C:\Documents and Settings\dncarr\My Documents\topleft.gif **EDUCATION PROFESSIONAL STANDARDS BOARD** KUS.gif

1. **Program Profile: This profile describes a program category, which includes potential variations of program offerings. Each instance or variation must be distinguished among the others in order to ensure regulatory compliance. Please see the “Program Review Technical Guide” for additional details.**

Programs at post-baccalaureate levels for (1) the continuing education of teachers who have previously completed initial preparation or (2) the preparation of other school professionals. Advanced programs commonly award graduate credit and include master’s, specialist, and doctoral degree programs as well as non-degree licensure programs offered at the post-baccalaureate level. Examples of these programs include those for teachers who are preparing for a second license at the graduate level in a field different from the field in which they have their first license; programs for teachers who are seeking a master’s degree in the field in which they teacher; and programs not tied to licensure, such as programs in curriculum and instruction.

Program Identification

**Name of the Program Category: Rank I/Master of Arts in School Improvement**

**Grade Levels: (check all that apply) This program is for Rank change not certification.**

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

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

Graduate Level  Graduate Level – Cert Only

**Program Degree/Award Level: (check all that apply)**

Master’s for Rank II  Master’s for Rank I

5th year non-degree for Rank II  6th year non-degree for Rank I

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

Traditional

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

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

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| Campus Name | City |
| Name each campus |  |
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**Delivery Modes: (check all that apply)**

Face-to-Face Only  Online Only  Hybrid

**EPP Submission Coordinator:**

Name Dr. Beverly Ennis

Phone 270-789-5344

Email bcennis@campbellsville.edu

Program Experiences

# Program Innovations: (Optional)

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

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| Limit of 2,000 characters. |

Program Curriculum:

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

How does the EPP communicate the following with every student: required coursework and electives, certification and/or degree and rank result, admission requirements, exit requirements, Praxis II test disclaimer (if applicable)? If the EPP offers multiple program degrees/award levels for this category and certification, you must include each variation.

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

**Admission criteria for each program code in this category:** This must include **admission criteria** such as GPA and other admission assessments and requirements. Reference the applicable program code(s) if the admission criteria vary across degree/award level offerings. Reference the “Program Review Technical Guide” for additional details.

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| Admission (CAP 5) criteria for Rank I/Master of Arts in School Improvement (MASI) program meets the standards established in 16 KAR 5:020 for admissions to teacher education programs and includes a cumulative GPA of 2.75 as documented on official transcript for a master’s degree in an approved program from an accredited institution (or 3.0 on last 30 hours). Candidates must provide a valid certificate that indicates Rank II status as well. Candidates must complete a dispositional self assessment, a clear, state criminal background check (if not currently employed in a school district), and a signed disposition assessment policy. They must also sign and commit to the *KY Code of Ethics/Character and Fitness*, complete a diversity survey and submit a professional growth plan. See [Addendum A](#A) for a complete list of CAP 5 requirements. |

**Describe the Clinical/Professional Experiences for each instance in this program category:** Include narrative to describe the clinical/professional experiences required in this program category which will generate evidence for CAEP Standard 2.3.

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| Candidates complete a minimum of 30 field (clinical) hours throughout the coursework portion of their degree. Each course in the professional core has 6 hours of intentional clinical experiences designed to amplify coursework through practical application of teaching pedagogy while enhancing student development and learning in the classrooms where they are working. In addition to these 30 hours, each course that is part of the endorsements or other professional specialties that candidates take along with the professional core have field experiences in them as well. See [Addendum B](#B). |

**Exit requirements for each instance in this program category:** This must include **exit assessments** such as KTIP assessment, portfolio, GPA, and if the program requires passing or taking the Praxis II for program completion, list it here.

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| In order to exit the program, candidates must have a 3.0 cumulative GPA on 30 hours of coursework, the culminating project with a minimum score of a B, two dispositional assessments (one self and one program faculty), and completed and submitted all CAP 7 documentation including a CA-1 form and an application for additional credentials. See Addendum A for a complete list of CAP 7 requirements.  [Addendum A](#A) |

Kentucky P-12 Curriculum Requirements

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

How does the EPP ensure each candidate’s knowledge/proficiency of KAS? How does the EPP measure the DOK of every candidate?

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| For lessons and units, in all endorsement and professional specialty areas, candidates are required to align/integrate the KAS as appropriate for the content along with the ELA standards, particularly for reading and writing. Content specific standards include the ELA, mathematics, social studies and Next Generation Science Standards. The EPP measures candidate depth of knowledge utilizing these lessons and units and in the culminating project, the primary assessment of the program. |

Briefly describe how the program ensures advanced candidates apply the Kentucky P-12 Curriculum framework and the Kentucky P-12 school assessment system to guide instruction and assessment.

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

Provide evidence (KTIP assessments/portfolio/other data) of candidates’ skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college and career ready standards.

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| Candidates are required to submit culminating project for program exit that demonstrates their skill and commitment to creating supportive environments that afford all P-12 students access to rigorous college and creer ready standards. This project represents a school wide program developed in collaboration with the school principal and includes a professional development program that provides colleagues with knowledge and skills to address the learning needs of the student body in preparing them to meet college and career readiness standards. See [Addendum C](#C), the Culminating Project, which has been updated this fall to measure the new Kentucky Teacher Performance Standards. It will be piloted with our first cohort this fall. |

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

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

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| Candidates are required to submit culminating project for program exit that demonstrates their their ability in analyzing assessment data of all kinds and use it to guide school improvement school-wide including in the area of instruction toward mastery of the Kentucky P-12 curriculum framework. This project represents a school wide program developed in collaboration with the school principal and includes a professional development program that provides colleagues with knowledge and skills to address the learning needs of the student body in preparing them to meet college and career readiness standards. See [Addendum C](#C), the Culminating Project, which has been updated this fall to measure the new Kentucky Teacher Performance Standards. It will be piloted with our first cohort this fall. |

Courses

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

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

# Clinical Educators

**Use the “Program Review Clinical Educators” spreadsheet**

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

# Key Assessment Areas

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

# In this section, identify the assessment areas used to generate program data to demonstrate mastery of the Kentucky Teacher Standards. For each assessment area, indicate the type or form of the assessment and when it is administered in the program. EPPs must identify the assessments for each assessment area to demonstrate meeting the Kentucky Teacher Standards. Reference the “Program Review Technical Guide” for additional details. When completing the “Assessments Advanced” tab, the EPP can either enter assessments for all programs in one spreadsheet (if all the advanced programs use the same types or forms of assessments), or enter the assessments for each program category in a separate spreadsheet.

# Align to Standards

**Use the “Program Review SPA Alignment” spreadsheet**

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

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

# Evidence and analysis

# Repeat this section for each assessment

**Evidence for meeting standards -** For each instance in this program category, provide a narrative about the five (5) assessment areas, discuss the instrument, scoring guide/criteria, and alignment to the Kentucky Teacher Standards. The narrative provides a rationale for how the assessment demonstrates candidate mastery of the standards related to the specific assessment area. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and may be used to replace the table questions below only if all equivalent information is provided. When completing this section, the EPP will copy this table five (5) times for each instance in this program category. If the assessments are the same for each instance, then declare in your narrative that they are the same, or only show those assessments which are different. Reference the “Program Review Technical Guide” for additional details.

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| **Assessment Title:**  Rank I Culminating Project |
| **Assessment description:**  The Culminating Project offers Rank 1 candidates the opportunity to demonstrate leadership by implementing a research-based school-wide project formulated in response to an identified area of need. It is approved and monitored by the candidate’s principal and university professor over the course of an academic year. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Campbellsville University has been given permission to begin to implement the new Kentucky Teacher Performance Standards (KTPS), so the Rank I Culminating Project has been revised to measure those standards.  **KTPS Standard 1** Learner Development is addressed through the Proposal Section of the assessment where candidates analyze data and write a plan for addressing learning needs school wide. The proposal is approved by both the university professor and the school principal.  **KTPS Standard 3** Learning Environments is addressed in the Foundation Section of the assessment where candidatesevaluate the school’s mission, areas of strength, and his/her role within the school on multiple levels (culture, academics, professional growth plan).  **KTPS Standard 6** Assessment is addressed in the Data Analysis Section of the assessment which includesanalysis of each source of data (percentages, ratings) and discusses conclusions and trends. Details how the data supports the need for the project.  **KTPS Standard 7** Planning for Instruction is addressed in the Proposal Section of the assessment. It is also measured through the the Culminating Project Presentation where project details are presented to a qualifying school group in the proper format.  **KTPS Standard 8** Instructional Strategies is addressed in the Proposal Section, the Progress Report, a midpoint check on the progress of the project, and the Culminating Project Presentation.  **KPS Standard 9** Professional Learning and Ethical Practice is addressed in the Foundation Section, the Proposal Section, the Progress Report, a midpoint check on the progress of the project, and the Professional Development Plan, a research-based plan delivered by the candidate and embedded within the project. It is also measured in the Professional Growth Reflection where candidates reflect upon areas of professional growth concerning the project, leadership skills, and involvement in school objectives (SIP). It is shared via a media chosen by the candidate with others in the profession and may accompany the Culminating Project Reflection. In the Culminating Project Reflection candidates reflect upon the process of developing the Culminating Project (beginning with the Foundation creation). It is shared via a media chosen by the candidate with others in the profession and may accompany the Professional Growth Reflection. Finally, standard 9 is demonstrated through the Culminating Project Presentation where project details are presented to a qualifying school group in the proper format.  **KTPS Standard 10** Leadership and Collaboration is addressed in the Foundation Section, the Proposal Section, the Progress Report, and the Culminating Project Presentation. |
| **Discuss the data analysis for this assessment:**   * For the 2013-2014 cohort, all candidates (20) scored a 3 out of a possible 3 on all KTS measured by the Culminating Project. For the 2014-2015 cohort, the total average score for all KTS was 2.75 out of a possible 3. The 22 candidates averaged a high of 3 on KTS 1.3, 7.1, 8.4, and 10.1. The lowest average score, 2.25, was for KTS 1.2 Connects content to life experiences of student and KTS 2.2 Uses contextual data to design instruction relevant to students. For the 2015-2016 cohort, the total average for all KTS was 2.92. For the 19 candidates the highest score, 3 of 3, was measured for KTS 1.2, 1.3, 2.2, 5.4, 7.1, 8.4, 10.1, and 10.2. The lowest average, 2.8 of 3, was measured for KTS 1.3 Demonstrates instructional strategies that are appropriate for the content and processes of the lesson and make a clear contribution to student learning, KTS 8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort, and 9.2 Identifies priorities for professional development based on data from self-assessment, student performance, and feedback from colleagues. * Based on the overall high performance on all of the KTS measured by this assessment, candidate progression through the program is supported by the data. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis)  [Addendum C](#C) |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  The Rank I Culminating Project is newly revised to measure the KTPS. The basic structure of the new assessment is the old assessment which was developed by professional educators and was utilized to measure teacher progress on the Kentucky Teacher Standards. Program faculty who had utilized the rubric developed the new assessment and rubric. A four point Likert scale was utilized in order to have a more accurate picture of the level of candidate performance. In addition, the four levels were operationally defined and provided actionable feedback for candidates. The new rubric is being piloted with the 2017-2018 cohort.  Candidates are introduced to the rubric and instructed about it’s use during ED 701 Planning and Leading School Improvement at the beginning of the program.  Currently only one professor utilizes the rubric, so it is not necessary to establish interrater reliability. If the program grows to involve more professors in using the rubric, a yearly interrater reliability study will be conducted. |
| **Describe how the data from this assessment is used for the continuous improvement of this program**  Due to the CAEP Accreditation Timeline and the adoption of the new KTPS by Kentucky, the assessment was revised and is being piloted during this cohort. When the data from this cohort is analyzed, and the process of the culminating project from class experiences to candidate experiences in the schools is examined, revisions will be made to the assessment. In addition, according to the EPP Selected Improvement Plan, the Culminating Project with have a Lawshe’s Content Validity review conducted during the 2017-2018 academic year. |
| **Assessment Title:**  Dispositional Assessment |
| **Assessment description:**  Dispositional Assessments measure the personal qualities and characteristics that effective teachers demonstrate. They reflect the values and ethics we want our candidates to possess |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  **CAP 5 disposition indicators:**   1. **Candidate demonstrates knowledge of content**   KTS Standard 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE  The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.   1. **Candidate demonstrates a commitment to professionalism**   KTS Standard 9:EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT  The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.   1. **Candidate is committed to honesty and ethical conduct**   KTS Standard 7:REFLECTS ON AND EVALUATES TEACHING AND LEARNING  The teacher reflects on and evaluates specific teaching/learning situations and/or programs.  **CAP 7 disposition indicators:**  **1. Professional Conduct:**  1.1 Respect for cultural and individual differences by providing equitable learning opportunities for all students  1.2 Respects rights of students and families (no sarcasm, demeaning comments, etc.)  1.3 Respect for cultural and individual differences by providing equitable learning opportunities for all students  1.4 Attentive to confidentiality; maintains secure student records, correspondence, and conversations  1.5 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.  1.6 Displays appropriate professional behavior and a positive attitude; acts in a mature manner; accepts constructive criticism  STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING  The teacher reflects on and evaluates specific teaching/learning situations and/or programs.  STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS  The teacher collaborates 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.  **2. Professional Communication**  2.1 Language is appropriate to student’s age and level of development  2.2 Is articulate in oral and written communication with (emails, conversations with peers/professors/field school sites)  2.3 Free of grammar and punctuation mistakes  2.4 Perceptive listener; consistently uses active listening to acknowledge message of the speaker  2.5 Establishes relationships with families, engaging them frequently in the instructional program in a culturally appropriate manner  STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE  The teacher creates 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.  STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION  The teacher introduces/implements, manages 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.  STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS  The teacher collaborates 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.  **3. Professional Responsibilities**  3.1 Uses sound judgment/reasoning, seeks and applies wisdom, uses critical thinking, effective problem solver, effective decision maker  3.2 Maintains and uses a professional teacher-student and teacher-parent relationship  3.3 Demonstrates a willingness to work with other professionals to improve the overall learning environment for students 3.4 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  3.5 Takes a leadership role with colleague  STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE  The teacher creates 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.  STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION  The teacher introduces/implements, manages 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.  STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS  The teacher collaborates 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.  STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT  The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.  STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION  The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.  **4. High Expectations**  4.1 Establishes and sets goals (on paper) for student success  4.2 Establishes a culture where all students know they are seen as high achievers  4.3 Establishes a classroom where interactions support learning and hard work  4.4 Promotes cross cultural learning; treats all students equitably, promotes social justice and promotes understanding of learning strengths and needs.  STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE  The teacher creates 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.  **5. Engages in Effective Practice/Reflection**  5.1 A desire to analyze concepts, evaluate practices, experiment, and initiate innovative practices as needed; beyond fact-telling  5.2 A commitment to self-reflection to recognize in all students physical, cognitive, social, and emotional development  5.3 A commitment to recognize self-reflection combined to experiences leads to professional growth  5.4 A commitment to challenge all students to learn and to help every student succeed  5.5 A belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners  STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE  The teacher creates 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.  STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT  The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.  STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION  The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being. |
| **Discuss the data analysis for this assessment:**   * For the 2013-2014 cohort, the candidates (20) scored an average 4.6 out of a possible 5.0 on all KTS measured by the Dispositional Assessment. The high average was 4.9 for understands the role of an educator. The low average, 4.45 was for the KTS that have to do with seeking opportunities to grow professionally, identifying and prioritizing growth areas, organizational abilities, and considering students when planning instruction. For the 2014-2015 cohort, the total average score for all dispositions was 3.46 out of a possible 4. The 22 candidates averaged a high of 3.5 on the dispositions and KTS that have to do with professional ethics and clinical field experience. The lowest average score, 3.31, was the dispositions and KTS that had to do with professional service. For the 2015-2016 cohort, the total average for all dispositions was 3.49. For the 19 candidates the highest score, 3.75 of 4 , was measured for dispositions and KTS related to professional services. The lowest average, 3.29 of 43, was measured for dispositions and KTS related to engaging in reflective practice and reflection. * Based on the overall high performance on all of the dispositions and KTS measured by this assessment, candidate progression through the program is supported by the data. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis)  [Addendum D](#D) |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  The Dispositional Assessment was developed by a five person faculty committee who sought input from  classroom teachers and administrators and other faculty. The process for using the assessment based on  feedback from the classroom teachers and administrators who were clinical partners. They  reported not wanting to give the disposition assessment to students to turn in. Based on this feedback, the formwas put online and made interactive. The assessment isaligned to Kentucky Teacher Standards and NCATE Standards. Construct validity was established by utilizing the scoring levels and framework from Kentucky TPGES (adapted from Charlotte Danielson's framework)and creating "critical attributes" that describe each performance level. The rubric provides actionable feedback.  By utilizing the format and levels from the TPGES document, clinical partners were already familiar with  how to use the dispositional assessment. School of education faculty were trained using the document in a faculty meeting. |
| **Describe how the data from this assessment is used for the continuous improvement of this program**  Due to the CAEP Accreditation Timeline and the adoption of the new KTPS by Kentucky, the assessment will be revised and piloted during the 2017-2018 academic year. Currently we have a committee of 12 teacher educators representing every area in which we certify teachers who are reviewing the dispositions identified by InTASC (KTPS) for inclusion in our new assessment. |
| **Assessment Title:**  Candidate GPA |
| **Assessment description:**  Candidate GPA is utilized at all CAPs including CAP 7, program completion in order to demonstrate that the candidate has completed program experiences at a sufficient level to practice effectively as a teacher. Grades are routinely used at all levels in education and are accepted predictors of future performance (Soh, 2011; Jones, J., McDonald, C., Maddox, A., & McDonald, S., 2011; Harrell, P., Harris, M., & Jackson, J., 2009).  GPA also documents other candidate qualities not measured by more formal assessments such as giftedness, organization, work ethic and quality of interactions with others (Dickinson & Adelson, 2016; Jones, J. et. al, 2011).  Bradley, Sankar, Clayton, Mbarika and Raju (2007) found that students with higher GPAs perceived they had increased capability of using higher order thinking skills that lead to complex abilities such as integrating and evaluating.  **References**  Bradley, R., Sankar, C., Clayton, H., Mbarika, V., & Raju, P.  (2007).  A study on the impact of       GPA on perceived improvement of higher order cognitive skills.  *Decision Sciences Journal*  *of Innovative Educatio*n, 5(1), 151-167.  Dickinson, E. & Adelson, J.  (2016).  Choosing among multiple achievement measures.  *Journal*  *of Advanced Academics*, 27(1), 4-15.  Harrel, P, Harris, M., & Jackson, J.  (2009).  An examination of teacher quality variables with        passing state content tests.  *Journal for the Association of for Alternative Certification*, 4(2),        18-40.    Jones, J., McDonald, C., Maddox, A. & McDonald, S.  (2011).  Teacher candidate success       on state mandated professional tests:  On predictive measure.  *Education*, 131(4), 90Middle School20.  Soh, K. (2011).  Grade point average:  What’s wrong and what’s the alternative?  *Journal of*  *Higher Education Policy and Management*, 33(1), 27-36.  The minimum GPA requirement to successfully exit the program is 3.0 GPA at CAP 7.  Candidates may not have more than two Cs during the program. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  GPA measures candidate achievement cumulatively on all of the components of all of the standards. Course activities, assignments, and assessments are all linked to KTS and overall GPA documents the level of student mastery of the prescribed coursework. Candidate GPA is utilized at CAP 7, program completion in order to demonstrate that the candidate has completed program experiences at a sufficient level to practice effectively a teacher leader. Grades are routinely used at all levels in education and are accepted predictors of future performance (Soh, 2011; Jones, J., McDonald, C., Maddox, A., & McDonald, S., 2011; Harrell, P., Harris, M., & Jackson, J., 2009). GPA also documents other candidate qualities not measured by more formal assessments such as giftedness, organization, work ethic and quality of interactions with others (Dickinson & Adelson, 2016; Jones, J. et. al, 2011). Bradley, Sankar, Clayton, Mbarika, & Raju (2007) found that students with higher GPAs perceived they had increased capability of using higher order thinking skills that lead to complex abilities such as integrating and evaluating.  The minimum GPA requirement to successfully exit the program is 3.0 GPA. Candidates may not have any grade below a C in any course.  Bradley, R., Sankar, C., Clayton, H., Mbarika, V., & Raju, P. (2007). A study on the impact of  GPA on perceived improvement of higher order cognitive skills. *Decision Sciences Journal of Innovative Educatio*n, 5(1), 151-167.  Dickinson, E. & Adelson, J. (2016). Choosing among multiple achievement measures. *Journal*  *of Advanced Academics*, 27(1), 4-15.  Harrel, P, Harris, M., & Jackson, J. (2009). An examination of teacher quality variables with  passing state content tests. *Journal for the Association of for Alternative Certification*, 4(2),  18-40.    Jones, J., McDonald, C., Maddox, A. & McDonald, S. (2011). Teacher candidate success  on state mandated professional tests: On predictive measure. *Education*, 131(4), 905-920.  Soh, K. (2011). Grade point average: what’s wrong and what’s the alternative? *Journal of*  *Higher Education Policy and Management*, 33(1), 27-36. |
| **Discuss the data analysis for this assessment:**  For the 2013-2014 cohort, the average GPA at CAP 7 was 3.91. For the 2014-2015 cohort, the average GPA at CAP 7 was 3.88. For the 2013-2014 cohort, the average GPA at CAP 7 was 3.93. This data indicates that candidates perform at a high level in all of their coursework and supports their progression through the program. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis)  **Grading Scale:** A 90-100%  B 80-89%  C 70-79%  D 60-69%  F 0-59% |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  Several studies support the reliability and validity of decisions made based on GPA.   Bacon and Bean (2006) studied the reliability and validity of the cumulative GPA and determined the reliability to be “quite high” (p.38).  They recommended when using GPA in research, for reliability and validity purposes using the overall GPA as opposed to program only GPA.  This coincides with a study commissioned by the New Jersey State Board of Education (2007) which found that use of the overall GPA was more reliable and valid than a single year GPA or a major or content area GPA.  The National Education Association (NEA) described GPA as a more reliable predictor of future student success than other assessments because it “…capture[s] content, knowledge, and skills critical to success, such as perseverance and self-control” (n.d., p. 1).   In addition, GPA is considered a valid predictor of future success (Herrera & Blair, 2015).  Love, Holter, and Krall (1982) found GPA to be a “significant predictor” of success on the comprehensive examination for a medical professional program at West Virginia University and the Board of Registry examination.  References:  Bacon, D. & Bean, B.  (2006).  GPA in research studies:  An invaluable but neglected opportunity.  *Journal of Marketing Education*, 28(1), 35-42.  Herrera, C. & Blair, J.  (2015).  Predicting success in nursing programs.  *Research in Higher Education*,       28, 1-8.  Love, B., Holter, J., & Krall, J.  (1982).  Validity of grade point average as a predictor of student success.  *Laboratory Medicine*, 13(3), 186-194.  National Education Association.  (n.d.).  Indicators of future success:  GPA and noncognitive skills.       Retrieved from: <https://www.nea.org/assets/docs/Indicators_of_Success-BGH_ac5-final.pdf>.  New Jersey State Board of Education.  (2007).  *Summary of Grade Point Average Research*.  Retrieved        From:   [*www.state.nj.us/education/sboe/meetings/2007/.../GPA%20research%20discussion.doc*](http://www.state.nj.us/education/sboe/meetings/2007/.../GPA%20research%20discussion.doc) |
| **Describe how the data from this assessment is used for the continuous improvement of this program**  Based on the consistency and level of the overall GPAs through three cohorts, no changes to the program have been made. |

# Summary Analysis for Program

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

|  |
| --- |
| The key assessments and candidates high performance on them demonstrate that we are admitting high quality candidates who demonstrate the Kentucky Teacher Standards at high levels. They demonstrate the ability to analyzed school wide data and work to develop and implement school improvement initiatives and collaborate with colleagues to improve instruction, assessment, and learning in their schools. |

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

|  |
| --- |
| The major challenges in this program are not data based at the current time. They involve revising and piloting new assessments that are designed to measure the new Kentucky Teacher Performance Standards. They involve conducting Lawshe’s Content Validity studies on the documents in order to determine a content validity ratio (CVR) for each component of the assessments. The following improvements will be made in the 2017-2018 academic year.   1. The newly revised Rank I Culminating Project will be piloted with the new cohort this academic year. 2. A Lawshe’s Content Validity Study will be conducted on the new instrument to determine a CVR for each component and an overall content validity index (CVI) for the assessment. 3. A new dispositional assessment will be developed utilizing dispositional standards from KTPS/InTASC standards. |

Addendum A

Campbellsville University

School of Education

**Rank I Program/MASI**

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

Gender: M/F E-Mail Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SSN#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Telephone Number \_\_\_\_

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Reminder:**

\*Program Information: Students seeking the Rank I must complete a 30-hour planned program of study. The program consists of two components: (a) 5 professional education core courses and (b) 5 professional specialty courses. *Completion of an endorsement program may be used in lieu of the professional specialty.*

\*Assessment and Exit: Students will be assessed continuously in the Rank I program. There are three formal Candidate Assessment Points: CAP 5 – admission to the program (2.75 GPA required); CAP 6 – mid-point assessment; CAP 7 – program exit (3.0 required on culminating activity and cumulative GPA). *Additional criteria for each CAP are identified on application forms.*

|  |  |  |
| --- | --- | --- |
| CAP 5 Entrance Requirements | CAP 6 Midpoint Check | CAP 7 Exit Requirements |
| \_\_\_\_\_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  \_\_\_Professional Specialty Option: specify  area\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_Credit Hours Completed  (minimum 15 credit hours)  \_\_\_\_\_ Disposition Recommendation  (Faculty) | 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    \_\_\_\_\_ESL  \_\_\_\_\_30 Field Hours  \_\_\_\_\_Subject Assessment (5361); **157 passing score**  \_\_\_\_\_Gifted and Talented  \_\_\_\_\_30 Field Hours \_\_\_\_\_Subject Assessment (5358); **157 passing score**  \_\_\_\_\_DOSE Certification (if applicable  \_\_\_\_\_\_\_Portfolio Score \_\_\_\_\_\_\_Portfolio Score |

|  |  |
| --- | --- |
| Rank I Courses30 Hours | |
| 1. **Rank I Core Courses:**   **Sem/Year Grade**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 599 Entry to TP\* (0)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 701 Plan. & Leading School Improv. (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 702 CIA Connections (3)  **\_\_\_\_\_\_** \_\_\_\_\_\_\_ ED 703 Ethics and School Governance (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 704 Nature & Needs of Div. Learn. (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 705 Effective Pro. Development (3)  **Total: 15 Hours**  \*If currently employed with a school district, a criminal background check may not be required. | 1. **Professional Specialty**   **Sem/Year Grade**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (3)  **\_\_\_\_\_\_** \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(3)  **Total: 15 Hours**  **Rank I**  **Total Hours: 30** |

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

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

Student Signature Date

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

Advisor Signature Date

Addendum B

Campbellsville University School of Education

Rank 1 Field Experience Matrix (30 hours)

|  |  |  |
| --- | --- | --- |
| Couse Title | Number of Field Hours | Activities |
| ED 701 Planning & Leading  School Improvement | 6 | Meet with Principal to determine school improvement needs. (e.g. look at Comprehensive School Improvement Plan, School Report Card)  Work with the District Assessment Coordinator to evaluate disaggregated data including all sub-populations to determine school needs. |
| ED 702 CIA Connections | 6 | Meet with the District Instructional Supervisor to discuss how state-mandated assessment drives curriculum and instruction with special emphasis on diverse sub-populations.  Write reflection. |
| ED 703 Ethics & School  Governance | 6 | Review School-based Decision Making Council (SBDM) Policy and Procedure Handbook or  Review School Board Policies.  Write Reflection  Meet with the principal/superintendent to discuss any policy/procedures that deal specifically with diverse sub-populations  Write Reflection |
| ED 704 Nature & Needs of  Diverse Learners | 6 | Meet with the District Special Education Director to discuss needs regarding diverse sub-populations and how they are met within the school/district including appropriate budgets.  Write reflection. |
| ED 705 Effective Professional  Development | 6 | Meet with their District/School Professional Development  Person and or Committee to assess the PD plan/process for their school.  Write reflection.  Compile a list of professional development opportunities that pertain to their school improvement plan including diversity and differentiated  Instruction. |

Addendum C

**Rank 1 Culminating Project Guide**

**Campbellsville University School of Education**

**Updated Fall 2017**

*The Culminating Project offers Rank 1 candidates the opportunity to demonstrate leadership by implementing a research-based school-wide project formulated in response to an identified area of need. It is approved and monitored by the candidate’s principal and university professor over the course of an academic year.*

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Rank 1 Culminating Project Overview

The Culminating Project is a leadership plan for school-wide improvement that is conducted in collaboration with the school principal, Campbellsville University, and the Rank 1 candidate. The project’s mission is to provide authentic leadership opportunities for Rank 1 students with the purpose of improving student achievement within their current school setting. The plan is formulated in the coursework for ED 701 which involves the Rank 1 candidate engaging in the collection of pertinent school data, while conferring with key administrators to analyze and develop a research-based plan to target the primary area(s) of need. Objectives, assessments, and timeline details are determined for all aspects of the project prior to implementation and are subject to the approval of the school’s principal and the university professor. The project objectives are implemented throughout the school year and timeline items are adjusted as needed. Following implementation, candidates enter ED 705 with information concerning the completion of objectives to share in detailed progress reports with the principal and professor. Candidates share project details and results with students, parents, and faculty members as appropriate.

Leadership

The Culminating Project provides the basis for Rank 1 candidates to continue cultivating their leadership skills beyond their specific position, as new collaboration efforts arise through the implementation of strategies chosen to target school-wide areas of need. Rank 1 candidates acquire a thorough knowledge of the school improvement process and share insights concerning this professional growth with colleagues, course mates, and selected media channels. Candidates choose a new leadership role within their school which complements the facilitation of project goals. Options for additional leadership roles could include assuming a position on a Committee (School Improvement Plan, Professional Development, Curriculum and Instruction, Assessment, or other as appropriate), as a Professional Learning Communities leader, or founding a new leadership position.

Professional Development

To support the implementation of the strategies designed within the Culminating Project, Rank 1 candidates must deliver information and training to other colleagues within school, as well as provide continual support in meeting project objectives as needed. Thus, an important component of the Culminating Project is the Professional Development (PD) Plan. The PD Plan is embedded within the project objectives as an opportunity for the Rank 1 student to demonstrate leadership by providing a professional development growth opportunity for teachers within their school. The plan must follow research-based methods of what constitutes effective professional development. These research-based methods are explored within the ED 705 curriculum.

Duration

Due to the project’s intention of addressing a school-wide need, the duration of implementation is understood to be long-term and not completed within a semester. Thus, implementation begins following project approval and the completion of ED 701. The candidate’s project timeline is designed to include details concerning progress monitoring towards goals, resources, professional development specifics, and other necessary information. As each timeline item is completed, candidates evaluate the effectiveness of component implementation on the progress report. The narrative progress report is due at the beginning of ED 705, and describes the current implementation progress according to timeline items and overall project objectives. The project is continued through ED 705 and in many cases, throughout the following year.

Format

The Culminating Project is presented in a digital/electronic format and follows a concise order of contents. The project document is created in ED 701, then subject to editing and completion in ED 705. Two presentations are embedded within the project process. The first presentation occurs in ED 701 and consists of sharing each project’s details with course classmates prior to implementation. The second presentation builds upon the first and is presented to members of the candidate’s school faculty or council. All project components must be submitted as specified (APA format as needed, double spacing, Times New Roman 12 Point Font, PDF) to successfully earn a score for ED 701 and ED 705.

Culminating Project Component Schedule

**To be completed in ED 701:**

* Title Page
* Table of Contents
* Foundation
* Needs Assessment Data (examples listed below). Include a minimum of five (5) sources.

Current CSIP ACT

School Report Card Think Link

Non-Academic Data MAP

Otis-Lennon Others as appropriate

* Narrative Data Analysis (establish need for project)
* Proposal (plan for how the established need will be met)
* PowerPoint Presentation (delivered during the final 701 course meetings):

Introduction

School Setting (Foundation highlights)

Needs Assessment Data/Data Analysis

Project Description/Objectives

Activities and Timeline (Updated/Revised in 705)

PD Component

Summary (Revised in 705)

Next Steps (Optional/Revised in 705)

**To be completed in ED 705:**

* Narrative Progress Report (must be signed by the principal)
* Professional Development Plan
* Final Proposal and/or Implementation Status Report (updated and signed by the principal)
* Professional Growth Reflection
* Culminating Project Reflection
* PowerPoint Presentation (presented to school faculty) should include the following:

Introduction

School Setting (Foundation highlights)

Needs Assessment Data/Data Analysis

Project Description/Objectives

Activities and Timeline (Updated/Revised in 705)

PD Component

Summary (Revised in 705)

Next Steps (Optional/Revised in 705)

* Culminating Project Portfolio Due

**Culminating Project InTASC Model Core Teaching Standards Alignment**

* **Standard #1: Learner Development**
* **Standard #2: Learning Differences**
* **Standard #3: Learning Environments**
* **Standard #6: Assessment**
* **Standard #7: Planning for Instruction**
* **Standard #8: Instructional Strategies**
* **Standard #9: Professional Learning and Ethical Practice**
* **Standard #10: Leadership and Collaboration**

Campbellsville University School of Education Culminating Project Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Campbellsville University**  **Rank 1**  **Culminating Project Rubric**  *The Culminating Project offers Rank 1 candidates the opportunity to demonstrate leadership by implementing a research-based school-wide project formulated in response to an identified area of need. It is approved and monitored by the candidate’s principal and university professor over the course of an academic year.* | | | | | |
| **Component**  **And Standard(s)** | **Exemplary**  A candidate submits organized, reflective project components. | **Accomplished**  A candidate submits project componentsaddressing criteria, but lacks extensive analytical or reflective thinking. | **Developing**  Components lack organization, reflection, thoughtful analysis, or accuracy. | **Ineffective**  Components lack organization, accuracy, reflection, application, or are missing. | **Component**  **Score** |
| **Candidate Title Page and Contents** | Title page and Table of Contents contain all required information.  10 points | Title and/or Table of Contents submitted with one missing or inaccurate piece.  8 points | Title and/or Table of Contents submitted with two missing or inaccurate pieces.  6 points | Title and/or Table submitted with three or more missing or inaccurate pieces.  4 points |  |
|  |  |  |  |  | **/10** |
| **Foundation**  **InTASC 3(a, n), 9(i, m, n), 10(j, l, p)**  *Candidates evaluate the school’s mission, areas of strength, and his/her role within the school on multiple levels (culture, academics, professional growth plan).* | A thorough reflection/analysis of the school’s mission/vision, demographics/diversity overview, areas of strength, and other important background information. The candidate evaluates his/her contributions to the mission through leadership to school culture, academics, and other areas that align with professional growth plan goals.  20 points | Reflects upon the school’s mission/vision, areas of strength, and other background information. Discusses how the candidate contributes to the school culture, mission, academics, or other areas.  15 points | Discusses the school’s mission/vision, areas of strength, and other possible background information without elaboration/reflection.  Contributions to school culture/climate, or academics may be present, but not specific.  10 points | School mission/vision is discussed without detail/reflection. Little information is provided concerning school strengths or candidate contribution. Analysis and reflection of information is missing in two or more areas.  5 points |  |
|  |  |  |  |  | **/20** |
| **Needs Assessment**  *A one to two-page sample of each piece of chosen school data (5 pieces minimum, including CSIP and School Report Card)* | Samples (1-2 pages) of more than five sources are present.  School Report Card and CSIP included as sources.  10 points | Samples of 5 sources are present.  School Report Card and CSIP included as sources.  8 points | Four source samples are present.  School Report Card and CSIP included as sources.  6 points | Less than four source samples are present.  School Report Card and CSIP included as sources.  4 points |  |
|  |  |  |  |  | **/10** |
| **Data Analysis Narrative**  **InTASC 6(l)**  *Analysis of each source of data (percentages, ratings) and discusses conclusions and trends. Details how the data supports the need for the project.* | Narrative provides appropriate details (percentages/ratings) and an in-depth analysis of five or more sources of school data (SIP and Report Card included). A conclusion outlines how the data supports the need for the project.  20 points | Narrative provides details and an analysis of five sources of school data (SIP and Report Card included). An evaluation of how the data supports the need for the project is given.  15 points | Narrative provides details and an analysis of fewer than five sources of school data (SIP and Report Card included). An evaluation of how the data supports the need for the project is present.  10 points | Narrative provides details of fewer than five sources of school data (SIP and Report Card included) and provides little or no explanation of how the data supports the need for the project.  5 points |  |
|  |  |  |  |  | **/20** |
| **Proposal**  **InTASC 1(c), 7(a, e, m), 8(b), 9(k), 10(b, c, i, k, q, t)**  *A comprehensive plan supported by data and approved by the principal and university professor.* | Proposal template components are complete (thorough description of project need based on data/sources, objectives, assessments, timeline, leadership role, resource list, sharing of results) with approval and signature of principal.  40 Points | Proposal template components are complete (description of project need based on data/sources, objectives, assessments, timeline, leadership role, sharing of results) with approval and signature of principal.  35 points | One proposal template component is incomplete: description of project need based on data/sources, objectives, assessments, timeline, sharing of results or approval and signature of principal.  30 points | More than one proposal template component is incomplete: description of project need based on data/sources, objectives, assessments, timeline, sharing of results or approval and signature of principal.  25 points |  |
|  |  |  |  |  | **/40** |
| **Progress Report**  **InTASC 8(b), 9(c), 10(c)**  *Description of progress towards project objectives.* | A thorough evaluation of the progress made toward each objective completion. If alterations to the timeline or substance of activities were adjusted, a rationale is present.  20 points | A discussion of progress made toward each objective is present, with details concerning updates to activities or other project items.  15 points | A discussion of project details is present with little information concerning how the goals have been met or measured.  10 points | The report discusses the state of the project without providing specific information concerning the progress towards each objective.  5 points |  |
|  |  |  |  |  | **/20** |
| **Professional**  **Development (PD)**  **Plan**  **InTASC 9**  *A research-based plan delivered by the candidate and embedded within the project.* | PD plan follows the design of an effective PD format with a rationale and details according to how the candidate’s Culminating Project activities/strategies are best suited to be delivered within this format.  20 points | PD plan follows the design of an effective PD format with details according to how the candidate’s Culminating Project activities/strategies are best suited to be delivered within this format.  15 points | PD plan does not follow the design of an effective PD format OR provides little detail on how the candidate’s Culminating Project strategy/activities are embedded within the plan.  10 points | PD plan does not follow the design of an effective PD format AND provides little detail on how the candidate’s Culminating Project strategy/activities are embedded within the plan.  5 points |  |
|  |  |  |  |  | **/20** |
| **Professional**  **Growth Reflection**  **InTASC 9(l, n)**  *Candidates reflect upon areas of professional growth concerning the project, leadership skills, and involvement in school objectives (SIP). It is shared via a media chosen by the candidate with others in the profession* *and may accompany the Culminating Project Reflection.* | Candidate provides an insightful reflection upon areas of professional growth/leadership due to project activities, as well as an evaluation of contributions toward school improvement plans. Candidate successfully publishes the reflection to be shared with other professionals and provides the link/access.  20 points | Candidate  provides a reflection upon areas of professional growth due to project activities, as well as an evaluation of contributions toward school improvement plans. Candidate successfully publishes the reflection to be shared with other professionals and provides the link/access.  15 points | Candidate provides a reflection upon areas of professional growth due to project activities, as well as a discussion of contributions toward school improvement plans. Candidate successfully publishes the reflection to be shared with other professionals and provides the link/access.  10 points | Candidate provides a reflection upon areas of professional growth due to project activities, as well as a discussion of contributions toward school improvement plans. Candidate does not successfully publish the reflection to be shared with other professionals.  5 points |  |
|  |  |  |  |  | **/20** |
| **Culminating Project Reflection**  **InTASC 9(l, n)**  *Candidates reflect upon the process of developing the Culminating Project (beginning with the Foundation creation). It is shared via a media chosen by the candidate with others in the profession and may accompany the Professional Growth Reflection.* | Thorough analysis of the project development process which details changes that were made to the project, insights into how it could be improved, and how it or the results will influence school improvement in the future. Candidate successfully publishes the reflection to be shared with other professionals and provides the link/access.  20 points | Analysis of the project development process. Details adjustments and possible improvements to the project. A discussion of how the project or results will be used by the school for future planning. . Candidate successfully publishes the reflection to be shared with other professionals and provides the link/access.  15 points | Discussion of the overall project development process and possible improvements with little detail. May discuss how the school received the project or results. Candidate successfully publishes the reflection to be shared with other professionals and provides the link/access.  10 points | Little detail in the discussion of the project and possible improvements. May not discuss how the school could continue or learn from the project. Candidate does not successfully publish the reflection to be shared with other professionals.  5 points |  |
|  |  |  |  |  | **/20** |
| **Culminating Project**  **Presentation**  **InTASC 7(a, e, m), 8(b), 9(k), 10(b, c, i, k, q, t)**  *Project details are presented to a qualifying school group in the proper format.* | Presentation is in an approved format (PowerPoint, Prezi, or other) with a well-balanced design of images/ background/text), adheres to the template, and contains accurate project information.  Video evidence of presentation is provided.  30 points | Presentation is in an approved format, follows the template order of information, and provides the correct project information.  Video evidence of the presentation is provided.  25 points | Presentation lacks one of the following requirements:  approved format, correct template order, or accurate project information.  Video evidence is provided.  20 points | Presentation lacks two or more of the following requirements:  approved format, correct template order, or accurate project information.  Video is provided. (10 points for lack of video).  15 points |  |
|  |  |  |  |  | **/30** |
| **Project Format and Component Completion** | The final project is submitted in an approved format (PDF), no spelling/grammatical errors are present, and all components are present.  20 points | The final project is submitted in an approved format (PDF), one or more spelling or grammatical errors are present, and all components are present.  15 points | The final project is submitted, but one component is not present or format is incorrect.  10 points | The final project is submitted in an unapproved format or with more than two missing components.  5 points |  |
|  |  |  |  |  | **/20** |
|  |  |  |  | **Final Scores** |  |
| **ED 701 Project in Progress Score (Title Page/Content, Foundation, Needs Assessment, Data Analysis Narrative, Proposal with signatures)** | | | | | **/100** |
| **Overall Culminating Project Score (assigned in ED 705)** | | | | | **/230** |

InTASC Culminating Project Standards and Ratings

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Rating Guide:  Candidates receive a rating for InTASC Standards associated with all Culminating Project components.   |  |  |  |  | | --- | --- | --- | --- | | **Exemplary**  **(E)**  The candidate exhibits these traits, applies the ability, and reflects when appropriate. | **Accomplished**  **(A)**  The candidate demonstrates the traits described with further improvement needed concerning application/reflection. | **Developing**  **(D)**  The candidate is beginning to show an understanding of the traits, but needs further experience/resources concerning application. | **Ineffective**  **(I)**  The candidate lacks an understanding of the criteria and must seek resources to improve his/her understanding. | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Foundation**  **InTASC 3(a, n), 9(i, m, n), 10 (j, o, p)** | | | | |
| **InTASC Standard** | **Rating** | | | |
| 3(a) The teacher collaborates with learners, families, and colleagues  to build a safe, positive learning climate of openness, mutual respect,  support, and inquiry. | **E** | **A** | **D** | **I** |
| 3 (n) The teacher is committed to working with learners, colleagues,  families, and communities to establish positive and supportive  learning environments. | **E** | **A** | **D** | **I** |
| 9(i) The teacher understands how personal identity, worldview, and  prior experience affect perceptions and expectations, and recognizes  how they may bias behaviors and interactions with others. | **E** | **A** | **D** | **I** |
| 9(m) The teacher is committed to deepening understanding of  his/her own frames of reference (e.g., culture, gender, language,  abilities, ways of knowing), the potential biases in these frames,  and their impact on expectations for and relationships with learners  and their families. | **E** | **A** | **D** | **I** |
| 9(n) The teacher sees him/herself as a learner, continuously seeking  opportunities to draw upon current education policy and research as  sources of analysis and reflection to improve practice. | **E** | **A** | **D** | **I** |
| 10(j) The teacher advocates to meet the needs of learners, to  strengthen the learning environment, and to enact system change. | **E** | **A** | **D** | **I** |
| 10(o) The teacher knows how to contribute to a common culture that  supports high expectations for student learning. | **E** | **A** | **D** | **I** |
| 10(p) The teacher actively shares responsibility for shaping and  supporting the mission of his/her school as one of advocacy for  learners and accountability for their success. | **E** | **A** | **D** | **I** |

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| **Data Analysis Narrative**  **InTASC 6(l)** | | | | |
| **InTASC Standard** | **Rating** | | | |
| 6(l) The teacher knows how to analyze assessment data to understand  patterns and gaps in learning, to guide planning and instruction, and to  provide meaningful feedback to all learners. | **E** | **A** | **D** | **I** |

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| **Proposal**  **and Culminating Project Presentation**  **InTASC 7(a, e, m), 8(b), 9(k), 10(b, c, i, k, q, t)** | | | | |
| **InTASC Standard** | **Rating** | | | |
| 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. | **E** | **A** | **D** | **I** |
| 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. | **E** | **A** | **D** | **I** |
| 7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs. | **E** | **A** | **D** | **I** |
| 7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations). | **E** | **A** | **D** | **I** |
| 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. | **E** | **A** | **D** | **I** |
| 9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and systemwide priorities. | **E** | **A** | **D** | **I** |
| 10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. | **E** | **A** | **D** | **I** |
| 10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals. | **E** | **A** | **D** | **I** |
| 10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles. | **E** | **A** | **D** | **I** |
| 10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession. | **E** | **A** | **D** | **I** |
| 10(q) The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals. | **E** | **A** | **D** | **I** |
| 10(t) The teacher embraces the challenge of continuous improvement and change. | **E** | **A** | **D** | **I** |

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| **Progress Report**  **InTASC 8(b), 9(c), 10(c)** | | | | |
| **InTASC Standard** | **Rating** | | | |
| 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. | **E** | **A** | **D** | **I** |
| 9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice. | **E** | **A** | **D** | **I** |
| 10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals. | **E** | **A** | **D** | **I** |

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| **Professional Development Plan**  **InTASC 10(b, i, k)** | | | | |
| **InTASC Standard** | **Rating** | | | |
| 10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. | **E** | **A** | **D** | **I** |
| 10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles. | **E** | **A** | **D** | **I** |
| 10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession. | **E** | **A** | **D** | **I** |

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| **Professional Growth and Culminating Project Reflections**  **InTASC 9(l, n)** | | | | |
| **InTASC Standard** | **Rating** | | | |
| 9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice. | **E** | **A** | **D** | **I** |
| 9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. | **E** | **A** | **D** | **I** |

Addendum D

**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** **Colleague** **Content Area Professor** **Cooperating Teacher   
 CU Faculty Other Agency** **Supervisor University Supervisor**

*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: I-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

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

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

* 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:**