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 Program Category: Teacher Leader**  **Teacher Leader Endorsement – KTLE**

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

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

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

KTLE Certification Only

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

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

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| --- | --- |
| Campus Name | City |
| Name each campus |  |
|  |  |

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

Face-to-Face Only  Online Only  Hybrid

**EPP Submission Coordinator:**

Name Dr. Beverly Ennis

Phone 270-789-5344

Email bcennis@campbellsville.edu

Program Experiences

# Program Innovations: (Optional)

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

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| Candidates in the TLMAE develop a Masters Action Research Project. When the project was originally designed, candidates presented their project and the impact of it to CU SOE faculty and their peers. Beginning with the 2014-2015 academic year, candidates have the option to present to a professional learning community such as a conference, a school board meeting, a site-base meeting or a faculty meeting. Candidate feedback on surveys since providing this option has been extremely positive. |

Program Curriculum:

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

How does the EPP communicate the following with every student: required coursework and electives, certification and/or degree and rank result, admission requirements, exit requirements? If the EPP offers multiple program routes for this category and certification, you must include each variation.

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

# Program Design and Experiences

**Collaboration with Partners:** Describe the institution’s plan to facilitate effective partnerships with collaborating school districts by EPP and other faculty (e.g., Professional Ed, Arts and Sciences, and other collaborating academic unit faculty).

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| The EPP establishes and maintains mutually beneficial partnerships with regional school districts. EPP faculty provide professional development and consultation in local schools. Our teacher candidates provide tutoring and participate in school events. Our practitioner partners help us develop assessments and analyze program data. They provide our candidates with field experiences and other opportunities to practice their developing skills. Linked to this document are some sample collaborative agreements with regional districts.  [Collaboration Agreement with Campbellsville Independent Schools](https://www.campbellsville.edu/education/files/2017/09/Collaboration-Agreement-with-Campbellsville-Independent-Schools-1.pdf)  [Collaboration Agreement with Green County Schools](https://www.campbellsville.edu/education/files/2017/09/Collaboration-Agreement-with-Green-County-Schools-1.pdf)  [Collaboration Agreement with Headstart](https://www.campbellsville.edu/education/files/2017/09/Collaboration-Agreement-with-Headstart.pdf)  [Collaboration Agreement with JCPCS](https://www.campbellsville.edu/education/files/2017/09/Collaboration-Agreement-with-JCPCS.pdf)  [Collaboration Agreement with KCA](https://www.campbellsville.edu/education/files/2017/09/Collaboration-Agreement-with-KCA.pdf)  [Collaboration Agreement with Marion County Schools](https://www.campbellsville.edu/education/files/2017/09/Collaboration-Agreement-with-Marion-County-Schools.pdf)  [Collaboration Agreement with Taylor County Schools](https://www.campbellsville.edu/education/files/2017/09/Collaboration-Agreement-with-Taylor-County-Schools.pdf)  [Operation Preparation Event with Campbellsville High School](https://www.campbellsville.edu/education/files/2017/09/Operation-Preparation-Event-with-Campbellsville-High-School.pdf)  [Partner Agreement with Campbellsville Independent Schools](https://www.campbellsville.edu/education/files/2017/09/Partner-Agreement-with-Campbellsville-Independent-Schools.pdf) |

Describe how P-12 partners (early childhood, elementary, middle and secondary teachers and administrators) and other higher education and/or community partners collaborate in the design, evaluation and continuous improvement of this program.

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| P-12 partners collaborated in the original design of the program. The following P-12 partners collaborated in the program re-design in 2009-2010: Taylor County, Campbellsville Independent, Hodgenville, Marion County, Hardin County, Green County, Larue County, and Adair County. In addition to the teachers and administrators representing a variety of grade levels, two highly skilled educators and a representative from GRECC worked with Campbellsville University graduate faculty in developing a program that would prepare teachers to lead their colleagues in instructional and assessment improvement and overall teaching effectiveness.  Last year, the EPP created an advisory council with teacher representation at every grade level for the purpose of revising all EPP programs and assessments and for the purpose of analyzing program assessment data and making recommendations for program improvement. The advisory council had an introductory dinner where they were introduced to each other and CAEP and the goals for this year were discussed. The advisory council will begin meeting this year along with program faculty to continue to improve the TLMAE and other EPP programs. |

Describe how the EPP collaborates with the Arts and Science faculty and other collaborating unit faculty in the design, evaluation and continuous improvement.

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| Arts and Sciences faculty developed the graduate level content courses that make up the professional specialty portion of the program for candidates who wish to take graduate courses in their content area. In addition, faculty in the EPP collaborated with Arts and Sciences faculty in developing courses in the Environmental Education Endorsement. The EPP also collaborated with TESOL faculty in developing the ESL Endorsement and Business faculty in developing the information technology professional specialty.  Faculty in these programs participate on a committee (TEAC) that reviews program and assessment evaluation data, and makes recommendations for program improvement. |

**Professionally Relevant:** Explain how the EPP will ensure the program of study will strengthen the candidates’ identified certification area and advance career pathways.

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| The professional specialty portion of their program allows candidates to gain advanced level knowledge and understanding of their content area if they choose a content area professional specialty. We also offer endorsements in the areas of gifted and talented education, ESL, and Environmental Education designed to provide candidates additional skill working with diverse populations and additional certification leading to positions as program directors. Other professional specialties such as reading and curriculum provide candidates with advanced knowledge and skill in designing and developing coursework and assessments and in developing classroom-based interventions for struggling students. |

Job-Embedded Professional Experiences: Describe how the program provides and supports job-embedded professional experiences.

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| One of the primary program assessments is the master’s action research project where candidates analyze the learning needs of students in their classroom, research interventions and instructional strategies, choose and implement an intervention or strategy, and collect data. Candidates analyze the results of their study and share the results with other professionals in their school or district. Not only do candidates develop leadership skills useful in their own classroom, they impact the students of other classrooms when their colleagues use some of the interventions/strategies that the candidate has researched and presented on.  Each of the professional core courses in the program includes a field experience related to the content of the course. Some of the field experiences involve interviews and job shadowing of other professionals in the district (ie. instructional supervisor). For example, in ED 660, candidates develop and use formative assessments with their students and in ED 685, candidates develop a class website to provide information for parents. |

Impact on P-12 student learning: Describe how the program will determine candidates’ impact on P-12 student learning.

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| Candidates document their impact on P-12 student learning through their MARPs. They analyze student data and determine learning needs. They research interventions and instructional strategies. They implement the intervention or strategy and collect data on students within their classroom. They analyze the results of the data and determine the impact on their students’ learning. They present their findings to colleagues and other professionals who may in turn use the intervention or strategies with students that they have who exhibit similar learning needs. A part of each MARP includes analysis of the student achievement data and a discussion of the impact of the intervention has on the learning of the students in their classes (participants). |

Field/Clinical Experiences: Describe the field/clinical experiences required in the program that ensure candidates opportunities to work with diverse students.

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| Candidates have a variety of field and practicum experiences throughout their courses working with students within their own classes who include diverse candidates. For example, in ED 655 Empowering Teacher Leaders, candidates conduct a thorough cumulative folder review of assessment and other data for the students in their classroom in order to determine specific learning needs. In ED 665 Research Methods, they conduct research on the learning issues that they students are exhibiting and develop an action research project where they implement an intervention and collect data (ED 670) and analyze the results (ED 675). In addition, many of the professional specialties that candidate choose take along with the professional core include such as the ESL and Gifted and Talented Endorsement include field experiences with a specific population. For example in GTE 530 Psychology of the Gifted, candidates conduct a case study for a gifted student through cumulative records review, observation, and interactions with the student’s teachers, parents, and school counselor, and makes recommendations for working with the student.  [Addendum B](#B) |

Kentucky P-12 Curriculum Requirements

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

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

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| For the MARP and Assessment Design Project, for whichever content area they are in, candidates are required to align/integrate the KAS as appropriate for the content along with the ELA standards, particularly for reading and writing. Content specific standards include the ELA, mathematics, social studies and Next Generation Science Standards. Candidates demonstrate their depth of knowledge in their content area through the design of the interventions of their MARP and through the Assessment Design Project. |

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

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| Candidates apply the Kentucky P-12 Curriculum framework and the Kentucky P-12 School Assessment system in developing a unit with lesson plans and assessments for the Assessment Design Project in ED 660 Formative Assessments and Interventions. All lesson plans require lesson objectives that are directly linked to KAS, and candidates must document the corresponding KAS in the lesson plan. All objectives in the lesson plan must be measured formatively and eventually summatively in order to demonstrate the P-12 student mastery of the standards. This prepares students to demonstrate proficiency on state mandated assessments. Candidates use KTIP Source of Evidence documents for developing lessons in each course. These Sources of Evidence are tagged to specific KTS and PGES standards. |

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

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| Candidates demonstrate their skill and commitment to creating supportive environments that afford all P-12 students access to rigorous college and creer ready standards through the MARP and the Assessment Design Project. Artifacts from these program assessments include lesson and unit plans, a sample assessments, and interventions based on individual student need.  [Addendum C](#C) and [Addendum D](#D) |

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

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

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| Candidates are required to complete the Assessment Design Project and the MARP that demonstrate their ability to create and use formative and summative assessments to guide instruction and measure student achievement toward mastery of the Kentucky P-12 curriculum frameworki.  [Addendum C](#C) and [Addendum D](#D) |

**Do you offer an Endorsement Program(s) to be used to substitute for the Specialization Component?**

**( Yes / No ) – If yes, then select the endorsement programs: Gifted Education**

**Specialization Component: Gifted and Talented Education**

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| The endorsement for Gifted Education includes clinical/professional experiences directly with gifted learners for each of the three courses and corresponding practicums for all three courses. The Gifted Endorsement requires a total of 30 clinical hours. The GTE 520 Introduction to Gifted Education course and the practicum require candidates to complete 10 hours developing a Gifted Student Services Plan (GSSP) for a gifted learner. The GTE 525 Curriculum and Instruction class and the practicum require candidates to develop a Unit of Study that includes differentiated instructional strategies for gifted learners. The third course, GTE 520 Psychology and the practicum requires candidates to do a Case Study focusing on the social and emotional needs of gifted learners.  For lessons and units, in all content areas, candidates are required to align/integrate the KAS as appropriate for the content along with the content literacy standards, particularly for reading and writing. Content specific standards include the ELA, mathematics, social studies and Next Generation Science Standards. The EPP measures candidate depth of knowledge in gifted education utilizing the PRAXIS II (5358). Analysis of portfolio artifacts is also conducted to ensure candidates are able to apply depth of knowledge in planning for instruction and assessment.  Candidates apply the Kentucky P-12 Curriculum framework and the Kentucky P-12 School Assessment system in developing lesson plans and assessments. All lesson plans require lesson objectives that are directly linked to KAS, and candidates must document the corresponding KAS in the lesson plan. All objectives in the lesson plan must be measured formatively and eventually summatively in order to demonstrate the P-12 student mastery of the standards. This prepares students to demonstrate proficiency on state mandated assessments. Candidates use KTIP Source of Evidence documents for developing lessons in each course. These Sources of Evidence are tagged to specific KTS and PGES standards.  In GTE 530 Psychology of the Gifted, candidates do a case study for a gifted student and utilizes school records, interviews with teachers and parents, and student observation in order to fully understand the special learning needs of the student and to make recommendations to school personnel who work with the student. In GTE 520 Introduction to Gifted Education, candidates create a gifted student service plan in conjunction with a gifted student’s teachers and parents. The plan outlines stragies, accomodations, and opportunities needed by the gifted student to reach his/her full learning potential.  In GTE 525 Curriculum for Gifted and Talented, candidates create a unit with lesson plans that include differentiated instruction, learning activities, and formative and summative assessments to enable gifted and talented students to not only master Kentucky’s P-12 curriculum framework, but to go beyond the curriculum to learn at a deeper richer level.  [Addendum E](#E) |

**Specialization Component: English as a Second Language**

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| The endorsement for ESL includes clinical/professional experiences directly with English Language Learners for each of the five courses totaling 30 hours. The candidate participates in 30 hours of site-based classroom field experience for ESL/EFL children and youth. This includes at least two ESL/EFL classes, preferably in two different skill/knowledge areas, at two different levels, P-12, and taught by two different instructors. The 30 hours of field experience for this endorsement must comprise observation, assisting, tutoring, instruction of small/large groups and analyzing the classroom environment.  Before participating in field experiences, a discussion of the Code of Ethics is given and each student must sign the Code of Ethics (704 KAR 20:680) form. Each candidate posts a report of their field experiences.  The candidate documents the experience on the Field Experience Summary Report form and addresses the following elements in the field experiences report:  Place/Institution where you observed the classes  Instructor(s)  What you did in addition to observing  Students’ age, proficiency level, and educational background  Students’ academic orientation, if applicable  Program/Curriculum orientation  Textbook(s) being used  Class size  Topic(s)/ Skills/Grammatical points covered/lessons objectives  How the material is presented  How the material is practiced  How the feedback is provided  Things you like the most about the classes you observed  Things that you would do different if you were to teach the classes  Any suggestions for the instructor and others in this class  For lessons and units, in all content areas, candidates are required to align/integrate the KAS as appropriate for the content along with the content literacy standards, particularly for reading and writing. Content specific standards include the ELA, mathematics, social studies and Next Generation Science Standards. Analysis of the lesson plan assessment is also conducted to ensure candidates are able to apply depth of knowledge in planning for instruction and assessment.  Candidates apply the Kentucky P-12 Curriculum framework and the Kentucky P-12 School Assessment system in developing lesson plans and assessments. All lesson plans require lesson objectives that are directly linked to KAS, and candidates must document the corresponding KAS in the lesson plan. All objectives in the lesson plan must be measured formatively and eventually summatively in order to demonstrate the P-12 student mastery of the standards. This prepares students to demonstrate proficiency on state mandated assessments. Candidates use KTIP Source of Evidence documents for developing lessons in each course. These Sources of Evidence are tagged to specific KTS and PGES standards.  [Addendum F](#F) |

**Specialization Component: Environmental Education**

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| The endorsement for Environmental Education includes clinical/professional experiences directly integrating EE into curriculum. The Environmental Endorsement requires a total of 30 clinical hours.  ED 540, Foundations of Environmental Education, requires candidates to develop an EE unit which will be implemented in ED 542. Candidates work in a classroom with an EE emphasis for a minimum of ten clinical hours while planning this unit. Candidates also visit a local Environmental Agency to participate in and evaluate an organized activity/class/event for a minimum of four hours.  ED 542, Environmental Education Instruction and Materials, requires candidates implement the unit including pre/post assessment, five lessons, and formative assessments for a minimum of ten clinical hours.  ENV 584, Environmental Ethics and Contemporary Environmental Issues, requires candidates to participate in or observe at least one environmental stewardship project in their field for a minimum of two clinical hours.  ENV 516, Stream Ecology for Teachers, requires candidates to demonstrate subject matter and technical proficiency by conducting a student-led field trip for a minimum of four clinical hours.  In ED 540, candidates complete the following assignments:  **Correlate NAAEE, NGSS, CCSM, CCELA (15 points)**  **Assignment Seven: Week Five**  Choose one education level: elementary, middle, or high school from the NAAEE standards. Create either a list or a chart aligning the NAAEE standards to at least ten KAS (NGSS, CCSM, and CCELA) standards from their documents. Copy and paste within the documents to make this work easier. After completing the alignment, reflect on the difficulty of the assignment and suggest how to use such an alignment in the classroom. Identify at least three NAAEE guidelines and three NGSS standards that will fit your unit.  This assignment ensures that candidates understand the link between KAS (NGSS) and NAAEE guidelines. Within the assignment, candidates discuss the KAS standards relevant to their grade level and content.  **Environmental Education Unit (40 points)**  **Assignment Eight: Week Eight**  Create a unit and assessments related to an environmental education topic to be implemented in your classroom. This unit will also include an Institution Review Board proposal. The unit requires at least five lessons, each with formative assessments, and a pre/post summative exams.  This assignment requires candidates to select an environmental education topic and develop a unit. Each lesson must be linked to KAS and NAAEE. Additionally, candidates must include KAS (CCSM and CCELA) standards relevant to their unit.  In ED 542, candidates complete the following assignment:  **Assignment Two: Literature Review based on unit**  **(50 points, due week three)**  Write a two page literature review including at least three research-based empirical studies based on the topic of your unit. Include an explanation of how the unit topic relates to NAAEE guidelines and KAS (NGSS) standards. This paper is to be written in proper APA format.  In ENV 516, candidates are required to develop curriculum/lesson plans related to course content. These documents are linked to appropriate KAS (NGSS, CCSM, and CCELA).  ENV 516 and ENV 584 include comprehensive exams related to KAS DOK.  Candidates in ED 540 design a minimum of five lesson plans utilizing lesson plan templates provided by their school districts or, if necessary, documents provided by SOE which align to KTIP documents. Additionally, when appropriate, they align summative assessments to End of Course Exams or other KPREP exams. Candidates in ED 540 design a minimum of five lesson plans utilizing lesson plan templates provided by their school districts or, if necessary, documents provided by SOE which align to KTIP documents. Additionally, when appropriate, they align summative assessments to End of Course Exams or other KPREP exams. ED 540 units include 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  [Addendum G](#G) |

# **Courses**

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

Provide a list of the program courses (include all courses in the curriculum guide). Ensure that the courses are identified and linked to each instance in this program category in 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. 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.

How will the program ensure quality and consistency of the faculty?

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| All faculty, both full time and adjunct have not only earned advanced degrees and certification in the areas that they teach, but they also all have terminal degrees in their field. |

How will the EPP attain and keep an appropriate balance between full and part-time faculty?

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| The EPP complies with SACS requirements regarding full and part-time/adjunct faculty. |

# Key Assessment Areas

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

# In this section, identify the assessments used to generate data to demonstrate mastery of the Teacher Leader Model Standards. For each assessment area, indicate the type or form of the assessment and when it is administered in the program. EPPs must include assessments to demonstrate TLM alignment. Reference the “Program Review Technical Guide” for additional details. When completing the “Assessments” tab, the EPP can enter all assessments for all programs in one spreadsheet.

# Align to Standards

**Use the Teacher Leader tab on the Program Review Spreadsheet**

# The purpose of the alignment section is to indicate where the evidence is generated in support of the specific standards to be addressed. 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.

# 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 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 for each instance in this program category. If the assessments are the same for each instance, then declare in your narrative that they are the same, or only show those assessments which are different. Reference the “Program Review Technical Guide” for additional details.

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| **Assessment Title:**  **CAP 7 GPA** |
| **Assessment description:**  Candidate GPA is utilized at all CAPs including CAP 7, program completion in order to demonstrate that the candidate has completed program experiences at a sufficient level to practice effectively as a teacher. Grades are routinely used at all levels in education and are accepted predictors of future performance (Soh, 2011; Jones, J., McDonald, C., Maddox, A., & McDonald, S., 2011; Harrell, P., Harris, M., & Jackson, J., 2009).  GPA also documents other candidate qualities not measured by more formal assessments such as giftedness, organization, work ethic and quality of interactions with others (Dickinson & Adelson, 2016; Jones, J. et. al, 2011).  Bradley, Sankar, Clayton, Mbarika and Raju (2007) found that students with higher GPAs perceived they had increased capability of using higher order thinking skills that lead to complex abilities such as integrating and evaluating.  **References**  Bradley, R., Sankar, C., Clayton, H., Mbarika, V., & Raju, P.  (2007).  A study on the impact of       GPA on perceived improvement of higher order cognitive skills.  *Decision Sciences Journal*  *of Innovative Educatio*n, 5(1), 151-167.  Dickinson, E. & Adelson, J.  (2016).  Choosing among multiple achievement measures.  *Journal*  *of Advanced Academics*, 27(1), 4-15.  Harrel, P, Harris, M., & Jackson, J.  (2009).  An examination of teacher quality variables with        passing state content tests.  *Journal for the Association of for Alternative Certification*, 4(2),        18-40.    Jones, J., McDonald, C., Maddox, A. & McDonald, S.  (2011).  Teacher candidate success       on state mandated professional tests:  On predictive measure.  *Education*, 131(4), 90Middle School20.  Soh, K. (2011).  Grade point average:  What’s wrong and what’s the alternative?  *Journal of*  *Higher Education Policy and Management*, 33(1), 27-36.  The minimum GPA requirement to successfully exit the program is 3.0 GPA at CAP 7.  Candidates may not have any grade below a C in any course. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  GPA measures candidate achievement cumulatively on all of the components of all of the standards. Course activities, assignments, and assessments are all linked to KTS and overall GPA documents the level of student mastery of the prescribed coursework. Candidate GPA is utilized at CAP 7, program completion in order to demonstrate that the candidate has completed program experiences at a sufficient level to practice effectively a teacher leader. Grades are routinely used at all levels in education and are accepted predictors of future performance (Soh, 2011; Jones, J., McDonald, C., Maddox, A., & McDonald, S., 2011; Harrell, P., Harris, M., & Jackson, J., 2009). GPA also documents other candidate qualities not measured by more formal assessments such as giftedness, organization, work ethic and quality of interactions with others (Dickinson & Adelson, 2016; Jones, J. et. al, 2011). Bradley, Sankar, Clayton, Mbarika, & Raju (2007) found that students with higher GPAs perceived they had increased capability of using higher order thinking skills that lead to complex abilities such as integrating and evaluating.  The minimum GPA requirement to successfully exit the program is 3.0 GPA. Candidates may not have any grade below a C in any course.  Bradley, R., Sankar, C., Clayton, H., Mbarika, V., & Raju, P. (2007). A study on the impact of  GPA on perceived improvement of higher order cognitive skills. *Decision Sciences Journal of Innovative Educatio*n, 5(1), 151-167.  Dickinson, E. & Adelson, J. (2016). Choosing among multiple achievement measures. *Journal*  *of Advanced Academics*, 27(1), 4-15.  Harrel, P, Harris, M., & Jackson, J. (2009). An examination of teacher quality variables with  passing state content tests. *Journal for the Association of for Alternative Certification*, 4(2),  18-40.    Jones, J., McDonald, C., Maddox, A. & McDonald, S. (2011). Teacher candidate success  on state mandated professional tests: On predictive measure. *Education*, 131(4), 905-920.  Soh, K. (2011). Grade point average: what’s wrong and what’s the alternative? *Journal of*  *Higher Education Policy and Management*, 33(1), 27-36. |
| **Discuss the data analysis for this assessment:** Candidates for the past three cycles, 2013-2014, 2014-2015, and 2015-2016 have consistently exited the program with a 3.8 (average) cumulative GPA. This demonstrates that candidates are able to progress through the program. The three cohorts of candidates entered the program with an average cohort GPA of 3.4-3.5 demonstrating improvement in overall GPA as candidates progressed through the program.  This improvement could be due to the maturity of a graduate student versus a bachelor level student. It could also be a result of candidates taking courses only in their field as opposed to the general education requirements most bachelor candidates are required to complete. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  **Grading Scale:** A 90-100%  B 80-89%  C 70-79%  D 60-69%  F 0-59% |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  Several studies support the reliability and validity of decisions made based on GPA.   Bacon and Bean (2006) studied the reliability and validity of the cumulative GPA and determined the reliability to be “quite high” (p.38).  They recommended when using GPA in research, for reliability and validity purposes using the overall GPA as opposed to program only GPA.  This coincides with a study commissioned by the New Jersey State Board of Education (2007) which found that use of the overall GPA was more reliable and valid than a single year GPA or a major or content area GPA.  The National Education Association (NEA) described GPA as a more reliable predictor of future student success than other assessments because it “…capture[s] content, knowledge, and skills critical to success, such as perseverance and self-control” (n.d., p. 1).   In addition, GPA is considered a valid predictor of future success (Herrera & Blair, 2015).  Love, Holter, and Krall (1982) found GPA to be a “significant predictor” of success on the comprehensive examination for a medical professional program at West Virginia University and the Board of Registry examination.  References:  Bacon, D. & Bean, B.  (2006).  GPA in research studies:  An invaluable but neglected opportunity.  *Journal of Marketing Education*, 28(1), 35-42.  Herrera, C. & Blair, J.  (2015).  Predicting success in nursing programs.  *Research in Higher Education*,       28, 1-8.  Love, B., Holter, J., & Krall, J.  (1982).  Validity of grade point average as a predictor of student success.  *Laboratory Medicine*, 13(3), 186-194.  National Education Association.  (n.d.).  Indicators of future success:  GPA and noncognitive skills.       Retrieved from: <https://www.nea.org/assets/docs/Indicators_of_Success-BGH_ac5-final.pdf>.  New Jersey State Board of Education.  (2007).  *Summary of Grade Point Average Research*.  Retrieved        From:   [*www.state.nj.us/education/sboe/meetings/2007/.../GPA%20research%20discussion.doc*](http://www.state.nj.us/education/sboe/meetings/2007/.../GPA%20research%20discussion.doc) |
| **Describe how the data from this assessment is used for the continuous improvement of this program.**  Based on the consistency and level of the overall GPAs through three cohorts, no changes to the program have been made. |
| **Assessment Title:**  **Assessment Design Project** |
| **Assessment description:**  The Assessment Design Project is used once in ED 660, Formative Assessment. The intended use of the assessment is measure student ability to write a unit including key aspects of formative assessment discussed in class. The assessment measures student ability to develop lesson plans and key assessments. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Each component of the assessment design project is aligned to appropriate Kentucky Teacher Standards, InTASC standards, and CAEP standards. The Rationale for the Unit measures candidate proficiency on KTS 1.1, 1.2, and 2.4. The Assessment Plan measures candidate proficiency on KTS 2.2, 4.2, and 5.4. The Lesson Sketches measure candidate proficiency on KTS 1.3, 1.4, 1.5, 2.5, 4.5, 6.1, 6.2, and 6.3. The Five Formative Assessments measure candidate proficiency on KTS 5.1, 5.2, 5.5, 5.4, and 7.1. |
| **Discuss the data analysis for this assessment:** The Assessment Design Project was developed and first utilized with candidates during the 2013-2014 year. In the 2014-2015 academic year, a scoring rubric that measured candidate proficiency on the KTS was developed and piloted. After the scoring rubric was revised based on the pilot, data from the 2015-2016 year cohort was analyzed for program improvement.  The average score of all KTS for candidates was a 2.67 out of 4.0. Candidates scored highest on KTS 1.1 Communicates concepts, processes, and knowledge, KTS 5.2 Uses formative assessments, KTS 5.4 Describes, analyzes, and evaluates student performance, and KTS 7.1 Uses data to reflect on and evaluate student learning, scoring a 3.0 out of 4.0. The lowest average score, 2.22 out of 4.0 was for KTS 1.5 Identifies and addresses students’ misconceptions of content. This was consistent with the 2013-2014 cohort’s performance on the MARP for this KTS and indicates a need for deeper understanding of content for our candidates.  Faculty discussion about candidate performance on KTS 1.5 focused on the language in the advanced level performance “Consistently…” It was acknowledged that candidates sometimes perform this and sometimes do not. Also, a discussion about the need for greater reflection that we sometimes do not see across the board in our programs was linked to the low score in this area. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  [**Addendum C**](#C) |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  The Assessment Design Project Rubric was reviewed by the graduate committee and full School of Education faculty. Each component of the assessment design project is aligned to appropriate advanced level Kentucky Teacher Standards, InTASC standards, and CAEP standards. The scoring rubric was designed by the course professor and aligned to the standards. It  was reviewed by the graduate committee and fullSchool of Education faculty. The course and assessmentwere developed by a CU professor. The scoring rubricwas developed and aligned to the standards by the course professor.  According to the EPP Selected Improvement Plan 2016-2020, the assessment is scheduled to have a Lawshe’s content validity study conducted on it during the 2017-2018 academic year. Since the assessment is currently utilized and scored by only one professor, an interrater reliability study is not necessary at this time. If the assessment begins to be used by more than one professor, interrater reliability studies will be conducted. |
| **Describe how the data from this assessment is used for the continuous improvement of this program.**   1. Based on the candidate performance on KTS 1.5, a student learning objectives was added to the SACS Program Improvement Plan for CU: Candidates will score an average of 2.7 of 4.0 on KTS 1.5 *Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices*. |
| **Assessment Title:**  **Master’s Action Research Project (MARP)** |
| **Assessment description:**  The [Masters Action Research Project (MARP](#H)) is used throughout [ED 665](https://campbellsville.sharepoint.com/SOE_Accreditation/Shared%20Documents/Advanced%20Programs/School%20Counseling/SGCED%20665%20Research%20Methods%20Syllabus.docx), [ED 670](https://campbellsville.sharepoint.com/SOE_Accreditation/Shared%20Documents/Advanced%20Programs/School%20Counseling/SGCED%20670%20Action%20Research%20Practicum%20I%20Syllabus.docx), and [ED 675](https://campbellsville.sharepoint.com/SOE_Accreditation/Shared%20Documents/Advanced%20Programs/School%20Counseling/SGCED%20675%20Action%20Research%20Practicum%20II%20Syllabus.doc), three of the required courses in the Teacher Leader Master of Arts in Education (TLMAE), Teacher Leader Master of Arts in Special Education (TLMASE), and MAEd in School Counseling programs. In [ED 665](https://campbellsville.sharepoint.com/SOE_Accreditation/Shared%20Documents/Advanced%20Programs/School%20Counseling/SGCED%20665%20Research%20Methods%20Syllabus.docx), candidates plan their [MARP](#H) and write the introduction, background, and methodology. At the beginning of this course, candidates are introduced to the [MARP](#H) scoring guide. In [ED 670](https://campbellsville.sharepoint.com/SOE_Accreditation/Shared%20Documents/Advanced%20Programs/School%20Counseling/SGCED%20670%20Action%20Research%20Practicum%20I%20Syllabus.docx), candidates implement their [MARP](#H) and collect data. During [ED 670](https://campbellsville.sharepoint.com/SOE_Accreditation/Shared%20Documents/Advanced%20Programs/School%20Counseling/SGCED%20670%20Action%20Research%20Practicum%20I%20Syllabus.docx), candidates revise their introduction, background, and methodology based on feedback from the [ED 665](https://campbellsville.sharepoint.com/SOE_Accreditation/Shared%20Documents/Advanced%20Programs/School%20Counseling/SGCED%20665%20Research%20Methods%20Syllabus.docx) professor. The [ED 670](https://campbellsville.sharepoint.com/SOE_Accreditation/Shared%20Documents/Advanced%20Programs/School%20Counseling/SGCED%20670%20Action%20Research%20Practicum%20I%20Syllabus.docx) professor provides more feedback on these three components in preparation for candidates to revise again in [ED 675](https://campbellsville.sharepoint.com/SOE_Accreditation/Shared%20Documents/Advanced%20Programs/School%20Counseling/SGCED%20675%20Action%20Research%20Practicum%20II%20Syllabus.doc). In [ED 675](https://campbellsville.sharepoint.com/SOE_Accreditation/Shared%20Documents/Advanced%20Programs/School%20Counseling/SGCED%20675%20Action%20Research%20Practicum%20II%20Syllabus.doc), candidates analyze their data and draw conclusions. They complete their final revisions of the first three components based on feedback from the [ED 670](https://campbellsville.sharepoint.com/SOE_Accreditation/Shared%20Documents/Advanced%20Programs/School%20Counseling/SGCED%20670%20Action%20Research%20Practicum%20I%20Syllabus.docx) professor and submit a final revision of the entire document. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Section I: Introduction, measures the advanced level performance indicators of KTS 1.2 and KTS 1.3. Section II: Background, measures performance on KTS 1.1. Section II: Methodology measures candidate performance on KTS 2.2, 2.3, 2.4, 3.1, 3.3, 4.1, 4.2, 4.3, 6.1, 6.2, 8.1, 8.2, and 8.3. Section IV: Data Results/Analysis measures candidate performance on KTS 1.1, 5.1, 5.2, 5.3, 5.4, 5.6, 6.4, and 8.4. Section V: Discussion measures candidate performance on KTS 7.1, 7.2, and 8.4. |
| **Discuss the data analysis for this assessment:**  The cohort average has dropped slightly over the past three cohorts moving from a 2.96 of 4.0 average on all KTS for the 2013-2014 cohort to a 2.7 of 4.0 average on all KTS for the 2015-2016 cohort. Candidates scored the highest on KTS 1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning with an average score of 3.0 for the first two cohorts and 2.98 for the 2015-2016 cohort.  The lowest averages for each cohort were on different KTS indicators each year. For the 2013-2014 cohort, the lowest average score, 2.7 of 4.0, was for KTS 1.5 Identifies and addresses students’ misconceptions of content. For the 2014-2015 cohort the lowest average was for KTS, 2.75 of 4.0, was for KTS 1.1 Communicates concepts, processes, and knowledge. For the 2015-2016 cohort, the lowest average, 2.33 of 4.0, was for KTS 4.2, Implements instruction based on diverse student needs and assessment data. Both of these standards and all three of these indicators have to do with the application of content and pedagogical knowledge.  Faculty conversation around this data focused on a need already identified in the EPP Selected Improvement Plan 2016-2020. Earlier in the year, based on first time PRAXIS pass rates, the faculty selected as their area of improvement for the next four years, content knowledge and assessment. In addition to first time PRAXIS pass rates, other documentation that supports our area for improvement decision is survey data collected from 13 P-12 partners at our candidate exit event in November, 2016. The survey measured partner’s perceptions regarding how prepared our candidates were to meet InTASC standards and to work with diverse populations. Our lowest result was for InTASC Standard 5, Application of Content. Other lower results were in the areas of differentiation, working with ELLs, and closing the achievement gap.  In addition, faculty discuss regularly the need for more diverse candidates in our program for our candidates to have conversations that lead to greater understanding of learning needs of diverse populations. The low score on KTS 4.2 underscores this need.  The data from the MARP further supports the faculty selected improvement plan area and demonstrates the need not only in the initial programs, but the advanced programs as well. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  [**Addendum D**](#D) |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  The assessment measures what it is purported to measure because it was created and reviewed by a field of experts in the Campbellsville University graduate committee. The rubric is based on the advanced-level performance indicators of the *Kentucky Teacher Standards* which are mandated teacher performance standards for teacher candidates in Kentucky. The rubric provides four levels of performance for each of the indicators.  The professors teaching [ED 665](https://campbellsville.sharepoint.com/SOE_Accreditation/Shared%20Documents/Advanced%20Programs/School%20Counseling/SGCED%20665%20Research%20Methods%20Syllabus.docx), [ED 670](https://campbellsville.sharepoint.com/SOE_Accreditation/Shared%20Documents/Advanced%20Programs/School%20Counseling/SGCED%20670%20Action%20Research%20Practicum%20I%20Syllabus.docx), and [ED 675](https://campbellsville.sharepoint.com/SOE_Accreditation/Shared%20Documents/Advanced%20Programs/School%20Counseling/SGCED%20675%20Action%20Research%20Practicum%20II%20Syllabus.doc) use the assessment. The same three professors typically teach these courses. They were trained on using the assessment either upon creation of the document or upon hire. One professor who was involved in the creation of the process worked with graduate faculty to determine how the [MARP](#H) was to be implemented and scored. The other two professors were hired after it was created. Prior to teaching the courses for the first time, they were provided copies of the [MARP](#H) scoring guide and were able to ask the graduate faculty questions. Additionally, they were provided with sample [MARPs](#H) created by prior students as well as their completed scoring guides. This allowed them to see what was expected of students before they taught the course.  **Original Rubric**  The development of the original rubric was as follows: We carefully reviewed each component of the [MARP](#H) and the requirements within them. Next we read the Advanced Level Kentucky Teacher Standards and matched them.  Validity was established by the field of experts in the Campbellsville University graduate committee who created, reviewed, and revised the [MARP](#H) document. The [MARP](#H) scoring guide is reviewed yearly and revised based on feedback from students and professors.  **Revised Rubric**    The development process of the revised [MARP](#H) rubric is as follows:   1. Consulting our current [MARP](#H). 2. Reviewing seven action research rubrics online by other universities for comparison. 3. Reviewing three action research textbooks (Hendricks, Johnson, and Mills). 4. Reviewing the APA manual. 5. Reviewing the CAEP rubric guidelines.   **Current Revision Process**  The [MARP](#H) was submitted as part of CAEP’s Early Instrument Review Report in September, 2016. Revisions to the instrument were made based on feedback from that report. Lawshe’s method was used on the rubric with P-12 experts in the field. There was at least 63% agreement that 58 of the components were essential. For Section 1 Introduction and Section 4 Data Results and Analysis there was agreement that all components were essential. Graduate faculty met this spring to discuss possible revisions based on the indicators with CVRs below 70%. Faculty were in agreement with the P-12 experts that eight of the 12 components were useful but not essential, and these components were eliminated. The other four components were revised to make them essential. A new Lawshe’s content assessment will be conducted with the revised document during this academic year, and an overall CVI for the total assessment will be determined. |
| **Describe how the data from this assessment is used for the continuous improvement of this program.**   1. Based on the candidate performance on KTS 1.5, a student learning objectives was added to the SACS Program Improvement Plan for CU: Candidates will score an average of 2.7 of 4.0 on KTS 1.5 *Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices*. 2. Based on the candidate performance on KTS 4.2, a student learning objectives was added to the SACS Program Improvement Plan for CU: Candidates will score an average of 2.7 on KTS 4.2 *Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances*. 3. Based on candidate performance on KTS 4.2, and the new demands of CAEP standards, the EPP will create a new diversity recruitment program with the goal being that candidates will engage in scholarly discussion on topics related to teacher leadership and program experiences with diverse peers. |
| **Assessment Title:**  **Dispositional Assessment** |
| **Assessment description:**  Dispositional Assessments measure the personal qualities and characteristics that effective teachers demonstrate. They reflect the values and ethics we want our candidates to possess. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  **CAP 5 disposition indicators:**   1. **Candidate demonstrates knowledge of content**   KTS Standard 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE  The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.   1. **Candidate demonstrates a commitment to professionalism**   KTS Standard 9:EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT  The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.   1. **Candidate is committed to honesty and ethical conduct**   KTS Standard 7:REFLECTS ON AND EVALUATES TEACHING AND LEARNING  The teacher reflects on and evaluates specific teaching/learning situations and/or programs.  **CAP 7 disposition indicators:**  **1. Professional Conduct:**  1.1 Respect for cultural and individual differences by providing equitable learning opportunities for all students  1.2 Respects rights of students and families (no sarcasm, demeaning comments, etc.)  1.3 Respect for cultural and individual differences by providing equitable learning opportunities for all students  1.4 Attentive to confidentiality; maintains secure student records, correspondence, and conversations  1.5 Demonstrates ethical conduct as defined by the profession and the Kentucky Education Professional Standards Board. Has not unethical misbehavior, online misbehavior, or unprofessional dress or speech.  1.6 Displays appropriate professional behavior and a positive attitude; acts in a mature manner; accepts constructive criticism  STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING  The teacher reflects on and evaluates specific teaching/learning situations and/or programs.  STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS  The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.  **2. Professional Communication**  2.1 Language is appropriate to student’s age and level of development  2.2 Is articulate in oral and written communication with (emails, conversations with peers/professors/field school sites)  2.3 Free of grammar and punctuation mistakes  2.4 Perceptive listener; consistently uses active listening to acknowledge message of the speaker  2.5 Establishes relationships with families, engaging them frequently in the instructional program in a culturally appropriate manner  STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE  The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.  STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION  The teacher introduces/implements, manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.  STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS  The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.  **3. Professional Responsibilities**  3.1 Uses sound judgment/reasoning, seeks and applies wisdom, uses critical thinking, effective problem solver, effective decision maker  3.2 Maintains and uses a professional teacher-student and teacher-parent relationship  3.3 Demonstrates a willingness to work with other professionals to improve the overall learning environment for students 3.4 Demonstrates a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field; seeks out opportunities for professional development and research  3.5 Takes a leadership role with colleague  STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE  The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.  STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION  The teacher introduces/implements, manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.  STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS  The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.  STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT  The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.  STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION  The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.  **4. High Expectations**  4.1 Establishes and sets goals (on paper) for student success  4.2 Establishes a culture where all students know they are seen as high achievers  4.3 Establishes a classroom where interactions support learning and hard work  4.4 Promotes cross cultural learning; treats all students equitably, promotes social justice and promotes understanding of learning strengths and needs.  STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE  The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.  **5. Engages in Effective Practice/Reflection**  5.1 A desire to analyze concepts, evaluate practices, experiment, and initiate innovative practices as needed; beyond fact-telling  5.2 A commitment to self-reflection to recognize in all students physical, cognitive, social, and emotional development  5.3 A commitment to recognize self-reflection combined to experiences leads to professional growth  5.4 A commitment to challenge all students to learn and to help every student succeed  5.5 A belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners  STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE  The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.  STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT  The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.  STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION  The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being. |
| **Discuss the data analysis for this assessment:**  For the 2013-2014 cohort, candidates and faculty scored the candidates at the same level for component. The total average was 4.9 of 5.0 for each component. For the 2014-2015 cohort, did not score candidates at exactly the same level for each component, but it was close enough that the average was the same for each component. The total dispositional average for this cohort was 3.4 of 4.0. For the 2015-2016 cohort, the dispositional average was 3.1 of 4.1. The highest average was 3.2 of 4.0 on the components of Professional Responsibility and Professional Communication. The lowest average was 3.0 of 4.0 on the components of Professional Conduct, Professional Service, Field Experiences, and Reflective Practice.  Faculty noted that there was more diversity of scoring since the instrument was revised for the 2014-2015 academic year. The need for an instrument that could drill down into the standards and identify dispositional weaknesses was discussed. Based on the scores, it was also determined that training on the use of the dispositional assessment was warrented. The new dispositional standards that are part of the InTASC standards were also discussed. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  [Addendum I](#I) |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  The Dispositional Assessment was developed by a five person faculty committee who sought input from classroom teachers and administrators and other faculty. The process for using the assessment based on feedback from the classroom teachers and administrators who were clinical partners. They reported not wanting to give the disposition assessment to students to turn in. Based on this feedback, the form was put online and made interactive. The assessment is aligned to Kentucky Teacher Standards and NCATE Standards. Construct validity was established by utilizing the scoring levels and framework from Kentucky TPGES (adapted from Charlotte Danielson's framework) and creating "critical attributes" that describe each performance level. The rubric provides actionable feedback.  By utilizing the format and levels from the TPGES document, clinical partners were already familiar with how to use the dispositional assessment. School of education faculty were trained using the document in a faculty meeting. |
| **Describe how the data from this assessment is used for the continuous improvement of this program.**  The dispositional assessment was added to the selected improvement plan to be revised/redesigned to measure the Kentucky Teacher Performance Standards and for a Lawshe’s content validity study and interrater reliability study for this academic year. |

# 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 Teacher Leader Model 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 supplements 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.

**Assessment data analysis summary:**

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| --- |
| GPAs for this program demonstrates that the standards our candidates academically have the ability to perform well on the standards and consistently do. The Assessment Design Project and the MARP demonstrate that candidates lowest performance is on KTS 1 and KTS 4 which both have to do with application of content and pedagogical knowledge. As a result, these standards are the focus of program improvement for the coming year. Goals, objectives, and activities have been implemented into the EPP SACS Program Improvement Plan and the EPP Selected Improvement Plan 2016-2020 which will specifically address and improve candidate performance on KTS 1.5 and 4.2.  In addition to these improvements, both the Assessment Design Project and the MARP will be revised/redesigned to measure the new Kentucky Teacher Performance Standards and a Lawshe’s content validity ratio for each component will be established. |

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

|  |
| --- |
| Based on the data analysis for this program, faculty determined that there is a need for improved measures of data collection. Due to a lack of three years of cohort data on the Assessment Design Project, the assessment system for the EPP was revised during the 2016-2017 academic year and will be fully implemented during the 2017-2018 academic year as follows:   1. Traditionally, all data has been collected by one data entry specialist who developed summary data reports. This year, we have three data entry specialists collecting and entering data. Each of the data entry specialists received training on entering the data into ACCESS and generating reports for analysis. 2. In the past, initial data review for all programs was the responsibility of the assessment coordinator. She then created power point presentations of the data for a spring data retreat that involved the entire faculty. She will still collect the summary data reports, but she will review the reports with a newly formed assessment committee. 3. Once the summary data reports are reviewed by the assessment committee, they will be sent to program level committees for analysis. 4. In the past, data analysis for all programs was completed in the spring by the entire faculty. This year program level committees made up of program faculty and P-12 partners will review program data. This process will occur throughout the year. 5. The program level committees will develop program improvement proposals based on the data analysis. The data and proposals will be presented at either the undergraduate or graduate faculty meetings where they will be approved and sent on or not approved and sent back to the program level committee. Undergraduate and graduate faculty will then forward approved proposals to the full faculty for a vote.   Goals, objectives, and activities have been implemented into the EPP SACS Program Improvement Plan and the EPP Selected Improvement Plan 2016-2020 which will specifically address and improve candidate performance on KTS 1.5 and 4.2.  In addition to these improvements, the Assessment Design Project, the MARP, and the dispositional assessment will be revised/redesigned to measure the new Kentucky Teacher Performance Standards and a Lawshe’s content validity ratio for each component will be established. |

**Addendum A**

**CAMPBELLSVILLE UNIVERSITY SCHOOL OF EDUCATION**

**Teacher Leader Master of Arts in Education Curriculum Guide Sheet**

Name Ethnicity Gender

Address

Telephone# Email Address

Current Certification(s)

CAP 5 CAP 6 CAP 7

|  |  |  |
| --- | --- | --- |
| CAP 5 | CAP 6 | CAP 7 |
| Bachelor’s Degree from accredited institution  \_\_\_\_\_\_\_State \_\_\_\_\_\_\_\_ Degree  \_\_\_\_\_Copy of valid Teacher’s Certificate or Statement of Eligibility  Official Transcript \_\_\_\_\_Y \_\_\_\_\_N  Cumulative GPA 2.75 or 3.0 on last 30 hours \_\_\_\_\_\_Y \_\_\_\_\_\_N  GPA\_\_\_\_\_ Review date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  \_\_\_\_\_Professional Growth Plan (PGP); if teaching, submit the one  on file with the district of employment  Three (3) Disposition recommendations (recommended: immediate supervisor, colleague, self)  (1)\_\_\_\_\_\_\_\_ (2) \_\_\_\_\_\_\_\_ (3)\_\_\_\_\_\_\_\_  \_\_\_\_\_One –page essay on rationale for graduate study  \_\_\_\_\_KY Code of Ethics (signed)  \_\_\_\_\_Character & Fitness(signed)  \_\_\_\_\_Diversity Survey Signed  \_\_\_\_\_State Criminal Background Check  (if not teaching)  \_\_\_\_\_Statement of Acknowledgement/Commitment  (signed) (see back of form)  \_\_\_\_\_Curriculum Contract/Guide sheet (signed)  **Option Selected:**  \_\_\_ ESL Endorsement    \_\_\_Gifted and Talented Endorsement  \_\_\_Environmental Education Endorsement  \_\_\_Professional Specialty Option: specify area\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_ Credit Hours Completed  (15 earned hours)  \_\_\_\_\_ Disposition Recommendation  (Faculty) | Transcript Review  \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_Transcript Attached  \_\_\_\_\_Master Action Research Project Grade  \_\_\_\_\_Oral Presentation on MARP  \_\_\_\_\_Leadership Professional Growth Plan  \_\_\_\_\_Assessment Design Project Grade  \_\_\_\_\_Two Disposition Recommendations    (1)\_\_\_\_\_ (self) (2) \_\_\_\_\_ (faculty)  \_\_\_\_\_CA-1 Form Completed and Attached  \_\_\_\_\_Application for Additional Credentials  \_\_\_\_\_Graduation Application  \_\_\_\_\_Transcript Request |

**I. Professional Core: 18 hours**

**Course No. Course Title Hours Term Grade**

**ED 599 Entry to TP**+ **0** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ED 655 Empowering Teacher Leaders 3** \_\_\_\_\_\_\_\_\_ \_\_\_\_\_

**ED 660 Formative Assessment & Intervention 3** \_\_\_\_\_\_\_\_\_ \_\_\_\_\_

**ED 665 Research Methods 3** \_\_\_\_\_\_\_\_\_ \_\_\_\_\_

**ED 670 Action Research Practicum I 1.5** \_\_\_\_\_\_\_\_\_ \_\_\_\_\_

**ED 675 Action Research Practicum II 1.5** \_\_\_\_\_\_\_\_\_ \_\_\_\_\_

**ED 685 Digital-Age Technology 3** \_\_\_\_\_\_\_\_\_ \_\_\_\_\_

**ED 690 Supervision of Instruction 3** \_\_\_\_\_\_\_\_\_ \_\_\_\_\_

+If currently employed with a school district, a criminal background check may not be required.

**II. Professional Specialty Option: 12 hours**

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**III. Additional Courses (as arranged or required):**

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Total # Hours (30-33)

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

**Student Signature Date**

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

**Advisor Signature Date**

**Addendum B**

**Campbellsville University School of Education**

**Teacher Leader Master of Arts in Education**

**Field Experience Requirements Matrix**

*Candidates complete an array of field experiences as part of professional education courses in partial fulfillment of program requirements for Teacher Leader MAE program. All experiences require candidates to reflect. Elementary, middle and high school settings provide multiple opportunities for candidates to complete the requirement. Students are required to complete a minimum of* ***36*** *hours.*

|  |  |  |
| --- | --- | --- |
| **Course Number and Title** | **Public School Field Hours** | **Purpose/Example of Activities in Classroom** |
| ED 655  Empowerment for Teacher Leadership | 6  Write a reflection | Review the cumulative folders for all students in the classroom where you currently teach or will be implementing the research project to determine the primary learning needs of the class. **(5 hours)**  Use the information collected to develop the research topic. **(1 hour)** |
| ED 660  Formative Assessment and Intervention for All Students | 6  Write a reflection | In collaboration with the school and or district RTI consultant, review and analyze RTI data in a school setting.  Use assessment information in making eligibility, program, and placement decisions for individuals with disabilities and those students from culturally and/or linguistically diverse backgrounds. |
| ED 665  Research Methods | 6  Write a reflection | Design a research question. **(1 hours)**  Collaborate with a building principal and discuss possible ways to investigate the research question in their building. **(2 hours)**  Collaborate with a classroom to discuss the logistics of implementing the research. **(2 hour)**  Write a draft of the letter of consent that will be sent in ED 670. Get IRB approval for the study.**(1 hour)** |
| ED 670  Action Research Project Practicum I | 3  Write a reflection | Letter of consent informing parents of study. **(2 hours)**  Begin implementation of an Action Research Project in a school setting. **(1 hour)** |
| ED 675  Action Research Project Practicum II | 3  Write a reflection | Continue implementation and analysis of ARP research data. |
| ED 685  Digital-Age Technology for Teaching and Learning | 6  Write a reflection | In collaboration with the district technology coordinator, review and analyze a district’s technology plan in the following areas: personnel, state mandates, budgeting,  professional development, equipment purchase,  and maintenance, and assistive technologies. (**4hours)**  Shadow a district technology coordinator.  (**2 hours)** |
| ED 690  Supervision of Instruction | 6  Write a reflection | Interview a district level instructional supervisor on job related responsibilities. One hour can be for scheduling and preparation for the interview. **(3 hours)**  Shadow an instructional supervisor. **(3 hours)** |

**Addendum C**

**ED 660 Assessment Design Project**

During ED 660, you will create an assessment design project. The purpose of this assessment is to ensure that CU candidates can successfully develop formative assessments that align with Kentucky Academic Standards within a unit.

The ADP includes the following elements:

* **Rationale**
* **Assessment plan**
* **At minimum of three lesson sketches**
* **A minimum of five formative assessments**
* **Reflection**

**The Assessment Design Project is worth 250 points; you must score a minimum of 195 points. The ADP will additionally be scored based on KTS, InTASC, and CAEP standards on a scale from 1-4 for data collection purposes. You must score a minimum of two on each standard indicator.**

**You can earn ten additional extra credit points if you self-assess your unit using the scoring rubric by turning in the rubric when you submit your assessment design project.**

**ED 660 Assessment Design Project Scoring Rubric**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Rationale of Unit (\_\_\_\_/30 points)**  **The rationale is a written document which explains the purpose of the unit and why it was selected. Rationale should include a discussion of the following questions:**   * **Why was the unit topic selected?** * **Why is the unit topic important to students?** * **What are the key Kentucky Academic Standards included in the unit?** * **How are key components of unit related to state standards for assessment and real-life application?** * **What were your previous experiences teaching the unit and what challenges did you face?**   **The ADP will be scored based on KTS, InTASC, and CAEP standards on a scale from 1-4 for data collection purposes. You must score a minimum of two on each standard indicator.**  **Kentucky Teacher Standards Advanced Level Performance Indicators**  \_\_\_\_ KTS 1.1 Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.  \_\_\_ KTS 1.2 Effectively connects content to students’ life experiences including, when appropriate, prior learning in the content area or other content areas.  \_\_\_ KTS 2.4 Plans a learning sequence using instructional strategies and activities that build on students’ prior knowledge and address learning objectives.  **Interstate New Teacher Assessment Support Consortium Standards (InTASC)**  **\_\_\_ Standard #9: Professional Learning and Ethical Practice** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.  **Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced Programs**  \_\_\_ **A.1.1** Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:  • Applications of data literacy;  • Use of research and understanding of qualitative, quantitative and/or mixed methods research  methodologies;  • Employment of data analysis and evidence to develop supportive school environments;  • Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers,  administrators, community organizations, and parents;  • Supporting appropriate applications of technology for their field of specialization; and  • Application of professional dispositions, laws and policies, codes of ethics and professional standards  appropriate to their field of specialization. | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Does not explain why unit was selected  Does not reflect on prior experiences | Explains why unit was selected based on either content for state standard assessments OR real-life application  Reflects on prior experiences teaching without discussing unit OR what challenges were faced | Explains why unit was selected including why topic is important to students, emphasizing importance of content for state standard assessments OR real-life applications  Reflects on prior experiences teaching unit OR what challenges were faced | Explains why unit was selected including why topic is important to students, emphasizing importance of content for state standard assessments, AND real-life applications  Reflects on prior experiences teaching unit AND what challenges were faced |
| **Assessment Plan (\_\_\_/30 points)**  **The Assessment Plan is a chart including KAS, measurable lesson objectives, formative assessments, and a rationale for each assessment explaining why the assessment was selected, how it matched the objective and KAS.**  Copy and complete the chart below:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Lesson Number** | **Kentucky Academic Standard** | **Measureable Lesson Objective** | **Formative Assessment** | **Rationale for assessment (why selected, how assessment matches objective, standard)** | |  |  |  |  |  |   **Kentucky Teacher Standards Advanced Level Performance Indicators**  \_\_\_ KTS 2.2 Plans and designs instruction that is based on significant contextual and pre-assessment data.  **Interstate New Teacher Assessment Support Consortium Standards (InTASC)**  \_\_\_ **Standard #6: Assessment** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Does not include at least two lessons, standards, objectives, and formative assessments within the chart  Does not include an explanation of how teacher will use formative assessment results | Includes at least two lessons, standards, objectives, and formative assessments within the chart  Includes a *rationale* for selected formative assessments explaining the link between lesson objectives OR KAS and formative assessment OR how formative assessments will inform student learning | Includes all lessons, standards, objectives, AND all formative assessments within the chart  Includes a *rationale* for selected formative assessments explaining the link between lesson objectives OR KAS and formative assessment AND how formative assessments will inform student learning | Includes all lessons, standards, objectives, AND all formative assessments within the chart which is well-organized and easy to read  Includes a *rationale* for selected formative assessments explaining the link between lesson objectives AND KAS and formative assessment AND how formative assessments will inform student learning |
| **Lesson Sketches (\_\_\_/50 points)**  **The ADP includes a minimum of Three Lesson Sketches using the template provided. One lesson sketch must integrate technology.**  \_\_\_ KTS 1.3 Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.  \_\_\_ KTS 1.4 Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.  \_\_\_ KTS 1.5 Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.  \_\_\_ KTS 2.5 Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.  \_\_\_ KTS 4.5 Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.  \_\_\_ KTS 6.1 Uses appropriate technology to design and plan instruction that supports and extends learning of all students.  \_\_\_ KTS 6.2 Designs and implements research-based, technology-infused instructional strategies to support learning of all students.  \_\_\_ KTS 6.3 Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.  **Interstate New Teacher Assessment Support Consortium Standards (InTASC)**  **\_\_\_**\_\_\_ **Standard #1: Learner Development** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.  **\_\_\_ Standard #2: Learning Differences** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.  **\_\_\_ Standard #3: Learning Environments** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.  **\_\_\_ Standard #4: Content Knowledge** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.  \_\_\_ **Standard #5: Application of Content** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.  **Standard #7: Planning for Instruction** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.  **\_\_\_ Standard #8: Instructional Strategies** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| At least one lesson sketches includes a learning objective that is NOT measureable and NOT related to at least one Kentucky Academic Standard  At least one lesson sketch explains what the teacher OR students will be doing  Unit does not include at least one lesson including teacher or student use of technology  At least one lesson sketch includes a formative assessment; assessment does not match the objective OR lesson activities  Lesson sketches DO NOT include specific questions to facilitate higher-order thinking (i.e., Bloom’s Taxonomy) | At least two lesson sketches includes a learning objective that is NOT measureable BUT is related to at least one Kentucky Academic Standard  At least two lesson sketches explain what the teacher OR students will be doing  At least one lesson includes teacher use of technology  At least two lesson sketches includes a formative assessment that matches the objective OR lesson activities  At least one lesson sketch includes specific questions to facilitate higher-order thinking (i.e., Bloom’s Taxonomy) | At least two lesson sketches includes a learning objective that is measureable AND clearly states what students will be able to do which is related to at least one Kentucky Academic Standard  At least two lesson sketches explain what the teacher AND students will be doing  At least one lesson includes student use of technology  At least two lesson sketches include a formative assessment that matches the objective AND lesson activities  At least two lesson sketches include specific questions to facilitate higher-order thinking (i.e., Bloom’s Taxonomy) | Each lesson sketch includes a learning objective that is measureable AND clearly states what students will be able to do which is related to at least one Kentucky Academic Standard  All lesson sketches explain what the teacher AND students will be doing  At least one lesson includes teacher AND student use of technology  Each lesson sketch includes a formative assessment that matches the objective AND lesson activities  Each lesson sketch includes specific questions to facilitate higher-order thinking (i.e., Bloom’s Taxonomy) |
| **Minimum of Five Formative Assessments (\_\_\_/100 points)**  **The ADP should include a minimum of Five Formative Assessments which should be included with the appropriate lesson sketch**   * **One formative assessment provides opportunity for actionable feedback and student response** * **One formative assessment provides opportunity for peer feedback** * **One formative assessment includes a scoring rubric** * **One formative assessment includes a self-assessment**   \_\_\_ KTS 5.1 Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.  \_\_\_ KTS 5.2 Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.  \_\_\_ KTS 5.5 Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.  \_\_\_ KTS 5.4 Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.  \_\_\_ KTS 7.1 Uses formative and summative performance data to determine the learning needs of all students. | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Less than three formative assessments provide an opportunity to understand student thinking, AND allows students to clarify thinking WITHOUT an explanation of anticipated student responses  AT LEAST ONE formative assessment included but NONE provide an opportunity for actionable feedback  AT LEAST ONE formative assessment DOES NOT require students to participate in peer feedback  Does not include AT LEAST ONE formative assessment should including a scoring rubric  Does not include AT LEAST ONE self-assessment  Few formative assessments are fair and free of bias  Few formative assessments  are clearly defined | At least three formative assessments provide an opportunity to understand student thinking, AND allows students to clarify thinking WITHOUT an explanation of anticipated student responses  AT LEAST ONE formative assessment provides an opportunity to provide specific and actionable feedback to students, AND allowing students to respond to feedback provided by teacher; WITHOUT an explanation of how this will occur is included  AT LEAST ONE formative assessment requires students to participate in peer feedback; an explanation of how peer feedback will be collected, shared with students, OR acted upon is included without anticipated types of feedback  AT LEAST ONE formative assessment should include a scoring rubric meeting at least one criteria  AT LEAST ONE formative assessment should be a self-assessment meeting at least one criteria  Some formative assessments are fair and free of bias  Some formative assessments  are clearly defined | At least four formative assessments provide an opportunity to understand student thinking, AND allows students to clarify thinking WITHOUT an explanation of anticipated student responses  AT LEAST ONE formative assessment provides an opportunity to provide specific and actionable feedback to students, AND allows students to respond to feedback provided by teacher; WITH an explanation of how this will occur is included  AT LEAST ONE formative assessment requires students to participate in peer feedback; an explanation of how peer feedback will be collected, shared with students, OR acted upon is included with anticipated types of feedback  AT LEAST ONE formative assessment should include a scoring rubric meeting at least two criteria  AT LEAST ONE formative assessment should be a self-assessment meeting at least two criteria  Most formative assessments are fair and free of bias  Most formative assessments  are clearly defined | Each formative assessment provides an opportunity to understand student thinking, AND allows students to clarify thinking; an explanation of anticipated student responses is included  AT LEAST ONE formative assessment provides an opportunity to provide specific and actionable feedback to students, AND allows students to respond to feedback provided by teacher; WITH an explanation of how this will occur is included. Includes anticipated types of feedback  AT LEAST ONE formative assessment requires students to participate in peer feedback; an explanation of how peer feedback will be collected, shared with students, and acted upon is included. Includes anticipated types of feedback  AT LEAST ONE formative assessment includes a scoring rubric with at least three categories, accurate indicators for each category, AND explanation of how students will use scoring rubric for strengths and areas of improvement  AT LEAST ONE formative assessment should be a self-assessment with an explanation of how you will share the self-reflection with students, how you will have students self-reflect accurately, how students will use the results of self-reflection to increase learning  All formative assessments are fair and free of bias  All formative assessments  are clearly defined |
| **Reflection (\_\_\_/20 points)**  **The Reflection is a written reflection which answers the following questions:**   * **How will you use the results of your formative assessments?** * **How do your assessments align to the seven strategies for assessment discussed in the text?** * **Self-assess your performance on the assessment design project.** * **What did you learn by completing the project?**   **Kentucky Teacher Standards Advanced Level Performance Indicators**  \_\_\_ KTS 4.2 Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances. | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Does not include an explanation of how teacher will use formative assessment results  Does not reflect on how unit meets the seven strategies of assessment for learning  Does not conduct self-assessment of performance on the unit and what was learned by creating the unit | Includes an explanation of how teacher will use formative assessment results to understand one of the criteria  Reflects how unit meets the at least three of the seven strategies of assessment for learning  Conducts self-assessment of performance on the unit AND what was learned by creating the unit without utilizing scoring rubric | Includes an explanation of how teacher will use formative assessment results to understand two of the criteria  Reflects on how unit meets at least five of the seven strategies of assessment for learning  Conducts self-assessment of performance on the unit OR what was learned by creating the unit utilizing scoring rubric | Includes an reflection on how teacher will use results of all formative assessments to understand overall performance of students in class, identify students who are struggling, AND misconceptions related to each lesson  Reflects on how unit meets the seven strategies of assessment for learning related to clear learning targets, offering examples of work, provision of feedback, self-assessment, student use of feedback, and student progress monitoring  Conducts self-assessment of performance on the unit AND what was learned by creating the unit utilizing scoring rubric |
| **Professional Writing (\_\_\_/20 points)** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| ADP lacks structure, components are randomly organized an missing at least one component  Poor quality of professional writing evidenced by 8 or more errors in clarity of writing, spelling, usage, and/or grammar | ADP lacks structure, components are randomly organized  Fair quality of professional writing evidenced by 5-7 errors in clarity of writing, spelling, usage, and/or grammar | ADP is somewhat well-organized, although not structured as described  Professional writing is evidenced by 1-4 errors in clarity of writing, spelling, usage, and/or grammar | Assessment Design Project is well-organized including all components  Professional attention to formal writing is evidenced by clarity in writing as well as absence of spelling, usage, and grammatical errors |

**Total \_\_\_\_\_\_/250 points**

**Actionable Feedback:**

**Assessment Design Project Lesson Sketch**

|  |  |
| --- | --- |
| Name: |  |
| Unit Topic: | Lesson Topic: |
| Objective(s) for this lesson: | |
| Alignment with Kentucky Academic Standards: | |
| Brief description of the activity: | |
| Higher-order thinking questions used in lesson: | |
| Description of formative assessment to be used with this activity: | |

**Addendum D**

**Welcome to ED 665!**

The Master’s Action Research Project (MARP) is a three course sequence beginning with ED 665, continuing into ED 670, and concluding in ED 675. The purpose of the MARP is to demonstrate your ability to plan, conduct, and analyze action research in your classroom setting in alignment with Kentucky Teacher Performance Standards (KTPS/InTASC). (If you are obtaining a degree in guidance counseling, the action research will occur in your school setting).

The goals of ED 665 include learning about action research methodologies, developing a research question, obtaining Institutional Review Board (IRB) approval, and writing the Introduction and Methodology of the MARP. The goals of ED 670 are revising the first two components of the MARP, writing the Background, and implementing the action research. The goals of ED 675 are analyzing collected data, writing the Data Analysis and Conclusion, revising all components of the MARP, and presenting your MARP to an appropriate audience. Please refer to Power Points for each component of the MARP process which provide valuable information and advice.

The components of the MARP include:

* Introduction (ED 665)
* Background (ED 670)
* Methodology (ED 665)
* Data Analysis (ED 675)
* Conclusion (ED 675)

Please use the following scoring rubric as you write and revise all MARP components. As you submit your MARP documents, your professors will provide valuable feedback which will help you revise and implement your action research. When completed, the MARP is worth a total of 364 points. You must score a minimum of 309 points. In order to successfully progress from one action research course to the next, you must score a minimum B on your MARP. Additionally, you must score an originality score of less than 15% when submitted to Turn It In originality software.

**Masters of Teacher Leader and Special Education candidates will additionally be scored on KTPS/InTASC and Council for the Accreditation of Teacher Preparation (CAEP) standards for advanced programs. On a holistic score of one to four, you must score a minimum of two on each indicator.**

Interdisciplinary Early Childhood Educators (IECE) are additionally scored on Kentucky IECE standards and National Association for the Education of Young Children Standards (NAEYC). Guidance Counseling students are additionally scored on Kentucky Standards for School Guidance Counselors Standards, Council for Accreditation of Counseling and Related Educational Programs (CACREP), and American School Counselor Association Standards (ASCA). On a holistic score of one to four, you must score a minimum of two on each indicator.

**Campbellsville University**

**School of Education**

**Masters Action Research Project (MARP)**

**Scoring Rubric**

**Revised 8/09/2017**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic of MARP \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Degree \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ED 665 Professor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Term/Date \_\_\_\_\_\_\_\_\_\_\_\_ Total Points \_\_\_\_\_\_\_\_\_\_\_\_ (136)

ED 670 Professor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Term/Date \_\_\_\_\_\_\_\_\_\_\_\_ Total Points \_\_\_\_\_\_\_\_\_\_\_\_ (260)

ED 675 Professor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Term/Date \_\_\_\_\_\_\_\_\_\_\_\_ Total Points \_\_\_\_\_\_\_\_\_\_\_\_ (364)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ED 665 MARP Requirements**  IRB Approval  Title Page (4 points) \_\_\_\_\_  Introduction (32 points) \_\_\_\_\_  Methodology (60 points) \_\_\_\_  Introduction Writing Mechanics (20 points) \_\_\_\_\_  Methodology Writing Mechanics (20 points) \_\_\_\_\_  Total 136 points \_\_\_\_\_  Minimum B 116 points  Institutional Review Board Proposal  Date submitted \_\_\_\_\_\_\_\_\_\_\_\_  Date approved \_\_\_\_\_\_\_\_\_\_\_\_    Turn It In Originality score  (Must be 15% or less)   |  |  |  | | --- | --- | --- | | **ED 665** | **ED 670** | **ED 675** | |  |  |  | | **ED 670 MARP Requirements**  Title Page (4 points) \_\_\_\_\_\_  Abstract (8 points) \_\_\_\_\_\_  Introduction (32 points) \_\_\_\_\_\_  Background (64 points) \_\_\_\_\_\_  Methodology (60 points) \_\_\_\_\_  References (8 points) \_\_\_\_\_\_  Appendices (24 points) \_\_\_\_\_\_  Introduction Writing Mechanics  (20 points) \_\_\_\_\_\_  Background Writing Mechanics  (20 points) \_\_\_\_\_\_  Methodology Writing Mechanics (20 points) \_\_\_\_\_\_  Total 260 points \_\_\_\_\_\_  Minimum B 221 points | **ED 675 MARP Requirements**  Title Page (4 points) \_\_\_\_\_\_  Abstract (8 points) \_\_\_\_\_\_  Introduction (32 points) \_\_\_\_\_\_  Background (64 points) \_\_\_\_\_\_  Methodology (60 points) \_\_\_\_\_  Data Analysis (36 points) \_\_\_\_\_  Conclusion (28 points) \_\_\_\_\_\_  References (8 points) \_\_\_\_\_\_  Appendices (24 points) \_\_\_\_\_\_  Introduction Writing Mechanics  (20 points) \_\_\_\_\_\_  Background Writing Mechanics  (20 points) \_\_\_\_\_\_  Methodology Writing Mechanics (20 points) \_\_\_\_\_\_  Data Analysis Writing Mechanics (20 points) \_\_\_\_\_\_  Conclusion Writing Mechanics (20 points) \_\_\_\_\_\_  Total 364 points \_\_\_\_\_\_  Minimum B 309 points  Presentation date \_\_\_\_\_\_\_\_\_\_\_  Location \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **TITLE PAGE/ABSTRACT**  **Title Page Written in ED 665; Abstract written in ED 670** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Three or fewer criteria included | Four criteria included | Five criteria included | Title is no more than 12 words  Includes student name  Includes institution name  Includes date  Includes running head  Title page follows proper APA format |
| **Score:** | **Ed 665: /4** | **ED 670: /4** | **ED 675: /4** |
| **Abstract** | | | |
| Less than four criteria included  Abstract does not meet word criteria | Four to five criteria included  Abstract does not meet word criteria | All criteria included  Abstract does not meet word criteria | Succinct description of study, purpose, students/participants, methodology, procedures, findings  Abstract ranges between 150 and 250 words |
| **Score:** | **ED 670: /8** | **ED 675: /8** | |

|  |  |  |  |
| --- | --- | --- | --- |
| **SECTION I: INTRODUCTION**  **Written in ED 665, revised in ED 670, and ED 675**  **Length: 1 page minimum**  **Introduction is the first component of the MARP. The purpose is to provide an overview of the MARP. The following should be included in the Introduction:**  **Rationale**  **Research Question**  **Description of Study**  **Intervention**  **Kentucky Teacher Performance Standards/Interstate New Teacher Assessment Support Consortium Standards (KTPS/InTASC)**  \_\_\_ **Standard #1: Learner Development** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.  **\_\_\_ Standard #2: Learning Differences** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.  **\_\_\_ Standard #3: Learning Environments** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.  **\_\_\_ Standard #4: Content Knowledge** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| **Rationale** | | | |
| Introduction lacks purpose, does not include problem/issue or proposed intervention  Rationale describes what prompted you to pursue the topic/intervention without background information | Introduction provides purpose for paper including mention of either problem/issue or proposed intervention  Rationale describes what prompted you to pursue the topic/intervention including background intervention that is not relevant to the topic | Introduction suggests purpose for paper including mention of both problem/issue and proposed intervention  Rationale describes what prompted you to pursue the topic/intervention including only relevant background information based on personal experience | Introduction provides purpose for paper including discussion of both problem/issue and proposed intervention  Rationale describes what prompted you to pursue the topic/intervention including only relevant background information based on personal experience and supported by scholarly evidence of effectiveness |
| **Research Question** | | | |
| Research question does not lend itself to action research because it is not within the realm of the researcher’s control, and it not open-ended  Research question not stated | Research question does not lend itself to action research because it is not within the realm of the researcher’s control, but is open-ended  Research question not related topic/problem or intervention | Research question lends itself to action research by being open-ended, within the realm of the researcher’s control, and answerable with qualitative or quantitative date  Research question related to topic/problem or intervention | Research question lends itself to action research by being open-ended and within the realm of the researcher’s control, and answerable with mixed data  Research question related to topic/problem and intervention |
| **Description of Study** | | | |
| Description of study includes individual school or grade level  Description of study identifies ages of participants only  Description of study identifies one piece of data collected | Description of study includes individual school and grade level  Description of study identifies number of participants  Description of study identifies two pieces of data collected | Description of study includes school district, individual school, and grade level  Description of study identifies ages and number of participants  Description of study identifies three pieces of data collected | Description of study includes setting, identifying geography, school district, individual school, and grade level  Description of study identifies ages, number of participants, and other characteristics    Description of study identifies three pieces of data collected and classifies them as qualitative or quantitative |
| **Intervention** | | | |
| Description of study does not include role of teacher or students | Description of study includes discussion of either role of teacher or students | Description of student includes discussion of intervention including the role of the teacher, role of the students | Description of study includes discussion of intervention including the role of the teacher, role of the student, and materials utilized |
| **Score:** | **ED 665: /32** | **ED 670: /32** | **ED 675: /32** |

**Specific Feedback:**

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| --- | --- | --- | --- |
| **Section II: Background**  **Written in ED 670, revised in ED 675**  **Length: 3 pages minimum**  **Background is the second component of the MARP. The purpose is to provide an overview of scholarly literature related to your MARP topic. The following should be included in the Background:**   * **Headings based on central themes of your MARP topic** * **A minimum of five scholarly articles (a minimum of three must be empirical studies)** * **Summary of key articles about the topic and intervention**   **Kentucky Teacher Performance Standards/Interstate New Teacher Assessment Support Consortium Standards (KTPS/InTASC)**  \_\_\_ **Standard #5: Application of Content** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. | | | |
| **Scholarly Style and Organization** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Background written without a scholarly style without following key aspects of APA format  Background not organized  Relies heavily on direct quotations incorrectly cited | Background written with a somewhat scholarly style following some key aspects of APA format  Background organized based on key findings without headings  Relies heavily on direct quotations correctly cited using APA format | Background written with a scholarly style following key aspects of APA format  Background organized with headings not based on key findings  Includes paraphrases incorrectly cited | Background written with a scholarly style following all aspects of APA format  Background clearly organized with headings based on key findings from empirical studies  Includes paraphrases correctly cited using APA format |
| **Background Content** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Includes citations for one empirical study about the topic  Some empirical studies related to research with some key aspects of research question included in background  Does not include citation for other scholarly sources about topic; none of which are websites  Most sources are outdated, published beyond the last ten year  Includes summary of some empirical studies and scholarly sources including some aspects of methodology, findings, and conclusions | Includes citations for two empirical studies abut topic  Most empirical studies related to research question with some key aspects of research question included in background  Includes citation for one scholarly source about topic; none of which are websites  Most sources are current, published within the last ten years  Includes summary of all empirical studies and scholarly sources including some aspects of methodology, findings, and conclusions | Includes citations for at least three empirical studies about topic  All empirical studies clearly related to research question with key aspects of research question included in background  Includes citations for at least two scholarly sources about topic; none of which were websites  All sources are current, published within the last ten years  Includes summary of all empirical studies and scholarly sources including methodology, findings, and conclusions | Includes citations for more than three empirical studies about topic  All empirical studies clearly related to research question with all aspects of research question included in background  Includes citations for more than two scholarly sources about topic; none of which were websites  All sources are current, published within the last ten years  Includes thorough summary of all empirical studies and scholarly sources including participants, methodology, findings, and conclusions |
| **Score:**  **(Score based on 8 points per indicator)** | **ED 670: /64** | **ED 675: /64** | |

**Specific Feedback:**

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| **Section III:** **Methodology**  **Written in ED 665, revised in ED 670, and ED 675**  **Length: 3 pages minimum**  **Methodology is the third component of the MARP. The purpose is to provide a detailed overview of the MARP procedures. The following should be included in the Methodology:**   * **Research Study/Intervention** * **Research Participants** * **Data Collection** * **Data Analysis**   **Kentucky Teacher Performance Standards/Interstate New Teacher Assessment Support Consortium Standards (KTPS/InTASC)**  \_\_\_ **Standard #6: Assessment** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.  **\_\_\_ Standard #7: Planning for Instruction** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.  **\_\_\_ Standard #8: Instructional Strategies** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | | | |
| **Research Study/Intervention** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Minimally provides purpose for paper or creates vague interest for reader without research question and rationale  Intervention is weakly relevant to research question without evidence in description  Context of study minimally described  Time, frequency, or duration of study not described in detail  Intervention described without explanation of how students experience intervention or how teacher implements intervention | Minimally provides purpose for paper and creates vague interest for readers including either the research question or overview of rationale  Intervention is somewhat relevant to research question without evidence in description  Context of study described including one of three required elements  Time or frequency of study included without mention of five weeks  Intervention described including brief explanation of how students experience intervention or how teacher implements intervention | Suggests purpose for paper and creates interest for reader including research question and overview of rationale  Intervention is relevant to research question based on description  Context of study described including two of three required elements  Time, frequency, and duration of study included without mention of five weeks  Intervention described including brief explanation of how students experience intervention and how teacher implements intervention | Provides purpose for paper and creates interest for reader including research question and overview of rationale  Intervention is clearly relevant to research question based on description  Context of study thoroughly described including classroom, school, and district  Time, frequency, and duration of study included describing a minimum five weeks  Intervention thoroughly described including how students experience intervention, how teacher implements intervention |
| **Research Participants** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Research participants mentioned without specific details related to number, gender, and ethnicity  Participant selection not mentioned  Confidentiality or anonymity mentioned without detail | Research participants mentioned without specific details related to number, gender, or ethnicity  Participant selection based on class enrollment, but not specified  Confidentiality and anonymity mentioned without detail | Research participants described including number of participants, gender of participants, and ethnicity of participants  Participant selection mentioned without detail  Thorough description of how confidentiality or anonymity was maintained for participants | Research participants specifically included such as number of participants, gender of participants, ages, and ethnicity of participants  Detailed description of how participants were selected including selection criteria, the use of random selection, or participation based on class enrollment  Thorough description of how confidentiality and anonymity was maintained for participants |
| **Data Collection** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Data collection not identified as quantitative, qualitative, or mixed methods  Description of procedures lacks detail and chart of timeline  Includes description of one or two data instruments without copies in Appendix | One piece of data collection correctly identified as quantitative, qualitative, or mixed methods  Description of procedures includes how often data was collected, when data was collected, duration of data collection, and identifies who collected each piece of data collected without chart or timeline  Includes description of one or two data instruments with copies in Appendix | Two pieces of data collection correctly identified as quantitative, qualitative, or mixed methods  Description of procedures includes how often data was collected, when data was collected, duration of data collection, and identifies who collected each piece of data collected, included in data collection chart or timeline  Includes description of all data instruments with copies in the Appendix | Three pieces of data collection correctly identified as quantitative, qualitative, or mixed methods  Detailed description of procedures includes how often data was collected, when data was collected, duration of data collection, and identifies who collected each piece of data, included in data collection chart or timeline which is discussed in text  Includes description of all data collection instruments, including discussion of reliability and validity of each instrument with copies in Appendix |
| **Data Analysis** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Baseline data not mentioned (if applicable)  Quantitative data analysis not mentioned (if applicable)  Qualitative data analysis not mentioned (if applicable)  Data analysis by contextual factors or gap groups not mentioned | Baseline data mentioned without detail (if applicable)  Quantitative data analysis mentioned without detail  Qualitative data analysis mentioned without detail  Data analysis by contextual factors or gap groups mentioned without detail | Description of how baseline data were obtained (if applicable)  Description of how quantitative data were analyzed  Description of how qualitative data were analyzed  Description of how data were analyzed by contextual factors or gap groups | Thorough description of how baseline data were obtained (if applicable)  Detailed description of how quantitative data were analyzed including individual or group mean scores, comparison of pre/post scores, or other relevant analysis  Detailed description of how qualitative data were analyzed including anticipated summaries, codes, categories of data, or other relevant analysis  Detailed description of how data were analyzed by contextual factors or gap groups |
| **Score:** | **ED 665: /60** | **ED 670: /60** | **ED 675: /60** |

**Specific Feedback:**

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| **SECTION IV: DATA ANALYSIS**  **Written and Revised in ED 675**  **Length: 3 page minimum**  **Data analysis is the fourth component of the MARP. The purpose is to analyze each piece of data based on individual and groups as appropriate and to draw holistic conclusions based on all data. The following should be included in the Data Analysis:**   * **Headings organized by data** * **Quantitative data analyzed and displayed in tables and figures** * **Qualitative data analyzed and displayed by codes and themes** * **Triangulation and analysis of all data** * **Data analysis based on identified gap groups**   **Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced Programs**  \_\_\_ **A.1.1** Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:  • Applications of data literacy;  • Use of research and understanding of qualitative, quantitative and/or mixed methods research  methodologies;  • Employment of data analysis and evidence to develop supportive school environments;  • Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers,  administrators, community organizations, and parents;  • Supporting appropriate applications of technology for their field of specialization; and  • Application of professional dispositions, laws and policies, codes of ethics and professional standards  appropriate to their field of specialization. | | | |
| **Data Results Narrative** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Narrative not clearly organized  Narrative does not include step by step report on analysis of data including two components of collected data  Narrative does not include description of baseline data, but is necessary  Narrative does not include summaries for all instruments used for the study without mentioning how the data answers the research question  Quantitative data not displayed in tables and/or figures  Qualitative data discussed in data analysis does not include codes and/or themes of data  Narrative includes brief mention of triangulation without discussing how the sets of data work together to answer the research question  Narrative does not include analysis of contextual factors or gap groups such as gender, age, ethnicity, exceptionality, language, and/or socioeconomic status | Narrative clearly organized by another logical scheme  Narrative includes step by step report on analysis of data including two components of collected data  Narrative includes brief description of baseline data (if applicable)  Narrative includes brief summaries for all instruments used for the study without mentioning how the data answers the research question  Quantitative data displayed in tables and/or figures do not support discussion of data analysis in narrative  Qualitative data discussed in data analysis in narrative includes partial list of codes and/or themes of data  Narrative includes triangulation of most sets of data and explains how most pieces of data work together to answer the research question  Narrative includes analysis of contextual factors or gap groups such as gender, age, ethnicity, exceptionality, language, and/or socioeconomic status (if applicable) which does not answer the research question | Narrative clearly organized by research question or methodology without headings  Narrative includes step by step report on analysis of data including discussion of all components of collected data  Narrative includes description of baseline data (if applicable)  Narrative includes data summaries for all instruments used for the study mentioning how the data answers the research question  Quantitative data displayed in tables and/or figures supports discussion of data analysis in narrative  Qualitative data discussed in data analysis in narrative includes codes and/or themes of data  Narrative includes triangulation of all three sets of data and explains how each piece of data works together to answer the research question  Narrative includes analysis of contextual factors or gap groups such as gender, age, ethnicity, exceptionality, language and/or socioeconomic status (if applicable) which partially answers the research question | Narrative clearly organized by research question or methodology with appropriate headings  Narrative includes step by step report on analysis of data including thorough discussion of all components of collected data  Narrative includes thorough description of baseline data (if applicable)  Narrative includes thorough summaries for all instruments used for the study explaining how the data answers the research question.  Quantitative data displayed in tables and/or figures in APA format supports discussion of data analysis in narrative  Qualitative data discussed in data analysis in narrative includes codes and/or themes of data including direct quotes from participants  Narrative includes triangulation of all three sets of data and thoroughly explains how each piece of data works together to answer the research question  Narrative includes analysis of contextual factors or gap groups such as gender, age, ethnicity, exceptionality, language, and/or socioeconomic status (if necessary) which thoroughly answers the research question. If applicable, includes overview of demographic data |
| **Score: ED 675: /36** | | | |

**Specific Feedback:**

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| **SECTION V: CONCLUSION**  **Written and revised in ED 675**  **Length: 2 page minimum**  **The conclusion is the fifth component of the MARP. The purpose is to provide a summary of the results of your study and to clearly answer your research question. The following should be included in the Conclusion:**   * **Overview/Synthesis of Results** * **Impact of Study** * **Concluding Statements**   **Kentucky Teacher Performance Standards/Interstate New Teacher Assessment Support Consortium Standards (KTPS/InTASC)**  **\_\_\_ Standard #9: Professional Learning and Ethical Practice** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.  \_\_\_ **Standard #10: Leadership and Collaboration** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.  **Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced Programs**  \_\_\_ **A.2.2.** The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component 1.1. | | | |
| **Overview/Synthesis of Results** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Overview/synthesis does not include overview of research question or study. Overview is not thorough  Overview/synthesis includes conclusions inaccurately drawn from results which do not attempt to answer research question  Overview/synthesis includes interpretations inaccurately drawn from results which do not attempt to answer research question | Overview/synthesis includes overview of research question or study. Overview is not thorough  Overview/synthesis includes conclusions inaccurately drawn from results which attempt to answer research question  Overview/synthesis includes interpretations inaccurately drawn from results which attempt to answer research question | Overview/synthesis includes overview of research question and study. Overview is thoroughly understandable  Overview/synthesis includes conclusions drawn from results which answer research question accurately based on evidence from most of the data  Overview/synthesis includes interpretations drawn from results which answer research question accurately based on evidence from most of the data | Overview/synthesis includes thorough overview of research question and study. Overview/synthesis stands alone and is thoroughly understandable  Overview/synthesis includes conclusions drawn from results which answer research question accurately and thoroughly based on evidence from all of the data  Overview/synthesis includes interpretations drawn from results which thoroughly answer research question based on evidence from all of the data |
| **Impact of Study** | | | |
| Does not include discussion of limitations of study  Does not include discussion of generalizability of study  Does not mention next questions or ideas about intervention if the researcher were to continue the investigation | Includes discussion of limitations of study which is neither critical nor accurate  Includes discussion of generalizability of study which is neither critical nor accurate  Mentions next questions or ideas about intervention if the researcher were to continue the investigation | Includes critical, accurate discussion of limitations of study  Includes critical, accurate discussion of generalizability of the study  Mentions next questions and ideas about intervention if the researcher were to continue the investigation | Includes critical, accurate discussion of limitations of study with suggestions of how they could have improved study  Includes critical, accurate discussion of generalizability of the study with suggestions of how they could have improved study  Includes discussion of next questions and ideas about intervention if the researcher were to continue the investigation |
| **Concluding Statements** | | | |
| Mentions how results of study were shared with an appropriate audience | Includes discussion of how results of study were shared with an appropriate audience without a discussion of feedback | Includes discussion of how results of study were shared with an appropriate audience with a discussion of feedback | Includes discussion of how results of study were shared with an appropriate audience with a discussion of specific feedback from audience; includes additional ways that results could be shared including to peers and conferences |
| **Score: ED 675: /28** | | | |

**Specific Feedback:**

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| --- | --- | --- | --- |
| **References and Citations** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Does not include citations for all references; citations include a few APA format errors  References list does not include all empirical studies and scholarly articles cited within the MARP with minor APA format errors | Includes citations for all references with a few APA format errors  Reference list includes all empirical studies and scholarly articles cited within the MARP with minor APA format errors | Includes citations for most references in proper APA format  References list includes most empirical studies and scholarly articles cited within MARP in proper APA format | Includes citations for all references in proper APA format  Reference list includes all empirical studies and scholarly articles cited within MARP in proper APA format; only scholarly sources included |
| **Score:** | **ED 670: /8** | **ED 675: /8** | |

**Specific Feedback:**

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| --- | --- | --- | --- |
| **Appendices** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Copies of few data collection instruments or consent forms are included, if appropriate  Few additional tables and figures which do not appear in the text are included, if appropriate  Samples of few scripted interviews are included, if appropriate  Samples of few student work are included, if appropriate  Few other pertinent documents are included, if appropriate  Few appendices are named with a capital letter and follow APA format | Copies of some data collection instruments and consent forms are included, if appropriate  Some additional tables and figures which do not appear in the text are included, if appropriate  Samples of some scripted interviews are included, if appropriate  Samples of some student work are included, if appropriate  Some other pertinent documents are included, if appropriate  Some appendices are named with a capital letter and follow APA format | Copies of most data collection instruments and consent forms are included, if appropriate  Most additional tables and figures which do not appear in the text are included, if appropriate  Samples of most scripted interviews are included, if appropriate  Samples of most student work are included, if appropriate  Most other pertinent documents are included, if appropriate  Most appendices are named with a capital letter and follow APA format | Copies of all data collection instruments and consent forms are included, if appropriate  All additional tables and figures which do not appear in the text are included, if appropriate  Samples of all scripted interviews are included, if appropriate  Samples of all student work are included, if appropriate  All other pertinent documents are included, if appropriate  All appendices are named with a capital letter and follow APA format |
| **Score:** | **ED 670: /24** | **ED 675: /24** | |

**Specific Feedback:**

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| --- | --- | --- | --- |
| **Writing Mechanics** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Information appears to be disorganized  Paragraph structure was not clear or sentences were not typically related within the paragraphs  Few sections include an introductory paragraph which does not attempt to draw the reader and a concluding paragraph which does not attempt to summarize key elements  Some sources are not accurately documented reference page includes sources not included in the essay itself  Many grammatical, spelling, or punctuation errors; essay does not attempt points of style appropriate for a formal paper  Rarely uses past tense too refer to previous studies  Rarely uses person first terminology (students with disabilities, students who are gifted/talented, students who speak a second language, NOT LD students, etc.)  Few tables have a heading or are mostly referred to in text; few figures have been named with Arabic numerals, few figures are referred to in text; few tables and figures are in proper APA format  Rarely uses Times New Roman, size 12 font, double spaced, one inch margins and Running Head with page numbers  Score 22-25% originality in Turn It In at the end of each term | Information is organized, but paragraphs are not well-constructed  Paragraphs include related information but were typically not constructed well  Some sections include an introductory paragraph which attempts to draw the reader and a concluding paragraph which attempts to summarize key elements  All sources are accurately documented, but many are not in the required format and reference page includes several errors  A few grammatical, spelling, or punctuation errors; essay may have used first person statements, contractions, subject-verb agreement, or abbreviations  Often uses past tense to refer to previous studies  Often uses person first terminology (students with disabilities, students who are gifted/talented, students who speak a second language, NOT LD students, etc.)  Some tables have a heading and are mostly referred to in text; some figures have been named with Arabic numerals, some figures are referred to in text; some tables and figures are in proper APA format  Often uses Times New Roman, size 12 font, double spaced, one inch margins and Running Head with page numbers  Score between 19-21% originality in Turn It In at the end of each term | Information is organized with well-constructed paragraphs  Most paragraphs include introductory sentence, explanations of detail, and concluding sentences  Most sections include an introductory paragraph which draws the reader and a concluding paragraph which summarized key elements  All sources are accurately documented, and most of the in-text parenthetical citations or paraphrase and reference page is mostly accurate in APA format  A few grammatical, spelling, or punctuation errors; contractions, subject-verb agreement, and first person statements  Mostly uses past tense to refer to previous studies  Mostly uses person first terminology (students with disabilities, students who are gifted/talented, students who speak a second language, NOT LD students, etc.)  Tables mostly have a heading and are mostly referred to in text; figures mostly have been named with Arabic numerals, figures are mostly referred to in text; most tables and figures are in proper APA format  Mostly uses Times New Roman, size 12 font, double spaced one inch margins and Running Head with page numbers  Score between 16-18% originality in Turn It In at the end of each term | Information is very organized with well-constructed paragraphs and subheadings  All paragraphs include introductory sentence, explanations of detail, and concluding sentences  Each section includes an introductory paragraph which draws the reader and a concluding paragraph which summarized key elements  All sources are accurately documented using in-text parenthetical citations or paraphrase and a separate references page is completely accurate in APA format  No grammatical, spelling or punctuation errors; this includes avoiding contractions, abbreviations should be spelled out the first mention, subject-verb agreement, and first person statements  Always uses past tense to refer to previous studies  Always uses person first terminology (students with disabilities, students who are gifted/talented, students who speak a second language, NOT LD students, etc.)  Tables always have a heading, tables are referred to in text; figures always have been named with Arabic numerals, figures are referred to in text; all tables and figures are in proper APA format  Always uses Times New Roman, size 12 font, double spaced, one inch margins and Running Head with page numbers  Scores less than 15% originality in Turn It In at the end of each term |
| **Score:** | **ED 665:** | **ED 670:** | **ED 675:** |
| **Introduction Writing Mechanics Score** | **/20** | **/20** | **/20** |
| **Background Writing Mechanics Score** |  | **/20** | **/20** |
| **Methodology Writing Mechanics Score** | **/20** | **/20** | **/20** |
| **Data Analysis Writing Mechanics** |  |  | **/20** |
| **Discussion Writing Mechanics** |  |  | **/20** |

**Specific Feedback:**

**Welcome to ED 665!**

The Master’s Action Research Project (MARP) is a three course sequence beginning with ED 665, continuing into ED 670, and concluding in ED 675. The purpose of the MARP is to demonstrate your ability to plan, conduct, and analyze action research in your classroom setting in alignment with Kentucky Teacher Performance Standards (KTPS/InTASC). (If you are obtaining a degree in guidance counseling, the action research will occur in your school setting).

The goals of ED 665 include learning about action research methodologies, developing a research question, obtaining Institutional Review Board (IRB) approval, and writing the Introduction and Methodology of the MARP. The goals of ED 670 are revising the first two components of the MARP, writing the Background, and implementing the action research. The goals of ED 675 are analyzing collected data, writing the Data Analysis and Conclusion, revising all components of the MARP, and presenting your MARP to an appropriate audience. Please refer to Power Points for each component of the MARP process which provide valuable information and advice.

The components of the MARP include:

* Introduction (ED 665)
* Background (ED 670)
* Methodology (ED 665)
* Data Analysis (ED 675)
* Conclusion (ED 675)

Please use the following scoring rubric as you write and revise all MARP components. As you submit your MARP documents, your professors will provide valuable feedback which will help you revise and implement your action research. When completed, the MARP is worth a total of 364 points. You must score a minimum of 309 points. In order to successfully progress from one action research course to the next, you must score a minimum B on your MARP. Additionally, you must score an originality score of less than 15% when submitted to Turn It In originality software.

Masters of Teacher Leader and Special Education candidates will additionally be scored on KTPS/InTASC and Council for the Accreditation of Teacher Preparation (CAEP) standards for advanced programs. On a holistic score of one to four, you must score a minimum of two on each indicator.

Interdisciplinary Early Childhood Educators (IECE) are additionally scored on Kentucky IECE standards and National Association for the Education of Young Children Standards (NAEYC). **Guidance Counseling students are additionally scored on Kentucky Standards for School Guidance Counselors Standards, Council for Accreditation of Counseling and Related Educational Programs (CACREP), and American School Counselor Association Standards (ASCA). On a holistic score of one to four, you must score a minimum of two on each indicator.**

**Campbellsville University**

**School of Education**

**Masters Action Research Project (MARP)**

**Scoring Rubric**

**Revised 8/09/2017**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic of MARP \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Degree \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ED 665 Professor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Term/Date \_\_\_\_\_\_\_\_\_\_\_\_ Total Points \_\_\_\_\_\_\_\_\_\_\_\_ (136)

ED 670 Professor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Term/Date \_\_\_\_\_\_\_\_\_\_\_\_ Total Points \_\_\_\_\_\_\_\_\_\_\_\_ (260)

ED 675 Professor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Term/Date \_\_\_\_\_\_\_\_\_\_\_\_ Total Points \_\_\_\_\_\_\_\_\_\_\_\_ (364)

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| **ED 665 MARP Requirements**  IRB Approval  Title Page (4 points) \_\_\_\_\_  Introduction (32 points) \_\_\_\_\_  Methodology (60 points) \_\_\_\_  Introduction Writing Mechanics (20 points) \_\_\_\_\_  Methodology Writing Mechanics (20 points) \_\_\_\_\_  Total 136 points \_\_\_\_\_  Minimum B 116 points  Institutional Review Board Proposal  Date submitted \_\_\_\_\_\_\_\_\_\_\_\_  Date approved \_\_\_\_\_\_\_\_\_\_\_\_    Turn It In Originality score  (Must be 15% or less)   |  |  |  | | --- | --- | --- | | **ED 665** | **ED 670** | **ED 675** | |  |  |  | | **ED 670 MARP Requirements**  Title Page (4 points) \_\_\_\_\_\_  Abstract (8 points) \_\_\_\_\_\_  Introduction (32 points) \_\_\_\_\_\_  Background (64 points) \_\_\_\_\_\_  Methodology (60 points) \_\_\_\_\_  References (8 points) \_\_\_\_\_\_  Appendices (24 points) \_\_\_\_\_\_  Introduction Writing Mechanics  (20 points) \_\_\_\_\_\_  Background Writing Mechanics  (20 points) \_\_\_\_\_\_  Methodology Writing Mechanics (20 points) \_\_\_\_\_\_  Total 260 points \_\_\_\_\_\_  Minimum B 221 points | **ED 675 MARP Requirements**  Title Page (4 points) \_\_\_\_\_\_  Abstract (8 points) \_\_\_\_\_\_  Introduction (32 points) \_\_\_\_\_\_  Background (64 points) \_\_\_\_\_\_  Methodology (60 points) \_\_\_\_\_  Data Analysis (36 points) \_\_\_\_\_  Conclusion (28 points) \_\_\_\_\_\_  References (8 points) \_\_\_\_\_\_  Appendices (24 points) \_\_\_\_\_\_  Introduction Writing Mechanics  (20 points) \_\_\_\_\_\_  Background Writing Mechanics  (20 points) \_\_\_\_\_\_  Methodology Writing Mechanics (20 points) \_\_\_\_\_\_  Data Analysis Writing Mechanics (20 points) \_\_\_\_\_\_  Conclusion Writing Mechanics (20 points) \_\_\_\_\_\_  Total 364 points \_\_\_\_\_\_  Minimum B 309 points  Presentation date \_\_\_\_\_\_\_\_\_\_\_  Location \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| **TITLE PAGE/ABSTRACT**  **Title Page Written in ED 665; Abstract written in ED 670** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Three or fewer criteria included | Four criteria included | Five criteria included | Title is no more than 12 words  Includes student name  Includes institution name  Includes date  Includes running head  Title page follows proper APA format |
| **Score:** | **Ed 665: /4** | **ED 670: /4** | **ED 675: /4** |
| **Abstract** | | | |
| Less than four criteria included  Abstract does not meet word criteria | Four to five criteria included  Abstract does not meet word criteria | All criteria included  Abstract does not meet word criteria | Succinct description of study, purpose, students/participants, methodology, procedures, findings  Abstract ranges between 150 and 250 words |
| **Score:** | **ED 670: /8** | **ED 675: /8** | |

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| **SECTION I: INTRODUCTION**  **Written in ED 665, revised in ED 670, and ED 675**  **Length: 1 page minimum**  **Introduction is the first component of the MARP. The purpose is to provide an overview of the MARP. The following should be included in the Introduction:**  **Rationale**  **Research Question**  **Description of Study**  **Intervention**  **Kentucky Standards for Guidance Counselor Programs**  \_\_\_ 6.B. Methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs  \_\_\_ 8. A. The importance of research and opportunities and difficulties in conducting research in the counseling profession  \_\_\_ 8. B. Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research  **Council For Accreditation of Counseling and Related Educational Programs (CACREP) Common Core Curricular Areas**  \_\_\_ 8. A. The importance of research in advancing the counseling profession  \_\_\_ 8. B. Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| **Rationale** | | | |
| Introduction lacks purpose, does not include problem/issue or proposed intervention  Rationale describes what prompted you to pursue the topic/intervention without background information | Introduction provides purpose for paper including mention of either problem/issue or proposed intervention  Rationale describes what prompted you to pursue the topic/intervention including background intervention that is not relevant to the topic | Introduction suggests purpose for paper including mention of both problem/issue and proposed intervention  Rationale describes what prompted you to pursue the topic/intervention including only relevant background information based on personal experience | Introduction provides purpose for paper including discussion of both problem/issue and proposed intervention  Rationale describes what prompted you to pursue the topic/intervention including only relevant background information based on personal experience and supported by scholarly evidence of effectiveness |
| **Research Question** | | | |
| Research question does not lend itself to action research because it is not within the realm of the researcher’s control, and it not open-ended  Research question not stated | Research question does not lend itself to action research because it is not within the realm of the researcher’s control, but is open-ended  Research question not related topic/problem or intervention | Research question lends itself to action research by being open-ended, within the realm of the researcher’s control, and answerable with qualitative or quantitative date  Research question related to topic/problem or intervention | Research question lends itself to action research by being open-ended and within the realm of the researcher’s control, and answerable with mixed data  Research question related to topic/problem and intervention |
| **Description of Study** | | | |
| Description of study includes individual school or grade level  Description of study identifies ages of participants only  Description of study identifies one piece of data collected | Description of study includes individual school and grade level  Description of study identifies number of participants  Description of study identifies two pieces of data collected | Description of study includes school district, individual school, and grade level  Description of study identifies ages and number of participants  Description of study identifies three pieces of data collected | Description of study includes setting, identifying geography, school district, individual school, and grade level  Description of study identifies ages, number of participants, and other characteristics    Description of study identifies three pieces of data collected and classifies them as qualitative or quantitative |
| **Intervention** | | | |
| Description of study does not include role of teacher or students | Description of study includes discussion of either role of teacher or students | Description of student includes discussion of intervention including the role of the teacher, role of the students | Description of study includes discussion of intervention including the role of the teacher, role of the student, and materials utilized |
| **Score:** | **ED 665: /32** | **ED 670: /32** | **ED 675: /32** |

**Specific Feedback:**

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| **Section II: Background**  **Written in ED 670, revised in ED 675**  **Length: 3 pages minimum**  **Background is the second component of the MARP. The purpose is to provide an overview of scholarly literature related to your MARP topic. The following should be included in the Background:**   * **Headings based on central themes to your MARP topic** * **A minimum of five scholarly articles (a minimum of three must be empirical studies)** * **Summary of key articles about the topic and intervention**   **Council For Accreditation of Counseling and Related Educational Programs (CACREP) Standards**  \_\_\_ 1.I. Understands how to critically evaluate research relevant to the practice of school counseling. | | | |
| **Scholarly Style and Organization** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Background written without a scholarly style without following key aspects of APA format  Background not organized  Relies heavily on direct quotations incorrectly cited | Background written with a somewhat scholarly style following some key aspects of APA format  Background organized based on key findings without headings  Relies heavily on direct quotations correctly cited using APA format | Background written with a scholarly style following key aspects of APA format  Background organized with headings not based on key findings  Includes paraphrases incorrectly cited | Background written with a scholarly style following all aspects of APA format  Background clearly organized with headings based on key findings from empirical studies  Includes paraphrases correctly cited using APA format |
| **Background Content** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Includes citations for one empirical study about the topic  Some empirical studies related to research with some key aspects of research question included in background  Does not include citation for other scholarly sources about topic; none of which are websites  Most sources are outdated, published beyond the last ten year  Includes summary of some empirical studies and scholarly sources including some aspects of methodology, findings, and conclusions | Includes citations for two empirical studies abut topic  Most empirical studies related to research question with some key aspects of research question included in background  Includes citation for one scholarly source about topic; none of which are websites  Most sources are current, published within the last ten years  Includes summary of all empirical studies and scholarly sources including some aspects of methodology, findings, and conclusions | Includes citations for at least three empirical studies about topic  All empirical studies clearly related to research question with key aspects of research question included in background  Includes citations for at least two scholarly sources about topic; none of which were websites  All sources are current, published within the last ten years  Includes summary of all empirical studies and scholarly sources including methodology, findings, and conclusions | Includes citations for more than three empirical studies about topic  All empirical studies clearly related to research question with all aspects of research question included in background  Includes citations for more than two scholarly sources about topic; none of which were websites  All sources are current, published within the last ten years  Includes thorough summary of all empirical studies and scholarly sources including participants, methodology, findings, and conclusions |
| **Score:**  **(Score based on 8 points per indicator)** | **ED 670: /64** | **ED 675: /64** | |

**Specific Feedback:**

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| **Section III:** **Methodology**  **Written in ED 665, revised in ED 670, and ED 675**  **Length: 3 pages minimum**  **Methodology is the third component of the MARP. The purpose is to provide a detailed overview of the MARP procedures. The following should be included in the Methodology:**   * **Research Study/Intervention** * **Research Participants** * **Data Collection** * **Data Analysis**   **Kentucky Standards for Guidance Counselor Programs**  \_\_\_ 1. A. Use, management, analysis, and presentation of data from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) to improve student  \_\_\_ 1. C. Implementation and evaluation of specific strategies that meet program goals and objectives.  outcomes  \_\_\_ 7. D. Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information)  \_\_\_ 7. E. Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity)  \_\_\_ 8. C. Use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy  \_\_\_ 8. D. Principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications  **Council For Accreditation of Counseling and Related Educational Programs (CACREP)**  \_\_\_ 8.C. Statistical methods used in conducting research and program evaluation  \_\_\_ 8. D. Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program and modifications  **American School Counselor Association (ASCA)**  \_\_\_ III-A-5 Data driven decision making  \_\_\_ F.1.D. Seek institutional and parent’/guardian consent before administering any research, and maintain security of research records |

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| **Research Study/Intervention** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Minimally provides purpose for paper or creates vague interest for reader without research question and rationale  Intervention is weakly relevant to research question without evidence in description  Context of study minimally described  Time, frequency, or duration of study not described in detail  Intervention described without explanation of how students experience intervention or how teacher implements intervention | Minimally provides purpose for paper and creates vague interest for readers including either the research question or overview of rationale  Intervention is somewhat relevant to research question without evidence in description  Context of study described including one of three required elements  Time or frequency of study included without mention of five weeks  Intervention described including brief explanation of how students experience intervention or how teacher implements intervention | Suggests purpose for paper and creates interest for reader including research question and overview of rationale  Intervention is relevant to research question based on description  Context of study described including two of three required elements  Time, frequency, and duration of study included without mention of five weeks  Intervention described including brief explanation of how students experience intervention and how teacher implements intervention | Provides purpose for paper and creates interest for reader including research question and overview of rationale  Intervention is clearly relevant to research question based on description  Context of study thoroughly described including classroom, school, and district  Time, frequency, and duration of study included describing a minimum five weeks  Intervention thoroughly described including how students experience intervention, how teacher implements intervention |
| **Research Participants** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Research participants mentioned without specific details related to number, gender, and ethnicity  Participant selection not mentioned  Confidentiality or anonymity mentioned without detail | Research participants mentioned without specific details related to number, gender, or ethnicity  Participant selection based on class enrollment, but not specified  Confidentiality and anonymity mentioned without detail | Research participants described including number of participants, gender of participants, and ethnicity of participants  Participant selection mentioned without detail  Thorough description of how confidentiality or anonymity was maintained for participants | Research participants specifically included such as number of participants, gender of participants, ages, and ethnicity of participants  Detailed description of how participants were selected including selection criteria, the use of random selection, or participation based on class enrollment  Thorough description of how confidentiality and anonymity was maintained for participants |
| **Data Collection** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Data collection not identified as quantitative, qualitative, or mixed methods  Description of procedures lacks detail and chart of timeline  Includes description of one or two data instruments without copies in Appendix | One piece of data collection correctly identified as quantitative, qualitative, or mixed methods  Description of procedures includes how often data was collected, when data was collected, duration of data collection, and identifies who collected each piece of data collected without chart or timeline  Includes description of one or two data instruments with copies in Appendix | Two pieces of data collection correctly identified as quantitative, qualitative, or mixed methods  Description of procedures includes how often data was collected, when data was collected, duration of data collection, and identifies who collected each piece of data collected, included in data collection chart or timeline  Includes description of all data instruments with copies in the Appendix | Three pieces of data collection correctly identified as quantitative, qualitative, or mixed methods  Detailed description of procedures includes how often data was collected, when data was collected, duration of data collection, and identifies who collected each piece of data, included in data collection chart or timeline which is discussed in text  Includes description of all data collection instruments, including discussion of reliability and validity of each instrument with copies in Appendix |
| **Data Analysis** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Baseline data not mentioned (if applicable)  Quantitative data analysis not mentioned (if applicable)  Qualitative data analysis not mentioned (if applicable)  Data analysis by contextual factors or gap groups not mentioned | Baseline data mentioned without detail (if applicable)  Quantitative data analysis mentioned without detail  Qualitative data analysis mentioned without detail  Data analysis by contextual factors or gap groups mentioned without detail | Description of how baseline data were obtained (if applicable)  Description of how quantitative data were analyzed  Description of how qualitative data were analyzed  Description of how data were analyzed by contextual factors or gap groups | Thorough description of how baseline data were obtained (if applicable)  Detailed description of how quantitative data were analyzed including individual or group mean scores, comparison of pre/post scores, or other relevant analysis  Detailed description of how qualitative data were analyzed including anticipated summaries, codes, categories of data, or other relevant analysis  Detailed description of how data were analyzed by contextual factors or gap groups |
| **Score:** | **ED 665: /60** | **ED 670: /60** | **ED 675: /60** |

**Specific Feedback:**

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| **SECTION IV: DATA ANALYSIS**  **Written and Revised in ED 675**  **Length: 3 page minimum**  **Data analysis is the fourth component of the MARP. The purpose is to analyze each piece of data based on individual and groups as appropriate and to draw holistic conclusions based on all data. The following should be included in the Data Analysis:**   * **Headings organized by data** * **Quantitative data analyzed and displayed in tables and figures** * **Qualitative data analyzed and displayed by codes and themes** * **Triangulation and analysis of all data** * **Data analysis based on identified gap groups**   **Kentucky Guidance Counselor Program**  \_\_\_ 8. E. Use of research to improve counseling effectiveness  \_\_\_ 8. F. Ethical and legal considerations.  **Council For Accreditation of Counseling and Related Educational Programs (CACREP)**  \_\_\_ 8.E. The use of research to inform evidence-based practice  **American School Counselor Association (ASCA)**  \_\_\_ V-A-2 Basic research sampling, methodology and analysis concepts to understand research outcomes and conduct action research |

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| **Data Results Narrative** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Narrative not clearly organized  Narrative does not include step by step report on analysis of data including two components of collected data  Narrative does not include description of baseline data, but is necessary  Narrative does not include summaries for all instruments used for the study without mentioning how the data answers the research question  Quantitative data not displayed in tables and/or figures  Qualitative data discussed in data analysis does not include codes and/or themes of data  Narrative includes brief mention of triangulation without discussing how the sets of data work together to answer the research question  Narrative does not include analysis of contextual factors or gap groups such as gender, age, ethnicity, exceptionality, language, and/or socioeconomic status | Narrative clearly organized by another logical scheme  Narrative includes step by step report on analysis of data including two components of collected data  Narrative includes brief description of baseline data (if applicable)  Narrative includes brief summaries for all instruments used for the study without mentioning how the data answers the research question  Quantitative data displayed in tables and/or figures do not support discussion of data analysis in narrative  Qualitative data discussed in data analysis in narrative includes partial list of codes and/or themes of data  Narrative includes triangulation of most sets of data and explains how most pieces of data work together to answer the research question  Narrative includes analysis of contextual factors or gap groups such as gender, age, ethnicity, exceptionality, language, and/or socioeconomic status (if applicable) which does not answer the research question | Narrative clearly organized by research question or methodology without headings  Narrative includes step by step report on analysis of data including discussion of all components of collected data  Narrative includes description of baseline data (if applicable)  Narrative includes data summaries for all instruments used for the study mentioning how the data answers the research question  Quantitative data displayed in tables and/or figures supports discussion of data analysis in narrative  Qualitative data discussed in data analysis in narrative includes codes and/or themes of data  Narrative includes triangulation of all three sets of data and explains how each piece of data works together to answer the research question  Narrative includes analysis of contextual factors or gap groups such as gender, age, ethnicity, exceptionality, language and/or socioeconomic status (if applicable) which partially answers the research question | Narrative clearly organized by research question or methodology with appropriate headings  Narrative includes step by step report on analysis of data including thorough discussion of all components of collected data  Narrative includes thorough description of baseline data (if applicable)  Narrative includes thorough summaries for all instruments used for the study explaining how the data answers the research question.  Quantitative data displayed in tables and/or figures in APA format supports discussion of data analysis in narrative  Qualitative data discussed in data analysis in narrative includes codes and/or themes of data including direct quotes from participants  Narrative includes triangulation of all three sets of data and thoroughly explains how each piece of data works together to answer the research question  Narrative includes analysis of contextual factors or gap groups such as gender, age, ethnicity, exceptionality, language, and/or socioeconomic status (if necessary) which thoroughly answers the research question. If applicable, includes overview of demographic data |
| **Score: ED 675: /36** | | | |

**Specific Feedback:**

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| **SECTION V: DISCUSSION**  **Written and revised in ED 675**  **Length: 2 page minimum**  **The conclusion is the fifth component of the MARP. The purpose is to provide a summary of the results of your study and to clearly answer your research question. The following should be included in the Conclusion:**   * **Overview/Synthesis of Results** * **Impact of Study** * **Concluding Statements**   **Council For Accreditation of Counseling and Related Educational Programs (CACREP)**  \_\_\_ 8.F. Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies  **American School Counselor Association (ASCA)**  \_\_\_ A.3.B. Ensure equitable academic, career, post-secondary access and personal/social opportunities for all students through the use of data to help close achievement gaps and opportunity gaps |

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| **Overview/Synthesis of Results** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Overview/synthesis does not include overview of research question or study. Overview is not thorough  Overview/synthesis includes conclusions inaccurately drawn from results which do not attempt to answer research question  Overview/synthesis includes interpretations inaccurately drawn from results which do not attempt to answer research question | Overview/synthesis includes overview of research question or study. Overview is not thorough  Overview/synthesis includes conclusions inaccurately drawn from results which attempt to answer research question  Overview/synthesis includes interpretations inaccurately drawn from results which attempt to answer research question | Overview/synthesis includes overview of research question and study. Overview is thoroughly understandable  Overview/synthesis includes conclusions drawn from results which answer research question accurately based on evidence from most of the data  Overview/synthesis includes interpretations drawn from results which answer research question accurately based on evidence from most of the data | Overview/synthesis includes thorough overview of research question and study. Overview/synthesis stands alone and is thoroughly understandable  Overview/synthesis includes conclusions drawn from results which answer research question accurately and thoroughly based on evidence from all of the data  Overview/synthesis includes interpretations drawn from results which thoroughly answer research question based on evidence from all of the data |
| **Impact of Study** | | | |
| Does not include discussion of limitations of study  Does not include discussion of generalizability of study  Does not mention next questions or ideas about intervention if the researcher were to continue the investigation | Includes discussion of limitations of study which is neither critical nor accurate  Includes discussion of generalizability of study which is neither critical nor accurate  Mentions next questions or ideas about intervention if the researcher were to continue the investigation | Includes critical, accurate discussion of limitations of study  Includes critical, accurate discussion of generalizability of the study  Mentions next questions and ideas about intervention if the researcher were to continue the investigation | Includes critical, accurate discussion of limitations of study with suggestions of how they could have improved study  Includes critical, accurate discussion of generalizability of the study with suggestions of how they could have improved study  Includes discussion of next questions and ideas about intervention if the researcher were to continue the investigation |
| **Concluding Statements** | | | |
| Mentions how results of study were shared with an appropriate audience | Includes discussion of how results of study were shared with an appropriate audience without a discussion of feedback | Includes discussion of how results of study were shared with an appropriate audience with a discussion of feedback | Includes discussion of how results of study were shared with an appropriate audience with a discussion of specific feedback from audience; includes additional ways that results could be shared including to peers and conferences |
| **Score: ED 675: /28** | | | |

**Specific Feedback:**

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| **References and Citations** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Does not include citations for all references; citations include a few APA format errors  References list does not include all empirical studies and scholarly articles cited within the MARP with minor APA format errors | Includes citations for all references with a few APA format errors  Reference list includes all empirical studies and scholarly articles cited within the MARP with minor APA format errors | Includes citations for most references in proper APA format  References list includes most empirical studies and scholarly articles cited within MARP in proper APA format | Includes citations for all references in proper APA format  Reference list includes all empirical studies and scholarly articles cited within MARP in proper APA format; only scholarly sources included |
| **Score:** | **ED 670: /8** | **ED 675: /8** | |

**Specific Feedback:**

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| **Appendices** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Copies of few data collection instruments or consent forms are included, if appropriate  Few additional tables and figures which do not appear in the text are included, if appropriate  Samples of few scripted interviews are included, if appropriate  Samples of few student work are included, if appropriate  Few other pertinent documents are included, if appropriate  Few appendices are named with a capital letter and follow APA format | Copies of some data collection instruments and consent forms are included, if appropriate  Some additional tables and figures which do not appear in the text are included, if appropriate  Samples of some scripted interviews are included, if appropriate  Samples of some student work are included, if appropriate  Some other pertinent documents are included, if appropriate  Some appendices are named with a capital letter and follow APA format | Copies of most data collection instruments and consent forms are included, if appropriate  Most additional tables and figures which do not appear in the text are included, if appropriate  Samples of most scripted interviews are included, if appropriate  Samples of most student work are included, if appropriate  Most other pertinent documents are included, if appropriate  Most appendices are named with a capital letter and follow APA format | Copies of all data collection instruments and consent forms are included, if appropriate  All additional tables and figures which do not appear in the text are included, if appropriate  Samples of all scripted interviews are included, if appropriate  Samples of all student work are included, if appropriate  All other pertinent documents are included, if appropriate  All appendices are named with a capital letter and follow APA format |
| **Score:** | **ED 670: /24** | **ED 675: /24** | |

**Specific Feedback:**

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| **Writing Mechanics** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Information appears to be disorganized  Paragraph structure was not clear or sentences were not typically related within the paragraphs  Few sections include an introductory paragraph which does not attempt to draw the reader and a concluding paragraph which does not attempt to summarize key elements  Some sources are not accurately documented reference page includes sources not included in the essay itself  Many grammatical, spelling, or punctuation errors; essay does not attempt points of style appropriate for a formal paper  Rarely uses past tense too refer to previous studies  Rarely uses person first terminology (students with disabilities, students who are gifted/talented, students who speak a second language, NOT LD students, etc.)  Few tables have a heading or are mostly referred to in text; few figures have been named with Arabic numerals, few figures are referred to in text; few tables and figures are in proper APA format  Rarely uses Times New Roman, size 12 font, double spaced, one inch margins and Running Head with page numbers  Score 22-25% originality in Turn It In at the end of each term | Information is organized, but paragraphs are not well-constructed  Paragraphs include related information but were typically not constructed well  Some sections include an introductory paragraph which attempts to draw the reader and a concluding paragraph which attempts to summarize key elements  All sources are accurately documented, but many are not in the required format and reference page includes several errors  A few grammatical, spelling, or punctuation errors; essay may have used first person statements, contractions, subject-verb agreement, or abbreviations  Often uses past tense to refer to previous studies  Often uses person first terminology (students with disabilities, students who are gifted/talented, students who speak a second language, NOT LD students, etc.)  Some tables have a heading and are mostly referred to in text; some figures have been named with Arabic numerals, some figures are referred to in text; some tables and figures are in proper APA format  Often uses Times New Roman, size 12 font, double spaced, one inch margins and Running Head with page numbers  Score between 19-21% originality in Turn It In at the end of each term | Information is organized with well-constructed paragraphs  Most paragraphs include introductory sentence, explanations of detail, and concluding sentences  Most sections include an introductory paragraph which draws the reader and a concluding paragraph which summarized key elements  All sources are accurately documented, and most of the in-text parenthetical citations or paraphrase and reference page is mostly accurate in APA format  A few grammatical, spelling, or punctuation errors; contractions, subject-verb agreement, and first person statements  Mostly uses past tense to refer to previous studies  Mostly uses person first terminology (students with disabilities, students who are gifted/talented, students who speak a second language, NOT LD students, etc.)  Tables mostly have a heading and are mostly referred to in text; figures mostly have been named with Arabic numerals, figures are mostly referred to in text; most tables and figures are in proper APA format  Mostly uses Times New Roman, size 12 font, double spaced one inch margins and Running Head with page numbers  Score between 16-18% originality in Turn It In at the end of each term | Information is very organized with well-constructed paragraphs and subheadings  All paragraphs include introductory sentence, explanations of detail, and concluding sentences  Each section includes an introductory paragraph which draws the reader and a concluding paragraph which summarized key elements  All sources are accurately documented using in-text parenthetical citations or paraphrase and a separate references page is completely accurate in APA format  No grammatical, spelling or punctuation errors; this includes avoiding contractions, abbreviations should be spelled out the first mention, subject-verb agreement, and first person statements  Always uses past tense to refer to previous studies  Always uses person first terminology (students with disabilities, students who are gifted/talented, students who speak a second language, NOT LD students, etc.)  Tables always have a heading, tables are referred to in text; figures always have been named with Arabic numerals, figures are referred to in text; all tables and figures are in proper APA format  Always uses Times New Roman, size 12 font, double spaced, one inch margins and Running Head with page numbers  Scores less than 15% originality in Turn It In at the end of each term |
| **Score:** | **ED 665:** | **ED 670:** | **ED 675:** |
| **Introduction Writing Mechanics Score** | **/20** | **/20** | **/20** |
| **Background Writing Mechanics Score** |  | **/20** | **/20** |
| **Methodology Writing Mechanics Score** | **/20** | **/20** | **/20** |
| **Data Analysis Writing Mechanics** |  |  | **/20** |
| **Discussion Writing Mechanics** |  |  | **/20** |

**Specific Feedback:**

**Welcome to ED 665!**

The Master’s Action Research Project (MARP) is a three course sequence beginning with ED 665, continuing into ED 670, and concluding in ED 675. The purpose of the MARP is to demonstrate your ability to plan, conduct, and analyze action research in your classroom setting in alignment with Kentucky Teacher Performance Standards (KTPS/InTASC). (If you are obtaining a degree in guidance counseling, the action research will occur in your school setting).

The goals of ED 665 include learning about action research methodologies, developing a research question, obtaining Institutional Review Board (IRB) approval, and writing the Introduction and Methodology of the MARP. The goals of ED 670 are revising the first two components of the MARP, writing the Background, and implementing the action research. The goals of ED 675 are analyzing collected data, writing the Data Analysis and Conclusion, revising all components of the MARP, and presenting your MARP to an appropriate audience. Please refer to Power Points for each component of the MARP process which provide valuable information and advice.

The components of the MARP include:

* Introduction (ED 665)
* Background (ED 670)
* Methodology (ED 665)
* Data Analysis (ED 675)
* Conclusion (ED 675)

Please use the following scoring rubric as you write and revise all MARP components. As you submit your MARP documents, your professors will provide valuable feedback which will help you revise and implement your action research. When completed, the MARP is worth a total of 364 points. You must score a minimum of 309 points. In order to successfully progress from one action research course to the next, you must score a minimum B on your MARP. Additionally, you must score an originality score of less than 15% when submitted to Turn It In originality software.

Masters of Teacher Leader and Special Education candidates will additionally be scored on KTPS/InTASC and Council for the Accreditation of Teacher Preparation (CAEP) standards for advanced programs. On a holistic score of one to four, you must score a minimum of two on each indicator.

**Interdisciplinary Early Childhood Educators (IECE) are additionally scored on Kentucky IECE standards and National Association for the Education of Young Children Standards (NAEYC).**

Guidance Counseling students are additionally scored on Kentucky Standards for School Guidance Counselors Standards, Council for Accreditation of Counseling and Related Educational Programs (CACREP), and American School Counselor Association Standards (ASCA). On a holistic score of one to four, you must score a minimum of two on each indicator.

**Campbellsville University**

**School of Education**

**Masters Action Research Project (MARP)**

**Scoring Rubric**

**Revised 8/09/2017**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic of MARP \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Degree \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ED 665 Professor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Term/Date \_\_\_\_\_\_\_\_\_\_\_\_ Total Points \_\_\_\_\_\_\_\_\_\_\_\_ (136)

ED 670 Professor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Term/Date \_\_\_\_\_\_\_\_\_\_\_\_ Total Points \_\_\_\_\_\_\_\_\_\_\_\_ (260)

ED 675 Professor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Term/Date \_\_\_\_\_\_\_\_\_\_\_\_ Total Points \_\_\_\_\_\_\_\_\_\_\_\_ (364)

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| **ED 665 MARP Requirements**  IRB Approval  Title Page (4 points) \_\_\_\_\_  Introduction (32 points) \_\_\_\_\_  Methodology (60 points) \_\_\_\_  Introduction Writing Mechanics (20 points) \_\_\_\_\_  Methodology Writing Mechanics (20 points) \_\_\_\_\_  Total 136 points \_\_\_\_\_  Minimum B 116 points  Institutional Review Board Proposal  Date submitted \_\_\_\_\_\_\_\_\_\_\_\_  Date approved \_\_\_\_\_\_\_\_\_\_\_\_    Turn It In Originality score  (Must be 15% or less)   |  |  |  | | --- | --- | --- | | **ED 665** | **ED 670** | **ED 675** | |  |  |  | | **ED 670 MARP Requirements**  Title Page (4 points) \_\_\_\_\_\_  Abstract (8 points) \_\_\_\_\_\_  Introduction (32 points) \_\_\_\_\_\_  Background (64 points) \_\_\_\_\_\_  Methodology (60 points) \_\_\_\_\_  References (8 points) \_\_\_\_\_\_  Appendices (24 points) \_\_\_\_\_\_  Introduction Writing Mechanics  (20 points) \_\_\_\_\_\_  Background Writing Mechanics  (20 points) \_\_\_\_\_\_  Methodology Writing Mechanics (20 points) \_\_\_\_\_\_  Total 260 points \_\_\_\_\_\_  Minimum B 221 points | **ED 675 MARP Requirements**  Title Page (4 points) \_\_\_\_\_\_  Abstract (8 points) \_\_\_\_\_\_  Introduction (32 points) \_\_\_\_\_\_  Background (64 points) \_\_\_\_\_\_  Methodology (60 points) \_\_\_\_\_  Data Analysis (36 points) \_\_\_\_\_  Conclusion (28 points) \_\_\_\_\_\_  References (8 points) \_\_\_\_\_\_  Appendices (24 points) \_\_\_\_\_\_  Introduction Writing Mechanics  (20 points) \_\_\_\_\_\_  Background Writing Mechanics  (20 points) \_\_\_\_\_\_  Methodology Writing Mechanics (20 points) \_\_\_\_\_\_  Data Analysis Writing Mechanics (20 points) \_\_\_\_\_\_  Conclusion Writing Mechanics (20 points) \_\_\_\_\_\_  Total 364 points \_\_\_\_\_\_  Minimum B 309 points  Presentation date \_\_\_\_\_\_\_\_\_\_\_  Location \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| **TITLE PAGE/ABSTRACT**  **Title Page Written in ED 665; Abstract written in ED 670** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Three or fewer criteria included | Four criteria included | Five criteria included | Title is no more than 12 words  Includes student name  Includes institution name  Includes date  Includes running head  Title page follows proper APA format |
| **Score:** | **Ed 665: /4** | **ED 670: /4** | **ED 675: /4** |
| **Abstract** | | | |
| Less than four criteria included  Abstract does not meet word criteria | Four to five criteria included  Abstract does not meet word criteria | All criteria included  Abstract does not meet word criteria | Succinct description of study, purpose, students/participants, methodology, procedures, findings  Abstract ranges between 150 and 250 words |
| **Score:** | **ED 670: /8** | **ED 675: /8** | |

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| **SECTION I: INTRODUCTION**  **Written in ED 665, revised in ED 670, and ED 675**  **Length: 1 page minimum**  **Introduction is the first component of the MARP. The purpose is to provide an overview of the MARP. The following should be included in the Introduction:**  **Rationale**  **Research Question**  **Description of Study**  **Intervention**  **IECE Teacher Standards**  \_\_\_ **IECE 3b:** Implement instructional strategies that meet the individual needs of each child.  **National Association for the Education of Young Children Standards**  \_\_\_ **NAEYC 1b:** Knowing and understanding the multiple influences on development and learning.  \_\_\_ **NAEYC 4c:** Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.  **Kentucky Teacher Performance Standards/Interstate New Teacher Assessment Support Consortium Standards (KTPS/InTASC)**  \_\_\_ **Standard #1: Learner Development** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.  **\_\_\_ Standard #2: Learning Differences** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.  **\_\_\_ Standard #3: Learning Environments** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.  **\_\_\_ Standard #4: Content Knowledge** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| **Rationale** | | | |
| Introduction lacks purpose, does not include problem/issue or proposed intervention  Rationale describes what prompted you to pursue the topic/intervention without background information | Introduction provides purpose for paper including mention of either problem/issue or proposed intervention  Rationale describes what prompted you to pursue the topic/intervention including background intervention that is not relevant to the topic | Introduction suggests purpose for paper including mention of both problem/issue and proposed intervention  Rationale describes what prompted you to pursue the topic/intervention including only relevant background information based on personal experience | Introduction provides purpose for paper including discussion of both problem/issue and proposed intervention  Rationale describes what prompted you to pursue the topic/intervention including only relevant background information based on personal experience and supported by scholarly evidence of effectiveness |
| **Research Question** | | | |
| Research question does not lend itself to action research because it is not within the realm of the researcher’s control, and it not open-ended  Research question not stated | Research question does not lend itself to action research because it is not within the realm of the researcher’s control, but is open-ended  Research question not related topic/problem or intervention | Research question lends itself to action research by being open-ended, within the realm of the researcher’s control, and answerable with qualitative or quantitative date  Research question related to topic/problem or intervention | Research question lends itself to action research by being open-ended and within the realm of the researcher’s control, and answerable with mixed data  Research question related to topic/problem and intervention |
| **Description of Study** | | | |
| Description of study includes individual school or grade level  Description of study identifies ages of participants only  Description of study identifies one piece of data collected | Description of study includes individual school and grade level  Description of study identifies number of participants  Description of study identifies two pieces of data collected | Description of study includes school district, individual school, and grade level  Description of study identifies ages and number of participants  Description of study identifies three pieces of data collected | Description of study includes setting, identifying geography, school district, individual school, and grade level  Description of study identifies ages, number of participants, and other characteristics    Description of study identifies three pieces of data collected and classifies them as qualitative or quantitative |
| **Intervention** | | | |
| Description of study does not include role of teacher or students | Description of study includes discussion of either role of teacher or students | Description of student includes discussion of intervention including the role of the teacher, role of the students | Description of study includes discussion of intervention including the role of the teacher, role of the student, and materials utilized |
| **Score:** | **ED 665: /32** | **ED 670: /32** | **ED 675: /32** |

**Specific Feedback:**

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| **Section II: Background**  **Written in ED 670, revised in ED 675**  **Length: 3 pages minimum**  **Background is the second component of the MARP. The purpose is to provide an overview of scholarly literature related to your MARP topic. The following should be included in the Background:**   * **Headings based on central themes to your MARP topic** * **A minimum of five scholarly articles (a minimum of three must be empirical studies)** * **Summary of key articles about the topic and intervention**   **IECE Teacher Standards**  \_\_\_ **IECE 1f:** Include knowledge and strategies of multiple disciplines.  \_\_\_ **IECE 1g:** Plan experiences and instruction based on family strengths, resources, priorities, and concerns.  **National Association for the Education of Young Children Standards**  \_\_\_ **NAEYC 4a:** Knowing, understanding, and using positive relationships and supportive interactions.  \_\_\_ **NAEYC 4d:** Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.  **Kentucky Teacher Performance Standards/Interstate New Teacher Assessment Support Consortium Standards (KTPS/InTASC)**  \_\_\_ **Standard #5: Application of Content** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. |

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| **Scholarly Style and Organization** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Background written without a scholarly style without following key aspects of APA format  Background not organized  Relies heavily on direct quotations incorrectly cited | Background written with a somewhat scholarly style following some key aspects of APA format  Background organized based on key findings without headings  Relies heavily on direct quotations correctly cited using APA format | Background written with a scholarly style following key aspects of APA format  Background organized with headings not based on key findings  Includes paraphrases incorrectly cited | Background written with a scholarly style following all aspects of APA format  Background clearly organized with headings based on key findings from empirical studies  Includes paraphrases correctly cited using APA format |
| **Background Content** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Includes citations for one empirical study about the topic  Some empirical studies related to research with some key aspects of research question included in background  Does not include citation for other scholarly sources about topic; none of which are websites  Most sources are outdated, published beyond the last ten year  Includes summary of some empirical studies and scholarly sources including some aspects of methodology, findings, and conclusions | Includes citations for two empirical studies abut topic  Most empirical studies related to research question with some key aspects of research question included in background  Includes citation for one scholarly source about topic; none of which are websites  Most sources are current, published within the last ten years  Includes summary of all empirical studies and scholarly sources including some aspects of methodology, findings, and conclusions | Includes citations for at least three empirical studies about topic  All empirical studies clearly related to research question with key aspects of research question included in background  Includes citations for at least two scholarly sources about topic; none of which were websites  All sources are current, published within the last ten years  Includes summary of all empirical studies and scholarly sources including methodology, findings, and conclusions | Includes citations for more than three empirical studies about topic  All empirical studies clearly related to research question with all aspects of research question included in background  Includes citations for more than two scholarly sources about topic; none of which were websites  All sources are current, published within the last ten years  Includes thorough summary of all empirical studies and scholarly sources including participants, methodology, findings, and conclusions |
| **Score:**  **(Score based on 8 points per indicator)** | **ED 670: /64** | **ED 675: /64** | |

**Specific Feedback:**

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| **Section III:** **Methodology**  **Written in ED 665, revised in ED 670, and ED 675**  **Length: 3 pages minimum**  **Methodology is the third component of the MARP. The purpose is to provide a detailed overview of the MARP procedures. The following should be included in the Methodology:**   * **Research Study/Intervention** * **Research Participants** * **Data Collection** * **Data Analysis**   **IECE Teacher Standards**  \_\_\_ **IECE 1b:** Include assessments that target learning outcomes.  \_\_\_ **IECE 1c:** Individualize curriculum, instruction plans, and assessment strategies for ALL children.  \_\_\_ **IECE 2d:** Create and maintain individually appropriate, activity-based learning environments.  \_\_\_ **IECE 2g:** Create, evaluate, and select technology, materials, and media to enhance the learning environment.  \_\_\_ **IECE 3a:** Implement developmentally appropriate, comprehensive curriculum and instruction aligned with program, school, district, state, and/or federal goals.  \_\_\_ **IECE 3b:** Implement instructional strategies that meet the individual needs of each child.  \_\_\_ **IECE 6a:** Participate as an effective team member and demonstrate appropriate interpersonal skills to support collaboration in early childhood settings.  \_\_\_ **IECE 6b:** Demonstrate effective methods of communication that value the role, skill, input, and expertise of families, colleagues, and others.  \_\_\_ **IECE 6d:** Collaborate with team members to promote child developing and transition through sharing information, joint decision making, and program planning.  \_\_\_ **IECE 6f:** Articulate individual outcomes and unique needs for each child to staff and volunteers.  \_\_\_ **IECE 9a:** Use multiple technology applications to support child learning.  \_\_\_ **IECE 9b:** Select appropriate technology to enhance instruction.  **National Association for the Education of Young Children Standards**  \_\_\_ **NAEYC 2c:** Involving families and communities in their children’s development and learning.  \_\_\_ **NAEYC 3b:** Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.  \_\_\_ **NAEYC 4a:** Knowing, understanding, and using positive relationships and supportive interactions.  \_\_\_ **NAEYC 4b:** Knowing, understanding, and using effective approaches, strategies, and tools for early education.  **Interstate New Teacher Assessment Support Consortium Standards (InTASC)**  \_\_\_ **Standard #6: Assessment** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.  **\_\_\_ Standard #7: Planning for Instruction** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.  **\_\_\_ Standard #8: Instructional Strategies** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.  **Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced Programs**  \_\_\_ **A.1.1** Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:  • Applications of data literacy;  • Use of research and understanding of qualitative, quantitative and/or mixed methods research  methodologies;  • Employment of data analysis and evidence to develop supportive school environments;  • Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers,  administrators, community organizations, and parents;  • Supporting appropriate applications of technology for their field of specialization; and  • Application of professional dispositions, laws and policies, codes of ethics and professional standards  appropriate to their field of specialization. |

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| **Research Study/Intervention** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Minimally provides purpose for paper or creates vague interest for reader without research question and rationale  Intervention is weakly relevant to research question without evidence in description  Context of study minimally described  Time, frequency, or duration of study not described in detail  Intervention described without explanation of how students experience intervention or how teacher implements intervention | Minimally provides purpose for paper and creates vague interest for readers including either the research question or overview of rationale  Intervention is somewhat relevant to research question without evidence in description  Context of study described including one of three required elements  Time or frequency of study included without mention of five weeks  Intervention described including brief explanation of how students experience intervention or how teacher implements intervention | Suggests purpose for paper and creates interest for reader including research question and overview of rationale  Intervention is relevant to research question based on description  Context of study described including two of three required elements  Time, frequency, and duration of study included without mention of five weeks  Intervention described including brief explanation of how students experience intervention and how teacher implements intervention | Provides purpose for paper and creates interest for reader including research question and overview of rationale  Intervention is clearly relevant to research question based on description  Context of study thoroughly described including classroom, school, and district  Time, frequency, and duration of study included describing a minimum five weeks  Intervention thoroughly described including how students experience intervention, how teacher implements intervention |
| **Research Participants** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Research participants mentioned without specific details related to number, gender, and ethnicity  Participant selection not mentioned  Confidentiality or anonymity mentioned without detail | Research participants mentioned without specific details related to number, gender, or ethnicity  Participant selection based on class enrollment, but not specified  Confidentiality and anonymity mentioned without detail | Research participants described including number of participants, gender of participants, and ethnicity of participants  Participant selection mentioned without detail  Thorough description of how confidentiality or anonymity was maintained for participants | Research participants specifically included such as number of participants, gender of participants, ages, and ethnicity of participants  Detailed description of how participants were selected including selection criteria, the use of random selection, or participation based on class enrollment  Thorough description of how confidentiality and anonymity was maintained for participants |
| **Data Collection** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Data collection not identified as quantitative, qualitative, or mixed methods  Description of procedures lacks detail and chart of timeline  Includes description of one or two data instruments without copies in Appendix | One piece of data collection correctly identified as quantitative, qualitative, or mixed methods  Description of procedures includes how often data was collected, when data was collected, duration of data collection, and identifies who collected each piece of data collected without chart or timeline  Includes description of one or two data instruments with copies in Appendix | Two pieces of data collection correctly identified as quantitative, qualitative, or mixed methods  Description of procedures includes how often data was collected, when data was collected, duration of data collection, and identifies who collected each piece of data collected, included in data collection chart or timeline  Includes description of all data instruments with copies in the Appendix | Three pieces of data collection correctly identified as quantitative, qualitative, or mixed methods  Detailed description of procedures includes how often data was collected, when data was collected, duration of data collection, and identifies who collected each piece of data, included in data collection chart or timeline which is discussed in text  Includes description of all data collection instruments, including discussion of reliability and validity of each instrument with copies in Appendix |
| **Data Analysis** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Baseline data not mentioned (if applicable)  Quantitative data analysis not mentioned (if applicable)  Qualitative data analysis not mentioned (if applicable)  Data analysis by contextual factors or gap groups not mentioned | Baseline data mentioned without detail (if applicable)  Quantitative data analysis mentioned without detail  Qualitative data analysis mentioned without detail  Data analysis by contextual factors or gap groups mentioned without detail | Description of how baseline data were obtained (if applicable)  Description of how quantitative data were analyzed  Description of how qualitative data were analyzed  Description of how data were analyzed by contextual factors or gap groups | Thorough description of how baseline data were obtained (if applicable)  Detailed description of how quantitative data were analyzed including individual or group mean scores, comparison of pre/post scores, or other relevant analysis  Detailed description of how qualitative data were analyzed including anticipated summaries, codes, categories of data, or other relevant analysis  Detailed description of how data were analyzed by contextual factors or gap groups |
| **Score:** | **ED 665: /60** | **ED 670: /60** | **ED 675: /60** |

**Specific Feedback:**

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| **SECTION IV: DATA ANALYSIS**  **Written and Revised in ED 675**  **Length: 3 page minimum**  **Data analysis is the fourth component of the MARP. The purpose is to analyze each piece of data based on individual and groups as appropriate and to draw holistic conclusions based on all data. The following should be included in the Data Analysis:**   * **Headings organized by data** * **Quantitative data analyzed and displayed in tables and figures** * **Qualitative data analyzed and displayed by codes and themes** * **Triangulation and analysis of all data** * **Data analysis based on identified gap groups**   **IECE Teacher Standards**  \_\_\_ **IECE 4a:** Use a systematic process to assess and record children’s ongoing developmental progress.  \_\_\_ **IECE 4b:** Base assessment strategies on developmentally appropriate learning outcomes and aligns strategies with the program curriculum and appropriate standards.  \_\_\_ **IECE 4c:** Plan and implement assessment strategies that are sensitive to the teaching and learning context, including families’ cultures, and that address children’s unique and/or special learning needs.  \_\_\_ **IECE 4d:** Plan and implement assessment strategies that invite active involvement of appropriate partners, including team members and children’s families.  \_\_\_ **IECE 4e:** Accurately interpret the data and validity of assessment results and communicate results to appropriate partners, including families, in terms they easily understand.  \_\_\_ **IECE 4f:** Use assessment results to design appropriate learning outcomes and to plan for future services and instruction.  \_\_\_ **IECE 5a:** Use data to reflect on and evaluate children’s learning.  \_\_\_ **IECE 5b:** Use data to reflect on and evaluate instructional practice.  \_\_\_ **IECE 5c:** Use data to identify areas for professional growth.  \_\_\_ **IECE 5d:** Analyze the involvement and effectiveness of team members in instruction.  **National Association for the Education of Young Children Standards**  \_\_\_ **NAEYC 3b:** Understanding and practicing responsible assessment.  \_\_\_ **NAEYC 3d:** Knowing about assessment partnerships with families and professionals.  \_\_\_ **NAEYC 4c:** Knowing and understanding the importance, central concepts, inquiry tools, and structures of  content areas or academic disciplines.  \_\_\_ **NAEYC 5b:** Knowing about and upholding ethical standards and other professional guidelines.  **Kentucky Teacher Performance Standards/Interstate New Teacher Assessment Support Consortium (KTPS/InTASC)**  **\_\_\_ Standard #9: Professional Learning and Ethical Practice** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. |

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| **Data Results Narrative** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Narrative not clearly organized  Narrative does not include step by step report on analysis of data including two components of collected data  Narrative does not include description of baseline data, but is necessary  Narrative does not include summaries for all instruments used for the study without mentioning how the data answers the research question  Quantitative data not displayed in tables and/or figures  Qualitative data discussed in data analysis does not include codes and/or themes of data  Narrative includes brief mention of triangulation without discussing how the sets of data work together to answer the research question  Narrative does not include analysis of contextual factors or gap groups such as gender, age, ethnicity, exceptionality, language, and/or socioeconomic status | Narrative clearly organized by another logical scheme  Narrative includes step by step report on analysis of data including two components of collected data  Narrative includes brief description of baseline data (if applicable)  Narrative includes brief summaries for all instruments used for the study without mentioning how the data answers the research question  Quantitative data displayed in tables and/or figures do not support discussion of data analysis in narrative  Qualitative data discussed in data analysis in narrative includes partial list of codes and/or themes of data  Narrative includes triangulation of most sets of data and explains how most pieces of data work together to answer the research question  Narrative includes analysis of contextual factors or gap groups such as gender, age, ethnicity, exceptionality, language, and/or socioeconomic status (if applicable) which does not answer the research question | Narrative clearly organized by research question or methodology without headings  Narrative includes step by step report on analysis of data including discussion of all components of collected data  Narrative includes description of baseline data (if applicable)  Narrative includes data summaries for all instruments used for the study mentioning how the data answers the research question  Quantitative data displayed in tables and/or figures supports discussion of data analysis in narrative  Qualitative data discussed in data analysis in narrative includes codes and/or themes of data  Narrative includes triangulation of all three sets of data and explains how each piece of data works together to answer the research question  Narrative includes analysis of contextual factors or gap groups such as gender, age, ethnicity, exceptionality, language and/or socioeconomic status (if applicable) which partially answers the research question | Narrative clearly organized by research question or methodology with appropriate headings  Narrative includes step by step report on analysis of data including thorough discussion of all components of collected data  Narrative includes thorough description of baseline data (if applicable)  Narrative includes thorough summaries for all instruments used for the study explaining how the data answers the research question.  Quantitative data displayed in tables and/or figures in APA format supports discussion of data analysis in narrative  Qualitative data discussed in data analysis in narrative includes codes and/or themes of data including direct quotes from participants  Narrative includes triangulation of all three sets of data and thoroughly explains how each piece of data works together to answer the research question  Narrative includes analysis of contextual factors or gap groups such as gender, age, ethnicity, exceptionality, language, and/or socioeconomic status (if necessary) which thoroughly answers the research question. If applicable, includes overview of demographic data |
| **Score: ED 675: /36** | | | |

**Specific Feedback:**

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| **SECTION V: DISCUSSION**  **Written and revised in ED 675**  **Length: 2 page minimum**  **The conclusion is the fifth component of the MARP. The purpose is to provide a summary of the results of your study and to clearly answer your research question. The following should be included in the Conclusion:**   * **Overview/Synthesis of Results** * **Impact of Study** * **Concluding Statements**   **IECE Teacher Standards**  \_\_\_ **IECE 4f:** Use assessment results to design appropriate learning outcomes and to plan for future services and instruction.  \_\_\_ **IECE 6f:** Articulate individual outcomes and unique needs for each child to staff and volunteers.  \_\_\_ **IECE 6g:** Provide ongoing, constructive feedback to team members on professional practices.  \_\_\_ **IECE 6h:** Use adult learning principles in collaboration with team members.  \_\_\_ **IECE 8a:** Assist families in articulating resources, priorities, and concerns.  \_\_\_ **IECE 8b:** Individualize interactions and activities that demonstrate sensitivity to characteristics of each child’s family community.  \_\_\_ **IECE 8c:** Facilitate communication of legal, procedural, and program related information to families using appropriate methods of communication.  \_\_\_ **IECE 8d:** Apply adult learning principles in family education activities.  \_\_\_ **IECE 8e:** Respect and provide on-going support for the family’s preferred level of involvement in educational activities.  **National Association for the Education of Young Children Standards**  \_\_\_ NAEYC 3a: Understanding the goals, benefits, and uses of assessment.  \_\_\_ NAEYC 5a: Identifying and involving oneself with the early childhood field.  \_\_\_ NAEYC 5d: Integrating knowledgeable, reflective, and critical perspectives on early childhood.  **Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced Programs**  \_\_\_ **A.2.2.** The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component 1.1.  **Kentucky Teacher Performance Standards/Interstate New Teacher Assessment Support Consortium Standards (KTPS/InTASC)**  **\_\_\_ Standard #9: Professional Learning and Ethical Practice** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.  \_\_\_ **Standard #10: Leadership and Collaboration** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview/Synthesis of Results** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Overview/synthesis does not include overview of research question or study. Overview is not thorough  Overview/synthesis includes conclusions inaccurately drawn from results which do not attempt to answer research question  Overview/synthesis includes interpretations inaccurately drawn from results which do not attempt to answer research question | Overview/synthesis includes overview of research question or study. Overview is not thorough  Overview/synthesis includes conclusions inaccurately drawn from results which attempt to answer research question  Overview/synthesis includes interpretations inaccurately drawn from results which attempt to answer research question | Overview/synthesis includes overview of research question and study. Overview is thoroughly understandable  Overview/synthesis includes conclusions drawn from results which answer research question accurately based on evidence from most of the data  Overview/synthesis includes interpretations drawn from results which answer research question accurately based on evidence from most of the data | Overview/synthesis includes thorough overview of research question and study. Overview/synthesis stands alone and is thoroughly understandable  Overview/synthesis includes conclusions drawn from results which answer research question accurately and thoroughly based on evidence from all of the data  Overview/synthesis includes interpretations drawn from results which thoroughly answer research question based on evidence from all of the data |
| **Impact of Study** | | | |
| Does not include discussion of limitations of study  Does not include discussion of generalizability of study  Does not mention next questions or ideas about intervention if the researcher were to continue the investigation | Includes discussion of limitations of study which is neither critical nor accurate  Includes discussion of generalizability of study which is neither critical nor accurate  Mentions next questions or ideas about intervention if the researcher were to continue the investigation | Includes critical, accurate discussion of limitations of study  Includes critical, accurate discussion of generalizability of the study  Mentions next questions and ideas about intervention if the researcher were to continue the investigation | Includes critical, accurate discussion of limitations of study with suggestions of how they could have improved study  Includes critical, accurate discussion of generalizability of the study with suggestions of how they could have improved study  Includes discussion of next questions and ideas about intervention if the researcher were to continue the investigation |
| **Concluding Statements** | | | |
| Mentions how results of study were shared with an appropriate audience | Includes discussion of how results of study were shared with an appropriate audience without a discussion of feedback | Includes discussion of how results of study were shared with an appropriate audience with a discussion of feedback | Includes discussion of how results of study were shared with an appropriate audience with a discussion of specific feedback from audience; includes additional ways that results could be shared including to peers and conferences |
| **Score: ED 675: /28** | | | |

**Specific Feedback:**

|  |  |  |  |
| --- | --- | --- | --- |
| **References and Citations** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Does not include citations for all references; citations include a few APA format errors  References list does not include all empirical studies and scholarly articles cited within the MARP with minor APA format errors | Includes citations for all references with a few APA format errors  Reference list includes all empirical studies and scholarly articles cited within the MARP with minor APA format errors | Includes citations for most references in proper APA format  References list includes most empirical studies and scholarly articles cited within MARP in proper APA format | Includes citations for all references in proper APA format  Reference list includes all empirical studies and scholarly articles cited within MARP in proper APA format; only scholarly sources included |
| **Score:** | **ED 670: /8** | **ED 675: /8** | |

**Specific Feedback:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Appendices** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Copies of few data collection instruments or consent forms are included, if appropriate  Few additional tables and figures which do not appear in the text are included, if appropriate  Samples of few scripted interviews are included, if appropriate  Samples of few student work are included, if appropriate  Few other pertinent documents are included, if appropriate  Few appendices are named with a capital letter and follow APA format | Copies of some data collection instruments and consent forms are included, if appropriate  Some additional tables and figures which do not appear in the text are included, if appropriate  Samples of some scripted interviews are included, if appropriate  Samples of some student work are included, if appropriate  Some other pertinent documents are included, if appropriate  Some appendices are named with a capital letter and follow APA format | Copies of most data collection instruments and consent forms are included, if appropriate  Most additional tables and figures which do not appear in the text are included, if appropriate  Samples of most scripted interviews are included, if appropriate  Samples of most student work are included, if appropriate  Most other pertinent documents are included, if appropriate  Most appendices are named with a capital letter and follow APA format | Copies of all data collection instruments and consent forms are included, if appropriate  All additional tables and figures which do not appear in the text are included, if appropriate  Samples of all scripted interviews are included, if appropriate  Samples of all student work are included, if appropriate  All other pertinent documents are included, if appropriate  All appendices are named with a capital letter and follow APA format |
| **Score:** | **ED 670: /24** | **ED 675: /24** | |

**Specific Feedback:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Writing Mechanics** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Information appears to be disorganized  Paragraph structure was not clear or sentences were not typically related within the paragraphs  Few sections include an introductory paragraph which does not attempt to draw the reader and a concluding paragraph which does not attempt to summarize key elements  Some sources are not accurately documented reference page includes sources not included in the essay itself  Many grammatical, spelling, or punctuation errors; essay does not attempt points of style appropriate for a formal paper  Rarely uses past tense too refer to previous studies  Rarely uses person first terminology (students with disabilities, students who are gifted/talented, students who speak a second language, NOT LD students, etc.)  Few tables have a heading or are mostly referred to in text; few figures have been named with Arabic numerals, few figures are referred to in text; few tables and figures are in proper APA format  Rarely uses Times New Roman, size 12 font, double spaced, one inch margins and Running Head with page numbers  Score 22-25% originality in Turn It In at the end of each term | Information is organized, but paragraphs are not well-constructed  Paragraphs include related information but were typically not constructed well  Some sections include an introductory paragraph which attempts to draw the reader and a concluding paragraph which attempts to summarize key elements  All sources are accurately documented, but many are not in the required format and reference page includes several errors  A few grammatical, spelling, or punctuation errors; essay may have used first person statements, contractions, subject-verb agreement, or abbreviations  Often uses past tense to refer to previous studies  Often uses person first terminology (students with disabilities, students who are gifted/talented, students who speak a second language, NOT LD students, etc.)  Some tables have a heading and are mostly referred to in text; some figures have been named with Arabic numerals, some figures are referred to in text; some tables and figures are in proper APA format  Often uses Times New Roman, size 12 font, double spaced, one inch margins and Running Head with page numbers  Score between 19-21% originality in Turn It In at the end of each term | Information is organized with well-constructed paragraphs  Most paragraphs include introductory sentence, explanations of detail, and concluding sentences  Most sections include an introductory paragraph which draws the reader and a concluding paragraph which summarized key elements  All sources are accurately documented, and most of the in-text parenthetical citations or paraphrase and reference page is mostly accurate in APA format  A few grammatical, spelling, or punctuation errors; contractions, subject-verb agreement, and first person statements  Mostly uses past tense to refer to previous studies  Mostly uses person first terminology (students with disabilities, students who are gifted/talented, students who speak a second language, NOT LD students, etc.)  Tables mostly have a heading and are mostly referred to in text; figures mostly have been named with Arabic numerals, figures are mostly referred to in text; most tables and figures are in proper APA format  Mostly uses Times New Roman, size 12 font, double spaced one inch margins and Running Head with page numbers  Score between 16-18% originality in Turn It In at the end of each term | Information is very organized with well-constructed paragraphs and subheadings  All paragraphs include introductory sentence, explanations of detail, and concluding sentences  Each section includes an introductory paragraph which draws the reader and a concluding paragraph which summarized key elements  All sources are accurately documented using in-text parenthetical citations or paraphrase and a separate references page is completely accurate in APA format  No grammatical, spelling or punctuation errors; this includes avoiding contractions, abbreviations should be spelled out the first mention, subject-verb agreement, and first person statements  Always uses past tense to refer to previous studies  Always uses person first terminology (students with disabilities, students who are gifted/talented, students who speak a second language, NOT LD students, etc.)  Tables always have a heading, tables are referred to in text; figures always have been named with Arabic numerals, figures are referred to in text; all tables and figures are in proper APA format  Always uses Times New Roman, size 12 font, double spaced, one inch margins and Running Head with page numbers  Scores less than 15% originality in Turn It In at the end of each term |
| **Score:** | **ED 665:** | **ED 670:** | **ED 675:** |
| **Introduction Writing Mechanics Score** | **/20** | **/20** | **/20** |
| **Background Writing Mechanics Score** |  | **/20** | **/20** |
| **Methodology Writing Mechanics Score** | **/20** | **/20** | **/20** |
| **Data Analysis Writing Mechanics** |  |  | **/20** |
| **Discussion Writing Mechanics** |  |  | **/20** |

**Specific Feedback:**

**Addendum E**

**Campbellsville University**

**School of Education**

**Gifted/Talented Education Endorsement, P-12 Advanced Level**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Ethnicitiy\_\_\_\_\_\_\_\_\_\_\_\_**

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

SSN#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Telephone Number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Current Certification(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PRAXIS II: Gifted Education (5358) \_\_\_\_\_\_\_\_\_\_\_\_\_ (157 passing) Date Taken\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **Gifted Courses Required**  **12 Hours** |
| Gifted Courses (Must be taken in sequence): **Sem/Year Grade**  \_\_\_\_\_\_ \_\_\_\_\_\_\_ GTE 520 Introduction to Gifted and Talented Education (3) &  \_\_\_\_\_\_ \_\_\_\_\_\_\_ GTE 535 A Practicum in Gifted and Talented (1)  **\_\_\_\_\_\_** \_\_\_\_\_\_\_ GTE 525 Curriculum Development and Instructional Strategies (3) &  \_\_\_\_\_\_ \_\_\_\_\_\_\_ GTE 535 B Practicum in Gifted and Talented (1)  \_\_\_\_\_\_ \_\_\_\_\_\_\_ GTE 530 Psychology of the Gifted and Talented (3) &  \_\_\_\_\_\_ \_\_\_\_\_\_\_ GTE 535C Practicum in Gifted and Talented (1)  **Total: 12 Hours** |

\*\*Continuous Assessment

\_\_\_\_\_\_\_\_**CAP 5: Admission** to Graduate Program and Endorsement Program Recommendations; Minimum GPA 2.75; Base Certificate, Code of Ethics

\_\_\_\_\_\_\_\_**CAP 6: Continuation** in the program: after the first two courses, Minimum GPA 3.0; disposition recommendations.

\_\_\_\_\_\_\_\_**CAP 7: Exit** from the program: Minimum GPA 3.0; disposition recommendations; major course assessments.

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

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

Student Signature Date

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

Advisor Signature Date

**Addendum F**

**Curriculum Contract/Guide Sheet**

**CAMPBELLSVILLE UNIVERSITY**

**ESL ENDORSEMENT, ADVANCED, P-12**

**TEACHING ENGLISH AS A SECOND LANGUAGE**

NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_STUDENT ID#\_\_\_\_\_\_\_\_\_\_\_\_\_\_ETHNICITY\_\_\_\_\_\_\_\_\_\_ ADDRESS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_GENDER\_\_\_

TELEPHONE (HOME)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(WORK)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_E-MAIL\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COLLEGE/UNI\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DEGREE HELD\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CERTIFICATION HELD \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ENTRY DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**REQUIRED COURSES**

**COURSE #** **COURSE TITLE** **HRS** **YEAR** **GRADE**

TSL 510 Language and Culture 3 \_\_\_\_\_\_ \_\_\_\_\_\_\_

TSL 640 Second Language Acquisition 3 \_\_\_\_\_\_ \_\_\_\_\_\_\_

TSL 650 ESL/EFL Assessment 3 \_\_\_\_\_\_ \_\_\_\_\_\_\_

TSL 660 Materials & Methods I 3 \_\_\_\_\_\_ \_\_\_\_\_\_\_

TSL 661 Materials & Methods II 3 \_\_\_\_\_\_ \_\_\_\_\_\_\_

**REQUIRED TEST:** Praxis II: English to Speakers of Other Languages (5361)

DATE TAKEN SCORE \*Min: 157

\_\_\_\_/\_\_\_\_/\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

**CONTINUOUS ASSESSMENT:**

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

\_\_\_\_\_\_\_\_\_\_\_ **CAP 5: Admission** to Graduate Program and Endorsement Program Recommendations; Minimum GPA 2.75; Base certificate, KY Code of Ethics

\_\_\_\_\_\_\_\_\_\_\_**CAP 6: Continuation** in the program: after the first two courses; Minimum GPA 3.0; disposition recommendations; interview

\_\_\_\_\_\_\_\_\_\_\_CAP **7: Exit** from the program: Minimum GPA 3.0; disposition recommendations; major course assessments; exit interview

Acknowledgement of program contract:

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

Student Signature Date Dean’s Signature Date

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

Academic Advisor Date Completion Date

**Addendum G**

Campbellsville University

School of Education

**Environmental Education Endorsement, P-12**

**Graduate Level**

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

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

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

Degree: B.A./B.S.\_\_\_\_\_\_\_Institution\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Minor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*Currently there is no Praxis II examination for this endorsement.**

|  |
| --- |
| Environmental Education Courses **12 Hours** |
| Environmental Courses (Must be taken in sequence): **Sem/Year Grade**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED/ENV 540 Foundations of Environmental Education (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED/ENV 542 Environmental Education Instruction and Materials  **\_\_\_\_\_\_\_** \_\_\_\_\_\_\_ ENV 584 Environmental Ethics and Contemporary Environmental Issues (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ENV 516 Stream Ecology for Teachers (3)  **Total: 12 Hours** |

**Continuous Assessment:**

**CAP 5: Admission** to the Program: Date of Approval\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Admission to the Graduate Program, 3 recommendations,

GPA 2.75, certificate; KY Code of Ethics)

**CAP 6: Continuation** in the program at mid-point: Date of Approval\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Includes GPA 3.0; disposition recommendations, KY code

of Ethics)

**CAP 7: Exit** from the program: Date of Approval\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Includes GPA 3.0; disposition recommendations; exit

interview)

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

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

Student Signature Date

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

Advisor Signature Date

**Addendum H**

**Candidate Continuous Assessment Plan**

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

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

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

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

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

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

District School

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

**Statement of Acknowledgement/Commitment**

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

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

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

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

CAP 5 Presented to Faculty \_\_\_\_\_\_/\_\_\_\_\_\_/\_\_\_\_\_\_ CAP 7 Decision: \_\_\_\_\_\_Program Satisfactorily Completed

\_\_\_\_\_\_Letter of Notification Mailed \_\_\_\_\_\_Program **Not** Satisfactorily Completed

\_\_\_\_\_\_Copy of Letter Included in Student File

\_\_\_\_\_\_Recommended for Admission

\_\_\_\_\_\_Not Recommended

**Addendum I**

Dispositional Assessment

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

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

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

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

**To be completed by the Evaluator**

**Evaluator’s Name**

**Check role:**  **Candidate** **Colleague** **Content Area Professor** **Cooperating Teacher   
 CU Faculty Other Agency** **Supervisor University Supervisor**

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

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

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

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

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

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

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

**Ineffective**

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

-Explanation of the content contains major errors

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

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

-Expresses belief that only some students can learn

-Sets goals for students that are inappropriate

**Developing\***

**\*Average Performance Level for Candidates**

- Honest in interactions with colleagues, students and the public

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

-Instructional groups are random or only partially support objectives;

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

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

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

**Accomplished**

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

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

- Provides a variety of appropriately challenging materials and resources;

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

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

**Exemplary**

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

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

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

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

-Goals are realistically high and communicated to each individual

--Expresses belief that all students can learn

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

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

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

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

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

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

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

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

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

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

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

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

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

strengths and needs.

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

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

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

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

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

**Evaluator’s Name****Date**

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