental Ed Projected Date of Graduation \_\_\_\_\_/\_\_\_\_\_

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

# Checklist of Application Materials

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

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

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

of certification. ***Copy both sides of all your exam score reports, including sub-scores. (You must have taken or registered for the earliest available testing date for all Praxis subject assessments*** *BEFORE student teaching begins, for CAP 3 approval. If you take the exams after the CAP 3 due date, include a copy of your registration in this application.) This applies to endorsements too.*

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

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

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

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

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

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

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

Praxis Subject Assessment Remedial Plan (if applicable)

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

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

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

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

d. Self-Evaluation:

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

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

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

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

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

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

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

Two different ethnic/cultural groups different from the candidate;

Different socioeconomic groups;

English language learners;

Students with disabilities;

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

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

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

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

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

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

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

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

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

CAP 1 on file CAP II on file

# Statement of Acknowledgement/Commitment

1. I hereby apply for continuation in the Teacher Preparation Program and student teaching.
2. I understand that approval for CAP 3 does not guarantee approval for CAP 4.
3. Admission to teacher education is a requirement for taking courses beyond *ED 325(exception IECE and Special Education).* To be retained in the program, I must meet all requirements for CAPS 1, 2, 3 and 4.
4. Neither Campbellsville University nor any professor or administrator assumes responsibility for reminding me of CAP requirements; the responsibility resides with me.
5. Praxis Disclaimer: I understand that the Kentucky Educator certification requirements are subject to change at any time. Before registering for a Praxis exam, I will check the KY Education Professional Standards Board website at [www.kyepsb.ky.gov](http://www.kyepsb.ky.gov) for current test requirements and current cut scores. I may also contact 502-564-4606 or toll free at 888-598-7667.
6. I reconfirm my commitment to uphold the Code of Ethics for Kentucky School Personnel. In addition, IECE Candidates must uphold the NAEYC Code of Ethical Conduct, the DEC Code of Conduct, and First Steps Provide Code of Ethical Conduct. I also reaffirm my commitment to character/fitness as described in Section III of the CA1.
7. I am committed to the ethical and legal use of technology.
8. I reconfirm my commitment to abide by the School of Education policy on plagiarism/cheating, disposition, and attendance.

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

This Section Is For Official Use Only

Decision by the School of Education Faculty

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

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

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

**Appendix D: CAP 3 or 4 Additional Certification in IECE/TCBP**

CAMPBELLSVILLE UNIVERSITY

Submit to:

IECE 480 Professor or IECE Program Coordinator

Due:

November 20, 2016

or

April 15, 2017

##### SCHOOL OF EDUCATION

***Empowerment for Learning***

**CANDIDATE ASSESSMENT POINTS 3/4:**

**PROGRAM EXIT**

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

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

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

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

Last First MI Maiden

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

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

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

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

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

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**Checklist of Application Materials**

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

###### 

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

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

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

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

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

PRAXIS Subject Assessment**:**

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

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

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

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

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

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

c. Self-Evaluation

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

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

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

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

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

Two different ethnic/cultural groups different from the candidate;

Different socioeconomic groups;

English language learners;

Students with disabilities;

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

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

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

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

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

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

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

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

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

Statement of Acknowledgement/Commitment

I understand that completion of the teacher preparation program at Campbellsville University depends on successful completion of all course work and School of Education requirements. Furthermore, I understand that my application for teacher certification depends on the approval of my CAP 3/4 Exit application, CAP 3 Portfolio (or K-TIP Portfolio), and passing score on appropriate PRAXIS exams (5023).

* Neither Campbellsville University nor any professor or administrator assumes responsibility for reminding me of CAP requirements; the responsibility resides with me.
* **Praxis Disclaimer:** Kentucky educator certification requirements are subject to change.  Before registering for the test(s), please check the Education Professional Standards Board website at [www.epsb.ky.gov](http://www.epsb.ky.gov/) for current test requirements and current cut scores, or call 502-564-4606 or toll free at 888-598-7667.
* I reconfirm my commitment to uphold the Code of Ethics for Kentucky School Personnel, the NAEYC Code of Ethical Conduct, the DEC Code of Conduct, and First Steps Provide Code of Ethical Conduct. I also reaffirm my commitment to character/fitness as described in Section III of the CA-1.
* I am committed to the ethical and legal use of technology.
* I reconfirm my commitment to abide by the School of Education policy on plagiarism/cheating, disposition, and attendance.

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

**This Section Is For Official Use Only**

Decision by the School of Education Faculty

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

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

Copy of Notification Letter Attached \_\_\_

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

**Appendix E: CAP 4 Exit from the Program**

CAMPBELLSVILLE UNIVERSITY

##### SCHOOL OF EDUCATION

***Empowerment for Learning***

**CANDIDATE ASSESSMENT POINT 4: PROGRAM EXIT**

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

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

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

### Last First MI Maiden

## Permanent Address: Street\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_City\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

## 

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

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

Check level of Certification :

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

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

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

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

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

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**Checklist of Application Materials**

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

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

**\_\_\_**2.  **\* Praxis Subject Assessments:** Record your scores for the appropriate Praxis exam(s) for your area(s)/level(s) of certification. ***Copy both sides of all your exam score reports, including sub-scores. (You must have taken all Praxis subject assessments. If score has not been received, include a copy of your registration until score is received.)*** *This applies to endorsements too.* ***Passing scores required for Statement of Eligibility.***

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

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

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

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

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

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

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

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

Praxis Subject Assessment Remedial Study Plan if Applicable

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

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

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

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

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

\*c. Self-Evaluation

\_\_\_ *5.* ***Have you completed all course work? Yes No***

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

**\_\_\_** 6. Student Teaching Experience**: Required Experiences documented in Journal and**

**Journal Rubric**

Statement of Acknowledgement

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

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

**This Section Is For Official Use Only**

Decision by the School of Education Faculty

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

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

Copy of Notification Letter Attached \_\_\_

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

**Appendix F: MASE (Masters in Special Education) CAPs 5-7**

# CAMPBELLSVILLE UNIVERSITY

# SCHOOL OF EDUCATION

**Candidate Continuous Assessment Plan**

**Master of Arts in Special Education (LBD), Initial Certification**

(Check one) \_\_\_\_\_ B.A. or B.S. degree; not employed as a special education teacher (LBD)

\_\_\_\_\_ B.A. or B.S. degree; employed as a special education teacher (LBD); holding a Temporary

Provisional certificate

*Note: Praxis Subject Assessment 5543 must be taken and passed \_\_\_\_\_(158) before being eligible to be an intern in Kentucky Internship Program (KTIP). Student must successfully complete KTIP to receive professional certification.*

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CU ID # \_\_\_\_\_\_\_\_\_\_ Date ­\_\_/\_\_/\_\_\_

Permanent Address: Street\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ City\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State\_\_\_\_\_\_ Zip\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: Home \_\_\_/\_\_\_/\_\_\_ Cell \_\_\_/\_\_\_/\_\_\_ Work\_\_\_/\_\_\_/\_\_\_

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

**Work Home**

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| --- | --- | --- |
| **CAP 5 - Entrance Requirements**  **Application** | **CAP 6 – Mid-Point**  **Admission to Candidacy** | **CAP 7 – Exit Requirements**  **CAP 7 will be implemented in SED 607 Graduate Practicum/Seminar** |
| Bachelor’s Degree from accredited institution  \_\_\_\_\_State \_\_\_\_\_ Degree  Official Transcript \_\_\_\_\_Y \_\_\_\_\_N  Cumulative GPA 2.75 or 3.0 on last 30 hours \_\_\_Y \_\_\_N  GPA\_\_\_\_\_ Review date: \_\_/\_\_/\_\_  Three (3) Letters of Recommendation  (1)\_\_\_\_\_ (2) \_\_\_\_\_ (3)\_\_\_\_\_  Entrance Exam:  Praxis I (PPST)  Reading (0710/5710) \_\_\_\_(date) \_\_\_\_(176)  Math (0730/5730) \_\_\_\_(date) \_\_\_\_(174)  Writing (0720/5720) \_\_\_\_(date) \_\_\_\_(174); **OR**    *Praxis Core Academic Skills for Educators (CASE*):  \_\_\_\_ Reading (5712)     156  \_\_\_\_ Writing (5722)      162  \_\_\_\_Mathematics (5732)     150 ;  **OR**  GRE Scores  \_\_\_\_\_Verbal Reasoning - minimum score of 450 or 150 ( as of 8/1/2011)  \_\_\_\_\_Quantitative Reasoning - minimum score of 490 or 143 ( as of 8/1/2011)  \_\_\_\_\_Analytical Writing - minimum score of 4.0  \_\_\_\_\_Criminal Background Check (State)  \_\_\_\_\_TB Risk Assessment  \_\_\_\_\_One-page essay on rationale for graduate study  \_\_\_\_\_Disposition Recommendation (self)  \_\_\_\_\_Disposition Policy (signed)  \_\_\_\_\_KY Code of Ethics (signed)  \_\_\_\_\_Character & Fitness (signed)  \_\_\_\_\_Diversity Survey (signed)  \_\_\_\_\_ Statement of Acknowledgement/Commitment  (signed) (see reverse)  \_\_\_\_\_Professional Growth Plan Self-Assessment  \_\_\_\_\_Professional Growth Plan (PGP)  \_\_\_\_\_PGES Domains  \_\_\_\_\_Praxis Subject Assessment Study Plan/Statement of Understanding (signed)  \_\_\_\_\_Curriculum Contract/Guide sheet (signed) | **CAP 6 will be implemented after the completion of at least 24 credit hours**  Transcript Review  \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_Transcript Attached  \_\_\_\_\_ Credit Hours Completed    Disposition Recommendations:  \_\_\_\_\_Self  \_\_\_\_\_Professor  \_\_\_\_\_ Online Candidate Assessment  \_\_\_\_\_Field Hours Completed  \_\_\_\_\_Curriculum Contract/Guide sheet  (signed, updated and attached)  \_\_\_\_\_Professional Growth Plan  Self-Assessment (updated)  \_\_\_\_\_Professional Growth Plan  (PGP)(updated)    ***Praxis Disclaimer****: Teacher certification requirements are subject to change. Before registering for the test(s) please refer to the KY Education Professional Standards Board website at http://www.kyspsb.net for current requirements or contact 502-564-4606 or toll free 888-598-7677.* | **\_\_\_\_\_Graduation Application: completed and on file with the Office of Student Records**  Transcript Review  \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_Transcript Attached  \_\_\_\_\_Disposition Recommendations  (1)\_\_\_\_(faculty); (2)\_\_\_\_(faculty)  (3)\_\_\_\_(self)  \_\_\_\_\_Field Hours Completed - **200**  \_\_\_\_\_ Curriculum Contract/Guide sheet  (signed, updated and attached)  Portfolio  \_\_\_\_\_Holistic Score  \_\_\_/\_\_\_/\_\_\_Date Submitted    \_\_\_\_\_Professional Growth Plan  Self-Assessment (updated, attached)  \_\_\_\_\_Professional Growth Plan (PGP)(updated, attached)  \_\_\_\_\_ PGES Domains (attached)  \_\_\_\_\_Praxis Subject Assessment  \_\_\_\_\_\_\_ 5543 (158  **passing score** )  (score)  \_\_\_\_\_CA-TP/CA-1 Form Completed (attached)  \_\_\_\_\_Transcript Request  Student Teachers Only  **\_\_\_\_\_**Required Training *in**Use of Physical Restraint and Seclusion* (**704 KAR 7:160)**  ***NOTE:***  *Praxis Subject Assessment must be taken and passed before candidate can apply for LBD certification* |
|  |  |  |

**Statement of Acknowledgement/Commitment**

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

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

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

**This Section Is For Official Use Only**

Decision by the School of Education Faculty Decision: \_\_\_\_Program Satisfactorily Completed

Decision: Approval\_\_\_\_\_\_\_\_\_\_ Denial\_\_\_\_\_\_\_\_\_\_ Date\_\_\_/\_\_\_/\_\_\_ \_\_\_\_Program Not

Letter of Notification Mailed: Date \_\_\_/\_\_\_/\_\_\_ Satisfactorily Completed

Letter in Student File

**Appendix G: CAPs 5-7 Teacher Leader Master of Arts in Education (TL-MAE)**

# CAMPBELLSVILLE UNIVERSITY

# SCHOOL OF EDUCATION

**Candidate Assessment Plan**

**Teacher Leader Master of Arts in Education (TLMAE)**

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

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

Permanent Address: Street\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ City\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State\_\_\_\_\_\_ Zip\_\_\_\_\_\_\_\_\_\_\_\_\_ Home Phone \_\_\_/\_\_\_/\_\_\_ Cell \_\_\_/\_\_\_/\_\_\_ Work\_\_\_/\_\_\_/\_\_\_

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

**Work Home**

Level of Certification: IECE P-5 5-9 5-12 8-12 P-12 Content Area (s):\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current Employer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District School

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| --- | --- | --- |
| **CAP 5 - Entrance Requirements**  **Application** | **CAP 6 – Mid-Point**  **Admission to Candidacy** | **CAP 7 – Exit Requirements**  ***To Be Completed in ED 690, Supervision of Instruction*** |
| Bachelor’s Degree from accredited institution  \_\_\_\_\_State \_\_\_\_\_ Degree  \_\_\_\_\_Copy of valid Teacher’s Certificate or Statement of Eligibility  Official Transcript \_\_\_\_\_Y \_\_\_\_\_N  Cumulative GPA 2.75 or 3.0 on last 30 hours \_\_\_Y \_\_\_N  GPA\_\_\_\_\_ Review date: \_\_/\_\_/\_\_  \_\_\_\_\_Professional Growth Plan (PGP); if teaching, submit the one on file with the district of employment  Three (3) Disposition recommendations (recommended: immediate supervisor, colleague, self)  (1)\_\_\_\_\_ (2) \_\_\_\_\_ (3)\_\_\_\_\_  \_\_\_\_\_One –page essay on rationale for  graduate study  \_\_\_\_\_KY Code of Ethics (signed)  \_\_\_\_\_Character & Fitness(signed)  \_\_\_\_\_Diversity Survey Signed  \_\_\_\_\_State Criminal Background Check  (if not teaching)  \_\_\_\_\_Statement of Acknowledgement/Commitment  (signed) (see back of form)  \_\_\_\_\_Curriculum Contract/Guide sheet (signed)  Option Selected:  \_\_\_ ESL Endorsement  \_\_\_Gifted and Talented Endorsement  \_\_\_Environmental Education Endorsement  \_\_\_Professional Specialty Option: specify area\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_Admissions File Complete  \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_ Credit Hours Completed  (15 earned hours)  \_\_\_\_\_ Disposition Recommendation  (Faculty)  **PRAXIS Disclaimer:** Teacher certification requirements are subject to change. Before registering for the test(s) please refer to the KY Education Professional Standards Board website at http:www.kyspsb.net for current requirementsor contact 502-564-4606 or toll free 888-598-7677. | Transcript Review  \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_Transcript Attached  \_\_\_\_\_Master Action Research Project Grade  \_\_\_\_\_Oral Presentation on MARP  \_\_\_\_\_Leadership Professional Growth Plan  \_\_\_\_\_Assessment Design Project Grade  \_\_\_\_\_Two Disposition Recommendations  (1)\_\_\_\_\_ (self) (2) \_\_\_\_\_ (faculty)  \_\_\_\_\_CA-1 Form Completed and Attached  \_\_\_\_\_Application for Additional Credentials  \_\_\_\_\_Graduation Application |
|  |  |  |

**Statement of Acknowledgement/Commitment**

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

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

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

***This Section is for Office Use Only***

Date Presented to Grad Faculty \_\_\_/\_\_\_/\_\_\_ Decision: \_\_\_Recommended for Admission Decision: \_\_\_\_Program Satisfactorily Completed

\_\_\_Letter of Notification Mailed \_\_\_Not Recommended \_\_\_\_Program Not

\_\_\_Copy of Letter Included in Student File \_\_\_Recommended by Graduate Council Satisfactorily Completed

**Appendix H: Teacher Leader Master of Arts in Special Education (TL-MASE)**

# CAMPBELLSVILLE UNIVERSITY

# SCHOOL OF EDUCATION

**Candidate Continuous Assessment Plan**

**Teacher Leader Master of Arts in Special Education □ LBD □ MSD**

***Note: Praxis Subject Assessment: If seeking certification –Praxis Subject Assessment 5543 (LBD) or 5545 (MSD) must be taken and passed \_\_\_\_\_158 passing.***

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CU ID # \_\_\_\_\_\_\_\_\_\_ Date ­\_\_/\_\_/\_\_\_

Permanent Address: Street\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ City\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State\_\_\_\_\_\_ Zip\_\_\_\_\_\_\_\_\_\_\_\_\_ Home Phone \_\_\_/\_\_\_/\_\_\_ Cell \_\_\_/\_\_\_/\_\_\_ Work\_\_\_/\_\_\_/\_\_\_

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

**Work Home**

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| **CAP 5 - Entrance Requirements**  **Application** | **CAP 6 – Mid-Point**  **Admission to Candidacy** | **CAP 7 – Exit Requirements**  **CAP 7 will be implemented in last course** |
| Bachelor’s Degree from accredited institution  \_\_\_\_\_State \_\_\_\_\_ Degree  Official Transcript \_\_\_\_\_Y \_\_\_\_\_N  Teaching Certificate or Statement of Eligibility \_\_\_\_\_Y \_\_\_\_\_N  Cumulative GPA 2.75 or 3.0 on last 30 hours \_\_\_Y \_\_\_N    GPA\_\_\_\_\_ Review date: \_\_/\_\_/\_\_  \_\_\_\_\_Professional Growth Plan currently on file with the district of employment  Praxis (in area of certification)  \_\_\_\_\_Y \_\_\_\_\_N  Three (3) Letters of Recommendation  (1)\_\_\_\_ (2) \_\_\_\_\_ (3)\_\_\_\_\_  \_\_\_\_\_Disposition Recommendation (self)  \_\_\_\_\_One-page essay on rationale for  graduate study  \_\_\_\_\_KY Code of Ethics (signed)  \_\_\_\_\_Character & Fitness(signed)  \_\_\_\_\_Diversity Survey Signed  \_\_\_\_\_Criminal Background Check  \_\_\_\_\_Signed Statement of Acknowledgement/Commitment  (see reverse)  \_\_\_\_\_TB Risk Assessment  \_\_\_\_\_Signed Curriculum Contract | **CAP 6 will be implemented after the completion of 15 credit hours**  Transcript Review  \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_Transcript Attached  \_\_\_\_\_ Credit Hours Completed  (15-18 earned hours)  Disposition Recommendations:  \_\_\_\_\_Self  \_\_\_\_\_Professor  \_\_\_\_\_Online Candidate Assessment  \_\_\_\_\_Field Hours Completed  \_\_\_\_\_Signed Curriculum Contract  (updated, attached)  \_\_\_\_\_Praxis Subject Assessment  \_\_\_\_\_\_\_ 5543 (158  **passing score** )    *NOTE:*  *Praxis subject assessment must be taken and passed before candidate can apply for LBD certification*  ***Praxis Disclaimer****: Teacher certification requirements are subject to change. Before registering for the test(s) please refer to the KY Education Professional Standards Board website at* [*www.kyspsb.net*](http://www.kyspsb.net) *for current requirements or contact 502-564-4606 or toll free 888-598-7677.* | **\_\_\_\_\_Graduation Application: completed and on file with the Office of Student Records**  Transcript Review  \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_Transcript Attached  \_\_\_\_\_Disposition Recommendations  (1)\_\_\_\_(faculty); (2)\_\_\_(faculty)  (3)\_\_\_(self)  \_\_\_\_\_Field Hours Completed – 80  \_\_\_\_\_Leadership Professional Growth Plan  (submitted to Special Education Office)  \_\_\_\_\_TL Master Action Research Project Grade  \_\_\_\_\_Oral Presentation of MARP  \_\_\_\_\_Behavior Intervention Plan Grade    \_\_\_\_\_CA-1 Form Completed and Attached  \_\_\_\_\_Transcript Request  \_\_\_\_\_Application for Additional Credentials |
|  |  |  |

**Statement of Acknowledgement/Commitment**

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

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

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

**This Section Is For Official Use Only**

Decision by the School of Education Faculty Decision: \_\_\_\_Program Satisfactorily Completed

Decision: Approval\_\_\_\_\_\_\_\_\_\_ Denial\_\_\_\_\_\_\_\_\_\_ Date\_\_\_/\_\_\_/\_\_\_ \_\_\_\_Program Not

Letter of Notification Mailed: Date \_\_\_/\_\_\_/\_\_\_ Satisfactorily Completed

Letter in Student File

Appendix I: Rank I

# CAMPBELLSVILLE UNIVERSITY

# SCHOOL OF EDUCATION

**Candidate Continuous Assessment Plan**

**Rank I Program - Master of Arts in School Improvement (MASI)**

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

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

Permanent Address: Street\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ City\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State\_\_\_\_\_\_ Zip\_\_\_\_\_\_\_\_\_\_\_\_\_ Home Phone \_\_\_/\_\_\_/\_\_\_ Cell \_\_\_/\_\_\_/\_\_\_ Work\_\_\_/\_\_\_/\_\_\_

Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Work Home**

Level of Certification: IECE P-5 5-9 5-12 8-12 P-12 Content Area (s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current Employer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District School

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| **CAP 5 - Entrance Requirements**  **Application**  \_\_\_\_\_Master’s Degree or Planned 5th Year Program  \_\_\_\_\_Copy of valid Teacher’s Certificate  Official Transcript(s) \_\_\_\_\_Y \_\_\_\_\_N  Cumulative GPA 2.75 or 3.0 on last 30 hours \_\_\_Y \_\_\_N  GPA\_\_\_\_\_ Review date: \_\_/\_\_/\_\_  \_\_\_\_\_Professional Growth Plan currently on file with the district of employment  Disposition Recommendation (self)  \_\_\_\_\_ (overall rating)  \_\_\_\_\_KY Code of Ethics (signed)  \_\_\_\_\_Character & Fitness(signed)  \_\_\_\_\_Diversity Survey Signed  \_\_\_\_\_Curriculum Contract/Guide sheet (signed)  Option Selected:  \_\_\_Gifted Endorsement  \_\_\_ESL Endorsement  \_\_\_Environmental Education Endorsement  \_\_\_Director of Special Education  \_\_\_Special Education  \_\_\_Professional Specialty Option: specify  area\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **CAP 6 – Mid-Point**  **Admission to Candidacy**  \_\_\_\_\_Admissions File Complete  \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_Credit Hours Completed  (minimum 15 credit hours)  ***Praxis Disclaimer****: Teacher certification requirements are subject to change. Before registering for the test(s) please refer to the KY Education Professional Standards Board website at http://www.kyspsb.net for current requirements or contact 502-564-4606 or toll free 888-598-7677.* | **CAP 7 –**  **Exit Requirements**  Transcript Review  \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_Transcript Attached  \_\_\_\_\_Two Disposition Recommendations  (1)\_\_\_\_\_ (self) (2) \_\_\_\_\_ (faculty)  \_\_\_\_\_CA-1 Form Completed (attached)  \_\_\_\_\_Application for Additional Credentials  \_\_\_\_\_Culminating Project Grade (3.0 required)  \_\_\_\_\_Endorsement (check one if applicable)  \_\_\_Environmental Education  \_\_\_\_\_20 Field Hours  \_\_\_\_\_Exit Interview  \_\_\_\_\_ESL  \_\_\_\_\_30 Field Hours  \_\_\_\_\_Exit Interview  \_\_\_\_\_Praxis II (5361); **157 passing score**  \_\_\_\_\_Gifted and Talented  \_\_\_\_\_30 Field Hours  \_\_\_\_\_Praxis II (5358); **157 passing score**  \_\_\_\_\_DOSE Certification (if applicable)  \_\_\_\_\_\_\_Portfolio Score |

***This Section is for Office Use Only***

Date Presented to Grad Faculty \_\_\_/\_\_\_/\_\_\_ Decision: \_\_\_Recommended for Admission Decision: \_\_\_\_Program Satisfactorily Completed

\_\_\_Letter of Notification Mailed \_\_\_Not Recommended \_\_\_\_Program Not

\_\_\_Copy of Letter Included in Student File \_\_\_Recommended by Graduate Council Satisfactorily Completed

# Appendix J: MASI/MSD CAMPBELLSVILLE UNIVERSITY

# SCHOOL OF EDUCATION

**Candidate Continuous Assessment Plan**

**Rank I Program - Master of Arts in School Improvement (MASI)/MSD)**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Maiden) \_\_\_\_\_\_\_\_\_\_ CU ID # \_\_\_\_\_\_\_\_\_\_ Date ­\_\_/\_\_/\_\_\_ DOB \_\_\_/\_\_\_/\_\_\_ Gender: M F Ethnicity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Permanent Address: Street\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ City\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State\_\_\_\_\_\_ Zip\_\_\_\_\_\_\_\_\_\_\_\_\_ Home Phone \_\_\_/\_\_\_/\_\_\_ Cell \_\_\_/\_\_\_/\_\_\_ Work\_\_\_/\_\_\_/\_\_\_

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

**Work Home**

Level of Certification: Learning Behavior Disorders, P-12

Current Employer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District School

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| **CAP 5 Entry**  \_\_\_\_\_Master’s Degree or Planned 5th Year Program  \_\_\_\_\_Copy of valid Teacher’s Certificate (LBD certification)  Official Transcript(s) \_\_\_\_\_Y \_\_\_\_\_N  Cumulative GPA 2.75 or 3.0 on last 30 hours \_\_\_Y \_\_\_N  GPA\_\_\_\_\_ Review date: \_\_/\_\_/\_\_  \_\_\_\_\_Professional Growth Plan currently on file with the district of employment  Disposition Recommendation (self)  \_\_\_\_\_ (overall rating)  \_\_\_\_\_KY Code of Ethics (signed)  \_\_\_\_\_Character & Fitness(signed)  \_\_\_\_\_Diversity Survey Signed  \_\_\_\_\_Curriculum Contract/Guide sheet (signed) | **CAP 7 Continuation**  \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_Credit Hours Completed  (minimum 15 credit hours)  \_\_\_\_\_Two Disposition Recommendations  (1)\_\_\_\_\_ (self) (2) \_\_\_\_\_ (faculty)  ***Praxis Disclaimer****: Teacher certification requirements are subject to change. Before registering for the test(s) please refer to the KY Education Professional Standards Board website at http://www.kyspsb.net for current requirements or contact 502-564-4606 or toll free 888-598-7677.* | **CAP 7 Exit**  ***To Be Completed in ED 705, Effective Professional Development***  Transcript Review  \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_Transcript Attached  \_\_\_\_\_Two Disposition Recommendations  (1)\_\_\_\_\_ (self) (2) \_\_\_\_\_ (faculty)  \_\_\_\_\_CA-1 Form Completed (attached)  \_\_\_\_\_Application for Additional Credentials  \_\_\_\_\_Official Transcript Request  \_\_\_\_\_Culminating Project Grade (3.0 required)    \_\_\_\_\_MSD  \_\_\_\_\_\_\_Alternate Assessment Project Grade (3.0)  \_\_\_\_\_\_\_IEP (3.0)  \_\_\_\_\_\_\_Case Study (3.0)  \_\_\_\_\_\_\_Field Hours  \_\_\_\_\_\_\_Praxis II (5545); **158 passing score** |

***This Section is for Office Use Only***

**Appendix K: DOSE** CAMPBELLSVILLE UNIVERSITY

# SCHOOL OF EDUCATION

**Candidate Assessment Plan**

**Director of Special Education**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Maiden) \_\_\_\_\_\_\_\_\_\_ CU ID # \_\_\_\_\_\_\_\_\_\_ Date ­\_\_/\_\_/\_\_\_ DOB \_\_\_/\_\_\_/\_\_\_ Gender: M F Ethnicity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Permanent Address: Street\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ City\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State\_\_\_\_\_\_ Zip\_\_\_\_\_\_\_\_\_\_\_\_\_ Home Phone \_\_\_/\_\_\_/\_\_\_ Cell \_\_\_/\_\_\_/\_\_\_ Work\_\_\_/\_\_\_/\_\_\_

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

**Work Home**

Certification Area: \_\_\_\_\_Special Education \_\_\_\_\_School Psychologist \_\_\_\_\_Speech Language Pathologist

Current Employer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District School

|  |  |  |
| --- | --- | --- |
| **CAP 5 Entry**  \_\_\_\_\_Master’s Degree or Planned 5th Year Program  \_\_\_\_\_Copy of valid Teacher’s Certificate  Official Transcript(s) \_\_\_\_\_Y \_\_\_\_\_N  Cumulative GPA 2.75 or 3.0 on last 30 hours \_\_\_Y \_\_\_N  GPA\_\_\_\_\_ Review date: \_\_/\_\_/\_\_  \_\_\_\_\_Professional Growth Plan currently on file with the district of employment  Disposition Recommendation (self)  \_\_\_\_\_ (overall rating)  \_\_\_\_\_Letter of Recommendation (building or district level  administrator)  \_\_\_\_\_Three Years of Experience as Special Education  Teacher; **or**  \_\_\_\_\_One year as a Special Education Teacher and two years  as a school Psychologist; **or**  \_\_\_\_\_Three years experience as a master’s level speech  language pathologist  \_\_\_\_\_KY Code of Ethics (signed)  \_\_\_\_\_Character & Fitness(signed)  \_\_\_\_\_Diversity Survey Signed  \_\_\_\_\_Curriculum Contract/Guide sheet (signed) | **CAP 6 Mid-Point**  \_\_\_\_\_Admissions File Complete  \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_Credit Hours Completed  (minimum 15 credit hours) | **CAP 7 Exit**  \_\_\_\_\_Transcript Request  \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_Two Disposition Recommendations  (1)\_\_\_\_\_ (self) (2) \_\_\_\_\_ (faculty)  \_\_\_\_\_CA-1 Form Completed (attached)  \_\_\_\_\_Application for Additional Credentials    \_\_\_\_\_Portfolio Score |

# **Appendix L: Environmental Education Endorsement**

# CAMPBELLSVILLE UNIVERSITY

# SCHOOL OF EDUCATION

**Candidate Continuous Assessment Plan**

**Environmental Education Endorsement**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Maiden) \_\_\_\_\_\_\_\_\_\_ CU ID # \_\_\_\_\_\_\_\_\_\_ Date ­\_\_/\_\_/\_\_\_ DOB \_\_\_/\_\_\_/\_\_\_ Gender: M F Ethnicity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Permanent Address: Street\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ City\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State\_\_\_\_\_\_ Zip\_\_\_\_\_\_\_\_\_\_\_\_\_ Home Phone \_\_\_/\_\_\_/\_\_\_ Cell \_\_\_/\_\_\_/\_\_\_ Work\_\_\_/\_\_\_/\_\_\_

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

**Work Home**

Level of Certification: IECE P-5 5-9 5-12 8-12 P-12 Content Area (s):\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current Employer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District School

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| --- | --- | --- |
| **CAP 5: Entry**  \_\_\_\_\_Master’s Degree or Planned 5th Year Program  \_\_\_\_\_Copy of valid Teacher’s Certificate or Statement of  Eligibility  Official Transcript(s) \_\_\_\_\_Y \_\_\_\_\_N  Cumulative GPA 2.75 or 3.0 on last 30 hours \_\_\_Y \_\_\_N  GPA\_\_\_\_\_ Review date: \_\_/\_\_/\_\_  \_\_\_\_\_Professional Growth Plan  ( If teaching submit the one currently on file with the district of employment)  Disposition Recommendation (self)  \_\_\_\_\_ (overall rating)  \_\_\_\_\_KY Code of Ethics (signed)  \_\_\_\_\_Character & Fitness(signed)  \_\_\_\_\_Diversity Survey Signed  \_\_\_\_\_Curriculum Contract/Guide Sheet (signed) | **CAP 6 Mid-Point**  \_\_\_\_\_Admissions File Complete  \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_Credit Hours Completed  (minimum 6 credit hours) | **CAP 7 Exit**  Transcript Review  \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_Transcript Attached  \_\_\_\_\_Field Hours (30)  \_\_\_\_\_Two Disposition Recommendations  (1)\_\_\_\_\_ (self) (2) \_\_\_\_\_ (faculty)  \_\_\_\_\_CA-1 Form Completed (attached)  \_\_\_\_\_Application for Additional Credentials |

Date Presented to Grad Faculty \_\_\_/\_\_\_/\_\_\_ Decision: \_\_\_Recommended for Admission Decision: \_\_\_\_Program Satisfactorily Completed

\_\_\_Letter of Notification Mailed \_\_\_Not Recommended \_\_\_\_Program Not

\_\_\_Copy of Letter Included in Student File \_\_\_Recommended by Graduate Council Satisfactorily Completed

**Appendix M: Sample Assessments**

**UNDERGRADUATE**

**Campbellsville University**

**School of Education**

**Sources of Evidence at a Glance**

**2016 – 2017**

|  |  |  |
| --- | --- | --- |
| ***Source of Evidence*** | **Brief Description** | **Assessments** |
| ***SoE-2***  **Source of Evidence 2**  ***Lesson Plan*** | Use of contextual information 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)** | | |

**CAMPBELLSVILLE UNIVERSITY**

**SCHOOL OF EDUCATION**

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| **CAP 3 Portfolio Guidelines**  **2015-2016** |

All candidates applying to student teach are required to prepare a CAP 3 portfolio for approval. The CAP 3 portfolio demonstrates the candidate’s ability to meet all ten **Kentucky Teacher Standards**. It is to include some student work samples *gathered during field* *experiences*. Please protect students’ right to privacy by removing all names.

All artifacts developed in courses after 9/1/2014 are ‘Sources of Evidence’; if artifacts were developed in courses prior to 9/1/2014, they were ‘Tasks’. For fall 2015, all new assignments should use the new Sources of Evidence (SoE).

All components of the CAP 3 portfolio shall be the original work of the candidate and uploaded by the student to a designated flash drive for evaluation by the due date, the first Thursday in November or April.

**General Requirements**

- Rationales for each KTS

- Original Sources of Evidence OR Tasks for each KTS

* ‘Sources of Evidence’ are required for assignments completed in courses beginning with fall 2014
* ‘Tasks’ can be submitted for assignments from courses completed prior to Fall 2014

**-** Demonstration ofcompetent writing skills

**Definitions**

- ***Rationales*** –narratives explaining how entries/artifacts demonstrate

and meet the respective Kentucky Teacher Standards and supporting indicators

- ***Sources of Evidence/Tasks-*** artifacts/assignments that demonstrate competency

for each of the Kentucky Teacher Standards and supporting indicators

**COMPONENTS OF THE CAP 3 PORTFOLIO**

***Please see the Flash Drive Instruction Sheet***

**Preliminary documents in order listed:**

1. **Main Page**: Name, Photo, Brief Bio, University, Content Area, Grade

Level

b) **Signed form Verifying Original Work & Permission to Review**

c) **Completed Self-Evaluation** of Portfolio using Portfolio Rubric.

e) **Resume/Vita** (name and contact information not sufficient)

f) **Educational Philosophy** –updated for CAP 3

**Sources of Evidence:** The 2015-16 templates for ‘Sources of Evidence’ are located on the CU website:

o Go to www.campbellsville.edu

o Select Academics

o Scroll down and select School of Education

**o** On the Left Toolbar select Forms and Resources

**o** Click on the ‘Source of Evidence’ you desire

**KTS 1 Content & KTS 2: Planning**

* **Rationale/s**
* **Source of Evidence/Tasks:**
  + Unit of Study (specific to your content area) with a minimum of 3-5 lesson plans
  + All requirements for a unit.
  + Units developed beginning fall 2015 will also include if taught
    - SoE-6, Records and Communication
    - SoE-8, Student Growth
    - SoE-9, Student Voice

**KTS 3: Learning Climate**

* **Rationale**
* **Source of Evidence:** Classroom Management Plan
* **SoE-6:** Records and Communication

**KTS 4 & KTS 7: Implementation & Reflection**

* **Rationale/s**
* **Sources of Evidence or Tasks**
  + Lesson that has been taught
  + All required lesson components/Sources of Evidence or Task C Reflection
  + For lessons taught beginning fall 2015 SoE-4 Post-Observation Reflection
  + All materials used to teach the lesson, including all assessments
  + Student assessment work samples
  + Evaluation by the classroom teacher using Observation Form A
  + Please use a different lesson plan than used in the unit for KTS 1 & 2.

**KTS 5: Assessment**

* **Rationale**
* **Sources of Evidence or Tasks:**
  + **Assessments:** Minimum of five (5) different forms of assessments designed to be used or that were used formatively and summatively. All assessments must be original-created and designed by the candidate.
    1. \*On-Demand Prompts
    2. \*Open Response Prompts
    3. \*Culminating Events
    4. Informal Assessments, (e.g.) Web, Concept Map,
    5. Observation Sheets, Anecdotal Records, Checklists
    6. Student Self-Assessment (may be one of the above types)
    7. Peer Assessment (may be one of the above types)
    8. Traditional Tests/key
    9. \*Portfolio entry prompt
  + **Rubrics/scoring guides:**for assessments with an asterisk or others as appropriate. ***Those marked with an \* require a rubric/scoring guide.***
  + **Analysis of Learning Results** that demonstrates analysis of student learning results:
    - For Fall 2015: SoE-4: Post-Observation Reflection
    - Prior to Fall 2015: SE Reflection or Task C Reflection.
  + **Communication of learning results:** a plan for communicating learning results to students and parents:
    - For fall 2015, SoE-6 Records and Communication
  + **Student work samples for at least one assessment:** Remove student names and label each assessment as exceeding, meeting or not meeting lesson objectives.
  + **Please Label all assessments** according to the type of assessment from the list below, the grade intended and the learning objective intended.

**KTS 6: Technology**

* **Rationale**
* **Sources of Evidence or Tasks**
  + ***Lesson Plan*** that has been taught
* All required sources of evidence demonstrating integration of teacher and student use of technology
* Include all materials/assessments used for the lesson, including the SoE-4 Post Observation Reflection or Task C Reflection, plus student work samples.
* This should not be the same lesson used for previous KTS.

o ***WEB site,*** including but not limited to

* Lesson plan supplement
* Assistive/adaptive technology
* Acceptable Use of Technology--Proof of Ethical Use of Technology (from ED 310)

***Reflection paper*** on observation of demonstration and application of assistive technology (ED 325).

**KTS 8: Collaboration**

* **Rationale**
* **Sources of Evidence (SoE-10) Collaboration Plan**
* ***Collaboration Plan***: a *detailed plan* to improve learning **of a student.**
* ***Documentation of work with the student***
* ***Evaluation and analyses*** of student learning as a result of the implementation of the collaboration plan.

**KTS 9: Professional Development**

* **Rationale**
* **Sources of Evidence (SoE-5 for CAP 3)**
  + **Self–Assessment** of **KTS, Domains and Disposition** strengths and growth areas
  + **CAP 3 Pre-Professional Growth Plan:** CAP 3 Pre-Professional Growth Plan (PPGP) based on PPGP Self-Assessment of KTS, Domains, and dispositions; provide updates of previous strengths and growth areas; add new strengths and growth areas with action plans based on the new self-assessment
  + **For fall 2015, SoE-7, Professional Involvement**

o **MAY also include**

* **Reflection/**s on professional meetings or conferences attended.
* Do not include certificates.

**KTS 10: Leadership**

* **Rationale**
* **Sources of Evidence (SoE-11 Leadership Plan)**

**Leadership Plan *for Student Teaching (required)***

* + A project developed in collaboration with a cooperating teacher to implement during student teaching; it should be approved by both the cooperating teacher and the principal.
  + The leadership plan should include a draft of an assessment to collect student and/or other stakeholder impact data.

**Leadership Plan/Project *from Course Work******(optional)***

**CAMPBELLSVILLE UNIVERSITY**

**SCHOOL OF EDUCATION**

**PORTFOLIOS**

**Flash Drive Instructions**

**2015-2016**

Candidates submit an electronic portfolio for scoring in the capstone course of their program, either ED 414 or ED 416 for CAP 3. ‘Sources of Evidence’ or ‘Tasks’ are developed within each course in the candidate’s program of study. Professors identify these ‘Sources of Evidence’ (after fall 2014) or ‘Tasks’ (prior to fall 2014) in the course syllabus.

Each candidate must prepare a designated flash drive to permanently maintain the portfolio rationales and ‘Sources of Evidence’ that are developed within each course. It is recommended that all sources of evidence be backed up on a hard drive and a separate flash drive. The designated **Portfolio Flash Drive** is created initially in the first education course taken by the candidate.

The portfolio plan is posted on the School of Education website. Required Sources of Evidence change periodically to reflect state, university or program revisions.

The **Portfolio Flash Drive** should contain these folders for the CAP 3 portfolio:

* Preliminary Documents
* KTS 1 (Content) & KTS 2 (Planning)
* KTS 3 (Classroom Climate)
* KTS 4 (Implementation) & KTS 7 (Reflection)
* KTS 5 (Assessment)
* KTS 6 (Technology)
* KTS 8 (Collaboration)
* KTS 9 (Professional Development)
* KTS 10 (Leadership)

\* Candidates need to clearly label the **Portfolio Flash Drive** with their names and other identifying information.

**CAMPBELLSVILLE UNIVERSITY**

**SCHOOL OF EDUCATION**

**2016-17**

**EXIT CAP E-PORTFOLIO GUIDELINES**

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

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

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

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

1. **General Requirements Section** 
   * 1. Competency in writing skills will be scored for the Exit E-Portfolio.
     2. All documents in the CAP Portfolio should be original work.
     3. A Student Teaching Video (minimum of 15 minutes) will be submitted with the accompanying lesson and a reflection.

**COMPONENTS OF THE EXIT CAP PORTFOLIO**

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

|  |  |
| --- | --- |
| **2. TPA Section: Kentucky Teacher Standards 1, 2, 4, 6, and 7**  ***Descriptor:*** *Include an Instructional Unit that you have taught in your placement classroom. You must follow unit guidelines as specified in the required unit Sources of Evidence. The unit is composed of the following TPA Sources of Evidence and must contain a minimum of* ***3*** *lesson plans:* | |
| **Evidence/Artifacts** | **Source of Evidence** |
| Unit Guidelines | Source of Evidence-1.1 |
| Unit Assessment Plan  Pre-Test  Analysis of Pre-Test and  Post-Test | Source of Evidence-1.2 |
| Design of Instructional Activities | Source of Evidence-1.3 |
| Lesson Plans  At least three lesson plans with all materials  Post-Observation Reflections for Lessons taught and observed | Source of Evidence-2  Source of Evidence-4 |
| Organizing/Analyzing Results for Unit | Source of Evidence-1.4 |
| Records and Communication | Source of Evidence-6 |
| Student Voice | Source of Evidence-9 |
| *It is advised that you complete the* ***TPA Unit*** *early during your 1st placement. If you have one-placement, then complete the* ***TPA Unit*** *early in the 1st eight weeks.*  *The Sources of Evidence will be posted on the School of Education website; until then, please use the documents to be sent through your personal CU Email.* | |

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| **3. Kentucky Teacher Standard 3: Learning Climate** | |
| **Evidence/Artifacts** | **Source of Evidence** |
| Rationale |  |
| Classroom Management Plan |  |
| At least three Observation Evaluations | Observation Forms A/B |
| Lesson Reflections for Observed Lessons | Source of Evidence-4 |
| ***Narrative about Classroom Management:***  *A one-page narrative analysis focusing on personal performance growth in classroom management. To develop this narrative, review your Classroom Management Plan for CAP 3, reflect on your growth based on KTS 3 indicators, and your performance evaluations:*   1. *Did you communicate high expectations for students?* 2. *Did you maintain a positive learning environment?* 3. *Did you value and support student diversity and address individual needs?* 4. *Did you foster mutual respect between teacher and students and among students?* 5. *Did you provide a safe environment for learning?* | |

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

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

|  |  |
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| **6. Kentucky Teacher Standard 9: Professional Development** | |
| **Evidence/Artifacts** | **Source of Evidence** |
| Rationale |  |
| Self-Assessments (KTS, Domains, Dispositions) |  |
| Pre-Professional Development Plan | Source of Evidence-5 |
| Reflective Narrative |  |
| Professional Involvement | Source of Evidence-7 |
| ***Note:*** *Include evidence of attendance and/or participation at professional meetings or conferences with reflective piece stating activities and knowledge gained. Do not include certificates.* | |

|  |  |
| --- | --- |
| **7. Kentucky Teacher Standard 10: Leadership** | |
| **Evidence/Artifacts** | **Source of Evidence** |
| Rationale |  |
| Leadership Project:  A project you implement in the school that would demonstrate your ability to provide professional leadership as a teacher | Source of Evidence-11 |
| Narrative Reflection:  A reflection of your project accomplishments regarding student learning and school environment. What did you learn from your leadership experience - what worked, what did not, and why? How could you strengthen the project? Why? |  |

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

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

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

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

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

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

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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 |  |

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

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

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

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

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

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

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

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

Campbellsville University School of Education

***Empowerment for Learning***

**Disposition Evaluation**

**To be Completed by the Candidate CAP: 1 2 3 4 5 6 7**

**Name:** **ID#**

*This recommendation is based on the attitudes and dispositions exhibited by candidates in clinical work and coursework at multiple times throughout the program. It is not linked to course performance, though it is likely that a candidate’s coursework/clinical field work performance would be linked to dispositions.*

***\*Attach any source of evidence pertaining to strengths and/or growth areas***

**To be completed by the Evaluator**

**Evaluator’s Name** **Check role:**  **Candidate** **CU Faculty** **P-12 Faculty** **Peer** **Other Agency**

*Direction: Below you will find the rubric scoring guide for the Disposition areas. Please circle a number from 1-4 or Not Observed, for each disposition on the back of the form. Additional comments are very helpful to the University and Teacher Candidate.*

*Explanation of scoring: IE-Ineffective; D-Developing; A-Accomplished; E-Exemplary; N/O- Not Observed*

**\*Descriptor/Dispositions taken from the following:**

Charlotte Danielson’s Framework for Teaching, 2011/2013: <http://education.ky.gov/teachers/HiEffTeach/Pages/PGES--Overview-Series.aspx>

Kentucky Teacher Standards <http://www.kyepsb.net/>

National Council of Accreditation of Teacher Education: <http://ncate.org/>

St. Cloud State University College of Education Higher Education Administration Program’s *Student Disposition Evaluation*

**Ineffective**

-Displays dishonesty in interactions with colleagues, students and the public

-Explanation of the content contains major errors

-Learning tasks and activities, materials, resources, instructional outcomes are not clear

-Little or no understanding of how students learn and little knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding support learning

-Expresses belief that only some students can learn

-Sets goals for students that are inappropriate

**Developing\***

**\*Average Performance Level for Candidates**

- Honest in interactions with colleagues, students and the public

-Explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow

-Instructional groups are random or only partially support objectives;

-Learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant

-Notices the needs of students but is inconsistent in addressing them

-Expresses a belief that most students can learn, but not all

**Accomplished**

-Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public

-Explanation of content is well scaffold, clear and accurate, and connects with students’ knowledge and experiences

- Provides a variety of appropriately challenging materials and resources;

-Learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content

-Expresses belief that all students can learn but may have difficulty communicating them

**Exemplary**

-Takes a leadership role with teachers/peers and can be counted on to hold the highest standards of honesty, integrity and confidentiality

-Explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interest

-Provides a variety of appropriately challenging resources that are differentiated for students in the class

- Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes

-Goals are realistically high and communicated to each individual

--Expresses belief that all students can learn

* 1. Respect for cultural and individual differences by providing equitable learning opportunities for all students

**1. Professional Conduct** (TPGES 2C, 4D, 4F; KTS 3C, 3D, 4B)

Overall Rating: **I D  A  E  N/O**

1.1 Respect for cultural and individual differences by providing equitable learning opportunities for all students.

* 1. Respects rights of students and families (no sarcasm, demeaning comments, etc.)
  2. Respect for cultural and individual differences by providing equitable learning opportunities for all students
  3. Attentive to confidentiality; maintains secure student records, correspondence, and conversations
  4. Demonstrates ethical conduct as defined by the profession and the Kentucky Education Professional Standards Board. Has not unethical misbehavior, online misbehavior, or unprofessional dress or speech.
  5. Displays appropriate professional behavior and a positive attitude; acts in a mature manner; accepts constructive criticism

**Overall Rating: I  D  A  E  N/O**

**2. Professional Communication** (TPGES 1B, 4C; KTS 3A, 5E, 6E)

* 1. Language is appropriate to student’s age and level of development
  2. Is articulate in oral and written communication with (emails, conversations with peers/professors/field school sites)
  3. Free of grammar and punctuation mistakes
  4. Perceptive listener; consistently uses active listening to acknowledge message of the speaker
  5. Establishes relationships with families, engaging them frequently in the instructional program in a culturally appropriate manner

**3. Professional Responsibilities (**TPGES 2A, 4B, 4E, 4F; KTS 3B, 9B, 10A)

**Overall Rating: I D A E N/O**

* 1. Uses sound judgment/reasoning, seeks and applies wisdom, uses critical thinking, effective problem solver, effective decision maker
  2. Maintains and uses a professional teacher-student and teacher-parent relationship
  3. Demonstrates a willingness to work with other professionals to improve the overall learning environment for students
  4. Demonstrates a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field; seeks out opportunities for professional development and research
  5. Takes a leadership role with colleague

**4. High Expectations** (TPGES 1C, 2B, 3A; KTS 2E, 3A, 8C)

**Overall Rating: I D  A E N/O**

* 1. Establishes and sets goals (on paper) for student success
  2. Establishes a culture where all students know they are seen as high achievers
  3. Establishes a classroom where interactions support learning and hard work
  4. Promotes cross cultural learning; treats all students equitably, promotes social justice and promotes understanding of learning

strengths and needs.

**Overall Rating: I D A  E N/O**

**5. Engages in Effective Practice/Reflection** (TPGES 4A, 4E;

KTS 1C, 4B, 5D, 7A, 7B, 7C)

* 1. A desire to analyze concepts, evaluate practices, experiment, and initiate innovative practices as needed; beyond fact-telling
  2. A commitment to self-reflection to recognize in all students physical, cognitive, social, and emotional development
  3. A commitment to recognize self-reflection combined to experiences leads to professional growth
  4. A commitment to challenge all students to learn and to help every student succeed
  5. A belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners

**Please provide a brief overview of any specific areas of strength or concern the candidate displayed in their coursework, field experiences or clinical field experiences. If a candidate scored an (I) or (E), please provide an explanation. \*See front for criteria for disposition areas and scoring.**

**Evaluator’s Name Date**

**Please provide an email address for confirmation:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Overview of Field and PPD Requirements** **for P-12 Undergraduate Program****Campbellsville University School of Education 2016-17** | | | | | | | | | | |
| P-5 Elementary | | |  | **5-9 Middle** | | |  | **8-12, P-12 Secondary** | | |
| **Courses** | **Field** | **PPD** |  | **Courses** | **Field** | **PPD** |  | **Courses** | **Field** | **PPD** |
| OR 110 | 5 |  |  | OR 110 | 5 |  |  | OR 110 | 5 |  |
| ED 220 **CAP 1** | 20 | 3 |  | ED 220 **CAP 1** | 20 | 3 |  | ED 220 **CAP 1** | 20 | 3 |
| ED 300 **CAP 2**  **Co Teaching Module 1** | 20 | 3 |  | ED 300 **CAP 2**  **Co Teaching Module 1** | 20 | 3 |  | ED 300 **CAP 2**  **Co Teaching Module 1** | 20 | 3 |
| ED 310 | 20 | 3 |  | ED 310 | 20 | 3 |  | ED 310 | 20 | 3 |
| ED 325  **Co Teaching Module 2** | 20 | 3 |  | ED 325  **Co Teaching Module 2** | 20 | 3 |  | ED 325  **Co Teaching Module 2** | 20 | 3 |
|  |  |  |  |  |  |  |  | ED359 (P12 and 8-12) | 20 | 3 |
| ED 331-Social St | 10 | 3 |  | METHODS COURSES |  |  |  | METHODS COURSES |  |  |
| ED 341 – Math | 20 | 3 |  |  |  |  |  | SPA 350 | 14 |  |
| ED 343 - Science | 12 | 3 |  |  |  |  |  | MUS 240 | 20 |  |
|  |  |  |  |  |  |  |  | MUS 340 | 20 |  |
|  |  |  |  |  |  |  |  | MUS 342 | 20 |  |
|  |  |  |  |  |  |  |  | MUS 348 | 10 |  |
|  |  |  |  |  |  |  |  | Art 330 | 5 |  |
| ED 351 (P-8) – Reading | 15 | 3 |  | ED 351 (P-8) | 15 | 3 |  | Art 431 | 20 |  |
| ED 361 (P-8) – Lang Arts | 13 | 3 |  | ED 361 (P-8) | 20 | 3 |  | ENG 363 | 20 |  |
| ED 371 - Ch Lit | 15 | 3 |  |  |  |  |  | ENG 465 | 20 |  |
|  |  |  |  |  |  |  |  | SSE 444 | 20 |  |
|  |  |  |  |  |  |  |  | MTH 450 | 20 |  |
|  |  |  |  |  |  |  |  | CHE 450 | 20 |  |
|  |  |  |  |  |  |  |  | BIO 450 | 20 |  |
| ED 390  **Co Teaching Module 3** | 40 | 3 |  | ED 390  **Co Teaching Module 3** | 40 | 5 |  | ED 390  **Co Teaching Module 3** | 40 | 5 |
| ED 414 **CAP 3**  **Co Teaching Module 4** | 40 | 3 |  | ED 414 **CAP 3**  **Co Teaching Module 4** | 40 | 5 |  | ED 414 **CAP 3**  **Co Teaching Module 4** | 40 | 5 |
| **TOTAL** | **200** | **30** |  | **TOTAL** | **200** | **30** |  | **TOTAL** | **200** | **30** |
| **ED 450 CAP 4**  **Co Teaching Clinical** |  | | | **ED 450 CAP 4**  **Co Teaching Clinical** |  | | | **ED 450 CAP 4**  **Co Teaching Clinical** |  | |

**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. | Students will be working in reading with a struggling reader. |  |
| 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)** |

**Campbellsville University School of Education  
Student Teaching Program Exit Evaluation  
Spring 2016**

|  |  |  |  |
| --- | --- | --- | --- |
| **Reflect on your experience in the Teacher Education Program. Rate your level of preparedness in your ability to:** | **Above Average** | **Average** | **Below Average** |
| 1. Demonstrate a current and sufficient academic knowledge of certified content area to develop student knowledge and performance in those areas. | 4 | 3 | 2 |
| 2. Design/plan instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge. | 4 | 3 | 2 |
| 3. Create and maintain a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. | 4 | 3 | 2 |
| 4. Introduce/implement/manage instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. | 4 | 3 | 2 |
| 5. Assess learning and communication results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. | 4 | 3 | 2 |
| 6. Use technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents and the community; and conduct research. | 4 | 3 | 2 |
| 7. Reflect on and evaluate specific teaching/learning situations and/or programs. | 4 | 3 | 2 |
| 8. Collaborate with colleagues, parents and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. | 4 | 3 | 2 |
| 9. Evaluate overall performance with respect to modeling and teaching Kentucky’s learning goals, refine the skills and processes necessary, and implement a professional development plan. | 4 | 3 | 2 |
| 10. Provide professional leadership within the school, community, and education profession to improve student learning and well-being. | 4 | 3 | 2 |
| 11. Overall rating of the extent that required professional education courses enhanced preparation. | 4 | 3 | 2 |
| 12. Overall rating of the extent that required major area courses enhanced preparation. | 4 | 3 | 2 |

**Reflect on your experience in the Teacher Education Program. Respond to the following:**

1. Based on your experience, what do you perceive as strengths of Campbellsville University’s Teacher Preparation Program?
2. Based on your experience, what areas of Campbellsville University’s Teacher Preparation Program do you perceive a change would improve? Explain the changes you suggest.

**Advice for Others**

What advice would you give to those preparing to student teach (e.g., physical, mental, emotional, and social demands of the job, content knowledge, pedagogy)?

Certification: \_\_\_\_\_\_\_\_\_IECE\_\_\_\_\_\_\_\_ P – 5 \_\_\_\_\_\_\_\_ 5 – 9 \_\_\_\_\_\_\_\_8 – 12 \_\_\_\_\_\_\_\_P – 12

Area(s) of Certification: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Employed as a teacher? (Check one) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Yes \_\_\_\_\_\_\_\_\_\_\_\_\_\_ No

If yes, school district: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Campbellsville University**

**School of Education**

**Evaluation of Cooperating Teacher**

**By**

**Teacher Candidate**

**Spring 2016**

In the interest of maintaining high standards of quality in our Student Teaching Program, the Education Department at Campbellsville University seeks Student Teachers’ perceptions of their experiences. Please mark your responses to each item. Use the following scale when responding to each question:

**1 – Strongly Disagree 2 – Disagree 3 – Undecided 4 – Agree 5 – Strongly Agree**

When you mark strongly agree or disagree with any item, please comment at the end of the questionnaire under “Additional Comments”.

Cooperating Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. My cooperating teacher was enthusiastic about having a student teacher. | 1 | 2 | 3 | 4 | 5 |
| 2. My cooperating teacher made me feel like a part of the teaching team. | 1 | 2 | 3 | 4 | 5 |
| 3. My cooperating teacher offered helpful, constructive criticism. | 1 | 2 | 3 | 4 | 5 |
| 4. Communication between my cooperating teacher and myself was frequent. | 1 | 2 | 3 | 4 | 5 |
| 5. My cooperating teacher offered specific advice to remedy weaknesses. | 1 | 2 | 3 | 4 | 5 |
| 6. My cooperating teacher encouraged independence but was available to help. | 1 | 2 | 3 | 4 | 5 |
| 7. My cooperating teacher provided adequate supervision. | 1 | 2 | 3 | 4 | 5 |
| 8. My cooperating teacher served as a valuable model. | 1 | 2 | 3 | 4 | 5 |
| 9. My cooperating teacher guided me as I completed all requirements for student teaching. | 1 | 2 | 3 | 4 | 5 |
| Additional Comments: | | | | | |

Thank you for taking the time to complete this important evaluation.

**Campbellsville University**

**School of Education**

**Evaluation of Supervising Faculty**

**By**

**Teacher Candidate**

**Spring 2016**

In the interest of maintaining high standards of quality in our Student Teaching Program, the Education Department at Campbellsville University seeks Student Teachers’ perceptions of their experiences. Please mark your responses to each item. Use the following scale when responding to each question:

**1 – Strongly Disagree 2 – Disagree 3 – Undecided 4 – Agree 5 – Strongly Agree**

When you mark strongly agree or disagree with any item, please comment at the end of the questionnaire under “Additional Comments”.

Supervising Faculty’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. My Supervising faculty was enthusiastic about having a student teacher. | 1 | 2 | 3 | 4 | 5 |
| 2. My supervising faculty made me feel like a part of the teaching team. | 1 | 2 | 3 | 4 | 5 |
| 3. My Supervising faculty offered helpful, constructive criticism. | 1 | 2 | 3 | 4 | 5 |
| 4. Communication between my supervising faculty and myself was frequent. | 1 | 2 | 3 | 4 | 5 |
| 5. My Supervising faculty offered specific advice to remedy weaknesses. | 1 | 2 | 3 | 4 | 5 |
| 6. My Supervising faculty encouraged independence but was available to help. | 1 | 2 | 3 | 4 | 5 |
| 7. My supervising faculty provided adequate supervision. | 1 | 2 | 3 | 4 | 5 |
| 8. My supervising faculty served as a valuable model. | 1 | 2 | 3 | 4 | 5 |
| 9. My supervising faculty guided me as I completed all requirements for student teaching. | 1 | 2 | 3 | 4 | 5 |
| Additional Comments: | | | | | |

Thank you for taking the time to complete this important evaluation.

**GRADUATE LEVEL ASSESSMENTS**

**ED 660 Assessment Design Project Scoring Rubric**

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

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

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

Comments:

**Links to Follow-Up Surveys in Survey Monkey**

**\*Prior to use of Survey Monkey, the School of Education conducted follow-up Surveys through LiveText**

**Undergraduate 2014-15** [**https://www.surveymonkey.com/r/T3RCHQ6**](https://www.surveymonkey.com/r/T3RCHQ6)

**Advanced Programs:** [**https://www.surveymonkey.com/r/T36R6QQ**](https://www.surveymonkey.com/r/T36R6QQ)

**LiveText:**

# **CU.SOE.GradSurvey.Employers**

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| 1 | Greetings from Campbellsville University's School of Education. We trust that all continues to go well in your school and district! To help us keep updated on our graduates' career and to help us make improvements in our programs, we conduct surveys of our graduates and their principals the first and third years after program completion. The data from these surveys provide us with key information for program improvement and for purposes of continued accreditation. We thank you in advance for your valuable feedback on our graduate's performance in your school. The survey will take about ten minutes or less to complete. Your responses will be kept in strictest confidence; your anonymity will be ensured and your responses will only be reported as group data for program improvement. Sincerely, Beverly Ennis, Phd., Dean, School of Education |
| 2 | How well did the CU graduate demonstrate knowledge of his/her content area? \*  1 being Below Average to 5 being Exceptionally Well  https://www.livetext.com/assets/formz/radio_unchecked.gif1  https://www.livetext.com/assets/formz/radio_unchecked.gif2  https://www.livetext.com/assets/formz/radio_unchecked.gif3  https://www.livetext.com/assets/formz/radio_unchecked.gif4  https://www.livetext.com/assets/formz/radio_unchecked.gif5 |

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| 3 | How well did the CU graduate demonstrate the ability to design and plan instruction? \*  1 being Below Average to 5 being Exceptionally Well  https://www.livetext.com/assets/formz/radio_unchecked.gif1  https://www.livetext.com/assets/formz/radio_unchecked.gif2  https://www.livetext.com/assets/formz/radio_unchecked.gif3  https://www.livetext.com/assets/formz/radio_unchecked.gif4  https://www.livetext.com/assets/formz/radio_unchecked.gif5 |
| 4 | How well did the CU graduate demonstrate the ability to create a positive classroom climate? \*  1 being Below Average to 5 being Exceptionally Well  https://www.livetext.com/assets/formz/radio_unchecked.gif1  https://www.livetext.com/assets/formz/radio_unchecked.gif2  https://www.livetext.com/assets/formz/radio_unchecked.gif3  https://www.livetext.com/assets/formz/radio_unchecked.gif4  https://www.livetext.com/assets/formz/radio_unchecked.gif5 |

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| 5 | How well did the CU graduate demonstrate the ability to implement and manage instruction? \*  1 being Below Average to 5 being Exceptionally Well  https://www.livetext.com/assets/formz/radio_unchecked.gif1  https://www.livetext.com/assets/formz/radio_unchecked.gif2  https://www.livetext.com/assets/formz/radio_unchecked.gif3  https://www.livetext.com/assets/formz/radio_unchecked.gif4  https://www.livetext.com/assets/formz/radio_unchecked.gif5 |
| 6 | How well did the CU graduate demonstrate the ability to assess and communicate learning results? \*  1 being Below Average to 5 being Exceptionally Well  https://www.livetext.com/assets/formz/radio_unchecked.gif1  https://www.livetext.com/assets/formz/radio_unchecked.gif2  https://www.livetext.com/assets/formz/radio_unchecked.gif3  https://www.livetext.com/assets/formz/radio_unchecked.gif4  https://www.livetext.com/assets/formz/radio_unchecked.gif5 |

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| 7 | How well did the CU graduate demonstrate the ability to implement technology during instruction? \*  1 being Below Average to 5 being Exceptionally Well  https://www.livetext.com/assets/formz/radio_unchecked.gif1  https://www.livetext.com/assets/formz/radio_unchecked.gif2  https://www.livetext.com/assets/formz/radio_unchecked.gif3  https://www.livetext.com/assets/formz/radio_unchecked.gif4  https://www.livetext.com/assets/formz/radio_unchecked.gif5 |
| 8 | How well did the CU graduate demonstrate the ability to reflect on and evaluate his/her teaching and instruction? \*  1 being Below Average to 5 being Exceptionally Well  https://www.livetext.com/assets/formz/radio_unchecked.gif1  https://www.livetext.com/assets/formz/radio_unchecked.gif2  https://www.livetext.com/assets/formz/radio_unchecked.gif3  https://www.livetext.com/assets/formz/radio_unchecked.gif4  https://www.livetext.com/assets/formz/radio_unchecked.gif5 |

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| 9 | How well did the CU graduate demonstrate the ability to collaborate with colleagues, parents, and others to improve student learning? \*  1 being Below Average to 5 being Exceptionally Well  https://www.livetext.com/assets/formz/radio_unchecked.gif1  https://www.livetext.com/assets/formz/radio_unchecked.gif2  https://www.livetext.com/assets/formz/radio_unchecked.gif3  https://www.livetext.com/assets/formz/radio_unchecked.gif4  https://www.livetext.com/assets/formz/radio_unchecked.gif5 |
| 10 | How well did the CU graduate demonstrate the ability to evaluate his/her teaching and implement professional eevelopment? \*  1 being Below Average to 5 being Exceptionally Well  https://www.livetext.com/assets/formz/radio_unchecked.gif1  https://www.livetext.com/assets/formz/radio_unchecked.gif2  https://www.livetext.com/assets/formz/radio_unchecked.gif3  https://www.livetext.com/assets/formz/radio_unchecked.gif4  https://www.livetext.com/assets/formz/radio_unchecked.gif5 |

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| 11 | How well did the CU demonstrate the ability to assume leadership roles in his/her teaching profession? \*  1 being Below Average to 5 being Exceptionally Well  https://www.livetext.com/assets/formz/radio_unchecked.gif1  https://www.livetext.com/assets/formz/radio_unchecked.gif2  https://www.livetext.com/assets/formz/radio_unchecked.gif3  https://www.livetext.com/assets/formz/radio_unchecked.gif4  https://www.livetext.com/assets/formz/radio_unchecked.gif5 |
| 12 | How well did the CU graduate demonstrate the ability to address cultural and linguistic diversity? \*  1 being Below Average to 5 being Exceptionally Well  https://www.livetext.com/assets/formz/radio_unchecked.gif1  https://www.livetext.com/assets/formz/radio_unchecked.gif2  https://www.livetext.com/assets/formz/radio_unchecked.gif3  https://www.livetext.com/assets/formz/radio_unchecked.gif4  https://www.livetext.com/assets/formz/radio_unchecked.gif5 |

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| 13 | How well did the CU graduate demonstrate the ability to teach students with disabilities? \*  1 being Below Average to 5 being Exceptionally Well  https://www.livetext.com/assets/formz/radio_unchecked.gif1  https://www.livetext.com/assets/formz/radio_unchecked.gif2  https://www.livetext.com/assets/formz/radio_unchecked.gif3  https://www.livetext.com/assets/formz/radio_unchecked.gif4  https://www.livetext.com/assets/formz/radio_unchecked.gif5 |
| 14 | How well did the CU graduate demonstrate a knowledge of the field and students? \*  1 being Below Average to 5 being Exceptionally Well  https://www.livetext.com/assets/formz/radio_unchecked.gif1  https://www.livetext.com/assets/formz/radio_unchecked.gif2  https://www.livetext.com/assets/formz/radio_unchecked.gif3  https://www.livetext.com/assets/formz/radio_unchecked.gif4  https://www.livetext.com/assets/formz/radio_unchecked.gif5 |

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| 15 | How well did the CU graduate demonstrate an ability to work with families? \*  1 being Below Average to 5 being Exceptionally Well  https://www.livetext.com/assets/formz/radio_unchecked.gif1  https://www.livetext.com/assets/formz/radio_unchecked.gif2  https://www.livetext.com/assets/formz/radio_unchecked.gif3  https://www.livetext.com/assets/formz/radio_unchecked.gif4  https://www.livetext.com/assets/formz/radio_unchecked.gif5 |
| 16 | How well did the CU graduate model the disposition of a CARING teache?\*  1 being Below Average to 5 being Exceptionally Well  https://www.livetext.com/assets/formz/radio_unchecked.gif1  https://www.livetext.com/assets/formz/radio_unchecked.gif2  https://www.livetext.com/assets/formz/radio_unchecked.gif3  https://www.livetext.com/assets/formz/radio_unchecked.gif4  https://www.livetext.com/assets/formz/radio_unchecked.gif5 |

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| 17 | How well did the CU graduate model the disposition of RESPECTING others?\*  1 being Below Average to 5 being Exceptionally Well  https://www.livetext.com/assets/formz/radio_unchecked.gif1  https://www.livetext.com/assets/formz/radio_unchecked.gif2  https://www.livetext.com/assets/formz/radio_unchecked.gif3  https://www.livetext.com/assets/formz/radio_unchecked.gif4  https://www.livetext.com/assets/formz/radio_unchecked.gif5 |
| 18 | How well did the CU graduate model the disposition of VALUING INDIVIDUAL DIFFERENCES?\*  1 being Below Average to 5 being Exceptionally Well  https://www.livetext.com/assets/formz/radio_unchecked.gif1  https://www.livetext.com/assets/formz/radio_unchecked.gif2  https://www.livetext.com/assets/formz/radio_unchecked.gif3  https://www.livetext.com/assets/formz/radio_unchecked.gif4  https://www.livetext.com/assets/formz/radio_unchecked.gif5 |

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| 19 | How well did the CU graduate model the disposition of development of being HONEST and ETHICAL?\*  1 being Below Average to 5 being Exceptionally Well  https://www.livetext.com/assets/formz/radio_unchecked.gif1  https://www.livetext.com/assets/formz/radio_unchecked.gif2  https://www.livetext.com/assets/formz/radio_unchecked.gif3  https://www.livetext.com/assets/formz/radio_unchecked.gif4  https://www.livetext.com/assets/formz/radio_unchecked.gif5 |
| 20 | How well did the CU graduate DEMONSTRATE PROFESSIONAL RESPONSIBILITIES?\*  1 being Below Average to 5 being Exceptionally Well  https://www.livetext.com/assets/formz/radio_unchecked.gif1  https://www.livetext.com/assets/formz/radio_unchecked.gif2  https://www.livetext.com/assets/formz/radio_unchecked.gif3  https://www.livetext.com/assets/formz/radio_unchecked.gif4  https://www.livetext.com/assets/formz/radio_unchecked.gif5 |

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| 21 | Overall, how would you rate the educational preparation of the CU graduate?\*  1 being Below Average to 5 being Exceptionally Well  https://www.livetext.com/assets/formz/radio_unchecked.gif1  https://www.livetext.com/assets/formz/radio_unchecked.gif2  https://www.livetext.com/assets/formz/radio_unchecked.gif3  https://www.livetext.com/assets/formz/radio_unchecked.gif4  https://www.livetext.com/assets/formz/radio_unchecked.gif5 |
| 22 | Based on the CU graduate's performance, what are some strengths of the Campbellsville University education program? \* |

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| 23 | Based on the CU graduate's performance, what suggestions do you have for improving the education program? \* |
| 24 | Other Comments |

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| 25 | What was undergraduate education major of the CU graduate in your school? \*  Please choose all that apply  https://www.livetext.com/assets/formz/box_unchecked.gifIECE  https://www.livetext.com/assets/formz/box_unchecked.gifP-5  https://www.livetext.com/assets/formz/box_unchecked.gif5-9  https://www.livetext.com/assets/formz/box_unchecked.gif8-12 English  https://www.livetext.com/assets/formz/box_unchecked.gif8-12 Mathematics  https://www.livetext.com/assets/formz/box_unchecked.gif8-12 Biology  https://www.livetext.com/assets/formz/box_unchecked.gif8-12 Chemistry  https://www.livetext.com/assets/formz/box_unchecked.gif8-12 Social Studies  https://www.livetext.com/assets/formz/box_unchecked.gifP-12 Health/Physical Education  https://www.livetext.com/assets/formz/box_unchecked.gifP-12 Music  https://www.livetext.com/assets/formz/box_unchecked.gifP-12 Art  https://www.livetext.com/assets/formz/box_unchecked.gifP-12 Special Education |
| 26 | In which program was the CU graduate enrolled? |

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| 27 | When did the CU graduate complete the education program at Campbellsville University? |
| 28 | Was the CU graduate employed as a teacher in your school last year? \*  https://www.livetext.com/assets/formz/radio_unchecked.gifYes  https://www.livetext.com/assets/formz/radio_unchecked.gifNo |

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| 29 | If yes, which grade/s and subjects did he/she teach? |
| 30 | How many years did the CU graduate teach at your school?  https://www.livetext.com/assets/formz/radio_unchecked.gif1  https://www.livetext.com/assets/formz/radio_unchecked.gif2  https://www.livetext.com/assets/formz/radio_unchecked.gif3 |

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| 31 | How well did the CU graduate transition to other teaching grades/subjects if applicable? |

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| |  |  | | --- | --- | | |  | | --- | | http://files.ctctcdn.com/07963eaa001/1e1e944a-10f4-4597-9f8d-f709c0ebf1df.png  http://files.ctctcdn.com/07963eaa001/113419b7-d2be-4725-b787-02e85f069988.png | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | **http://files.ctctcdn.com/07963eaa001/a2d7c133-d4f4-47c5-9f3a-b53a33a356b7.jpg** |  |  | | --- | | **Recognition**   * Congratulations to Grace Arnold, an Early Childhood Education graduate, who was the December 2015 Campbellsville University  Valedictorian. * The Excellence in Teaching Awards Program will be held on campus May 21st. One hundred ninety-nine teachers from 70 Kentucky school districts will be honored. * One Elementary Education student got an unheard of perfect 200 score on the Social Studies subject area of her PRAXIS! |  |  | | --- | | **"Let's TALK"**  Jamie Adams was a part of the conversations about effective teaching and learning at the Kentucky Education Association's "Let's TALK" Conference. She led a workshop about self-paced classrooms. Jamie and Lori Schultz, fellow teacher, presented ideas on how to manage students in class who are self-motivated yet bored. The session provided implementation strategies that allow students to independently self-pace through content. The subject matter was relevant to anyone interested in the Common Core or closing the achievement gap. Jamie is a local Campbellsvillian who teaches 6th grade math at Taylor County  Middle  School. |  |  | | --- | | **Environmental Stewardship Funds Awarded**  Dr. Robin Magruder's proposal for funds for a Kappa Delta Pi environmental stewardship project have been accepted. She and Dr. Lisa Fulks and KDP will embark on an environmental literacy project that incorporates Clay Hill Memorial Forest into student learning. |  |  | | --- | | **Servant Leaders**  Dr. Marilyn Goodwin, assistant professor of Early Childhood Education, was honored with the coveted 2016 Faculty Servant Leader Award.  It is given to a Campbellsville University faculty member whose extraordinary dedication to Christian higher education is exhibited in the highest form of leadership: servanthood in Christ's name.  http://files.ctctcdn.com/07963eaa001/fb19e273-365e-4d3a-957a-4bdf99252ad7.jpg  **Dr. Goodwin displaying Servant Leader Award** |  |  | | --- | | **Supreme Dedication**  Dr. Charles Hamilton, associate professor of Education and undergraduate chair, was presented with the 2016 Extra Mile Award . This Student Government Association award is given to a faculty member who consistently goes above and beyond to help students.  According to several of his students, Dr. Hamilton is "the easiest to talk to, most friendly, and he always takes time to understand your problem."  http://files.ctctcdn.com/07963eaa001/bcbb7b10-d7e0-48bc-a676-7ac636f5fd23.jpg  **Dr. Hamilton holding his Extra Mile Award** |  |  | | --- | | http://files.ctctcdn.com/07963eaa001/855e5ec1-6e79-4901-9d31-52392426f924.jpg  **Psalm 133:1**      "Behold, how good and how pleasant it is for brethren to dwell together in unity!" |  |  | | --- | | **Interested in CU?**  Call (270) 789-5252  or visit us on the web at [www.campbellsville.edu](http://www.campbellsville.edu) | | |  | | --- | |  | | |  | | --- | | **Excellence in Education Edition** |  |  | | --- | | 1. ***Pennebaker Award Recipients***       The Pennebaker Award was established in 1993 in memory of William K. Pennebaker by his family. Dr. Pennebaker worked in the School of Education in the 1980's, serving as Director of the Student Teaching Program.     The Education faculty selects the award recipients based on the criteria established by the Pennebaker family. The criteria are as follows:   * Excellence in the teacher preparation program as demonstrated by academic standing * Campus service * Outstanding performance in student teaching * Commitment to the education profession * Be student teaching or have completed student teaching the previous semester       This year's winners were Sherry Boggs in Interdisciplinary Early Childhood Education (IECE), Shelby Mattingly in Elementary Education, Savannah Workman in P-12 Education, Holli Lindsey in Middle Grades Education, Casey Hunt in 5-12 Education, and Camille Jantzen in Secondary Education.      Congratulations to all of our terrific recipients! |  |  | | --- | | ***"ExCEL"ing in Education***       Our very own Laura Beth Hayes, a 2003 Campbellsville University graduate, was recently named Elizabethtown Independent Schools, WHAS-11 ExCEL Award Winner for her wonderful work at Morningside Elementary School! The ExCEL Award, which stands for Excellence in Classroom and Educational Leadership, recognizes public school teachers who exemplify teaching excellence using innovation, excitement, and enthusiasm in their teaching methodology; who maintain meaningful personal relationships with students, parents, colleagues, and community members; who are role models of professionalism and citizenry; and who are personally committed to continued professional development and enhancement.  http://files.ctctcdn.com/07963eaa001/09ed5d46-0abf-42dd-80e5-6f5d96b5df3f.jpg  **Laura Beth Hayes with her ExCEL Award** |  |  | | --- | | **Academic Excellence**       Dr. Robin Magruder and Campbellsville University graduate Julia Rosenauer are keeping the University's academic reputation alive and well with the article they wrote for Science & Children, a journal published by the National Science Teacher Association.       The article is titled "Understanding Human Impact: Second graders explore watershed dynamics." In it, Dr. Magruder and Julia discuss how to teach children about the local watershed. They designed a unit focused on human impact, both positive and negative, on the living and nonliving watershed components. The unit investigated the local watershed, giving students a personal and pragmatic connection to their lives because they depend on the local watershed for what they need to live and grow. By investigating creatures living there and how they are affected by positive and negative habitat impacts, students realized they can make a difference by making simple choices. Additionally, students realized their decisions directly affect their lives because they are members of the local watershed as well.      Mrs. Rosenhauer is a School of Education Rank I graduate who earned an Environmental Education Endorsement in 2015. She and Dr. Magruder collaborated on the project to collect and analyze the data and write the article.  http://files.ctctcdn.com/07963eaa001/8d484050-a361-4555-be28-50264ab4587d.jpg  **Dr. Robin Magruder holding Science & Children article** |  |  | | --- | | **New Associate Commissioner**       Rhonda Sims, a Campbellsville University graduate has been promoted to associate commissioner of Kentucky's Office of Assessment and Accountability.  In her new position, Sims will oversee the Division of Assessment Design and Implementation and the Division of Support and Research which provide services to Kentucky public school districts, including management of statewide assessments, reporting data, the Unbridled Learning College and Career-Readiness for All Accountability Model, and federal compliance and communications.       Ms. Sims has been a public servant in the Kentucky Department of Education since 1994. In 2010 she was presented with the William T. Nallia Educational Leadership Award for her visionary leadership.  In 2014 she won the Kevin M. Noland Award for outstanding public service to Kentucky schools. She is an excellent ambassador for the Commonwealth and for the University.  http://files.ctctcdn.com/07963eaa001/94d23191-0b91-44df-9c6a-7d9f13f2c441.jpg  **Ms. Sims presenting at a 2016 Education conference** | | | |  | | --- | | **World Wide Impact**       Campbellsville, though it is a small Christian university, does not have a small reach.  We have students teaching all over the world, from graduate Lance Blandford who spent last summer teaching English as a Second Language in China to high school students, to educators in Africa, and Cuenca, Ecuador.       Our international reach continued to grow when several students recently traveled to Belize for two weeks.  Felicia Monday, Debbie Holt, and Paula Tucker all visited a Mayan preschool in Belmopan named Kuxlin Ha.  There they implemented lessons, assisted in the classroom, and participated in field trips. They were completely immersed in the culture, staying with local families.  The students taught more than just young children; they also presented at a two-day district-wide Early Childhood Education workshop.       Campbellsville University has servant leaders learning and serving all over the world.  http://files.ctctcdn.com/07963eaa001/13ddb35a-9854-403f-bf58-c654d07277a1.jpg  **Felicia Monday and Paula Tucker at Kuxlin Ha preschool** | | | |