NCATE
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in Teacher Preparation

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Professional Education Unit

NCATE Institutional Report

Based on
Academic Year 2008-09

For
Continuing Accreditation Visit
Bowling Green, KY
Spring 2011

Electronic Document Room Homepage Link: http://edtech.wku.edu/peu/index.htm

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OVERVIEW

A. The Institution

A.1. What is the institution's historical context? (A more complete history of WKU can be viewed at www.wku.edu/history.html.)

In 1906 the Kentucky General Assembly approved legislation to establish two teacher training institutions in the state. A locating commission chose Bowling Green to be the site of one, and the Western Kentucky State Normal School was created. The new state-supported school took over the building and student body of the privately owned Southern Normal School. The owner of the Southern Normal School, Henry Hardin Cherry, had been actively involved in the campaign to establish teacher training schools and became Western's first president. In 1911 the school moved to its present site on "the Hill," and over the next decade, the curriculum focused on teacher training and certification. Students received practical experience at the Training School, and a model one-room Rural School was opened on campus in 1924. In 1922 the state renamed the institution Western Kentucky State Normal School and Teachers College and authorized it to grant four-year degrees, first awarded in 1924.

Western's campus expanded in 1927 when it merged with Ogden College, a private young men's school. Western's name was shortened to Western Kentucky State Teachers College in 1930, and the following year the master of arts degree was first offered. As Western's mission broadened, its name shortened in 1948 to Western Kentucky State College. In 1963 Western merged with the Bowling Green College of Commerce, formerly the Bowling Green Business University. Along with the Graduate School, the Bowling Green College of Commerce became a separate college within Western's structure. In 1965 the Board of Regents approved the formation of three more colleges: the Potter College of Liberal Arts, the College of Education, and the Ogden College of Science and Technology. In 1966 Western Kentucky State College became Western Kentucky University. The University's seven colleges now are:

- Bowling Green Community College
- College of Health & Human Services
- College of Education & Behavioral Sciences
- University College
- Gordon Ford College of Business
- Ogden College of Science & Engineering
- Potter College of Arts & Letters

A.2. What is the institution's mission? (WKU's most current strategic plan can be viewed at www.wku.edu/strategicplan.pdf.)

Western Kentucky University prepares students to be productive, engaged, and socially responsible citizen-leaders of a global society. It provides research, service, and lifelong learning opportunities for its constituents. WKU is responsible for stewarding a high quality of life for those within its reach.

A.3. What are the institution's characteristics

WKU is a state-supported public four-year institution in a suburban/rural setting that offers associate through doctoral-level degrees.

B. The Unit

B.1. What is the professional education unit at your institution and what is its relationship to other units at the institution that are involved in the preparation of professional educators?

The professional education unit at our institution incorporates all programs across the university that prepare education professionals. No educator preparation program falls outside of the unit. All programs in the unit are given representation through the Professional Education Council. The Professional Education Council Bylaws describe its purpose, function, composition, rules, and procedures.

B.2. How many professional education faculty members support the professional education unit?

Table 1. Professional Education Faculty

Professional Education Faculty	Full-time in the Unit	Full-time in the Institution, but Part-time in the Unit	Part-time at the Institution & the Unit (e.g., adjunct faculty)	Graduate Teaching Assistants Teaching or Supervising Clinical Practice	Total # of Professional Education Faculty
Number of faculty	81	42	37	0	160

B.3. What programs are offered at your institution to prepare candidates for their first license to teach?

A complete listing of our initial preparation programs and links to their state Program Review Documents, which include curriculum contracts and program assessment plans, are located at WKU Education Professional Programs. Table 2 reflects WKU's approved professional education programs and the candidates enrolled during the 2008-09 academic year. These programs are under state review for renewed approval during 2010-11, prior to our anticipated spring 2011 NCATE visit.

Table 2. Initial Teacher Preparation Programs and Their Review Status

Program Name	Award Level	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs	Program Report Submitted for Review	State Approval Status	National Recognition Status by NCATE**
Agriculture	Bachelor's	40	State	No	Approved	NA
Art	Bachelor's	28	State	No	Approved	NA
Biological Science	Bachelor's	37	State	No	Approved	NA
Business/Market Ed.	Bachelor's	51	State	No	Approved	NA
Chemistry	Bachelor's	8	State	No	Approved	NA
Earth Science	Bachelor's	5	State	No	Approved	NA
Elementary Ed.	Bachelor's	1115	State	No	Approved	NA
English	Bachelor's	129	State	No	Approved	NA
Family/Cons. Science	Bachelor's	43	State	No	Approved	NA
French	Bachelor's	3	State	No	Approved	NA
German	Bachelor's	1	State	No	Approved	NA
Health Ed.	Bachelor's	3	State	No	Approved	NA
Ind./Tech. Ed.	Bachelor's	2	State	No	Approved	NA
Interdisc. Early Child. Ed.	Bachelor's & Master's	61	State	No	Approved	NA
Mathematics	Bachelor's	68	State	No	Approved	NA
Middle Grades Ed.	Bachelor's	279	State	No	Approved	NA
Music Education	Bachelor's	99	NASM/State	Yes	Approved	Recognized

Physical Ed.	Bachelor's	90	State	No	Approved	NA
Physics	Bachelor's	2	State	No	Approved	NA
Sch. Media Librarian	Master's	4	State	Yes	Approved	Recognized
Social Studies	Bachelor's	172	State	No	Approved	NA
Spanish	Bachelor's	25	State	No	Approved	NA
Except. Ed. (LBD/MSD)	Bachelor's & Master's	143	State	No	Approved	NA

B.4. What programs are offered at your institution to prepare advanced teacher candidates and other school professionals?

Table 3. Advanced Preparation Programs and Their Review Status

Program Name	Award Level	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs	Program Report Submitted for Review	State Approval Status	National Recognition Status by NCATE**
Art	Master's	5	State	No	Approved	NA
Biological Science	Master's	0	State	No	Approved	NA
Chemistry	Master's	0	State	No	Approved	NA
Comm. Disorders	Master's	175	ASHA/State	Yes	Approved	Recognized
Earth Science	Master's	0	State	No	Approved	NA
Elementary Ed.	Master's & Specialist	146	State	No	Approved	NA
English	Master's	3	State	No	Approved	NA
Family/Cons. Science	Master's	0	State	No	Approved	NA
French	Master's	0	State	No	Approved	NA
German	Master's	0	State	No	Approved	NA
Health Education	Master's	0	State	No	Approved	NA
Ind./Tech. Ed.	Master's	0	State	No	Approved	NA
Educational Leadership	Master's, Specialist, Doctorate	225	State	No	Approved*	NA
Literacy (Read/Write)	Master's	19	State	No	Approved	NA
Mathematics	Master's	4	State	No	Approved	NA
Middle Grades Ed.	Master's	21	State	No	Approved	NA
Music Ed.	Master's	16	NASM/State	Yes	Approved	Recognized
Physical Ed.	Master's	18	State	No	Approved	NA
Physics	Master's	0	State	No	Approved	NA
School Counseling	Master's & Specialist	171	State	No	Approved	NA
Sch. Media Librarian	Master's	193	ALA/State	Yes	Approved	Recognized
School Psychology	Specialist	27	NASP/State	Yes	Approved	Recognized
Secondary Ed.	Master's & Specialist	52	State	No	Approved	NA
Social Studies	Master's	3	State	No	Approved	NA
Spanish	Master's	0	State	No	Approved	NA
Except. Ed. (LBD/MSD)	Master's	173	State	No	Approved	NA

*The Educational Leadership Doctorate program is approved by Kentucky's Council on Postsecondary Education rather than by Kentucky's Education Professional Standards Board.

B.5. Which of the above initial teacher preparation and advanced preparation programs are offered off-campus or via distance learning technologies? What alternate route programs are offered?

Six master's level programs are now available completely on-line: elementary education, exceptional education – learning and behavior disorders, library media education, physical education, communication disorders, and biology (for in-service teachers). Another program, the MA in mathematics, is moving to an on-line format after final approval of recent program changes by the Kentucky Education Professional Standards Board.

We have one general alternate route to certification program, approved by the Education Professional Standards Board, available for candidates who have already earned undergraduate degrees in one of the following areas: agriculture, art, biology, business and marketing, chemistry, earth science, English, family and consumer sciences, French, German, interdisciplinary early childhood education, mathematics, music, physics, social studies, and Spanish. We have another alternate route to certification program specifically for students interested in working in the learning and behavior disorders area, as well as alternate route to certification programs for principals and superintendents. These programs allow individuals to complete required courses and experiences while they are concurrently employed in a school district.

B.6. (Continuing Visit Only) What substantive changes have taken place in the unit since the last visit (e.g., added/dropped programs/degrees; significant increase/decrease in enrollment; major reorganization of the unit, etc.)?

According to the Professional Education Council Minutes, the following programs have been added since our last NCATE visit:

- Instructional Computer Technology – Endorsement (11/2004)
- Geology (Earth and Space Science) – BS (12/2004)
- Mathematics – MA (6/2006)
- School Superintendent – Alternate Certification (3/2007)
- Environmental Education – Endorsement (9/2007)
- Exceptional Education, Moderate/Severe Disabilities – BS (7/2005)
- Computer Information Systems – BS (In progress)
- SKyTeach (for initial preparation of science and math teachers) (In progress)
- GSKyTeach (A teacher residency program for science and math teachers under review by the Kentucky Education Professional Standards Board of approval as a pilot program)

The following programs have been dropped since our last NCATE visit:

- Economics – MAE (11/2004)
- Mathematics – MS (6/2006)
- Business Administration – MBA (did not submit new folio to Education Professional Standards Board)
- Computer Science – Endorsement (did not submit new folio to Education Professional Standards Board)
- Driver's Education – Endorsement (did not submit new folio to Education Professional Standards Board)
- Agriculture Education – MAE (KY Council for Post-Secondary Education closed for low enrollment)
- Business Education – MAE (KY Council for Post-Secondary Education closed for low enrollment)
- English – MA (did not submit new folio to Education Professional Standards Board)

- Technology Education – MAE (KY Council for Post-Secondary Education closed for low enrollment)

Other substantive changes include:

- During this accreditation cycle and with support from the Kentucky Education Professional Standards Board, WKU also piloted W-TEMP, a Teacher Education Model Program that enables new teachers to complete a master of arts in education degree by the end of summer after their second year of teaching. Through the program new teacher received instruction and special assistance to complete the ten teaching tasks required by the Education Professional Standards Board Kentucky Teacher Internship Program (KTIP), as well as completed coursework leading to their master's. Although the pilot has ended, there are still a few students completing the program. More importantly, lessons learned during the W-TEMP pilot guided our discussion as WKU moved forward on another Education Professional Standards Board statewide mandate—the redesign of our advanced preparation master's (or planned fifth year) program for teachers. Based on this mandate, WKU has recently redesigned its advanced preparation master's (or planned fifth year) program for teachers. The framework has been developed collaboratively with district administrators and teachers, arts and sciences instructors, and College of Education and Behavioral Sciences instructors based on the needs reported by the school districts in the WKU service area. In order to address the lack of connection of theoretical concepts learned to the practice-based needs of practitioners, Western Kentucky University has undertaken to provide alignment through a Professional Education Continuum Model. On June 10, 2009, the Professional Education Council adopted the Redesign framework (PEC Meeting Minutes). In October, 2009 WKU submitted its full Redesign proposal to the Kentucky Education Professional Standards Board (EPSB). After review by the EPSB Redesign Committee and minor revisions based on committee feedback, the WKU proposal was approved by the EPSB in January 2010. Fall 2009 and beyond will focus on developing new courses and program proposals at the university level.
- Based on new Kentucky Education Professional Standards Board regulations, the elementary and secondary school counseling programs were redesigned as a P-12 school counseling program.
- WKU was approved by the Kentucky Council on Postsecondary Education to offer a new Educational Leadership Doctoral Program.
- Initial meetings and discussions have taken place regarding a master of arts in teaching for the following options: elementary, middle grades, interdisciplinary early childhood, exceptional education, secondary education (business and marketing), art education, and music education.
- The departments of Curriculum and Instruction and Special Instructional Programs were joined as of July 1, 2009 to form a new School of Teacher Education.
- WKU began piloting a technology rich on-line MAE in literacy education program starting fall, 2009. Various technology tools allow candidates in the program to engage in synchronous and asynchronous instructional experiences, authentic clinical experiences, and opportunities to collaborate with colleagues and professors. These measures will be used to ensure that the MAE in literacy education program is as strong and comprehensive as an on-line program as it is in a traditional face-to-face venue.
- CEBS and WKU's Ogden College received a National Math and Science Initiative (NMSI) grant to revise all middle grades and secondary initial preparation programs in math and science. Along with 12 other institutions nation-wide who have received NMSI funding to replicate UT-Austin's UTeach program, WKU began its SKyTeach (Southern Kentucky Teach) program in fall 2008. The program was developed to increase the numbers of college graduates prepared to teach in the math and science disciplines. Key features of the program include strong collaborative ties between education and science colleges leading to a joint program, using Master Teachers (proven K-12 teaching professionals) to mentor students throughout the program, and providing students with multiple field experiences from the very first semester of the program. Field experiences have been carefully selected to target culturally diverse, rural, and low-income school settings. The first semester, 30

students enrolled in the first SKyTeach course of the semester; 26 returned for the next course in the spring (87% retention rate). A survey of these first students indicated that 95% were satisfied with the program so far. In the spring, 12 more students enrolled in the first SKyTeach course, for a total of 38 participants in the first academic year. These students represent eight different science majors and 14% come from underrepresented ethnic groups. Their average GPA exceeds that of other students in Ogden College and WKU as a whole. Their ACT exceeds both WKU and national averages for entering college students. For fall 2009 semester, around 80 students enrolled in the first SKyTeach course; two course sections are being offered for the newly developed sophomore level SKyTeach course for a potential of 50+ students. NMSI will also match up to $1 million for WKU dollars raised to sustain the program. To date, WKU has raised nearly $200,000 toward the match.

▪ Finally, WKU is in the process of constructing a new building to house the College of Education and Behavioral Sciences. The building is slated to be operational at the end of the fall semester of 2010. Thirty five million dollars have been allocated for building construction. Facilities and Administration costs will be added to the $35,000,000. The building will consist of 112,600 gross square feet and will include state-of-the art technology and capabilities. For example, every classroom will be equipped with an LCD projector, computer with data access, DVD/CD capabilities, a document camera, and an interactive monitor that allows touch screen, editing, and other capabilities. With proper access and documented need, offices will have the capacity to monitor activities in classrooms, clinic rooms, and remote sites such as P-12 classrooms.

CONCEPTUAL FRAMEWORK

C.1. How does the unit's conceptual framework address the following structural elements?

> **the vision and mission of the unit**
> **philosophy, purposes, goals, and institutional standards of the unit**
> **knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit**
> **candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards**
> **summarized description of the unit's assessment system**

WKU's Conceptual Framework represents beliefs and values, supported by research literature, that are shared by all programs that prepare university students to enter education professional fields. These fields include teachers in elementary, middle, and high schools; library media specialists; principals and superintendents; school counselors; school nurses; school psychologists; and, speech pathologists.

All these education professional preparation programs are considered by NCATE and Kentucky's Education Professional Standards Board to represent WKU's Professional Education Unit. Faculty representatives from each of the education fields in the Unit were involved in various aspects related to the development and approval of the Conceptual Framework.

Below is a description of the essential beliefs of our Conceptual Framework. The full version of our Conceptual Framework includes not only essential beliefs, but also the research base, key ideas, and implications associated with each belief.

Mission
The professional education unit of Western Kentucky University recruits, prepares, and supports school practitioners and education leaders who can facilitate the learning of all children and empower them to achieve at high levels as they become life-long learners and productive citizens in a global society.

Vision

The professional education unit aspires to become a nationally recognized community of scholars who apply the best that theory, research, and experience can contribute to teaching and learning and create new knowledge that makes teaching, learning, and the operation of school more efficient and effective.

Beliefs about Children and Schools
- Belief 1 - All children can learn at high levels.
- Belief 2 - All children have a right to a quality education that empowers them to meet high expectations for learning as defined by a democratic society.

Beliefs about Education Professionals
- Belief 3 - Diversity in our schools adds richness to the learning environment and provides enhanced opportunities and possibilities for teaching and learning.
- Belief 4 - Highly effective education professionals require high levels of ability, rigorous training, and on-going development of teaching/leadership skills that include reflective decision-making.
- Belief 5 - Highly effective education professionals know, apply, and reflect on the effectiveness of a variety of theories, models, and strategies in order to produce maximum learning for all students in all types of school contexts and cultures.
- Belief 6 - Highly effective education professionals interact with the home and/or community of their students to facilitate teaching and learning.
- Belief 7 - Highly effective education professionals have a strong content knowledge, sound pedagogical knowledge and skills, and essential dispositions for facilitating learning and functioning as team members in schools.

In response to Belief 7 and Kentucky's Teacher Standards, WKU has adopted the following knowledge and skills as key to the success of education professionals (see the full Conceptual Framework, Appendix C, to view how these standards align to other professional education standards):

Standard 1 – Content Knowledge: Demonstrates a current and sufficient knowledge of certified content areas to develop student knowledge and performance in those areas
Standard 2 – Designs/Plans: Designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge
Standard 3 – Learning Climate: Creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge
Standard 4 – Implements/Manages: Introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge
Standard 5 – Assessment: 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
Standard 6 – Technology: 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
Standard 7 – Reflection: Reflects on and evaluates specific teaching/learning situations and/or programs

Standard 8 – Collaboration: Collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 9 – Professional Development: Evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan

Standard 10 – Leadership: Provides professional leadership within the school, community, and education profession to improve student learning and well-being

Additionally, WKU has adopted the following dispositions as key to the success of education professionals:

Candidate Values...	As Demonstrated by...	
Learning	**Attendance -** Consistently attends class and is on time	
	Class participation - Actively engaged and interested in the class activities	
	Class preparation - Consistently comes to class well prepared	
	Communication - Uses language to express ideas very effectively regardless of the age of the listener	
Personal Integrity	**Emotional control -** Displays steady emotional temperament, is receptive to viewpoints of others and their suggestions	
	Ethical behavior - Shows self to be a person of strong character	
Diversity	Willingly works with others from different ability, race, gender, or ethnic groups	
Collaboration	Actively seeks out and incorporates ideas of others and willingly works with others to improve the overall environment	
Professionalism	**Respect for school rules, policies, and norms** - Knows school rules and policies, follows them consistently, understands the purpose of regulations and respects their intent	
	Commitment to self-reflection and growth - Actively seeks suggestions and constructive criticism, regularly engages in learning through self-reflection	
	Professional development and involvement - Makes use of information from professional organizations, professional publications, and educational resources	
	Professional responsibility - Accepts responsibility for own actions and for helping all students learning and actively seeks self-improvement	

- Belief 8 - Highly effective education professionals utilize technology for teaching and learning, assessment management, and research to the greatest extent possible.

Beliefs about Assessment and Accountability
- Belief 9 - Highly effective education professionals hold themselves accountable for their own performance by collecting, analyzing, and reporting learning results and using this information to improve performance and programs.
- Belief 10 - Highly effective education units develop and maintain assessment systems that follow the continuous progress of candidates toward the achievement of high standards-based performance expectations that are clearly defined and publicly communicated.

During the development of the Conceptual Framework, committee members thought it important to outline all essential beliefs, ideas, and implications *even if they were difficult to measure or live out.*

Thus, many beliefs, ideas, or implications reflect what the unit *aspires* to accomplish over time. However, Appendix C of the Conceptual Framework demonstrates how these professional education unit beliefs, as well as WKU strategic planning goals and objectives, tie back to the Kentucky Teacher Standards, the umbrella for all our programs.

C.2. What changes have been made to the conceptual framework since the last visit?

During the 2004-05 academic year representative members of the Professional Education Unit rewrote the WKU Conceptual Framework. These members included faculty from both initial and advanced professional education programs, the project director from the Renaissance Partnership for Improving Teacher Quality, a National Board teacher, and the Director of Instructional Support Services for the Green River Region Educational Cooperative, comprised of the 30+ school districts in the WKU service area. Over a first (9/14/2005) and second (10/12/2005) reading, the new conceptual framework was presented to, discussed, revised, and then approved by the Professional Education Council (PEC) (Professional Education Council Meeting Minutes).

During 2007, the Professional Education Unit at Western Kentucky University revisited its Conceptual Framework (Professional Education Council Meeting Minutes 3/7/2007) and revised its dispositions to reflect those that could be used early in programs for possible admissions purposes (at least at the initial preparation level) and those that could most easily be evaluated as teacher and other school professional candidates work with students. Supporting research for each disposition was identified. Examples of target behaviors associated with each disposition were also adopted to provide a common framework as individual programs identify and/or refine opportunities to observe these dispositions in field and/or clinical settings. After these changes, the full version of the Conceptual Framework, along with student teacher and cooperating teacher versions, was disseminated and posted to the WKU Professional Education Unit website.

Based on the revised Conceptual Framework, as well as the 2006-07 unit-wide Assessment Report of Initial Preparation Programs, the Professional Education Council developed and adopted a unit-wide Continuous Assessment Plan (Professional Education Council Meeting Minutes 9/12/2007 and 10/10/2007). The Continuous Assessment Plan was submitted in the spring 2009 to Kentucky's Education Professional Standards Board for review and future approval (postponed till spring 2010) as we move into this accreditation renewal cycle. Based on the Continuous Assessment Plan, all initial and advanced programs have developed a Program Assessment Plan that outlines how each program is living out or plans to live out the Continuous Assessment Plan's essential components. Furthermore, the Professional Education Council adopted unit-wide initial preparation transitions points (Professional Education Council Meeting Minutes 2/13/2008 & 4/9/2008) to guide assessment planning. Assessment plans were finalized fall 2008 as programs prepared Program Review Documents (aka folios) for the Education Professional Standards Board. Because of a one-year delay in our visit, the Education Professional Standards Board will not review these until spring 2010. Program changes between now and then will lead to small modifications in the originally submitted Program Review Documents.

Additionally, WKU Academic Affairs has developed a Strategic Planning document that aligns its objectives with the university-wide goals. As we reviewed their work, it became clear that we needed to review our work within the larger university context. As a result, we developed an alignment matrix that shows linkages among the NCATE standards, Kentucky Teacher Standards, our Professional Education Unit Conceptual Framework Standards/Value and Beliefs, and these WKU Strategic Plans. We discovered that, although not previously articulated, there are strong interconnections among the various goals and values that guide our work at the Professional Education and university-wide level. This matrix can be viewed as Appendix C in our Conceptual Framework.

Finally, the dean led efforts during the 2008-09 year to develop a College of Education and Behavioral Sciences (CEBS) mission and vision. Saturday sessions attended by representatives from all CEBS departments led to a mission statement, "Empowering individuals to lead and serve our dynamic world," a list of college-wide values: (1) the pursuit of academic excellence; (2) personal and professional integrity; (3) respect for individual differences and intellectual freedom; (4) leading through service; and (5) collegial and collaborative partnerships; and a vision statement, "Leaders in scholarship and innovation." As these are adopted, we will revisit our Conceptual Framework to ensure strong alignment between CEBS and the larger Professional Education Unit.

STANDARD 1. CANDIDATE KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITIONS
Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1a. Content Knowledge for Teacher Candidates

1a.1. What are the pass rates of teacher candidates in initial teacher preparation programs on state tests of content knowledge for each program and across all programs (i.e., overall pass rate)?

A complete listing of our initial preparation programs and links to their state program review documents are located at WKU Education Professional Programs.

Regarding state licensure content knowledge test requirements for initial preparation teacher candidates, Kentucky requires the passing of Praxis II content exams for licensure, with the exception of candidates in the interdisciplinary early childhood education program. Go to Title II Reports to review Praxis II results over several years. For our most current cohort (2007-08), ETS reports that 96% (370 of 387) of our candidates passed the Academic Content Areas (math, English, biology, etc.) exams and 92% (11 of 12) passed the Other Content Areas (career tech education, health education, etc.) exams for an overall pass rate of 96% (381 of 396). Only the art education program had a pass rate less than 80% on the Art Making exam. However, this is the first year where art education candidates were below 80% on this particular exam. In 2006-07, 100% (4 of 4) candidates passed, and 88% (7 of 8) passed in 2005-06. Thus, the art faculty members have chosen not to initiate any program changes to address this issue at this time. Table 4 provides Praxis II content area pass rates broken down by program types.

Table 4. Pass Rates on Content Licensure Tests for Initial Teacher Preparation (2007-08)

Program	Name of Licensure Test	# of Test Takers	% Passing
Elementary Education	ELEMENTARY ED CONTENT KNOWLEDGE	184	94%
Middle Grades Education	MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	29	97%
Middle Grades Education	MIDDLE SCHOOL MATHEMATICS	23	100%
Middle Grades Education	MIDDLE SCHOOL SOCIAL STUDIES	32	94%
Middle Grades Education	MIDDLE SCHOOL SCIENCE	12	100%
Secondary Education	BIOLOGY CONTENT KNOWLEDGE	1	100%
Secondary Education	ENG LANG LIT COMP CONTENT KNOWLEDGE	17	94%
Secondary Education	ENG LANG LIT COMP ESSAYS	16	88%
Secondary Education	MATHEMATICS: CONTENT KNOWLEDGE	8	100%
Secondary Education	MATH PROOFS MODELS PROBLEMS PART 1	8	100%
Secondary Education	SOCIAL STUDIES: CONTENT KNOWLEDGE	22	100%
Secondary Education	SOCIAL STUDIES: INTERPRET MATERIALS	22	95%
P-12 Education	ART MAKING	6	33%

Program	Name of Licensure Test	# of Test Takers	% Passing
P-12 Education	ART CONTENT KNOWLEDGE	8	88%
P-12 Education	FRENCH CONTENT KNOWLEDGE	1	100%
P-12 Education	MUSIC CONCEPTS AND PROCESSES	13	100%
P-12 Education	MUSIC CONTENT KNOWLEDGE	13	100%
P-12 Education	PHYSICAL ED: CONTENT KNOWLEDGE	16	100%
P-12 Education	PHYSICAL ED ANALYSIS AND DESIGN	15	100%
P-12 Education	SPANISH CONTENT KNOWLEDGE	2	100%
5-12 Education	AGRICULTURE	9	100%
5-12 Education	BUSINESS EDUCATION	8	100%
5-12 Education	FAMILY AND CONSUMER SCIENCES	1	0%
5-12 Education	TECHNOLOGY EDUCATION	1	100%
Exceptional Education	SE STUDENTS W/MENTAL RETARDATION	8	88%
Exceptional Education	EDUC. EXCEPTIONAL STUDENTS: CK	32	100%
Exceptional Education	ED EXCEPT STUDENTS: MILD/MOD. DISAB.	18	94%
Exceptional Education	ED EXCEPT STUDENTS: PROFND. DISAB.	5	100%
Overall Pass Rate		**381**	**96%**

1a.2. What data from other key assessments indicate that candidates in initial teacher preparation programs demonstrate the content knowledge delineated in professional, state, and institutional standards?

At the initial preparation level, as Component 2 of our unit-wide Continuous Assessment Plan strategy, every program has identified standard-aligned course-embedded assessments, called critical performances (CP), to measure the Kentucky Teacher Standards, one of which is Standard 1- Content Knowledge. For each critical performance, standards-based rubrics are used to evaluate candidate performance at four levels: 1 – Beginning, 2 – Developing, 3 – Proficient, and 4 – Exemplary. Candidates receiving an overall rating of 3 or 4 on a CP are considered to have "passed" the standards associated with the CP. Table A below provides three-year information on the number of CPs used to measure Content Knowledge for each program type, the percentage of candidates who passed the CPs, as well as the course based pass range. For example, the Elementary Education program has four CPs that measure Content Knowledge. Overall 94% of students completing these four CPs passed. Across the four CPs, pass rates ranged from 89% to 99% on any particular CP. (For a more complete understanding of the alignment between assessments and standards, go to Program Assessment Plans, open a Program Assessment Plan, and view the Critical Performance Matrix). The overall unit-wide pass rate was 95%. As our unit-wide target pass rate is at least 80% of candidates passing, this year's results are considered acceptable.

Table A. Initial Preparation Pass Rates on CPs Related to Content Knowledge

Program Type	2008-09 Results		2007-08 Results	2006-07 Results
	CP Count††	% Pass (Range)	% Pass (Range)	% Pass (Range)
Elementary Ed.	4	94% (90-97%)	94% (89-99%)	92% (86-98%)
Middle Grades Ed.	7	91% (80-98%)	80% (72-100%)	88% (67-100%)
Secondary Ed.	5	94% (90-100%)	90% (28-100%)	84% (50-100%)
P-12 Ed.	3-7	94% (75-100%)	85% (83-100%)	*
5-12 Ed.	1-5	96% (90-100%)	88% (64-100%)	*
Exceptional Ed.	8	95% (92-100%)	100% (96-100%)	†
Interdisc. Early Child. Ed.	2	100% (100%)	100% (100%)	†
Unit-Wide	**1-8**	**95% (75-100%)**	**91% (28-100%)**	**88% (50-100%)**

*In 2006-07, candidate results for these programs were embedded in the Middle or Secondary Education results.
†In 2006-07, these programs did not have CPs measuring Content Knowledge.
††Count only includes those required by the program. Candidates may complete more based on chosen courses.

1a.3. What data from key assessments indicate that advanced teacher candidates demonstrate an in-depth knowledge of the content knowledge delineated in professional, state, and institutional standards?

Our current advanced preparation programs for teachers include master's (master of arts in education – MAE, master of arts – MA, master of science - MS), planned fifth year (non-degree), planned sixth year (non-degree), and education specialist programs. The focus of our assessments over the last few years has been on the master's level programs, which include the planed fifth year, non-degree seeking candidates, as well as alternate candidates. For these programs, teachers complete two bookend courses, EDU 501 and EDU 596/598 in which they develop professional individualized growth plans related to the ten Kentucky Teacher Standards in EDU 501 and then provide evidence of growth in a portfolio in EDU 596/598. Students do not receive a passing grade in these two courses until they have demonstrated proficiency on all ten standards, including Standard 1 – Content Knowledge. As will be described shortly, some program types have developed CPs to measure particular Teacher Standards in courses within the master's course sequence. However, we are in the midst of a state Education Professional Standards Board mandated master's (or planned fifth year) redesign that was submitted to the Kentucky Education Professional Standards Board in fall 2009. Implementation will begin in fall 2010 with full implementation by spring 2011. We are developing critical performances to measure each standard throughout the program alongside the redesigned master's, so that the future assessment process will be fully integrated rather than added as is the case with our current advanced teacher preparation programs.

Even in the present programs, candidates in the MAE elementary education complete critical performances related to Content Knowledge in two courses, ELED 503 and 507. The pass rate for ELED 503 students was 100%; no students completed ELED 507 during the 2008-09 academic year. The 503 pass rate is similar to the 2007-08 pass rates of 100% (ELED 503) and 100% (ELED 507) and 2006-07 pass rates of 100% (ELED 503) and 92% (ELED 507). During the 2006-07 year, secondary education program faculty developed a critical performance measuring Content Knowledge, as well as other Kentucky Teacher Standards, for the SEC 580 course. This year's pass rate on this CP was 98%, similar to the 2007-08 student pass rate of 97%.

Also in the present advanced preparation programs, candidates in the MAE in elementary, middle grades, or secondary education must pass a written comprehensive exam related to Content Knowledge in order to complete the programs. MAE interdisciplinary early childhood candidates complete an oral exam. Table B report three-year numbers and pass rates. Typically, candidates who are initially unsuccessful are given the opportunity to schedule study sessions with faculty and then retake the exam. A policy is in place that those continuing to fail the exam can move into the non-degree fifth year program.

Table B. MAE Student Comprehensive Exam Pass Rates

Program	2008-09		2007-08	2006-07
	N	Pass Rate	Pass Rate	Pass Rate
MAE Elementary	13	100%	100%*	91%
MAE Middle Grades	3	100%	100%*	100%*
MAE Secondary	19	100%	100%*	100%*
MAE – Alternate Route	11	82%	100%*	--
MAE Interdisc. Early Child. Ed.	--	--	100%*	100%*

*Pass rate based on N<10.

Although this pass rate is high, the program faculty has recognized that the comprehensive exam has been an inadequate tool in demonstrating graduate proficiency across all ten Kentucky Teacher Standards. Thus, the new master's redesign (or planned fifth year) program, mentioned earlier, will incorporate more specific measures of the Kentucky Teacher Standards, as well as a culminating action research project.

Candidates in the master's level exceptional education program complete six CPs throughout their program that are aligned to Content Knowledge. The average pass rate for the 2008-09 academic year across these CPs was 100%.

Candidates in the master's level mathematics program begin a Kentucky Teacher Standards based portfolio during SEC 534. For program completion candidates submit the portfolio to the math education program coordinator, who scores the portfolio and notifies the WKU certification officer in the Office of Teacher Services that a candidate has successfully completed the portfolio. From 2006-2008 one student submitted the portfolio and, thus, successfully completed the math program.

In the MS in physical education program candidates complete an exit examination with a team of faculty evaluating students' performance. This consists of an application of content understanding to include candidates' ability to assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences. For the 2006-07 school year 11 (100%) people passed the exit examination. For the 2007-08 school year, 10 (100%) passed. For the 2008-09 school year 12 (100%) passed. If students do not pass the first time, they are given the opportunity to take a written examination two more times.

1a.4. What do follow-up studies of graduates and employers indicate about graduates' preparation in the content area? If survey data are being reported, what was the response rate?

In spring 2007 WKU developed a new electronic teacher survey more clearly aligned to Kentucky Teacher Standards that is given to student teachers as they are exiting our programs and to graduates of our program (alumni) who have potentially been teaching one or more years. Survey items request the respondent's perception of WKU preparation on each of the Kentucky Teacher Standards using a scale of 1 "Poor" 2 "Fair" 3 "Good" and 4 "Excellent." Standards with average scores of 3 or better across items were considered to demonstrate acceptable program quality. Table C provides three-year survey results for Standard 1 – Content Knowledge. Response rates for each group are in parentheses.

Table C. WKU Teacher Survey Averages on Content Knowledge Items

	2008-09		2007-08		2006-07	
	Student Teachers (86%)	Alumni (22%)	Student Teachers (81%)	Alumni†	Student Teachers (78%)	Alumni (20%)
Elementary Ed.	3.53	3.39	3.60	†	3.79	3.43
Middle Grades Ed.	3.08	3.44	3.20	†	3.15	3.80
Secondary Ed.	2.92	3.01	3.27	†	3.30	3.31
P-12 Ed.	3.48	3.14*	3.38	†	3.42	2.68*
5-12 Ed.	3.13	3.00*	3.07	†	3.23	3.71*
Exceptional Ed.	3.29	3.31*	3.33*	†	--	3.47
Interdisc. Early Child. Ed.	2.98	3.00*	3.35	†	3.11	2.75*
Unit-Wide	**3.35**	**3.29**	**3.42**	†	**3.46**	**3.40**

*Average based on N<10.
†Results not reported because WKU Institutional Research conducted the Alumni Survey with less than 7% of alumni responding. Furthermore, data could not be disaggregated by program.

Although at the unit-wide level these results are acceptable, various programs have addressed lower than acceptable scores on this and other measures of candidate proficiency (e.g., critical performance scores, dispositions, student teaching or other clinical evaluations, etc.) in their internal Annual Program Reports.

In addition, the Kentucky Education Professional Standards Board released the results of its survey of WKU student teachers and their cooperating teachers and WKU teacher-interns (first-year teachers) and their resource teachers. The survey uses a 4-point scale similar to the WKU survey. Table D provides three-year averages on the one question related to content knowledge. Results are from surveys conducted 2007-08 (2006-07 Alumni) and prior. Because of state budget cuts, the Education Professional Standards Board discontinued the survey this year.

Table D. Education Professional Standards Board Survey Averages on Content Knowledge Item

Respondents	2006-07		2005-06		2004-05	
	N	Average	N	Average	N	Average
Student Teachers	243	3.48	247	3.52	241	3.40
Cooperating Teachers	379	3.50	330	3.42	353	3.47
Interns	282	3.40	177	3.44	281	3.38
Resource Teachers	285	3.51	260	3.47	294	3.48
Overall	1189	3.48	1014	3.46	1169	3.44

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates

1b.1. What data from key assessments indicate that candidates in initial teacher preparation programs demonstrate the pedagogical content knowledge and skills delineated in professional, state, and institutional standards?

As described earlier, Component 2 of our unit-wide Continuous Assessment Plan includes critical performances (CPs) to measure the Kentucky Teacher Standards. Each program has identified CPs to measure each standard. Based on data collected during the 2008-09 academic year, pass rates for each program are provided by standard in Table E1. 2007-08 pass rates are provided by standard in Table E2. 2006-07 pass rates are provided by standard in Table E3. As our unit-wide target pass rate is at least 80% of candidates passing, all three years' results on all standards are considered acceptable. Again, when appropriate, various programs have addressed lower than acceptable scores on this, and other measures of candidate proficiency, in their internal Annual Program Reports.

Tables E1-3. Percent of Program Students Scoring Proficient on CPs by Teacher Standard
Table E1. (2008-09)

Program	Kentucky Teacher Standards*									
	1†	2	3	4	5	6	7	8	9	10
Elementary Ed.	95%	95%	95%	95%	95%	94%	96%	95%	95%	99%
Middle Grades Ed.	93%	95%	94%	93%	94%	95%	98%	95%	98%	94%
Secondary Ed.	100%	92%	97%	89%	93%	92%	94%	95%	96%	90%
P-12 Ed.	94%	95%	94%	93%	93%	92%	94%	98%	93%	100%
5-12 Ed.	93%	97%	94%	94%	97%	90%	93%	94%	98%	100%
Exceptional Ed.	94%	89%	91%	98%	90%	85%	93%	100%	97%	100%
Interdisc. Early Child. Ed.	100%	100%	96%	100%	100%	96%	96%	97%	93%	97%
Unit-Wide	94%	95%	95%	94%	95%	93%	96%	96%	95%	97%

†Percentages based on *all* CPs candidates completed based on their coursework--not just program requirements.
*KTS Key: 1 – Content Knowledge, 2 – Designs/Plans Instruction, 3 – Maintains Learning Climate, 4 – Implements/Manages Instruction, 5 – Assessment/Evaluation, 6 – Technology, 7 – Reflection, 8 – Collaboration, 9 – Professional Development, 10 – Leadership

Table E2. (2007-08)

Program	Kentucky Teacher Standards									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Elementary Ed.	94%	94%	95%	93%	95%	94%	96%	97%	91%	98%
Middle Grades Ed.	80%	88%	97%	92%	89%	77%	96%	95%	94%	95%
Secondary Ed.	90%	92%	95%	89%	92%	93%	94%	99%	92%	100%
P-12 Ed.	85%	82%	95%	82%	92%	85%	93%	100%	90%	100%
5-12 Ed.	88%	86%	91%	88%	88%	87%	93%	97%	92%	100%
Exceptional Ed.	100%	95%	96%	99%	96%	99%	97%	100%	99%	100%
Interdisc. Early Child. Ed.	100%	98%	100%	100%	99%	99%	100%	99%	100%	100%
Unit-Wide	**91%**	**92%**	**95%**	**92%**	**94%**	**91%**	**95%**	**98%**	**92%**	**98%**

Table E3. (2006-07)

Program	Kentucky Teacher Standards									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Elementary Ed.	92%	96%	99%	98%	97%	92%	97%	100%	100%	†
Middle Grades Ed.	88%	87%	100%	100%	89%	94%	100%	100%	99%	†
Secondary Ed.	84%	76%	93%	69%	72%	95%	95%	96%	94%	†
P-12 Ed.	*	*	*	*	*	*	*	*	*	†
5-12 Ed.	*	*	*	*	*	*	*	*	*	†
Exceptional Ed.	*	*	*	*	*	*	*	*	*	†
Interdisc. Early Child. Ed.	*	*	*	*	*	*	*	*	*	†
Unit-Wide	88%	93%	95%	87%	94%	95%	97%	92%	96%	†

*In 2006-07, candidate results for these programs were embedded in the Middle or Secondary Education results.
†New state standard officially adopted in spring 2008.

1b.2. What data from key assessments indicate that advanced teacher candidates know and apply theories related to pedagogy and learning, are able to use a range of instructional strategies and technologies, and can explain the choices they make in their practice?

See question 1a.3 to review the future for our advanced programs. Until the new master's (or planned fifth year) degree is in place, the elementary, middle, and secondary education MAE programs will continue to share four courses that have critical performances related to pedagogy and learning, instructional strategies and technologies, and instructional decision-making. Below are three-year pass rates for the 152 enrolled in 2008-09, 77 enrolled in 2007-08, and 120 candidates enrolled in 2006-07.

Table F. Percent of MAE Students Scoring Proficient on CPs Shared by All Programs

Course	CP Name	Standards Measured	2008-09	2007-08	2006-07
EDU 501	Professional Growth Plan	KTS 9	100%	99%	100%
EDU 544	Lesson Implement./Self-Eval.	KTS 2, 4, 7	99%	93%	97%
EXED 516	PowerPoint Presentation	KTS 1, 6, 9, 10	100%	100%	100%
EDU 596/598	Professional Portfolio	KTS 1-10	100%	100%	98%†

†This pass rate has been updated from the 93% reported in the NCATE 2007 Annual Report.

Although for many years both graduate-level exceptional education (EXED) and interdisciplinary early childhood education (IECE) programs have had key performances associated with standards for students to complete, this year the faculty moved these performances into the Electronic Portfolio portion of the

WKU Electronic Portfolio and Accountability Systems (WKU E-PASS). Table G provides preliminary data on student performance on CPs by standards. It should be noted that, as with most graduate-level program data (e.g., Tables B, F, & G), all or nearly all pass rates approach 100% because faculty members work with students to achieve a score 3 or 4 before they are able to complete the course.

Table G. Percent of Graduate Level EXED and IECE Students Scoring Proficient on CPs by KTS

Program	Kentucky Teacher Standards*									
	1	2	3	4	5	6	7	8	9	10
EXED	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
IECE†	--	71%	--	71%	71%	71%	71%	71%	--	--

†Based on 7 students completing one CP that measures multiple standards.
*KTS Key: 1 – Content Knowledge, 2 – Designs/Plans Instruction, 3 – Maintains Learning Climate, 4 – Implements/Manages Instruction, 5 – Assessment/Evaluation, 6 – Technology, 7 – Reflection, 8 – Collaboration, 9 – Professional Development, 10 – Leadership.

In the MS in physical education courses PE 505, Curriculum, PE 515, Assessment, and PE 520, Teaching Strategies in Physical Education, programmatic alignment is reflected by incorporation of the National, State and Institutional Standards. In PE 505 and 515 students are responsible for developing professional standards congruent to curriculum/assessments. In PE 520 students must demonstrate how to implement the programmatic offerings in their schools through a developmentally appropriate learning environment. Students also use digital video-recorded lessons of a showcase lesson and then code the video using instruments provided by the instructor. For fall 2006 90% passed in PE 505, 94% passed in PE 515, and 94% passed in PE 520. For spring 2007 64% passed in PE 505 with 36% graded as incompletes, 82% passed in PE 515 with 18% incompletes, and 83% passed in PE 520 with 17% incompletes. For 2007-08 92% of students passed PE 505 with 8% incomplete, 87% passed PE 515 with 6% failing and 6% incomplete, and 85% passed PE 520 with 7% failing and 7% incomplete. For 2008-09 90% of students passed PE 505 with 10% incomplete and 94% passed PE 520 with 6% failing.

1b.3. What do follow-up studies of graduates and employers indicate about graduates' preparation in pedagogical content knowledge and skills?

Again, at the initial preparation level, items on our Teacher Survey requested the respondent's perception of WKU preparation on each of the Kentucky Teacher Standards using a scale of 1-4 (Poor to Excellent). Standards with average scores of 3 or better across items were considered to demonstrate acceptable program quality. Tables H1-2 provide two years of survey results (student teachers and alumni combined) for each Kentucky Teacher Standard. Response rates were reported earlier.

Tables H1-2. WKU Teacher Survey Averages on Kentucky Teacher Standards
Table H1. (2008-09)

Program	Kentucky Teacher Standards*									
	1	2	3	4	5	6	7	8	9	10
Elementary Ed.	3.50	3.53	3.65	3.41	3.31	3.43	3.42	3.26	3.40	3.15
Middle Grades Ed.	3.21	3.02	3.29	2.82	2.87	3.04	2.90	2.67	3.05	2.67
Secondary Ed.	2.94	2.90	3.14	2.75	2.70	2.78	2.79	2.53	3.33	2.63
P-12 Ed.	3.42	3.35	3.56	3.39	3.19	3.29	3.39	3.21	3.47	3.25
5-12 Ed.	3.10	3.20	3.31	3.05	2.99	3.57	3.09	2.70	3.30	2.91
Exceptional Ed.	3.30	3.10	3.53	3.17	3.14	3.29	3.17	3.18	3.11	3.08
Interdisc. Early Child. Ed.	2.98	2.87	3.31	3.07	2.93	2.70	2.67	3.05	2.75	2.39
Unit-Wide	**3.34**	**3.30**	**3.50**	**3.20**	**3.13**	**3.26**	**3.22**	**3.04**	**3.32**	**3.00**

*KTS Key: 1 – Content Knowledge, 2 – Designs/Plans Instruction, 3 – Maintains Learning Climate, 4 – Implements/Manages Instruction, 5 – Assessment/Evaluation, 6 – Technology, 7 – Reflection, 8 – Collaboration, 9 – Professional Development, 10 – Leadership

Table H2. (2006-07)

Program	Kentucky Teacher Standards									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Elementary Ed.	3.65	3.58	3.70	3.57	3.54	3.63	3.67	3.49	3.66	3.33
Middle Grades Ed.	3.31	3.27	3.32	3.16	3.11	3.38	3.20	2.97	3.39	2.92
Secondary Ed.	3.30	3.18	3.33	3.09	3.14	3.33	3.21	3.00	3.38	2.94
P-12 Ed.	3.22	3.05	3.29	3.21	3.08	2.81	3.37	3.00	3.26	2.78
5-12 Ed.	3.42	3.10	3.31	3.30	3.16	3.33	3.13	3.01	3.28	3.22
Exceptional Ed.	3.47	3.47	3.68	3.32	3.34	3.60	3.37	3.38	3.44	3.06
Interdisc. Early Child. Ed.	3.04	3.28	3.60	3.18	3.20	2.78	3.12	3.07	3.06	2.76
Unit-Wide	**3.44**	**3.36**	**3.51**	**3.34**	**3.31**	**3.40**	**3.41**	**3.22**	**3.46**	**3.09**

All of the unit-wide average scores meet or surpass our target score of 3 or better as a demonstration of acceptable initial preparation program quality.

In addition, the Kentucky Education Professional Standards Board released the results of its 2006-07 25-item survey. Item score averages for WKU-related respondents ranged from 2.93 to 3.60. On the overall preparation item, the average score was 3.36. Two items had average scores less than our 3 "acceptable" target. As was the case with the 2005-06 survey, both items were related to working with students with special needs. As these and similar items have been "problematic" in the past, as reported in the NCATE 2006-07 Annual Report, two of the three major program strands (elementary, middle grades, secondary education) made curricular and assessment changes that will appear in their spring 2009 submission to the Kentucky Education Professional Standards Board of their Program Review Documents. These changes include the elementary program adding EXED 330, Introduction to Exceptional Education: Diversity in Learning, to its requirements and middle grades revising its MGE 385 course to address diversity and special in needs in this Teaching Strategies class and adding a CP related to authentic assessment of students with diverse learning needs. Secondary education continues to discuss possible modifications to SEC 453, Management of Instruction, to address the knowledge and skills necessary to work with students with special needs.

A final piece of follow-up evidence that we have been able to glean from the state is the three-year persistence rate of teachers graduating from our initial preparation programs during the academic years 2001-02 to 2005-06. Across these years, within the first year of graduation, 72% of our students become teachers. One year after graduation, 74% of our students remain or have become teachers. Two and three years out, about 74% of student graduating in any particular year are still in the teaching field. This is well above the national norm of a three-year persistence rate of 50%.

At both the initial and advanced preparation level, as we began our initiative to redesign our master's (or planned fifth year) degree program, we solicited recent graduates and employers (principals, superintendents, etc.) who worked with us on the redesign to complete a survey regarding the ability of our master's graduates to meet skills related to the Kentucky Teacher Standards. The response scale was as follows: 1 – Poor, 2 – Fair, 3 – Good, 4 – Very Good, and 5 – Excellent. Interestingly enough, as Table I and the associated chart indicate, although the goal of the redesign is to improve our program, and thus the preparation of our graduates, all items means are above "Good" for both alumni and employers.

Table I. Spring 2008 Alumni/Employer MAE Survey Results

	KTS1	KTS2	KTS3	KTS4	KTS5	KTS6	KTS7	KTS8	KTS9	KTS10
Alumni	3.9	3.9	3.8	3.7	3.7	3.6	3.7	3.6	3.9	3.8
Employer	3.7	3.7	3.5	3.5	3.5	3.3	3.3	3.2	3.6	3.4
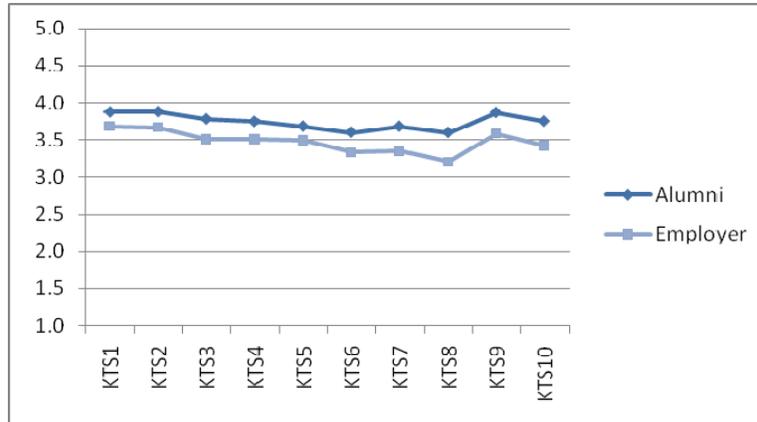
1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

1c.1. What data from key assessments indicate that candidates in initial teacher preparation and advanced teacher preparation programs demonstrate the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning?

As Component 4 of our unit-wide Continuous Assessment Plan strategy, all initial preparation candidates complete a culminating assessment of professional and pedagogical knowledge and skills related to facilitating learning, the Teacher Work Sample (TWS), and are also assessed on the Student Teaching Evaluation form. Candidates' combined performance on these two instruments is used to determine if they successfully complete and exit their educator preparation program.

The TWS prompt and rubrics used at WKU are those developed as part of the Renaissance Teacher Work Sample materials. The prompt represents guidelines for candidates to follow as they develop the TWS based on their classroom experiences during student teaching. The analysis rubrics correspond to seven targeted TWS components:

- Contextual Factors (CF) – Using information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.
- Learning Goals (LG) – Setting significant, challenging, varied, and appropriate learning goals.
- Assessment Plan (AP) – Using multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.
- Design for Instruction (DFI) – Designing instruction for specific learning goals, student characteristics and needs, and learning contexts.
- Instructional Decision-Making (IDM) – Using on-going analysis of student learning to make instructional decisions.
- Analysis of Student Learning (ASL) – Using assessment data to profile student learning and communicate information about student progress and achievement.
- Reflection & Self-Evaluation (RSE) – Analyzing the relationship between instruction and student learning in order to improve teaching practice.

On each of these rubrics, the multiple targeted indicators for each component are rated on a 3-point scale: 1 = Standard Not Met, 2 = Standard Partially Met, and 3 = Standard Met. The number of indicators per TWS component range from three indicators (Instructional Decision-Making) to six (Design for Instruction). In addition, after scoring the entire TWS, faculty or other scorers provide a Holistic score as a measure of the overall quality of each TWS based on the following scale: 1 = Beginning, 2 = Developing, 3 = Proficient, 4 = Exemplary.

As Kentucky requires teacher preparation programs to provide evidence that their candidates demonstrate proficiency on the Kentucky Teacher Standards, the WKU faculty has worked to develop a matrix to demonstrate the alignment between TWS components and indicators and the state standards (see table below). Although the TWS does not align to all standards, other accompanying evaluations during student teaching work together to ensure that candidates are evaluated on all standards during the culminating student-teaching experience.

TWS Component and Kentucky Teacher Standard Alignment

TWS Components	Kentucky Teacher Standards
Contextual Factors	2 – Designs/Plans Instruction
Learning Goals	2 – Designs/Plans Instruction
Assessment Plan	5 – Assesses/Communicates Learning Results
Design for Instruction	1 –Content Knowledge, 2 – Designs/Plans Instruction, 6 – Technology
Instructional Decision-Making	4 – Implements/Manages Instruction
Analysis of Student Learning	5 – Assesses/Communicates Learning Results
Reflection & Self-Evaluation	7 – Reflects/Evaluates Teaching/Learning, 9 – Professional Development

Although in spring 2008 the Professional Education Council agreed that candidates who score a holistic score of at least "2 – Developing" are able to exit the program, for program evaluation purposes our goal is that at least 80% of program candidates would achieve "3 – Proficient" or higher. Table J below represents three-year proficiency rates by program area.

Table J. Initial Preparation Proficiency Rates on the TWS

Program Type	2008-09	2007-08	2006-07†
Elementary Ed.	92%	89%	79%
Middle Grades Ed.	95%	86%	56%
Secondary Ed.	90%	73%	64%
P-12 Ed.	93%	84%	68%
5-12 Ed.	100%	80%	78%
Exceptional Ed.	100%	96%	*
Interdisc. Early Child. Ed.	100%	100%	*
Unit-Wide	**93%**	**86%**	**71%**

*Data not available.
†Results are based on "independent scorers"; this and future reports will only include faculty scores. Independent scores will be discussed later under "fairness."

Because faculty members also score TWS at the indicator level, and because the TWS indicators have been aligned to Kentucky Teacher Standards, we are able to use their scores to ascertain candidate success in meeting each standard associated with the TWS. For program evaluation purposes, candidates are considered successful who average at least 2.5 on a three point scale (1 – Not Met, 2 – Partially Met, and 3 – Met) on indicators aligned to a standard. Tables K1-3 report three-year program proficiency rates on each standard.

Tables K1-3. Initial Preparation Proficiency Rates on the TWS by Kentucky Teacher Standards
Table K1. (2008-09)

Program	Kentucky Teacher Standards*						
	1	**2**	**4**	**5**	**6**	**7**	**9**
Elementary Ed.	93%	95%	84%	76%	90%	72%	76%
Middle Grades Ed.	86%	65%	77%	86%	55%	64%	68%
Secondary Ed.	96%	85%	85%	79%	87%	83%	83%
P-12 Ed.	98%	100%	87%	69%	87%	82%	69%
5-12 Ed.	100%	100%	94%	88%	100%	94%	81%
Exceptional Ed.	100%	100%	92%	100%	83%	92%	83%
Interdisc. Early Child. Ed.	100%	100%	83%	75%	100%	58%	75%
Unit-Wide	**95%**	**93%**	**85%**	**77%**	**87%**	**76%**	**76%**

*KTS Key: 1 – Content Knowledge, 2 – Designs/Plans Instruction, 4 – Implements/Manages Instruction, 5 – Assessment/Evaluation, 6 – Technology, 7 – Reflection, 9 – Professional Development

Table K2. (2007-08)

Program	Kentucky Teacher Standards						
	1	**2**	**4**	**5**	**6**	**7**	**9**
Elementary Ed.	92%	95%	92%	75%	81%	74%	74%
Middle Grades Ed.	90%	96%	82%	80%	65%	92%	94%
Secondary Ed.	96%	70%	95%	64%	86%	68%	57%
P-12 Ed.	74%	76%	74%	67%	71%	79%	83%
5-12 Ed.	85%	74%	78%	81%	85%	93%	70%
Exceptional Ed.	*	*	*	*	*	*	*
Interdisc. Early Child. Ed.	*	*	*	*	*	*	*
Unit-Wide	**90%**	**87%**	**88%**	**74%**	**79%**	**77%**	**75%**

*Data not available.

Table K3. (2006-07)

Program	Kentucky Teacher Standards						
	1	**2**	**4**	**5**	**6**	**7**	**9**
Elementary Ed.	98%	92%	82%	82%	87%	79%	72%
Middle Grades Ed.	84%	90%	79%	815	83%	87%	81%
Secondary Ed.	100%	72%	94%	74%	91%	83%	76%
P-12 Ed.	80%	75%	70%	60%	95%	55%	55%
5-12 Ed.	88%	82%	71%	82%	88%	76%	71%
Exceptional Ed.	*	*	*	*	*	*	*
Interdisc. Early Child. Ed.	*	*	*	*	*	*	*
Unit-Wide	**94%**	**88%**	**82%**	**79%**	**87%**	**80%**	**73%**

*Data not available.

Although some of these proficiency rates are lower than our 80% benchmark, as will be seen, candidate performance on the Student Teacher Evaluation often compensates for their TWS performance. Regardless, in their Annual Program Reports, various programs review these data to make determinations about the preparation of their candidates and to propose program changes to improve candidate

preparation. Additionally, at the unit level, a TWS taskforce, developed in fall 2009, began reviewing these data and will make recommendations about unit-wide program changes to enhance candidate performance, as well as address faculty concerns about needed changes to TWS instructions and rubrics. These will be presented to the Professional Education Council for consideration and possible action sometime in the near future.

Additionally, all candidates are assessed during their student teaching using the Student Teaching Evaluation form. Although in years past, this form has been somewhat standard aligned, a shortcoming of the form was that indicators for standards were not fully developed with the result that nearly all candidates received high marks. With these concerns in mind, two years ago the form was redesigned to more clearly align with the Kentucky Teacher Standards and the descriptive rubrics developed for these standards as part of the Kentucky Teacher Internship Program. These rubrics were developed by a state-wide taskforce under the direction of the Kentucky Education Professional Standards Board and, as a result, represent state-wide consensus on what "Not Met" "Partially Met" and "Met" levels of a standard look like. Where appropriate, the language from these rubrics was added to our new Student Teacher Evaluation. Tables L1-2 report two-year percentages of student teachers successful on each standard. For program evaluation purposes, candidates are considered successful who average at least 2.5 on a three point scale (1 – Not Met, 2 – Partially Met, and 3 – Met) on indicators aligned to a standard.

Tables L1-2. Initial Preparation Student Teaching Evaluation Proficiency Rates
Table L1. (2008-09)

Program	Kentucky Teacher Standards									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Elementary Ed.	97%	96%	96%	91%	94%	94%	90%	95%	96%	92%
Middle Grades Ed.	91%	83%	89%	83%	87%	89%	85%	89%	96%	89%
Secondary Ed.	100%	91%	97%	93%	84%	84%	84%	93%	93%	84%
P-12 Ed.	96%	93%	98%	87%	74%	50%	96%	85%	85%	78%
5-12 Ed.	90%	95%	90%	80%	90%	80%	80%	90%	90%	75%
Exceptional Ed.	100%	92%	100%	92%	92%	100%	100%	100%	92%	100%
Interdisc. Early Child. Ed.	92%	83%	75%	50%	58%	50%	58%	58%	75%	42%
Unit-Wide	**96%**	**93%**	**95%**	**88%**	**88%**	**85%**	**88%**	**92%**	**93%**	**87%**

*KTS Key: 1 – Content Knowledge, 2 – Designs/Plans Instruction, 3 – Maintains Learning Climate, 4 – Implements/Manages Instruction, 5 – Assessment/Evaluation, 6 – Technology, 7 – Reflection, 8 – Collaboration, 9 – Professional Development, 10 – Leadership

Table L2. (2007-08)

Program	Kentucky Teacher Standards									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Elementary Ed.	98%	96%	98%	95%	93%	94%	95%	97%	100%	94%
Middle Grades Ed.	100%	98%	98%	98%	96%	96%	96%	100%	98%	98%
Secondary Ed.	94%	87%	89%	87%	87%	94%	80%	89%	100%	91%
P-12 Ed.	91%	82%	95%	82%	84%	86%	82%	89%	93%	82%
5-12 Ed.	96%	100%	96%	96%	96%	100%	80%	96%	100%	96%
Exceptional Ed.	100%	100%	100%	100%	92%	92%	100%	100%	100%	100%
Interdisc. Early Child. Ed.*	100%	100%	100%	100%	100%	100%	100%	100%	100%	0%
Unit-Wide	**97%**	**94%**	**96%**	**93%**	**92%**	**94%**	**91%**	**95%**	**99%**	**92%**

*Based on 1 student.

Again, our current advanced preparation programs for teachers include master's (master of arts in education – MAE, master of arts – MA, master of science - MS), planned fifth year (non-degree), planned sixth year (non-degree), and education specialist programs. The focus of our assessments over the last few years has been on the master's level programs, which include the planned fifth year, non-degree seeking candidates, as well as alternate route candidates. For these programs, teachers complete two bookend courses, EDU 501 and EDU 596/598 in which they develop professional individualized growth plans related to the ten Kentucky Teacher Standards in EDU 501 and then provide evidence of growth in a portfolio in EDU 596/598. Students do not receive a passing grade in these two courses until they have provided evidence of proficiency on all ten standards.

In exceptional education all students enrolled in EXED 531 develop and implement a lesson plan that is videotaped and evaluated by EXED faculty according to the Kentucky Teacher Internship Program Observation form. During the 2008-09 school year, 68 students completed EXED 531, with 100% achieving proficient or above on the rubric.

In the MS in physical education courses PE 505, Curriculum, PE 515, Assessment, and PE 520, Teaching Strategies in Physical Education, programmatic alignment is reflected by incorporation of the National, State and Institutional Standards. In PE 505 and 515 students are responsible for developing professional standards congruent to curriculum/assessments. In PE 520 students must demonstrate how to implement the programmatic offerings in their schools through a developmentally appropriate learning environment. For fall 2006 90% passed in PE 505, 94% passed in PE 515, and 94% passed in PE 520. For spring 2007, 64% passed in PE 505 with 36% graded as incompletes. In PE 515 82% passed with 18% incompletes and, in PE 520, 83% passed with 17% incompletes. For the 2007-08 school year 92% of students passed PE 505 with 8% incomplete, 87% passed PE 515 with 6% failing and 6% incomplete, and 85% passed PE 520 with 7% failing and 7% incomplete. For the 2008-09 school year 90% of students passed PE 505 with 10% incomplete and 94% passed PE 520 with 6% failing.

1c.2. What data from key assessments indicate that candidates in initial teacher preparation programs consider the school, family, and community contexts and the prior experiences of students; reflect on their own practice; know major schools of thought about schooling, teaching, and learning; and can analyze educational research findings? If a licensure test is required in this area, how are candidates performing on it?

Again, as Component 4 of our unit-wide Continuous Assessment Plan strategy, all initial preparation candidates complete a culminating assessment of professional and pedagogical knowledge and skills related to facilitating learning, the Teacher Work Sample (TWS). Earlier we reported candidate results through the lens of Kentucky Teacher Standards. Tables M1-3 report three-year program proficiency rates on each TWS component (described under 1c.1). These components provide evidence that candidates use contextual factors to design research and theory-based instruction, analyze student learning, and reflect on their teaching to plan professional development.

Tables M1-3. Initial Preparation Proficiency Rates on the TWS Components
Table M1. (2008-09)

Program	TWS Components*						
	CF	LG	AP	DFI	IDM	ASL	RSE
Elementary Ed.	88%	99%	75%	95%	81%	80%	75%
Middle Grades Ed.	55%	91%	86%	86%	73%	91%	59%
Secondary Ed.	79%	96%	70%	96%	81%	87%	83%
P-12 Ed.	93%	100%	80%	98%	87%	60%	71%

5-12 Ed.	94%	100%	100%	100%	88%	63%	81%
Exceptional Ed.	100%	100%	100%	100%	92%	100%	92%
Interdisc. Early Child. Ed.	92%	100%	67%	100%	83%	50%	58%
Unit-Wide	**86%**	**98%**	**78%**	**95%**	**82%**	**78%**	**75%**

* CF – Contextual Factors, LG – Learning Goals, AP – Assessment Plan, DFI – Design for Instruction, IDM – Instructional Decision-Making, ASL – Analysis of Student Learning, RSE – Reflection/Self-Evaluation

Table M2. (2007-08)

Program	TWS Components						
	CF	**LG**	**AP**	**DFI**	**IDM**	**ASL**	**RSE**
Elementary Ed.	89%	96%	78%	96%	90%	74%	70%
Middle Grades Ed.	96%	98%	90%	92%	82%	78%	92%
Secondary Ed.	52%	98%	63%	91%	91%	70%	61%
P-12 Ed.	76%	90%	76%	76%	74%	67%	79%
5-12 Ed.	37%	89%	78%	85%	78%	85%	89%
Exceptional Ed.	*	*	*	*	*	*	*
Interdisc. Early Child. Ed.	*	*	*	*	*	*	*
Unit-Wide	**79%**	**96%**	**77%**	**92%**	**86%**	**74%**	**74%**

*Data not available.

Table M3. (2006-07)

Program	TWS Components						
	CF	**LG**	**AP**	**DFI**	**IDM**	**ASL**	**RSE**
Elementary Ed.	85%	97%	80%	97%	82%	76%	75%
Middle Grades Ed.	83%	97%	83%	90%	79%	81%	84%
Secondary Ed.	57%	98%	76%	93%	94%	85%	74%
P-12 Ed.	65%	95%	65%	70%	70%	65%	45%
5-12 Ed.	71%	100%	82%	94%	71%	94%	65%
Exceptional Ed.	*	*	*	*	*	*	*
Interdisc. Early Child. Ed.	*	*	*	*	*	*	*
Unit-Wide	**78%**	**97%**	**79%**	**94%**	**82%**	**78%**	**74%**

*Data not available.

Although initial preparation candidates complete our programs upon meeting unit-level or program-specific course and assessment requirements, Kentucky requires the passing of Praxis Principles of Learning and Teaching and other professional knowledge and skills exams for licensure. Table N provides three-year pass rates. On no assessment was the pass rate below 80%.

Table N. Pass Rates on Professional and Pedagogical Knowledge and Skills Praxis Tests

Type of Assessment	*N Taking Assessment (2007-08)*	*Institutional Pass Rate (2007-08)*	*Institutional Pass Rate (2006-07)*	*Institutional Pass Rate (2005-06)*
Aggregate – Professional Knowledge	354	96%	96%	99%
Aggregate – Teaching Special Populations	52	96%	98%	100%
Unit-wide	**406**	**96%**	**96%**	**99%**

1c.3. What data from key assessments indicate that advanced teacher candidates reflect on their practice; engage in professional activities; have a thorough understanding of the school, family, and community contexts in which they work; collaborate with the professional community; are aware of current research and policies related to schooling, teaching, learning, and best practices; and can analyze educational research and policies and explain the implications for their own practice and the profession?

No additional assessments beyond those already described are administered in our current master of arts in education programs. However, our new master's (or planned fifth year) program, adopted by the Professional Education Council, recently approved by the Education Professional Standards Board, and in the process of implementation by all advanced teacher preparation programs, has identified assessments that align to both Kentucky Teacher Standards and the National Board for Professional Teaching Standards core propositions.

1c.4. What do follow-up studies of graduates and employers indicate about graduates' preparation related to professional and pedagogical knowledge and skills? If survey data have not already been reported, what was the response rate?

See Tables H1-2 for Initial Preparation graduate survey results and Table I for advanced preparation graduate and employer survey results. Additionally, earlier we reported the results of a few items on the Education Professional Standards Board state survey. Tables O1-2 include the full results of several years of survey responses from cooperating teachers who worked with WKU student-teachers and resource teachers who mentored WKU first year teachers. Survey items were based on a scale of 1 "Poor" 2 "Fair" 3 "Good" and 4 "Excellent." The Education Professional Standards Board did not provide response rates and discontinued this survey after 2007-08.

Tables O1-2. Cooperating and Resource Teacher Survey Results
Table O1. Cooperating Teacher Responses by Year

Coop Teacher N	383	48	353	330	379
Survey Year	**200203**	**200304**	**200405**	**200506**	**200607**
Design Units	3.43	3.56	3.45	3.42	3.45
Contextual Information	3.07	3.25	3.16	3.08	3.17
Aligned Assessment	3.25	3.52	3.29	3.27	3.32
Reliable Assessment	3.16	3.29	3.21	3.15	3.26
Formative Assessment	3.08	3.29	3.16	3.17	3.22
Connecting to Real Life	3.29	3.48	3.34	3.22	3.39
Instructing SPED children	2.78	3.08	2.91	2.80	2.92
Technology – Instruction I	3.13	3.17	3.21	3.21	3.40
Instructional Variety	3.12	3.21	3.17	3.14	3.24
Methods of Inquiry	3.14	3.33	3.16	3.11	3.18
Interpreting Results	3.00	3.23	3.01	3.09	3.14
PG Plan	3.15	3.35	3.23	3.23	3.26
Reflection	3.33	3.44	3.34	3.31	3.36
Presenting Learning	3.03	3.15	3.05	3.07	3.12
Classroom Management	3.09	3.23	3.06	3.06	3.09
Critical Thinking	3.18	3.35	3.18	3.15	3.23
Collaboration	3.23	3.46	3.33	3.29	3.39
Technology – Instruction II	2.96	3.25	3.21	3.17	3.41
Assessing PD Needs	3.10	3.35	3.17	3.24	3.26

Ethics	3.58	3.71	3.56	3.61	3.64
Content Knowledge	3.46	3.63	3.47	3.42	3.50
Soc/Emotional Problems	2.77	3.23	3.15	2.93	3.14
Disabilities	2.74	3.31	3.11	2.98	3.04
SPED Behavior Issues	2.84	3.13	2.97	2.87	2.98
OVERALL	*3.34*	*3.48*	*3.36*	*3.33*	*3.37*

Table O2. Resource Teacher Responses by Year

Resource Teacher N	131	133	294	260	285
Survey Year	**200203**	**200304**	**200405**	**200506**	**200607**
Design Units	3.43	3.33	3.44	3.43	3.46
Contextual Information	3.13	3.05	3.16	3.21	3.18
Aligned Assessment	3.20	3.13	3.27	3.30	3.30
Reliable Assessment	3.12	3.07	3.17	3.25	3.24
Formative Assessment	3.12	3.10	3.13	3.22	3.20
Connecting to Real Life	3.31	3.27	3.33	3.35	3.37
Instructing SPED children	2.95	3.10	2.99	2.99	3.03
Technology – Instruction I	3.14	3.14	3.22	3.38	3.41
Instructional Variety	3.09	3.17	3.19	3.26	3.25
Methods of Inquiry	3.12	3.14	3.17	3.18	3.21
Interpreting Results	3.01	3.10	3.05	3.10	3.16
PG Plan	3.29	3.29	3.29	3.29	3.27
Reflection	3.35	3.28	3.37	3.38	3.35
Presenting Learning	3.04	3.06	3.05	3.12	3.16
Classroom Management	3.05	3.08	3.13	3.11	3.14
Critical Thinking	3.16	3.08	3.22	3.22	3.24
Collaboration	3.38	3.34	3.37	3.40	3.39
Technology – Instruction II	3.10	3.05	3.20	3.35	3.37
Assessing PD Needs	3.25	3.27	3.23	3.27	3.29
Ethics	3.57	3.63	3.59	3.59	3.58
Content Knowledge	3.43	3.43	3.48	3.47	3.51
Soc/Emotional Problems	3.15	3.18	3.13	3.10	3.20
Disabilities	3.17	3.29	3.12	3.19	3.21
SPED Behavior Issues	2.98	3.06	3.02	3.04	3.02
OVERALL	*3.38*	*3.27*	*3.34*	*3.42*	*3.40*

1d. Student Learning for Teacher Candidates

1d.1. What data from key assessments indicate that candidates in initial teacher preparation programs can assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences to help all students learn?

All initial preparation programs complete a culminating assessment of professional and pedagogical knowledge and skills, the Teacher Work Sample (TWS). Scores for two TWS components, Assessment Planning (AP) and Analysis of Student Learning (ASL), have been identified as key indicators of candidates' ability related to student learning. Candidates are considered successful who average at least

2.5 on a three point scale (1 – Not Met, 2 – Partially Met, and 3 – Met) on indicators related to these components. Table P below reports three-year program proficiency rates on each component.

Table P. Initial Preparation Proficiency Rates on the Teacher Work Sample Components

Program Type	2008-09 Rates		2007-08 Rates		2006-07 Rates	
	AP	ASL	AP	ASL	AP	ASL
Elementary Ed.	75%	80%	78%	74%	80%	76%
Middle Grades Ed.	86%	91%	90%	78%	83%	81%
Secondary Ed.	70%	87%	63%	70%	76%	85%
P-12 Ed.	80%	60%	76%	67%	65%	65%
5-12 Ed.	100%	63%	78%	85%	82%	94%
Exceptional Ed.	100%	100%	*	*	*	*
Interdisc. Early Child. Ed.	67%	50%	*	*	*	*
Unit-Wide	**78%**	**78%**	**77%**	**74%**	**79%**	**78%**

*Data not available.

Additionally, as described earlier, candidates are assessed on all Kentucky Teacher Standards on the Student Teaching Evaluation. Tables L1-2 (under 1c.1) report two-year results. Proficiency rates on specific Kentucky Teacher Standards in particular, demonstrate candidates' ability to assess and analyze student learning (KTS 5 – Assessment/Evaluation), make appropriate adjustments to instruction (KTS 2 – Designs/Plans Instruction and KTS 5), monitor student learning (KTS 4 – Implements/Manages Instruction), and develop and implement meaningful learning experiences (KTS 3 – Maintains Learning Climate) to help all students learn.

1d.2. What data from key assessments indicate that advanced teacher candidates demonstrate a thorough understanding of the major concepts and theories related to assessing student learning; regularly apply them in their practice; analyze student, classroom, and school performance data; make data-driven decisions about strategies for teaching and learning; and are aware of and utilize school and community resources that support student learning?

Again, see question 1a.3 to review the future for our advanced programs. Until the new master's (or planned fifth year) degree is in place, the elementary, middle, and secondary education MAE programs will continue to share four courses that have critical performances related to pedagogy and learning, instructional strategies and technologies, and instructional decision-making. Table F (under 1b.2) reports three-year pass rates. For graduate-level Interdisciplinary Early Childhood Education and Exceptional Education programs, Table G (under 1b.2) provides preliminary data on student performance on CPs by standards.

Also described earlier, candidates in the master's level mathematics program begin a Kentucky Teacher Standards based portfolio during SEC 534. For program completion, candidates submit the portfolio to the math education program coordinator, who scores the portfolio and notifies the WKU certification officer in the Office of Teacher Services that a candidate has successfully completed the portfolio. From 2006-2008, one student submitted the portfolio and, thus, successfully completed the Math program.

Likewise, in the MS in physical education program, candidates complete an exit examination with a team of faculty evaluating students' performance. This consists of an application of content understanding to include candidates' ability to assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences. For the 2006-07 school year 11 (100%) people passed the exit examination. For the 2007-08 school year 10 (100%) passed. For the 2008-09 school year 12 (100%) passed. If students do not pass the first time, they are given the opportunity to take a written examination two more times.

1d.3. What do follow-up studies of graduates and employers indicate about graduates' ability to help all students learn? If survey data have not already been reported, what was the response rate?

Tables H1-2, I, and O1-2 report internal and Education Professional Standards Board survey results. Additionally, all candidates in our initial teacher preparation programs who enter the profession participate in a year-long internship entitled the Kentucky Teacher Internship Program. During this internship, candidates are mentored and observed by their building principal, a resource teacher within the school, and a teacher educator at a nearby Kentucky university. In addition, candidates must develop several artifacts tied to the Kentucky Teacher Standards including lesson plans, a videotaped lesson, plans for professional development, collaboration, and leadership with documented evidence of carrying them out, and a standards-based unit very similar to the WKU TWS. Based on these sources of evidence, the mentor team rates candidates on each Kentucky Teacher Standard on a three point scale (1 – Not Met, 2 – Partially Met, and 3 – Met) over several cycles of the internship. Of most interest to us are the first cycle scores because these are assigned near the beginning of the internship and, thus, reflect how well we have prepared them. It should be noted, however, that because the goal of the internship is showing intern growth, mentor teams tend to score candidates at the "partially met" level. Thus, for the first cycle, we consider ourselves successful if overall our graduates average at least 2 on each standard. However, our goal is that all our candidates perform at the proficient level (averaging at last 2.5 or higher on each standard) by the last cycle. Tables Q1-2 report several years of data. Table Q1 reports the percentage of our candidates averaging at least 2 during the first cycle. Table Q2 reports the percentage of candidates averaging at last 2.5 by the last cycle.

Tables Q1-2. Percentage of Teacher Interns Reaching Proficiency on Kentucky Teacher Standards
Table Q1. Percentage of Interns Averaging 2 (First Cycle)

Year	Kentucky Teacher Standards									
	1	2	3	4	5	6	7	8	9	10
2004-05	100%	100%	100%	100%	98%	95%	99%	98%	95%	n/a
2005-06	100%	99%	99%	99%	99%	93%	98%	96%	95%	n/a
2006-07	99%	99%	99%	99%	99%	96%	98%	95%	95%	n/a
2007-08	100%	100%	100%	100%	100%	100%	97%	94%	94%	n/a
2008-09	100%	100%	100%	99%	96%	97%	98%	94%	94%	94%

Table Q2. Percentage of Interns Averaging at least 2.5 (Last Cycle)

Year	Kentucky Teacher Standards									
	1	2	3	4	5	6	7	8	9	10
2004-05	100%	100%	100%	100%	100%	100%	100%	100%	100%	n/a
2005-06	100%	100%	99%	100%	100%	100%	100%	100%	100%	n/a
2006-07	100%	100%	100%	100%	100%	100%	100%	100%	100%	n/a
2007-08	100%	100%	100%	100%	99%	100%	100%	100%	100%	n/a
2008-09	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%

1e. Knowledge and Skills for Other School Professionals

1e.1. What are the pass rates of other school professionals on licensure tests by program and across all programs (i.e., overall pass rate)?

Table 5 reports our Praxis II and state licensure assessment results for our most current cohort of other school professional programs.

Table 5. Pass Rates on Content Tests for Other School Professionals (2007-08)

Program	Name of Licensure Test	# of Test Takers	% Passing State Licensure Test
Communication Disorders	SPEECH-LANGUAGE PATHOLOGY (Praxis 330)	44	82%
Communication Disorders	EXCEPTIONAL EDUCATION: CONTENT (Praxis 352/353)	25	100%
Library Media Education	LIBRARY MEDIA SPECIALIST (Praxis 310)	56	98%
School Psychology	SCHOOL PSYCHOLOGIST (Praxis 400)	4	100%
Educational Leadership	SLLA (Praxis 1010)	54	100%
Educational Leadership	Kentucky Principal Test (KYPT)	48	100%
Overall Pass Rate		**231**	**96%**

1e.2. What data from other key assessments indicate that other school professionals demonstrate the knowledge and skills delineated in professional, state, and institutional standards?

WKU's communication disorders program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA); the school psychology program is accredited by the National Association of School Psychologists (NASP); and the school library media education program is nationally recognized by the American Association of School Librarians (AASL), a division of the American Library Association (ALA). Additionally, these and our other programs complete yearly internal Annual Program Reports in which the faculty reviews candidate data and reports discussion and decisions related to candidate performance. Tables R1-2 provide two-year results on additional key culminating assessments results gleaned from these reports for our other school professional programs that are not nationally reviewed.

Tables R1-2. Pass Rates on Key Culminating Assessments for Other School Professionals
Table R1. Key Culminating Assessment Results (2008-09)

Program	Name of Internal Capstone Assessment	# of Test Takers	% Passing
Educational Leadership	Comprehensive Exam	33	97%
Educational Leadership	Professional Portfolio	63	100%
Literacy	Culminating Literacy Project	3	100%
School Counseling	Comprehensive Exam	58	100%

Table R2. Key Culminating Assessment Results (2007-08)

Program	Name of Internal Capstone Assessment	# of Test Takers	% Passing
Educational Leadership	Comprehensive Exam	35	98%
Educational Leadership	Professional Portfolio	73	100%
Literacy	Culminating Literacy Project	6	83%
Literacy	Thesis	2	100%
School Counseling	Comprehensive Exam	57	100%

Regarding other key assessments for other school personnel, programs continue to develop assessments and collect data. Both 2008-09 and 2007-08 Annual Program Reports are available for most of the following programs: communication disorders, library media education, school psychology, educational leadership, literacy, and school counseling.

1e.3. What do follow-up studies of graduates and employers indicate about the knowledge and skills of other school professionals? If survey data are being reported, what was the response rate?

Regarding follow-up surveys for other school personnel, some programs complete surveys every year and other every other year. Below are results for these programs from data over one to two years depending on the program:

- In communication disorders an exit survey is completed with each group of graduating students. Alumni are surveyed every 2 years. Student exiting evaluations and employer surveys have suggested that students should receive more instruction and experience in the area of dysphagia and advanced neurogenics/traumatic brain injury. Program changes have been made to address these areas.
- In library media education of the 46 students responding to the exit graduate survey in 2008-09, between 80 and 100% agree that the program made them confident in their performance on the AASL standards. Of the 25 students responding to the exit graduate survey in the spring 2008 semester, 96% indicated that they agreed that the LME program made them confident in their performance of the four AASL standards.
- In school psychology, no areas have been rated as a "concern" for any of the students on the Internship evaluation form. All portfolios received scores greater than 31 points (the minimal "passing" score). Follow-up surveys of graduates and employers have not indicated any areas of concern.
- In educational leadership during their last term candidates are asked to complete a satisfaction assessment survey of their program. For 2008-09 20 superintendent candidates completed survey, with all indicating feeling prepared for the superintendent positions. Principal candidates were also encouraged to complete surveys, but few did so. The faculty is developing a new plan to increase participation. For 2007-08 20 students in the director of pupil personnel program completed surveys with 100% expressing satisfaction or better with their preparation.
- In literacy all students graduating in the spring 2009 and 2008 semesters participated in a graduate exit survey, with 100% of students surveyed responding. Based on a satisfaction scale of 1 – Not, 3 – Some, and 5 – Extremely, 100% of the students responded 4 to 5 on all but one survey item.
- In school counseling all students complete exit surveys when they take their comprehensive exam. In 2008-09, based on a 10-point satisfaction scale (1 = low, 10 = high), on items related to program quality, averages ranged around from 7.2 to 8.7. In 2007-08, the averages ranged around 8 as well.

To read more about these survey results, see Annual Program Reports.

1f. Student Learning for Other School Professionals

1f.1. What data from key assessments indicate that candidates can create positive environments for student learning, including building on the developmental levels of students; the diversity of students, families, and communities; and the policy contexts within which they work?

Data for communication disorders are available in its ASHA reports. Data for school psychology and library media education are reported in their SPA Reports. Some 2008-09 results from other programs include the following:

- In educational leadership all principal candidates successfully completed a professional portfolio aligned to ISLCC Standards that include Standard 1 – Develop and Stewarding a Vision of Learning, Standard 2 – Promoting a School Culture Conducive to Learning, Standard 4 – Collaborating with Families and Responding to Diverse Community Needs, and Standard 6 – Understanding and Influencing the Political and Cultural Context.
- In literacy graduate students complete a critical performance, "Micro to Macro: Understanding the Global Implications of being Literate; Theory Meets the Real World," in their required LTCY 527 course. The purpose of this aspect of the course is to have some experiences with diverse populations in an educational setting. Observations and interactions through instruction allow students to make connections between research, theory, and the first person experience of application, synthesis, and internalization of key concerns in serving learners who are ethnically, culturally, socially, and otherwise diverse. During the 2008-09 academic year 100% of literacy students were successful on this critical performance.
- In school counseling Table 2 in the 2008-09 Annual Program Report shows that candidates scored proficient on all critical performances, including those that measure Kentucky Standard 3 – Creates/Maintains Learning Climate. Furthermore, Table 4 in the report shows that all students scored above acceptable on dispositions related to valuing diversity. All candidates were also successful on the Counselor Preparation comprehensive exam that is tied to CACREP standards, which include knowledge and skills related to diversity and created positive helping environments.

1f.2. What do follow-up studies of graduates and employers indicate about graduates' ability to create positive environments for student learning? If survey data have not already been reported, what was the response rate?

Clearly, survey data reported in 1e.3 indicate that graduates and their employers believe that they are well prepared to work in their field and meet the Kentucky Teacher Standards or professional standards that address graduates' abilities to help create positive environments for student learning.

1g. Professional Dispositions for All Candidates

1g.1. What professional dispositions are candidates expected to demonstrate by completion of programs?

During the spring 2007 semester the Professional Education Unit revised its dispositions to reflect those that could be evaluated early in programs (Level 1) for possible admissions purposes (at least at the initial preparation level) and those that could most easily be evaluated as candidates work with P-12 students (Level 2). Level 1 dispositions are Values Learning (attendance, class participation, and class preparation) and Values Personal Integrity (emotional control and ethical behavior); Level 2 dispositions are Values Diversity, Values Collaboration, and Values Professionalism (respect for school rules, policies, and norms; commitment to self-reflection and growth; professional development and involvement; and professional responsibility). Examples of target behaviors associated with each disposition were also adopted to provide a common framework as individual programs identified and/or refined opportunities to observe these dispositions in clinical settings. Candidates are evaluated on a 5-point scale based on 1 – Below Standard, 3 – At Standard, and 5 – Target.

In fall 2007 all initial programs began developing a Program Assessment Plan that outlines how each program plans to collect mid-program level disposition data. At the advanced preparation level, most programs had been collecting dispositions data in various forms for some time. For example, education administration and leadership had been running of test of dispositions on its PILOT and Administrative Leadership Institute participants by having superintendents complete a recommendation form and by using the Principal Insight instrument. However, all advanced programs began anew to identify mid- and

final-program opportunities to collect dispositions data using the newly adopted unit-wide dispositions. These opportunities were then described in the new Program Review Documents submitted to the Kentucky Education Professional Standards Board as required part of our accreditation renewal process. WKU E-PASS was also modified to allow for electronic entry of unit-wide disposition data. As a result, to date, we have two years of dispositions information on most initial preparation programs and at least one year of dispositions information on most advanced preparation and other school professional programs.

1g.2. How do candidates demonstrate that they are developing professional dispositions related to fairness and the belief that all students can learn?

The "Values Diversity" data provided in Tables S1-4 and T under 1g.3 demonstrate that nearly all our students demonstrate at least the following types of characteristics associated with receiving a "3" or higher on our disposition rubric:

- Accepts others who are different in ability, race, gender, or ethnicity.
- Displays respectful and responsive behavior toward ideas and views of others.
- Interacts in a polite and professional manner with those perceived as different from self.

Furthermore, one of our indicators for our "Values Professionalism" disposition is Professional Responsibility. Candidates who receive a "3" or higher for this indicator on our disposition rubric must demonstrate the following types of behaviors:

- Accepts responsibility for own actions and for helping students learn.
- Usually holds high expectations for the success of all students.
- Often looks to explain and remedy student lack of success by factors within the control of self.

1g.3. What data from key assessments indicate that candidates demonstrate the professional dispositions listed in 1.g.1 as they work with students, families, colleagues, and communities?

Tables S1-4 demonstrate how initial program candidates are performing on our dispositions as they enter and progress through their program and during their student teaching experience. Students are considered "proficient" who average at 3 or higher on each disposition category. Table T reports dispositions results for three advanced programs not nationally accredited or nationally recognized.

Tables S1-4. Initial Preparation Proficiency Rates on Unit-Wide Dispositions
Table S1. Prior to Student Teaching (2008-09)

Program	WKU Professional Education Dispositions				
	Values Learning	Values Personal Integrity	Values Diversity	Values Collaboration	Values Professionalism
Elementary Ed.	97%	100%	100%	99%	97%
Middle Grades Ed.	100%	100%	100%	100%	100%
Secondary Ed.	100%	100%	100%	100%	100%
P-12 Ed.	98%	100%	100%	100%	100%
5-12 Ed.	100%	100%	100%	100%	100%
Exceptional Ed.	100%	100%	*	*	*
Interdisc. Early Child. Ed.	100%	100%	100%	100%	100%
Unit-Wide	**100%**	**100%**	**100%**	**100%**	**100%**

*Data not available.

Table S2. During Student Teaching (2008-09)

Program	WKU Professional Education Dispositions				
	Values Learning	Values Personal Integrity	Values Diversity	Values Collaboration	Values Professionalism
Elementary Ed.	98%	99%	100%	99%	99%
Middle Grades Ed.	93%	100%	100%	100%	100%
Secondary Ed.	98%	100%	100%	100%	100%
P-12 Ed.	89%	89%	89%	87%	89%
5-12 Ed.	100%	100%	100%	100%	100%
Exceptional Ed.	92%	92%	100%	100%	100%
Interdisc. Early Child. Ed.	92%	100%	100%	100%	100%
Unit-Wide	**96%**	**98%**	**99%**	**98%**	**98%**

Table S3. Prior to Student Teaching (2007-08)

Program	WKU Professional Education Dispositions				
	Values Learning	Values Personal Integrity	Values Diversity	Values Collaboration	Values Professionalism
Elementary Ed.	94%	99%	99%	99%	98%
Middle Grades Ed.	99%	98%	100%	100%	100%
Secondary Ed.	96%	100%	100%	94%	100%
P-12 Ed.	97%	99%	100%*	100%*	100%*
5-12 Ed.	100%	100%	100%*	100%*	100%*
Exceptional Ed.	94%	100%	100%*	100%*	100%*
Interdisc. Early Child. Ed.	100%*	100%*	†	†	†
Unit-Wide	**94%**	**99%**	**100%**	**99%**	**98%**

*Average based on N<10.
†Data not available.

Table S4. During Student Teaching (2007-08)

Program	WKU Professional Education Dispositions				
	Values Learning	Values Personal Integrity	Values Diversity	Values Collaboration	Values Professionalism
Elementary Ed.	98%	99%	100%	99%	97%
Middle Grades Ed.	98%	100%	100%	100%	100%
Secondary Ed.	98%	98%	100%	98%	98%
P-12 Ed.	91%	95%	100%	95%	95%
5-12 Ed.	100%	100%	100%	100%	100%
Exceptional Ed.	100%	100%	100%	100%	100%
Interdisc. Early Child. Ed.*	100%	100%	100%	100%	100%
Unit-Wide	**97%**	**99%**	**100%**	**99%**	**98%**

*Based on 1 student.

Table T. Advanced Preparation Proficiency Rates on Unit-Wide Dispositions (2008-09)

Program	WKU Professional Education Dispositions				
	Values Learning	Values Personal Integrity	Values Diversity	Values Collaboration	Values Professionalism
School Counseling	100%	100%	100%	100%	100%
Ed Leadership	100%	100%	100%	100%	100%
Literacy	100%	100%	100%	100%	100%
Unit-Wide	**100%**	**100%**	**100%**	**100%**	**100%**

1g.4. What do follow-up studies of graduates and employers indicate about graduates' demonstration of professional dispositions? If survey data have not already been reported, what was the response rate?

Although our internal surveys do not include items related to professional dispositions, Tables U1-2 provide results on questions on the Education Professional Standards Board state survey related to the dispositions of our initial teacher preparation program completers. Survey items have been keyed to the WKU dispositions to which they align.

Tables U1-2. Cooperating and Resource Teacher Survey Results
Table U1. Cooperating Teacher Responses by Year

Coop Teacher N	383	48	353	330	379	WKU Disposition
Survey Year	200203	200304	200405	200506	200607	
Design Units	3.43	3.56	3.45	3.42	3.45	Diversity, Professionalism
Contextual Information	3.07	3.25	3.16	3.08	3.17	
Connecting to Real Life	3.29	3.48	3.34	3.22	3.39	
Instructing SPED children	2.78	3.08	2.91	2.80	2.92	
Instructional Variety	3.12	3.21	3.17	3.14	3.24	
Collaboration	3.23	3.46	3.33	3.29	3.39	Collaboration
Ethics	3.58	3.71	3.56	3.61	3.64	Integrity

Table U2. Resource Teacher Responses by Year

Resource Teacher N	131	133	294	260	285	WKU Disposition
Survey Year	200203	200304	200405	200506	200607	
Design Units	3.43	3.33	3.44	3.43	3.46	Diversity, Professionalism
Contextual Information	3.13	3.05	3.16	3.21	3.18	
Connecting to Real Life	3.31	3.27	3.33	3.35	3.37	
Instructing SPED children	2.95	3.10	2.99	2.99	3.03	
Instructional Variety	3.09	3.17	3.19	3.26	3.25	
Collaboration	3.38	3.34	3.37	3.40	3.39	Collaboration
Ethics	3.57	3.63	3.59	3.59	3.58	Integrity

Optional

1. What does your unit do particularly well related to Standard 1?

Although at present the Kentucky Education Professional Standards Boards has not adopted a process similar to NCATE SPA reporting at the program level, over the last few years faculty members in every program in WKU's professional education unit have developed a Program Assessment Plan to ensure that the unit-wide vision for data collection is being carried out at the program level. Because of these plans, the faculty in every program is in position to analyze data on a yearly basis and report discussions and decisions in an Annual Program Report. As might be expected, yearly reports vary in depth and quality, but at least the Program Assessment Plan guides each program as to what data are available related to standards and other unit values.

STANDARD 2. ASSESSMENT SYSTEM AND UNIT EVALUATION

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

2a. Assessment System

2a.1. How does the unit ensure that the assessment system collects information on candidate proficiencies outlined in the unit's conceptual framework, state standards, and professional standards?

Although for some time the unit has had a rudimentary understanding of how all data within the WKU Electronic Portfolio and Accountability Systems (WKU E-PASS) relate to our Conceptual Framework and the relevant Kentucky Teacher Standards, over the 2006-07 academic year much thought and time was devoted to developing a one page unit-wide Continuous Assessment Plan matrix and accompanying narrative to make the connection between all data collection efforts and standards more explicit. The plan also delineates where all assessment data are housed, who is responsible for collection and maintenance of each set of data, reporting cycles for each set of data, what entities review and make decisions based on various assessment data, and where major decision-making transition points occur. Throughout the year, the Associate Dean for Accountability and Research frequently met with the dean, department heads, support staff, and program faculty at both the initial and advanced preparation level to devise this plan.

After multiple refinements to ensure that the plan could be implemented at both initial and advanced preparation levels and for education professional programs besides those that were teacher oriented, the associate dean presented the plan to the Professional Education Council for discussion, comments, further refinements, and, finally, adoption. After its adoption, the associate dean worked with program faculty and coordinators to help them complete a 3-5 page Program Assessment Plan that delineates how each program collects data related to all aspects of the unit-wide Continuous Assessment Plan and aligns their assessment data collection efforts to the Conceptual Framework and relevant Kentucky Teacher Standards. Even as these plans were being developed and refined, all programs continued to collect key assessment data. The plans, however, supported their ability to articulate how their data meet both program level and unit-wide standards and sometimes revealed gaps in data gathering that programs will address over time. Furthermore, the plan provided a template for the unit and programs to follow as they developed yearly comprehensive standards-based assessment reports to formalize the program evaluation and improvement process. See Unit-Wide Assessment Reports to view yearly Initial Preparation reports based on data in WKU E-PASS. For program level reports, especially for advanced level programs, see Annual Program Reports.

2a.2. What are the key assessments used by the unit and its programs to monitor and make decisions about candidate performance at transition points such as those listed in Table 6?

Regarding major transition points to monitor candidate performance (see Table 6 below), as the unit has worked on the unit-wide Continuous Assessment Plan (see 2a.1 discussion) and the Program Assessment Plans, one revelation was that, although the unit and programs had clear transition points at program admission (Transition Point 1) and exit (Transition Point 3), most programs had not explicitly defined a mid-program transition point (Transition Point 2). For initial preparation programs, this was solved by instituting within the Continuous Assessment Plan that all assessment data of student teaching candidates would be brought before the Professional Education Council for review and approval before candidates may enter the student teaching semester. For advanced programs, faculty and program coordinators have identified transition point 2 in their plans with an understanding that program faculty will jointly review candidate assessment data and approve candidate continuance in the program. Decisions related to transition point 2 are recorded in Professional Education Council, program, and departmental meeting minutes.

For more information about how each program assesses and monitors the progress of its candidates, see Program Assessment Plans.

Table 6. Unit Assessment System: Transition Point Assessments

Program	Admission	Entry to clinical practice/final experience	Exit from clinical practice/program completion	After program completion
All Initial Teacher Preparation Programs	-Admission application -Overall GPA (2.5+) -Adherence to Professional Code of Ethics -Speech proficiency (C or higher in speech course) -Writing proficiency (2.5+ average, no course lower than C) -Test scores (ACT (21+) or SAT (990+) or PPST (173 – M, 173 – R, 172 – W) or GRE (800+ and 3.5+ writing assessment) or GAP (2200+ and 3.5+ writing assessment)	-Admission to Education Preparation -GPAs (2.5+ overall, 2.5+ professional education courses, 2.5+ content courses) -Semester hours completed (90+ (including 75% of content courses) -Dispositions scores (All dispositions average "At Standard" - 3+) -Critical performance scores (3.0+ overall, 2.5+ per KTS measured)	-Seminar course grade (C or higher - based on Teacher Work Sample holistic score of 2+) -Student Teaching Grade (C or higher - based on 7+ Kentucky Teacher Standards at or above "Proficient", no Standard below "Developing", AND 11+ dispositions "At Standard")	-Exit survey -Alumni survey -Education Professional Standards Board survey -Praxis II and PLT -KTIP performance
Advanced ELED and MGE Teacher Preparation Programs (MAE, MA, MS) – To be replaced by MAE Redesign by spring 2011	-WKU education degree + valid teaching certificate OR -Education degree + 2.75 GPA + valid teaching certificate OR - Education degree + GAP: UG GPA x GRE (2200) + GRE Analytical Writing (3.5) + valid teaching certificate	-GPA (3.0+) -Critical performance scores (3+)	- 3.0 GPA -Comp exam -Kentucky Standards based portfolio	-Alumni survey -Employer survey

Program	Admission	Entry to clinical practice/final experience	Exit from clinical practice/program completion	After program completion
Advanced SECED Teacher Preparation Programs (MAE, MA, MS) – To be replaced by MAE Redesign by spring 2011	- GAP: UG GPA x GRE (2200) -GRE Analytical Writing (3.5) -Valid teaching certificate	-GPA (3.0+) -Critical performance scores (3+)	- 3.0 GPA -Comp exam -Kentucky Standards based portfolio	-Alumni survey -Employer survey
MAE Redesign* (All Advanced Teacher Preparation Programs)	-Admission application -Undergraduate degree -Teaching certificate -UG GPA 2.5+ -GRE (non-WKU alumni) -TWS/KTIP document -Referrals based on KTS/Dispositions -Dispositions survey	-GR GPA 2.5+ (Level 1 courses) -Critical performance scores (3.0+ overall, 3.0+ per KTS measured) - All dispositions average "At Standard" (3+)	-Final GR GPA 2.5+ -Action research project 3.0+ overall	-Alumni survey -Employer survey
MAE Exceptional Ed	-GAP score: UG GPA x GRE (2200+) -Teaching certificate -GRE analytical writing score (3.5+) -GAP/GRE requirement may be waived based on UG or GR GPA	-GPA (3.0+) -Critical performance scores (3+)	-GPA (3.0+) -Comp exams (Pass)	-Praxis II
Communication Disorders	-Admission application -UG degree/prerequisites -GAP Score: UG GPA x GRE (2800+) -Recommendations	- CD 590 (assessment of clinical skills/ dispositions)	-Praxis II OR -Comp exams (Pass)	-Exit survey -Alumni survey -Employer survey
Library Media Education	-GAP score: UG GPA x GRE (2500+) -Teaching certificate -GRE analytical writing score (3.5+)	-GPA (3.0+) -Dispositions self-eval -Critical performance scores (3+)	-GPA (3.0+) -Professional portfolio (3+)	-Alumni survey
School Psychology	-GAP score: UG GPA x GRE (2200+) -UG GPA 3.0+ -GRE total score (850+) -UG basic PYS courses (Intro, Stats, Research, Abnormal/Personality) -Letters of Recommendation (3)	-B or higher in all courses -End of semester evals (no corrective actions or appropriate progress) -Practicum evaluation (acceptable) -Critical performance scores (3+)	-Portfolio (acceptable) -Internship Evaluation (acceptable)	-Praxis II -Alumni survey -Employer survey

Program	Admission	Entry to clinical practice/final experience	Exit from clinical practice/program completion	After program completion
Educational Leadership – School Principal MAE	-Admission application -UG degree -GAP score: UG GPA x GRE (2200+) -GRE analytical writing score (3.5+) -One year teaching	-Field experiences required in all core courses	-Portfolio	-Program satisfaction survey
Educational Leadership – School Superintendent	-Level I and II for principal or supervisor -3.2 GR GPA -Acceptable score on GRE, MAT, or NTE	-Field experiences required in all core courses	-Two years experience school administrator -60 graduate hours in certification program	-Program satisfaction survey
Educational Leadership – Director of Pupil Personnel	-Three years teaching -3.2 GR GPA -Acceptable score on GRE, MAT, or NTE -Master's degree	-Field experiences required in all core courses	-60 graduate credit hours including master's degree	-Program satisfaction survey
Educational Leadership – Supervisor of Instruction	-Three years teaching -Master's degree -3.2 GR GPA -Acceptable score on GRE, MAT, or NTE	-Field experiences required in all core courses	-None	-Program satisfaction survey
Educational Leadership – Supervisor of Instruction Vocational	-Three years teaching -Master's degree -3.2 GR GPA -Acceptable score on GRE, MAT, or NTE	-Field experiences required in all core courses	-Portfolio	-Program satisfaction survey
Educational Leadership – School Principal Planned 6th Yr	-Three years teaching -Master's degree -3.0 GR GPA -Acceptable score on GRE, MAT, or NTE	-Field experiences required in all core courses	-Portfolio -KPIP (when funded)	-Program satisfaction survey
Educational Leadership – School Principal Vocational	-Three years teaching -Master's degree -3.0 GR GPA -Acceptable score on GRE, MAT, or NTE	-Field experiences required in all core courses	-Portfolio -KPIP (when funded)	-Program satisfaction survey
Educational Leadership – Specialist in Ed Administration	-Master's degree -3.0 GR GPA -Acceptable score on GRE, MAT, or NTE	-Field experiences required in all core courses	-Project	-Program satisfaction survey
Literacy	-GAP score: UG GPA x GRE (2300+) -GRE analytical writing score (3.5+) -Teaching certificate	-LTCY 520/528 grades (C or higher) -Clinical observation evaluation (in process or higher) -CP scores (3+) -Dispositions	-Culminating assessment rubric (3+) -Faculty consensus	-Exit survey

Program	Admission	Entry to clinical practice/final experience	Exit from clinical practice/program completion	After program completion
School Counseling	-GAP Score: UG GPA x GRE (2300+) -GRE analytical writing score (3.5+) -Teaching certificate	-Course prerequisites -Criminal background check -Approved site -Signed prospectus -Midterm evaluation -Supervisor evaluation -Practicum log -Practicum portfolio	-Comp exam (70% on both MC & Essay sections)	-Exit survey

*As of 8/18/09, these assessments are in proposal stage.

2a.3. How is the unit assessment system evaluated? Who is involved and how?

WKU E-PASS is constantly evaluated and refined by its many administrators and users. Administrators include the College of Education and Behavioral Sciences Dean and Associate Dean for Accountability and Research, who, along with other university deans, provide conceptual direction to the development of the system, and the manager of the Educational Technology Center, who develops the actual data entry tables and relational databases. Users include the faculty who develops critical performances and scores candidates' performances each semester and the support staff who manages data related to admission, field experiences, exit, and certification. Also, cooperating teachers and university supervisors contribute data to WKU E-PASS by completing dispositions forms during early fieldwork and by completing the Student Teacher Evaluations. The Professional Education Council also reviews data reports from WKU E-PASS as well as other sources and provides guidance regarding system improvements. Especially with the development of the new master's (or planned fifth year) for advanced teacher preparation, members of the P-12 professional community have been intricately involved in the design of the program as well as in identifying assessment data to be collected to document candidate proficiency on the Kentucky Teacher Standards at the advanced level.

Based on feedback from administrators, users, and the Professional Education Council, the following WKU E-PASS additions and improvements were made during the 2008-09 school year:

- Modified instructor scoring page to allow easier scoring
- Modified the Administrator file remove option to remove database entry as well as file from system and log all file removals
- Added fields to Undergraduate Admissions to allow tracking of alt cert entries
- Reorganized Admissions page for organization and application needs
- Added fields to Certification area as requested
- Added fields to Advanced Admissions area to track course change forms
- Added fields to Advanced Admissions area to track advanced undergraduate certifications
- Added report descriptions to report links to describe content and purpose of report
- Added reports for annual college level reporting
- Added fieldwork categories to track Instructional Leader/School Principal placements
- Added fieldwork categories to track additional literacy placements
- Added Course Instructor information to student portfolio
- Added Indicator to show when feedback available in student portfolio
- Added breadcrumbs for student portfolio navigation

- Added page to display uploads by standards in student portfolio
- Added page to display disposition status in student portfolio
- Added page to display Praxis/Certification status in student portfolio
- Modified instructor score report to show all students with/without scores
- Added indicator in faculty portfolio when student uploads were available
- Added indicator in faculty portfolio when scores had been added to student uploads
- Added breadcrumbs for faculty portfolio navigation
- Added dashboard graphs to administrative area
- Added detailed logging of all file deletions

Based on feedback from administrators, users, and the Professional Education Council, the following WKU E-PASS additions and improvements were made during the 2007-08 school year:

- Added Dispositions database tables and data entry pages for tracking dispositions
- Created Dispositions and Critical Performance by Standards report for Student Teaching Admission
- Created direct entry forms for Student Teaching Evaluation and Exit Survey Created Fieldwork Entry form to allow direct entry of Fieldwork experiences
- Created Disposition Entry form to allow direct entry of Disposition data
- Created temporary table to allow student information to be linked with critical performance data by standard
- Created Annual Assessment Reports including Initial Preparation Admission Data, Initial Preparation Coursed Based Assessments, Initial Preparation Clinical Experiences Data, Initial Preparation Disposition Data, Initial Preparation Exit and Follow-up Data, Initial Preparation Culminating Assessment Data, Initial Preparation Student Teacher Evaluations, Advanced Preparation Admission Data
- Modified reports to accommodate new fields, new search criteria, or new information needed
- Updated both Instructor and student Help/Instructions to include new features
- Added a dynamic student menu system to allow easier navigation and the addition of new menu items
- Added a dynamic faculty menu system to allow easier navigation and the addition of new menu items
- Added the ability for students and faculty to opt out of receiving emails from the Portfolio System
- Redesigned the Student Portfolio Page for visual appearance
- Added the menu items and pages to allow students to view Critical Performance Scores by Standard, view Dispositions status, and their Initial Preparation Admission status
- Modified the student upload page to allow easier viewing/uploading of files
- Modified server configuration to viewing and downloading of new Microsoft Office 2008 file formats
- Modified instructor scoring page to allow easier scoring
- Modified the Administrator file remove option to remove database entry as well as file from system
- Added the tables and date entry pages to support different Universities
- Added the tables and data entry pages to support Departments
- Added the tables and data entry pages to support Faculty Menu
- Added the tables and data entry pages to support Student Menu
- Added numerous reports to assist faculty/administration to evaluate education preparation programs

Based on feedback from administrators, users, and the Professional Education Council, the following WKU E-PASS additions and improvements were made during the 2006-07 school year:

- Redeveloped the Electronic Portfolio where critical performances are stored so that reports on candidate performance and program evaluation are more clearly standards based
- Re-evaluated all critical performances to ensure they clearly measure Kentucky Teacher Standards

before moving them into the new portfolio system
- Developed standards-based interactive reports of critical performance scores at the program and individual candidate level
- Added a database that moves all data related to Student Teaching Admission and evaluation, previously housed in a separate database, into the overall system
- Updated the Field Experiences Form and related database to be more inclusive of all education professional programs and to reflect recent changes in terminology related to student diversity
- Refined the calculation of school diversity data related to field experiences by tying school and district identification codes and diversity percentages to the National Center for Educational Statistics (NCES) that can be annually updated to reflect changes in school demographics
- Redesigned the Student Teaching Evaluation to an electronic form that is more clearly aligned to Kentucky Teacher Standards and includes a final evaluation of dispositions
- Realigned of our internal Teacher Survey to the Kentucky Teacher Standards and subsequent redevelopment of the assessment system database to accommodate these data.
- Development of databases and data entry forms for Advanced Program admission, exit, certification, and rank change data.
- Development of an electronic form that allows for direct entry of Teacher Work Sample data.
- Redesign of most Accountability pages to mask student Social Security numbers.
- Redesign of the opening assessment system page for ease of navigation.
- Refinement of our faculty Management Information System to improve recordkeeping of professional education faculty accomplishments related to research, teaching, and service.
- Beginning development of a dispositions database, data entry table, and data display table to be operational in spring 2008.
- Addition of an alternate route to certification identification field in order to track these candidates and compare their performance to candidate in the more traditional programs.
- Development and refinement of various interactive reports as needed for internal assessment, state, and national reporting.

2a.4. How does the unit ensure that its assessment procedures are fair, accurate, consistent, and free of bias?

As described in our Continuous Assessment Plan all program faculty members for both initial and advanced teacher preparation and for other school professional programs continue to ensure that assessment procedures reflect these qualities by working together to develop assessments and rubrics based on program and course objectives as they relate to Kentucky Teacher Standards. These same assessments and rubrics are then used by all faculty members teaching a particular course. Furthermore, as programs identified transition points 2 and 3, the faculty reached agreement about candidate proficiencies toward professional standards and whether candidates are ready to continue in the program.

For culminating assessments, such as the initial preparation Teacher Work Sample (TWS) and student teaching evaluations and advanced preparation portfolios, comprehensive exams, or writing projects, multiple faculty members review and contribute toward final judgments of candidate proficiency. As the TWS is the final assessment for our comparatively large initial preparation program, since as early as 2005 special attention has been given to assuring that it is scored fairly, accurately, and consistently. For several years in a row, two large-scale scoring sessions were conducted during which independent scorers (education and arts and sciences faculty and school practitioners) reviewed a large portion of the TWS produced by candidates. In the last scoring round based on 2007-08 TWS, consistent with earlier years, inter-rater agreement percentages ranged from 76% to 89% between two independent scorers and between the independent scorers and the scores of the faculty of record for the course in which the TWS was developed. Although these inter-rater agreement percentages are considered acceptable for a

complex measure such as the Teacher Work Sample, faculty members continue to discuss ways to be more consistent in their instruction about the TWS and in their scoring. Specifically, a unit-wide TWS taskforce was formed in the fall 2009 to revisit all aspects of the Teacher Work Sample to address various faculty concerns in order to improve this instrument. Data related to earlier scoring sessions are reported in a publication under review (Norman, Evans, & Pankratz, 2007)**.** Furthermore, another publication (Denner, Norman, & Linn, 2008), based on research at two institutions using the TWS (WKU and Idaho State University), provides evidence that this assessment is adequately free from bias (consequential validity and disparate impact analysis).

Similar processes to the ones described above are being followed as faculty committees develop the courses, course objectives, and critical performances for the Teacher Leader master's (or planned fifth year) redesign. We expect many of these performance assessments to be in WKU E-PASS by spring 2011 with the first data available by the end of that semester.

2a.5. What assessments and evaluation measures are used to manage and improve the operations and programs of the unit?

Key assessments for the unit include Kentucky Teacher and program standards-aligned critical performances, dispositions evaluations, clinical experience evaluations, culminating assessments (Teacher Work Sample at the initial preparation level; Portfolio, thesis, and/or comprehensive exam at the advanced preparation level), Praxis II pass rates, and survey results. All programs have identified means by which to collect data associated with these assessments and have worked to interpret assessment results through the lens of Kentucky Teacher and program standards. Where possible, WKU E-PASS houses and aggregates these data at the unit level; for program specific assessments, the technology coordinator has worked on an assessment by assessment basis to create data tables and entry forms so that all data can be housed within WKU E-PASS. Our goal continues to be a one-stop warehouse where faculty, administrators, and candidates can access assessment data.

Of course, additional measures are in place regarding unit operations. At the department and program level, WKU requires annual assessment plans and reports based on learning outcomes developed by each program, as well as action plans and reports related to WKU's strategic goals. Many of these plans and reports are also completed by Administrative and Educational Support units, such as the Office of Teacher Services and the WKU Academic Advising and Retention Center, to ensure that all service units set targets related to success and collect data to evaluate their success. At the individual administrator level, faculty and other stakeholders are given the opportunity to provide evaluative feedback to administrators with the goal of improving their leadership and service to the unit.

2b. Data Collection, Analysis, and Evaluation

2b.1. What are the processes and timelines used by the unit to collect, compile, aggregate, summarize, and analyze data on candidate performance, unit operations, and program quality?

How are the data collected?

Depending on the type of data, data are collected daily to annually. For example, data for standards-aligned critical performances are collected throughout the semester as candidates upload their critical performance (CP) and faculty members score them. Once the CP is scored, the score appears on the student summary page within WKU E-PASS: Accountability that the faculty can access and appears on the student summary page in WKU E-PASS: Electronic Portfolio that candidates can access. Clinical experience evaluation, exit survey, and alumni survey data are typically entered directly into WKU E-PASS by faculty, students, or alumni. Other key assessment data, such as dispositions evaluations/faculty

recommendations, fieldwork experience information, TWS analytic scores, and TWS scoring session scores are collected on paper and then entered by college staff as the data are collected.

From whom (e.g., applicants, candidates, graduates, faculty) are data collected?

Most data within WKU E-PASS are collected on candidates, program completers, and alumni. On the Electronic Portfolio side, the faculty score candidate submissions, so these scores are also part of the data collection process. Data on faculty are collected through various sources—human resources (for hiring information), course evaluations and annual reports (for promotion and tenure), and most recently, Digital Measures, which allows faculty to report various professional activities and accomplishments related to teaching, research, and service.

How often are the data summarized and analyzed?

With the reporting features that have been built into WKU E-PASS, most data are capable of being summarized and analyzed at any time. However, for unit-wide and program-level reporting purposes, most data are summarized and analyzed on a yearly basis. In a culminating report, unit level data are summarized and shared with the Professional Education Council (see PEC minutes and Unit-Wide Assessment Reports for evidence). As of fall 2008 Annual Program Reports also summarize program data on an annual basis. These program level reports are shared with program faculty, as well as with the Professional Education Council as appropriate.

Whose responsibility is it to summarize and analyze the data? (dean, assistant dean, data coordinator, etc.)

At the unit level, the task of summarizing and analyzing data is the responsibility of the Associate Dean for Accountability and Research. At the program level, each program has a program coordinator or faculty team who works with the associate dean to analyze the data and report program results. The program coordinator then shares results with program area faculty members who use the Annual Program Reports outline (see 2c.1) to summarize program strengths and weaknesses through the lens of Kentucky Teacher Standards and other Conceptual Framework values, to describe plans for and implementation of needed program changes that address any identified program weaknesses, and to delineate efforts to disseminate the final report as appropriate.

In what formats are the data summarized and analyzed? (reports, tables, charts, graphs, etc.)

Data are summarized and analyzed using reports, tables, charts, and graphs (for example, see Unit-Wide Assessment Reports). Data are also aggregated/disaggregated in order to view them through the lens of program, program level (e.g., initial versus advanced), program type (e.g., elementary versus P-12 preparation), and multiple standards (Kentucky Teacher Standards versus program level standards).

What information technologies are used to maintain the unit's assessment system?

The following tools are used to maintain WKU E-PASS: PHP (Hypertext Preprocessor), Postgres Database, Red Hat, Linux server, Apache web server, and various open source and commercial development software.

2b.2 How does the unit disaggregate candidate assessment data for candidates on the main campus, at off-campus sites, in distance learning programs, and in alternate route programs?

Although we have attempted through WKU E-PASS to tag candidates at off-campus sites or in distance learning, disaggregation based on these criteria has not been very successful. Reasons for our lack of success are 1) few candidates complete programs solely at regional campuses, 2) most programs include web-based and web-enhanced courses that students may choose/not choose, and 3) many courses are hybrid, with faculty members rotating their teaching among various sites or otherwise meeting with students at distant locations a few times per semester. Similarly, alternate route candidates take the same bookend courses (EDU 501 and EDU 596/598) and comprehensive exams that other MAE candidates take. However, as reported under 1a.3 and 1c.1, both types of graduates must successfully complete the assessments in these courses in order to finish the course. Differences in comprehensive exams pass rates are reported earlier in Table B. However, as we have nearly completed our new Teacher Leader master's (or planned fifth year) programs, in fall 2009 we began work toward developing a new master of arts in teaching program. With these new programs, the two types of master's students (initial and advanced preparation) will be clearly separated with different coursework. Additionally, the plans for the new master of arts in teaching program include clearer differentiation of field experience and clinical requirements between candidates in the alternative certification route (with temporary provisional teaching licenses and school employment) and candidates who are not employed and, thus, in a more traditional style graduate program. Clearly, the restructuring of all these programs—the Teacher Leader (or planned fifth year) program and the two strands of master of arts in teaching program--will allow for stronger monitoring of the progress of these very different types of graduate students.

2b.3. How does the unit maintain records of formal candidate complaints and their resolutions?

The College of Education and Behavioral Sciences Dean's Office follows WKU's student complaint procedure as described in the WKU Catalog. When a complaint reaches the college level, the student meets with the CEBS Associate Dean for Academic Programs, who keeps a record of the complaint and how it was resolved in a secure filing cabinet in the Dean's Office area.

2c. Use of Data for Program Improvement

2c.1. In what ways does the unit regularly and systematically use data to evaluate the efficacy of and initiate changes to its courses, programs, and clinical experiences?

At the unit-level, the Professional Education Council functions to review candidate data for approval for progression through the program. At the candidate level, faculty members can provide feedback when they score candidate work in WKU E-PASS: Electronic Portfolio. Most of the faculty also allow candidates to review feedback and make changes and resubmit their critical performance entries. Also, candidates are able at any time to review their results on key assessments and their status on other program requirements with the Electronic Portfolio in order to monitor their progress and make adjustments in order to make criteria established at each transition point. At the program level, the faculty meets at the departmental or program level to review data and make adjustments (see 2c.2 for evidence).

At the unit level, as appropriate, data are presented at the monthly Professional Education Council meetings. Professional Education Council representatives then share these data, as appropriate, with faculty in the departments or programs. Decisions about unit changes must be approved by the Professional Education Council (see Professional Education Council Minutes). At the program level, program coordinators present data at monthly program level meetings that program faculty then use to initiate any necessary changes (see 2c.2 for evidence).

At the program level, programs write <u>Annual Program Reports</u> based on the following outline:

1. Present your continuous assessment results in the following areas:
    a. Admission Data
    b. Course Based Assessment Data
    c. Clinical Experiences Data – *Be sure to include dispositions assessment results, P-12 student diversity statistics, and results of efforts to ensure all candidates work with diverse students.*
    d. Culminating Assessment Data – *Be sure to include impact on P-12 student learning data.*
    e. Exit and Follow Up Data (including Praxis II results)
2. Summarize the above results by Kentucky Teacher (Initial Programs) OR Program Standards (Advanced Programs) AND other key Conceptual Framework values. *Be sure to describe what the results tell you about your candidates' progress toward/proficiency on each standard/CF value.*
3. Summarize your efforts to report and disseminate your results (Unit/College-wide meetings, department/program level meetings, written reports, presentations, etc.).
4. Summarize key discussions and/or decisions made based on assessment results:
    a. Describe any assessment or data collection changes you have made/will make based on your assessment results.
    b. Describe any program curriculum or experience changes you have made/will make based on your assessment results.
    c. Describe any decisions about group/individual student progress you have made/will make based on your assessment results.

Although the program faculty members make many day-to-day and informal decisions throughout the year, the Annual Program Reports provide a formal record of key data-based decisions.

2c.2. What data-driven changes have occurred over the past three years?

In 2007-08 an Annual Program Report process was implemented to ensure that each program faculty stops to review data on an annual basis and make data-based decisions for program improvement. Again, these are available at <u>Annual Program Reports</u> for academic years 2007-08 and 2008-09. Below are a few examples of programmatic changes over the last three years, with more detail given to the 2006-07 year when program reports were not yet implemented.

Based on assessment results described under NCATE Standard 1from the 2008-09 school year, programs made and plan to make the following changes:

Initial Preparation Programs:
▪ In elementary education additional math courses were added to the ELED program to strengthen the mathematics component of the program. Students who score below a 2.5 on critical performances will not be allowed to student teach. Faculty discussed a plan of action for these students. Also, faculty discussed the need to increase technology use, reflection, and evaluation in each course, as well as the need for candidates to have more practice on differentiation in lesson plans.
▪ In physical education critical performances related to the Kentucky Teacher and NASPE Standards will begin in the spring 2010 semester. With the initial assessment plan, some of the Kentucky Teacher Standards are assessed more than others in the program. Faculty will review their current assessment plan and map a plan to develop additional assessments to fill gaps in standard coverage. Planned curriculum changes for the 2010-2011 academic year will focus upon areas in which students show the lowest pass rates according to TWS, the Student Teaching Evaluation, and critical performance scores. Assessment/evaluation and technology show the lowest passing rates in TWS

(64% - assessment/evaluation) and the Student Teaching Evaluation (14% - technology, 57% - assessment/evaluation) and will be a primary focus in updating the curriculum.
- In music education faculty discussed the need to continue the Praxis II Music Blitz sessions prior to the test dates. Also, they plan to align all P-12 music education pedagogy, techniques, and music technology course content to the P-12 Music Learning section of the PRAXIS II Music Content Knowledge exam. Also, they plan to require music education candidates to meet with the Department Head of Music or the Coordinator of Music Education to discuss content areas of the PRAXIS II Music Exams that were troublesome. Finally, beginning with the 2009-10 academic year, the Department of Music has begun implementing the policy that no grade lower than a "C" is acceptable to meet the individual course requirements within the music education degree program.
- In interdisciplinary early childhood education the faculty members are designating appropriate critical performances to address Kentucky Teacher Standard 10 – Leadership and have identified three specific courses (early, middle, and late in program) to collect dispositions, as well as clinical experiences summary information. They have also identified the best course to assess diverse experiences.

Advanced Preparation/Graduate Programs:
- In library media education two program level changes were proposed during the 2008-2009 academic year. The master of science with a major in LME now offers two concentrations—one in library media and one in educational technology. The addition of concentrations will assist LME faculty in advising students and determining which students in their courses need to complete assignments for their concentration. Another program change offers more course options for students in the educational technology concentration. The new options include LME 550, Emerging Technology in Education (a new course developed in the 2008-2009 year), and LME 519, Special Topics (student can delve more in-depth with topics of personal interest approved by LME faculty). Also, based on feedback from the 2009 AASL national recognition report, faculty revised components of the LME 590 Portfolio to include more detailed documentation of practicum students' activities and added a facilities plan assignment. Both requirements are intended to bring the WKU LME program into alignment with national standards.

Based on assessment results described under NCATE Standard 1 from the 2007-08 year, programs made the following changes:

Initial Preparation Programs:
- In elementary education faculty members recommended that an assessment coordinator be appointed to oversee the collection and dissemination of data to facilitate program faculty discussions. They also improved the alignment of critical performances, as some courses had too many and some overlapped. They also discussed on how to remediate students who score a level 1 or 2 on their critical performance(s) as well as how to help candidates attain proficiency on the Teacher Work Sample. In particular they planned ways to help prepare candidates better to meet the newest Kentucky Teacher Standard, Leadership. Because of student concerns expressed about classroom management and technology, faculty examined courses to determine where classroom management could be implemented more fully and made plans to introduce more technology into Block 1 courses, including instruction with hand-held devices, Facebook, Twitter, and other interactive devices.
- In middle grades education faculty discussed need to further address Kentucky Standard 5 – Assessment through a series of experiences prior to the work sample. In particular, instruction of Analysis of Student Learning (the lowest performance area for MGE on the TWS) was not specifically included in the required curriculum in any MGE course prior to Student Teaching. In contrast, the elementary program included an entire practice TWS in the coursework prior to Student Teaching. Therefore, formative experiences in Analysis of Student Learning needed to be in every MGE Methods course. Also, student comments show Kentucky Teacher Standard 4 - Management as

the largest discrepancy between middle grades at 3.08 compared to the unit-wide average of 3.22 for unit-wide on a 4-point scale. Classroom organization and management needed to be a focus either within the current course structure or as an additional program component of the middle grades education major. MGE 385 was revised to include additional instruction on classroom management.

- A more substantive change for secondary and middle grades math and science education programs was the development of the SKyTeach program. Described under B.6, this program provides the opportunity to replicate the successful UT-Austin UTeach program, but also provided program faculty with the occasion to revisit the entire program structure to ensure better and more diverse field experiences (with opportunities to assess dispositions) and more strongly coordinated and integrated courses (with accompanying standards-based critical performances).

Advanced Preparation/Graduate Programs:
- In school psychology faculty members chose to switch the order of two classes in the program sequence (PSY 562 and PSY 643) to better accommodate classroom assignments. However, this decision was made to reflect changes in the field regarding Response to Intervention, and not specifically any program assessment data.
- In exceptional education based upon the assessment results from 2007-08, program changes were warranted. During the spring semester, faculty began consulting with regional constituents, including Directors of Special Education from our regional educational co-op group, which comprises 16 school districts, to garner their input about their needs and their perception of our graduates from our MAE programs. Faculty recognized a need for a distinction in programs of graduate students in exceptional education who hold prior teacher certification, no teacher certification, exceptional education certification, and certification in an area other than exceptional education. In the previous program, two certification areas of exceptional education (LBD and MSD) were grouped into one program description (Reference #107). In the newly revised programs, rather than all MAE students being grouped under one program umbrella as in the past, a distinction was made between those seeking initial certification in exceptional education, including alternate route to certification students, and those seeking advanced preparation who hold valid teaching certification. The new programs were implemented, following final committee approvals, in fall 2009. The new programs will contain two distinct certification areas (LBD and MSD) with 3 to 4 concentrations within each certification area. Concentrations are based upon the individual needs of students regarding prior certification status and certification sought. Students in the new programs have the opportunity to tailor their programs based upon personal interests and certification needs with the options of selecting initial studies in LBD or MSD (if already certified in another area) and advanced studies in LBD or MSD. Along with the new program description, assessment data will be collected based upon initial preparation or advanced preparation and the varying concentrations within LBD and MSD.

Based on assessment results described under NCATE Standard 1, programs made the following changes during the 2006-07 year:

Initial Preparation Programs:
- In the elementary education program Teacher Work Sample results from undergraduate elementary education students that fell below program targets led to the development of a TWS taskforce to review TWS scoring and teaching processes and determine steps to move students above the target.
- In the interdisciplinary early childhood education program based on student results on a "diagnostic assessment" critical performance addressing Interdisciplinary Early Childhood Education (IECE) New Teacher Standards IV, V, VIII, and IX, the IECE faculty revised its program target pass rates because this is the first diagnostic assessment instrument that most students have been required to administer, as well as the first professional assessment report that they have written. Based on student results on a "standards-based unit" critical performance addressing IECE New Teacher Standards I, II, V, VIII, and IX, additional instruction on developing the Kentucky Teacher Internship

Program lesson plan was provided. Based on student teacher assessment results on the IECE Intern Performance Record, supervised field experiences and lesson planning were incorporated in targeted courses in the revised program to facilitate preparation for student teaching.

- In the undergraduate exceptional education program to enhance the immediacy of feedback given to field experience students, observations now utilize electronic templates and notebook computers.

Advanced Preparation/Graduate Programs:

- The MAE graduate programs made plans to remove the comprehensive exam requirement. The programs jointly redesigned the first course, EDU 501, from a one-hour to two-hour course with plans to modify the curriculum in the course to include requiring candidates to plan not only how they will grow in their ability to meet the ten Teacher Standards at a high level (a current requirement) but also how they will improve to help their school meet the plans of the School Consolidated Improve Plan. This course also includes the planning for a culminating performance based assessment, such as an Advanced Teacher Work Sample, or a research project, such as action research, and a portfolio that documents the candidates' growth in the Teacher Standards and the School Consolidated Improve Plan. These assessments would replace the comprehensive exam in the final program course, EDU 596. It should be noted that these plans were put on hold as the program faculty began concentrating on the new Teacher Leader master's (or planned fifth year) program; however, many of these ideas were incorporated into the new Teacher Leader program.
- In library media education based on assessment results on the Instructional Design Project, the program streamlined the explanation of the assignment and established two checkpoints for completing the requirements. First, the objectives and contextual factors are submitted for review. The second checkpoint is the approval of the assessment and instructional activities before the unit is allowed to be taught. Also, data from an exit survey, student course evaluations, and student scores on critical performances were used to revise course content and activities. Finally, based on candidate performance on the Praxis II specialty assessment, the program initiated a Praxis study organization using Blackboard system. This online study group offers candidates the opportunity to review possible content on the PRAXIS exam and work with practice questions.
- The MS in mathematics program was redesigned to an MA in mathematics just for teachers.
- In the MAE school principal program to increase opportunities for students to demonstrate competence in diversity issues, all faculty members who teach courses tested on the comprehensive exam agreed to submit a diversity question directly related to the content of that course. This was intended to increase the pool of available diversity questions for the comprehensive exam. The faculty also decided that a diversity question would appear on every comprehensive exam.
- In literacy results on the comprehensive exam, used to monitor student ability to connect theory and practice when providing reading diagnosis and intervention in a clinical and/or a classroom instructional setting, revealed that students' ability to articulate and make explicit connections between clinical literacy practices and classroom literacy practices improved during 2006-2007. In addition, students demonstrated a deeper understanding and knowledge base of literacy research; however, this was determined to be an area of continued needed improvement in 2007-2008. The literacy program made major program revisions (including new courses that focus on these areas of needed growth) in order to strengthen the graduate program and address areas that continue to need improvement. Results on the Diagnostic Case Summary Report assessment led to the revision of curriculum to strengthen students' theoretical framework to prepare them to implement appropriate diagnostic practices with struggling readers and writers in a clinical and classroom setting. Also, to increase personal awareness of issues of literacy on global viewpoints, students wrote personal response papers on a literacy topic of national and/or international significance. The faculty used the student performance on this outcome to better prepare students to deal with real world issues throughout their program, in their research, practice, and as demonstrated in the thesis and non-thesis options. In addition, changes were made to LTCY 528, Literacy Research Methods and Evaluation,

based upon student focus group feedback, which suggested more in-depth study of on a broader range of research methods instead of being required to complete a full research project within the course. Finally, all graduate students now upload critical performances to WKUE-PASS: Electronic Portfolio.

- School counseling program students were required to pass a nationally normed objective portion of the mental health comprehensive examination that meets core CACREP Standards. This change was made to be consistent with other CACREP programs that use standard-based comprehensive examinations. Additionally, candidates were required to take the Comprehensive Professional Counselor Examination, which provides data that inform them about their test results in comparison to test results from students at other universities. Candidate results were analyzed and discussed concerning whether to continue this national assessment or other options.

- In school psychology the program faculty evaluates the performance of every student at the end of each semester of enrollment utilizing disposition ratings, progress in program courses, quality of performance, and supervisor evaluations (Field Based Evaluation of Competency Development instrument). Written feedback is provided to all students, at the end of fall and spring semesters. Students are a part of this performance evaluation. Data from the performance evaluation are used to develop plans, focus, and/or goals for the next professional experience (internship, job). In the event of problematic performance of dispositional issues, students meet with faculty members to discuss the evaluation in addition to the written feedback. Students are asked to develop an action plan to address the identified issue/problem/concern. Finally, prior survey data from graduates indicated a lack of usefulness of the education courses in the program (ELED 503 and LTCY 519). These courses were dropped and LTCY 520 was added instead during the 2006-07 academic year.

2c.3. What access do faculty members have to candidate assessment data and/or data systems?

All data within WKU E-PASS are readily available through the internet to faculty at anytime. See System Demonstrations to see how WKU E-PASS works.

2c.4. How are assessment data shared with candidates, faculty, and other stakeholders to help them reflect on and improve their performance and programs?

At the unit-level, the Professional Education Council functions to review candidate data for approval for progression through the program. At the faculty level, faculty can view candidate-, program-, and unit-level data by accessing WKU E-PASS: Accountability. At the candidate level, candidates can view their progress on critical performance and other key assessment on WKU E-PASS: Electronic Portfolio site. For other stakeholders, annual data reports are posted to our website. In addition, assessment highlights (e.g., Praxis II pass rates) are added to the "Events and Announcements" section of the CEBS website and to the CEBS Newsletter, *The Spirit*, which is sent to alumni, donors, the CEBS advisory board, and other WKU deans, department heads, and administrators. Finally, the Kentucky Education Professional Standards Board maintains a the KEPP Report website that reports by year WKU's pass rates on Praxis II, the Kentucky Principal Test, the School Leadership Licensure Assessment, and the Kentucky Teacher Internship Program, as well as New Teacher Survey Results.

Optional

1. What does your unit do particularly well related to Standard 2?

As can be seen below and in our responses above, WKU has invested much time, energy, and resources into developing, evaluating, and improving WKU E-PASS. We believe our investment has led to a comprehensive system that embodies the NCATE vision of Standard 2. Again, see System Demonstrations to see how WKU E-PASS works. WKU E-PASS and the data we are able to collect and draw from it led to our receiving the American Association of State Colleges and Universities Christa

McAuliffe Award in 2008 for excellence in demonstrating their graduates can produce P-12 learning. Furthermore, WKU E-PASS has been frequently featured at the highly selective American Association of Colleges for Teacher Education preconference workshops**.**

2. What research related to Standard 2 is being conducted by the unit or its faculty?

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- Pankratz, R., Weidemann, W., Evans, S., McDaniel, K., & Daniel, T. (2005). STEP Grant (TNE Learning Network, Academy for Educational Development): A Standards-based Assessment Program to Further Develop Western Kentucky University's Performance Accountability System with the Purpose of Linking Teacher Preparation Processes, Teacher Content Knowledge and Instructional Performance to P-12 Student Learning of State/National Content
- Pankratz, R., Norman, A. D., & Pierce, J. (2007) Using K-12 assessment data from teacher work samples as credible evidence of a teacher candidate's ability to produce student learning. Presentation at the 2007 Kennesaw University Making an Impact Conference, Kennesaw, GA.
- Stobaugh, R. R., Tassell, J. L., & Norman, A. D. Improving pre-service teacher preparation through the teacher work sample: Exploring assessment & analysis of student learning. Manuscript submitted for publication.

STANDARD 3. FIELD EXPERIENCES AND CLINICAL PRACTICE
The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3a. Collaboration between Unit and School Partners

3a.1. Who are the unit's partners in the design, delivery, and evaluation of the unit's field and clinical experiences?

Field and clinical experiences are vital components that allow candidates to develop, apply, and demonstrate pedagogical content knowledge, professional skills, and dispositions in a real-world setting. With this in mind, local P-12 school personnel are extremely important for the success of field experiences for students. Not only do we rely on them to help us carry out these program aspects, we also regularly partner with them in our program development or program revision efforts.

Candidates initially observe master educators in action and then they progress through tutoring individuals and working with small groups before assuming all classroom duties during clinical placement. Office of Teacher Services personnel, College of Education faculty, and local P-12 educators join together to plan meaningful and effective field experiences and clinical practices. Site Coordinators at extended campus sites work closely with part-time faculty members and local educators to arrange student placement for field experiences. The Office of Teacher Services prepares and maintains memoranda of understanding with local school district administrators and boards of education that allow candidates access to field and clinical experiences.

3a.2. In what ways have the unit's partners contributed to the design, delivery, and evaluation of the unit's field and clinical experiences?

P-12 partners contribute to every aspect of the unit's field and clinical experiences. WKU instructors work closely with P-12 practitioners in the creation of activities that are designed to allow all candidates opportunities to develop skills, a knowledge base, and professional dispositions in all related coursework. Course instructors utilize a variety of scenarios to orient candidates to the classroom prior to actual field experiences. The Office of Teacher Services and course instructors prepare and share guidelines, (e.g., Orientations to Teacher Education Seminars, Student Teaching Orientations, Blackboard activities, and Student Teaching Handbooks) with candidates, cooperating teachers, and principals so that field placement expectations and requirements are known and understood by all. The Office of Teacher Services and course instructors work together to create and distribute placement packets to candidates, principals, university supervisors, and cooperating teachers. Candidate participation in these various field placements is verified, validated, and recorded. At the advanced preparation level and for other school personnel programs, program coordinators work more directly with P-12 partners, many of whom serve on program advisory boards, to coordinate and evaluate early field and final clinical experiences.

3a.3. What are the roles of the unit and its school partners in determining how and where candidates are placed for field experiences, student teaching, and internships?

For most field experiences the placement for candidates is initiated by course instructors who compile a listing of students, their majors, and school preferences. This list becomes a placement request, which is sent by the Office of Teacher Services via email to the principal or designated school placement coordinator. The school representative completes the classroom teacher/candidate match and then returns the list to the Office of Teacher Services. This list then is sent to various course instructors and includes

any special instructions noted by school officials. For some programs, coordinators or faculty work directly with schools to make the best placements for their candidates.

The Office of Teacher Services screens prospective student teachers through the application process. All prospective student teachers must meet published WKU and Kentucky Education Professional Standards Board student teaching requirements. Lists of those candidates who meet requirements are compiled and sent to the appropriate school district (or school) contact. Notification/thank you letters are sent accordingly. School partners/cooperating teachers are assigned by following 16 KAR5:040 Section 2: Cooperating Teacher Requirements.

Of course, the Office of Teacher Services works closely with all partner schools in our service area to effect quality placements for student teaching candidates. The Office of Teacher Services officials send placement requests to a designated contact person in each school system. Final placements are determined by the principal and the prospective supervising teacher. As appropriate, the unit faculty is consulted regarding special needs and circumstances in the appropriate student teaching placements.

Advanced and other school professional candidates including alternative certification candidates and others seeking new professional roles are involved in similarly appropriate and effective internships and field experiences. Again, program coordinators work directly with P-12 partners, many of whom serve on program advisory boards, to coordinate and evaluate early field and final clinical experiences.

3a.4. How do the unit and its school partners share expertise and resources to support candidates' learning in field experiences and clinical practice?

For key early experiences most faculty members work with the Office of Teacher Services field coordinator to identify appropriate experiences based on course or program goals. The field coordinator partners with school personnel to ensure proper placement of candidates. P-12 practitioners also provide feedback on candidate performance and experiences by helping candidates complete field summary reports and by evaluating candidates on the unit-wide dispositions form. Many critical performances, such as contextual factor descriptions, classroom management plans, and lesson plans, involve P-12 practitioners, WKU faculty, and candidates working together to ensure accuracy of information and/or appropriateness of planned instruction. At the clinical level, most area schools welcome WKU students as "temporary" staff members. Cooperating teachers share expertise daily with student teachers. University Supervisors meet with student teachers a minimum of six times during the semester and conference as needed with the cooperating teachers as well. The KTIP instrument is used a minimum of four times by the university supervisor. Dialogue among all parties is encouraged, frequent, and productive.

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

3b.1. What are the entry and exit requirements for clinical practice?

Table V. Entry and Exit Requirements for Clinical Practice

Program	Entry Requirements	Exit Requirements
All initial preparation programs	-Admission to Education Preparation -GPAs (2.5+ overall, 2.5+ professional education courses, 2.5+ content courses) -Semester hours completed (90+ including 75% of content courses) -Dispositions scores (All dispositions average "At Standard" - 3+)	-Seminar course grade (C or higher - based on Teacher Work Sample holistic score of 2+) -Student Teaching Grade (C or higher - based on 7+ Kentucky Teacher Standards at or above "Proficient", no Standard below "Developing", AND 11+ dispositions "At

Program	Entry Requirements	Exit Requirements
	-Critical performance scores (3.0+ overall, 2.5+ per KTS measured)	Standard")
MAE Redesign* (All Advanced Teacher Preparation Programs)	-GR GPA 2.5+ (Level 1 courses) -Critical performance scores (3.0+ overall, 3.0+ per KTS measured) - All dispositions average "At Standard" (3+)	-Final GR GPA 2.5+ -Action research project 3.0+ overall
MAE Exceptional Ed.	-GPA (3.0+) -Critical Performance Scores (3+) -Passing Praxis II scores	-GPA (3.0+) -Comp exams (Pass)
MAE Interdisc. Early Child. Ed.	- GPA (3.0+) -Critical performance scores (3.0+ overall, 2.5+ per IECE KTS measured) - All dispositions average "At Standard" (3+)	-Seminar course grade (C or higher - based on Teacher Work Sample holistic score of 2+) -Student Teaching Grade (C or higher - based on 7+ Kentucky Teacher Standards at or above "Proficient", no Standard below "Developing", AND 11+ dispositions "At Standard")
Communication Disorders	- CD 590 (assessment of clinical skills/ dispositions)	-Praxis II OR -Comp exams (Pass)
Library Media Education	-GPA (3.0+) -Dispositions self-eval -Critical performance scores (3+)	-GPA (3.0+) -Professional portfolio (3+)
School Psychology	-B or higher in all courses -End of semester evals (no corrective actions or appropriate progress) -Practicum evaluation (acceptable) -Critical performance scores (3+)	-Portfolio (acceptable) -Internship Evaluation (acceptable)
Educational Leadership	-Department application -Personal statement -Recommendations -Department approval	-GPA (3.0+) -Field work -Dispositions "At Standard" -Critical performance scores (3+) -Program completion
Literacy	-LTCY 520/528 grades (C or higher) -Clinical observation evaluation (in process or higher) -Critical performance scores (3+) -Dispositions	-Culminating assessment rubric (3+) -Faculty consensus
School Counseling	-Completion of specified courses -Criminal background check -Approved site -Signed prospectus	-Midterm evaluation -Supervisor evaluation -Practicum log -Practicum portfolio

*As of 8/18/09, these assessments are in proposal stage.

3b.2. What field experiences are required for each program or categories of programs (e.g., secondary) at both the initial teacher preparation and advanced preparation levels, including graduate programs for licensed teachers and other school professionals? What clinical practice is required for each program or categories of programs in initial teacher preparation programs and programs for the preparation of other school professionals?

Table 7. Field Experiences and Clinical Practice by Program

Program	Field Experiences	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
Elementary Ed.	EDU 250 (15 hrs), LTCY 421 (10 hrs), Block I (82.5 hrs), Block II (82.5 hrs)	Two 8-week, full-time student teaching placements in two settings: total 430 hours	620
Middle Grades Ed.	MGE 275 (15 hrs), MGE 385 (15 hrs), MGE Methods (15 or 30 hrs depending on subject areas), LTCY 421/444 (10 hrs)	One 16-week, full-time student teaching placement: total 430 hours	485-500
Secondary Ed.	EDU 250 (15 hrs), SEC 351 (15 hrs), SEC 352 (15 hrs), SEC 453 (15 hrs), SEC Methods (15 hours)	One 16-week, full-time student teaching placement: total 430 hours	505
P-12 Education	EDU 250 (15 hrs) OR MGE 275 (15 hrs), SEC 351 (15 hrs), SEC 453 (15 hrs)	Two 8-week, full-time student teaching placements in two settings: total 430 hours	445-475*
5-12 Education	EDU 250 (15 hrs), SEC 351 (15 hrs), SEC 352 (15 hrs), SEC 453 (15 hrs), SEC Methods (15 hrs) OR EDU 250 (15 hrs), MGE 275 (15 hrs), SEC 351 (15 hrs), SEC 352 (15 hrs), LTCY 421/444 (10 hrs)	Two 8-week, full-time student teaching placements in two settings OR one 16-week, full-time student teaching placement: total 430 hours	495-500*
Exceptional Ed.	EXED 331 (10 hrs), EXED 333 (20 hrs), EXED 334 (140 hrs), EXED 416 (140 hrs)	Two six-week, full-time student teaching placements: one in a setting serving students with Learning and Behavior Disorders; one serving students with Moderate/Severe Disabilities. Total of student teaching placement is 430 hours.	740
Interdisc. Early Child. Ed.	IECE 321 (25 hrs), IECE 323 (30 hrs), IECE 324 (30 hrs), IECE 325 (15 hrs), IECE 326 (30 hrs), IECE 421 (30 hrs), IECE 422 (30 hrs)	Two 8-week, full time student teaching placements in two settings: total 430 hours	620 hours
Master's Redesign	Within courses, candidates will be assigned to Professional Learning Communities (PLC) designed to include teachers of diverse content and developmental levels in order to assure a global view of the entire education spectrum. Coursework will require teachers to complete assignments aligned to Kentucky Teacher Standards in their full time teaching placements.	None	Not Applicable

Program	Field Experiences	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
MAE Exceptional Ed.	EXED 530, 531, and 533 require those students who are in-service full time teachers to complete applicable assignments in their full time teaching placements. Those initial certification students who are not currently full time teachers must gain access to a district/school/ classroom to complete the assignments. There are no set field experience hours.	For students completing the MAE in Learning and Behavior Disorders, EXED 590 is the Internship Course in the EXED MAE program. Those students who are full time teachers complete the internship requirements within their own classrooms. Those who are not yet full time teachers complete their internship in a student teaching-like practicum in a classroom serving students with Learning and Behavior Disorders.	120 minimum over a period of at least 6 weeks for those who are not in-service full time teachers
MAE Interdisc. Early Child. Ed.	IECE 520 (30 hrs), IECE 521 (30 hrs), 1ECE 522 (30 hrs), IECE 523 (20 hrs), EXED 523 (30 hrs), PSY 645 (15 hrs)	A five week, 125 hour minimum placement in either an infant, toddler, or preschool placement based on individual student needs and career goals; additional 6-10 hours in related seminars	286-290
Comm. Disorders	25 hours of observation must be earned before the student completes CD 590	CD 591 (Externship) in schools (40 school days)	375 clinical practice hours
Library Media Education	LME 410G (3 hrs), LME 501 (5 hrs), LME 502 (10 hrs), LME 508 (10 hrs), LME 518 (5 hrs), LME 519 (10 hrs), LME 527 (7 hrs), LME 537 (10 hrs), LME 545 (5 hrs – ICT endorsement), LME 547 (10 hrs – ICT endorsement)	LME 590 (Practicum; 120 hrs) – Includes 40 hours in library media or education technology setting and 80 hrs in related literacy, resource-based education, or technology integration educational activities.	130-195
School Psychology	PSY 662: 150 hours minimum	PSY 592: One school year, 1200 hours minimum	1350 (minimum)
Educational Leadership	EDAD 682, 684, and 690: Students work in schools 20-30 hours per course	No internship. In the past, this was completed during the one-year Kentucky Principal Internship Program that was discontinued by the state because of funding.	60-90
Literacy	LTCY 527: Graduate students work with diverse populations of students (Housing Authority of Bowling Green or similar demographic setting) for a minimum of 10 hours	LTCY 520, LTCY 521, LTCY 524: Each clinical course requires graduate students to work weekly with individual elementary, middle, secondary (520, 521) or adult learners (524) in an observed clinical session	55
School Counseling	CND 590 (120 total hours)	CNS 590 requires 120 total hours of clinical practice in School Counseling for students. 100 hours are at a site consistent with the student's primary certification. The remaining 20 hours are at a site consistent with the elementary of secondary certification requirements.	120

*Totals reflect minimum requirements. All programs include additional field hours in required content, literacy, and/or exceptional education coursework.

3b.3. How does the unit systematically ensure that candidates develop proficiencies outlined in the unit's conceptual framework, state standards, and professional standards through field and clinical experiences in initial and advanced preparation programs?

The initial preparation education program is standards-based and all field experiences and evaluations of these experiences are designed to align with the standards. Data are maintained to show level of competency on each Kentucky Teacher Standard. For instance, planning is practiced and evaluated in the Block classes for elementary education majors. Students write lesson plans and collaborate with their classroom teachers and university faculty members to evaluate the appropriateness of the plans. The students are required to teach a minimum of four lessons during their field experiences. They demonstrate skills with a variety of teaching strategies and in particular are encouraged to practice the strategies the classroom teachers are using in their schools. They teach and reflect on those lessons. In the middle and secondary education classes, all students write and receive feedback on lesson plans and the critical performances assigned to each class require students to reflect on the teaching they participate in or observe. Classroom teachers provide feedback to the students and faculty. Although this process has served our candidates well, lessons learned for the new SKyTeach program, where field experiences are earlier and more frequent and where field assessments and critical performances are more progressive and deliberate, may serve to enhance other program field experiences in the future. Student teachers complete 16 weeks of student teaching and a minimum of 2 weeks where they are completely responsible for the classroom. As part of the requirements for student teaching, each of the Standards is assessed using the Student Teaching Evaluation, and students must receive a passing grade of C or higher to be recommended for teacher certification. Collaboration, professional growth, and leadership are addressed through the completion of specific tasks that involve the cooperating teachers, university supervisors, and the student teacher.

Candidates who choose the alternative route program are also supported to develop proficiencies related to the Kentucky Teacher Standards through the Education Professional Standards Board Kentucky Teacher Internship (KTIP) process. Throughout the KTIP process, candidates receive in-house support from an assigned mentor teacher, as well as from the school principal, and receive regular guidance and feedback from a university supervisor. Throughout the year, candidates develop KTIP Teacher Performance Assessments, including videotaped lessons, lesson plans, projects related to collaboration, leadership development, and professional growth; and a culminating Teacher Work Sample to demonstrate their ability to perform the Kentucky Teacher Standards.

At the advanced preparation level programs have embedded field experiences within course work or in special internship-type courses. Many of these provide data for programs through observations or critical performances within the experiences. For example, in the EDU 544 course shared by MAE elementary, middle, and secondary programs, candidates attempt new teaching strategies and newly developed lesson plans in their own classrooms and then report their successes and lessons learned. Similarly, in the methods courses of these programs, candidates complete projects and develop units that they carry out in their own classroom. Similarly, physical education candidates complete an exit examination with a team of faculty evaluating students' performance that includes candidates' ability to assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences. Math candidates develop field based evidence of their ability to meet Kentucky Standards beginning in SEC 534 and throughout the rest of the program. Similarly, in the educational administration and leadership programs, as a matter of past practice field-based experiences have always been a required element of education course work. In practice, these were loosely coupled and self-identified experiences such as shadowing, observing, attending meetings, etc. However, beginning with the redesign undertaken in 2001, field experience minimums were set at 10 clock hours per credit hour. In the ongoing refinement of the program, the expected activities and

outcomes are becoming more defined. Each has specific outcomes such as the completion of a school culture triage survey and report, development of a community profile, assessment of community and school resources and an inventory of current best practices at the school site.

In the library media education program all field experiences have an assessment component that is connected to state and professional standards. In the LME 537 course the Instructional Design project (Teacher Work Sample) is related to seven state and five professional standards. The LME 512 project requires completion of Professional Growth Plan with self-reflective criticism about the strengths and growth areas of the candidate. The practicum requires completion of a final professional portfolio with a Professional Growth Plan, and an assessment by the supervising professional with whom the practicum is done.

Likewise, in literacy all courses that involve field experiences and clinical practice have identified state and International Reading Association Standards-based critical performances that are used to evaluate student learning and to assess the graduate literacy program. Based on data and feedback from teachers and administrators in the field, students needed stronger connections between theory and practice in the areas of teaching reading in the content areas, in particular with adolescent and adult learners. There are now eight courses within the MAE literacy program that require clinical or field experiences.

In school counseling the field and clinical experiences allow candidates to demonstrate their proficiencies as they develop their action plans, complete their portfolios, and complete the 120 practicum hours. Similarly, in school psychology practicum placements are considered essential for initial application of knowledge and skills acquired in classes (e.g., consultation case projects, curriculum based assessment projects, functional behavior assessment projects) to the setting in which they are used. Without opportunities to practice skills and apply knowledge, the generalization of knowledge and content could not be assessed.

3b.4. How does the unit systematically ensure that candidates use technology as an instructional tool during field experiences and clinical practice?

At the initial preparation level Kentucky Teacher Standard 6 - Technology is assessed during student teaching and at every level of preservice training. Students use word processing for assignments throughout their training and for research. They learn to use the ACTIV Board in schools and on campus, create Web Quest projects, organize and reflect on data collected from pre- and post-assessments and display results in chart and graph form, prepare and teach using power point, incorporate United Streaming clips in their lessons, assist classroom teachers in the use of technology, and upload critical performances in the Electronic Portfolio. All of these uses of technology are assessed and assigned points that impact final grades in the education courses. Additionally, the culminating critical performance of the program, the Teacher Work Sample, provides evidence of student teachers' abilities to use technology to teach and assess student learning. Similar processes hold true for the alternative route and graduate level initial preparation programs. During the alternative route program, candidates complete the Kentucky Teacher Internship Program where they are provided assistance by program faculty, mentor teachers, a university supervisor, and the principal to demonstrate skills related to Kentucky Teacher Standard 6. Other graduate initial preparation programs have coordinated field/clinical experiences and critical performances related to candidate development of technology skills.

At the advanced preparation level all programs have developed assessment plans that identify key assessments that align to Kentucky Teacher Standard 6 – Technology. Programs allow candidates to demonstrate technology through various means and contexts associated with their specialty area. For example, MAE elementary, middle, and secondary Education candidates demonstrate technology through course-based projects that are part of their culminating portfolio in EDU 596/598. Similarly, candidates

in the MA in math program, which is completely on-line, use technology in courses, in particular, graphing calculators. Likewise, candidates in the MS in physical education program are trained to use technologies in the K-12 classroom. For example, in PE 504, Advanced Exercise Physiology, they become competent in "computerized heart monitors" to assess students' fitness levels and in PE 520, Teaching Strategies, they learn to use computerized coding systems for assessing various pedagogical issues such as student feedback.

In educational administration and leadership candidates utilize technology to enhance administrative practice, such as student data management, fiscal data management, classroom walkthroughs, and communication. In interdisciplinary early childhood education candidates participate in assistive technology workshops at local schools. In library media education preparation and teaching of a technology integration unit is a critical performance in LME 537. Students must document the effectiveness of instruction with an analysis of student performance in relation to state and professional standards.

In literacy technology standards are addressed within all courses in the MAE literacy program. All candidates are required to take LTCY 518, Literacy Education and Technology, that prepares them to use technology for teaching and learning, researching, and as a means of providing literacy support for learners through the use of assistive technologies. During various clinical experiences candidates use a variety of technologies, such as laptop computers, spreadsheet software, presentation software for literacy mini-lessons, productivity software for developing handouts, exercises, and information summaries (Publisher), as well as others related to teaching fluency and comprehension to ESL and struggling readers.

In school counseling practicum students are required to identify and utilize educational data in formulating counseling goals and in blending technology into the delivery of counseling services (e-mail, blackboard, power point, internet searches). In school psychology students use technology for test scoring, report writing, collaboration with colleagues, and information gathering, which are part of the day-to-day job requirements.

3b.5. What criteria are used in the selection of school-based clinical faculty? How are the criteria implemented? What evidence suggests that school-based clinical faculty members are accomplished school professionals?

These are the state minimum guidelines for cooperating teachers that must be followed.

16 KAR 5:040 Section 2: Cooperating Teacher Eligibility Requirements:

1) Except as provided in subsection (2) of this section, the cooperating teacher, whether serving in a public or nonpublic school shall have:

- A valid Kentucky teaching certificate for each grade and subject taught;
- Attained a Rank II certification;
- At least three (3) years of teaching experience on a Professional Certificate; and
- Taught in the present school system for at least one (1) year immediately prior to being assigned a student teacher.

2) If a cooperating teacher has not attained a Rank II certification, the teacher shall have attained a minimum of fifteen (15) hours of approved credit toward a Rank II within a minimum period of five (5) years.

3) Teachers assigned to a teaching position on the basis of a probationary or emergency certificate issued by the Education Professional Standards Board *shall not* be eligible for serving as a cooperating teacher.

4) In selecting a cooperating teacher, the district/principal shall give consideration to the following criteria:

- A demonstrated ability to engage in effective classroom management techniques that promote an environment conducive to learning;
- An ability to model best practices for the delivery of instruction;
- A mastery of the content knowledge or subject matter being taught;
- The demonstration of an aptitude and ability to contribute to the mentoring and development of a preservice educator;
- An ability to use multiple forms of assessment to inform instruction; and
- An ability to create a learning community that values and builds upon student's diverse cultures.

Supervisors for advanced programs and other school personnel are selected by program coordinators to serve as mentors in practicum and clinical internships. Supervisors have shown success in their area of expertise, and many are graduates from WKU programs. For example, practicum students in school counseling must have prospectus signed by a certified school counselor before beginning the practicum. At the end, practicum students submit a feedback form describing the quality of their practicum experience and the expertise of the site supervisor, which is reviewed as one source of evidence regarding the effectiveness of supervisors. Similarly, exceptional education supervisors must have the Rank 1 or education specialist degree, and director of special education supervisors must have been in administrative positions for three years. For school psychology, practicum and internship school-based supervisors must be state-certified as a school psychologist, have at least 3 years of experience, be recommended and/or approved by the special education director, and have a positive evaluation from a previous student placed with them. Other programs follow similar processes. In most cases, program chairs or coordinators work with students to find suitable placements and supervision. In all cases, program chairs or coordinators must review the qualifications of and approve supervisors.

3b.6. What preparation do school-based faculty members receive for their roles as clinical supervisors?

In preparation for their roles as clinical supervisors, school-based faculty members must receive Kentucky Teacher Internship Program training provided by the Education Professional Standards Board, as well as successfully complete periodic updates. Additionally, the WKU Office of Teacher Services holds an orientation meeting during the first week of student teaching, where supervisors receive the student teaching handbook, student teacher information, and other supervision materials. The Director of the Office of Teacher Services remains in contact with the supervisors and cooperating teachers throughout the semester mainly through e-mails and phone calls. Cooperating teachers serve as candidate mentors and receive support materials, including the Student Teaching Handbook. Early in the semester, university supervisors meet with the cooperating teachers to review the materials, and, throughout the semester, supervisors maintain regular contact with cooperating teachers to clarify procedures and assess candidates' progress.

In advanced preparation and other school personnel programs, program coordinators or other designated faculty recruit and prepare supervisors for their roles as mentors. Graduate program faculty work with candidates to select field and clinical experiences with consideration for diverse locations and/or other relevant course or program goals.

3b.7. What evidence demonstrates that clinical faculty members provide regular and continuous support for student teachers, licensed teachers completing graduate programs, and other school professionals?

Most clinical faculty members also serve as university supervisors for student teachers and make periodic visits to local schools where student teachers are placed. Many also serve as the designated university representative on Kentucky Teacher Internship Program committees for Kentucky teachers who are serving their internship year. Clinical faculty members attend orientation to student teaching seminars and other training opportunities. During these events, best practice scenarios are presented, discussed, and ultimately adopted for use by all university supervisors. In addition, there is a clear and open dialogue between clinical faculty members and P-12 faculty members concerning optimum ways to train new teachers. Clinical faculty in advanced and other school personnel programs provide support to candidates through field-based assignments and critical performances designed to prepare them for the work they will conduct in school when they are certified for their new school roles. Evaluation forms used during clinical experiences are available for review, and the Office of Teacher Services keeps hard copies of all feedback and support provided to student teachers. For advanced teacher preparation programs, this process will be enhanced with the new master's (or planned fifth year) redesign program that embeds professional learning communities within and across courses to provide candidates with stronger support systems as they work through the program. For other school professional programs, program coordinators keep records of

3b.8. What structured activities involving the analysis of data and current research are required in programs for other school professionals?

- In communication disorders a course in Diagnostics is a prerequisite for entering the graduate program. In that course students learn how to choose and administer appropriate test instruments, and then interpret results from said instruments. Graduate students refine these skills through successful completion of CD 590, Clinical Internship, and CD 591 (three rotations of clinical externship). The skill of learning to interpret research is acquired in graduate courses, especially CD 500, Research Methods in Communication Disorders.
- Three classes in the school counseling program provide structured activities for analysis of data and current research. CNS 552, Testing and Assessment in Counseling, requires students to use test data to help P-12 students. CNS 660, Organization of Counseling Services, requires students to research current practices for the utilization of data in the organization and administration of guidance services. CNS 590, School Counseling Practicum, requires an action plan where students analyze of data and the current research associated with addressing the needs indicated through this analysis.
- In educational administration and leadership students complete several assignments throughout the program related to analysis of data. In one, through the analysis of school academic data, students identify an area of need and lead P-12 faculty in the process of aligning curriculum to state standards. In another, students gather school and community demographic data through interviews, discussion, internet searches, community agencies, etc. These data are analyzed with input from community representatives, and a public relations plan is developed. In another, students conduct a school culture assessment, analyze data, and make recommendations for improvement. A final example is students gather district financial data, study the district's needs, and then develop an operating budget.
- In the library media education LME 519, Research in LME, students must propose an Action Research Project, conduct the research, and write the research project according to APA standards.
- In literacy candidates in LTCY 520 complete several assignments related to analyzing data and current research. First, they critically evaluate four assessment instruments. The rationale of this assignment is to achieve the ability to be careful consumers of tests and assessments that may be used with students. Second, clinicians diagnose the reading development of a client and develop a case

report based on data collected and synthesized for a coherent perspective of the client in literacy; and develop objectives for intervention to be used the next semester. Third, following each assessment session, clinicians record their observations and reflections in their journal of assessment activities. In recording these observations, clinicians designate patterns they see in the collected data and compile interpretations to develop diagnostic hypotheses. The key factor is to seek to identify what the client can do and what the client needs for further literacy development. Fourth, clinicians develop a literature review that examines or explores one of the contemporary issues associated with effective literacy assessment, intervention, and causes of reading difficulties or paradigm changes that have affected how educators view assessment and instruction. Last, clinicians select and respond to current scholarly and professional journal article relative to the topic of reading assessment.

- In the school psychology program all graduate students are required to take two courses related to experimental design of research and statistics (PSY 512 and PSY 563). They also complete several courses (PSY 561, 643, and 662) that require students to engage in various types of data collection and analysis, including functional behavior analysis, curriculum based measurement, and response to intervention (single subject design), to monitor P-12 student progress. In addition, a culminating assessment of these skills takes place through various projects during the internship. Finally, all students must complete a specialist project (6 credit hours of PSY 699).

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

3c.1. On average, how many candidates are eligible for clinical practice each semester or year? What percent, on average, complete clinical practice successfully?

Table W. Three Year Data on Eligible Students Successfully Completing* Clinical Practice

Program	2008-09		2007-08		2006-07	
	Eligible	Successful	Eligible	Successful	Eligible	Successful
All initial preparation programs	397	396 (<100%)	401	397 (99%)	397	396 (<100%)
MAE - Alternate Route	22	22 (100%)	23	23 (100%)	13	13 (100%)
MAE Except. Ed	71	70 (99%)	75	74 (99%)	77	75 (97%)
MAE Interdisc. Early Child. Ed.	19	19 (100%)	10	9 (90%)	6	6 (100%)
MA Communication Disorders	61	49 (80%)	49	49 (100%)	**	**
MS Library Media Education	71	71 (100%)	71	70 (99%)	62	62 (100%)
School Psychology	18	17 (94%)	15	14 (93%)	8	8 (100%)
MAE Literacy	6	6 (100%)	5	5 (100%)	13	13 (100%)
MA School Counseling	68	67 (99%)	71	70 (99%)	94	93 (99%)

*Candidates who failed or had incompletes were counted as unsuccessful.
**Data not reported.

3c.2. What are the roles of candidates, university supervisors, and school-based faculty in assessing candidate performance and reviewing the results during clinical practice?

All WKU education preparation programs are standards-based, and all field experiences and evaluations of these experiences are designed to align with the Kentucky Teacher Standards, as well as learned society standards as appropriate. Data are maintained to show level of competency with each Standard. In initial preparation programs student teachers complete 16 weeks of student teaching and are responsible for a minimum of 2 weeks where they are completely responsible for the classroom. As part

of the requirements for student teaching each of the Kentucky Teacher Standards is assessed with a rubric, and students must receive a passing grade of C or higher to be recommended for teacher certification. The Teacher Work Sample plus other candidate-developed documents are assessed by both cooperating teachers and university supervisors. Alternative certification candidates complete the Kentucky internship program and are assessed on all Kentucky Teacher Standards by a team consisting of a university faculty member, mentor teacher, and school principal. In advanced programs for other school personnel that include internships, both university and school-based/site-based faculty observe and collaborate to assess the performance of candidates in these programs.

3c.3. How is time for reflection and feedback from peers and clinical faculty incorporated into field experiences and clinical practice?

Reflection and feedback from peers and clinical faculty are incorporated into field experiences and clinical practice in a number of ways. Throughout field experiences candidates are encouraged to reflect on what they have observed in schools through reflection logs, assessments, and sharing during class. During the student teaching semester, all student teachers are required to attend and to participate in EDU 489, Student Teaching Seminar. This is a periodic series of subject seminars that deal with best practice scenarios. Additionally, student teachers must attend at least two regional seminars which are led by university supervisors and include feedback and suggestions by the local supervising teachers. Finally, all of these seminars feature the attendance of multiple student teachers and these, therefore, provide excellent opportunities for peer sharing of experiences and peer feedback. At the advanced preparation level, teachers must work with graduate university faculty to reflect on their strengths and areas for growth to develop professional growth plans and then toward the end of the program must provide evidence of their growth related to the Kentucky Teacher Standards. Similarly, advanced programs for other school personnel include extensive opportunities for candidates to interact with faculty and peers to reflect on their professional growth during clinical experiences and/or internships. For example, the library media education program requires completion of Professional Growth Plan with self-reflective criticism about the strengths and growth areas of the candidate and a practicum that involves a final professional portfolio with a Professional Growth Plan and an assessment by the supervising professional with whom the practicum is done. See 3b.3 for other examples.

3c.4. What data from multiple assessments provide evidence that candidates demonstrate the knowledge, skills, and professional dispositions for helping all students learn in field experiences and clinical practice?

All initial preparation candidates are assessed during their student teaching using the Student Teaching Evaluation form and their completion of the Teacher Work Sample. This Student Teaching Evaluation form clearly aligns with the Kentucky Teacher Standards and the descriptive rubrics developed for these standards as part of the Kentucky Teacher Internship Program. These rubrics were developed by a state-wide taskforce under the direction of the Kentucky Education Professional Standards Board and, as a result, represent state-wide consensus on what "Not Met" "Partially Met" and "Met" levels of a standard look like. Where appropriate, the language from these rubrics was added to the Student Teacher Evaluation. In addition, the Student Teaching Evaluation serves as a last assessment of candidate's demonstration of our unit-wide dispositions. Tables L1-2, presented earlier, provide two-year candidate proficiency rates on Kentucky Teacher Standards measured on the Student Teaching Evaluation. Tables S2 and S4 provide two-year candidate proficiency rates on dispositions measured on the Student Teaching Evaluation. The Teacher Work Sample aligns to the Kentucky Teacher Standards and to diversity proficiencies described in 4a.1. Tables K1-3, presented earlier, provide candidate data on the Teacher Work Sample through the lens of the Kentucky Teacher Standards. Table Z, presented later, provides candidate data on the Teacher Work Sample related to diversity.

Disposition data for Other School Personnel were reported earlier in Table T. Data related to various internships and clinical experiences in other advanced programs are reported in their Annual Program Reports.

3c.5. What process is used to ensure that candidates collect and analyze data on student learning, reflect on those data, and improve student learning during clinical practice?

For initial preparation programs all candidates complete the Teacher Work Sample. The TWS prompt and rubrics used at WKU are those developed as part of the Renaissance Teacher Work Sample materials. The prompt represents guidelines for candidates to follow as they develop the TWS based on their classroom experiences during student teaching. The analysis rubrics correspond to seven targeted TWS components:

- Contextual Factors (CF) – Using information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.
- Learning Goals (LG) – Setting significant, challenging, varied, and appropriate learning goals.
- Assessment Plan (AP) – Using multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.
- Design for Instruction (DFI) – Designing instruction for specific learning goals, student characteristics and needs, and learning contexts.
- Instructional Decision-Making (IDM) – Using on-going analysis of student learning to make instructional decisions.
- Analysis of Student Learning (ASL) – Using assessment data to profile student learning and communicate information about student progress and achievement.
- Reflection & Self-Evaluation (RSE) – Analyzing the relationship between instruction and student learning in order to improve teaching practice.

On each of these rubrics, the multiple targeted indicators for each component are rated on a 3-point scale: 1 = Standard Not Met, 2 = Standard Partially Met, and 3 = Standard Met. The number of indicators per TWS component range from three indicators (Instructional Decision-Making) to six (Design for Instruction). In addition, after scoring the entire TWS, faculty or other scorers provide a Holistic score as a measure of the overall quality of each TWS based on the following scale: 1 = Beginning, 2 = Developing, 3 = Proficient, 4 = Exemplary.

As the commonwealth of Kentucky requires teacher preparation programs to provide evidence that their candidates demonstrate proficiency on the Kentucky Teacher Standards (KTS), the WKU faculty has worked to develop a matrix to demonstrate the alignment between TWS components and indicators and the state standards (see table below). Although the TWS does not align to all standards, other accompanying evaluations during student teaching work together to ensure that candidates are evaluated on all standards during the culminating student-teaching experience.

TWS Component and KTS Alignment

TWS Components	Kentucky Teacher Standards
Contextual Factors	2 – Designs/Plans Instruction
Learning Goals	2 – Designs/Plans Instruction
Assessment Plan	5 – Assesses/Communicates Learning Results
Design for Instruction	1 – Demonstrates Content Knowledge 2 – Designs/Plans Instruction 6 – Implements Technology
Instructional Decision-Making	4 – Implements/Manages Instruction

Analysis of Student Learning	5 – Assesses/Communicates Learning Results
Reflection & Self-Evaluation	7 – Reflects/Evaluates Teaching/Learning 9 – Implements Professional Development

Additionally, all initial preparation candidates are assessed during their student teaching using the Student Teaching Evaluation form. This form clearly aligns with the Kentucky Teacher Standards and the descriptive rubrics developed for these standards as part of the Kentucky Teacher Internship Program. These rubrics were developed by a statewide taskforce under the direction of the Kentucky Education Professional Standards Board and, as a result, represent statewide consensus on what "Not Met" "Partially Met" and "Met" levels of a standard look like. Where appropriate, the language from these rubrics was added to the Student Teacher Evaluation.

At the advanced level, elementary, middle grades, and secondary education candidates complete a professional portfolio related to all ten Kentucky Teacher Standards. Candidates in the master's level mathematics program begin a similar standards based portfolio during SEC 534 that they submit to the math education program coordinator before completing the program. In the MS in physical education courses PE 505, Curriculum, PE 515, Assessment, and PE 520, Teaching Strategies in Physical Education, programmatic alignment is reflected by incorporation of the National, State and Institutional Standards. In PE 505 and 515 students develop professional standards congruent with curriculum/assessments. In PE 520 students demonstrate how to implement the programmatic offerings in their schools through a developmentally appropriate learning environment.

In interdisciplinary early childhood education (IECE) graduate students complete a critical performance addressing IECE New Teacher Standards IV, V, VIII, and IX. This critical performance requires students to assess a child who is between birth to three years and a child between three to five years. At least one family member is present during the assessment and assists as appropriate. A written report of the assessment includes identifying information, quantitative assessment results, background information about the child, narrative assessment results for each developmental domain, and recommendations for the child/family. A written reflection of the implications of the assessment for this child and family is submitted. As part of an internship during their final semester, graduate students are assessed with the Kentucky Teacher Internship Program, IECE Intern Performance Record by faculty members a minimum of two times.

In exceptional education EXED 531 students develop and implement a lesson plan that is videotaped and evaluated by faculty according to the Kentucky Teacher Internship Program Observation form. Similarly, in the internship (EXED 590) each student completes a field-embedded Teacher Work Sample.

In educational administration and leadership all principal candidates complete a Professional Portfolio aligned to ISLCC Standards that include Standard 1 – Develop and Stewarding a Vision of Learning, Standard 2 – Promoting a School Culture Conducive to Learning, Standard 4 – Collaborating with Families and Responding to Diverse Community Needs, and Standard 6 – Understanding and Influencing the Political and Cultural Context.

In literacy graduate students complete a critical performance, "Micro to Macro: Understanding the Global Implications of being Literate; Theory Meets the Real World," in their required LTCY 527 course. The purpose of this aspect of the course is to have some experiences with diverse populations in an educational setting. Observations and interactions through instruction allow students to make connections between research, theory, and the first person experience of application, synthesis, and internalization of key concerns in serving learners who are ethnically, culturally, socially, and otherwise diverse.

In school counseling clinical hours and associated critical performances include developing client interventions and school improvement plans as they relate individual and overall student learning, as well as reporting progress over the course of treatment and sessions.

In school psychology practicum placements provide various opportunities for candidates to collect and analyze data on student learning, reflect on those data, and improve student learning through consultation case projects, curriculum based assessment projects and functional behavior assessment projects.

In communication disorders candidates complete an electronic portfolio prior to graduation that demonstrates their ability to assess, treat, and reflect upon a clinical case.

3c.6. How does the unit ensure that all candidates have field experiences or clinical practice that includes students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups?

To ensure that all our program candidates work with diverse students, every program has identified in its Program Assessment Plan at least one clinical field placement or other related experience as the designated experience where candidates are placed in diverse settings. To provide guidance for programs to choose sites, we determined our most diverse settings by averaging the ethnic diversity of the schools in our service area (about 11%) and designating schools that exceed this percentage as "diverse." These schools also include students with exceptionalities and students from diverse linguistic and socioeconomic groups. Table X reports the schools into which we have chosen to send our initial teacher preparation candidates to ensure they have experience with students from diverse groups. All advanced and other school professional programs have identified similar experiences related to diversity.

Table X. Diverse Schools Used for Initial Preparation Candidate Field Experiences

Level	School	County	Diversity %	Low SES %	Source Yr
ELED	POTTER GRAY ES	WARREN	14.9	29.1	2005-06
ELED	W R MCNEILL ES	WARREN	16.1	21.2	2005-06
ELED	T C CHERRY ES	WARREN	26.2	70.4	2005-06
ELED	PARKER BENNETT CURRY ES	WARREN	74.3	99.1	2005-06
ELED	CUMBERLAND TRACE ES	WARREN	18.8	49.6	2005-06
ELED	DISHMAN MCGINNIS ES	WARREN	43.3	98.5	2005-06
ELED	WILLIAM NATCHER ES	WARREN	16.3	23.1	2005-06
ELED	BRIARWOOD ES	WARREN	17.6	26.8	2005-06
ELED	BRISTOW ES	WARREN	17.7	58.3	2005-06
ELED	OAKLAND ES	WARREN	19.5	77.0	2005-06
ELED	LOST RIVER ES	WARREN	24.1	74.8	2005-06
ELED	WARREN COUNTY ES	WARREN	35.7	87.0	2005-06
MGE	BOWLING GREEN MS	WARREN	33.0	53.1	2005-06
MGE	WARREN EAST MS	WARREN	11.3	56.0	2005-06
MGE	HENRY F MOSS MS	WARREN	24.7	69.6	2005-06
SECED	BOWLING GREEN HS	WARREN	32.4	46.0	2005-06
SECED	WARREN EAST HS	WARREN	12.1	44.5	2005-06
SECED	WARREN CENTRAL HS	WARREN	22.3	46.2	2005-06
ELED	SOUTH TODD ES	TODD	23.3	71.6	2005-06
MGE	TODD COUNTY MS	TODD	13.7	54.7	2005-06
SECED	TODD COUNTY CENTRAL HS	TODD	12.8	45.3	2005-06
ELED	CAMPBELLSVILLE ES	TAYLOR	17.8	64.3	2005-06
MGE	CAMPBELLSVILLE MS	TAYLOR	19.3	65.5	2005-06

Level	School	County	Diversity %	Low SES %	Source Yr
SECED	CAMPBELLSVILLE HS	TAYLOR	17.4	66.1	2005-06
ELED	SIMPSON ES	SIMPSON	12.4	46.1	2005-06
ELED	LINCOLN ES	SIMPSON	14.0	48.8	2005-06
ELED	FRANKLIN ES	SIMPSON	13.5	69.2	2005-06
MGE	FRANKLIN-SIMPSON MS	SIMPSON	13.8	45.5	2005-06
SECED	FRANKLIN-SIMPSON HS	SIMPSON	14.3	34.2	2005-06
ELED	MULDRAUGH ES	MEADE	10.8	63.1	2005-06
ELED	R E STEVENSON ES	LOGAN	27.1	70.1	2005-06
MGE	RUSSELLVILLE MS	LOGAN	30.9	53.4	2005-06
SECED	RUSSELLVILLE HS	LOGAN	29.6	50.0	2005-06
MGE	CAVERNA MS	HART	15.3	65.6	2005-06
SECED	CAVERNA HS	HART	19.5	55.9	2005-06
ELED	HELMWOOD HEIGHTS ES	HARDIN	21.3	64.0	2005-06
ELED	MORNINGSIDE ES	HARDIN	21.4	49.7	2005-06
ELED	VINE GROVE ES	HARDIN	14.2	46.8	2005-06
ELED	G C BURKHEAD ES	HARDIN	21.9	49.7	2005-06
ELED	NEW HIGHLAND ES	HARDIN	31.4	61.0	2005-06
ELED	PARKWAY ES	HARDIN	38.9	83.3	2005-06
ELED	WOODLAND ES	HARDIN	44.1	66.6	2005-06
ELED	MEADOW VIEW ES	HARDIN	48.6	70.7	2005-06
MGE	TALTON K STONE MS	HARDIN	19.8	40.3	2005-06
MGE	JAMES T ALTON MS	HARDIN	22.8	39.4	2005-06
MGE	BLUEGRASS MS	HARDIN	31.6	41.7	2005-06
MGE	RADCLIFF MS	HARDIN	41.7	56.7	2005-06
SECED	ELIZABETHTOWN HS	HARDIN	19.3	30.9	2005-06
SECED	JOHN HARDIN HS	HARDIN	26.0	29.1	2005-06
SECED	NORTH HARDIN HS	HARDIN	38.5	38.1	2005-06
ELED	ESTES ES	DAVIESS	16.6	99.2	2005-06
ELED	CRAVENS ES	DAVIESS	26.8	98.9	2005-06
ELED	FOUST ES	DAVIESS	31.7	99.2	2005-06
ELED	AUDUBON ES	DAVIESS	14.9	6.2	2005-06
MGE	OWENSBORO MS	DAVIESS	21.3	71.2	2005-06
SECED	OWENSBORO HS	DAVIESS	19.8	57.9	2005-06
SECED	GREEN RIVER SCHOOL	BUTLER	43.2	64.9	2005-06
ELED	SOUTH GREEN ES	BARREN	13.8	45.8	2005-06
ELED	CAVERNA ES	BARREN	15.3	82.2	2005-06
ELED	HIGHLAND ES	BARREN	16.3	63.3	2005-06
MGE	GLASGOW MS	BARREN	20.4	46.5	2005-06
SECED	GLASGOW HS	BARREN	17.3	34.5	2005-06

STANDARD 4. DIVERSITY
The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

4a.1. What proficiencies related to diversity are candidates expected to develop and demonstrate?

During the spring 2007 semester the Professional Education Unit revised its list of required dispositions to include valuing diversity. At the same time the Professional Education Unit revised the examples of at standard and target behaviors associated with this disposition. These include accepting/willingly working with others from different ability, race, gender, or ethnic groups, displaying respectful and responsive behavior toward the ideas and views of others, interacting in a polite and professional manner with those perceived different from themselves, listening carefully and respecting the views of those perceived different from themselves, and welcoming feedback and interaction with others. These examples provide a common framework as individual programs identify and/or refine opportunities to observe these dispositions in clinical settings. As described earlier, all initial and advanced preparation programs developed Program Assessment Plans that outline how each program plans to collect program-level disposition data. The redesigned master's (or planned fifth year) program has also proposed specific instances where candidate dispositions will be evaluated.

Furthermore, candidate proficiencies related to diversity are captured within the Kentucky Teacher Standards 3 and 4. Kentucky Teacher Standard 3 – Creates/Maintains the Learning Environment includes the following proficiencies:

- Communicates high expectations: Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives
- Establishes a positive learning environment: Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students
- Values and supports student diversity and addresses individual needs: Consistently supports student diversity and addresses individual needs using a variety of strategies and methods
- Fosters mutual respect between teacher and students and among students: Consistently treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern

Kentucky Teacher Standard 4 – Implements/Manages Instruction includes the following proficiencies:

- Implements instruction based on diverse student needs and assessment data: Implements instruction based on diverse student needs and assessment data AND adapts instruction to unanticipated circumstances if needed

As described under NCATE Standards 1 and 2, all initial and advanced programs have developed critical performances that measure candidate proficiency on these as well as other Kentucky Teacher Standards.

Finally, for the initial preparation programs and many advanced programs, the Teacher Work Sample or a similar project provides candidates the opportunity to demonstrate within an instructional unit their ability

to meet the diverse needs of students. Below are the particular TWS components, indicators, and descriptions of what candidates must demonstrate to meet each indicator.

Contextual Factor Indicators
- Knowledge of Community, School, and Classroom Factors (CF1): Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.
- Knowledge of Characteristics of Students (CF 2): Teacher displays general and specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.
- Knowledge of Students' Varied Approaches to Learning (CF3): Teacher displays general and specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.
- Knowledge of Students' Skills and Prior Learning (CF4): Teacher displays general and specific understanding of students' skills and prior learning that may affect learning.
- Implication for Instructional Planning and Assessment (CF5): Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.

Learning Goals Indicators
- Appropriateness for Students (LG3): Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.

Assessment Plan Indicators
- Adaptations Based on the Individual Needs of Students (AP5): Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.

Design for Instruction Indicators
- Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources (DFI5): Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.

Instructional Decision-Making
- Modifications Based on Analysis of Student Learning (IDM2): Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.

4a.2. What required coursework and experiences enable teacher candidates and candidates for other school professional roles to develop: awareness of the importance of diversity in teaching and learning; and the knowledge, skills, and professional dispositions to adapt instruction and/or services for diverse populations, including linguistically and culturally diverse students and students with exceptionalities?

Table Y. Program Requirements Related to Diversity

Program	Required Coursework/Experiences with Diversity Emphasis
Elementary Education	ELED 355 – Student Diversity: 2 Critical Performances; LTCY 420: All candidates work with P-12 students at schools that <u>surpass</u> the 11% average of diversity found in the GRREC service area; EDU 489: TWS includes accommodations to meet the diverse needs of students (including, as appropriate, English Language

Program	Required Coursework/Experiences with Diversity Emphasis
	Learners and students with IEPs)
Middle Grades	MGE 385 – Teaching Strategies: 1 Critical Performance, All candidates work with P-12 students at schools that <u>surpass</u> the 11% average of diversity found in the GRREC service area; EDU 489: TWS includes accommodations to meet the diverse needs of students (including, as appropriate, English Language Learners and students with IEPs)
Secondary Education	SEC 352 – Planning for Student Diversity: 2 Critical Performances, All candidates work with P-12 students at schools that <u>surpass</u> the 11% average of diversity found in the GRREC service area; EDU 489: TWS includes accommodations to meet the diverse needs of students (including, as appropriate, English Language Learners and students with IEPs)
P-12 Education	Various P-12 programs have identified field experiences in which all candidates work with P-12 students at schools that <u>surpass</u> the 11% average of diversity found in the GRREC service area; EDU 489: TWS includes accommodations to meet the diverse needs of students (including, as appropriate, English Language Learners and students with IEPs)
5-12 Education	Various P-12 programs have identified field experiences in which all candidates work with P-12 students at schools that <u>surpass</u> the 11% average of diversity found in the GRREC service area; EDU 489: TWS includes accommodations to meet the diverse needs of students (including, as appropriate, English Language Learners and students with IEPs)
Exceptional Education	Various P-12 programs have identified field experiences in which all candidates work with P-12 students at schools that <u>surpass</u> the 11% average of diversity found in the GRREC service area; EXED 334 and 416 require placement within two different settings each and all field experience students serve students with Learning and Behavior Disorders and Moderate and Severe Disabilities. In addition, students complete assignments within their EXED 332 and EXED 417 which require demonstration of proficiency in culturally responsive teaching awareness and application.
Interdisc. Early Child. Ed.	IECE 322 Planning for student Diversity Critical Performance; IECE 421 all students work with students from diverse backgrounds; EDU 489 TWS includes accommodations to meet the diverse needs of students (including, as appropriate, English Language Learners and students with IEPs)
Master's Redesign	Within courses, candidates will be assigned to Professional Learning Communities (PLC) designed to include teachers of diverse content and developmental levels in order to assure a global view of the entire education spectrum. Coursework will require teachers to complete assignments aligned to Kentucky Teacher Standards in their full time teaching placements. Teachers will also be evaluated on dispositions related to diversity at key junctures in the program.
MAE Exceptional Ed.	Although many of our MAE EXED students are full time in-service teachers teaching in rural areas with little ethnic diversity, assignments embedded within their course work include the requirements of demonstrating proficiency in culturally responsive teaching awareness and application. For example, in EXED 532, students are required to complete extensive readings pertaining to cultural diversity as it relates to working with families. In EXED 531, students are required to conduct a case study of a school and analyze the demographic data and aggregated accountability data and discuss the data in relation to achievement gaps and disproportionate representation of minority students in special education programs. In EXED 530, students are required to analyze standardized testing and testing protocols in relation to bias and equitable assessment practices.

Program	Required Coursework/Experiences with Diversity Emphasis
MAE Interdisc. Early Child. Ed.	Field experiences for IECE 520, IECE 522, IECE 523, and EXED 523 occur in culturally and linguistically diverse settings with children who are identified as at-risk and with developmental delays and disabilities. The culminating internship, IECE 524, also occurs in a setting with the same types of diversity. Critical performances for IECE 522 and the critical performance for IECE 523 include a diversity component. Students during the first fall and spring semester of enrollment are required to attend a minimum of one seminar specific to diversity and submit a structured reflection on that seminar. As part of program evaluation, students complete a pre- and post-survey specific to cultural and linguistic diversity.
Communication Disorders	Students acquire course content regarding the diverse needs of individuals with communication disorders in coursework, CD 507 (Aphasia) and CD 510 (Professional Issues), and then meet the diverse needs of the individuals in the GRREC service area through completion of clinical intern- and externships.
Library Media Education	LME 502: Collection Development project must address needs of diverse students. LME 508: Reference Collection Analysis must address needs of diverse learners. LME 537: Instructional Design Project - students must teach and report about their lesson and effect on diverse students.
School Psychology	PSY 662 and PSY 592. Field-based practicum and internship experiences. Students are evaluated by their field-based supervisor each semester on: (a) Demonstrates knowledge of individual difference variables that impact learning and development (e.g., linguistic, ethnic, socioeconomic, experiential), (b) Demonstrates sensitivity in working with individuals of diverse characteristics, (c) Demonstrates skill in working with individuals of diverse characteristics, and (d) Selects and/or adapts strategies taking into account individual characteristics, strengths and needs. Students are evaluated on a 3-point scale (i.e., Emerging, Established, and Integrated) and are required to be at least at the Established level when completing internship.
Educational Leadership	Diversity is addressed in all programs and courses, whether working with students, analyzing school data, developing programs based on student needs, assigned readings, class discussions, etc.
Literacy	LTCY 527: Critical Performance – Micro to Macro: Understanding the Global Implications of being Literate; Theory Meets the Real World: The purpose of this aspect of the course is to have some experiences with diverse populations in an educational setting. Observations and interactions through instruction will allow LTCY 527 students to make connections between research, theory, and the first person experience of application, synthesis, and internalization of key concerns in serving learners who are ethnically, culturally, socially, and otherwise diverse.
School Counseling	COUN 555: Social and Cultural Diversity is the course designated to meet the school counseling standard for diversity. Students are required to demonstrate their knowledge of the role of the counselor's worldview, cultural self-awareness, personal experiences, and self-concept development and the impact this has on multicultural counseling.

4a.3. What key assessments provide evidence about candidates' proficiencies related to diversity? How are candidates performing on these assessments?

At the initial preparation level several courses provide candidates opportunities to develop proficiencies related to diversity that are then assessed by critical performances. In the elementary education program students receive strong training in planning for student diversity in ELED 355, evidenced by 98% of students during 2008-09, 95% of students during 2007-08, and 98% of students during the 2006-07 year receiving a score of proficient or higher on the critical performance. In middle grades education 95% of 2008-09 students, 100% of 2007-08 students ,and 98% of 2006-07 students an Authentic Planning and

Assessment critical performance in MGE 385 scored at least proficient. In secondary education (which includes most P-12 and 5-12 students) students complete several critical performances in SEC 352, a course specifically dedicated to preparing candidates to work with diverse students. Percentages of students scoring at least proficient ranged from 98% to 99% across performances in 2008-09, 98% across performances in 2007-08, and 89% to 100% across performances in 2006-07. In all exceptional education courses best practices for culturally responsive and equitable teaching are embedded throughout all critical performances work due to the fact that the focus in on students with special needs. In particular, the critical performance assessed in EXED 417 requires students to analyze and write a plan to provide access to the general curriculum for students with diverse learning needs. In EXED 332 students are required to complete a modified teacher work sample where contextual factors are considered regarding implications for instruction. In 2008-2009 98% of students scored proficient or above on the critical performance for EXED 332. In 2008-2009 100% of students scored proficient or above on the critical performance for EXED 417. In interdisciplinary early childhood education undergraduate candidates complete critical performance in IECE 321 and 421 related to diversity with 78% to 100% of candidates scoring proficient in 2008-09.

Dispositions data related to diversity are reported in 1g.3, Tables S1-4. Table Z demonstrates how candidates perform on Teacher Work Sample indicators related to diversity. Candidates are scored on a 3 point scale: *1 – Not Met, 2 – Partially Met, and 3 – Met*. For program evaluation purposes, we consider averages of 2.5 or higher as representing proficiency in meeting the diverse needs of students.

Table Z. Candidate Averages by Program on TWS Indicators Related to Diversity

Program	Teacher Work Sample Indicators Related to Diversity*										
	CF1	CF2	CF3	CF4	CF5	LG3	AP5	DFI5	IDM2	ASL2	OVERALL
Elementary Ed.	2.9	2.9	2.9	2.7	2.8	2.9	2.7	2.5	2.8	2.7	**2.8**
Middle Grades Ed.	2.9	2.6	2.5	2.2	2.6	2.9	2.4	2.2	2.5	2.7	**2.6**
Secondary Ed.	3.0	3.0	2.9	2.8	2.9	3.0	2.8	2.8	2.7	2.6	**2.9**
P-12 Ed.	2.9	2.7	2.5	2.6	2.7	2.8	2.4	2.3	2.5	2.9	**2.6**
5-12 Ed.	3.0	2.9	2.8	2.9	2.7	3.0	2.7	2.6	2.6	2.7	**2.8**
Exceptional Ed.	3.0	2.9	2.9	2.8	2.8	3.0	2.8	2.9	2.9	2.6	**2.9**
Interdisc. Early Child. Ed.	3.0	3.0	3.0	3.0	2.9	3.0	3.0	2.9	2.8	3.0	**3.0**
Unit-Wide	3.0	3.0	2.9	2.8	2.9	3.0	2.8	2.8	2.7	2.6	**2.9**
Elementary Ed.	**2.9**	**2.9**	**2.8**	**2.7**	**2.8**	**2.9**	**2.7**	**2.5**	**2.7**	**2.7**	**2.8**

*Descriptions of indicators are provided under 4a.1.

At the advanced preparation level programs use courses and assessments to develop candidate proficiencies related to diversity:

- MAE elementary, middle grades, and secondary students currently can take a restricted elective, EDU 522 – Fundamentals of Differentiated Instruction, to enhance their ability to meet the diverse needs of students. However, no critical performance assessment related to diversity is uploaded into WKU E-PASS. This will be remedied in the new Teacher Leader master's (or planned fifth year) program.
- In exceptional education all graduate candidates successfully completed critical performances related to accommodating for diversity in assessment, lesson planning, and family collaboration in EXED 530, EXED 531, and EXED 532 respectively. Interdisciplinary early childhood education graduate candidates complete critical performances related to accommodating for diversity in lesson planning in IECE 523 (no students took this course in 2008-09) and EXED 523 with 90% scoring proficient in 2008-09.

In advanced programs for other school professionals, programs use courses and assessments to develop candidate proficiencies related to diversity:

- In communication disorders the progress of clinicians is monitored and entered into online Student Assessment Management System (SAMS) as well as the Council on Academic Accreditation (CAA) form: the Knowledge and Skills Acquisition form (KASA). Each graduate student has access to his/her own KASA form by logging into the online system with his/her own unique user name and password. KASA competencies are updated each semester when instructors and clinical supervisors send student progress by individual course to the department chair. At this time, 98-100% meet their respective competencies. When a student is determined to be deficient with respect to meeting diversity expectations, a written remediation plan (with a student signature and signature of appropriate faculty) is developed and evaluated/updated until said competencies are met.
- Library media education has several experiences and assessments in LME 508 and LME 537 related to evaluating and selecting library resources with respect to diversity and related to addressing the needs of diverse learners in library instruction and programming. 100% of students scored proficient on these CPs in 2008-09.
- In school psychology the Field Based Evaluation of Competency Development instrument completed by practicum and internship field supervisors assesses candidates' knowledge, skill, and sensitivity related to diversity. At the end of students' practicum (PSY 662), which occurs during their second year in the program, mean ratings (based on 1 = Emerging, 2 = Established, 3 = Integrated) for the four items assessing aspects of diversity competency were 1.83, 2.17, 2.00, and 1.83 for 2008 and were 2.09, 2.27, 2.09, and 1.91 for 2009 (scores ranged from 1 to 3 for both years). At the end of the students' internship (PSY 592), mean ratings for the four items assessing aspects of diversity competency were 2.50, 2.67, 2.67, and 2.67 for 2008 and were 2.83, 2.83, 2.83, and 2.67 for 2009 (scores ranged from 2 to 3 for both years).
- In educational administration and leadership diversity is addressed in all programs and courses, whether working with students, analyzing school data, or developing programs based on student needs.
- In literacy the program has been revised to require the course, LTCY 527, Literacy Learning and Cultural Differences. The purpose of the course is to examine human universals as well as cultural and ethnic distinctions as they relate to the development of literacy. The course is designed to provide a foundation for strengthening the understanding, skills, and techniques professionals need to interact and work effectively with diverse children and families. The associated critical performance allows candidates to synthesize and construct a strategic plan that details specific solutions, ideas and considerations for a barrier to literacy related to diversity that has been identified at the global, national, state, or local/community level. Additionally, in LTCY 520 and LTCY 521 candidates are expected to demonstrate effectiveness in implementing appropriate practices with diverse learners in weekly clinic sessions with clients and the related course assignments. 100% of students in LTCY 520 and 521 scored proficient in 2008-09.
- In school counseling students are required to take CNS 555: Social and Cultural Diversity in Counseling. In the course assignments students must develop and demonstrate their knowledge of the role of a counselor's worldview, cultural self-awareness, personal experiences, and self-concept development and the impact this has on multicultural counseling. 100% scored proficient on the Personal Culture Critique assessment in CNS 555 in 2008-09.

4b. Experiences Working with Diverse Faculty

4b.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with higher education and/or school-based faculty from diverse groups?

As Table 8 reveals, candidates have multiple opportunities to interact with diverse faculty within the WKU Professional Education Unit and WKU in general. In particular, the faculty data reveal that the Professional Education Unit leads the university in the percentage of African American faculty members. As candidates at off-campus sites and in distance learning and alternate route programs interact with the same faculty, there is equity across these venues in candidate interaction with diverse faculty. Additionally, the College of Education and Behavioral Sciences International Committee coordinates with various WKU offices, including the Office of Teacher Services, to provide opportunities for candidates to interact with individuals from diverse backgrounds, such as guest speakers. The Office of Teacher Services also has stepped up efforts to encourage candidates to spend part of their student teaching semester working with international teachers in various countries, including Germany, Mexico, Spain, and Belize. Many of these student teachers receive tuition scholarships through the WKU Office of International Programs. During 2008-09, four candidates completed a portion of their student teaching in other countries. Fall 2009 has eight students student teaching in other countries.

4b.2. What knowledge and experiences do faculty have related to preparing candidates to work with students from diverse groups?

As Table 10 and Table X (under 3c.6) demonstrate, our candidates are assigned to work in diverse settings during early clinical experiences, and the schools where student teachers are assigned generally reflect the diversity of our service area. For key early field experiences, faculty are observing and working alongside candidates as they interact with P-12 students from diverse ethnic, cultural, and economic backgrounds and with diverse learning needs. For example, the literacy program faculty has developed relationships with associations and organizations that are geared toward working with underrepresented groups, especially the Housing Authority of Bowling Green's (HABG) Learning Center, which serves a population that represents 9 major ethnic groups with an overall 98% diverse population being served in the After School and Summer School programs. Most initial preparation candidates work in this setting as part of the requirements of LTCY 420 or 421/444. Additionally, faculty and candidates meet for class and work within some of the most diverse schools in Bowling Green and Warren County during the Elementary Block courses. Further examples of faculty experiences working with students from diverse groups are described in 4c.3. One recent development has been the WKU College of Education and Behavioral Sciences becoming the new home as of fall 2009 for the Kentucky Institute for International Studies (KIIS). KIIS provides support for faculty to lead study abroad courses in various countries, such as Greece, Argentina, Brazil, Austria, China, Costa Rica; Denmark, Ecuador, France, Italy, Japan, Mexico, Austria, the Czech Republic, and Turkey. We expect that faculty will take advantages of these opportunities in the near future.

4b.3. How diverse are the faculty members who work with education candidates?

Table 8. Faculty Demographics (2008-09)

	Prof. Ed. Faculty in Initial Teacher Preparation Programs*	Prof. Ed. Faculty in Advanced Programs*	Prof. Ed. Faculty Overall	All Faculty in the Institution	School-based Faculty Who Supervise Clinical Practice
	n (%)	n (%)	n (%)	n (%)	n (%)
American Indian or Alaska Native	1 (1%)	1 (1%)	1 (1%)	4 (<1%)	0 (0%)
Asian	2 (2%)	3 (3%)	3 (2%)	39 (4%)	1 (<1%)
Black or African American	6 (6%)	8 (7%)	10 (6%)	49 (4%)	10 (2%)
Native Hawaiian or Other Pacific Islander	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Hispanic or Latino	1 (1%)	1 (1%)	1 (1%)	10 (1%)	1 (<1%)
White	94 (90%)	103 (88%)	144 (90%)	1,001 (89%)	503 (98%)
Two or more races	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Race/ethnicity unknown	1 (1%)	1 (1%)	1 (1%)	17 (2%)	0 (0%)
Total	105 (100%)	117 (100%)	160 (100%)	1,120 (100%)	515 (100%)
Female	75 (71%)	62 (53%)	97 (61%)	542 (48%)	455 (88%)
Male	30 (29%)	55 (47%)	63 (39%)	578 (52%)	60 (12%)
Total	105 (100%)	117 (100%)	160 (100%)	1,120 (100%)	515 (100%)

*Faculty members who teach at both levels are counted in both initial teacher preparation and advanced programs.

4b.4. What efforts does the unit make to recruit and retain a diverse faculty?

WKU has long engaged in robust planning and evaluation aimed at maintaining high quality and improving operations, especially with academic programs. WKU's strategic plan, Challenging the Spirit, is an ongoing and evolving guide used to determine directions and actions at the institutional (macro) and departmental (micro) levels. The current plan includes a wide range of objectives and performance indicators organized under five central goals that guide the university's planning efforts:

1. Increase Student Learning.
2. Grow a High Quality, Diverse, and Engaged Student Body.
3. Enhance Academic Excellence through Premier Faculty and Staff.
4. Improve the Quality of Life in Kentucky and Beyond
5. Enhance the Financial, Physical, and Resource Capacities of the University

Performance indicators for Goal 3 include "continuously improve diversity of faculty, staff, and administrators" and the engagement of the Chief Diversity Officer who has direct access to the President. A president-appointed Diversity Enhancement Committee serves in an advisory capacity to the Chief Diversity Officer, who is responsible for overseeing diversity initiatives, encouraging continuous improvement in meeting diversity goals, and establishing a Diversity Plan for the University. All professional education unit faculty recruitment efforts fall under the purview of the Chief Diversity Officer. Programs within the unit comply with all WKU diversity initiatives in order to ensure the opportunity to hire the most diverse faculty possible.

As an institution with a vision to be a leading American university with international reach, Western Kentucky University insists on a welcoming environment in which it is committed to promoting acceptance, providing support, and encouraging diversity. Embracing diversity is an essential component

in maintaining the University's efforts toward connecting faculty, staff, and student populations in striving for a high standard of excellence and success. The University is committed to recognizing and supporting meritorious talent and achievement by supporting diversity and equal opportunity in its educational and community/global service obligations. The University's dedication and persistence in its efforts to promote and strengthen its diversity initiatives serves as an institutional priority in which valuable contributions towards recruitment, retention, and advancement of students, faculty, and staff may be realized. In summary, Western Kentucky University is committed to focusing on and espousing the values of diversity as well as recognizing how these values contribute to the preparation of productive, engaged, and socially responsible citizen-leaders of a global society.

Challenging the Spirit, a living document with regular updates and a major review every three years, articulates WKU's overall vision, mission, and strategic goals, and specifies a number of institutional performance indicators to provide public accountability for progress toward these goals. Annual reports based on these indicators are presented to the board of regents, posted on university web sites, and distributed to a range of state leaders, alumni, and university stakeholders. The institutional progress reports are also available on the WKU website.

The institution continues to meet its objectives in the Kentucky Plan for Equal Opportunities for hiring and retaining African-American faculty. In the most recent Kentucky Plan report, WKU shows African-American faculty as representing 5.1% of total faculty, exceeding the university objective of 3.8%. Since the implementation of the current strategic plan, Challenging the Spirit, the number and percentage of African-American faculty have grown steadily. WKU also looks at the overall diversity of its faculty, and there, too, it has achieved continuous improvement. The percentage of minority and other non-white faculty has grown from 7.6% in 2006/07 to 12.1% in 2007/08. Although many of these faculty members do not fall within the specific designation of "professional education faculty," they teach general education and/or subject specific courses in which many education candidates enroll.

4c. Experiences Working with Diverse Candidates

4c.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with candidates from diverse groups?

Although the percentages of candidates from diverse backgrounds within the Professional Education Unit are less than WKU as a whole, among the five Kentucky regional universities, WKU stands out as enrolling nearly three times the numbers of students of color in our teacher preparation programs and successfully preparing and graduating two to four times as many students of color. We attribute much of our success to several efforts to identify, recruit, and retain a diverse teaching and administrative force through our Minority Recruitment and Retention Center. Throughout the year the Center coordinator visits middle and high schools, as well as community colleges, to discuss education careers and make students aware of available scholarship dollars. The coordinator also participates in college fairs, open houses, and "Focus on Western" events, and hosts student groups on campus. The coordinator also works on a special project within the Young Male Leadership Academy, with a local high school on the Multicultural Cadet Corp, and with local Future Educator of America groups in an effort to "grow our own" future educators from diverse backgrounds. To retain the students once they are here, the coordinator offers support through ACT/PPST, Praxis II, résumé writing, and interview workshops (open to all, but targeted for these students), involving students in professional development, and meeting with students on a regular basis. Furthermore, school district administrative personnel are invited to talk to students about their districts and what their districts have to offer them upon program completion. Additionally, WKU collaborates with the Kentucky Department of Education and the Kentucky Alliance of Black School Educators to identify and prepare teachers of color to become certified administrators in the Commonwealth of Kentucky. Upon completion of this uniquely structured education leadership

program, participants are eligible for Professional Certificate for Principals. We are building on these various efforts in our newly developed GSKyTeach program by making the recruitment, retention, and employment of high quality and highly diverse math and science teacher residents a top priority. Within this project we have intentionally devoted both financial and personnel resources to reach and recruit diverse participants and to mentor them throughout the program, as well as for the first two years of teaching. However, within the existing programs, candidates regardless of educational venue are able to interact with our diverse candidates face-to-face or via video or the web.

4c.2. How diverse are the candidates in initial teacher preparation and advanced preparation programs?

Table 9. Candidate Demographics (2008-09)

	Candidates in Initial Teacher Preparation Programs (Fall 2008)	Candidates in Advanced Preparation Programs (Fall 2008)	All Students in the Institution (Fall 2008)	Diversity of Geographical Area Served by Institution
	n (%)	n (%)	n (%)	%
American Indian or Alaska Native	6 (<1%)	4 (<1%)	59 (<1%)	<1%
Asian	12 (1%)	9 (1%)	196 (1%)	1%
Black or African American	144 (6%)	59 (5%)	1,887 (10%)	7%
Native Hawaiian or Other Pacific Islander	0 (0%)	0 (0%)	0 (0%)	0%
Hispanic or Latino	24 (1%)	18 (1%)	286 (1%)	2%
White	2039 (90%)	1183 (92%)	16,463 (83%)	90%
Two or more races	0 (0%)	0 (0%)	0 (0%)	0%
Race/ethnicity unknown	30 (1%)	7 (1%)	870 (4%)	0%
Total	2255	1280 (100%)	19,761 (100%)	100%
Female	1658 (74%)	1031 (81%)	11,773 (60%)	48%
Male	597 (26%)	249 (19%)	7,988 (40%)	52%
Total	2255	1280 (100%)	19,761 (100%)	100%

4c.3. What efforts does the unit make to recruit and retain candidates from diverse groups?

WKU has long engaged in robust planning and evaluation aimed at maintaining high quality and improving operations, especially with academic programs. WKU's strategic plan, Challenging the Spirit, is an ongoing and evolving guide used to determine directions and actions at the institutional (macro) and departmental (micro) levels. The current plan includes a large range of objectives and performance indicators organized under five central goals that guide the university's planning efforts:

1. Increase Student Learning.
2. Grow a High Quality, Diverse, and Engaged Student Body.
3. Enhance Academic Excellence through Premier Faculty and Staff.
4. Improve the Quality of Life in Kentucky and Beyond
5. Enhance the Financial, Physical, and Resource Capacities of the University

At the initial preparation level, WKU's Professional Education Unit continues to engage in several efforts to identify, recruit, and retain a diverse teaching and administrative force through its Minority Recruitment and Retention Center. To promote the state's Minority Educator Recruitment and Retention

(MERR) Program, throughout the year the Center coordinator visits middle and high schools, as well as community colleges, to discuss education careers and make students aware of available scholarship dollars. The coordinator also participates in college fairs, open houses, and "Focus on Western" events, and hosts student groups on campus. The coordinator also works on a special project within the Young Male Leadership Academy, with a local high school on the Multicultural Cadet Corp, and with local Future Educator of America groups in an effort to "grow our own" future educators from diverse backgrounds. Such efforts typically bring in additional 12 or more diverse students per year.

To retain students, the coordinator offers support through ACT/PPST, Praxis II, résumé writing, and interview workshops (open to all, but targeted for these students), involving students in professional development, and meeting with them regularly. Furthermore, school district administrative personnel are invited to talk to students about their districts and what their districts have to offer them upon program completion. At any given time, about 30-35 WKU students are involved in the MERR program.

At the advanced level programs are trying different strategies to increase the diversity of the students. Below are several examples:

- Educational administration and leadership is running the 12th consecutive cohort of 8 participants in the Administrative Leadership Institute, a collaborative project between the Kentucky Department of Education, the Kentucky Alliance of Black School Educators, and Western Kentucky University, making a total of 154 participants over twelve years. It also has the Superintendent Internship Program. Finally, in collaboration with the Green River Region Educational Cooperative, the department ran a two year pilot program that focused on methods to reach candidates in rural districts, through tuition scholarships, school district commitment, and various approaches to course delivery.
- In exceptional education an African American faculty member actively recruits diverse candidates and serves as the faculty advisor for WKU's Black Student Caucus. Another faculty member serves as lead investigator of Project TREE, which is a statewide project to recruit and maintain candidates and teachers from diverse groups in Exceptional Education programs. This project expanded this year to include three additional Kentucky universities: Murray, Pikeville, and Spalding.
- The library media education program attracts candidates from Louisville area, which is ethnically diverse. Informational brochures about the program have been mailed to Louisville and Lexington area schools. Program brochures have been mailed to school districts in other locales with large diverse populations such as Nashville and Memphis.
- The literacy program faculty has developed relationships with associations and organizations that are geared toward working with underrepresented groups, especially the Housing Authority of Bowling Green's (HABG) Learning Center, which serves a population that represents 9 major ethnic groups with an overall 98% diverse population being served in the After School and Summer School programs. The HABG sets a goal of 100% postsecondary education for all learners it serves. Literacy faculty has provided a number of services in two elementary schools with diverse student populations in the Bowling Green Independent School district. In addition, these two organizations and schools employ a number of faculty from racially diverse backgrounds. For example, the faculty has assisted teachers in providing diagnostic services for struggling readers, assisted teachers in planning appropriate reading intervention for struggling readers, served as the coach for a school Academic Team, assisted with school wide events (e.g., fall festivals, family literacy events), served as consultants on literacy related grants, and encouraged teachers to apply for the Kentucky Reading Project Institute. Additionally, the Literacy faculty has a working relationship with local middle and high schools in the Bowling Green and Warren County school districts. Finally, the literacy faculty works with organizations and offices on WKU's campus to take advantage of career fairs, recruitment events, and other opportunities we might have to attract candidates from diverse groups. Faculty members have attended a number of special recruitment events at state and national conferences

designed to meet prospective students and faculty from racially diverse backgrounds who are interested in learning more about graduate programs or employment as faculty in higher education.
- In school psychology promising candidates from diverse groups are recruited at the undergraduate level by program faculty. The Office of Graduate Studies provides "minority" scholarships for the students that include tuition waivers and graduate assistantships. All recruited students from diverse groups have successfully completed the program (2006-07, two Black, one linguistically diverse). Two students (10% of total) are currently in the graduate program as a result.

4d. Experiences Working with Diverse Students in P-12 Schools

4d.1. How does the unit ensure that candidates develop and practice knowledge, skills, and professional dispositions related to diversity during their field experiences and clinical practice?

As part of their Program Assessment Plans, each initial and advanced program has identified at least one field/clinical experience placement that reflects a strong diversity component, as well as other course-experiences and assignments related to diversity. Table Y (under 4a.2) delineates these by program.

4d.2. How diverse are the P-12 students in the settings in which candidates participate in field experiences and clinical practice?

Table 10 in the electronic document room provides the demographic percentages of clinical practice sites used during the 2008-09 academic year. Regarding field experiences, candidates observe mostly in schools within Bowling Green and its surrounding county, Warren County. Although not easily detected when viewing diversity through U.S Census demographics, Bowling Green, as home to a thriving International Refugee Center, is a hub of diversity with 20+ languages being spoken within its schools and a growing Muslim population relocated from Bosnia. To ensure that candidates experience this diversity, every program has identified at least one field experience where candidates must be assigned to the most diverse schools in Bowling Green/Warren County.

In addition, during the 2008-09 academic year 817 students reported demographic information on 1655 field placements, with an average of 17% ethnically diverse students and 48% students on free/reduced lunch (based on National Center for Education Statistics). The diversity percentage continues to be well above the average 11% diversity of schools in the 31 counties in our service area. Table AA reveals percentages of field experiences with various characteristics. Note that candidates could choose all the characteristics that applied for any given experience.

Table AA. Percentages of Field Experience by Category Types

Context				
Mainstreamed Class	Resource Room	Collaboration	Pullout Program	Tutorial/Enrichment
67%	9%	41%	23%	18%
Working With Students With Special Needs					
Physical Disability	Learning Disability	Mental Disability	EBD	Gifted	ELL
14%	60%	12%	38%	50%	38%
Working with Diverse Students				
African American	Native American	Latino/Hispanic	Asian American	Other
86%	9%	62%	42%	23%

Overall, in 88% of their field experiences candidates reported working with at least one student with special needs, and in 93% of their field experiences candidates reported working with at least one student from a diverse ethnic group. Although these data are self-reported, they give us a more comprehensive view of our candidates' early field experiences. Again, however, it should be noted that every program

has identified at least one field experience where all program candidates are assigned to the most diverse schools in Bowling Green/Warren County. Data from the 2007-08 academic year yield similar results, with 748 students reporting demographic information on 1565 field experiences with an average of 22% diversity (based on NCES school data). This diversity percentage continues to be well above the average 11% diversity of the schools in the 31 counties that represent our service area. Candidates also provided on these forms the school context in which they worked and the types of P-12 students with whom they worked during their field experience. Note that candidates could choose all the characteristics that applied for any given experience. Regarding context, 65% reported working in a mainstreamed classroom, 16% in a resource room, 39% in a collaboration setting, 22% in a pullout program, and 15% in a tutorial/enrichment setting. Regarding ethnicity, 84% reported working with African American students, 9% with Native American students, 63% with Latino/Hispanic students, 40% with Asian American students and 31% with students from other racial/ethnic groups. Regarding students with special needs, 14% reported working with students with a physical disability, 63% with students with a learning disability, 9% with students with a mental disability, 38% with EBD characteristics, 51% with gifted students, and 41% with English Language Learners. Overall, in 80% of their field experiences candidates reported working with at least one student with special needs and in 92% of their field experiences candidates reported working with at least one student from a diverse ethnic group.

During the 2006-07 we made efforts to measure the diversity of the field experiences candidates have indicated on their field work summary forms over the last two years. Over this period, 2086 students reported demographic information on over 6,000 field placements with an average of 18% diversity (based on state-provided school diversity data). This diversity percentage is well above the average 11% diversity of the schools in the 31 counties that represent our service area. Candidates also provided on these forms the school context in which they worked and the types of P-12 students with whom they worked during their field experience. Note that candidates could choose all the characteristics that applied for any given experience. Regarding context, 84% reported working in a mainstreamed classroom, 9% in a resource room, 32% in a collaboration setting, 15% in a pullout program, and 19% in a tutorial/enrichment setting. Regarding ethnicity, 81% reported working with African American students, 6% with Native American students, 54% with Latino/Hispanic students, 43% with Asian American students, and 27% with students from other racial/ethnic groups. Regarding students with special needs, 13% reported working with students with a physical disability, 54% with students with a learning disability, 12% with students with a mental disability, 30% with EBD characteristics, 40% with gifted students, and 32% with English Language Learners. Overall, in 82% of their field experiences candidates reported working with at least one student with special needs and in 89% of their field experiences candidates reported working with at least one student from a diverse ethnic group.

4d.3. How does the unit ensure that candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups?

Throughout coursework at the initial preparation and advanced level, candidates are encouraged to work in small groups to receive feedback from peers. Candidates often share their work through PowerPoint presentations, in Blackboard discussion groups, and in other ways. To ensure that candidates in our newly developed Teacher Leader master's (or planned fifth year) program interact with one another, especially on issues related to diversity, many of the core required courses will include Professional Learning Communities via the web. Candidates also receive feedback from cooperating teachers and faculty related to diversity from Dispositions ratings completed during fieldwork and clinical practice and critical performances related to Kentucky Teacher Standards 3 and 4, including the culminating assessment, the Teacher Work Sample. As candidates must meet minimum requirements to complete courses and transition to various program levels, teachers and other supervisors provide feedback and opportunities for candidates to remediate throughout their programs.

STANDARD 5. FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT
Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5a. Qualified Faculty

5a.1. What are the qualifications of the full- and part-time professional education faculty (e.g., earned degrees, experience, and expertise)?

See Table 11 in the electronic document room.

5a.2. What expertise qualifies professional education faculty members who do not hold terminal degrees for their assignments?

As per SACS requirements, except under well justified circumstances, all WKU faculty members must hold the terminal degrees associated with their teaching assignments. If a potential faculty member does not have the terminal degree, the department head and dean must submit documentation of other expertise that qualifies the faculty to serve in the position. The WKU Provost must approve this documentation prior to the faculty being employed by WKU.

5a.3. How many of the school-based faculty members are licensed in the areas they teach or are supervising? How does the unit ensure that school-based faculty members are adequately licensed?

The Kentucky Education Professional Standards Board sets regulations related to the qualifications of cooperating teachers, described below:

Section 2. Cooperating Teacher Eligibility Requirements. (1) Except as provided in subsection (2) of this section, the cooperating teacher, whether serving in a public or nonpublic school, shall have:
    (a) A valid Kentucky teaching certificate for each grade and subject taught;
    (b) Attained Rank II certification;
    (c) At least three (3) years of teaching experience on a Professional Certificate; and
     (d) Taught in the present school system at least one (1) year immediately prior to being assigned a student teacher.
    (2) If a cooperating teacher has not attained Rank II certification, the teacher shall have attained a minimum of fifteen (15) hours of approved credit toward a Rank II within a minimum period of five (5) years.
    (3) Teachers assigned to a teaching position on the basis of a probationary or emergency certificate issued by the Education Professional Standards Board shall not be eligible for serving as a cooperating teacher.
    (4) In selecting a cooperating teacher, the district shall give consideration to the following criteria:
    (a) A demonstrated ability to engage in effective classroom management techniques that promote an environment conducive to learning;
    (b) An ability to model best practices for the delivery of instruction;
    (c) A mastery of the content knowledge or subject matter being taught;
     (d) The demonstration of an aptitude and ability to contribute to the mentoring and development of a preservice educator;
    (e) An ability to use multiple forms of assessment to inform instruction; and
     (f) An ability to create a learning community that values and builds upon students' diverse cultures.

The WKU Office of Teacher Services works in cooperation with the Education Professional Standards Board to ensure all cooperating teachers meet these criteria. Thus, 100% of cooperating teachers are licensed in the areas they are teaching and supervising.

5a.4. What contemporary professional experiences do higher education clinical faculty members have in school settings?

In order for persons to serve as clinical faculty members, they must submit a resume, two letters of recommendation, and university transcripts. These documents are reviewed by the Director of the Office of Teacher Services who makes hiring decisions based on teaching expertise and experience to ensure that all clinical faculty members are fully capable to supervise student teachers. In addition, all new and returning clinical faculty members must attend the mandatory Education Professional Standards Board Kentucky Teacher Internship Program training program or complete periodic updates before they can supervise student teachers.

5b. Modeling Best Professional Practices in Teaching

5b.1. How does instruction by professional education faculty reflect the conceptual framework as well as current research and developments in the fields?

As faculty vitas illustrate, faculty in the WKU Professional Education Unit are experts in their field, and many serve as leaders in state, national, and international professional education organizations. They strive to keep abreast on and model current, research-based practices in their instruction that are consistent with the Conceptual Framework beliefs and values, which are aligned to the Kentucky Teacher Standards. As illustrated in course syllabi, faculty members incorporate key values, beliefs, and standards within their course descriptions, objectives, and assignments. Furthermore, based on program alignment processes, specific courses have core assessments, called critical performances, that are aligned to the Kentucky Teacher Standards. Program Assessment Plans ensure that program faculty members coordinate their instruction and assessments so that every candidate learns about and has opportunity to demonstrate proficiency on each Kentucky Teacher Standard.

5b.2. How do unit faculty members encourage the development of reflection, critical thinking, problem solving, and professional dispositions?

As described under Standards 1 and 2, the program faculty worked together on Program Assessment Plans to delineate courses and course-based assessments that align with Kentucky Teacher Standards, one of which is Standard 7 – Reflection. Also, all programs have identified field and clinical experiences where candidates can develop and demonstrate dispositions that are assessed. At the initial teacher preparation level, however, by far the best opportunity for faculty to work with each candidate to develop reflection, critical thinking, problem solving, and professional dispositions is during student teaching. During this experience, university supervisors and cooperating teachers observe and provide feedback to candidates as they hone their skills and demonstrate behaviors associated with our dispositions. Also, faculty members work with candidates as they develop their Teacher Work Samples, in which candidates reflect on school and student contexts to design appropriate instruction for all students, conduct pre-, formative, and post-assessment to measure individual and group student growth, and reflect on their teaching experience to enhance their future instruction and future P-12 learning. At the advanced preparation level, the various programs have developed culminating experiences or assessments that allow candidates to demonstrate their growth in these and other skills throughout their program. Again, Program Assessment Plans delineate the nature of these assessments, and Annual Program Reports delineate how the program faculty looks at data to ensure that candidates are developing these skills.

5b.3. What types of instructional strategies and assessments do unit faculty members model?

The WKU professional education faculty offers a variety of instructional strategies from in-class (lecture, small group, guided learning approaches) to course format (hybrid, ITV, on-line, regular classroom). The faculty models a problem-based and student-centered approach to learning and teaching. Faculty members also include a broad range of scaffolded learning experiences from well-structured and supervised to open-ended to move candidates along a continuum of professional development. The faculty uses a variety of assessments to ascertain candidate knowledge and skills. Class assessments are of the typical variety (tests, quizzes, short papers, presentations, journals, etc.). However, critical performances used to measure candidate proficiencies on Kentucky Teacher Standards tend to be more complex and open-ended in order to ensure that candidates are actually developing the skills necessary to function effectively in an actual P-12 classroom setting.

5b.4. How do unit faculty members incorporate the use of technology into instruction?

The professional education faculty incorporates a variety of technology both as instructional tools and course delivery mechanisms. Within courses, the faculty utilizes PowerPoint, SmartBoards, DVDs, internet and other computer-related technology to deliver course content and engage candidates. In terms of delivery, the faculty uses ITV and Blackboard in a various ways—sometimes as enhancements to regular courses, sometimes to create hybrid courses, and at other times to create fully web-based courses. In their use of technology, faculty members strive to model appropriate, effective, and ethical use as described in the Kentucky Teacher Standard 6 – Implementation of Technology. A major faculty support related to technology has been the WKU e-train project that provided funds for several years for both WKU and P-12 faculty in our service area to procure new instructional technology, as well as faculty development funds. For several years as part of this project, annual conferences provided a venue for both WKU and P-12 faculty to present how they were enhancing their use of technology in their courses and to explore future opportunities to develop their technology skills.

5b.5. How do unit faculty members systematically engage in self-assessment of their own teaching?

The quality of WKU's faculty is ensured through mandatory course evaluations and review processes, including an annual review of all faculty members and a post-tenure review for tenured professors. Faculty members are reviewed based on their activities related to three areas: scholarship, service, and teaching (including professional development), as well as self-identified annual goals. For many years, as part of the promotion, tenure, and salary increase process, College of Education and Behavioral Sciences faculty members presented evidence of their accomplishments in each of these areas and reported it within the college-wide faculty Management Information System. Beginning in fall 2008, faculty began providing this information within the university's Digital Measures electronic site. In particular, as part of their presentation faculty members must share the results of the Student Input to Teaching Effectiveness evaluation data for their courses and must be prepared to address areas of concern that are consistent over several courses or a period of time.

5c. Modeling Best Professional Practices in Scholarship

5c.1. What types of scholarly work are expected of faculty as part of the institution's and unit's mission?

According to the WKU Faculty Handbook (pp. 27-28), scholarship (research/creative activity) may include, but is not limited to, the following:

- Publication of books, monographs, articles, maps, bibliographies, indexes, catalogs, textbooks, and papers in professional journals; production or direction of non-print media work; reports to federal, state, or local agencies; cases.
- Presentations of papers, cases, media productions, etc., at professional and other scholarly meetings.
- Participation in studies, programs, creative activity supported by extramural funds.
- Production and display of musical compositions, paintings, sculpture, ceramics, weaving, photographs, graphics and other works of art; recitals, choreography, stage design and construction, costuming, direction; production of film and videotaped materials.
- Inventorship or co-inventorship leading to U.S. and/or other patents.
- Participation in the development of innovative curricular materials such as curriculum guides, computer-assisted instruction, online resources, software, lab equipment, videotapes, films and film strips, manuals, workbooks, tools, or models which break new ground and successfully advance concepts, ideas and approaches that transcend ordinary instructional material.
- Invitations to conduct research at other universities or research-oriented agencies; to prepare questions for professional examinations.
- Continuation of current research or other creativity not yet resulting in publication, performance, or display.

Under the direction of department heads and with final approval by the College of Education and Behavioral Science dean or other deans, faculty members have worked together to develop promotion and tenure criteria related to scholarship.

5c.2. In what types of scholarship activities are faculty members engaged? How is their scholarship related to teaching and learning? What percentage of the unit's faculty is engaged in scholarship?

As the information below and accompanying evidence attests (see Faculty Summary Information), the professional education unit faculty members, both in the College of Education and Behavioral Sciences and other WKU colleges, are highly productive in the area of scholarship. As the Faculty Summary Information delineates, much of their research focuses on teaching and learning and is presented at or published by organizations related to these areas. During the 2008-09 academic year, 86 (70%) of 123 faculty (excluding part-time faculty) reported that they developed manuscripts, published, or presented in their field. Faculty reported the following (*Note that during this year, faculty transitioned to a new university purchased information system called Digital Measures. Digital Measures categories are not identical to those in our previous Management Information System; thus, direct year to year comparisons are difficult):*

Scholarship:
- Faculty members reported the submission of 186 manuscripts for publication.
- Faculty members reported that 4 books (or chapters in books), 1 conference proceeding, 3 curriculum related works, 33 journal articles, 2 monographs, and 1 other publication have been accepted but not yet published (Total = 44).
- Faculty members reported 15 books (or chapters in books, 4 conference proceedings, 1 curriculum related work, 62 journal articles, 1 manuscript (not defined), 3 monographs, and 20 other scholarly works have been published (Total = 106).
- Faculty reported another 36 manuscripts in some level of preparation or revision.
- Faculty members reported 312 presentations.

Grants:
- Faculty members reported serving as PIs on 57 federal, state, or private grant projects.
- Faculty members reported serving as Co-PIs on 8 projects.
- Faculty members reported involvement in other capacities on 9 grants.

- Faculty members reported involvement in the writing process of 47 grant proposals.
- Total Amount of Awarded Funded Projects 2008-09 (External): (26 faculty) $4,305,032

During the 2007-08 academic year faculty members were involved in the following:

Scholarship:
- Faculty members reported serving on 38 national- or state-level editorial boards.
- Faculty members reported the submission of 160 manuscripts for publication.
- Faculty members reported that 5 books, 5 chapters, and 26 journal articles have been accepted but not yet published.
- Faculty members reported 2 books, 10 chapters, 43 journal articles, and 8 other scholarly works have been published.
- Faculty members reported 263 presentations.
- Faculty members reported progress on 126 research development or creative activities.

Grants:
- Faculty members reported serving as PIs on 30 federal, state, private, or internal grant projects.
- Faculty members reported serving as Co-PIs on 6 projects.
- Faculty members reported involvement in other capacities on 6 grants.
- Faculty members reported involvement in the writing process of 11 grant proposals.
- Total Amount of Awarded Funded Projects 2007-08 (External): (19 faculty) $1,485,566

During the 2006-07 academic year faculty members were involved in the following:

Scholarship:
- Faculty members reported serving on 39 national- or state-level editorial boards.
- Faculty members reported the submission of 157 manuscripts for publication.
- Faculty members reported that 4 books, 13 chapters, and 27 journal articles have been accepted but not yet published.
- Faculty members reported 4 books, 7 chapters, 35 journal articles, and 18 other scholarly works have been published.
- Faculty members reported 307 presentations.
- Faculty members reported progress on 173 research development or creative activities.

Grants:
- Faculty members reported serving as PIs on 35 federal, state, private, or internal grant projects.
- Faculty members reported serving as Co-PIs on 6 projects.
- Faculty members reported involvement in other capacities on 17 grants.
- Faculty members reported involvement in the writing process of 17 grant proposals.
- Total Amount of Awarded Funded Projects 2006-07 (External): 71 ($9,090,187)

Specific examples behind the numbers listed above include:
- Editorship on Gifted Education journals, as well as multiple books, chapters, and articles in press
- Editorship of a K-12 writing journal
- Publications in state education journals
- Principal Investigator and Faculty Researcher of a collaborative project (with University of CT and University of Colorado-Denver) involving the Center to Guide Personnel Preparation Policy and Practice in Early Intervention and Preschool Education and funded by the Office of Special Education
- Collaborative relationships with the Kentucky Department of Education and Kentucky State Humanities Council

- Publications in professional journals including Kentucky Libraries, IFLA Journal, Cataloging and Classification Quarterly
- Involvement in International Comparative Librarianship and statewide surveys of Kentucky media centers
- Presentations at Kentucky School Media Association, AERA, and the National Association for Bilingual Education conferences
- Development of a series of Podcasts on on-line teaching methods, available through iTunesU
- Development of a databank of over 2,250 educational web pages to support literacy teachers and candidates in the MAE-Literacy program
- Coordination of WKU's federally funded e-train express project
- Directing the Kentucky Reading Project (grant funded) and WKU Literacy Clinic
- Directing the research agenda for the Kentucky Reading Project
- Directing the Dollar General Literacy Foundation grant
- Directing the upcoming DuPont grant (ICAN2) in partnership with the Housing Authority of Bowling Green in 2008
- Directing the Dollar General Literacy Foundation and Kentucky Council on Postsecondary Education College Readiness grants/programs.
- Implementation of the Adolescent Literacy Coaching Project in collaboration with CCLD
- Publication of several articles related to multicultural issues and literacy achievement
- Involvement in a longitudinal study since 1966 on the presidents of the American Counseling Association and also the Kentucky Counseling Association since 1968
- Faculty involvement in writing and implementation of SKyTeach
- Faculty involvement in development of GSKyTeach

5d. Modeling Best Professional Practices in Service

5d.1. What types of service are expected of faculty as part of the institution's and the unit's mission?

According to the WKU Faculty Handbook (pp. 28-29), service may include, but is not limited to, the following:

- Service on departmental, college, and university committees, councils, and senates; in appropriate professional organizations as officers, editors, or referees; to local, state, and/or national governmental and advisory boards, agencies, commissions; to business and industry or private citizens as technical expert or member of policy advisory committees; as organizers/directors of seminars, workshops and/or other conferences.
- Participation in meetings, symposia, conferences, workshops; in radio and/or television by developing and presenting materials for public awareness; conducting or performing.
- Work with schools through contact with teachers, administrators, students; through participation in science fairs, college day programs, lectures, performance, and in-service programs; through advice on curricular matters, pedagogy, and the like.
- Direction of internships, cooperative education, and practica; learning laboratories; professional clubs and other organizations.
- Advisement to student organizations.
- Preparation of grant proposals for instruction, research, and administrative support activities.
- Provision of professional services to individuals, groups, and the community.

Under the direction of department heads and with final approval by the College of Education and Behavioral Science dean or other deans, faculty members have worked together to develop promotion and tenure criteria related to service.

5d.2. In what types of service activities are faculty members engaged? Provide examples of faculty service related to practice in P-12 schools and service to the profession at the local, state, national, and international levels (e.g., through professional associations). What percentage of the faculty is actively involved in these various types of service activities?

As the information below and accompanying evidence attests (see Faculty Summary Information), the professional education unit faculty members, both in the College of Education and Behavioral Sciences and other WKU colleges, are highly productive in the area of service to the profession. As the Faculty Summary Information delineates, much of their service relates to practice in P-12 schools and to the profession. During the 2008-09 academic year, 99 (80%) of 123 faculty (excluding adjunct faculty) reported service activities. Faculty reported the following (*Note that during this year, faculty transitioned to a new university purchased information system called Digital Measures. Digital Measures categories are not identical to those in our previous Management Information System; thus, direct year to year comparisons are difficult*):

- Faculty members reported serving on 430 internal committees and within 196 professional organizations. Many faculty hold various local, state, national, or other level offices, including president or CEO positions
- Faculty members reported involvement in 47 curriculum development activities.
- Faculty reported serving in 83 advising/recruitment related activities.
- Faculty members reported involvement in 252 service related activities (consulting, speeches, taskforces, and conducting workshops).
- Faculty members reported 115 other service related activities not readily classifiable in the above categories.

During the 2007-08 academic year faculty members were involved in the following service activities:

- Faculty members reported serving on 321 internal and other professional committees.
- Faculty members reported involvement in 82 curriculum development activities.
- Faculty members reported holding 40 local, state, national, or other level offices, five of which include president or CEO positions.
- Faculty members reported involvement in 352 service related activities (consulting, speeches, taskforces, and conducting workshops).

During the 2006-07 academic year faculty members were involved in the following service activities:

- Faculty members reported serving on 358 internal and other professional committees.
- Faculty members reported involvement in 119 curriculum development activities.
- Faculty members reported holding 54 local, state, national, or other level offices, seven of which include president or CEO positions.
- Faculty members reported involvement in 485 service related activities (consulting, speeches, taskforces, and conducting workshops).

Specific examples behind the numbers listed above include:
- Involvement with the Kentucky Principal Internship Program

- Development of an Educational Administration and Leadership advisory group, made up of practitioners, local business leaders, and representatives from the Bowling Green Housing Authority, to co-design (and discuss co-delivery) of new programs
- Leading the state (since 2001) in program redesign and program components related to Educational Administration
- Serving on the Daviess County Public Library Foundation Board
- Serving on the state's Committee for Mathematics Achievement
- Serving as a site visitor for the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and multiple faculty making presentations over several years at the American Speech-Language-Hearing Association (ASHA) conference
- Twenty-two years conducting the Kentucky Writing Project (associated with the National Writing Project), which operates on a teacher-teaching-teacher model. Successful writing teachers from all content areas and grade levels attend our invitational Summer Institute in June. During the following year, these teachers provide workshops for others in the schools. In addition, the Project's Outreach Program works with individual schools or districts as needed. The purpose of the Writing Project is to improve student writing abilities by improving the teaching and learning of writing in schools, to provide professional development programs for classroom teachers, and to expand the professional roles of teachers. The project has a reputation for high quality instruction and excellent results, which has made it very competitive among Kentucky teachers of English.
- Directing training or serving on committees for the Kentucky Teacher Internship Program
- Chairing the WKU Advisory Committee for the Housing Authority of Bowling Green
- Serving as literacy curriculum specialist for the Kentucky Reads grant (adult literacy) and planning instructional sessions for adult learners
- Serving as scholar for Prime Time Family Reading in Grayson County in Spring 2006, and provided professional development in Summers 2006 and 2007
- Serving as a co-director of the Adolescent Literacy Coaching Project
- Working with various aspects of the Kentucky Reading Project and state Reading First Initiatives
- Serving in CACREP organizational activities
- Serving on the National Counselor Exam writing team
- Serving in National Association of School Psychologists leadership roles and National Emergency Assistance Teams
- Serving in leadership roles in the International School Psychology Association

5e. Unit Evaluation of Professional Education Faculty Performance

5e.1. How are faculty evaluated? How regular, systematic, and comprehensive are the unit evaluations of adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants?

The WKU Faculty Handbook (pp. 24-50) fully describes the procedures and timelines related to full-time faculty evaluation. Procedures for the appointment and evaluation of adjunct and part-time faculty members are described on pp. 56-57.

5e.2. How well do faculty perform on the unit's evaluations?

Most professional education faculty members do well on annual evaluations that focus on WKU's priorities: teaching, scholarship, and service. Annually, faculty members rate themselves in each area and provide evidence to support that self-evaluation. Department head review these self-evaluations and then meet with faculty members to reach consensus on identified strengths and areas for growth. This consensus is reviewed by the college deans who make recommendations related to continuation and

salary increases. In particular, the entire evaluation process is set up in such a way to provide new faculty opportunity to improve and seek professional development in any identified areas of weakness. The university system is supportive and department heads and deans collaborate with faculty to identify annual professional goals to place faculty members on a trajectory of continual growth and likely promotion and tenure.

5e.3. How are faculty evaluations used to improve teaching, scholarship, and service?

As part of the annual evaluation process described in 5b.5., faculty members must prepare an annual report in which they reflect on how they compare to the teaching, scholarship, and service criteria developed by each department, as well as the annual professional goals they established for themselves the previous year. If during the annual review process a faculty member is considered deficient by the department head, the faculty member and department head develop a written remediation plan for the faculty that includes specific steps and goals for improvement. Additionally, many departments have new tenure-track faculty undergo a third-year review related to these areas, so they have plenty of time to address anticipated deficiencies prior to the tenure year process.

5f. Unit Facilitation of Professional Development

5f.1. How is professional development related to needs identified in unit evaluations of faculty? How does this occur?

Faculty members are encouraged to engage in a variety of professional development activities based on evaluations developed in collaboration with administration. Although the College of Education and Behavioral Sciences dean has always provided support for faculty professional development beyond that already provided within individual departments, beginning in fall 2007, an additional $10,000 was set aside for faculty to participate in professional development specifically related to improving teaching effectiveness. Other WKU Deans have similar arrangements. Faculty members typically request these funds through their department heads who provide some funds from department level operating accounts. The deans then add additional support based on the nature and cost associated with the professional development. Faculty can also receive additional professional development (including additional monetary resources that go into individual faculty professional development accounts) through various university sources, including, but not limited to, Academic Technology, the Division of Extended Learning and Outreach, the annual Engaging the Spirit conference, and FACET (Faculty Center for Excellence in Teaching).

5f.2. What professional development activities are offered to faculty related to performance assessment, diversity, technology, emerging practices, and/or the unit's conceptual framework?

Professional Development opportunities are provided through a variety of university services and resources including FACET (Faculty Center for Excellence in Teaching) for performance assessment and diversity, yearly Engaging the Spirit conferences for emerging practices, the Academic Advising and Retention Center academic advising training activities, and the WKU Information Technology Resource Center (technology) programming. Additionally, for several years, the College of Education and Behavioral Sciences hosted WKU's e-Train Express program funded through an Innovation Challenge Grant from the United States Department of Education. The project implemented programs and strategies to increase the number and quality of new teachers who are highly effective in using technology to facilitate, assess, and communicate learning for all students. Goals for the project were

- To ensure that all teachers who graduate from our teacher education program can use technology to increase student achievement;

- To ensure that all graduates can use technology to assess student learning;
- To ensure that all university faculty from both teacher education and the arts and sciences departments can model effective technology-assisted instruction for prospective teachers;
- To ensure that electronic portfolios are used as the primary means of gathering data used in the evaluation of teacher performance;
- To use technology to show K-12 students that teaching is a good career option; and
- To set up an electronic clearinghouse that will give teachers and teacher educators throughout the country access to exemplary technology-assisted lesson plans and assessments.

The e-Train Express enabled WKU to integrate technology in teacher preparation courses and use technology to spread the best practices that develop from them through the following programs:.

- An array of faculty development opportunities; mixing teacher educators, arts and science faculty and K-12 teachers to mentor teacher candidates;
- Summer technology camps where kids, teachers and faculty learn and apply technology together;
- Mindstorm media mini-grants for faculty
- Wide use of electronic portfolios for preservice and K-12 teaching and learning.

5f.3. How often does faculty participate in professional development activities both on and off campus?

As the Faculty Summary Information attests, professional education unit faculty members, both in the College of Education and Behavioral Sciences and other WKU colleges, participate in a variety of professional development activities. During the 2008-09 academic year, 71 (58%) of 123 faculty (excluding adjunct faculty) reported participation in 285 professional development activities. Faculty reported the following (*Note that during this year, faculty transitioned to a new university purchased information system called Digital Measures. Digital Measures categories are not identical to those in our previous Management Information System; thus, direct year to year comparisons are difficult*):

- Faculty members reported attending 100 conferences.
- Faculty members reported participating in 30 continuing education programs.
- Faculty members reported attending 27 seminars and 99 workshops.
- Faculty reported completing 11 tutorials.
- Faculty members reported 18 other professional development activities not readily classified.

STANDARD 6. UNIT GOVERNANCE AND RESOURCES
The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6a. Unit Leadership and Authority

6a.1. How does the unit manage or coordinate the planning, delivery, and operation of all programs at the institution for the preparation of educators?

At the unit level, the governing body of the unit, the Professional Education Council (PEC), reviews and approves all course and program changes relate to education. Furthermore, new or revised policies related to the education unit are also reviewed and approved by the PEC. The unit also has an established Office of Teacher Services with the Director overseeing such areas as orientation to education, academic advising, and certification issues. This office also oversees such routine but necessary processes as

conducting criminal records checks, fingerprinting, student teacher assignments, and rank change requests. The Director works closely with the department heads of the various departments to insure a streamlined and effective process from entry to teacher education through matriculation and certification.

At the college level, the Dean's Office in the College of Education and Behavioral Sciences and the Director of the School of Teacher Education coordinate education-related programs. In the Dean's Office, the dean has assigned specific management and coordination tasks to the two associate deans: Dr. Retta Poe, who oversees curriculum and program issues, and Dr. Tony Norman, who oversees planning and assessment of programs. Also in this office is the director of educational technology, Dr. Leroy Metze, and Mr. Tony Kirchner, manager of the Educational Technology Center, who develops and manages the components of WKU E-PASS. In fall 2009 Dr. Sherry Powers assumed the newly created director of the School of Teacher Education/associate dean position in order to coordinate better the planning and programming related to all educator preparation programs.

At the university level, all programs are managed and coordinated under the office of Academic Affairs.

6a.2. What are the unit's recruiting and admissions policies? How does the unit ensure that they are clearly and consistently described in publications and catalogues?

University and professional education unit recruiting and admission policies are thorough, precise, fair, and transparent. They are clearly and consistently described in academic calendars, catalogs, publications, and advertising, which are accessible, accurate, and current. They are evaluated and updated in total annually and various minor changes are made throughout the year as the need arises. The College of Education and Behavioral Sciences associate dean, Dr. Retta Poe, oversees this process.

6a.3. How does the unit ensure that its academic calendars, catalogues, publications, grading policies, and advertising are accurate and current?

All of these items are examined and updated on a routine or as needed basis with the involvement of all stakeholders. Within the College of Education and Behavioral Sciences, the associate dean, Dr. Retta Poe, oversees this process. Regarding advertising, Western Kentucky University has an official policy that requires each dean's office to review all program publications (e.g., brochures) before they go to press to ensure the accuracy of the information provided. This policy also holds each dean's office responsible for evaluating the accuracy of information on Western Kentucky University websites (See "Student Recruitment Materials Review" link in the Administrative Handbook).

6a.4. How does the unit ensure that candidates have access to student services such as advising and counseling?

Information about student services is readily available on the university and college website and via frequent flyers and handouts, and information is also spread directly through word of mouth via presentations in individual schools by various faculty and staff members. Additionally, the Office of Teacher Services requires initial preparation candidates to attend an orientation meeting in order to guide them through the admission process. This office also has full-time advisors and well as other support staff to support candidates as they progress through their programs.

Unit faculty members participate in WKU's Academic Transitions Program as well as other advising activities including Master Plan, University Experience. The Office of Teacher Services provides advising to elementary education, middle grades, and business and marketing undergraduates. For all other undergraduate and graduate program, program faculty members are assigned as advisors. Some programs post advising times during pre-registration, some programs like Educational Leadership provide

orientations to students in beginning courses, and others hold office hours at off-campus sites. Students in school counseling are required to complete a Blackboard orientation module in CNS 550, Introduction to Counseling. This module provides an overview of program requirements and expectations.

All unit faculty advisors have the opportunity to participate in the many training opportunities provided by the WKU Academic Advising and Retention Center. These include a Summer Mini-Series on Advising, the Campus Advising Network, the Campus Advising Series for Enrichment, and the Advisors of Excellence and Master Advisor Certificate programs. Two of the three Office of Teacher Services full-time advisors have participated in the Advisors of Excellence program. Other unit faculty members have participated in one or more of the WKU Academic Advising and Retention Center's training opportunities.

6a.5. Which members of the professional community participate in program design, implementation, and evaluation? In what ways do they participate?

The College of Education and Behavioral Sciences dean and professional education unit head, Sam Evans, insists that all stakeholders be involved in program design, implementation, and evaluation. This is evidenced by the inclusion of various constituencies on all college and departmental committees in program design, as well as on the Professional Education Council. Beyond serving on the Professional Education Council, community and professional education stakeholders are frequently involved in the delivery of instruction during implementation through such things as serving as a speaker in particular classes, providing resources and information, and serving on advisory boards and councils for various programs in and outside the College of Education and Behavioral Sciences. Members of the professional community were also intimately involved in the development of the Educational Leadership doctoral program and the redesigned Teacher Leader master's (or planned fifth year) program. All members of the professional community evaluate aspects of programs in some capacity, whether through participating in the Professional Education Council or advisory councils; evaluating candidates, student teachers, or other program interns in the field or clinics; mentoring graduates through the Kentucky Teacher Internship or other internship programs; or completing surveys/participating in focus groups related to our recent graduates. Input from the professional community shows up in the Unit-Wide Assessment Reports and Annual Program Reports.

6a.6. How does the unit facilitate collaboration with other academic units involved in the preparation of professional educators?

Again, the College of Education and Behavioral Sciences dean and professional education unit head, Sam Evans, insists that all stakeholders be involved in program design, implementation, and evaluation. This is evidenced by the inclusion of various constituencies on all college and departmental committees in program design, as well as on the Professional Education Council. Furthermore, the dean encourages collaboration across colleges in program and grant development. Recent examples of this include the STEP and the SKyTeach initiatives involving the College of Education and Behavioral Science, Ogden College of Science and Engineering, and Potter College of Arts and Letters.

6b. Unit Budget

6b.1. What is the budget available to support programs preparing candidates to meet standards? How does the unit's budget compare to the budgets of other units with clinical components on campus or similar units at other institutions?

The overall operating budget for CEBS was increased from $10,485,551 in 2006-07 to $10,940,159 in 2007-08, a little more than a 4% increase across the college and all academic departments. Additionally,

the average salary increase for the 2007-08 academic year was 4%. From 2006-07 to 2007-08, equipment allocations moved from $68,405 to $50,599 (26% decrease) and classroom improvement dollars moved from $82,075 to $53,060 (35% decrease) in anticipation of new equipment costs that will be associated with the new CEBS building. Additional allocations in supplies and PD travel moved from $10,022 in 2006-07 to $11,600 (<2% increase) in 2007-08. Finally, a modest drop (about 2%) in funds made available for internal grants (Teacher Quality), from $221,222 to $215,832, occurred across academic years.

During a year of state budget cuts, efforts were made to sustain the resources for the Unit as well as enhance the current resources available. During the 2007-08 academic year the Dean worked to retain positions as faculty left or retired, as well as add new positions. His efforts led to three new positions in Special Instructional Programs that were filled in time for the 2008-09 academic year. All of these positions were due to increased student enrollment and faculty productivity and were created to reduce dependence upon part-time faculty.

Because of further state budget reductions in spring 2008, the overall operating budget for CEBS changed from $10,940,159 in 2007-08 to $10,624,660 in 2008-09, a little more than a 3% decrease. Faculty salary increases were held to $504, with some additional dollars for salary compression and market adjustments. Full professors were given first priority for these additional dollars, with small adjustments also made for some faculty members in the associate professor rank. From 2007-08 to 2008-09, equipment allocations moved from $50,599 to $26,102 (48% decrease) in anticipation of new equipment costs that will be associated with the new CEBS building and classroom improvement dollars moved from $53,060 to $62,743 (18% increase) . However, anticipated 2009-10 funds will show substantial increases in both new equipment costs ($103,152) and classroom improvement dollars ($111, 840). Additional allocations in supplies and PD travel held steady at $11,600 in 2008-09, the same as 2007-08. Finally, a modest increase (about 2%) in funds made available for internal grants (Teacher Quality), from $215,832 to $219,943, occurred across academic years.

6b.2. How adequately does the budget support all programs for the preparation of educators? What changes to the budget over the past few years have affected the quality of the programs offered?

Although, as have most states, Kentucky has been in an economic downturn that has led to a reduction in state appropriations to higher education, WKU has so far managed to not only maintain program quality but to increase student numbers. We believe that the quality of our programs has so far not suffered because faculty and administration have become innovative in the delivery and management of programs—from moving to hybrid or completely on-line courses and more efficient scheduling to carefully increasing class size and, as needed, providing professional support staff to help faculty mentor students and provide feedback on course assignments.

6c. Personnel

6c.1. What are the institution's and unit's workload policies? What is included in the workloads of faculty (e.g., hours of teaching, advising of candidates, supervising student teachers, work in P-12 schools, independent study, research, administrative duties, and dissertation advisement)?

WKU's current workload policies, taken from the WKU Faculty Handbook (pp. 10-12), are as follows:

4. The typical teaching load for University faculty members is 12 hours per semester or 24 hours per academic year. A 12-hour teaching load represents approximately 75% of the total workload of the faculty member; with the remaining 25% devoted to research and service.

5. Graduate faculty members have teaching assignments of 18-24 hours per academic year. Within this range, teaching loads less than the maximum must be justified by productive research or creative activity equivalent to the load reduction involved. Graduate faculty members requesting load adjustments must present to the department head a comprehensive written outline and statement of objectives for the research or creative activity on which the adjustment is to be based. The department head and college dean will assess the proposed project according to the specific criteria applied to scholarly and creative achievements. At the conclusion of the academic year in which a load adjustment has been granted, the faculty member must submit a full progress report to the department head and college dean. This report will be included as a part of the faculty member's annual review and will be taken into consideration when further load adjustments are under discussion.

6. Teaching load for laboratory courses and for special instructional programs in which semester hour equivalents are not applicable is computed according to an approved formula established by the University after the circumstances of the particular course of study are evaluated. Factors taken into consideration are the supervision required of the instructor, the number of laboratory assistants available, the level of instruction, and similar factors. Twenty-four contact hours in laboratory-type classes constitute a full-time teaching load for a semester. Teaching load for the supervision of special readings, research, and independent/directed study courses may be assigned on the basis of one hour for each three students enrolled in a three credit hour course (9 student credit hours). Typically, one three-hour load assignment is awarded for directing three completed theses or specialist projects.

7. For the improvement of instruction and for the professional advancement of the faculty through research and service activities, special faculty assignments may be approved on a limited basis in accordance with the following guidelines:

    ▪ In evaluating the justification for teaching load adjustments or assignment of special assistance as a means of instructional improvement, the department head and dean of the college may consider such factors as total student load, level of instruction, contact hours, number and complexity of course preparations, and other similar factors. The department head shall initiate and justify all recommendations for load reductions in this category that are submitted to the dean of the college for approval. The dean of the college shall carefully evaluate the impact of such assignments on the educational program and class schedule of the department. If it is determined that a direct budgetary allocation is necessary, the approval of the Provost and Vice President for Academic Affairs will be required.
    ▪ The dean of the college shall carefully evaluate the impact of such assignments on the educational program and class schedule of the department. If it is determined that a direct budgetary allocation is necessary, the approval of the Provost and Vice President for Academic Affairs will be required.
    ▪ Requests for a special assignment for research or service activity are initiated by the faculty member, who is required to present to the department head a comprehensive outline and statement of objectives for the proposed project. At the conclusion of a semester during which a special assignment has been pursued, the faculty member shall submit a full progress report to the department head and the college dean. The college dean shall submit each semester a summary of these reports to the Provost and Vice President for Academic Affairs. For the guidance of the department head and the dean of the college the following factors are to be considered in addition to more specific merits of the research or service proposal:

∗ The contribution that the activity will make to the professional career of the individual or to the educational mission of the University.
∗ The usefulness of the project for teaching, including the involvement of students in an educational context.
∗ The benefit of the proposal to the university community or to the service region and the patrons of the university.
∗ The potential for acquiring outside financial support for the project as a result of the special assignment.

- To insure relative uniformity of the application of these guidelines, the following provisions shall apply to this category of faculty assignments:

  ∗ Within a month after the conclusion of registration, all such assignments shall be reported to the Provost and Vice President for Academic Affairs by the dean of the college.
  ∗ All special assignments for research and service activities shall be made on a tentative basis not later than two months prior to the registration date for the next semester. Such assignments may be finalized during the registration process. Preference shall be given to those projects that may be pursued during the semester of least enrollment for the particular department.

- Special faculty assignments that involve an adjustment of teaching load for administrative responsibilities within a department or college fall in a separate category and must be approved in advance by the dean of the college and the Provost and Vice President for Academic Affairs.

8. Depending upon the size and complexity of the program and staff in the department, department heads typically teach twelve semester hours each year. Special circumstances may justify deviation from this guideline, in which case the dean of the college should provide proper justification. Academic deans normally are expected to teach one class or perform the equivalent in other duties each semester. Associate and assistant deans teach from one to two classes each semester depending upon the extent of their responsibilities.

Additionally, the WKU Faculty Handbook (p. 7), describes the Faculty Welfare and Professional Responsibilities Committee as

A standing committee of the University Senate, makes recommendations concerning the responsibilities and obligations of the faculty in their roles as scholars and teachers; makes recommendations on policies, criteria, and procedures for faculty recruitment, appointments, re-appointments, promotions, tenure, post-tenure review, salary, workload, working conditions, summer teaching, sabbatical leaves, leaves of absence, professional travel expenses, off-campus teaching and service, and consulting activities; furnishes advice on policies and procedures relating to retirement programs, insurance plans, sick leave, tenure, and other matters relating to faculty welfare; studies any matter pertaining to faculty responsibilities and welfare it chooses; makes recommendations concerning policies and procedures related to faculty grievances; establishes a pool from which faculty members will be chosen to serve on Faculty Grievance and Continuance Committees; and studies matters assigned to it by the Executive Committee of the Senate.

6c.2. What are the faculty workloads for teaching and the supervision of clinical practice?

"The typical teaching load for University faculty members is 12 hours per semester or 24 hours per academic year. A 12-hour teaching load represents approximately 75% of the total workload of the faculty member; with the remaining 25% devoted to research and service" (WKU Faculty Handbook, p. 10).

"Graduate faculty members have teaching assignments of 18-24 hours per academic year. Within this range, teaching loads less than the maximum must be justified by productive research or creative activity equivalent to the load reduction involved" (WKU Faculty Handbook, p. 10).

For supervision of clinical practice, supervising 4.5 student teachers typically equals 3 hours.

6c.3. To what extent do workloads and class size allow faculty to be engaged effectively in teaching, scholarship, and service (including time for such responsibilities as advisement, developing assessments, and online courses)?

Regarding workload, academic unit administrators follow the workload policies in the Faculty Handbook described under 6c.1. However, unit heads do have some flexibility (also described in 6c.1) to provide faculty alternative assignments based on unit needs and/or faculty goals. These faculty goals are identified by the faculty during the yearly evaluation process. Unit heads consider these goals for workload assignments. Regarding class size, WKU has no set policy regarding class size. However, unit heads and faculty work together to set limits based on many variables, including level of the course (100, 400, graduate level), course type (e.g., lecture, on-line, field-based, practicum), and course goals. As WKU policies indicate, the unit is committed to provide faculty adequate balance of teaching, scholarship, and service to ensure reasonable opportunities for faculty to be effective and to meet tenure and/or professional goals.

6c.4. How does the unit ensure that the use of part-time faculty contributes to the integrity, coherence, and quality of the unit and its programs?

According to the WKU Part-Time Faculty Handbook, "the Southern Association of Colleges and Schools, which is the regional accreditation agency for Western, requires the University to certify that all part-time faculty meet minimum requirements for educational preparation."

The WKU Part-Time Faculty Handbook continues:

> Part-time faculty teaching courses for regular credit at the associate and baccalaureate degree levels should have completed at least 18 graduate semester hours in their teaching fields and hold the master's degree. The employment of any faculty who do not meet these criteria must be justified, in writing, by the department head. In professional and technical fields, where job experience may be more valuable than academic preparation, and in various fields of the visual and performing arts, where training and experience other than graduate study may provide excellent preparation for college teaching, departments may employ instructors who do not hold the terminal degree. Nevertheless, the minimum academic preparation for faculty must be at the degree level being taught. The department head must keep on file documentation of work experience, certifications, and other qualifications if these are to substitute for or supplement formal academic preparation. All personnel records are on file in the Office of Academic Affairs and are available to individual faculty members.

Part-time faculty teaching at the graduate level should hold the highest earned degree in their disciplines, although in exceptional cases extensive professional experience or scholarly or creative activity may substitute for the highest earned degree. The department head should justify, in writing, the employment of faculty who do not hold the terminal degree in their fields, and shall keep on file documentation of work experience, certifications, and other qualifications if these are to substitute for or supplement formal academic preparation. In such cases, the faculty teaching graduate or professional level courses must, as a minimum, have earned a master's degree and completed at least 18 graduate semester hours in their teaching field. In addition, instructors who teach graduate courses approved by and under the authority of the Graduate Faculty must be approved by the Dean of Graduate Studies.

Regarding evaluation, the WKU Part-Time Faculty Handbook continues:

Part-time instructors will be evaluated by their department heads, who may use combinations of any of these sources: student evaluations, personal interviews with the instructor and/or students, and examination of course syllabi, tests, handouts, and student work. Evaluations should be conducted following each semester or year of service and used in determining future appointment recommendations. Any such evaluation will be shared with the part-time faculty member.

6c.5. What personnel provide support for the unit? How does the unit ensure that it has an adequate number of support personnel?

At the department/program level, departments and programs have access to one or more office associates based on faculty size and/or numbers of students. Additionally, funds are available to hire student workers to assist faculty or office associates and graduate assistants to assist faculty members. At the college/professional education unit level, the College of Education and Behavioral Sciences Office of the Dean has the following administrative staff: a dean and three associate deans (one of whom is also the director of the School of Teacher Education). An assistant to the dean, administrative assistant, office coordinator, and office associate, along with student workers and graduate students, support the Office of the Dean. A grants administrator supports faculty grant development and post-award budgets. The following personnel support the unit's building, classroom, lab, and faculty technology needs: a director of educational technology, an Educational Technology Center manager (who also develops and maintains the unit's WKU E-PASS), a technology support specialist, and a web developer. The unit also has an Office of Teacher Services with multiple personnel, including a director of the Office of Teacher Services and School Relations, coordinators of teacher admissions, student teaching, teacher certification, the Minority Teacher Recruitment Center, and the alternative route to teacher certification program. The office also has two full-time elementary/middle grades education program advisors. The alternative route coordinator also serves as the secondary education advisor. Finally, the Education Resources Center, an extension of the WKU Library system, housed in the College of Education and Behavioral Sciences building, has staff to support faculty and students.

The unit ensures that the number of support personnel is adequate by holding administrative council and staff meetings to discuss issues related to meeting the needs of the unit. As additional personnel are needed, departments, programs, directors, or other administrative personnel channel requests through the dean, who makes his case to the provost.

6c.6. What financial support is available for professional development activities for faculty?

Faculty members have various sources of financial support available to them for professional development. First, the College of Education and Behavioral Sciences receives recurring Teacher Quality

funds of $89,000 that may be used for a variety of faculty purposes including professional development. Second, recurring funds of $11,600 specifically for professional development are available in the Education and General Budget. Third, the Dean has specifically set aside $10,000 in an "Excellence" fund for which faculty may apply. Fourth, the Office of Academic Affairs provides the college $8,522 in faculty development funds. Fifth, units and department may apply to the Office of Academic Affairs for a Unit Productivity Award. Funds from this award may be used for multiple purposes, including professional development. Sixth, individual faculty member may apply for Provost's Initiatives for Excellence (PIE) grants that may be used for multiple faculty purposes. Seventh, the Office of Sponsored Programs provides funds related to scholarship and/or grant development. Finally, some units receive "revenue generated" funds from WKU's Division of Extended Learning & Outreach (DELO) that are then transferred to individual faculty professional development accounts.

6d. Unit Facilities

6d.1. How adequate are unit facilities--classrooms, faculty offices, library/media center, the technology infrastructure, and school facilities--to support teaching and learning?

As 6e.2 and 6e.4 illustrate, the unit has more than adequate facilities to support teaching and learning. The local P-12 school facilities that are used in educator programs are also resource and technology rich, with most classrooms equipped with computers and "active boards" and all schools having computer labs with various educational software available for P-12 students and faculty. Of course, the new College of Education and Behavioral Sciences building (described under B.6) has been designed with a specific focus on enhancing teaching and learning.

6e. Unit Resources Including Technology

6e.1. How does the unit allocate resources across programs to ensure candidates meet standards in their field of study?

Regarding adequate human resources, annually, the dean, department heads, and other administrative staff develop a staffing plan based on unit and program needs that is presented to the Provost. Based on program growth and contingent on adequate funds, new positions are created and vacated positions are filled. Recent examples of new positions are additional exceptional education faculty based on program growth, more faculty hired for the new doctor of education program, and more literacy faculty because of state initiatives related to college readiness. Related to financial resources, Teacher Quality funds are available for various program/unit needs and initiatives within the college. As basic university policy and procedures, WKU units are encouraged to identify their needs and submit requests to their appropriate dean. In the College of Education and Behavioral Sciences, the dean reviews these needs with members of the administrative council, prioritizes them based on available resources, and presents the prioritized lists to the provost, who procures extra resources, as they are available. Individual faculty members also are encouraged and provided support to seek both internal and external funding for research, professional development, and enhancement of education programs.
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6e.2. What information technology resources support faculty and candidates? What evidence shows that candidates and faculty use these resources?

A variety of changes has occurred over the last few years in the College of Education and Behavioral Sciences that provide additional resources for programs and faculty. Within the classrooms in Tate Page Hall, where the majority of professional education courses are taught, there have been modifications. Twenty-five classrooms in the building have been fully converted to multi-media classrooms. This includes the addition of a Starboard in every classroom as well as a document camera for each classroom

with a multi-media lectern. Two classrooms have been equipped with high-end classroom control systems that control all technology equipment in the classroom. The technology resources available on WKU's regional campus are equivalent to those on our main campus.

The Unit continues to use its 60 laptop computers to help faculty teach candidates to use this tool with their students in field and is researching the effects of using laptops in instruction. Several districts are considering – or have already initiated – wireless laptop programs within their schools. We are preparing our candidates to function effectively in those environments.

Additionally, through a grant called "e-train" that ended in 2007-08, continued professional development was provided to faculty in the professional education unit, as well as campus wide faculty and P-12 practitioners, related to technology so that they in turn can better prepare or become teachers who are highly effective in using technology to facilitate, assess, and communicate learning for all students. The 2007-08 school year marked the 11th and final "e-train Express Technology Conference" where a wide variety of presentations was made, providing information related to teaching with technology. Unit and other faculty members, as well as practitioners from P-12 settings, delivered these sessions related to technology software and/or skills they acquired through the project.

Finally, WKU is in the process of constructing a new building to house the College of Education and Behavioral Sciences. The building is slated to be operational in the spring of 2011. Thirty five million dollars have been allocated for building construction. Facilities and Administration costs will be added to the $35,000,000. The building will consist of 112,600 gross square feet and will include state-of-the art technology and capabilities. For example, every classroom will be equipped with an LCD projector, computer with data access, DVD/CD capabilities, a document camera, and an interactive monitor that allows touch screen, editing, and other capabilities. With proper access and documented need, offices will have the capacity to monitor activities in classrooms, clinic rooms, and remote sites such as P-12 classrooms.

6e.3. What resources are available for the development and implementation of the unit's assessment system?

During the 2008-09 academic year, the following software was purchased and implemented to enhance WKU E-PASS: CodeCharge Studio (for software development) - $150, Server OS Licenses (Red Hat) - $810 (for three year license), EMS Database Utilities - $311 (3 year license), Arkeia Backup Utilities - $1800, and Knowledge Tree Document Management Software - $2750.

During the 2007-08 academic year, the following software was purchased and implemented to enhance WKU E-PASS: CodeCharge Studio (for software development) - $150, Server OS Licenses (Red Hat) - $250, EMS Database Utilities - $200, Arkeia Backup Utilities - $1800, and Knowledge Tree Document Management Software - $2750. In addition, $2250 was spent to extend the existing server warranties by two years.

The following software was purchased and implemented during 2006-07 year to enhance WKU E-PASS: CodeCharge Studio (for software development) - $400, Server OS Licenses (Red Hat) - $250, EMS Database Utilities - $200, Arkeia Backup Utilities - $1500, and Knowledge Tree Document Management Software - $2750. In addition, the following hardware purchases were made: Dell Server - $5400 and Dell Tape Backup - $5400

6e.4. What library and curricular resources exist at the institution? How does the unit ensure they are sufficient and current?

During the 2008-09 fiscal year more than 750 monographs and 450 serials (print) were purchased for the Education collection. WKU Libraries' holdings of print reference sources in the field of education are among the largest in Kentucky. WKU provides access to major online resources available from a variety of aggregators. These include EBSCOHost (Academic Search Premier, Communication and Mass Media Complete, Educational Administration Abstracts, ERIC, Family and Society Studies Worldwide, MasterFILE Premier, Mental Measurements Yearbook, PsycINFO, SPORTDiscus, Tests in Print, Library Information Science and Technology Abstracts, Teacher Reference Center); ProQuest (Dissertations and Theses: A & I); WilsonWeb (Children's Core Collection, Education Full Text, Library Literature and Information Science Full Text, Middle & Junior High Core Collection, Senior Core Collection);and Digital Archive journal collections from JSTOR and ProjectMUSE. WKU Libraries' subscribes to two additional databases that enhance the total library holdings: Resources for College Libraries (RCL), which helps us with developing tailored library collections to meet the needs of today's learning systems, and NDLTD: Networked Digital Library of Theses and Dissertations, an international organization dedicated to promoting the adoption, creation, use, dissemination and preservation of electronic analogues to the traditional paper-based theses and dissertations.

During the 2007-08 fiscal year approximately 1000 monographs and 400 serials (print) were purchased. WKU Libraries' holdings of print reference sources in the field of education are among the largest in Kentucky. WKU provides access to major online resources available from a variety of aggregators. These include EBSCOHost (Academic Search Premier, Communication and Mass Media Complete, Educational Administration Abstracts, ERIC, Family and Society Studies Worldwide, MasterFILE Premier, Mental Measurements Yearbook, PsycINFO, SPORTDiscus, Tests in Print, Library Information Science and Technology Abstracts, Teacher Reference Center); ProQuest (Dissertations and Theses: A & I); WilsonWeb (Children's Core Collection, Education Full Text, Library Literature and Information Science Full Text, Middle & Junior High Core Collection, Senior Core Collection);and Digital Archive journal collections from JSTOR and ProjectMUSE.

During the 2006-07 fiscal year 990 books and 364 serials (print) were purchased. Furthermore, as an in-kind contribution for hosting the National Council of Professors of Education Administration, leading academic publishers donated nearly 2,000 current edition administration-related textbooks and books to the Education Resource Center.

The Educational Resources Center, housed within the College of Education and Behavioral Sciences, is a campus branch library that is open to the entire WKU community. The collection focuses on teacher education materials in multiple formats: books, manipulatives, VHS/DVDs, audiobooks, and other educational multimedia, and kits. The ERC collection contains more than 30,000 children's and young adult fiction and nonfiction titles; a small Ready-Reference collection of just under 1,000 titles; approximately 8,000 teacher education/professional development titles; several hundred educational games, toys, kits, and related manipulatives; and more than 12,000 K-12 textbooks in seven subjects (the latter are provided free to the ERC through Kentucky Department of Education's Textbook Approval Program). Services provided include a circulating collection of more than 55,000 items, professional reference services, tours, research instruction for classes, groups, and individuals (available to all in the WKU community).

Informally, print and electronic resources are purchased based on faculty, staff, and student requests, as well as professional reviews. Formally, each WKU department appoints a faculty member as library representative to be paired with a liaison librarian who then work together to select materials that sustain the department's full array of curricular and research interests. Liaison librarians have the ultimate

responsibility to expend annual allocations for books and other library resources but rely heavily upon recommendations from departmental faculty. Subject librarians dedicated to program areas within the professional education unit stay current with titles published annually from various review and recommendation resources.

6e.5. How does the unit ensure the accessibility of resources to candidates, including candidates in off-campus, distance learning, and alternate route programs, through electronic means?

Western Kentucky University Libraries serves distance education and online students with an Extended Campus Services librarian, who provides Reference and research assistance online or on the phone. Materials from WKU Libraries are mailed or sent by electronic delivery to more than 750 WKU students enrolled in off-campus or online, including doctoral students in the new Ed. D. program, and communications disorders students based in New York. Most of WKU Libraries' online databases are easily accessible from remote access using our proxy server. In addition, some satellite campuses have professional librarians or trained library staff available to assist this student population.