

**College of Education & Behavioral Sciences  
School of Teacher Education  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Sherry Powers ([sherry.powers@wku.edu](mailto:sherry.powers@wku.edu), 745-4452)

**1. Identification of program:**

- 1.1 Current program reference number: (various); the revised policy will apply to all undergraduate programs leading to teacher certification in elementary education, middle grades education, secondary education, exceptional education, and interdisciplinary early childhood education
- 1.2 Current program title: (various); the revised policy will apply to all undergraduate programs leading to teacher certification in elementary education, middle grades education, secondary education, exceptional education, and interdisciplinary early childhood education
- 1.3 Credit hours: varies by program

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

- Modifies present policy regarding eligibility to enroll in Student Teaching (ELED 490, MGE 490, SEC 490, EXED 490, IECE 490) by providing candidates who do not meet critical performance averages an alternative assignment related to Kentucky Teacher Standards.

**3. Detailed program description:**

*Existing Policy*

Admission to student teaching requires that the student has:

1. been admitted to professional education.
2. applied for student teaching by February 15th for fall placement and by September 15th for spring placement.
3. a grade point average of 2.5 or higher in each of the following:
  - a. overall hours
  - b. major(s)
  - c. minor(s)
  - d. professional education hours
4. completed all professional education courses except student teaching and EDU 489 or EXED 434, and received grades of "C" or higher in all these courses.
5. met additional requirements described in prerequisites for ELED 490, MGE 490, SEC 490, EXED 490, or IECE 490.
6. completed 75% of the major or all of the minor if student teaching is to be done in the minor.

7. attained senior status (90 credit hours).
8. achieved on average “at standard” (3 or higher) on all professional education dispositions.
9. achieved critical performance assessment scores that average at least 3.0 overall and at least 2.5 per Kentucky Teacher Standard measured.
10. a valid and current medical examination (not older than one year from the end of the semester in which the student plans to student teach).
11. demonstrated moral, social, and ethical behavior that is acceptable in the school community and the community at large, as defined in the Professional Code of Ethics for Kentucky School Certified Personnel.

Note: Kentucky and Federal criminal records checks will be conducted by the student’s assigned school districts after the student teaching placement has been made.

***Proposed Policy*** (Additions in italics)

Admission to student teaching requires that the student has:

1. been admitted to professional education.
2. applied for student teaching by February 15th for fall placement and by September 15th for spring placement.
3. a grade point average of 2.5 or higher in each of the following:
  - a. overall hours
  - b. major(s)
  - c. minor(s)
  - d. professional education hours
4. completed all professional education courses except student teaching and EDU 489 or EXED 434, and received grades of “C” or higher in all these courses.
5. met additional requirements described in prerequisites for ELED 490, MGE 490, SEC 490, EXED 490, or IECE 490.
6. completed 75% of the major or all of the minor if student teaching is to be done in the minor.
7. attained senior status (90 credit hours).
8. achieved on average “at standard” (3 or higher) on all professional education dispositions.
9. achieved critical performance assessment scores that average at least 3.0 overall and at least 2.5 per Kentucky Teacher Standard measured. *Students who do not meet these averages must complete steps outlined by the “Undergraduate Critical Performance Policy.”*
10. a valid and current medical examination (not older than one year from the end of the semester in which the student plans to student teach).
11. demonstrated moral, social, and ethical behavior that is acceptable in the school community and the community at large, as defined in the Professional Code of Ethics for Kentucky School Certified Personnel.

Note: Kentucky and Federal criminal records checks will be conducted by the student’s assigned school districts after the student teaching placement has been made.

**4. Rationale for the proposed program change:** The Kentucky Education Professional Standards Board requires the evidence of education students' proficiency on Kentucky Teacher Standards. However, the current WKU programs do not have an adequate and efficient alternative mechanism for students who do not meet proficiency to remediate deficiencies. The attached policy, approved by the School of Teacher, provides this mechanism.

**5. Proposed term for implementation and special provisions (if applicable):** Fall, 2011  
(This means that education students requesting to student teach in fall 2011 must meet these requirements *prior* to student teaching.)

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

School of Teacher Education	05/12/2010
CEBS Curriculum Committee	09/07/2010
Professional Education Council	10/13/2010
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Program Inventory Form**

**Attachment: Undergraduate Critical Performance Policy**

## **Undergraduate Critical Performance Policy**

Presented and approved by School of Teacher Education faculty on 5/12/2010

Students in the School of Teacher Education are required to achieve a minimum 2.5 average on each of the ten Kentucky Teacher Standards. For those students who do not meet this criterion the following remediation is required.

Students are required to register for their student teaching classroom assignments one semester in advance. At the time of this registration, if it is found that the student does not meet the required criterion (i.e., a 2.5 average on each of the 10 standards) then the student will be required to complete the following assignment before being allowed to continue with the student teaching placement.

1. Student will complete a paper listing all ten standards (see template below). Included in this paper will be a statement of each standard, a definition of each standard in the student's own words, how the student has demonstrated each standard, areas for professional growth for each standard, and a strategy of how the student intends to show growth in each standard. The narrative for the area/areas in which the student has not met the required criteria will be expected to be written in more depth than those for areas that have already been met.
2. This assignment will be reviewed and proficiency determined by a committee selected on a rotating basis from the faculty of the School of Teacher Education, as well as content faculty, as appropriate. The School of Teacher Education Director will assign School of Teacher Education faculty and, as needed, request content faculty to serve on the reviewing committee.
3. The reviewing committee member (s) will review the assignment and give a proficient/non-proficient rating within one month of receiving the assignment.
4. Upon the committee's rating of proficiency on all required teacher standards, the student will be allowed to continue in the student teaching assignment.

## **CRITICAL PERFORMANCE ASSIGNMENT FORM**

### **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.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

### **STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION**

The teacher designs/plans 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.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

### **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.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

### **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.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

### **STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS**

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

### **STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY**

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

### **STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING**

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

### **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.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.

- D. Strategy of how growth will be obtained.

#### **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.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained.

#### **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.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

**Pre-Student Teaching Kentucky Teacher Standards Proficiency Referral Form**

Student name: \_\_\_\_\_

Kentucky Teacher Standard/Standards not meeting the criteria of 2.5 average:

Standard 1

Standard 2

Standard 3

Standard 4

Standard 5

Standard 6

Standard 7

Standard 8

Standard 9

Standard 10

Date referred to the faculty of the School of Teacher Education Proficiency Review Committee:

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Date proficiency met:

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Date referred back to the Office of Teacher Services: \_\_\_\_\_