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

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

Program Identification

**Name of the Program Category: Spanish**

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

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

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

Undergraduate  Undergraduate – Cert Only

Graduate  Graduate – Cert Only

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

Traditional  Option 6  Option 7

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

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

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

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

Face-to-Face Only  Online Only  Hybrid

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

Name Dr. Beverly Ennis Name

Phone 270 789-5344 Phone

Email [bcennis@campbellsville.edu](mailto:bcennis@campbellsville.edu) Email

Program Experiences

# Program Innovations: (Optional)

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

|  |
| --- |
| **In order to improve oral proficiency among our students, we implemented mandatory one-on-one meetings with native speakers on weekly basis during the first four semesters of the language program. In order to improve writing proficiency, candidates are now required to rewrite major essays in the upper level courses. In order to improve cultural awareness, the number of out-of class cultural activities has been increased.** |

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.

|  |
| --- |
| **We use the curriculum guides as the primary method to communicate program details with each student and candidate. Please see our attached guide in** [**Appendix 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.

|  |
| --- |
| **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)** [**Appendix E**](#E) |

**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.

|  |
| --- |
| **We provide an** [**EPSB form**](#F) **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.**  **In SPA 350 students are required to engage with English language learners (a.3.) at one of the public county schools. Students must help the Hispanic children (a.1.) in the classroom during English reading lessons, as part of their clinical field hours requirement for the course. Their clinical hours are specifically split between elementary and high school level (a.5.).** |

**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.

|  |
| --- |
| **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**](#G) **requiring them to add information about when, where and how they got those experiences, which is part of their CAP 4 requirements.** |

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

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

|  |
| --- |
| **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 H](#H) |

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?

|  |
| --- |
| **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**](#C) **and observed** [**lessons**](#B) **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.

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

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).

|  |
| --- |
| **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. See example in** [**Appendix B.**](#B) |

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.

|  |
| --- |
| **Candidates take ED 390 which is an assessment class and learn to develop a variety of formative and summative assessments. For units and lessons they are required to develop assessments that measure student learning as a result of instruction. Candidates also take SPA 350 where they become familiar and apply in their lesson plan designs both the Kentucky Standard for World Language proficiency, and the national foreign language proficiency goals as defined by ACTFL. Lessons and units, along with lesson reflections on student learning are required in the CAP 3 and CAP 4 portfolios. See example in** [**Appendix C**](#C) **and** [**D**](#D)**.** |

Courses

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

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

# Clinical Educators

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

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

# Key Assessment Areas

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

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

# Align to Standards

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

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

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

# PROGRAM SUBMISSION SECTION III. 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.

|  |
| --- |
| **Assessment #1 Title: Praxis Subject Assessment.** World Language: Spanish.  **(Praxis II)** |
| **Assessment description:**  The Praxis II Spanish: World Language (5195) is the state mandated assessment for content knowledge in this program. The Praxis II tests are used to assess candidates’ content knowledge. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  The Praxis II Subject Assessment address mainly Standard 1: The teacher demonstrates applied content knowledge. The Praxis II is divided into the following five categories and listed below are the KTS Standard 1 indicators matching each category:   1. Interpretive mode: Listening. This section addresses indicators 1.2 and 1.4. 2. Interpretive mode: Reading. This section addresses indicators 1.2 and 1.4. 3. Cultural Knowledge. This section addresses indicators 1.1 and 1.4. 4. Interpersonal and Presentational Writing. This section addresses indicators 1.1 and 1.2. 5. Presentational and Interpersonal Speaking. This section addresses indicators 1.1 and 1.2. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  Spanish Education students are required to take the Praxis II Spanish: World Language (5195). A passing score is 168. The following represent the last three cycles, with a total of three students graduating:   |  |  |  |  | | --- | --- | --- | --- | |  | **Student 1**  **Fall 2013.** | **Student 2**  **Spring 2016.** | **Student 3**  **Spring 2016.** | | Interpretive mode: Listening. | 21/25  \*APR 15-21 | 21/25 | 12/25 | | Interpretive mode: Reading. | 21/24  APR 16-21 | 22/25 | 16/24 | | Cultural Knowledge. | 9/12  APR 7-10 | 8/12 | 6/11 | | Interpersonal and Presentational Writing. | 14/18  APR 8-14 | 12/18 | 6/18 | | Presentational and Interpersonal Speaking. | 8/18  APR 7-14 | 12/18 | 10/18 | | **Overall SCORE** | **173/168** | **176/168** | **140/168** |  * AVP=Average Performance Range   Two students passed this exam, and one did not. With so few students involved in this program over the last three testing cycles, it is not statistically sound to base any judgements on these few data. However, the program coordinators work well with the School of Education faculty to identify any issues and attempt to resolve them.  In addition, there is now an increased focus on first time pass rates and candidates scoring in the upper quartiles on the exam, as data have become available through KCEWS and the ETS site. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  The passing scores are determined by EPSB. |
| **Discuss how the reliability and validity of this assessment has been established and supported if it serves as an EPP-wide assessment.**  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 is used for the continuous improvement of this program.**  The data from the Praxis P-12 Spanish program are monitored throughout the testing cycles each year as candidates are required to take the assessments 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. |

|  |
| --- |
| **Assessment #2 Title: GPA** |
| **Assessment description:**  Spanish education students have a total of 43 credit hours in Spanish, 33 in professional education including 12 credit hours of student teaching, 44 credit hours in general education, for a total of 120 credit hours for the Bachelors of Arts and Science in Spanish Teaching P-12. 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.  All of the KTS and performance criteria are included in the coursework of the program of studies. Therefore, the overall GPA reflects students’ understanding of content knowledge.  Each of the Kentucky Teacher Standards and indicators is assessed in this program formatively and summatively through a variety of course assignments as listed in each syllabus. These include, but are not limited to, lessons, units, field/clinical experience reflections, exams, presentations, papers, projects and portfolios before and after student teaching. Rubrics consisting of all of the indicators are used to evaluate the portfolios at CAP 3 and CAP 4. A final grade for student teaching, for instance, consists of points accumulated from all student teaching assignments. The grade for each assignment is combined and averaged with grades on all of the other formative and summative assessments in the courses to determine an overall grade for the course.  Each standard and indicator is assessed formatively and summatively in assignments and assessments designed to measure them and to quantify performance into a GPA.  Grades in each education course required for P-12 music are based on specific assignments aligned with the standards. Each syllabus includes alignment matrices that display the respective standards addressed in each course and assignment. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  The GPA reflects content in foundational courses, Spanish language and culture, curriculum, pedagogy, research, clinical experiences, and general education. The following represents the last three cycles, with a total of three students graduating:   * Student 1 (Fall 2013): 3.40 * Student 2 (Spring 2016): 3.94 * Student 3 (Spring 2016): 3.42 |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  GPA is part of student’s transcript.  Below is a list of education courses required for the P-12 Spanish program and their respective grading scales. Grades in each course are based on specific assignments aligned with the standards. Grading scales for the Spanish courses are included in the respective syllabi.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **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 is used for the continuous improvement of this program.**  The data from the GPAs for the P-12 Spanish 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 also provide insight into program effectiveness. |

|  |
| --- |
| **Assessment #3 Title: Praxis PLT**  The Praxis Principles of Learning and Teaching (5624) is the state mandated assessment for general pedagogy knowledge in future teachers. The Praxis PLT tests are used to assess candidates’ pedagogy knowledge. |
| **Assessment description:**  The Principles of Learning and Teaching 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:  Spanish Education students are required to take the Praxis Principles of Learning and Teaching (5624). A passing score is 160. The following represent the last three cycles, with a total of three students graduating:   |  |  |  |  | | --- | --- | --- | --- | |  | **Student 1.**  **Fall 2013.** | **Student 2.**  **Spring 2016.** | **Student 3.**  **Spring 2016.** | | I. Students as Learners | 13/21  \*APR 14-17 | 19/21 | 14/21 | | II. Instructional Process | 15/21  APR 12-16 | 19/21 | 14/21 | | III. Assessment | 14/14  9-12 | 10/14 | 13/14 | | IV. Professional Development Leadership and Community | 6/14  APR 9-11 | 11/13 | 9/13 | | V. Analysis of Instructional Scenarios | 13/16  APR 8-12 | 12/16 | 12/16 | | **OVERALL SCORE** | **176/160** | **185/160** | **175/160** |   \*APR=Average Performance Range  All three candidates passed the PLT well above the cut score of 160. The average performance range illustrates how their scores compared to the middle 50% of test takers. If their scores are above the upper scores of the APR, then those candidates scored in the highest quartile of test takers. If their scores were below the lowest of the APR, then those candidates scored in the lowest quartile. |
| **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 if it serves as an EPP-wide assessment.**  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 P-12 Spanish 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 P-12 Spanish candidates on this exam. |

|  |
| --- |
| **Assessment #4 Title: Student Teaching Summative Form C** |
| **Assessment description:**  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 A-C, which represents all ten KTS and contributes to the final grade in the student teaching course. It reflects both their content and pedagogical knowledge. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.  Summative Evaluation Form C is based on the student teachers’ performance on each of the four observations by the cooperating teacher and the supervising teachers, a total of eight observations. It is also based on the journal and the CAP 4 portfolio plus the totality of experiences during student teaching holistically. All of these assessments require evaluation of the student teacher by the KTS. This form is holistic resulting in a holistic score for each KTS. Individual KTS indicators were evaluated each time the student teacher was formally observed by both the cooperating teacher and the supervising teacher.  The cooperating teacher and the supervising teacher determine the holistic scores based on the KTS indicator scores on the other assessments. Therefore, all of the KTS indicators feed into these final Form C scores. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  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 A-C, which represents all ten KTS and contributes to the final grade in the student teaching course. It reflects both their content and pedagogical knowledge.  Spanish teacher candidates are evaluated using the CAP 4 Form C at the completion of each placement. To determine the holistic scores on each KTS, the cooperating teacher and the university supervisor consider all performance criteria.  **Fall 2013: One candidate, mean of two forms, one for each placement**   * Standard 1: 3.0 * Standard 2: 3.0 * Standard 3: 3.0 * Standard 4: 2.5 * Standard 5: 2.5 * Standard 6: 3.0 * Standard 7: 3.0 * Standard 8: 2.5 * Standard 9: 2.5 * Standard 10: 3.0   **Spring 2016:** two students completed the Spanish program (2 evaluations per students, one per each placement). The mean for each standard is as follows:   * Standard 1: 2.75 * Standard 2: 3 * Standard 3: 2.75 * Standard 4: 2.75 * Standard 5: 3 * Standard 6: 3 * Standard 7: 3 * Standard 8: 2.75 * Standard 9: 2.75 * Standard 10: 3.0   **All Summative Form C scores for the Spanish canididates ranged from 2.5 to 3.00, well above the minimum of 2.0 to be acceptable.**  **KTS 4, 8 and 9 consistently had some of the lower scores from term to term. So, with more data, we might look for continued trends with these three standards.** |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  [Teacher Candidate Summative Evaluation: Form C](#I) is attached in the Addendum |
| **Discuss how the reliability and validity of this assessment has been established and supported if it serves as an EPP-wide assessment.**  Reliability and validity of the KTIP documents are proprietary. |
| **Describe how the data from this assessment is 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 Spanish 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. |

|  |
| --- |
| **Assessment #5 Title: CAP 4 Portfolio-KTS 5, 7**  **This assessment is a measure of the candidates’ assessment ability.**  **Exit Portfolio scores for KTS 5, Assessment and KTS 7,** **Reflection** |
| **Assessment description:**  CAP 4 is the culminating portfolio completed during student teaching that includes artifact evidence of competences in all ten KTS.  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.  Spanish teacher candidates submit a CAP 4 portfolio during the student teaching semester. CAP 4 culminating portfolio is scored using KTS standards and performance criteria.  The rubric used to evaluate KTS 5, Assessment and KTS 7, Reflection, includes all indicators for all 10 KTS. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  Spanish teacher candidates are evaluated using the CAP 4 portfolio at the completion of student teaching. CAP 4 is the culminating portfolio completed during student teaching that includes artifact evidence of competency in all ten KTS.  **Fall 2013: one candidate completed the Spanish program, student teaching this term**   * Standard 1: 3.00 * Standard 2: 3.00 * Standard 3: 3.00 * Standard 4: 3.00 * Standard 5: 3.00 * Standard 6: 3.00 * Standard 7: 3.00 * Standard 8: 3.00 * Standard 9: 3.00 * Standard 10: 3.00   **Spring 2016: two students graduated. The mean for each standard is on CAP 4 portfolio is as follows:**   * Standard 1: 3.00 * Standard 2: 3.00 * Standard 3: 3.00 * Standard 4: 3.00 * Standard 5: 3.00 * Standard 6: 3.00 * Standard 7: 3.00 * Standard 8: 3.00 * Standard 9: 3.00 * Standard 10: 3.00   All three candidates who completed the Spanish program scored a perfect 3.0 on all KTS, holistically, including KTS 5 and KTS 7, illustrating their ability to complete their programs. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  [Exit Portfolio Rubric](#J) is attached in Addenda. |
| **Discuss how the reliability and validity of this assessment has been established and supported if it serves as an EPP-wide assessment.**  The KTIP documents have been determined, through CAEP’s early review of assessments, to be proprietary since they were developed by the EPSB for use with first year teachers. However, the reliability is being further ensured through use of inter-rater reliability. |
| **Describe how the data from this assessment are used for the continuous improvement of this program.**  The data from the 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.  Since the holistic scores are all perfect, to examine the scores for each indicator might yield some insight into strengths and growth areas. |

|  |
| --- |
| **Assessment #6 Title: CAP 4 Portfolio Unit**  **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, candidates complete the CAP 4 culminating portfolio, which includes a complete unit or TPA (Teacher Performance Unit) that is designed and implemented.  The TPA in the exit portfolio involves KTS 1, 2, 4, 6 and 7. It is an instructional unit taught during the capstone clinical experience of student teaching. Candidates must follow the unit guidelines as required in the unit Sources of Evidence. The TPA unit is composed of the following Sources of Evidence and must contain a minimum of three lesson plans:  Source of Evidence 1.1: Unit Guidelines  Source of Evidence 1.2: Unit Assessment Plan with a pre test, analysis of pre and post tests  Source of Evidence 1.3: Design of Instructional Activities  Source of Evidence 2: Lesson Plans  Source of Evidence 4: Post Observation Reflections for lessons taught  Source of Evidence 1.4 Organizing/Analyzing Results for Unit  Source of Evidence 6: Records and Communication  Source of Evidence 9: Student Voice |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.  The rubric used to evaluate the TPA is a KTIP document based on the KTS so all of the indicators for KTS 1, 2, 4, 6 and 7 are evaluated as a result of these TPA artifacts in the exit portfolio. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  CAP 4 portfolio includes a complete unit that is designed and implemented. This artifact evidence demonstrates competency in KTS 1, 2, 4, 6, 7.  **Fall 2013: one candidate completed the Spanish program, student teaching this term**   * Standard 1: 3.00 * **Standard 2: 3.00** * Standard 3: 3.00 * **Standard 4: 3.00** * Standard 5: 3.00 * **Standard 6: 3.00** * **Standard 7: 3.00** * Standard 8: 3.00 * Standard 9: 3.00 * Standard 10: 3.00   **Spring 2016: two students graduated. The mean for each standard is on CAP 4 portfolio is as follows:**   * **Standard 1: 3.00** * **Standard 2: 3.00** * Standard 3: 3.00 * **Standard 4: 3.00** * Standard 5: 3.00 * **Standard 6: 3.00** * **Standard 7: 3.00** * Standard 8: 3.00 * Standard 9: 3.00 * Standard 10: 3.00   The data for this assessment in the exit portfolio illustrate that all three completers scored a perfect score on these KTS for the TPA. Therefore, the candidates demonstrate their ability through th progression of the program. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  [CAP 4 Portfolio Rubric](#J) is attached in Addenda. |
| **Discuss how the reliability and validity of this assessment has been established and supported if it serves as an EPP-wide assessment.**  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 is 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. Since all scores were a perfect 3, then a next level of data analysis might be to review the scores by indicator rather than holistically. |

|  |
| --- |
| **Assessment #7 Title: CAP 4 Portfolio Unit**  **Application of Content Knowledge & Pedagogical Skills**  CAP 4 Exit Portfolio TPA/Same as Assessment #6 |
| **Assessment description:**  See assessment category #6. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Explain how the aligned standard is met at the indicator level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.  See assessment category #6. |
| **Discuss the data analysis for this assessment:** Explain how the assessment data supports/validates a candidate’s ability through the progressions of this program:  See assessment category #6. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  See assessment category #6. |
| **Discuss how the reliability and validity of this assessment has been established and supported if it serves as an EPP-wide assessment.**  See assessment category #6. |
| **Describe how the data from this assessment is used for the continuous improvement of this program.**  See assessment category #6. |

|  |
| --- |
| **Assessment #8 Title: Final Grades in ED 359**  **After fall, 2016, final grades from ED 359.** |
| **Assessment description:**  ED 359 Content Literacy course is the EPP’s response to the literacy mandate. The course was offered for the first time in the spring of 2017. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  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.  This course was submitted to EPSB as part of the literacy plan for our programs. The literacy plan has each class aligned with the respective KTS and rubrics that are tagged to the KTS and ILA Standards. 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 |
| **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 Spanish candidates in the first offering of this course for the literacy mandate. |
| **Provide a link to the assessment scoring guide or rubric.**  Please see Assessment #2 for GPA considerations.  Please see the [Syllabus for ED 359](https://www.campbellsville.edu/education/files/2017/09/ED-359.Content-Literacy-1.docx), which includes copies of rubrics used to assess the assignments. |
| **Discuss how the reliability and validity of this assessment has been established and supported if it serves as an EPP-wide assessment.**  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 is used for the continuous improvement of this program.**  NA There were no Spanish candidates in ED 359 the first time it was offered, in the spring of 2017.  The overall grades will be used to identify some strengths and growth areas for the program. |

# Summary Analysis for Program

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

|  |
| --- |
| The EPP reviews assessment data on a regular basis. Each May, there is a School of Education working retreat that includes at least half a day of data analysis. This past May, faculty were divided into program groups to review data for their respective programs and develop action plans for any areas of concern.  The EPP plans to extend data analysis sessions to three times a year, now, which will continue to include the May retreat, the fall workshop and a final December meeting.  Overall, the eight key assessments address the candidates´ ability to demonstrate appropriate performance of the Kentucky Teacher Standards. Most of the assessments directly assess the candidate´s performance level of the KTS, such as CAP 4 Portfolio Evaluation Rubric, the section of the CAP 4 Portfolio for the unit, the Teacher Candidate Summative Evaluation Form C, and Student Teacher Evaluation Form A. The other assessments build on content and pedagogical knowledge, which is also a part of the KTS.  The data from these assessments are analyzed each cycle, there results are discussed with the Spanish Education faculty, and decision on program improvement are made based on the data analyzed. This continuous assessment process affirms the success aspects of the program and helps improve the program where needed for future candidates. |

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

|  |
| --- |
| Since the Spanish Education program only had three graduates in the last three years, data analysis has its limitations. Nonetheless, in an effort to identify areas of common weakness, we pinpointed the following sections from the Subject Area assessment (Praxis Spanish World Language):   1. Interpersonal and Presentational Writing: student 1 scored 12/18, student 2 scored 6/18.   In order to improve students’ writing skills, we developed a detailed rubric for essays (addendum D and E), and a Code of Corrections for essays with appropriate example (addendum F). We implemented the possibility for all students at the upper level to review and rewrite their formal essays, after their first version has been corrected with the aforementioned rubric and code of corrections. Both documents provide students with abundant feedback, and guide the writing process, thus helping the student develop his writing skills. The student now has this method established beginning in Intermediate Spanish, which helps the student improve the writing at an early stage in the program.   1. Presentational and Interpersonal Speaking: student 1 scored 12/18, student 2 scored 10/18.   In order to improve students’ speaking skills, we took several actions:   * At the lower level, we introduced mandatory one-on-one meetings with native speakers on weekly basis. Each student in the first four semesters of Spanish, are now required to meet weekly with a native student to practice their listening & speaking skills. The Spanish program has four native speakers working as tutors for this purpose. * We introduced Oral Homework. Students are asked to do a portion of their weekly homework orally, and submit the recording to their professors for a grade. * At the upper level, we have multiplied the Oral Presentations in class. Students are presented with a rubric (addendum G) and insisted on the importance of rehearsal.   By reviewing the date and making adjustments, we are able to continue to improve the program for current and future candidates. |

**Appendix A: Curriculum Guidesheet**

**CAMPBELLSVILLE UNIVERSITY**

**TEACHER EDUCATION**

**CURRICULUM GUIDESHEET**

**Spanish Education, P-12**

**Undergraduate Level 03/04/2016**

Name: First \_\_\_\_\_\_\_\_\_\_\_\_\_\_Middle \_\_\_\_\_\_\_\_ Last \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Ethnicity\_\_\_\_\_\_\_\_\_\_\_

Gender: M/F ID \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Telephone Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Cell Number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Certifiable Major \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Minor\_\_\_\_\_\_\_\_Grade Level \_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_

**Praxis II Requirements**

PRAXIS -World Language: (5195): \_\_\_\_\_\_\_ (168 Passing Score) Date Taken \_\_\_\_\_\_\_\_\_\_\_

PRAXIS -PLT (5622 or 5623 or 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 progression through the education program.

\*A CAP 4 portfolio of satisfactory evidence for all KY Teacher Standards is required for program exit at CAP 4.

**Spanish Major Required Courses:**

Sem/Year Grade Course

**Core Requirements** **12 Hours**

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SPA 111 Elementary Spanish I 3

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SPA 112 Elementary Spanish II 3

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SPA 211 Intermediate Spanish I 3

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SPA 212 Intermediate Spanish II 3

**Required Courses (Select two courses) 6 Hours**

­­­­\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SPA 220 Reading and Culture 3

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SPA 225 Advanced Conversational Spanish 3

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SPA 230 Advanced Spanish Composition and Grammar 3

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SPA 250 Introduction to Literary Analysis 3

**Electives (Select four courses) 12 Hours**

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SPA 321 Survey of Spanish Literature 3

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SPA 322 Survey of Latin American Literature 3

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SPA 331 Spanish Civilization and Culture 3

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SPA 332 Latin American Civilization and Culture 3

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SPA 380/480 Special Topics 3

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SPA 390/490 Independent Study 1-3

**Methods/Study Abroad 13 Hours**

­­­\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SPA 350 Teaching of Foreign Languages P-12 3

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SPA 360 Spanish Study Abroad 3\*-12

**\*Additional Spanish Electives, if needed (up to 7 hours)**

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

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

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

**Professional Education Courses: 33 Hours**

Sem/Year Grade Course

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 199 Entry to Teacher Preparation 0

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 220 Introduction to Teaching 3

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 300 Human Development & Learning Theory 3

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 310 Instructional Technology 3

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 325 Teaching Diverse Learners 3

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 359 Content Literacy 3

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 390 Assessment & Instructional Strategies 3

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 414 Classroom Management 3

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 450 Student Teaching 12

**Grand Total with Gen. Ed.: 120 Hours**

General Education: 44 Hours

Professional Ed: 33 Hours

Spanish Major: 43 Hours

**Continuous Assessment**

**CAP 1: Intent to Enter Teacher Education**: Date Completed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

KY Code of Ethics, criminal check,

TB assessment/test

**CAP 2: Admission to Teacher Education** Date of Approval\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(6 hours completed; Praxis (CASE); GPA 2.75; dispositions recommendation;

KY Code of Ethics; PPGP)

**CAP 3: Approval for Student Teaching** Date of Approval \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(GPA 2.75; disposition recommendation, Praxis II,

PPGP, Portfolio, federal criminal check, medical/TB)

**CAP 4: Program Exit** Date of Approval **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(CAP 4 portfolio/video; interview)

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

Signature of Student Date Signature of Advisor

**Appendix B: SOE Lesson Plan**

**Campbellsville University**

**School of Education**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Source of Evidence**  **Lesson Plan** | | | | | |
| **Name**  **Callah Kimball** | | **Date**  **December 2, 2014** | | | **Course**  **SPA 350** |
| **School**  **Taylor Co. High School** | | **Location**  **Campbellsville, KY 42718** | | | **Teacher**  **Mrs. Valdes** |
| **# of Students \_20\_\_**  **# of males \_8\_ females \_12\_** | | **# IEP**  **2** | | | **#Gifted**  **1** |
| **# ELL**  **0** | | **Age/Grade Level**  **10th-12th grade students** | | | **Content**  **Spanish II** |
| **Unit Title if applicable:**  **Spanish History in Brief** | | | **Lesson Title**  **La Guerra Civil Española (Spanish Civil war)** | | |
| **School Data and Instructional Goals**  Review and identify by listing school data and instruction goals from: (1) the School Report Card, including gap data; (2) Comprehensive District/School Improvement Plan; and (3) the most recent K-PREP data in your content area. *Others sources may include MAP data, STAR data, RtI data, end-of-course exams, Program Reviews, and content literacy plans.*  Taylor County High School was ranked as Proficient for the 2013-14 academic year because they successfully completed a determined amount of their annual measurable objectives. However, the school still has room for improvement based on state regulated tests such as the K-Prep. More than half of the students scored below Proficient in Reading, Math, Writing, and Language Mechanics. The same was true for the Gap group (defined by the federal government as African Americans, Hispanics, Native Americans, students in poverty, students with disabilities, and students with limited English proficiency) in Reading, Math, Social Studies, Writing, and Language Mechanics; in fact, approximately 70% of the gap group's scores were below Proficient in Math, Writing, and Language Mechanics. Social Studies, a subject closely related to my lesson on, proved to be a subject in which students scored well. The second highest percentage of students scored within the Proficient or Distinguished range in this subject; however, there was still a significant gap between the average student achievement and the gap group's scores.    Based on your review, in a narrative describe your anticipated contribution toward student achievement.  My lesson will help students from all backgrounds learn to use the preterite tense in Spanish through guided discovery activities, visual supports, and critical thinking via discussions, and review activities. These different methods will address the needs of all students, including the gap group. Not only will the students gain experience with the Spanish language but they will explore the history of Spain which is important to understanding their culture. This connection between content and other subject areas (i.e. social studies) will allow the students to grow in both subject areas. | | | | | |
| **Knowledge of Students** *(D1b)*  **Describe the cognitive, social and emotional development stages of the students for whom this lesson is planned. How did you determine the stages of the students?**  Because the class consists of sophomores, juniors, and seniors, my students are generally well-advanced cognitively, socially, and emotionally. Cognitively, they brains are capable of critical thought and analysis and they thrive off of challenging assignments. Socially, their peers opinions have a fair influence on their actions.  **Describe the backgrounds of students: cultures, skills, language proficiency, interests and special needs. How did you determine the students’ backgrounds.**  My students are very diverse concerning culture and interests. I have students from of Japanese, African American, Latin American, and Caucasian heritage. Interest are also diverse: sports, music, videogames, and movies. Concerning language proficiency, these students are at a Novice Mid-High proficiency level in Spanish. Two students are identified with ADD, and one is identified as gifted.  I determined my students' backgrounds by pre-assessments for language proficiency, surveys for interests, schools information for special needs information, and past experience with the student for cultures and skills. | | | | | |
| 1. **Lesson Context** *(D1a: Knowledge of Content)* | | | | | |
| **Respond to each of the following items:**  **a. Identify the enduring skill (s) /essential questions/unit objective (s)/ learning targets addressed by this lesson.**   * To provide and obtain information about historical Spanish figures and events through spoken communication. * To interpret the main idea of listening and reading materials, to write short summaries, and to implement conversations that utilize vocabulary concerning numbers greater than 100, months of the year, nationalities, and the names and locations of countries surrounding the Iberian Peninsula.   **b. Connect the skills/questions/objectives/targets to the state curriculum documents (i.e. KY Core Academic Standards, Program of Studies)** *Be sure to include ELA and content literacy.*  KY Standard for World Language Proficiency  NH.IR.4 I can understand simple everyday notices in public places on topics that are familiar to me.  N.CP.2 I can identify some characteristics of national identity.  Kentucky Academic Expectations:  5.3 Students organize information to develop or change their understanding of a concept.  6.1 Students connect knowledge and experiences from different subject areas.  **c. Describe the pre-assessment (s) used to establish all students’ baseline knowledge and skills for this lesson** *(D1b: Knowledge of Students).*  In the bellringer, I pre-tested to see how well information from previous lessons in the unit were retained. I had the students match historical events to the years in which they occurred. The statements describing the events were written using the preterite tense which also tested the students' retention of this grammar concept. From this point, I assessed that the students would be able to add to their historical knowledge of Spain in the day's lesson as well as advance their use of the preterite tense.  **d. Describe how you will differentiate instruction to accommodate students’ identified learning strengths and needs** *(D1b: Knowledge of Students)***.**  To differentiate for my gifted student, I asked him to write a few paragraphs explaining which side of the Spanish Civil War appealed more to him. This assignment gave him the opportunity to use creative and critical thinking skills in the Spanish language and to develop a more advanced use of the language.  To differentiate for the two students with IEPs, I provided the instructions for each assignment orally and in writing, so that the students with ADD will have multiple sources of instructions if they do not 'catch' them the first time.  **e. Describe the summative assessment (s) for this lesson/unit.**  There was no summative assessment for this lesson (only a formative assessment in the closing activity). However, the summative assessment for the unit will follow the IPA approach. In the interpretive task, students will read a passage about one of the historical figures discussed in the unit (e.g. los Reyes Católicos, Cristóbal Colón, Francisco Franco, King Juan Carlos I) and demonstrate their comprehension through by responding in writing to questions and providing a paragraph summary. The interpersonal task will use the students' knowledge from the previous task to engage in conversation with peers. Students will take turns in small groups sharing information that they learned about the historical figure; they will be expected to ask and answer questions. At the end of this 'interview' session (during which students should take notes about their peers' historical figure), I will ask each student a question orally about what they learned from someone else; this will provided an additional way to assess their communication skills. The final task is for the students to give group presentations over the historical figures, providing biographical information and their importance to Spanish history. Feedback will be given at the end of each task after which students are expected to make corrections where possible (e.g. correct written responses from interpretive task). | | | | | |
| **Knowledge of Resources** *(D1d)*  **List all specific materials for this lesson.**  I will need a computer, projector, a white board, and handouts for this lesson.  **List all technology and media used to prepare/ teach this lesson.**  I used Microsoft Word, Microsoft PowerPoint, the Internet, a textbook, and a book titled "España y su civilización".  **List all technology to be used by students in this lesson.**  Students will have the opportunity to used the online reference websites such as Google Translate, Word Reference, and Definición ABC to help them define vocabulary words in Spanish.  **List all assistive (low and high tech) and adaptive technology used in this lesson.**  I provided the instructions for each assignment orally and in writing, so that the students with ADD will have multiple sources of instructions if they do not 'catch' them the first time.  *\*Resources can be beyond the classroom/school and therefore include the community, professional organizations and universities. e. g. They can include textbooks on varying levels to accommodate student needs.* | | | | | |
| **Approaches to Learning encouraged/supported:**  **Co-Teaching Strategy (ies) used (if applicable).**  **N/A** | | | | | |
| **2. Lesson Outline** | | | | | |
| **Lesson Objectives/Learning Targets**  *(D1c. Rigorous, important, student learning oriented, measurable, varied)* | **Formative Assessment Process**  *(D 1f Aligned with outcomes and clear)* | | | **Instructional Strategies/Activities**  *(D1E. Heart of planning, showing knowledge of content and students.)* | |
| **Objective/Target: KCAS, measurable**  **NH.IR.4** I can understand simple everyday notices in public places on topics that are familiar to me. | **Assessment Descriptions**  Discussion provides a formative assessment of the students' comprehension of the topics covered in the lecture.  The Propaganda activity is a formative assessment of the students understanding of the two sides in the Spanish Civil War which will be discussed in class, collected, and then returned with feedback.  **Differentiated Assessment**  Assessment is not differentiated for this portion of the lesson.  **Student Self-Assessment**  Students assess their comprehension of the definitions and look up additional words if they are needed to fully understand the first definition that was found. | | | **Strategies/Activities**  Vocabulary Search (Guided Discovery)  Lecture and Class Discussion (Concept Development)  Propaganda Sort (Independent Practice)  Although the first two activities do not directly address the objective, they are necessary for the final activity to be successful.  **Individualized/Differentiated Strategies/Activities**  Based on Lecture and Discussion, advanced students will complete and additional writing assignment to promote additional creative and critical thinking.  Instructions are provided in two different modes so that IEP students have multiple ways to interpret what is excepted. | |
| **I Can Statement**  I can derive the purpose of a given propaganda poster given my knowledge of the Spanish Civil War. |
| **Critical Vocabulary**  Communism: comunismo  Fascism: fascismo  La Falange: un organización política extremo de nacionalistas  political party: partido político  Right: derecho  Left: izquierda  army: el ejército  anarchists: anarquistas  monarchy: monarquía  dictator: dictador  to assassinate: asesinar  king: el rey  socialism: socialismo  peasant: campesino  president: el presidente  election: la elección |
|  | | | | | |
| **Objective/Target: KCAS, measurable**  **N.CP.2** I can identify some characteristics of national identity. | **Assessment Descriptions**  Discussion provides a formative assessment of the students' comprehension of the topics covered in the lecture.  The Propaganda activity is a formative assessment of the students understanding of the two sides in the Spanish Civil War which will be discussed in class, collected, and then returned with feedback.  **Differentiated Assessment**  Gifted students will be assessed on an additional writing assignment.  **Student Self-Assessment**  Students assess their comprehension of the definitions and look up additional words if they are needed to fully understand the first definition that was found. | | | **Strategies/Activities**  Vocabulary Search (Guided Discovery)  Lecture and Class Discussion (Concept Development)  Propaganda Sort (Independent Practice)  The first activity allows the students to learn about this portion of Spanish identity through the lecture and discussion, and the final activity is the demonstration of their knowledge.  **Individualized/Differentiated Strategies/Activities**  Based on Lecture and Discussion, advanced students will complete and additional writing assignment to promote additional creative and critical thinking.  Instructions are provided in two different modes so that IEP students have multiple ways to interpret what is excepted. | |
| **I Can Statement**  I can identify, in written and spoken Spanish, at least 4 important events and/or people related to the Spanish Civil War. |
| **Critical Vocabulary**  *(See list provided in "Critical Vocabulary" above)* |
| **3. Lesson Procedures**  *D1e.Learning experiences* | | | | | |
| **a. Describe the sequence of strategies and activities you will use to engage students and accomplish your objectives within this sequence:** Include a step by step list of all components of the lesson and expected time for each. They must match the lesson objectives and be appropriately challenging, include higher order thinking and varied instructional strategies.  Select at least one of the three lesson plan formats: **The Direct Lesson format** is listed below. Two other options include the **Five E** or **Inquiry Based** (see descriptions at end of template). Include all components and estimated time for each component.  **Direct Instruction Lesson Plan Format with 5 Steps:**  **Anticipatory Set:** Motivator/hook for lesson  As students arrive to class, they begin matching the dates provided on the PowerPoint to the corresponding events that were discussed in the previous class. They answer individually in their journals. We check answers as a class (e.g. calling on individuals to answers, having the students answer as a whole, and discussing disagreements).  **Instruction (Concept Development)**  This component requires that the concepts for each lesson objective be taught, using a variety of strategies and student  involvement.  After completing the Vocabulary Search activity (the guided practice portion of this lesson), the students participate in a lecture of the Spanish Civil War, students are engaged through the visual elements via PowerPoint and questions about comprehension and opinions throughout the presentation. The former part of the lecture engages visual learners while the latter engages auditory and many kinesthetic learners.  **Guided Practice** (Activity/assignment during which students demonstrate they learned concepts just taught.  *GUIDED**means the teacher circulates to check on each student’s learning of concepts****;*** *feedback may indicate that the*  *teacher needs to return to instruction mode for the whole class, small group or individuals.*  Students complete a Vocabulary Search activity to prepare them for the basic lecture and discussion. In the activity, students are given words and their Spanish translations that are necessary to understand the lecture; however, students may not have a solid understanding of these words/concepts in English, so they are assigned to find the definitions of these words to provide a strong foundation for the lecture.  **Independent Practice** (Independent activity/assignment during which the students demonstrate they learned the concepts just  taught.)  Students demonstrate their understanding of the two sides in the Spanish Civil War by categorizing propaganda from the war. They identify what elements indicate for whose side it promotes. They also use critical thinking skills to answer questions about why the artists chose particular images in the propaganda.  **Closure or Assessment:** Final Review  Students decided which elements from the lecture are important to include on a timeline of Spain's history. | | | | | |
| **b. Describe the differentiated strategies designed to meet the identified strengths and needs of your students.**  To differentiate for my gifted student, I asked him to write a few paragraphs explaining which side of the Spanish Civil War appealed more to him. This assignment gave him the opportunity to use creative and critical thinking skills in the Spanish language and to develop a more advanced use of the language.  To differentiate for the two students with IEPs, I provided the instructions for each assignment orally and in writing, so that the students with ADD will have multiple sources of instructions if they do not 'catch' them the first time. | | | | | |
| **c. Identify the questions you will use to promote thinking and understanding.**  **This section should outline the who, what, when, and where of the instructional strategies and activities.**  How are the nationalists and republicans different from each other?  Which side would you support (if you did not know that the war would end in a dictatorship)? Why?  What elements of the propaganda publications indicate which side they promote?  Why are the words in "Propaganda H" written in blood? What does it say about their resolve to fight? | | | | | |
| **d. Describe how you plan to communicate learning results to students and parents/caregivers that provide a clear and timely understanding of learning progress for lesson objectives.**  After each activity, students received feedback through class discussion, but they will also receive individual feedback on the activities that were collected (e.g. the Propaganda sort activity). To communicate with parents and the community about class activities, I maintain a class blog. | | | | | |
| **\*Include copies of all materials used to teach this lesson.**  **\*Analyze student learning results using Source of Evidence: Lesson Analysis and Reflection.**  **\*Include samples of student work at each level: exceeding, meeting and not meeting the objectives.**  **\*If the lesson was taught, include an Observation Form A, completed by the classroom teacher.** | | | | | |

**Appendix C: Unit Outline with Summative and Formative Assessment Description**

**Unit Title: Spanish History in Brief**

**Learning Objectives:**

* To identify the use of the preterite in authentic materials and to correctly use the preterite in written and spoken forms for at least 70% of the time.
* To provide and obtain information about historical Spanish figures and events through spoken communication.
* To interpret the main idea of listening and reading materials, to write short summaries, and to implement conversations that utilize vocabulary concerning numbers greater than 100, months of the year, nationalities, and the names and locations of countries surrounding the Iberian Peninsula.
* To communicate as least 4 differences and similarities in perspectives and events of Spanish and American histories.

**Connection to Standards and Expectations:**

KY Standard for World Language Proficiency

NM.IL.2 I can recognize and sometimes understand basic information in words and phrases that I have memorized.

NM.IC.3 I can answer some simple questions.

NM.IC.5 I can ask some simple questions.

NH.PS.4. I can present information about others using phrases and simple sentences

NH.IR.4 I can understand simple everyday notices in public places on topics that are familiar to me.

NH.PW.4 I can write basic information about things I have learned.

N.CP.2 I can identify some characteristics of national identity.

Kentucky Learning Goals and Academic Expectations:

4.5 Students demonstrate an understanding of, an appreciation for, and sensitivity to a multicultural and world view.

5.3 Students organize information to develop or change their understanding of a concept.

6.1 Students connect knowledge and experiences from different subject areas.

**Unit Outline:**

Day 1: Vocabulary 1 (Numbers greater than 100, Months), Practice with personal situations using present tense

Day 2: Preterite (Develop concept with authentic source about familiar US History, examining the verbs), Vocabulary 2 (Nationalities, Mediterranean countries), (end with map quiz--listening)

Day 3: Subject Specific Vocabulary about early history of Spain, Introduce early Spanish History, Comparison activity (the US history compared to this portion of Spanish history)

Day 4: Spanish Civil War (the lesson on which I completed the Source of Evidence form)

Day 5: Franco Dictatorship to Democracy, Timeline activities (US history timeline and Spanish, see connections and influences)

Day 6: Begin projects (Interpretive Task), begin additional research over this figure

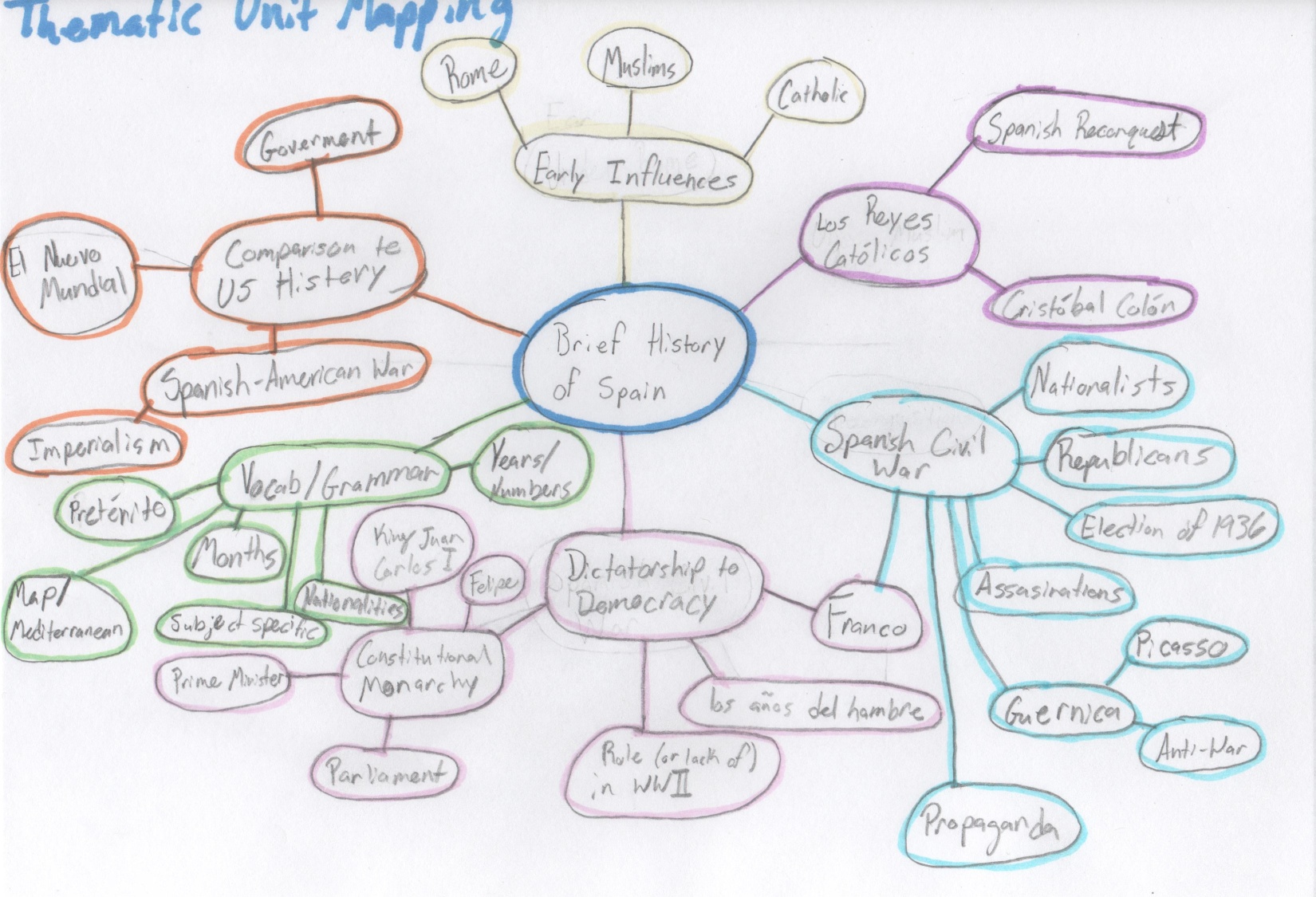
Day 7: Feedback from interpretive given generally, and address any problems that need individual attention before continuing. Continue Projects (Interpersonal, observe interviews as others review feedback from interpretive and begin presentational portion)

Day 8: Finish interviews and finish presentations

Day 9: Give Presentations.

**Assessments:**

Throughout the unit, formative assessments, such as short map, vocabulary, and grammar quizzes (given in a variety of forms, not only 'pencil and paper' quizzes) and other collected activities, will be given to the students to help me determine which concepts need to be re-emphasized. The summative assessment for this unit will follow the Integrated Performance Assessment approach. In the interpretive task, students will read a passage about one of the historical figures discussed in the unit (e.g. los Reyes Católicos, Cristóbal Colón, Francisco Franco, King Juan Carlos I) and demonstrate their comprehension through by responding in writing to questions and providing a paragraph summary. The interpersonal task will use the students' knowledge from the previous task to engage in conversation with peers. Students will take turns in small groups sharing information that they learned about the historical figure; they will be expected to ask and answer questions. At the end of this 'interview' session (during which students should take notes about their peers' historical figure), I will ask each student a question orally about what they learned from someone else; this will provided an additional way to assess their communication skills. The final task is for the students to give group presentations over the historical figures, providing biographical information and their importance to Spanish history. Feedback will be given at the end of each task after which students are expected to make corrections where possible (e.g. correct written responses from interpretive task).

**Thematic Unit Mapping:**

**Appendix D: Exam Question on Assessment Activity**

Taylor Ohlmann

Dr. Arranz

SPA 350-01

6 December 2014

**Integrated Performance Assessment (IPA)**

In an attempt to create an assessment format that complied with the Standards for Teaching a Foreign Language, ACTFL came up with the Integrated Performance Assessment, or IPA. We have seen a few examples of these in class. Now, it is time for you to design your own IPA for your classes. Make sure you include in your plan:

* The three modes of communication.
* The assignments specifically as you will give them.
* The rubrics and any other way to provide feedback after each of the steps.
* An audience beyond the classroom itself.

This IPA is designed for grade 2, keeping in mind that these students have been learning Spanish since they were in kindergarten, but only for about 30 minutes per week. Most students are at the novice-low level.

*Part One: Interpretive Mode*

* read “La Oruga muy hambrienta” to the class 2 times

option 1: listen to story online <https://www.youtube.com/watch?v=g11vCMejbD4>

option 2: purchase book and me read aloud

* This book was chosen because it is used by native speakers, and it covers basic foods, which the students are currently learning, while also reviewing numbers.
* The first time the book is read, it will be without stoppping. The second time I will ask questions in order to test for understanding. Students will record their answers on a piece of paper. For example, “Cuantas peras hay?” “Cual fruta en el libro es roja?” and “La oruga come mucho. Si o no?”
* Students will receive points based on how many questions they answer correctly.

*Part Two: Interpersonal Mode*

* Play a Memory Matching game with the foods in the story. Cards are attached.
* Students will be divided into pairs. Picture cards and word cards will be laid face down on the table. They will take turns turning over two at a time and if the two cards match, they will stay face up. If they do not match, they will flip the cards back over and try again. What makes this an especially good review game is the fact that they have to say the word or the picture when they turn over a card. For example, if they flip over a picture of an apple, they have to say “manzana” and if they flip over a card with the word “naranja,” they must read aloud “naranja.” This makes the language oral and auditory.
* Students will obtain participation points for this portion. They will each start with 5 points, but a point will be deducted for each time the student is off task, unprepared, etc. If points are lost, this will be recorded in the student agenda for parents to be aware of.

*Part Three: Presentational Mode*

* Each student will write their favorite food in a complete sentence and draw a picture to go with it. This form is attached.
* The student will be assigned a partner and will read aloud the sentence to them.

|  |  |  |  |
| --- | --- | --- | --- |
| **Complete sentence** | **Correctness** | **Effort** | **Partner Time** |
|  |  |  |  |
| Comments: | Comments: | Comments: | Comments: |

* Below is a simple rubric for part three. A student will receive a smiley face, straight face, or sad face for each of these sections. There is also a place for the teacher to write comments so that students receive specific feedback.

*KY Standard for World Language Proficiency*

NL.PW.2 I can write words and phrases that I have learned.

NL.IC.3 I can answer a few simple questions.

Of the 5 C’s…

Communication: Students will be communicating through both writing and speaking during these activities.

Connections: This book includes the life cycle of a butterfly, and it also lists foods. This could be related to a health content area or a science content area.

Comparisons: This book is popular in English as well, so students will compare both languages and use what they already know to help them answer questions in Spanish.

**Appendix E**

**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 F

**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 #)**

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

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

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

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

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

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

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

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

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

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

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

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

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 G**

**EPSB Student Teaching Experience Checklist**

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

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

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

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

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

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

**Addendum H**

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 I**

**Campbellsville University School of Education**

**Teacher Candidate Summative Evaluation: Form C**

**P-12**

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

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

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

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

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

Evidence:

Strengths/Growth Areas:

Overall Comments:

white – office copy yellow – student copy

**Addendum J**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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