 **EDUCATION PROFESSIONAL STANDARDS BOARD** 

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

Program Identification

**Name of the Program Category: Social Studies**

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

[ ]  B-P [ ]  P-5 [ ]  5-9 [ ]  5-12 [x]  8-12 [ ]  P-12

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

[x]  Undergraduate [ ]  Undergraduate – Cert Only

[ ]  Graduate [ ]  Graduate – Cert Only

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

[x] Traditional [ ]  Option 6 [ ]  Option 7

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

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

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

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

[x]  Face-to-Face Only [ ]  Online Only [ ]  Hybrid

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

Name Dr. Beverly Ennis Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone 270 789-5344 Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email bcennis@campbellsville.edu Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Experiences

# Program Innovations: (Optional)

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

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

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

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

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

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

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

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

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

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

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

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| **During student teaching, candidates are required to report on each of these specific experiences in their journals. If their placements do not provide the experiences required, then they are permitted to seek other classrooms in which to get these experiences.****Student teaching is 16 weeks in duration which include two eight week placements, one in primary through grade 3 and one in grades 4 or 5 for P-5 candidates.****To document the student teaching experiences required in this regulation, they complete an EPSB Student Teaching table requiring them to add information about when, where and how they got those experiences, which is part of their CAP 4 requirements.**[Addendum D](#D) |

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

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

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

 Kentucky P-12 Curriculum Requirements

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

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

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

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

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| **The EPP utilizes the most current KTIP lesson plan forms in all pedagogy courses. Candidates are expected to use the latest edition of the forms each year for planning lessons and units and completing other Sources of Evidence. The lesson plans must incorporate the K-12 curriculum framework (KAS). Candidates learn about the K-PREP and end of course assessments in their courseowrk****(If evidence is provided above – reference the section)** |

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

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

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

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

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

TAB 1: Courses

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

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

# TAB 2: Clinical Educators

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

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

# TAB 3: Key Assessment Areas

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

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

**TAB 4: KTS Standards**

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

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

# TAB 5: Align to Standards

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

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

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

# TAB 6: Align to ILA Standards

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

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

# TAB 7: Align to InTASC Standards

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

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

# Evidence and analysis

# Repeat this section for each assessment

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

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| **Assessment #1 Title: Praxis Content Exam** **Content Knowledge - Praxis Subject Assessment 5086 Social Studies Content and Interpretation**  |
| **Assessment description:****The Praxis subject assessment is the state mandated assessment for content knowledge in this program. The Praxis exam is used to assess candidates’ content knowledge. It is a two hour exam consisting of 90 selected response questions (Part A) and 3 constructed response questions (short answer essays) (Part B)** |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording. The Praxis Subject Assessment for Social Studies (5086) is divided into seven categories and listed below are the Kentucky Teaching Standards and indicators matching each each category.I. United States History – is aligned with performance criteria found in KTS Standards 1 and 6. Specific indicators 1.1, 1.2, 1.3, 1.4, 1.5, 6.1, 6.2, and 6.5.II. Wold History - is aligned with performance criteria found in KTS Standards 1 and 6. Specific indicators 1.1, 1.2, 1.3, 1.4, 1.5, 6.1, 6.2, and 6.5.III. Government/Civics - is aligned with performance criteria found in KTS Standards 1 and 6. Specific indicators 1.1, 1.2, 1.3, 1.4, 1.5, 6.1, 6.2, and 6.5.IV. Economics - is aligned with performance criteria found in KTS Standards 1 and 6. Specific indicators 1.1, 1.2, 1.3, 1.4, 1.5, 6.1, 6.2, and 6.5.V. Geography - is aligned with performance criteria found in KTS Standards 1 and 6. Specific indicators 1.1, 1.2, 1.3, 1.4, 1.5, 6.1, 6.2, and 6.5.VI. Behaviorial Sciences - is aligned with performance criteria found in KTS Standards 1 and 6. Specific indicators 1.1, 1.2, 1.3, 1.4, 1.5, 6.1, 6.2, and 6.5.VII. Short Content Essays - is aligned with performance criteria found in KTS Standards 1 and 6. Specific indicators 1.1, 1.2, 1.3, 1.4, 1.5, 6.1, 6.2, and 6.5. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:**Social Studies education majors are required to take the Praxis Subject Assessment (5086). We have a 100 percent pass rate on this assessment. Students must score a mininmum on the Praxis Content. The following represents the last three cycles:****Spring 2014 – Six students passed the exam with a 100% pass rate. The range of scores was 155 and 170 with a mean score of 159.3****Fall 2014 – One student passed the exam with a score of 157.****Spring 2015 – Two students took the exam with a 100% pass rate. The range was 154 and 153 with a mean score of 153.5.****Fall 2015 – There were no students who took the Praxis Content exam.****Spring 2016 – There were four students who passed the exam with a 100% pass rate. The range was 155 and 162 with a mean score of 158.8.** |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II) No rubric attached, the passing scores are determined by EPSB. |
| **Discuss how the reliability and validity of this assessment has been established and supported.** ETS has provided a link to their Technical Manual that includes reliability estimates and a description of the content-related validity evidence underlying Praxis tests.<https://www.ets.org/s/praxis/pdf/technical_manual.pdf>  |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**The data from the Praxis 8-12 Social Studies program are monitored throughout the testing cycles each year as candidates are required to take the assessments as a requirement for CAP 3 Student Teaching Approval. The data are used to meet several objectives. The first is to provide assistance to students who do not pass by examining the category scores and providing suggestions for additional review. The second objective is to monitor program effectiveness and develop annual Student Learning Objectives. The data over time also provide insight into program effectiveness.In addition, the category scores can be analyzed to identify any patterns of strengths or growth areas |

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| **Assessment #2 Title: CAP 4 GPA**Other assessment of Content Knowledge – Overall GPA at CAP 4, Exit from the Program. |
| **Assessment description:**Social Studies Education students have a total of 72 hours of content knowledge, 33 hours of professional education hours (including 12 hours of student teaching), and 44 hours of general education for a total of 149 hours needed to earn a Bachelor’s of Science Degree in Social Studies Education. The GPA reflects content in foundational courses, curriculum, pedagogy, research, clinical experiences, and general education. Candidate GPA is utilized at all CAPs including CAP 4, program completion in order to demonstrate that the candidate has completed program experiences at a sufficient level to practice effectively as a beginning teacher. Grades are routinely used at all levels in education and are accepted predictors of future performance (Soh, 2011; Jones, J., McDonald, C., Maddox, A., & McDonald, S., 2011; Harrell, P., Harris, M., & Jackson, J., 2009).  GPA also documents other candidate qualities not measured by more formal assessments such as giftedness, organization, work ethic and quality of interactions with others (Dickinson & Adelson, 2016; Jones, J. et. al, 2011). Bradley, Sankar, Clayton, Mbarika and Raju (2007) found that students with higher GPAs perceived they had increased capability of using higher order thinking skills that lead to complex abilities such as integrating and evaluating.  **References**Bradley, R., Sankar, C., Clayton, H., Mbarika, V., & Raju, P.  (2007).  A study on the impact of      GPA on perceived improvement of higher order cognitive skills.  *Decision Sciences Journal* *of Innovative Educatio*n, 5(1), 151-167. Dickinson, E. & Adelson, J.  (2016).  Choosing among multiple achievement measures.  *Journal**of Advanced Academics*, 27(1), 4-15.Harrel, P, Harris, M., & Jackson, J.  (2009).  An examination of teacher quality variables with      passing state content tests.  *Journal for the Association of for Alternative Certification*, 4(2),      18-40.      Jones, J., McDonald, C., Maddox, A. & McDonald, S.  (2011).  Teacher candidate success      on state mandated professional tests:  On predictive measure.  *Education*, 131(4), 905-920.Soh, K. (2011).  Grade point average:  What’s wrong and what’s the alternative?  *Journal of* *Higher Education Policy and Management*, 33(1), 27-36.**---------------------------------------------------------------------------------------------------------------------------------**The minimum GPA requirement to successfully exit the program is 2.75 GPA at CAP 4.  Candidates may not have any grade below a C in any education course or course for the major. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording. Social Studies Education students complete a total of 149 hours for the BS degrees in Social Studies Education. All of the SS KTS standards and performance criteria are included in the coursework of the program of studies. Therefore, the overall GPA reflects students understanding of the content knowledge. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:Social Studies Education students have a total of 72 hours of content knowledge, 33 hours of professional education hours (including 12 hours of student teaching), and 44 hours of general education for a total of 149 hours needed to earn a Bachelor’s of Science Degree in Social Studies Education. The GPA reflects content in foundational courses, curriculum, pedagogy, research, clinical experiences, and general education. The following represents the last three cycles: Fall/Spring 2015 – one student completed the program with a GPA of 3.79Spring 2016 – four students completed the program with an average GPA of 3.38Fall 2016 – One student completed the program with a GPA of 3.62. |
| **Provide a link to the assessment scoring guide or rubric.** Below is a list of education courses required for the P-12 Music program and their respective grading scales. Grades in each course are based on specific assignments aligned with the standards. Grading scales for the music courses are included in the respective syllabi.

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| **Course Number** |  **A** |  **B** |  **C** |  **D** | **F Below** |
| **ED 220** | **90** | **80** | **70** | **65** | **65** |
| **ED 300** | **90** | **80** | **70** | **65** | **65** |
| **ED 325** | **93** | **83** | **73** | **60** | **60** |
| **ED 359** | **92** | **82** | **72** | **65** | **65** |
| **ED 390** | **92** | **84** | **74** | **65** | **65** |
| **ED 414** | **92** | **84** | **74** | **65** | **65** |
| **ED 450** | **90** | **80** | **70** |  | **70** |
| **Mean** | **91.57** | **82.07** | **72.21** | **63.77** | **64.21** |

The overall percentages for each grade category are above the traditional 90-80-70 model for grading scales (except for Ds and Fs categories which are slightly below the traditional scales).  |
| **Discuss how the reliability and validity of this assessment has been established and supported.** Several studies support the reliability and validity of decisions made based on GPA.   Bacon and Bean (2006) studied the reliability and validity of the cumulative GPA and determined the reliability to be “quite high” (p.38).  They recommended when using GPA in research, for reliability and validity purposes using the overall GPA as opposed to program only GPA.  This coincides with a study commissioned by the New Jersey State Board of Education (2007) which found that use of the overall GPA was more reliable and valid than a single year GPA or a major or content area GPA.  The National Education Association (NEA) described GPA as a more reliable predictor of future student success than other assessments because it “…capture[s] content, knowledge, and skills critical to success, such as perseverance and self-control” (n.d., p. 1).   In addition, GPA is considered a valid predictor of future success (Herrera & Blair, 2015).  Love, Holter, and Krall (1982) found GPA to be a “significant predictor” of success on the comprehensive examination for a medical professional program at West Virginia University and the Board of Registry examination.  References:Bacon, D. & Bean, B.  (2006).  GPA in research studies:  An invaluable but neglected opportunity.        *Journal of Marketing Education*, 28(1), 35-42.Herrera, C. & Blair, J.  (2015).  Predicting success in nursing programs.  *Research in Higher Education*,      28, 1-8.Love, B., Holter, J., & Krall, J.  (1982).  Validity of grade point average as a predictor of student success.     *Laboratory Medicine*, 13(3), 186-194.National Education Association.  (n.d.).  Indicators of future success:  GPA and noncognitive skills.       Retrieved from: <https://www.nea.org/assets/docs/Indicators_of_Success-BGH_ac5-final.pdf>.New Jersey State Board of Education.  (2007).  *Summary of Grade Point Average Research*.  Retrieved      From:   [*www.state.nj.us/education/sboe/meetings/2007/.../GPA%20research%20discussion.doc*](http://www.state.nj.us/education/sboe/meetings/2007/.../GPA%20research%20discussion.doc) |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**The data from the GPAs for the 8-12 program are monitored at each CAP before candidates are considererd for approval. Candidates must meet the minimum GPA for program entry and exit to be approved at each CAP. The data are also used to meet several objectives. The first is to provide assistance to students who display some issues with meeting the required GPA. The second objective is to monitor program effectiveness and develop annual Student Learning Objectives. The data over time can also provide insight into program effectiveness. |

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| **Assessment #3 Title: Praxis PLT Exam****Example: - Praxis Subject Assessment PLT** |
| **Assessment description:**The Praxis subject assessment, Principles of Learning and Teaching is the state mandated assessment for pedagogical knowledge. It is a two hour exam with 70 selected response questions and four constructed response questions.**The exam has five categories:**1. Students as Learners (22.5%)
2. Instructional Process (22.5%)
3. Assessment (15%)
4. Professional Development, Leadership and Community (15%)
5. Analysis of Instructional Scenarios (25%)
	1. Students as Learners
	2. Instructional Process
	3. Assessment
	4. Profesional Development, Leadership and Community

**Category 1: Students as Learners** includes * **Student development and learning,** such as the theory about how students learn, fundational theorists, learning theories, stages in each domain of human development, how learning theory and human development impact instruction.
* **Students as diverse learners,** such as varfiables that affect how students learn and perform, areas of exceptionality, legislation related to students with exceptionalities, traits,behaviors and needs of gifted students, process of English language acquisition, accommodating students with exceptionalities.
* **Student motivation and learning environment,** such as foundational theorists, foundational motivation theories, classroom management, development of self motivation.

**Category 2: Instructional Process** includes * **Planning instruction,** such as state and national standards, educational theories, scope and sequence, resources for planning enrichment and remediation, role of resources and materials to support student learning.
* **Instructional strategies**, such as cognitive processes associated with learning, different instructional models, instructional strategies for each model, direct instruction, independent instruction, experiential and virtual instruction, encouraging complex cognitive processes, instructional activities for those complex processes, strategies for supporting student learning, self regulation skills, grouping techniques, instructional objectives and strategies, reflection, different types of memory and implications.
* **Questioning techniques,** such as effective questioning, uses of questioning, strategies for supporting students in articulating their ideas, methods for encouraging higher levels of thinking, strategies for promoting a safe and open forum for discussion.
* **Communication techniques**, such as various verbal and nonverbal communication modes, how culture and gender affects communication, how to use various communication tools to enrich the learning environment, effective listening strategies.

**Category 3: Assessment** includes * **Assessment and evaluation strategies,** such as formal and informal assessment, different types of assessment, how to create assessments to meet instructional format, how to select from a variety of tools to evaluate student performance and student self assessment and peer assessment.
* **Assessment tools,** such as standardized texts, norm and criterion referenced tests, terminology and holistic and analytic scoring

**Category 4: Professional Development, Leadership and Community** includes* Awareness of various professional development practices and resources
* Implications of research, views, ideas and debates on teaching practices
* Role of reflective practice for professional growth
* School support personnel who assist students, teacher and families
* Role of teachers and schools as educational leaders in the greater community
* Basic strategies for developing collaborative relationships
* Implications of major legislation and court decisions relating to students and teachers.
 |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording. **The Praxis Principles of Learning and Teaching exam,**  has five categories of questions:1. Category I, Students as Learners, is 22.5% of the exam and score.
2. Category II, Instructional Process, is 22.5% of the exam and score.
3. Category III, Assessment is 15% of the exam and score and
4. Category IV is Professional Development, leadership and Community is 15% of the exam and score.
5. Category V is analysis of Instruction and 25% of the exam and score.

All of these categories holistically meet the following KTS standards and indicators:**KTS 1 Content: 1.1, 1.2, 1.3, 1.4. 1.5** are met when candidates plan and implement instruction for lessons and units during course work, clinical experiences and student teaching for Praxis PLT Categories I, II, III, V.**KTS 2 Plan: 2.1, 2.2, 2.3, 2.4, 2.5** are met when candidates plan and implement instruction for lessons and units during course work, clinical experiences and student teaching for Praxis PLT Categories I, II, V.**KTS 3 Climate: 3.1, 3.2, 3.3, 3.4, 3.5** are met when candidates implement instruction for peer lessons, clinical lessons and student teachers and in Praxis PLT Categories I, II, III, V.**KTS 4 Implement: 4.1, 4.2, 4.3, 4.4 and 4.5** are met when candidates implement instruction for peer lessons, clinical lessons in P-12 settings and during student teaching. These experiences meet Praxis PLT Categories I and II.**KTS 5 Assessment: 5.1, 5.2, 5.3, 5.4, 5.5, and 5.6** are met when candidates plan assessments for lessons and units, implement them and then analyze student learning data. These experiences meet Praxis PLT Categories III, IV**KTS 6 Technology: Indicators 6.1, 6.2, 6.3, 6.4 and 6.5** are met when candidates develop projects in ED 310, plan lessons and units during courses, clinical experiences and student teaching. These are met in Praxis PLT Categories I, II, III, V.**KTS 7 Reflect/Evaluate: Indicators 7.1, 7.2, 7.3** After students implement instruction, they are asked to complete a lesson or unit reflection that meets this standard at the indicator level. These experiences meet Praxis PLT Categories I, II, III and V.**KTS 8 Collaboration: Indicators 8.1, 8.2, 8.3, 8.4** is part of Praxis PLT Category IV and is met when students plan collaboration projects to improve student learning, especially during student teaching.**KTS 9 Professional Development: Indicators 9.1, 9.2, 9.3, 9.4** are infused in Praxis PLT Category IV and are met when students complete their PPGP (Pre-Professional Development Plans) at CAP 2 and 4.**KTS 10 Leadership: Indicators 10.1, 10.2, 10.3, 10.4** are included in Praxis PLT Categories IV and V and are met when canddiates develop a leadership plan to implement during student teaching. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:Social studies education majors must complete the PLT 5624 which encompasses Kentucky Teaching Standards 1-10. Scores for past 3 cycles are as follows:Spring 2015 – 1 student took the PLT and scord 182.Fall 2015 – no students took the PLTSpring 2016 – 4 students took the PLT with an average score of 170Fall 2016 – 1 student took the PLT with a score of 174**The scores from the last 3 (4) cycles indicates all candidates have an adequate grasp on the principles of learning and teaching.** |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)Not applicable for Praxis exams. The passing scores are determined by the EPSB. |
| **Discuss how the reliability and validity of this assessment has been established and supported.** ETS has provided a link to their Technical Manual that includes reliability estimates and a description of the content-related validity evidence underlying Praxis tests.<https://www.ets.org/s/praxis/pdf/technical_manual.pdf>  |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**The data from the Praxis Principles of Learning and Teaching (PLT) for the Social Studies program are monitored throughout the testing cycles each year as candidates take the assessments as a requirement for CAP 3 Student Teaching Approval and finally, for consideration for certification after they complete student teaching.The data are used to meet several objectives. The first is to provide assistance to students who do not pass by examining the category scores and providing suggestions for additional review. The second objective is to monitor program effectiveness and develop annual Student Learning Objectives. The data over time also provide insight into program effectiveness.With an increased focus on first time pass rates and on candidates scoring in the upper quartile, then the data demonstrate there is room for improvement in the overall performance of the Integrated Music candidates on this exam.  |

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| **Assessment #4 Title: CAP 4 Student Teaching Grade and Final Observations****This is an assessment of clinical experiences as a measurement of teaching proficiency.**Cooperating teacher and supervising teacher final observations during student teaching: Summative Form C |
| **Assessment description:**Teacher candidates receive a summative evaluation in partnership between their cooperating teachers and university supervisor during each of their two placements using CAP 4 Form C, which represents all Kentucky Teaching Standards. Teacher Candidate Summative Evaluation Form Crequires a holistic score of 3, 2, or 1 on each of the Kentucky Teacher Standards, resulting in a possible score of 30 points. The cooperating teacher and supervising teacher collaboratively complete the form based on their observations and the cooperating teachers’ daily interactions with the student teacher. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording. KTS 1 – The Teacher Demonstrates applied Content KnowledgeSpring 2015 – one student completed the program with a score of 3.00 on this standardFall 2015 – three students completed the program with an average score of 3.00 on this standardSpring 2016 – there were no students who completed the programFall 2016 – there was 1 student who complted the program with a score of 3.00 on this standard.KTS 2 – The teacher designs and plans instructionSpring 2015 – one student completed the program with a score of 3.00 on this standardFall 2015 – three students completed the program with an average score of 3.00 on this standardSpring 2016 – there were no students who completed the programFall 2016 – there was 1 student who complted the program with a score of 3.00 on this standard.KTS 3 – The teacher creates and maintains Learning ClimateSpring 2015 – one student completed the program with a score of 3.00 on this standardFall 2015 – three students completed the program with an average score of 2.67 on this standardSpring 2016 – there were no students who completed the programFall 2016 – there was 1 student who complted the program with a score of 3.00 on this standard.KTS 4 – The teacher implements and manages instructionSpring 2015 – one student completed the program with a score of 3.00 on this standardFall 2015 – three students completed the program with an average score of 3.00 on this standardSpring 2016 – there were no students who completed the programFall 2016 – there was 1 student who complted the program with a score of 3.00 on this standard.Spring 2015 – one student completed the program with a score of 3.00 on this standardFall 2015 – three students completed the program with an average score of 3.00 on this standardSpring 2016 – there were no students who completed the programFall 2016 – there was 1 student who complted the program with a score of 3.00 on this standard.KTS 5 – The teacher assesses and communicates learning resultsSpring 2015 – one student completed the program with a score of 3.00 on this standardFall 2015 – three students completed the program with an average score of 2.67 on this standardSpring 2016 – there were no students who completed the programFall 2016 – there was 1 student who completed the program with a score of 3.00 on this standard.KTS 6 – The teacher demonstrates the implementation of technologySpring 2015 – one student completed the program with a score of 3.00 on this standardFall 2015 – three students completed the program with an average score of 3.00 on this standardSpring 2016 – there were no students who completed the programFall 2016 – there was 1 student who complted the program with a score of 3.00 on this standard.KTS 7 – Reflects on and evaluates teaching and learningSpring 2015 – one student completed the program with a score of 3.00 on this standardFall 2015 – three students completed the program with an average score of 3.00 on this standardSpring 2016 – there were no students who completed the programFall 2016 – there was 1 student who complted the program with a score of 3.00 on this standard.KTS 8 - Collaborates with colleagues/parenets/othersSpring 2015 – one student completed the program with a score of 3.00 on this standardFall 2015 – three students completed the program with an average score of 3.00 on this standardSpring 2016 – there were no students who completed the programFall 2016 – there was 1 student who complted the program with a score of 3.00 on this standard.KTS 9 – Evaluates teaching and implements professional developmentSpring 2015 – one student completed the program with a score of 3.00 on this standardFall 2015 – three students completed the program with an average score of 3.00 on this standardSpring 2016 – there were no students who completed the programFall 2016 – there was 1 student who complted the program with a score of 3.00 on this standard.KTS 10-Provides leadership within school/community/professionSpring 2015 – one student completed the program with a score of 3.00 on this standardFall 2015 – three students completed the program with an average score of 3.00 on this standardSpring 2016 – there were no students who completed the programFall 2016 – there was 1 student who complted the program with a score of 3.00 on this standard. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:**\*See Section Above Also**Teacher candidates receive a summative evaluation scored in partnership between their cooperating teachers and university supervisor during each of their two placements using CAP 4 Form C, which represents all ten Kentucky Teacher Standards and contributes to the final grade in the student teaching course. It reflects both their content and pedagogical knowledge. Based on data, student teachers in the field of social studies consistently score at a level 3 for each standard except for standard 3 in the Fall of 2015. |
| **Provide a link to the assessment scoring guide or rubric.** Form C is attached in [Addendum G](#G) |
| **Discuss how the reliability and validity of this assessment has been established and supported.** Since this assessment is based on the KTIP forms developed by the EPSB (for KTS), it is considered proprietary by CAEP and therefore, it is not necessary to establish the reliability and validity of this assessment. It is being replaced with a Final Summative form based on the InTASC standards soon. |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**The data from the final Summative Form C completed at the end of each placements during student teaching for the 8-12 Social Studies program are monitored each year as candidates are considered for exit from the program. The data are used to meet several objectives. The first is to provide feedback to students because the ratings are discussed openly among the student teacher, cooperating teacher and supervising teacher.These scores factor into a series of summative assessments included in the final Student Teacher Grade and therefore determine whether student teaching has been successful. The second objective is to monitor program effectiveness and develop annual Student Learning Objectives. The data over time also provide insight into program effectiveness. Overall, for immediate use, data are reviewed for strengths and growth areas for each student and collectively for the program. |

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| **Assessment #5 Title: CAP 4 Unit in CAP 4 Portfolio: KTS 5 & KTS 7****This assessment is a measure of the candidates’ assessment ability.****Exit Portfolio scores for KTS 5, Assessment and KTS 7,** **Reflection**  |
| **Assessment description:**All social studies teaching candidates must complete a CAP 4 portfolio. Standards 5 and 7 reflect the candidates’ assessment ability.The exit portfolio, KTS 5, Assessment requires student teachers to include a minimum of five different forms of formative and summative assessments, created and designed by the candidate. Student work samples are to be included with three of the five selected entries. Scoring guides and rubrics are required when appropriate. The entries may come from the TPA assessments with rubrics, scoring guides and documentation of ability to analyze data. KTS 7 Requirements in the exit portfolio are part of the TPA and involve post observation reflections and analysis of student learning results for the unit.  |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording. Standard 5- The Teacher Assessess and Communicates Learning ResultsFall 2015 – 3 students completed the CAP 4 portfolio with an average score of 3.00 on standard 5Spring 2016 – 1 student completed the CAP 4 portfolio with a score of 2.00 on standard 5Fall 2016 – 1 student completed the CAP 4 portfolio with a score of 3.00 on standard 5Standard 7 – Reflects on and Evaluates Teaching and LearningFall 2015 – 3 students completed the CAP 4 portfolio with an average score of 3.00 on standard 7Spring 2016 – 1 student completed the CAP 4 portfolio with a score of 2.00 on standard 7Fall 2016 – 1 student completed the CAP 4 portfolio with a score of 3.00 on standard 7 |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:***\*See Section Above Also***With the exception of one student in the Spring of 2016, all candidates for the three cycles scored a 3 for standards 5 and 7 in their portfolios.  |
| **Provide a link to the assessment scoring guide or rubric.** *\*Please see the* [*KTS rubric*](#H)*.* |
| **Discuss how the reliability and validity of this assessment has been established and supported.** The portfolio rubric is proprietary since it is a KTIP document. |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**The data from the CAP 4 or exit Portfolio, specifically from KTS 5, Assessment, and KTS 7 Reflection are analyzed during each assessment cycle, either the May retreat or the fall or December assessment sessions. The data are additionally used to meet several objectives. The first is to provide feedback to students. The second objective is to monitor program effectiveness and develop annual Student Learning Objectives. The data over time also provide insight into program effectiveness. |

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| **Assessment #6 Title: CAP 4 Unit in Portfolio****Measure of candidates’ ability to identify, evaluate and stipulate student learning.** **CAP 4 Teacher Performance Assessment (TPA) in the Exit Portfolio Portfolio** |
| **Assessment description:**During student teaching social studies education candidates complete the CAP 4 culminating portfolio, which includes a complete unit that is designed and implemented. This artificat evidence demonstrates competencies in KTS I, II, IV, VI, AND VII The TPA unit is composed of the following Sources of Evidence and must contain a minimum of three lesson plans:Source of Evidence 1.1: Unit GuidelinesSource of Evidence 1.2: Unit Assessment Plan with a pre test, analysis of pre and post testsSource of Evidence 1.3: Design of Instructional ActivitiesSource of Evidence 2: Lesson PlansSource of Evidence 4: Post Observation Reflections for lessons taughtSource of Evidence 1.4 Organizing/Analyzing Results for UnitSource of Evidence 6: Records and CommunicationSource of Evidence 9: Student Voice |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording. SS teacher candidates submit a CAP 4 portfolio including a complete unit that is designed and implemented during the student teaching semester. This artifact evidence demonstrates competencies in KTS and performance criteria in standards 1, 2, 4, 6 and 7. The portfolio rubric used to evaluate the TPA requires evaluation of each of these standards holistically and by indicator. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progression of the program: **KTS 1 – The Teacher Demonstrates applied Content Knowledge**Spring 2015 – one student completed the program with a score of 3.00 on this standardFall 2015 – three students completed the program with an average score of 3.00 on this standardSpring 2016 – there were no students who completed the programFall 2016 – there was 1 student who complted the program with a score of 3.00 on this standard.**KTS 2 – The teacher designs and plans instruction**Spring 2015 – one student completed the program with a score of 3.00 on this standardFall 2015 – three students completed the program with an average score of 3.00 on this standardSpring 2016 – there were no students who completed the programFall 2016 – there was 1 student who complted the program with a score of 3.00 on this standard.**KTS 4 – The teacher implements and manages instruction**Spring 2015 – one student completed the program with a score of 3.00 on this standardFall 2015 – three students completed the program with an average score of 3.00 on this standardSpring 2016 – there were no students who completed the programFall 2016 – there was 1 student who complted the program with a score of 3.00 on this standard.**KTS 6 – The teacher demonstrates the implementation of technology**Spring 2015 – one student completed the program with a score of 3.00 on this standardFall 2015 – three students completed the program with an average score of 3.00 on this standardSpring 2016 – there were no students who completed the programFall 2016 – there was 1 student who complted the program with a score of 3.00 on this standard.**KTS 7 – Reflects on and evaluates teaching and learning**Spring 2015 – one student completed the program with a score of 3.00 on this standardFall 2015 – three students completed the program with an average score of 3.00 on this standardSpring 2016 – there were no students who completed the programFall 2016 – there was 1 student who complted the program with a score of 3.00 on this standard.**Since all of these candidates scored a 3 on each of these standards in the TPA, their scores document, support and validate their abilities in the programs.** |
| **Provide a link to the assessment scoring guide or rubric.** CAP 4 Portfolio rubric is attached as [Addendum H](#H). |
| **Discuss how the reliability and validity of this assessment has been established and supported.** The KTIP documents have been determined, through CAEP’s early review of assessments, to be proprietary since they were developed by the EPSB for use with first year teachers.  |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**The data from the CAP 4, exit Portfolio, specifically for the TPA or unit are analyzed during each assessment cycle, either the May retreat or the fall or December assessment sessions. The data are additionally used to meet two major objectives. The first is to provide feedback to students on a key clinical assessment The second objective is to monitor program effectiveness and develop annual Student Learning Objectives. The data over time also provide insight into program effectiveness. Continued patterns for this assessment, especially by indicator, might reveal where some focus might occur. |

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| **Assessment #7 Title: CAP 4 Portfolio TPA****Application of Content Knowledge & Pedagogical Skills** |
| **Assessment description:**See assessment category #6. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording. See Assessment #6. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:**See Assessment #6.** |
| **Provide a link to the assessment scoring guide or rubric.** **See Assessment #6.** |
| **Discuss how the reliability and validity of this assessment has been established and supported.** **Reliability and validity of video tape and Form C are proprietary.****See Assessment #6.** |

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| **Assessment #8 Title: Final Grades from ED 359, Content Literacy (Required for Literacy Mandate)****Assessment of Literacy Outcomes****After fall, 2016, measures from a new course for the literacy mandate, ED 359, Content Literacy** Final grades in ED 359, Content Literacy, included in the literacy plan for 8-12 programs. The course was offered for the first time in the spring of 2017. |
| **Assessment description:**This course was submitted to EPSB as part of the literacy plan for our 8-12, P-12 and 5-12 programs. The literacy plan has each class aligned with the respective KTS and rubrics that are tagged to the KTS and ILA Standards. The syllabus has an alignment table showing how the KTS are integrated. Rubric also included show how the assignments are evaluated via all of the standards.**Excerpt from the Alignment Matrix in the ED 359 Syllabus:****Course Assignments, ILA Literacy Standards/KY Teacher Standards**1. Exams 1-6 1-6
2. PLAN 1.1, 1.3, 4.1, 6.2 1, 6, 7
3. Resource Files 1, 2, 3 1, 2, 4, 5, 6
4. Field Project 1-6 1-10
5. PPD Project 6 8, 10
 |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?** Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording. The syllabus for ED 359 has alignment matrices and rubrics for the assignments for the KTS and the International Literacy Standards, demonstrating that the course requirements meet many of the KTS and ILA. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:There were no 8-12 Social Studies candidates in this course during the first offering in the spring of 2017. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)Please see the syllabus for [ED 359](https://www.campbellsville.edu/education/files/2017/09/ED-359.Content-Literacy-1.docx); the rubrics for key assignments are provided.  |
| **Discuss how the reliability and validity of this assessment has been established and supported.** The assignments in ED 359 are not EPP wide assessment. However, to strengthen validity, the rubrics have been aligned with the ILA standards. Currently, there is only one professor evaluating the assignments per class, so that reliability is ensured.Please see a discussion of this regarding GPA in Assessment #2. These are course based assessments rather than EPP based assessments. |
| **Describe how the data from this assessment are used for the continuous improvement of this program.****NA as there were no 8-12 social studies candidates in ED 359 the first time the course was offered in the spring of 2017.** |

# Summary Analysis for Program

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

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| Holitstic summary of all nine assessments:Candidates in the Social Studies area are performing at above or at the minimum requirements to pass the program. The data reveal that the mean scores are above the national meidans and in the mid to upper range of the national average performance ranges. GPA data reveal that SS candidates are doing well in their overall academic performance for the program.Form C data reveal that SS candidates are completing student teaching with high scores. The lowest score received by student(s) was a 2.67 with 3.0 being the norm.Data from the exit portfolio, KTS 5 and 7, regarding assessment, reveal that SS candidates have a solid understaning of the process of assessing and reflecting on student learning with scores for KTS 5 and KTS 7 in the upper levels of the 3 point scaleAdditional data from the exit portfolio illustrate that SS candidates demonstrate a strong ability to identify/evaluate and stipulate personalized student learning.In terms of l iteracy outcomes, the data from ED 359 are pending.  |

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

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| Over the past few years, the SS program has worked to create Praxis study sessions in an effort to improve scores. This has proven effective as all students are now passing the Praxis exams for content area.The program has also worked closely with Social Studies faculty to develop courses that are beneficial to helping SS candidate improve content knowledge.The methods instructor has also established a relationship with local high school and middle school faculty to provide candidates opportunities to create collaborative projects with other academic areas especially reading classes. Future plans/goals include providing SS students more opportunities to work directly with middle school/high school faculty in creating class projects.Overall, the EPP is focusing on reflection and differentiation for all programs. Pertaining to Praxis, there is an increased focus on first time pass rates and more candidates scoring in the upper quartiles. |

# Option 6

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

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

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| (Provide a narrative here) |

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

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

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

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

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

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| (limit to 1000 characters) |

**Addendum A**

**Campbellsville University School of Education**

**TEACHER EDUCATION PROGRAM**

**CURRICULUM GUIDE**

**8-12 Bachelor of Science in Social Studies**  05/10/2017

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

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

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

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

PRAXIS Subj. Assess. SS Content/Inter. (5086) \_\_\_\_\_ (153 passing) Date Taken\_\_\_\_\_\_\_\_\_\_\_\_

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

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

the Education Professional Standards Board website at [www.epsb.ky.gov](http://www.epsb.ky.gov) for current test requirements and current cut scores.  You may also

contact 502-564-4606 or toll free at 888-598-7667.

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

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| **Professional Courses** **33 Hours** |
| **Foundation Coursework: 12 hrs** Sem/Year Grade \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 199 Entry to Teacher Preparation (0)\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 220 Introduction to Teaching (3) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 300 Human Dev. & Learn. Theory(3) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 310 Instructional Technology(3) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 325 Teaching Diverse Learners(3)  | **Pedagogy Coursework: 9 hours**Sem/Year Grade \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 359 Content Literacy (3)\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 390 Assessment & Instructional Strategies(3)\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 414 Classroom Management (3)**Clinical Practice: 12 hours** \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 450 Student Teaching (12) |
| **8-12 Social Studies Courses** **60 Hours + 9 General Education** |
| 1. **Content Pedagogy**

\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SSE 444 Teach. S.S. in Mid/Sec Schools (3)(FA Only) **Total: 3 Hours**1. **Economics:**

**Choose two****\_\_\_\_\_\_\_** \_\_\_\_\_\_\_ ECO 110 Introduction to Economics (3)\* \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ECO 221 Macroeconomics (3)\* \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ECO 222 Microeconomics (3)\***Must select at least one ECO Upper Division Elective**\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ECO Upper Division Elective (3) **Total: 6 Hours + 3 Gen Ed**1. **Geography**

\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ GEG 315 World Geography (3)\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ GEG/SOC 321 Cultural Anthropology (3)\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ GEG 442 Political Geography (3) **Total: 9 Hours**1. **History:**

\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HST 110 U.S. to 1877 (3)\*\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HST 120 U.S. since 1877 (3)\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HST 231 World Civ. to 1650 (3)\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HST 242 World Civ. since 1650 (3)\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HST Upper Division Elective (3) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ HST Upper Division Elective (3) **Total: 15 Hours + 3 Gen Ed**\* General Education Requirement | 1. **Political Science:**

\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ POL 110 American Government (3)\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ POL Lower or Upper Div. Elective (3)\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ POL Upper Division Elective (3)\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ POL Upper Division Elective (3)\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ POL Upper Division Elective (3) **Total: 15 Hours**1. **Psychology:**

\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ PSY 111 General Psychology (3)\*\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ PSY Lower or Upper Division Elective (3)\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ PSY Upper Division Elective (3) **Total: 6 Hours + 3 Gen Ed**1. **Sociology:**

\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SOC 110 Intro. to Sociology (3)\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SOC Lower or Upper Division Elective (3)\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SOC Upper Division Elective (3) **Total: 9 Hours**General Education: 41 hours First Year 2 hours Professional Education: 33 hours Social Studies Content Courses: 60 hours **Total: 136 hours** |

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

Student Signature Date

Advisor Signature Date

**Addendum B**

**CAMPBELLSVILLE UNIVERSITY**

**SCHOOL OF EDUCATION**

***Empowerment for Learning***

**CANDIDATE ASSESSMENT POINT 2:**

**ADMISSION TO TEACHER PREPARATION PROGRAM**

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

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

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

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

Last First MI Maiden

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

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

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

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

Circle level of Certification:

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

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

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

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

Circle Location: Main Campus Louisville Somerset Elizabethtown Owensboro

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

 **Checklist of Application Materials**

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

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

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

 IECE Majors Only (except post-baccalaureate candidates)

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

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

\_\_\_\_ED 220

\_\_\_\_MUS 240

**(Music Students Only)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

  **Grade Semester Year**

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

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

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

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

 Self-Assessment IECE 301 Professor (IECE Majors Only)

 ED 220 Professor MUS 240 Professor (Music Majors Only)

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

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

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

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

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

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

 communication and creativity.

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

 preparation)

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

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

 (+IECE students will have alternative instructions for photo)

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

**Statement of Acknowledgement/Commitment**

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

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

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

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

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

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

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

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

**Addendum C**

**FIELD/CLINICAL EXPERIENCE SUMMARY FORM**

***Campbellsville University***

***School of Education***

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

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

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

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

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

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

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

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

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

 **Categories**

B. Observations in schools and related agencies

C. Student Tutoring

D. Interaction with families of students

E. Attendance at a school board or school council meeting

F. Participation in a school-based professional learning community

G. Opportunities to assist teachers or other school professionals

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

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

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

Teacher Candidate Signature Date

**Signature verifies individual’s original work**

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

Professor/Advisor/Program Coordinator Date

**Diversity Grade Level**

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

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

**G**—Gender **P**-3-5 years

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

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

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

**GT**—Gifted/talented

**R**—Religion

**GR**-Geographic Region

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

***and guiding questions for reflection***

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

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

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

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

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

      2. Students from different socioeconomic groups;

      3. English language learners;

      4. Students with disabilities; and

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

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

      1. Family Resource Centers; or

      2. Youth Service Centers;

      (c) **Student tutoring;**

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

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

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

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

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

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

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

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

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

**Guiding Questions for Reflection**

**Evaluating Field Experiences**

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

**Addendum D**

**EPSB Student Teaching Experience Checklist**

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

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

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

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

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

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

**Addendum E**

**CAMPBELLSVILLE UNIVERSITY**

**SCHOOL OF EDUCATION**

***Empowerment for Learning***

CANDIDATE ASSESSMENT POINT 4:

PROGRAM EXIT

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

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

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

 Last First MI Maiden

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

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

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

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

Circle level of Certification:

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

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

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

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

Circle Location: Main Campus Louisville Somerset Elizabethtown Owensboro

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

­­­­­­­­­­­­­

 **Checklist of Application Materials**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Praxis Subject Assessment Remedial Study Plan if Applicable

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

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

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

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

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

 \*c. Self-Evaluation

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

\_\_\_ 6. Exit interview

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

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

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

**Statement of Acknowledgement**

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

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

**This Section Is For Official Use Only**

**Decision by the School of Education Faculty**

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

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

Copy of Notification Letter Attached \_\_\_

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

**Addendum F**

**Campbellsville University**

**School of Education**

**New Sources of Evidence at a Glance**

**2015 – 2016**

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

**Addendum G**

**Campbellsville University School of Education**

**Teacher Candidate Summative Evaluation: Form C**

**P-12**

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

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

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

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

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

Evidence:

Strengths/Growth Areas:

Overall Comments:

white – office copy yellow – student copy

**Addendum H**

**Campbellsville University
School of Education
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 |  |

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

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

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

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

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

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

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

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