

**AGENDA**  
**PROFESSIONAL EDUCATION COUNCIL**  
**3:30 - Wednesday, April 8, 2015**  
**GRH 3073**

I. Consideration of the Minutes from the March 18, 2015 meeting  
(Minutes can be found on the CEBS Main Web Page – click on Faculty & Staff and then Meetings Minutes and Agendas).

II. New Business

**A. Office of Teacher Services - CEBS**

- Candidates Completing Requirements for Admission to the Professional Education Unit  
March 19, 2015 to April 8, 2015

**B. Ogden College of Science and Engineering – Department of Agriculture**

1. Create New Course – AGED 300- Youth Development for Agriculture Educators
2. Revise a Program – 508, Major in Agriculture – General Agriculture Concentration

**C. College of Education and Behavioral Sciences – Department of Psychology**

1. New Course – PSY 651, Biological Bases of Behavior for the Applied Psychologist
2. New Course – PSY 862, Advanced Psychotherapy Intervention

**School of Teacher Education**

1. Revise Program – 0435, MAE: Secondary Education for Teacher Leaders
2. Revise Program – 0438, MAE: Special Education for Teacher Leaders: MSD

III. Other Business

- Professional Evaluations for Teacher Leader Programs (included in agenda packet)
- CLOSED SESSION: Student Appeal Hearing

# **Candidates Completing Requirements for Admission to Professional Education Unit**

**March 19, 2015 – April 8, 2015**

## **Elementary**

Maeghann Alexander

Dawn Culver

Brittany Givan

Lauryn Johnson

Savanna Roof

## **Middle Grades**

Jessica R. Smith

## **K-12**

Mary-Ava Poole

Sarah M. Wood

## **GRADUATE**

Cody T. Rich

Yaile Torres

**If there are any questions or concerns about the status of any candidate, the person with the question or concern should contact Dr. Fred Carter, Teacher Services (745-4611 or [fred.carter@wku.edu](mailto:fred.carter@wku.edu)) prior to the PEC meeting.**

**Ogden College of Science and Engineering**  
**Office of the Dean**  
**745-4449**

**REPORT TO THE UNIVERSITY CURRICULUM COMMITTEE**

Date: April 3, 2015

The Ogden College of Science and Engineering submits the following action items for consideration at the April 2015 PEC meeting:

I. New Business

<b>Type of item</b>	<b>Description of Item &amp; Contact Information</b>
Action	<b>Proposal to Create a New Course</b> AGED 300, Youth Development for Agriculture Educators, 3 hrs. Contact: Thomas Kingery, <a href="mailto:Thomas.kingery@wku.edu">Thomas.kingery@wku.edu</a> , x5966
Action	<b>Proposal to Revise a Program</b> Ref. 508, Major in Agriculture - General Agriculture Conc., 50 hrs. Contact: Todd Willian, <a href="mailto:todd.willian@wku.edu">todd.willian@wku.edu</a> , x5969

**Ogden College of Science and Engineering**  
**Department of Agriculture**  
**Proposal to Create a New Course**  
**(Action Item)**

Contact Person: Thomas Kingery, thomas.kingery@wku.edu, 270-745-5966

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: AGED 300
- 1.2 Course title: Youth Development for Agricultural Educators
- 1.3 Abbreviated course title: Youth Dev for Ag Educators
  
- 1.4 Credit hours: 3.0 Variable credit: No
- 1.5 Grade type: Standard letter
- 1.6 Prerequisites: AGED 250
- 1.7 Course description: Prepares future secondary school agricultural educators to provide academic advisement and direction in youth development programs in secondary schools.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:

Past graduates have suggested that more AGED courses be included in the undergraduate program. In particular, they have requested coursework that would prepare them to foster leadership development among the secondary school youth under their supervision. This course is intended to provide the tools needed to promote, oversee and evaluate student participation in agricultural organizations such as 4-H, The National FFA Organization and Supervised Agricultural Education Programs (SAEP). (This course will be required of all AGED majors.)

- 2.2 Projected enrollment in the proposed course:

Projected enrollment is 5-10 students per year, based on current enrollment in the program. (Students outside the department are not expected to enroll.)

- 2.3 Relationship of the proposed course to courses now offered by the department:

This course builds upon the student's educational foundation course, AGED 250.

- 2.4 Relationship of the proposed course to courses offered in other departments:

There is no other course in the University that includes these topics, which are specific to agricultural education teacher preparation.

- 2.5 Relationship of the proposed course to courses offered in other institutions:

Many land grant institutions offer a similar course in their agricultural education programs. The University of Kentucky, Purdue University, and the University of Illinois all offer a youth development course.

**3. Discussion of proposed course:**

- 3.1 Schedule type: L-Lecture
- 3.2 Learning Outcomes:
  - Gain skill in advising youth development organizations.
  - Understand and apply principles of team dynamics.
  - Integrate STEM concepts into youth development programs.
  - Learn to coach FFA and Career Development Event Teams (CDE) teams and evaluate student progress in CDE, 4-H and FFA.
- 3.3 Content outline:
  - Meeting the diverse needs of all learners
  - Integrating curriculum and design into a youth development program.

- Developing leadership, record-keeping and management skills among youth
- Developing and advising 4-H and FFA chapters
- Implementing STEM activities in a youth development program
- Training FFA and CDE teams
- Integrating program planning decisions into a youth development program.
- Planning and developing SAE (Supervised Agricultural Experience) programs
- Supervising and evaluating SAE programs
- Devising a recruitment and retention strategy
- Developing a marketing plan for student agricultural programs
- Developing, managing and evaluating post-secondary programs

3.4 Student expectations and requirements:

Students will create and coach a CDE team, deliver presentations to the class on assigned youth development clubs, write an American Psychological Association (APA) paper about a youth development specialist, and assist in the preparation and organization of the WKU Field Day, as well as completing class assignments, quizzes and exams.

3.5 Tentative texts and course materials:

Ball, A., Dyer, J., Osborne, E. & Phipps, L. (2008). *Handbook on Agricultural Education in Public Schools (6<sup>th</sup> ed.)* Clifton Park, NY: Delmar/Cengage Learning

**4. Resources:**

4.1 Library resources:

4.2 Computer resources:

Students will use current internet sites as reference tools throughout the course. They will also utilize PowerPoint, excel and word management programs.

**5. Budget implications:**

5.1 Proposed method of staffing: Existing faculty

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

**6. Proposed term for implementation:** Spring 2016

**7. Dates of prior committee approvals:**

Department of Agriculture	1/29/15
Ogden College Curriculum Committee	3/5/15
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: March 17, 2015

**Ogden College of Science and Engineering  
Department of Agriculture  
Proposal to Revise a Program  
(Action Item)**

Contact Person: Dr. Todd Willian, todd.willian@wku.edu, 745-5969

**1. Identification of program:**

- 1.1 Current program reference number: 508
- 1.2 Current program title: Major in Agriculture – General Agriculture concentration
- 1.3 Credit hours: 50

**2. Identification of the proposed program changes:**

- Add AGED, AGRI to subcategory 3

**3. Detailed program description:**

**(Side-by-side table is required for most program changes showing revised program on the right and identifying deletions by strike-through and additions in boldface.)**

- See attached document

**4. Rationale for the proposed program change:**

- These course prefix additions were unintentionally omitted when the General Agriculture concentration was developed for iCAP. Addition of these prefixes represents a comprehensive list of Agriculture electives for students to choose from.

**5. Proposed term for implementation and special provisions (if applicable): Fall 2015**

**6. Dates of prior committee approvals:**

Department/ Unit	<u>March 18, 2015</u>
Ogden College Curriculum Committee	<u>April 2, 2015</u>
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

1. Take the following required basic agriculture courses: Select From: AGRI 108 AGMC 170 AGMC 171	1. Take the following required basic agriculture courses: Select From: AGRI 108 AGMC 170 AGMC 171
---	---

AGRO 110 AGRO 350 AGRO 320 ANSC 140 AGEC 360 AGRI 291 AGRI 494 Needs: 27 hours	AGRO 110 AGRO 350 AGRO 320 ANSC 140 AGEC 360 AGRI 291 AGRI 494 Needs: 27 hours
2. Take two AGRI 398 courses.	2. Take two AGRI 398 courses.
3. Take 21 hours of courses in the Agriculture Department. <del>Suggested</del> <del>electives include: 6 hours of Animal</del> <del>Science, 6 hours of Agronomy and/or</del> <del>Horticulture, 6 hours of Agri Business,</del> <del>and 3 hours of Agricultural</del> <del>Mechanization:</del> Needs 21 hours Select from: ANSC AGRO HORT AGEC AGMC	3. Take 21 hours of courses in the Agriculture Department. Needs 21 hours Select from: ANSC AGRO HORT AGEC AGMC <b>AGED</b> <b>AGRI</b>





PSY 621 Biological Bases of Behavior. The University of Kentucky has PSY 780 Broad Training in Physiological Psychology.

Of our benchmark institutions with clinical psychology programs, a course examining biological/physiological functioning is a fairly common offering. East Carolina University has PSYC 6414 Biological Basis of Behavior. Illinois State University has PSY 463 Brain & Behavioral Relationships (note that 400-level classes are graduate courses at this institution). Indiana State University has EPSY 628 Biological Bases of Behavior. Central Michigan University has PSY 585 Psychophysiology. Middle Tennessee State University has PSY 5780 Human Neuropsychology. Northern Illinois University has PSYC 629 Neurophysiological Bases of Behavior. The University of Southern Mississippi has PSY 729 Psychophysiology.

### 3. Discussion of proposed course:

3.1 Schedule type: L (standard lecture)

3.2 Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to describe:

- the basics of neural structure and formation;
- the basic anatomy and function of the central nervous system;
- the functional impact on behavior for various biological systems, including: perceptual systems (vision), motor systems, and homeostatic and reproductive systems;
- the impact of physiological function on such behaviors as emotion, learning and memory, and selected psychological disorders;
- the NIMH symptom cluster approach

3.3 Content outline:

The following is the general outline this course will follow.

- Introduction—Major Issues
  - Evolution
  - Philosophies
  - NIMH symptom cluster approach
- Function of neurons
  - Neuron structure and function
  - Ions and electrical properties
  - Resting and action potentials
- Communication between neurons
  - Nerve synapses and neurotransmitters
  - Neurotransmitter storage and use
  - Postsynaptic receptors
  - Neurotransmitter removal
- Neural anatomy
  - Central Nervous System
  - Peripheral Nervous System
  - Autonomic Nervous System
  - Sympathetic and Parasympathetic Nervous Systems
- Symptom Clusters and Biology
  - Sleep
    - Circadian rhythms and stages
    - Abnormalities of sleep
  - Enteric System

- Sexual Disorders, Sexual Dysfunction, and Reproductive behaviors
  - Basic organ systems and genetics
  - Hormonal control
  - Neural control
- Intellectual Deficiency, Learning Disorders, and Memory
- Language Development and Language Disorders
- Schizophrenia and Affective Disorders
- Anxiety and Mood Disorders
- ADHD
- Substance Use Disorders

3.4 Student expectations and requirements: Students will be evaluated on their:

- performance in completing assignments, quizzes, and examinations;
- quality of oral presentations, and
- ability to organize and synthesize material in a written term paper.

3.5 Tentative texts and course materials:

Required texts could be drawn from the following, or similar textbooks:

- Carlson, N. R. (2013). *Physiology of behavior* (11<sup>th</sup> ed.). Essex, England: Pearson Education Limited.
- Parsons, M. W., & Hammeke, T. E. (2014). *Clinical neuropsychology: A pocket handbook*. Washington, D.C.: American Psychological Association.
- Sussman, R. W. (1999). *The biological bases of human behavior*. New York: Allyn & Bacon.
- Zilmer, E. A. (2007). *Principles of neuropsychology*. New York: Cengage.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as *American Psychologist*, *Journal of Clinical and Consulting Psychologists*, *Behavioral Neuroscience*, *Experimental and Clinical Psychopharmacology*, *Clinical Psychology: Research and Practice*, *Neuropsychology*, and *Psychological Bulletin*.

#### 4. Resources:

- 4.1 Library resources: Adequate
- 4.2 Computer resources: Adequate

#### 5. Budget implications:

- 5.1 Proposed method of staffing: Currently, there is a faculty member on the Elizabethtown Campus who will teach the course as an interactive television course. We will be hiring four new faculty members in clinical and school psychology. It is anticipated that one of these hires will have the requisite expertise to offer the course as well.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: Not applicable

#### 6. Proposed term for implementation: Spring, 2015

**7. Dates of prior committee approvals:**

Department of Psychology

March 20, 2015

CEBS Curriculum Committee

\_\_\_\_\_

Professional Education Council

\_\_\_\_\_

Graduate Council

\_\_\_\_\_

University Senate

\_\_\_\_\_

**College of Education and Behavioral Science**  
**Department of Psychology**  
**Proposal to Create a New Course**  
**(Action Item)**

Contact Person: Rick Grieve, [rick.grieve@wku.edu](mailto:rick.grieve@wku.edu), 745-4417

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: PSY 862
- 1.2 Course title: Advanced Psychotherapy Interventions
- 1.3 Abbreviated course title: ADV PSYCHOTHERAPY
- 1.4 Credit hours: 3 Variable credit: No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisite: Acceptance to the Doctor of Psychology in Applied Psychology program or by permission of instructor.
- 1.7 Course description: Practice in evidence-based, contemporary psychotherapy techniques. Students will learn advanced techniques to complement existing therapeutic skills.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Psychotherapy is an integral component in the career of Licensed Psychologists who work in the community. This course will allow students in the Doctor of Psychology in Applied Psychology program to practice sophisticated psychotherapy techniques under supervision to more extensively develop their therapy skills.
- 2.2 Projected enrollment in the proposed course: 5 to 10. This course will be required for students in the Clinical Specialization of the Doctor of Psychology in Applied Psychology program. We admit about 5 students into the specialization per year. If there are students from other programs interested in the course, enrollment could be higher than 5.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course is similar to PSY 592 Internship, which is taken by students in the clinical psychology MA program and the school psychology EdS program; however, the proposed class is intended to serve as advanced practice for doctoral-level students. In addition, the proposed class is similar to PSY 662, Practicum in Psychology; again, however, the proposed class is designed for doctoral-level students. It is also similar to PSY 791, Advanced Psychological Practice, which is a practicum class, and PSY 895 Pre-doctoral Internship. However, the proposed course will specifically focus on advancing psychotherapy skills, whereas the preceding courses focus on the entirety of clinical practice.
- 2.4 Relationship of the proposed course to courses offered in other departments: Many applied programs within the university offer graduate level therapy or intervention courses at the Masters level designed to enhance skills and performance within each discipline (e.g., CNS 558 Theories of Counseling, CNS 554 Group Counseling, CNS 568 Counseling Children and Adolescents, CNS 583 Marriage Therapy, CNS 569 Play Therapy, SWRK 620 Advanced Psycho-Social Approaches for Rural Practice, SWRK 622 Advanced Social Work Practice with Families). However, these courses are not designed for doctoral-level students. The goal of the proposed course is to develop therapy skills at a higher level than is typically done at the master's level of training.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Of our benchmark institutions with clinical psychology programs, psychotherapy is a common offering. All

benchmark institutions have at least one psychotherapy course offering, and most have two or more courses in psychotherapy, with one that serves as a beginning course and one that involves more advanced topics. Below are listed the advanced courses at our benchmark institutions

Appalachian State University has PSY 5715 Psychotherapy Interventions II. Ball State University has PSYS 653 Advanced Psychotherapy. Central Michigan University has PSY 653 Intervention I: Adult, PSY 662 Intervention II: Child and Adolescent, and PSY 662 Advanced Therapeutic Interventions. East Carolina University has PSY 6467 Psychotherapeutic Interventions with Children and Families. East Tennessee State University has PSYC 6870 Evidence-based Interventions. James Madison University has PSYC 861 Advanced Counseling Techniques and PSYC 865 Integrative Psychotherapy for Adults. Middle Tennessee State University has PSY 6170 Group Counseling and Psychotherapy. Northern Illinois University has PSY 647 Psychological Intervention with Children and Their Families. Ohio University has PSY 7742 Child and Adolescent Therapy. Towson University has six advanced courses, including PSYC 609 Advanced Counseling Techniques, and PSYC 756 Cognitive Therapy II. The University of South Alabama has PSY 554 Cognitive Behavioral Therapy. The University of Southern Mississippi has PSY 713 Intermediate Counseling Theory and PSY 742 Empirically Supported Therapy for Adults.

Within the state of Kentucky, an advanced psychotherapy course is virtually ubiquitous. Eastern Kentucky University has PSY 860 Behavior Change II: Advanced Techniques and Theories. Morehead State University has PSY 665 Child and Adolescent Psychotherapy and PSY 674 Psychotherapy II. Murray State University has PSY 671 Behavior Therapy, PSY 672 Family Therapy, and PSY 686 Group Therapy Techniques. The University of Louisville has PSYC 684 Interventions II.

### **3. Discussion of proposed course:**

3.1 Schedule type: A (Applied Learning)

3.2 Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:

- describe advanced intervention procedures for mental health disorders;
- explain advanced intervention techniques;
- perform advanced intervention techniques;
- measure client progress while using advanced intervention techniques;
- describe ethical considerations for the use of advanced intervention techniques;
- develop appropriate treatment plans that incorporate the advanced therapy techniques.

3.3 Content outline:

Students in this course will be expected to carry a client case load, so the majority of the instruction will be done via a supervision setting. The following is a general outline of the didactic material to be presented.

- Overview/Expectations
- Review of Basic Therapy Techniques
- Instruction on Advanced Therapy Techniques (i.e., Motivational Interviewing, Mindfulness, Acceptance and Commitment Therapy, Dialectical Behavioral Therapy)
- Evaluation of the Effectiveness and Client Progress
- Ethics and Supervision Issues

3.4 Student expectations and requirements: Students will be evaluated on their ability to:

- conceptualize the underlying issues behind a client presenting for therapy;
- create appropriate treatment plans for client issues;
- deliver appropriate advanced psychotherapy techniques;
- complete appropriate documentation for the client while incorporating the advanced psychotherapy techniques into the documentation;
- appropriately assess client progress toward goals set using the advanced psychotherapy techniques.

### 3.5 Tentative texts and course materials:

Required texts could be drawn from the following, or similar textbooks:

- Hayes, S. C. (2005). *Get out of your mind and into your life: The new acceptance and commitment therapy*. Oakland, CA: New Harbinger Publications.
- Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2011). *Acceptance and commitment therapy: The process and practice of mindful change* (Second Edition). New York: Guilford Press.
- Koerner, K. (2011). *Doing dialectical behavior therapy: A practical guide*. New York: Guilford Press.
- Miller, W. R., & Rollnick, S. (2012). *Motivational interviewing: Helping people change* (Third Edition). New York: Guilford Press.
- Pollack, S. M., Pedulla, T., & Siegel, R. D. (2014). *Sitting together: Essential skills for mindfulness-based psychotherapy*. New York: Guilford Press.
- Rollnick, S., & Miller, W. R. (2008). *Motivational interviewing in health care: Helping patients change behavior*. New York: Guilford Press.
- Van Dijk, S. (2013). *DBT made simple: A step-by-step guide to dialectical behavior therapy*. Oakland, CA: New Harbinger Publications.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as *American Psychologist*, *Behavior Therapy*; *Clinical Psychology: Research and Practice*; *Journal of Clinical and Consulting Psychologists*, *Psychological Bulletin*, and *Psychotherapy*.

## 4. Resources:

- 4.1 Library resources: Adequate
- 4.2 Computer resources: Adequate

## 5. Budget implications:

- 5.1 Proposed method of staffing: Currently, there are two clinical psychology faculty members and two school psychology faculty who could teach this course; all of these faculty are licensed as Psychologists with the Health Service Provider designation. The department is in the process of hiring four additional faculty for the Doctor of Psychology in Applied Psychology program. These faculty could teach this class if interested. However, even without additional faculty, this course could be taught every two years, combining two cohorts of students. This could be arranged by current faculty teaching one less undergraduate course every two years.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: Not applicable

## 6. Proposed term for implementation: Fall, 2015

**7. Dates of prior committee approvals:**

Department of Psychology

March 20, 2015

CEBS Curriculum Committee

\_\_\_\_\_

Professional Education Council

\_\_\_\_\_

Graduate Council

\_\_\_\_\_

University Senate

\_\_\_\_\_

## Revise a Program (Action)

Date: 2/19/15

College: College of Education and Behavioral Sciences

Department: School of Teacher Education

Contact Person: Rebecca Stobaugh, [Rebecca.stobaugh@wku.edu](mailto:Rebecca.stobaugh@wku.edu), 270-745-4497

**1. Identification of program:**

- 1.1 Reference number: 0435
- 1.2 Program title: Master of Arts in Education: Secondary Education for Teacher Leaders

**2. Proposed change(s):**

- 2.1  title:
- 2.2  admission criteria:
- 2.3  curriculum:
- 2.4  other: Correct error in hours for Specialization Component

**3. Detailed program description:**

Existing Program	Revised Program
<p><b>Admission Requirements</b> Criteria vary, depending on the student's undergraduate institution and GPA:</p> <ul style="list-style-type: none"> <li>• _Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Secondary (Grades 8-12, 5-12, or P-12).</li> <li>• _Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for secondary education. A copy of the certificate must be submitted with the application.</li> <li>• _Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75(undergraduate and graduate) must achieve a GAP score <math>[(GRE-V + GRE-Q) + (GPA \times 100)]</math> of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative Reasoning score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score (GRE x undergraduate GPA) of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate. A copy of the teaching certificate or statement of eligibility must be submitted with the application.</li> <li>• _Applicants to the MAE program in Secondary Education must hold or be eligible to hold a teaching certificate at the secondary level OR have a valid secondary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.)</li> </ul> <p><i>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they</i></p>	<p><b>Admission Requirements</b> Criteria vary, depending on the student's undergraduate institution and GPA:</p> <ul style="list-style-type: none"> <li>• _Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Secondary (Grades 8-12, 5-12, or P-12).</li> <li>• _Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for secondary education. A copy of the certificate must be submitted with the application.</li> <li>• _Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75(undergraduate and graduate) must achieve a GAP score <math>[(GRE-V + GRE-Q) + (GPA \times 100)]</math> of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative Reasoning score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score (GRE x undergraduate GPA) of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate. A copy of the teaching certificate or statement of eligibility must be submitted with the application.</li> <li>• _Applicants to the MAE program in Secondary Education must hold or be eligible to hold a teaching certificate at the secondary level OR have a valid secondary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.)</li> </ul> <p><i>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they</i></p>



*must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.*

**Degree Requirements (30 -37 hours)**

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

The program is divided into two instructional components.

The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program. During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below).

Students must complete either a major or a minor in secondary education, and they typically complete a major or a minor in their respective certification disciplines. The following majors are permitted: art, biology, chemistry, history, music, and secondary education. This program permits minors in the following areas: agriculture, art, biology, business and marketing education, chemistry, earth and space science, English, family and consumer science, French, German, health, history, technology education, mathematics, physical education, physics, secondary education, and Spanish. The program may also be planned to include a certification endorsement for gifted education, English as a second language, environmental education, instructional computer technology, or other approved endorsements. This program requires 30-37 hours. Courses below in boldface are required.

*Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.*

*Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their*

*must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.*

**Degree Requirements (30 -37 hours)**

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

The program is divided into two instructional components.

The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program. During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below).

Students must complete either a major or a minor in secondary education, and they typically complete a major or a minor in their respective certification disciplines. The following majors are permitted: art, biology, chemistry, history, music, and secondary education. This program permits minors in the following areas: agriculture, art, biology, business and marketing education, chemistry, earth and space science, English, family and consumer science, French, German, health, history, technology education, mathematics, physical education, physics, secondary education, and Spanish. The program may also be planned to include a certification endorsement for gifted education, English as a second language, environmental education, instructional computer technology, or other approved endorsements. This program requires 30-37 hours. Courses below in boldface are required.

*Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.*

*Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their*

<p><i>professional goals.</i>  <i>Professional Education Core - 10-16 hours</i>  TCHL 500 Foundations of Teacher Leadership (3 hours)  TCHL 530 Curriculum Development (3 hours)  *TCHL 545 Classroom Instructional Strategies and Management (3 hours) *TCHL 555 School and Classroom Assessment (3 hours) TCHL 559 Action Research Design (1 hour)  TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)  <i>*All students must complete these courses or pass proficiency evaluations for these courses.</i>  <i>Specialization Component -<del>21 hours</del></i>  Advisor-approved content-focused courses (6 hours)  Electives (<del>15 hours</del>)  With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology); and courses identified as prerequisites for Instructional Leader programs.</p>	<p><i>professional goals.</i>  <i>Professional Education Core - 10-16 hours</i>  TCHL 500 Foundations of Teacher Leadership (3 hours)  TCHL 530 Curriculum Development (3 hours)  *TCHL 545 Classroom Instructional Strategies and Management (3 hours) *TCHL 555 School and Classroom Assessment (3 hours) TCHL 559 Action Research Design (1 hour)  TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)  <i>*All students must complete these courses or pass proficiency evaluations for these courses.</i>  <i>Specialization Component - 15- 21 hours</i>  Advisor-approved content-focused courses (6 hours)  Electives (9-15 hours)  With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology); and courses identified as prerequisites for Instructional Leader programs.</p>
--	---

4. **Rationale:** This corrects a range of hours that was missing in the Specialization Component.
5. **Proposed term for implementation:** Summer 2015
6. **Dates of committee approvals:**

Department	<u>03/20/2015</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**Revise a Program  
(Action)**

Date: April 7, 2015  
 College: College of Education and Behavioral Sciences  
 Department: School of Teacher Education  
 Contact Person: E. Gail Kirby, 745-3746, gail.kirby@wku.edu

**1. Identification of program:**

- 1.1 Reference number: #0438
- 1.2 Program title: Master of Arts in Education: Special Education for Teacher Leaders: Moderate and Severe Disabilities

**2. Proposed change(s):**

- 2.1  title:
- 2.2  admission criteria:
- 2.3  curriculum: 1) Revising admission requirement to include those students holding Learning and Behavior Disorders Certification; 2) revising program curriculum to include two specific pathways depending on whether applicants already hold MSD or LBD certification, and; 3) To revise the TCHL courses according to the new TCHL curriculum as revised in 2014.
- 2.4  other:

**3. Detailed program description:**

Existing Program	Revised Program
(Insert existing program language) Master of Arts in Education: Special Education for Teacher Leaders: Moderate and Severe Disabilities, Ref. #0438  <u>Admission Requirement: (Criteria vary, depending on the student's undergraduate institution and GPA):</u> <b><i>The Exceptional Education program area offers courses and experiences for the advanced preparation of Exceptional Education teachers in Moderate and Severe Disabilities and for those seeking additional certification in Moderate and Severe Disabilities.</i></b> <ul style="list-style-type: none"> <li>• Teaching certificate in Exceptional Education MSD * must be submitted or statement of eligibility with their applications.</li> </ul> 2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a	(Identify deletions by strike-through and highlight additions.) Master of Arts in Education: Special Education for Teacher Leaders: Moderate and Severe Disabilities, Ref. #0438  <u>Admission Requirement: (Criteria vary, depending on the student's undergraduate institution and GPA):</u> <b><i>The Exceptional Education program area offers courses and experiences for the advanced preparation of Exceptional Education teachers in Moderate and Severe Disabilities and for those seeking additional certification in Moderate and Severe Disabilities who already hold LBD certification.</i></b> <ul style="list-style-type: none"> <li>• Teaching certificate in Exceptional Education MSD or Exceptional Education LBD must be submitted or statement of eligibility with their applications.</li> </ul> 2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA** for all previous coursework (undergraduate and

teaching certificate\* and must submit a copy of the certificate or statement of eligibility with their applications.

3. Applicants who completed their initial certification program at an accredited out-of-state institution with at least a 2.75 GPA\*\* for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate\* and must submit a copy of the certificate or statement of eligibility with their applications.

*\*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.*

*\*\*Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching certificate must be submitted with the application. GAP Score = GRE-V + GRE-Q plus undergraduate GPA multiplied by 100.*

Degree Requirements—37–40 hours

Teacher Leader Professional Education Core

graduate) must have or be eligible for a teaching certificate\* and must submit a copy of the certificate or statement of eligibility with their applications.

3. Applicants who completed their initial certification program at an accredited out-of-state institution with at least a 2.75 GPA\*\* for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate\* and must submit a copy of the certificate or statement of eligibility with their applications.

*\*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.*

*\*\*Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching certificate must be submitted with the application. GAP Score = GRE-V + GRE-Q plus undergraduate GPA multiplied by 100.*

Courses 9-16 hours

TCHL 500 Foundations of Teacher Leadership (3 hours)  
TCHL 530 Curriculum Development (3 hours)  
TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)  
~~TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)~~  
~~TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)~~  
~~TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)~~  
~~TCHL 554 Student Assessment II: Standardized Testing (1 hour)~~  
~~TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)~~  
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)  
NOTE: TCHL 540, 544, 548, 550, 554, and 558 are required for all students OR the student must pass proficiency evaluations for these courses.

Specialization Component 18 hours

~~SPED 518 Issues in Behavior Management (3 hours)~~  
~~SPED 530 Advanced Assessment Techniques (3 hours)~~  
~~SPED 531 Advanced Prescriptive Teaching (3 hours)~~  
~~SPED 532 Families, Professionals, and Exceptionalities (3 hours)~~  
~~SPED 533 Seminar: Curriculum in LBD (3 hours)~~  
~~SPED 630 Special Education Law (3 hours)~~  
~~SPED 595 Advanced Preparation Capstone (3 hours)~~  
SPED 595 Advanced Preparation Capstone (3 hours)

Degree Requirements—30- 37 hours

Teacher Leader Professional Education Core Courses 9-16 hours

**TCHL 500** – Foundations of Teacher Leadership (3 hours)

*TCHL 500 is a required course and is a prerequisite to all other courses*

**TCHL 530** – Curriculum Development (3 hours)

**TCHL 545 Classroom Instructional Strategies and Management (3 hours)**

**TCHL 555 School and Classroom Assessment (3 hours)**

**TCHL 559 Action Research Design (1 hour)**

**TCHL 560** – Action Research Capstone for Teacher Leaders (3 hours)

*TCHL530 and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.*

*TCHL 545 and TCHL 555 are required for all students OR the student must pass proficiency evaluations for these Courses. Note that all programs must be at least 30 hours for a master's degree.*

Core Specialization Component for all students in the MSD Teacher Leader Program 9 hours

SPED 530 Advanced Assessment Techniques (3 hours)

SPED 630 Special Education Law (3 hours)  
Internship (3 hours)

SPED 595 Advanced Preparation Capstone (3 hours)

12 Hours Advanced Certification Pathway for those holding MSD Certification:

SPED 615 Instructional Strategies and Design in ASD (3 hours)

SPED 618 Social Skills Instruction and

Students must submit a passing score on the Praxis II PRIOR to enrollment in SPED 595 and should take SPED 595 as their final course in their program. Students currently teaching may use their current teaching position to meet this requirement IF they are teaching in the subject area and grade level for which they are seeking certification. ) Students not currently teaching in a setting serving students with Learning and Behavior Disorders must complete an internship experience that consists of field experience hours in an approved setting serving students with disabilities consistent with the subject area and grade level for which they are seeking certification

Mid-Point Assessment Requirements

To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the TCHL courses must be completed, even if a candidate’s program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, candidates are encouraged to take only 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.

Behavioral Programming in ASD (3 hours)  
SPED 612 Collaboration with Schools and Agencies for Individuals with ASD (3 hours)  
SPED 619 Assistive Technology and Communication Interventions for Students with ASD (3 hours)

**12 Hours Additional Certification Pathway for those holding LBD Certification:**

SPED 535 Curriculum for MSD (3 Hours)  
SPED 518 Seminar: Contemporary Challenges in Special Education (3hours)  
SPED 532 Families, Professionals, and Exceptionalities (3 hours)  
SPED 619 Assistive Technology for ASD (3 hours)

Students must submit a passing score on the Praxis II PRIOR to enrollment in SPED 595 and should take SPED 595 as their final course in their program. Students currently teaching may use their current teaching position to meet this requirement IF they are teaching in the subject area and grade level for which they are seeking additional certification. Students not currently teaching in a setting serving students with **Moderate and Severe Disabilities** must complete an internship experience that consists of field experience hours in an approved setting serving students with disabilities consistent with the subject area and grade level for which they are seeking certification

Mid-Point Assessment Requirements

To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the TCHL courses must be completed, even if a candidate’s program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, candidates are encouraged to take only 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical

<p><u>Program Completion Requirements</u>          _ Students must successfully complete TCHL560 Action Research Capstone for Teacher Leader (course grade of C or higher) and present research results in an approved venue          _ Students must achieve a minimum 3.0 cumulative GPA overall and in program course work.</p>	<p>Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.</p> <p><u>Program Completion Requirements</u>          _ Students must successfully complete TCHL560 Action Research Capstone for Teacher Leader (course grade of C or higher) and present research results in an approved venue          _ Students must achieve a minimum 3.0 cumulative GPA overall and in program course work.</p>
--	---

4. **Rationale:** The faculty in special education is revising the program for MAE in MSD to include a pathway for those already certified in Learning and Behavior Disorders to add an additional certification of Moderate and Severe Disabilities. This will allow our undergraduate graduates in the upcoming new Elementary Education/Special Education dual certification program to enter our MAE program and add an additional certification in special education.

5. **Proposed term for implementation:**  
 Fall 2015

6. **Dates of committee approvals:**

- School of Teacher Education \_\_\_\_\_
- CEBS College Curriculum Committee \_\_\_\_\_
- Professional Education Council (if applicable) \_\_\_\_\_
- Graduate Council \_\_\_\_\_
- University Senate \_\_\_\_\_

# School of Teacher Education

## Proficiency Evaluation Policies and Procedures for Students

---

### Purpose:

To provide the School of Teacher Education Master of Arts in Education for Teacher Leaders graduate students an opportunity to demonstrate proficiency for all course objectives and/or core course assessment items in the following courses:

- TCHL 545 Classroom Instructional Strategies
- TCHL 555 School and Classroom Assessment

When proficiency is demonstrated in any of the above courses, the course may be substituted for another course on the student's Program of Study. Because the student must complete at least 30 hours to earn a MAE degree, then the student must add a course (s) to the Program of Study to meet the 30 hour MAE degree or individual program requirements. The student and the student's advisor will determine the course(s) to be substituted on the Program of Study based upon the results of the Proficiency Evaluation, the student's program and university requirements needed for degree completion. For additional information see *Successful Completion of the Proficiency Evaluation Process* in the Procedures Section, item D below.

### Policy:

#### A. *Demonstrating Proficiency*

1. The student will demonstrate proficiency by creating a passing portfolio for the selected of the following MAE Teacher Leader courses:  
TCHL 545 - 3 hours and TCHL 555 – 3 hours.
2. The student may apply to demonstrate proficiency in any of the courses listed above in which the student has not been previously enrolled.
3. The student must complete the Proficiency Evaluation process before registering for the course in which the student is seeking to demonstrate proficiency.
4. Submit your portfolio electronically on BlackBoard organization under proficiency evaluation.  
Note: Do not include your name. You are only required to include your 800 number.
5. The student must create a passing portfolio to demonstrate proficiency.
6. The student must score a "pass" to demonstrate proficiency on the portfolio.
7. The student may attempt to take the Proficiency Evaluation only once per course.
8. A demonstration of proficiency is valid for the same amount of time that graduate courses are accepted to fulfill program requirements. If you are pursuing a master's or specialist degree, you must complete all requirements within six years from the starting date of the first course. If the course is over six years old, the course will not count towards the MAE degree. With extenuating circumstances, request an exception from the Dean of Graduate Studies. There is no guarantee the exception will be granted. If pursuing a non-degree program (e.g., Planned Fifth-Year or Sixth-Year, endorsement, certification-only, etc.), some courses may count that are over six years old,, as long as they meet current standards. See the policy on expiration of graduate courses and programs leading to teacher certification.

#### B. *Application*



1. Students must be admitted to the WKU School of Teacher Education Master of Arts in Education Teacher Leaders graduate program prior to submitting an application to take a Proficiency Evaluation.
  2. The student will complete an online application which will be submitted to the School of Teacher Education.
- C. *Successful Completion of the Proficiency Evaluation Process*
1. Once proficiency is demonstrated by a pass on the portfolio, the School of Teacher Education will contact the student and the student's advisor of the results.
  2. See Section D below for specific advisor and student procedures following the demonstration of proficiency.

**Procedures:**

A. *Application*

The submission window for the portfolio is the first full business week of September and February the semester prior to the Proficiency Evaluation process.

B. *Evaluation*

Portfolio for each course (TCHL 545/555) will be completed and submitted only once.

C. *Results*

1. The portfolio will be read by graduate faculty.
2. After two readers agree on the final score, no more reading or appeal is permitted.
3. The student will receive notification from the School of Teacher Education of the results.

D. *Procedures for Successful Completion of the Proficiency Evaluation Process*

1. Once proficiency is demonstrated by a pass on portfolio, the School of Teacher Education will contact the student and the student's advisor of the results.
2. The advisor must complete and submit the Course Change Form found at:  
[http://www.wku.edu/teacherservices/teacher\\_cert/forms/](http://www.wku.edu/teacherservices/teacher_cert/forms/)
3. The advisor and student will decide upon the content of the Course Change Form which will include substituting and/or adding appropriate courses based upon the proficiency evaluation course results and the student's Program of Study.
4. The advisor will submit the completed Course Change Form after the student electronically signs the form.  
[http://www.wku.edu/teacherservices/teacher\\_cert/forms/form\\_submissions.php](http://www.wku.edu/teacherservices/teacher_cert/forms/form_submissions.php)

Electronic  
Signature \_\_\_\_\_

## TCHL 545 Classroom Instructional Strategies Proficiency Evaluation Portfolio Task Overview

### Course Alignment to Relevant Standards:

This TCHL 545 Proficiency Evaluation aligns to the following indicators with the Kentucky Framework for Teaching:

- Demonstrating Knowledge of Content and Pedagogy (1A)
- Demonstrating Knowledge of Students (1B)
- Selecting Instructional Outcomes (1C)
- Designing Coherent Instruction (1E)
- Creating an Environment of Respect and Rapport (2A)
- Establishing a Culture of Learning (2B)
- Managing Student Behavior (2D)
- Maintaining Accurate Records (4B)
- Communicating with Families (4C)

### Requirements:

This proficiency evaluation includes three parts:

1. Biographic Information
2. Digital Portfolio
3. Evidence

### Part I: Biographical information:

Provide a short statement with the following information:

- Job placement: grade level/content
- Certification area
- Number of years teaching

### Part II: Digital Portfolio:

Write a 15-20 page narrative that defines mastery of each of the required components, including demonstrating knowledge of content, pedagogy, and students, selecting instructional outcomes, planning coherent instruction, establishing a respectful learning environment, creating a culture of learning, managing the classroom environment, maintaining accurate records, and communicating with families.

### Part III: Evidence

Include up to ten (10) pieces of job-embedded evidence that clearly support mastery of the Components addressed in the Digital Portfolio; this evidence is not to exceed 25 pages total. See the \*Framework for Teaching document for suggestions of evidence of your ability to plan instruction, manage the classroom environment, maintain accurate records, and communicate with families. ***Each piece of evidence must be hyperlinked to the corresponding Component.***

\*Kentucky Framework for Teaching (Adapted from Danielson Framework) at

<http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf>

## TCHL 545 Proficiency Evaluation Portfolio Task Instructions

### Part I: Biographic Information

Using the template provided, relate the following information:

- Student ID number
- Current job placement (grade level/content)
- Certification area
- Number years teaching experience

### Part II: Digital Portfolio

Develop a digital portfolio that demonstrates meeting the **Accomplished or Exemplary** standards for the Framework for Teaching for the following indicators:

- Demonstrating Knowledge of Content and Pedagogy (1A)
- Demonstrating Knowledge of Students (1B)
- Selecting Instructional Outcomes (1C)
- Designing Coherent Instruction (1E)
- Creating an Environment of Respect and Rapport (2A)
- Establishing a Culture of Learning (2B)
- Managing Student Behavior (2D)
- Maintaining Accurate Records (4B)
- Communicating with Families (4C)

#### *Required Components:*

**Using the template provided**, explain how the evidence provided supports meeting each Component listed at the **Accomplished or Exemplary** level. Your discussion must fully address all Guiding Questions included under each Component.

#### Guiding Questions:

- Demonstrating Knowledge of Content and Pedagogy
  1. How do you display extensive and current content knowledge?
  2. What intra- and interdisciplinary content relationships do you incorporate?
  3. What content-specific pedagogical approaches are utilized? How are these selected?
- Demonstrating Knowledge of Students
  1. How do you obtain and utilize knowledge of individual student developmental level and background, cultures, skill, language proficiency, interests, **and** special needs in your planning?
  2. How do you actively engage students in content?
  3. How do you use ongoing assessments to assess students' skills level and adapt instruction?
- Selecting Instructional Outcomes
  1. Explain how you determine the content and cognitive level of learning outcomes.
  2. How do you ensure your outcomes are rigorous, clear and balanced?
  3. Relate how outcomes reflect the varying needs of individual students.
- Designing Coherent Instruction
  1. Explain how you coordinate knowledge of content, of students, and of resources, to design learning experiences.

2. Relate how these experiences are aligned to instructional outcomes and address different students' needs.
  3. How do you ensure your unit structure is designed for clarity and varied use of instructional groups?
- Creating an Environment of Respect and Rapport
    1. Examine teacher-student, student-teacher and student-student interactions in your classroom in terms of respectfulness, caring, and age appropriateness.
    2. Explore the connections among teacher and students in your classroom.
    3. Relate how you respond to disrespectful behavior in your classroom.
  - Establishing a Culture of Learning
    1. Discuss how your classroom is a “culture of learning”, promoting the value of hard work and perseverance in relation to content and activities.
    2. How do you convey high expectations for learning and achievement for **all** students in your classroom?
    3. Relate student pride in work is fostered and exhibited in your classroom.
  - Managing Student Behavior
    1. Describe how you establish a classroom atmosphere conducive to learning.
    2. How are standards of conduct established and monitored?
    3. Describe interventions used for misbehavior and responses for appropriate behavior.
  - Maintaining Accurate Records
    1. Explain your record-keeping system for student completion of assignments, including student access to the information.
    2. Define your system for documenting student progress in learning. How are students informed of progress?
    3. How do you document noninstructional information?
  - Communicating with Families
    1. Relate how you communicate with **all** families about the instructional program.
    2. Explain how you inform families about individual student progress.
    3. How do you invite/engage families in the instructional program?

### **Part III. Evidence**

Include up to ten (10) pieces of job-embedded evidence to support mastery of the Components addressed in Part II. See the Framework for Teaching document for suggestions of evidence of your ability to demonstrate knowledge of content, pedagogy, and students, select instructional outcomes, plan coherent instruction, establish a respectful learning environment, create a culture of learning, manage the classroom environment, maintain accurate records, and communicate with families. ***Each piece of evidence must be hyperlinked to the corresponding Component.***

*Bookmarking within the Proficiency Evaluation Template document is required between discussion and corresponding items of evidence.*

#### *How to Create Bookmarks*

1. Click inside the document or select the text where you want the link to direct users when they click it.
2. Go to the "Insert" menu in Word and select "Bookmark."
3. Go to the "Insert" tab in Word
4. Enter a name for the bookmark into the "Name" box of the "Bookmark" dialog box. Omit any spaces in the name, as a bookmark cannot include these.
5. Click the "Add" button to add the bookmark to the selected text or area of the document.

6. Repeat this for all areas to which you would like to create a hyperlink.  
\*This process can be used to create a back button.

### **Scoring Rubric**

	Ineffective	Developing	*Accomplished	*Exemplary
<b>Demonstrating Knowledge of Content and Pedagogy</b>	<ul style="list-style-type: none"> <li>• In planning and practice, teacher makes content errors or does not correct errors made by students.</li> <li>• Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</li> <li>• Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</li> <li>• Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</li> <li>• Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</li> <li>• Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</li> <li>• Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</li> <li>• Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</li> <li>• Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</li> </ul>
<b>Demonstrating Knowledge of Students</b>	<ul style="list-style-type: none"> <li>• Teacher demonstrates 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</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher understands the active nature of student learning and attains information about levels of development for groups of students.</li> <li>• The teacher also purposefully seeks knowledge from several sources of students' backgrounds,</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual</li> </ul>

	disrespectful of student dignity	of the standards of conduct	effective.	student misbehavior is sensitive to individual student needs and respects students' dignity
<b>Maintaining Accurate Records</b>	<ul style="list-style-type: none"> <li>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</li> <li>Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</li> <li>Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</li> <li>Students contribute information and participate in maintaining the records</li> </ul>
<b>Communicating with Families</b>	<ul style="list-style-type: none"> <li>Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate.</li> <li>Teacher makes no attempt to engage families in the instructional program.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</li> <li>Teacher makes some attempts to engage families in the instructional program.</li> <li>Information to families is conveyed in a culturally appropriate manner.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.</li> <li>Response to family concerns is handled with professional and cultural sensitivity.</li> <li>Teacher's efforts to engage families in the instructional program are frequent and successful.</li> </ul>

Source: Kentucky Framework for Teaching (Adapted from Danielson Framework) at <http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf>

\*Every indicator must be met at either the **Accomplished or Exemplary** level in order to receive a holistic score of “Pass.”

### Proficiency Evaluation Holistic Scoring Guide

	<i>Not Pass</i>	<i>Pass</i>
<b><i>Biographical Data</i></b>	One or more components omitted or inappropriate.	<b>Biographical data included and appropriate.</b>
<b><i>Digital Portfolio (Components with Guiding Questions)</i></b>	One or more components addressed below the Accomplished level.  Narrative length does not meet the 15-20 page requirement. .	<b>Demonstrates Accomplished or Exemplary performance according to the Kentucky Framework for Teaching standards through narrative and job-embedded evidence for all indicators (1A, 1B, 1C, 1E, 2A, 2B, 2D, 4B and 4C)</b>  <b>Narrative length meets the 15-20 page requirement.</b>
<b><i>Evidence</i></b>	Included fewer than 10 pieces of job-embedded evidence that clearly support mastery of few standards. Exceeds 25 pages total. OR One or more pieces of evidence inadequately supports mastery of standards. Exceeds 25 pages total.	<b>Included 10 or more pieces of job-embedded evidence that clearly support mastery of a variety of standards. Evidence does not exceed 25 pages total.</b>
<b><i>Professional Language</i></b>	Limited use of rich, scholarly language.	<b>Rich, scholarly language from the field is utilized throughout.</b>
<b><i>Writing Mechanics</i></b>	Typographical, spelling or grammatical errors noted.	<b>Used template provided; deleted guiding questions (red print).</b>  <b>Relatively free of typographical, spelling and/or grammatical errors.</b>  <b>Formatting includes: Times New Roman 12 Font, double-spacing</b>



# TCHL 555 School and Classroom Assessment Proficiency Evaluation Portfolio

## Course Alignment to Relevant Standards:

This TCHL 555 Proficiency Evaluation aligns to the following indicators with the Framework for Teaching:

- Designing Student Assessment (1F)
- Using Assessment in Instruction (3D)
- Demonstrating Flexibility and Responsiveness (3E)
- Reflecting on Teaching (4A)
- Growing and Developing Professionally (4E)

## Requirements:

This proficiency evaluation includes two parts:

1. Biographic information
2. Digital Portfolio
3. Evidence

### Part I: Biographical information:

Provide a short statement with the following information:

- Job placement: grade level/content
- Certification area
- Number of years teaching

### Part II: Digital Portfolio:

Write a 15-20 page narrative that defines mastery of each of the required components, including demonstrating knowledge of content, pedagogy, and students, selecting instructional outcomes, planning coherent instruction, establishing a respectful learning environment, creating a culture of learning, managing the classroom environment, maintaining accurate records, and communicating with families.

### Part III: Evidence

Include up to ten (10) pieces of job-embedded evidence that clearly support mastery of the Components addressed in the Digital Portfolio; this evidence is not to exceed 25 pages total. See the \*Framework for Teaching document for suggestions of evidence of your ability to plan instruction, manage the classroom environment, maintain accurate records, and communicate with families. *Each piece of evidence must be hyperlinked to the corresponding Component.*

\*Kentucky Framework for Teaching (Adapted from Danielson Framework) at <http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf>

## TCHL 555 Proficiency Evaluation Portfolio Task Instructions

### Part I: Biographic Information

Using the template provided, relate the following information:

- Student ID number

- Current job placement (grade level/content)
- Certification area
- Number years teaching experience

## **Part II: Digital Portfolio**

Develop a digital portfolio that demonstrates meeting the **Accomplished or Exemplary** standards for the Framework for Teaching for the following indicators:

- Designing Student Assessment (1F)
- Using Assessment in Instruction (3D)
- Demonstrating Flexibility and Responsiveness (3E)
- Reflecting on Teaching (4A)
- Growing and Developing Professionally (4E)

### ***Required Components:***

**Using the template provided**, explain how the evidence provided supports meeting each Component listed at the **Accomplished or Exemplary** level. Your discussion must fully address all Guiding Questions included under each Component.

Guided questions:

- Designing Student Assessments
  1. How was your plan for student assessment aligned with instructional outcomes?
  2. What adaptations, if any, were necessary for groups of students?
  3. What assessment criteria and standards were used? Why?
  4. What was your plan for formative assessments? Why were these assessments chosen?
  5. How was your assessment plan results used to drive future instruction?
- Using Assessment in Instruction
  1. How was assessment used during the lesson to monitor learning progress?
  2. How was feedback to students provided?
  3. How did you assure students new the assessment criteria?
  4. Did you use student self-assessment? How?
  5. Explain how questions, prompts, and assessments were used to diagnose and measure student learning.
- Demonstrating Flexibility and Responsiveness
  1. How was your instruction adjusted to adapt to student inquiry and interests?
  2. What strategies were employed to assist students having difficulty with concepts?
- Reflecting on Teaching
  1. Citing specific assessment examples, explain the effectiveness of a lesson in achieving instructional outcomes?
  2. How have you adjust your lessons based on assessment data and reflecting on the effectiveness of your assessment?
- Growing and Developing Professionally
  1. Describe ways you have engaged in professional development to extend your knowledge about assessment.
  2. Provide, if any, examples of feedback you have received from colleagues and/or supervisors in regards to assessment. Explain how you have used that feedback to improve your assessment practices.

3. Describe specific examples of professional collaboration with colleagues and supervisors to support research-based practices of assessment.

A. Include at least ten (10) pieces of job-embedded evidence to support mastery of standards. See the Framework for Teaching document for suggestions of evidence of your ability including formative/summative assessments, scoring guides, etc.

*Bookmarking within the Proficiency Evaluation Template document is required between discussion and corresponding items of evidence.*

#### *How to Create Bookmarks*

1. Click inside the document or select the text where you want the link to direct users when they click it.
2. Go to the "Insert" menu in Word and select "Bookmark."
3. Go to the "Insert" tab in Word
4. Enter a name for the bookmark into the "Name" box of the "Bookmark" dialog box. Omit any spaces in the name, as a bookmark cannot include these.
5. Click the "Add" button to add the bookmark to the selected text or area of the document.
6. Repeat this for all areas to which you would like to create a hyperlink.

\*This process can be used to create a back button.

## Scoring Rubric

	Ineffective	Developing	*Accomplished	*Exemplary
<b>Designing Student Assessments</b>	<ul style="list-style-type: none"> <li>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</li> <li>Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Some of the instructional outcomes are assessed through the proposed approach, but others are not.</li> <li>Assessment criteria and standards have been developed, but they are not clear.</li> <li>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</li> <li>Teacher intends to use assessment results to plan for future instruction for the class as a whole.</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</b></li> <li><b>Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</b></li> <li><b>Teacher intends to use assessment results to plan for future instruction for groups of students.</b></li> </ul>	<ul style="list-style-type: none"> <li>Teacher’s plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.</li> <li>Assessment methodologies have been adapted for individual students, as needed.</li> <li>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</li> <li>Teacher intends to use assessment results to plan future instruction for individual students.</li> </ul>
<b>Using Assessment in Instruction</b>	<ul style="list-style-type: none"> <li>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</li> <li>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.</li> <li>Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few</li> </ul>	<ul style="list-style-type: none"> <li><b>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</b></li> <li><b>Students appear to be aware of the assessment criteria; some of them engage in self-assessment</b></li> <li><b>Questions, prompts,</b></li> </ul>	<ul style="list-style-type: none"> <li>Assessment is fully integrated into instruction through extensive use of formative assessment.</li> <li>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria</li> <li>Students self-assess and monitor their progress.</li> <li>A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances</li> </ul>

Source: Kentucky Framework for Teaching (Adapted from Danielson Framework) at <http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf>

\*Every indicator must be met at either the **Accomplished or Exemplary** level in order to receive a holistic score of "Pass."

## Proficiency Evaluation Holistic Scoring Guide

	<i>Not Pass</i>	<i>Pass</i>
<b><i>Biographical Data</i></b>	One or more components omitted or inappropriate.	Biographical data included and appropriate.
<b><i>Prompt</i></b>	One or more components addressed below the Accomplished level.	Demonstrates Accomplished or Exemplary performance according to the Kentucky Framework for Teaching standards through narrative and job-embedded evidence for <b>all</b> indicators (1F, 3D, 3E, 4A, and 4E)
<b><i>Evidence</i></b>	Included fewer than 10 pieces of job-embedded evidence that clearly support mastery of standards. OR One or more pieces of evidence inadequately supports mastery of standards.	Included 10 or more pieces of job-embedded evidence that clearly support mastery of standards.
<b><i>Professional Language</i></b>	Limited use of rich, scholarly language.	Rich, scholarly language from the field is utilized throughout.
<b><i>Writing Mechanics</i></b>	Typographical, spelling or grammatical errors noted.	Used template provided; deleted guiding questions (red print).  Relatively free of typographical, spelling and/or grammatical errors.  Formatting includes: Times New Roman 12 Font, double-spacing

## TCHL 555 School and Classroom Assessment Proficiency Evaluation Portfolio Templates

*Bookmarking within the Proficiency Evaluation Template document is required between discussion and corresponding items of evidence.*

### *How to Create Bookmarks*

1. Click inside the document or select the text where you want the link to direct users when they click it.
2. Go to the "Insert" menu in Word and select "Bookmark."
3. Go to the "Insert" tab in Word
4. Enter a name for the bookmark into the "Name" box of the "Bookmark" dialog box. Omit any spaces in the name, as a bookmark cannot include these.
5. Click the "Add" button to add the bookmark to the selected text or area of the document.
6. Repeat this for all areas to which you would like to create a hyperlink.

\*This process can be used to create a back button.

<b>Part I: Biographical Information</b>	
<b>WKU Student ID#</b>	<b>800-</b>
<b>Current Job Placement (grade level/content)</b>	
<b>Certification Area:</b>	
<b>Number Years Teaching Experience</b>	

<b>Part II: Digital Portfolio</b>
Develop a digital portfolio that demonstrates meeting the Accomplished or Exemplary standards for the Framework for Teaching for the following indicators: <ul style="list-style-type: none"> <li>• Designing Student Assessment (1F)</li> <li>• Using Assessment in Instruction (3D)</li> <li>• Demonstrating Flexibility and Responsiveness (3E)</li> <li>• Reflecting on Teaching (4A)</li> <li>• Growing and Developing Professionally (4E)</li> </ul>
Write a narrative (10-15 pages using the guided questions to demonstrate your ability to effectively utilize assessments (10-15 pages). Job-embedded sources of evidence must be provided.
<b>Designing Student Assessments</b> <ol style="list-style-type: none"> <li>1. <i>How was your plan for student assessment aligned with instructional outcomes?</i></li> <li>2. <i>What adaptations, if any, were necessary for groups of students?</i></li> <li>3. <i>What assessment criteria and standards were used? Why?</i></li> <li>4. <i>What was your plan for formative assessments? Why were these assessments chosen?</i></li> <li>5. <i>How was your assessment plan results used to drive future instruction?</i></li> </ol>
<b>Using Assessment in Instruction</b> <ol style="list-style-type: none"> <li>1. <i>How was assessment used during the lesson to monitor learning progress?</i></li> <li>2. <i>How was feedback to students provided?</i></li> </ol>



3. *How did you assure students new the assessment criteria?*
4. *Did you use student self-assessment? How?*
5. *Explain how questions, prompts, and assessments were used to diagnose and measure student learning.*

#### Using Assessment in Instruction

1. *How was assessment used during the lesson to monitor learning progress?*
2. *How was feedback to students provided?*
3. *How did you assure students new the assessment criteria?*
4. *Did you use student self-assessment? How?*
5. *Explain how questions, prompts, and assessments were used to diagnose and measure student learning.*

#### Demonstrating Flexibility and Responsiveness

1. *How was your instruction adjusted to adapt to student inquiry and interests?*
2. *What strategies were employed to assist students having difficulty with concepts?*

#### Reflecting on Teaching

1. *Citing specific assessment examples, explain the effectiveness of a lesson in achieving instructional outcomes?*
2. *How have you adjust your lessons based on assessment data and reflecting on the effectiveness of your assessment?*

#### Growing and Developing Professionally

1. *Describe ways you have engaged in professional development to extend your knowledge about assessment.*
2. *Provide, if any, examples of feedback you have received from colleagues and/or supervisors in regards to assessment. Explain how you have used that feedback to improve your assessment practices.*
3. *Describe specific examples of professional collaboration with colleagues and supervisors to support research-based practices of assessment.*

### Part III: Evidence

Include up to six (6) pages of job-embedded evidence to support mastery of standards. See the Framework for Teaching document for suggestions of evidence including formative/summative assessments, scoring guides, etc. ***Each piece of evidence must be hyperlinked to the corresponding Component.***

\*Kentucky Framework for Teaching (Adapted from Danielson Framework) at <http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf>

## TCHL 545 Classroom Instructional Strategies Proficiency Evaluation Portfolio Templates

*Bookmarking within the Proficiency Evaluation Template document is required between discussion and corresponding items of evidence.*

### *How to Create Bookmarks*

1. Click inside the document or select the text where you want the link to direct users when they click it.
2. Go to the "Insert" menu in Word and select "Bookmark."
3. Go to the "Insert" tab in Word
4. Enter a name for the bookmark into the "Name" box of the "Bookmark" dialog box. Omit any spaces in the name, as a bookmark cannot include these.
5. Click the "Add" button to add the bookmark to the selected text or area of the document.
6. Repeat this for all areas to which you would like to create a hyperlink.

\*This process can be used to create a back button.

<b>Part I: Biographical Information</b>	
<b>WKU Student ID#</b>	<b>800-</b>
<b>Current Job Placement (grade level/content)</b>	
<b>Certification Area:</b>	
<b>Number Years Teaching Experience</b>	

<b>Part II: Digital Portfolio</b>
<b>Components with Guiding Questions</b>
Demonstrating Knowledge of Content and Pedagogy <ol style="list-style-type: none"> <li>1. <i>How do you display extensive and current content knowledge?</i></li> <li>2. <i>What intra- and interdisciplinary content relationships do you incorporate?</i></li> <li>3. <i>What content-specific pedagogical approaches are utilized? How are these selected?</i></li> </ol>
Demonstrating Knowledge of Students <ol style="list-style-type: none"> <li>1. <i>How do you obtain and utilize knowledge of individual student developmental level and background, cultures, skill, language proficiency, interests, <b>and</b> special needs in your planning?</i></li> <li>2. <i>How do you actively engage students in content?</i></li> <li>3. <i>How do you use ongoing assessments to assess students' skills level and adapt instruction?</i></li> </ol>
Selecting Instructional Outcomes <ol style="list-style-type: none"> <li>1. <i>Explain how you determine the content and cognitive level of learning outcomes.</i></li> <li>2. <i>How do you ensure your outcomes are rigorous, clear and balanced?</i></li> <li>3. <i>Relate how outcomes reflect the varying needs of individual students.</i></li> </ol>
Designing Coherent Instruction <ol style="list-style-type: none"> <li>1. <i>Explain how you coordinate knowledge of content, of students, and of resources, to</i></li> </ol>

*design learning experiences.*

- 2. Relate how these experiences are aligned to instructional outcomes and address different students' needs.*
- 3. How do you ensure your unit structure is designed for clarity and varied use of instructional groups?*

#### Creating an Environment of Respect and Rapport

- 1. Examine teacher-student, student-teacher and student-student interactions in your classroom in terms of respectfulness, caring, and age appropriateness.*
- 2. Explore the connections among teacher and students in your classroom.*
- 3. Relate how you respond to disrespectful behavior in your classroom.*

#### Establishing a Culture of Learning

- 1. Discuss how your classroom is a "culture of learning", promoting the value of hard work and perseverance in relation to content and activities.*
- 2. How do you convey high expectations for learning and achievement for **all** students in your classroom?*
- 3. Relate student pride in work is fostered and exhibited in your classroom.*

#### Managing Student Behavior

- 1. Describe how you establish a classroom atmosphere conducive to learning.*
- 2. How are standards of conduct established and monitored?*
- 3. Describe interventions used for misbehavior and responses for appropriate behavior.*

#### Maintaining Accurate Records

- 1. Explain your record-keeping system for student completion of assignments, including student access to the information.*
- 2. Define your system for documenting student progress in learning. How are students informed of progress?*
- 3. How do you document noninstructional information?*

#### Communicating with Families

- 1. Relate how you communicate with **all** families about the instructional program.*
- 2. Explain how you inform families about individual student progress.*
- 3. How do you invite/engage families in the instructional program?*

### Part III: Evidence

Include up to ten (10) pieces of job-embedded evidence to support mastery of the components addressed in Part II; this evidence is not to exceed 25 pages total. See the \*Framework for Teaching document for suggestions of evidence of your ability to effectively plan instruction, manage the classroom environment, maintain accurate records, and communicate with families. ***Each piece of evidence must be hyperlinked to the corresponding Component.***

\*Kentucky Framework for Teaching (Adapted from Danielson Framework) at

<http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf>