Professional Education Unit

Teacher Leader Proposal

Master’s/5th Year Non-Degree Programs

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A. NARRATIVE DESCRIPTION OF PROGRAM

Western Kentucky University (WKU) has developed a Teacher Leader Master’s and Planned Fifth-Year Program in accordance with the 2008 guidelines set out by the Kentucky Education Professional Standards Board (EPSB) leading to Kentucky certification rank change. Through this program, WKU is striving to close the gap between teacher preparation and teaching practice that directly impacts student learning.

The standards-based education reform movement has been an important and difficult paradigm shift for the K-12 population of educators (Pankratz & Petrosko, 2000). The research work of the universities is necessary to inform the work of practitioners (Grossman, 2008), as the theoretical foundation is crucial to the program. The integration of the research, along with sound pedagogical insights and outcome measures on how teachers make a difference and impact student learning, is an essential next step (Grossman, 2008; Wise, Ehrenberg, & Leibbrand, 2008). The transition from the world of theoretical knowledge to the translation of real-world classroom instruction often becomes disjointed. Connecting the dots between theory and practice is not an easy task for most novice and not-so-novice teachers. Therefore, in order to provide the necessary services for clientele, WKU has a responsibility and a commitment to its graduates to provide the resources and support needed to move them up the professional continuum to high quality, accomplished teaching practices.

The need to develop teachers as leaders is an essential component to improving the program at WKU. Teacher Leadership is not necessarily a formal role, responsibility, or set of tasks. Rather, it is a form of activity in which teachers are empowered to lead efforts and build grassroots capacity to directly impact the quality of teaching and learning. Teacher Leaders lead within and beyond the classroom through four core obligations upon which this program is conceived:

1. **Teacher Leadership is grounded in knowledge of learners and subject matter.**
   WKU is committed to fostering teaching expertise through knowledge of content learners and how concepts are acquired. Exemplary teaching is the foundation of teacher leadership (Snell & Swanson, 2000a, b). Therefore, this commitment involves the construction and implementation of curriculum that is based on a thoughtful understanding of teaching, learning, and the real work of schools.

2. **Teacher Leadership is a professional commitment.**
   WKU is committed to providing leadership to advance high-quality teaching and learning, to close performance gaps among diverse students, and to raise public awareness of the teacher’s critical role as a professional in designing curriculum and promoting student achievement. It is recognized that teacher leadership is “required if there is to be any lasting and meaningful change in teaching and learning” (Doyle, 2000, p. 12) and any substantial alignment of the key pedagogical and curricular elements of schooling (Crowther, Ferguson, & Hann, 2008) to impact the learning of ALL students. The goal is to develop the potential in ALL teachers to be
professionals, make decisions and choices in their classrooms, and ultimately have ownership of their teaching and the types of engagements they have with their students.

3. **Teacher Leadership is collaborative and inclusive.**
WKU is committed to recognizing the value of the collaborative role that includes all stakeholders in the educational organizations and to providing experiences related to emerging models of teams or communities of practice. It is recognized that “the realities of working collaboratively with others, especially in large groups with varied participants, require dramatically different skills” (Killion, 1996, p. 71) than those employed in working with students in classrooms. Teachers need to walk in both the world of children and the world of schools as organizations (Silva, Gimbert, & Nolan, 2000).

4. **Teacher Leadership is transformative.**
WKU realizes teacher leadership is paramount for classroom and school improvement. Teacher Leaders are the strongest link for transforming teaching practices (Doyle, 2000); for improving professional practice (Stone & Cuper, 2006); and for the improvement of student achievement (McKeever, 2003).

Given these principles, and in accordance with the Education Professional Standards Board (EPSB) Teacher Leader Master’s and Planned Fifth-Year Program guidelines (2008), the following framework has been developed collaboratively with administrators and teachers from Green River Regional Education Cooperative (GRREC) and Region 2 service area and the faculty of Potter College of Arts and Letters, Ogden College of Science and Engineering, and the College of Education and Behavioral Sciences (CEBS). Meetings were held at WKU with teachers, district- and school-based administrators, and WKU faculty from the various colleges associated with educator preparation. During these meetings, the goal of partnerships was presented and small focus groups led by university instructors were conducted to solicit the needs of all stakeholders with regard to teacher preparation, continuing education, and job-embedded professional development. Along with these large group meetings, additional focus group meetings were held with stakeholders and college staff on specific topics including assessment issues, interpretation of standards, new course development, and professional development needs. The dean of the College of Education and Behavioral Sciences, along with one or two university faculty, met with regional school superintendents and instructional supervisors to solicit support in a university-district partnership. Partnership Memorandums of Agreement were signed with each regional school district and the dean of WKU’s College of Education and Behavioral Sciences. These new levels of relationships forged between districts, the university, and P-12 teachers continue to lead to shared and collegial leadership where all can grow professionally and learn to view themselves on the same team with the same goal: “To positively impact student learning through better schools” (Hoerr, 2005).

The program is designed to measure candidates’ levels of proficiency using the Advanced Kentucky Teacher Standards. It is intended to take candidates from the level of initial proficiency, based on the impact they have on student learning at the time they enter the program, and move them to advanced levels of teacher proficiency in teaching and learning,
partnering with families and community stakeholders, and as leader/collaborators within their own classroom, team/department, school, and beyond.

The Teacher Leader Master’s Degree or Planned Non-Degree Fifth-Year Program is divided into two instructional levels. Level 1 provides pedagogy, leadership, and content applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas. The approach is an integrated core of concomitant skills focused on designing and implementing instruction that prepares the candidate to impact student learning through classroom research and leadership. Level 2 directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate. An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

The program follows a three-point protocol assessing candidates as they transition from one level to the next that is administered at strategic times to guide the professional growth of all candidates. The protocol begins with the Foundations of Teacher Leadership course (TCHL 500) designed to introduce the candidates to leadership concepts and to determine the course of study and time duration for each concomitant skill addressed in Level 1. Critical Performance assessments on the candidate’s ability to meet the Advanced Kentucky Teacher Standards are administered throughout the coursework, uploaded by students to an Electronic Portfolio System (EPS), and scored by the faculty. A monitoring system, Response to Intervention (RTI), also will be employed to assure that candidates not reaching full potential in coursework and assessment protocols are provided advisement services in a timely manner.

At the end of the level 1 coursework, the assessment performances will be reviewed and assessed holistically by faculty members and practitioners. This assessment will determine if the candidate needs additional Level 1 type work to demonstrate proficiency on the Advanced Kentucky Teacher Standards to be taken on Level 2. It provides feedback that allows the candidates and advisors to alter the program of studies, if needed. Assessments in Level 2 are administered and scored by the faculty throughout the coursework and uploaded to the Electronic Portfolio System (EPS) as appropriate. At the end of Level 2, candidates will complete and present a capstone Action Research for Teacher Leaders project.

## A1. Admission Criteria

**WKU Graduate:** Automatic admission
- Currently holds Kentucky teacher certification

**Graduate of a KY higher education institution other than WKU:**
- GPA of 2.75 or higher or a qualifying GAP score
- Currently holds Kentucky teacher certification
- Submit a standards-based unit of study (for example, a Teacher Work Sample) or KTIP portfolio for admission credentials review.

**Graduate of an out-of-state institution of higher education:**
- GPA of 2.75 or higher or a qualifying GAP score
• Kentucky or certification from another state(s)
• Submit a standards-based unit sample (for example, a Teacher Work Sample)

### A2. Level 1 Coursework

Level 1 will be individualized based upon the candidate’s level of proficiency upon entrance to the program. Proficiencies will be determined by use of documents from the Foundations of Teacher Leadership (TCHL 500) and faculty advisement. If found to be highly proficient based on submitted documentation, candidates will have the option of completing the critical performance assessments for Level 1 without the prescribed coursework. Candidates attempting this option must score of 3 out of 4 with 4 being the highest on all performance assessments for Level 1. Candidates will be required to take a minimum of 9 out of 16 available hours.

The delivery options include face-to-face meetings, online instruction through Blackboard and other web-based delivery methods, and small group meetings.

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. This model will advocate a learning community demonstrated by people from multiple constituencies, at all levels, collaboratively and continually working together (Louis & Kruse, 1995 as reported by Southwest Educational Development Laboratory [SEDL], 2009). This model embodies what the National Commission on Teaching and America’s Future (NCTAF) espouses that teachers cannot teach well unless there are “Strong Learning Communities” as the core for improving schools and teaching (Dufour, Dufour, & Eaker, 2008). Such collaborative work is grounded in what Newmann (reported by Brandt, 1995) and Louis and Kruse label “reflective dialogue,” in which conversations are conducted about students, teaching, and learning and identifying related issues and problems. Participants in such conversations learn to apply new ideas and information to problem-solving techniques and are able to create new conditions for students. Key tools in this process are shared values and vision; supportive, physical, temporal, and social conditions; and a shared personal practice (SEDL, 1997).

Additionally, Professional Learning Communities will be a working model at WKU in order to assure consistency and relevance in coursework, to serve as a monitoring system to assure that candidates not reaching full potential in coursework and assessment protocols are provided services (RTI) in a timely manner, and to provide a conduit for an accountability and reliability system of analyzing candidate assessments. Teams of WKU faculty from the education units have been trained in the PLC model and are actively practicing it within the unit structure. Also, WKU is becoming a member of the Professional Learning Communities that are emerging in its constituent school districts. In order to be seen as partners and allies with the districts they serve, the College of Education & Behavioral Science administrators and faculty members are making concerted and focused efforts to (a) consistently dialogue in formal and informal settings with schools and districts to share visions and a sense of purpose; (b) actively demonstrate heightened interest and
engagement in the learning process; (c) involve schools and districts in university decision making and becoming involved in decision making at the school district; (d) develop collegial relationships among teachers; and (e) foster positive, caring student-teacher-administrator-university relationships.

Rationale

Danielson (2006) defines teacher leadership as “that set of skills demonstrated by teachers who continue to teach students but also have an influence that extends beyond their own classrooms to others within their own school and elsewhere” (p. 12). It entails teachers organizing and facilitating others with the goal of improving the school’s performance in critical responsibilities involved in teaching and learning.

Teacher leadership also requires developing and recognizing leadership skills and dispositions in order to work in collaborative relationships with colleagues to mobilize when an opportunity or problem presents itself. Fullan (2001) says, “The litmus test of all leadership is whether it mobilizes people’s commitment to putting their energy into actions designed to improve things. It is individual commitment, but above all it is collective mobilization” (p. 9). The type of leadership a teacher displays can be formal or informal, direct or indirect. Teachers may have a title with specific job responsibilities, or they may demonstrate leadership through marshalling colleagues, students, and/or other stakeholders into accomplishing a goal. They may serve as the designated “head” of a team or as an active participant.

In the Fundamentals of Teacher Leadership TCHL 500 course, candidates will be provided with a definition, context, and the impact of teacher leadership. Candidates will explore the framework for teacher leadership and the relevant skills necessary to be leaders. A further purpose of the course is to facilitate intensive self-reflection and self-evaluation, with direction from faculty, to determine strengths, weaknesses, and areas for study for each candidate within the program. In order to assure that each candidate’s needs are met, a series of assessment evaluation tools and supporting evidence will be used to determine the candidate’s level of proficiency at admission in each concomitant skill addressed in the program’s framework. The candidate will prepare, with the aid of a faculty advisor(s), the course of instruction needed to reach proficiency in these skills and an individualized plan of study will be developed. Therefore, the number of hours in Level 1 will vary according to the proficiency level and needs of the candidate.

Marzano (2003) articulates a framework for understanding the characteristics of effective schools and effective teachers in these schools: 1) use of effective classroom strategies; 2) use of effective classroom management strategies; and 3) design of effective classroom curricula. Marzano summarizes the research of Nye, Konstantopoulos, and Hedges (2004):

Indicates that students who have a teacher at the 75th percentile in terms of pedagogical competence will outgain students who have a teacher at the 25th percentile by 14 percentile points in reading and 18 percentile points in mathematics....indicates that students who have a 90th percentile teacher will outgain students who have a 50th
percentile teacher by 13 percentile points in reading and 18 percentile points in mathematics. (p. 2)

In translation to real-world teacher preparation, it is imperative that teachers be skilled at high levels of proficiency. In order for students to learn at high levels, the teachers instructing them must do the same. High stakes testing has resulted in acute measurement of student learning, and teachers have begun the quest to set high goals for student achievement based on assessment results. Through the work with the practitioner and administrators, in particular, an identified need surfaced that teachers be adept at “unpacking” or disaggregating standards in order to articulate high learning goals relative to their particular curriculum and development level. Based on those results, teachers should design and implement instruction utilizing appropriate, research-based pedagogical skills.

Diversity Issues

Issues surrounding diversity in the constituent classrooms was a major focus in the design of the Teacher Leader Master’s Degree or Planned Non-Degree Fifth-Year Program. What constitutes diversity is based on several interpretations. Diversity can be measured by culture, ethnicity, economic levels, learning abilities, and language barriers. Payne (2005) further identifies the area of diversity related to poverty and gives the definition as “the extent to which an individual does without resources” (p. 8). Payne identifies these resources as being financial, emotional, mental, spiritual, physical, support systems, relationships/role models, and knowledge of the hidden rules of the class structures.

Two other major sources of diversity in the classroom are exceptional needs inclusion policies and the growing number of immigrant students. Major changes in how special needs students are educated in public schools have increased diversity in regular classrooms. Today, 43% of teachers agree that their classes have become so mixed in terms of student learning abilities that they cannot teach them effectively (Metlife, 2008). In addition, according to the National Center for Education Statistics (Planty et al., 2008), one in five children (20%) between the ages of 5 and 17 in the U.S. spoke a language other than English at home, an increase from 9% in 1979. In 2006, one-quarter (25%) of students not speaking English at home spoke with difficulty (Planty et al., 2008). Yet, neither the educational experiences nor the backgrounds and attitudes of prospective teachers equip them to participate in the culture of schooling envisioned for an increasingly pluralistic society. These prospective teachers, overwhelmingly white, middle class, and typically monolingual, bring little intercultural experience from their largely suburban and small-town backgrounds (Zimpher, 1989).

In the MetLife Survey of the American Teacher: Past, Present, and Future (2008), the comparison to the past also reveals that some longstanding challenges have increased. Factors that go beyond the reach of the classroom but can hinder students from learning to their full potential include violence, English language facility, poor nutrition, lack of parental support or help, poor physical condition, and poverty. Today, half (49%) the teachers in the survey indicated that poverty hinders learning for at least one-quarter of their students, compared to 41% in 1992. More teachers (43%) agree that their classes have become so mixed in terms of
student learning abilities that they cannot teach effectively, as compared to 39% in 1988. In addition, nearly twice as many teachers today, as compared to 1992, say that a lack of facility in English hinders learning for at least one-fourth of their students (22% vs. 11%). The problem is even greater in urban schools (30%). Urban schools generally showed less progress in many areas when compared to rural and suburban schools in the five challenge areas of poverty, nutrition, English language facility, physical condition, and violence. Of those teachers who report that poverty is a problem for at least one-quarter of their students, 80% say that their training has prepared them very or somewhat well to deal with the issue.

More than a third (36%) of teachers in schools where one-quarter or more students have nutrition problems affecting learning do not feel their training prepared them well to deal with the issue. Of those teachers working in schools where at least one-quarter of the students face health related problems, nearly four in ten (38%) feel not well prepared, or poorly prepared, to deal with such issues; 15% of principals say that teachers are not well prepared by their training to deal with physical condition issues.

For those teachers who report that at least one-quarter of their students face lack of parental support or help as an obstacle to their learning, eight in ten (79%) say that their training and education have prepared them either very or somewhat well to deal with this lack of support. Teachers for whom at least one-quarter of their students are hindered in learning by violence disagree about their preparation; just under two-thirds (63%) feel very well or somewhat prepared, and just over one-third (36%) feel not well or poorly prepared. To address these issues, Banks (1991a) notes the importance of integrating multicultural education within the teacher education curriculum:

> An effective teacher education policy for the 21st century must include as a major focus the education of all teachers, including teachers of color, in ways that will help them receive the knowledge, skills, and attitudes needed to work effectively with students from diverse racial, ethnic, and social class groups. (pp. 135-136)

So how can these major issues for teaching be addressed in a program, as not all candidates are exposed to all of these issues and the major tenet of the proposed program is for the work to be job-embedded? Participation in Professional Learning Community (PLC) groups will allow candidates to dialogue and share experiences from their classrooms with other candidates. Purposeful configuration of the PLC groups by the course instructors based on the diverse settings of the candidates’ classrooms will allow teachers to gain insights from other practitioners’ experiences on pedagogy and outcome measures that may differ from their own, as well as shared on-line viewing of and discussions about the implications of diversity in each other’s classrooms.

*Response to Intervention (RTI)*

The Individuals with Disabilities Education Act (IDEA, 2004) authorized local education agencies to use Response to Intervention (RTI) models. RTI is an integrated approach that includes general, remedial, and special education based on a three-tiered model that monitors student
progress with different levels of intervention intensity. By providing scientifically based interventions to students, monitoring progress on interventions and using this information to determine those in need of more intensive services, RTI also builds on the requirements of No Child Left Behind (NCLB). This creates a two-tiered implication for the master’s program. Teacher candidates will be taught to understand the models for RTI in P-12 settings, and secondly, WKU will support teacher candidates through RTI models that identify and support candidates struggling to meet proficiency in coursework and assessment projects. The review of the Critical Performance scores will enable faculty to monitor candidates’ progress toward proficiency and advise the candidates on coursework that will enable them to meet that goal.

Assessment
A major focus when designing the content for the Integrated Core was the deficit in assessment capabilities of teachers revealed in the survey and focus group data. Graduate candidates continue to have difficulty aligning assessments to the cognitive complexity and content articulated in state standards. According to the WKU Assessment Report for Initial Preparation Programs (Norman, 2008), 74% of pre-service teachers "passed" the assessment standard, which had the lowest percentage of all standards. According to the student teaching evaluation proficiency rates noted in the same report, the assessment standard ranked as one of the lowest at 92%. In the WKU College of Education and Behavioral Sciences Practitioner Survey (2008), the average for "utilizing varied types of assessments" was 3.6 on a scale of one to five. Again, this ranked as one of the lowest items marked. These results suggest that more time in the Teacher Leader Master’s Degree or Planned Non-Degree Fifth-Year Program needed to be devoted to crafting high quality assessments.

Stiggins (2002) writes that teachers need to be able to use classroom formative assessment processes and a constant flow of information about student achievement in order to advance student learning. They do this by

- understanding and articulating in advance of teaching the achievement targets that their students are to hit;
- informing their students about those learning goals, in terms that students understand, from the very beginning of the teaching and learning process;
- becoming assessment literate and, thus, able to transform their expectations into assessment exercises and scoring procedures that accurately reflect student achievement;
- using classroom assessments to build students' confidence in themselves as learners and help them take responsibility for their own learning, so as to lay a foundation for lifelong learning;
- translating classroom assessment results into frequent descriptive feedback (versus judgmental feedback) for students, providing them with specific insights as to how to improve;
- continuously adjusting instruction based on the results of classroom assessments;
• engaging students in regular self-assessment, with standards held constant so that students can watch themselves grow over time and, thus, feel in charge of their own success; and
• actively involving students in communicating with their teacher and their families about their achievement status and improvement. (p. 5)

In short, the effect of assessment for learning, as it plays out in the classroom, is that students keep learning and remain confident that, with effort, they can continue to learn at productive levels (Stiggins, 2002).

In its 2001 report (Pellegrino, Chudowsky, & Glaser, 2001), the Committee on the Foundations of Assessment of the National Research Council advanced recommendations for the development of assessment in American schools that included the following:

Instruction in how students learn and how learning can be assessed should be a major component of teacher preservice and professional development programs. This training should be linked to actual experience in classrooms in assessing and interpreting the development of student competence. To ensure that this occurs, state and national standards for teacher licensure and program accreditation should include specific requirements focused on the proper integration of learning and assessment in teachers’ educational experience. (p. 14)

Henning (2006) recommended that instructors in the teacher-leadership program teach data manipulation and transformation strategies, i.e., histograms, charts, graphs, or frequency distribution charts. Henning further suggested instructors emphasize that conclusions drawn from data analysis must match the statistical procedure used. Therefore, in response to these works and the data collected from surveys and focus groups of practitioners in the WKU service area, a strong emphasis on assessment and data analysis has been included.

**Delivery**

In order for students to be moved consistently and appropriately along the learning continuum, teachers need to become researchers within their own classrooms, in that they need to raise questions relative to what they think and observe about their teaching and their students’ learning (MacLean & Mohr, 1999). Teachers must be able to analyze educational research and policies and explain the implications for their own practice and for the profession. Instruction implemented by a teacher operating through a standards-based model becomes data driven based on effective, scientifically based sound instruction, pedagogy, and content. The teacher assumes the role of researcher, in that he or she asks questions and evaluates the quality of instructional strategies/techniques and the effects on student learning. In essence, the teacher is able to critically evaluate the student outcomes through formative and summative assessments, produce interventions, and use the information gained through analyses to plan for future instruction. In order to prepare teachers to be researcher-leaders, the focus of the Integrated Core Courses is to enable candidates to reach proficiency in areas of curriculum development, instructional strategies, and assessment. And, as the premise of this program is
that it be job-embedded, it is essential that teacher candidates be exposed to teaching situations beyond their present assignments. The PLC model will address two major exposure concerns: (1) the need for candidates to experience teaching situations representing various forms of diversity in students and teaching contexts, and (2) the need to better understand the parameters of teaching in a variety of content, developmental, and specialist areas in order to better participate in Response to Intervention (RTI) models for students representing learning difficulties.

Instruction for the Level 1 courses will utilize a mixed delivery system of online, face-to-face, and hybrid combinations. Content is divided into courses with one or two hour designations to meet the needs of candidates not requiring all of the content of the courses. During instruction, candidates will utilize the information being explored in courses in their regular instructional setting. These job-embedded clinical experiences will be focused on real-time instructional activities in the classroom. In order to facilitate professional development and higher levels of teacher quality, candidates will be expected to continually analyze and reflect on the impact on student learning through Professional Learning Communities (PLC). As previously stated, candidates will be assigned to Professional Learning Communities that will include P-12 teachers from diverse content and developmental grade levels, as well as with students from diverse backgrounds and abilities (e.g., ethnicity, ESL, exceptional needs, etc), in order to assure a more global view of the entire education spectrum. The PLC’s will meet to view and discuss diverse classrooms, exchange classroom experiences related to course content, discuss student progress, clarify and refine pedagogy, and analyze assessment data. Involvement in a PLC will also provide skill development of teacher leadership in a collegial atmosphere. WKU faculty will assume the role of facilitators and team members of the small groups. These meetings will be held face-to-face or virtually according to the discretion of the group and instructor.

All courses, critical performance assessments, and scoring guides were designed by teams of WKU faculty and district practitioners.

**A2a. Foundations Course**

**TCHL 500 Foundations of Teacher Leadership**
(3 hour - required; prerequisite/co-requisite for other Level I courses)

**TCHL 500 Course Objectives:** Upon completion of this course, students will be able to
- Demonstrate an understanding of the importance of quality leadership in schools
- Utilize self-reflection and self-assessment to determine strengths and weaknesses of professional skills related to Teacher Leadership
- Discuss how Teacher Leaders perform a variety of roles to help influence student learning
- Discuss relevant concepts for motivating faculty and students
- Demonstrate basic leadership skills (e.g., communication, conflict management, group processes, etc.) necessary to lead effectively in education environments
• Plan effective professional development for individuals and groups in school settings
• Help facilitate others in organizational improvement processes (i.e., effective change efforts)
• Demonstrate the ability to work effectively with others both inside and outside the school
• Plan effective professional development for individuals and groups in school settings
• Demonstrate an understanding of ethical issues in teacher leadership.
• Demonstrate an awareness of legal issues in teacher leadership.
• Demonstrate an awareness of resource management in teacher leadership

TCHL 500 Content Outline:
• Introduction to Teacher Leadership
  ▪ Definitions, Contexts, and Impact
  ▪ Self-assessments of Teaching and Leadership
• Framework for Teacher Leadership*
  ▪ The “Lens” of Student Learning
  ▪ Domains of School Culture
    – Communications and Community Relations
    – Teaching and Learning
    – School-wide Policies/Programs
  ▪ Contexts of Teacher Leadership
    – Teacher’s Department/Team
    – Across the School
    – Beyond the School
• Skills of Teacher Leadership
  ▪ Interpersonal Effectiveness
  ▪ Motivating Others and Managing Conflict
  ▪ Group Processes and Teambuilding
  ▪ Problem Solving and Decision Making
  ▪ Facilitating Change and Dealing with Resistance
  ▪ School Culture and Professional Learning Communities
  ▪ Enhancing Student Learning through Collaboration with Others
  ▪ Effective Professional Development

TCHL 500 Documents for the Development of Professional Growth Plan (PG):
• Cycle 3 KTIP Assessment or in-kind example such as a developed standards-based unit of study or a Teacher Work Sample for candidates who did not participate in KTIP
• Self-survey based on the Kentucky Teacher Standards (Entry Level) and supported by self-reporting evidence and examples (Teacher Skills Assessment, Stronge, 2006)
• A Professional Growth Plan (PGP) that is relevant to the Teacher Leader Master’s Degree or Planned Non-Degree Fifth-Year Program
• A completed Dispositions Survey (i.e., Teacher Dispositions Index, Schulte, Edick, Edwards, & Mackiel, 2004, or Strength Finder, Gallup)
• A vitae of Professional Activities to date
• Two referrals from the following:
  ▪ School principal or designee referral listing:
    – Specific standards in which the candidate shows strength
    – Specific standards in which the candidate needs growth
    – Areas that would aid growth in collaboration efforts on a team and/or grade level
    – Areas that would aid the school/district in meeting School Improvement Plan (SIP) goals
  ▪ Colleagues:
    – Specific standards in which the candidate shows strength
    – Specific standards in which the candidate needs growth
    – Areas that would aid growth in collaboration efforts on a team and/or grade level
    – Areas that would aid the school/district in meeting SIP goals
• School Improvement Plan
• An individualized plan of study related to the Advanced Kentucky Teacher Standards

**TCHL 500 Critical Performance:**
Kentucky Advanced Teacher Standard(s) Assessed: Standard 7 – Reflects on & Evaluates Teaching/Learning, Standard 8 – Collaborates with Colleagues/Parents/Others, Standard 9 – Evaluates Teaching & Implements Professional Development, Standard 10 – Provides Leadership within School/Community/Profession

Product: Professional Growth Plan (PGP) within an Emergent Philosophy of Teacher Leadership

Task: Students will complete various self-assessment activities throughout the course including the DISC online self-assessment (https://achievedisc.com/assessmentorder.asp) and other required course readings and activities and then write a Professional Growth Plan (PGP) and an Emergent Philosophy of Teacher Leadership which must include a discussion of Teacher Leader standards; KY Teacher Standards; Roles of Teacher Leaders; Impact on Student Learning; and a self-assessment reflection of their individual strengths and areas for growth within each of the standards and roles.

**A2b. Integrated Core Courses - Focus: Designing, Implementing, and Assessing instruction**

This course consists of 6-13 required hours determined by the Foundations of Teacher Leadership TCHL 500 course and a faculty advisor. Courses included in the integrated core focus are TCHL 530 Curriculum Development, TCHL 540/544/548 Classroom Instruction, and TCHL 550/554/558 Student Assessment. The Classroom Instruction course is divided into three one-hour courses. The Student Assessment course is divided into two one-hour courses and one two-hour courses.
**TCHL 530 Curriculum Development**
(3 hours - required; Participation in Professional Learning Community [PLC] comprised of various content and grade levels required.)

**TCHL 530 Course Objectives:** At the conclusion of the course, the student will be able to
- Organize curriculum for horizontal and vertical alignment.
- Understand the elements of a standards-based unit.
- Incorporate state curriculum guidelines.
- Develop standards-based instructional units incorporating Depth of Knowledge (DOK) and taxonomies.
- Develop, correlate, analyze, and provide appropriate assessment strategies for each unit of study developed.
- Reflect on personal growth with curriculum design within the unit(s).
- Integrate and sequence-appropriate content knowledge into the unit.
- Develop an awareness of instructional quality

**TCHL 530 Content Outline:**
- Organizing curriculum for horizontal and vertical articulation through a holistic perspective and implementation utilizing contextual awareness, curriculum maps, and crosswalk documents.
- Connecting theory of curriculum with the created standards-based unit and reflection of design and implementation of the unit
- Understanding the elements of a standards-based unit, which include:
  - Contextual factors and student achievement data that affect classroom instruction and design (differentiated instruction);
  - Setting new high and worthwhile goals at the beginning of each curriculum sequence that are appropriate for the students;
  - Implementing instruction in alignment with the goals;
  - Evaluating student learning in light of the goals and the instruction and
  - Reflecting on student learning, the effectiveness of the instructional design, including particular concerns and issues.
- Utilizing state curriculum guidelines.
- Implementing the Depth of Knowledge (DOK) and taxonomies to guide the development of standards-based units of study
- Use appropriate assessment strategies to develop, correlate, analyze, and provide feedback.
- Understanding content in order to appropriately integrate and sequence developmentally appropriate practices within a unit.
- Understanding the tenets of instructional quality.

**TCHL 530 Critical Performance:**
Kentucky Advanced Teacher Standard(s) Assessed: Standard 1 – Demonstrates Applied Content Knowledge, Standard 2 – Designs/Plans Instruction, Standard 3 – Creates/Maintains Learning
Climate, Standard 4 – Implements/Manages Instruction, Standard 5 – Assesses/Communicates Learning Results, Standard 6 – Implements Technology, Standard 7 – Reflects on & Evaluates Teaching/Learning,

Product:
1. Standards Based Unit: Submit an instructional unit you have used in the past in your classroom and that you plan to teach within the next two months during this semester. (“Before”)
   - Transform this instructional unit by
     - Using a Standards Based Unit approach (see resources below),
     - Integrating a diversity curriculum,
     - Integrating technology; i.e., use technology in lesson presentation and students’ use of technology to create a technology product. (“After”)
   - Teach the revised instructional unit.
2. Comparison Analysis: Compare before and after instructional unit, reflecting on the instructional unit changes and analyzing student learning and personal growth. (Why Changes)

TCHL 540/544/548 Classroom Instruction
(Three 1-hour courses; individualized based on TCHL 500 and advisor recommendations; required participation in Professional Learning Community [PLC].)

TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)

TCHL 540 Course objectives: At the conclusion of this course, the student will be able to
- Explore and analyze research-based best practices for classroom instruction, and discuss implications for use.
- Evaluate the influence of individual differences on teaching and learning.
- Identify ways in which best practices can enhance the learning of diverse students.
- Demonstrate a working knowledge of the research-based best practices by developing lesson plans for these practices.
- Implement lesson plans using selected best practices in a classroom and evaluate the success of the implementation.
- Utilize technology to communicate knowledge, ideas, and information about the instructional strategies with other class members.

TCHL 540 Content Outline: Some topics included in the proposed course include examining research-based instructional strategies, analyzing case studies and critiquing strategies modeled, and designing, revising, and implementing research-based strategies that meet the needs of all learners.
- Framework for Effective Instruction
- Case Studies of Effective Instructional Strategies
- Designing a Unit That Incorporates Research-Based Instructional Strategies
**TCHL 544 Classroom Instruction: Equitable Schools and Community Partnerships (1 hour)**

**TCHL 544 Course Objectives:** At the conclusion of the course, the students will be able to
- Examine the role of school and stakeholder partnerships (both at the school and district level) in student achievement.
- Determine the components of successful school and stakeholder partnerships.
- Create a school and stakeholder partnership plan for a selected school that is designed to enhance student success.

**TCHL 544 Content Outline:** Some topics included in the proposed course include defining stakeholders and partnerships, analyzing case studies and school and stakeholder partnerships, and designing a school and stakeholder partnership plan.
- Framework for School and Stakeholder Partnerships:
  - Definition of Stakeholders and Partnerships
  - Need and Purpose of School and Stakeholder Partnerships
  - Student Achievement and Partnerships
- Case Studies of School and Stakeholder Partnerships:
  - Examination of Successful and Unsuccessful Partnerships
- Designing a Partnership:
  - Planning and Developing a Partnership Plan

**TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)**

**TCHL 548 Course Objectives:** At the conclusion of the course, the students will be able to
- Evaluate classroom management principles and prescribe appropriate interventions for student behavior problems.
- Utilize technology to support classroom management initiatives to improve student achievement.

**TCHL 548 Content Outline:** Some topics included in the proposed course include classroom management principles, interventions, and the use of technology to support classroom management.
- Classroom Management Approaches and Interventions
  - Principles of Classroom Management
  - Interventions for Common and Chronic Behavior Problems
- Classroom Management and Technology
  - Discipline Problem Behavior Inventory and Plan

**TCHL 540/544/548 Critical Performance (All performances are required regardless of the number of courses the candidate takes.):**
Kentucky Advanced Teacher Standard(s) Assessed: Standard 2 – Designs/Plans Instruction, Standard 3 – Creates/Maintains Learning Climate, Standard 4 – Implements/Manages Instruction, Standard 5 – Assesses/Communicates Learning Results, Standard 6 – Implements
Technology, Standard 7 – Reflects on & Evaluates Teaching/Learning, Standard 8 – Collaborates with Colleagues/Parents/Others

Product: Unit of Study that incorporates best practice with an emphasis on classroom management and collaboration.
Task: Develop a Unit of Study with emphasis on Classroom Management and Collaboration that integrates best practice instructional strategies, a student behavior plan, and collaboration project designed to improve student learning. Follow the outline below:

- Contextual Factors: Identifies relevant school, classroom, and student factors that directly affect the teaching and learning process. Discusses implication of these factors in planning and instruction.
- Classroom Management Plan: Develops a whole class discipline plan based on student data.
- Learning Goals: Creates significant, challenging, varied, and appropriate learning goals.
- Assessment Plan: Designs an assessment plan to monitor student progress toward learning goals.
- Design for Instruction: Designs instruction for specific learning goals, student characteristics and needs, and learning contexts.
- Discipline Problem Behavior Inventory and Plan: Uses student data to identify problem behavior and develops an intervention plan based upon the data.
- Analysis of Student Learning: Uses assessment data to profile student learning and communicate information about student progress and achievement.
- Reflection and Self Evaluation: Analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.
- Collaboration: Creates a school and stakeholder partnership plan that is designed to enhance student learning throughout the unit of study.

**TCHL 550/554/558 Student Assessment**
(One 2-hour course and two 1-hour courses; individualized based on TCHL 500 and advisor recommendations; required participation in Professional Learning Community [PLC].)

**TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)**

**TCHL 550 Course Objectives:** At the conclusion of the course, the students will be able to

- Compute simple descriptive statistics for assessment data and essentials of inferential statistics.
- Explain the forms of validity evidence and the types of reliability evidence.

**TCHL 550 Content Outline:**

- Descriptive Statistics and Inferential Statistics
  - Simple calculations
  - Interpret the appropriate inferential statistics
- Validity and Reliability
Types of validity evidence
Measures of Reliability

**TCHL 554 Student Assessment II: Standardized Testing (1 hour)**

**TCHL 554 Course Objectives:** At the conclusion of the course, the students will be able to
- Explain the construction of standardized assessment instruments.
- Distinguish between and interpret norm-referenced and criterion-referenced assessments.
- Analyze and use school and classroom data from standardized tests to inform school improvement efforts.
- Understand legal/ethical issues involved in the assessment of students.

**TCHL 554 Content Outline:**
- Standardized Assessments
  - Criterion- and norm-referenced tests
  - Local, state, and national assessments
  - Principles of analysis
  - Interpretation of standardized tests
  - Ethical and Legal Aspects of Student Assessment
- Evidence-based School Improvement
  - Disaggregation of data
  - Connecting data to school improvement
  - Utilizing school and classroom data in goal setting
  - Utilizing teacher tests and standardized assessments
- Improving Assessment Results
  - Strategies for test taking
  - Using standardized test results to inform teacher-made tests
  - Using results to articulate alignment of curriculum, instruction, and assessment

**TCHL 558 Student Assessment III: Classroom Test & Instruments (2 hours)**

**TCHL 558 Course Objectives:** At the conclusion of the course, the students will be able to
- Explain the principles that guide educators in the process of selecting, developing, and using educationally meaningful assessments.
- Create assessments that align with the cognitive complexity and content articulated in state standards.
- Analyze the variety of assessments within a practitioner’s classroom.
- Craft a formative and summative assessment plan for a unit of instruction.
- Articulate a philosophy for evaluating student progress.

**TCHL 558 Content Outline:**
- Designing Effective Assessments
- Relation of assessment to instruction
- Relation of assessment to the curriculum
- Purpose and forms of classroom assessment
- Process of planning a classroom assessment
- Advantages and limitations of different types of questions and tests
- Strategies for constructing effective test items
- Scoring and post-evaluation of assessments

- **Formative and Summative Assessment**
  - Distinction between formative and summative assessment
  - Incorporating formative assessment into ongoing instructional improvement
  - Utilizing formative assessment to provide feedback and instructional supplements to students, both remedial “correctives” and accelerated “enrichments”
  - Utilizing summative assessments to monitor overall quality of outcomes

**TCHL 550/554/558 Critical Performance (All performances are required regardless of the number of courses the candidate takes.):**

Kentucky Advanced Teacher Standard(s) Assessed: Standard 3 – Creates/Maintains Learning Climate, Standard 5 – Assesses/Communicates Learning Results, Standard 7 – Reflects on & Evaluates

**Product:** Written report, including description of contextual factors, 3 student case studies, reflection, and assessment tools with accompanying scoring guides.

**Task:** Assessment Plan, Analysis, and Reflection – Provide evidence to demonstrate your ability to select, use, and analyze appropriate assessments to assess students, plan instruction, and reflect on your practice. Submit a written report, which is composed of an introductory section, 3 case studies, and reflection. Copies of selected assessment tools and accompanying scoring guides must be included in an appendix. Specific guidelines for the task:

- **Knowledge of Students:**
  - Give the demographics of the school. Include the number of students in the population and grade(s), of the students featured in this entry and the name of the course.
  - Describe the relevant characteristics of this class that influenced the instructional strategies. Include demographics of the class -- ethnic, cultural, linguistic, socio-economic status, and range of abilities.
  - Describe the relevant characteristics of the 3 selected students, including range of abilities and the cognitive, social/behavior, attention, sensory, and/or physical challenges of your student(s) with regard to exceptional needs.
  - Describe any necessary adaptations and differentiation you may need to make based on identified student needs.
  - Do not use names of students.
• **Assessment Plan:**
  - Select a sequence of 3 assessments that would show student growth over time in a particular area.
  - Describe the learning goals and objectives for each assessment. Learning goals must include higher order thinking skills. Assessment must align to the learning goals and objectives in content and cognitive complexity.
  - There should be a variety of assessment formats collected.
  - The three assessments should form a logical sequence.
  - Describe the criteria you used to evaluate student response to the assessment. Provide the scoring guides.

• **Analysis of Student Learning:**
  - Select 3 students from your current class(es) of different characteristics and particular instructional challenges. Explain your selection process. Examples of different characteristics and instructional challenges include diversity in ethnicity, race, gender, socio-economic status, English language learner, ability level (i.e., advanced, on level, and struggling learners), and status as a student in exceptional education (including cognitive, physical, emotional, and behavioral reasons).
  - De-identify all documents.
  - Describe what the student’s work tells you about the achievement of your learning goals and his/her understanding of the materials that you presented.
    - What areas has the student mastered?
    - In what areas does the student need additional work?
    - Where is re-teaching necessary?
    - Does the assessment indicate surface-level or deep understanding of concepts? How do you know?
    - Does the assessment indicate the student can apply skills in meaningful, authentic contexts? How do you know?
  - Describe the informal or formal feedback given to each student on each assessment to further the learning. Include the method of delivery (oral or written) as well as the method of documentation.
  - Describe differentiation strategies used between each assessment to improve student learning. Based on the results of the selected assessments, how have you changed your instruction to meet the needs of the individual learners? Why? Justify the particular differentiation strategies you have made.
  - Compare and contrast the performances of the students from assessment to assessment in terms of their own learning. Do not compare students to each other.
    - How has the student shown growth across the assessments? Are there areas where the student has show more growth? Less growth? No growth?
    - What do the assessments indicate about the student’s strengths and areas of need?
    - Do any patterns emerge in the student’s responses?
    - Based on this sample of assessments, is the student able to show his/her learning better on one format of assessment than another format?
• Develop an effective plan for delivery of appropriate, productive feedback to each student and his/her parents/guardians. Include a sample timeline for delivery, method of delivery and follow-up, description of opportunities for student and parent input and collaboration, and procedures for documentation.

**Reflection:**

- Based on the outcomes of the students as evidenced by the assessments given, what have you learned about instruction? What are your next steps? Provide evidence for your statements.
- Based on the outcomes of the students as evidenced by the assessments given, what have you learned about your student? What are your next steps? Provide evidence for your statements.
- Based on the outcomes of the students as evidenced by the assessments given, what have you learned about your assessment tools? What are your next steps? Provide evidence for your statements. If this includes a revision to any of the assessment tools, scores or rubrics, attach the revised items with revisions highlighted.
- What have you done and what will you do in the future as the instructor?

**Action Research for Teacher Leaders TCHL 560**

(3 hours – required; Capstone for completion of Teacher Leader Master’s Degree or Planned Non-Degree Fifth-Year Program)

The Action Research Project will require the candidate to employ the leadership skills the Teacher Leader Master’s Degree or Planned Non-Degree Fifth-Year Program is designed to develop. A candidate may use the option of beginning the Action Research Project after completing a minimum of nine hours at Level 1 and completing the project at Level II.

**Rationale**

Teachers are subjective insiders involved in classroom instruction as they go about their daily routines of instructing students, grading papers, taking attendance, evaluating their performance, and reviewing the curriculum. Traditional educational researchers who develop questions, design studies around those questions, and conduct research within the schools are considered objective outside observers of classroom interaction. However, when teachers become teacher-researchers, the traditional descriptions of both teachers and researchers change. Teacher-researchers raise questions about what they think and observe relative to teaching and student learning. They collect student work in order to evaluate performance, but they also perceive student work as data to be analyzed for examining the resulting teaching and learning (MacLean & Mohr, 1999).

Action Research is a recognized form of research focusing on the effects of the researcher’s direct actions of practice within a participatory community with the goal of improving performance quality or an area of concern (Dick, 2002; Reason & Bradbury, 2001; Hult & Lennung, 1980; McNiff, 2002). Action research involves the utilization of a systematic cyclical method of planning, taking action, observing, evaluating (including self-evaluation), and critical
reflecting prior to planning the next cycle (O’Brien, 2001; McNiff, 2002). The actions contain a set goal of addressing an identified problem in the workplace; for example, reducing the illiteracy of students through the use of new strategies (Quigley, 2000). A collaborative method is employed to test new ideas and implement action for change. Direct participation is involved in a dynamic research process while monitoring and evaluating the effects of the researcher’s actions aimed at improving practice (Dick, 2002; Checkland & Holwell, 1998; Hult & Lennung, 1980). At its core, action research is a means to increase the understanding of how change in one’s actions or practices can mutually benefit a community of practitioners (McNiff, 2002; Reason & Bradburym, 2001; Carr & Kremmis 1986; Masters, 1995).

Action Research proceeds through repeated cycles in which researchers and the education community start with the identification of major issues, concerns, and problems; initiate research; originate action; learn about this action; and proceed to a new research and action cycle. This process is a continuous one. Participants in Action Research projects continually reflect on their learning from the actions and proceed to initiate new actions on the spot. Outcomes are very difficult to predict from the outset, challenges are sizeable, and achievements depend largely upon the researcher’s commitment, creativity, and imagination. If the repeated cycles are followed thoughtfully and systematically, preferably in a group context, then (a) issues and understandings and (b) the practices themselves will develop and evolve.

Districts have requested that they be apprised of the Action Research Projects being conducted by their candidate-teachers. To encourage further district inclusion, the results of the action research projects will be presented to the district stakeholders involved in the projects.

**TCHL 560 Course Objectives:** At the conclusion of this course, the students will be able to

- Explore the use of action research as part of a school improvement strategy germane to the student’s school or classroom.
- Analyze and explore current topics in education research.
- Integrate theoretical and experiential knowledge into instruction.
- Frame questions appropriate for classroom and school inquiry.
- Gain skills in selected research methods.
- Develop, pursue, document, and report on an action research inquiry.
- Present their findings to a broader audience.

**TCHL 560 Content Outline:**

- Foundations of Action Research:
  - Definition and understanding of the tenets of action research
  - Exploring the various approaches to research
  - Understanding the similarities and differences between action research and other educational research
  - Exploring the historical and philosophical roots of action research
  - Exploring how action research is a part of a school improvement strategy
- Review of current literature and development of a research question related to the student’s action research topic
- Defining what makes a researchable issue

Implementation Plan:
- Research ethics
- The Human Subjects Review Board process
- The strategies, procedures, and tools for effective action research
- Examining data and their appropriate interpretations
- Communicating the results of action research
- The uses of reflection for educational practitioners
- Determining how action research impacts teaching and learning regarding instructional effectiveness
- Development and implementation of an action research project

**TCHL 560 Critical Performance:**
Kentucky Advanced Teacher Standard(s) Assessed: This project must address at least three (3) Kentucky Teacher Standards.

Product: Action Research Project and Final Report

Task: Participants are expected to have access to a field setting during the course and to develop an Action Research Project. The rubric describes the Action Research in general terms because each project will be unique. Note: The results of the project will be presented to a university faculty and the district stakeholders.

**A2c. Content Course(s)**

Students will select a minimum of one existing content course specific to their initial teaching certification area that augments their knowledge of the content area based on entry-level assessments. An additional three hours of content coursework may be taken during Level 1 for a total of six hours.

*Content Course Objectives:* At the conclusion of the course, the candidate will be able to gain additional content knowledge

*Content Course Critical Performance:*
Kentucky Teacher Standards Assessed: Standard 1 - The teacher demonstrates applied content knowledge

Product: Open Response Question response.

Task: Respond to open response questions designed by content area faculty.

**A3. Mid-Point Assessment Criteria**
During the prescribed individual coursework for Level 1, each candidate will complete Critical Performance assessments that evidence job-embedded proficiency in the concomitant skills. Assessments on the candidate’s ability to develop and implement standards-based units of study, to impact student learning through class instruction, to assess and analyze student achievement, to grow professionally, and to collaborate and lead will be administered and scored by the faculty throughout the coursework and uploaded to the Electronic Portfolio System (EPS). The assessments may include observations, videos, student work samples with analyses, presentations, interviews, Teacher Work Samples, and/or other standards-based unit formats. In addition, the Teacher Leader Master’s Degree or Planned Non-Degree Fifth-Year Program candidate will submit open response questions based on content knowledge in the candidate’s teaching certification area and in alignment with the Kentucky Program of Studies.

At the end of Level 1, the assessment performances will be reviewed and assessed holistically by faculty and practitioners. The review will 1) determine if the candidate is proficient in the skills addressed in Level 1, 2) determine both if the candidate needs additional work in Level 1 topics and/or the course of study appropriate for the candidate in Level 2, and 3) validate and assure reliability. The review will provide feedback that allows the candidate and advisor(s) to alter the program of studies, if needed. The successful results of the Level 1 assessments will be an overall score of 3.0 out of a 4-point scale with 4 being the highest, with no individual score on the scoring guides less than 2.5. Success in the Level 1 assessments will determine movement and/or course work at Level 2.

Several districts have requested that they be allowed to submit a mid-point check sheet similar to the Entry Level Referral to provide further feedback on the level of proficiency the teacher demonstrates. These requests will be honored and included in the assessment protocol.

A4. Level 2 Coursework

Level 2 will be global, in that choices will be made available in areas pertinent to the professional career goals of each candidate. Coursework will be determined based on the assessment at the conclusion of Level 1. Each program will be individualized based on the candidate’s assessment results, professional goals, and growth plan. In the Level 2 program, candidates will (a) take additional courses to attain Level 1 proficiencies or (b) specialize in an area. Examples:

- Candidates may take a mix of content and pedagogy to improve P-12 classroom practice.
- Candidates may start taking leadership courses to fast track the Rank I for administration and to develop them for school-wide teacher leader roles such as department head, school-based decision-making member, etc. Candidates could work toward an endorsement, such as in technology or Gifted and Talented.

Total hours needed on Level 2 to complete the degree will range from 12-18 hours.
Candidates will have flexibility in Level 2 coursework dependent upon the completion of Level 1, thus allowing more distance toward other certificates in Level 2 and/or Rank I. This would ultimately impact pre-service teachers by encouraging them to hone content and practice experiences throughout pre-service coursework, Student Teaching, and the Internship year in order to prepare themselves better for Level 1 of the Teacher Leader Master’s Degree or Planned Non-Degree Fifth-Year Program.

Level 2 instructions will utilize a hybrid system of online and face-to-face delivery. Courses will be content, pedagogy, and/or leadership specific based on each individual’s prescribed program. A strong reliance will exist on the arts and sciences as well as on specialized areas in the College of Education and Behavioral Sciences. Some coursework may also come from already existing courses in the College of Education and Behavioral Sciences, Potter College of Arts and Letters, and Ogden College of Science and Engineering.

Assessments will be conducted within the course structures to determine the level of proficiency in each independent area. Candidates will complete an Action Research for Teacher Leaders project prior to completion of the program.

Narrative Description of Program Bibliography


B. CONCEPTUAL FRAMEWORK
Western Kentucky University’s Professional Education Unit

<table>
<thead>
<tr>
<th>WKU Vision</th>
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<tr>
<td>Western Kentucky University aspires to be the best comprehensive public institution in Kentucky and among the best in the nation.</td>
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<tr>
<th>WKU Mission</th>
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<tr>
<td>Western Kentucky University prepares students to be productive citizens of a global society and provides service and lifelong learning opportunities for its constituents.</td>
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<tr>
<th>Professional Education Unit Mission</th>
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<tr>
<td>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.</td>
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<th>Professional Education Unit Vision</th>
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<tr>
<td>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 schools more efficient and effective.</td>
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<tr>
<th>BELIEFS ABOUT CHILDREN AND SCHOOLS</th>
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<tr>
<th>Belief 1: All children can learn at high levels.</th>
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<td>Children have an inherent ability to communicate and process information, the limits of which are unknown. Basic literacy and thinking skills can be taught and learned by all children at levels that enable them to develop their unique talents and areas of special abilities. The exceptions are the few who have been born with severe disabilities, but even these children, with appropriate opportunities, can progress to a level that far exceeds past expectations. State and local learning standards reflect at a minimum what all children need to know and be able to do to enable them to function as adults and as participating and contributing members of society. No ethnic, cultural, or economic background can negate this potential nor should it lower expectations for any child to achieve at least state and local achievement standards (Marzano, 2003).</td>
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<td>Thus, it is the responsibility of the education professional preparation unit (including education professional preparation faculty, arts and science faculty, and school practitioners) to develop a shared understanding of what “all children can learn” means for school and classroom practice and communicate a consistent message to education professional candidates. Also, the unit and its various preparation programs should provide documented evidence that supports what is possible with all children. In addition, the unit should provide candidates with a variety of</td>
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field experiences that enable them to develop the ability to demonstrate success with all students. Finally, because traditional achievement gaps with respect to race, gender, and socioeconomic background have influenced beliefs and attitudes that these factors place severe limitations on what some children can learn, the unit should establish a program of ongoing inquiry and research with respect to achievement gaps and communicate successful strategies to candidates about how these gaps can be overcome.

**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.**

A democratic society values life, liberty, and the pursuit of happiness. The pursuit of happiness in the United States and Kentucky demands an education system in grades P-12 that enables all students, regardless of race, ethnic and family background, economic resources, gender, or disabilities, to be proficient in state standards for learning. Resulting legislation, such as the federal Free and Appropriate Education Law and the state’s 1990 Kentucky Education Reform Act, were about creating equity in the classroom and curriculum (Pankratz & Petrosko, 2000). As a state, the courts, legislature, and people of Kentucky are committed to a school performance goal for 2014 that all children will reach a level of proficiency relative to defined learning standards (Task Force on Education Reform Curriculum Committee, 1989; Rose vs. Council for Better Education, Inc., 1989). As a state-supported university, we must be committed to preparing school personnel who will meet this challenge.

Thus, it is the responsibility of the education professional preparation unit to help education professional candidates acquire a clear understanding of the P-12 schooling expectations of parents, citizens, and elected officials at the local, state, and national levels. The unit and its various preparation programs should ensure that candidates demonstrate both a knowledge of and commitment to the ideals of a democratic society, state and national legislation that communicates policies and standards (e.g., the Kentucky Education Reform Act and the “No Child Left Behind” legislation [Ohnemus, 2002]), as well as learning goals and standards for children (i.e., Kentucky performance goals for all schools by 2014).

**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.**

Diversity among individuals indicates their uniqueness and complexity with respect to their abilities and their response to different teaching and learning processes. Recognizing and responding to student diversity represents both an *instructional opportunity* and *instructional necessity*. It is an *opportunity* in that highly effective education professionals are deliberate in using what each child brings to the learning situation and facilitating learning experiences crafted to each student’s learning needs and styles (Au, 1993; Delpit, 1995; Gay 2002). Furthermore, education professionals firmly believe that the diverse cultures and languages that students bring into the classroom enhance learning for all students. Finally, highly effective
education professionals challenge students to reflect upon and transform their own beliefs about a diverse society as well as to challenge stereotypes and negative assumptions about diverse cultures, languages, economic resources, and abilities (Banks, 1996; 2002).

Diversity is a necessity in that those who would attempt to ignore it risk marginalizing students in their classrooms, as diversity exists, on some level, in every classroom and in every school (Banks, 2002). The number of students in our classrooms of diverse races, cultures, languages, economic resources, as well as physical and mental abilities, is steadily increasing (Menken & Look, 2000). Furthermore, No Child Left Behind legislation targets culturally and linguistically diverse students who are falling behind academically as well as socially. School professionals must discover which teaching and learning processes are most effective and efficient for every child in a given learning situation (Forrest, 2004).

Thus, it is the responsibility of the education professional preparation unit to develop and maintain dynamic and on-going inquiry and research into the strengths and differences of teaching and learning styles of different cultural, ethnic, economic, gender, and ability groups. The unit and its various preparation programs should provide candidates with both a knowledge of and experience base about differences in learning styles, strategies, and preferences of cultural, ethnic, economic, gender, and ability groups. Also, education professional candidates must be offered a variety of field experiences that reflect student diversity and demonstrate success with all students (Sleeter, 2001).

**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.**

High-ability, highly skilled school leaders and other education professionals play essential roles in the performance of schools as a team effort and organization that produces learning for all children. KERA has dramatically changed the roles of education professionals. Among the many responsibilities are knowing how to communicate effectively, understanding budget issues, working congenially as a team, creating policies, understanding legal issues, and making effective decisions that influence teaching and learning. KERA’s underlying premise is that teachers should have the authority to make decisions at the school level and be held accountable for those decisions (David, 1994). As a result, it has become increasingly clear that professional educator preparation programs must become more deliberate in their admission of candidates--admitting, selecting, recruiting, and retaining only those candidates with the foundational or potential knowledge, skills, and dispositions that are necessary for them to be successful education professionals. Also, it is imperative that educational professional candidates receive rigorous training in the skills that hold the most promise for improving P-12 student learning, such as collegial behavior of team-work and shared decision making, experimentation with instructional practices (Lemelech & Hertzog, 1998), and reflection. Thus, it is the responsibility of the education professional preparation unit to develop programs to recruit and select candidates who demonstrate potential with respect to academic performance and professional dispositions to become highly effective educational...
professionals. The unit and its programs should ensure that admitted candidates are provided whatever experiences and training are necessary for them to develop teaching/leadership skills, including the ability to become reflective decision-makers. Furthermore, unit faculty should model independent and critical thinking as well as life-long learning through scholarship and professional development activities. Finally, the unit should embrace a life-long mentoring philosophy that includes both a seamless professional development support system, beginning during candidacy and continuing through the education professional career, and a continuous, two-way collaboration between school and university.

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.

Highly effective education professionals have a rich understanding of and appreciation for student differences and to contextual variables that “result in designing more effective learning environments and solving problems at a much higher level.” Such educators “are also able to see problems from a broader context and are able to draw on their tacit knowledge to determine effective interventions and supports” (York-Barr, Sommers, Ghere, & Montie, 2001, p. 36). Thus, a one-size-fits-all approach to teaching educational theory and practice is not acceptable. Moving all students toward success involves knowledge of a full range of research and theory-based models and strategies and their application to the diverse learning situations in which education professionals find themselves. Furthermore, moving all students toward success requires reflection as the means by which education professionals “continue to improve their practice and move from novice to expert” (York-Barr, Sommers, Ghere, & Montie, 2001, p. 37).

Thus, it is the responsibility of the education professional preparation unit to ensure that education professional candidates acquire an understanding of various theories, models, and strategies of teaching and learning. Candidates should be exposed to and have opportunity to apply in a field-based setting a broad range of learning theories and a varied repertoire of teaching strategies that are consistent with research-based instructional taxonomies, address student learning in various educational domains (Bloom, et al., 1956), and are known to have positive impact on student learning. Finally, the unit and its various programs should provide multiple opportunities for candidates to reflect on their experiences toward the goals of improving their skills and P-12 student learning.

Belief 6: Highly effective education professionals interact with the home and/or community of their students to facilitate teaching and learning.

The purpose of any school-community relations program is to create a better learning atmosphere and to enhance student achievement. Gallagher, Bagin and Moore (2005), Pyle (1994), and Broom and Dozier (1999) suggest that students learn better if parents, teachers, administrators and the community are involved with the teaching and learning process. A partnership must recognize the importance of freely and continuously exchanging information
and involving parents and the school-community in school affairs. By interacting with the home and community of their students, educators learn how parents think and act, what their family values are, and what they want for their children. Educators also gain an understanding of difficulties experienced by parents, students and the community and are able to deal more effectively with their needs. Furthermore, a successful partnership involves more than exchanging information with parents and the community and acquainting them with the school. It includes cooperative work on problems that affect children and advance the cause of education. Nothing else produces in parents a better understanding of the school and a deeper sense of responsibility for its progress (Gallagher, et. al. 2005). Parents are able to understand from class work, behavior reports, and analysis of tests results how much more progress their students could make with help at home.

Thus, it is the responsibility of the education professional preparation unit to ensure that candidates understand the importance of effective school-community relations in the teaching and learning process. The unit and its various programs should provide candidates with classroom instruction and field experiences sufficiently diverse to enable them to skillfully nurture a positive relationship with students, parents, teachers, school administrators, and the school community in order to build support for schools.

**Belief 7: Highly effective education professionals have strong content knowledge, sound pedagogical knowledge and skills, and essential dispositions for facilitating learning and functioning as team members in schools.**

A growing body of research confirms the relationship between knowledge of teaching and learning acquired in teacher preparation programs and student achievement. Studies such as Ferguson and Ladd (1996), Sanders and Rivers (1996), Darling-Hammond (2000), and McRobbie (2001) report strong relationships between teacher expertise and student achievement. Furthermore, this connection persists even when taking into account student poverty and limited English proficiency, as well as selected school resource measures. In every teaching field, stronger preparation results in greater success with students and the increased likelihood of continuing in the teaching profession (McRobbie, 2001). Based on such research and experience-based theory, national and state educational organizations have been able to identify core competencies that are necessary for educational professionals to be successful (e.g., Interstate New Teacher Assessment and Support Consortium, 1992; Interstate School Leaders Licensure Consortium, 1996; Kentucky Education Professional Standards Board, 1999; National Board of Professional Teaching Standards, 2002; TSSA Collaborative, 2001). Although these organizations and other education experts (Kounin, 1970; Marzano, 2003; McEwan, 2002) have developed various numbers of and names for these competencies, further analysis reveals a consensus about what knowledge, skills, and dispositions characterize successful educational professionals:

- **Content Knowledge** (Kentucky Teacher Standard 1)
- **Pedagogical Knowledge and Skills**
  - Designs/Plans (Kentucky Teacher Standard 2)
- Learning Climate (Kentucky Teacher Standard 3)
- Implements/Manages (Kentucky Teacher Standard 4)
- Assessment/Evaluation (Kentucky Teacher Standard 5)
- Technology (Kentucky Teacher Standard 6)
- Reflection (Kentucky Teacher Standard 7)
- Collaboration (Kentucky Teacher Standard 8)
- Professional Development (Kentucky Teacher Standard 9)
- Leadership (Kentucky Teacher Standard 10)

- **Dispositions:** The education professional demonstrates dispositions associated with the profession by valuing learning, personal integrity, diversity, collaboration, and professionalism.
  - Values Learning – Attendance, Class Participation, Class Preparation, Communication
  - Values Personal Integrity – Emotional Control, Ethical Behavior
  - Value Diversity
  - Values Collaboration
  - Values Professionalism – Respect for School Rules, Policies, and Norms; Commitment to Self-Reflection and Growth; Professional Development and Involvement; Professional Responsibility

The above content knowledge and pedagogical knowledge and skills, their relationship to theory and research, and their alignment with the various education professional preparation programs are more fully described in Appendix A. A detailed description of unit-wide dispositions is provided in Appendix B. Furthermore, Appendix C demonstrates how these Belief 7 characteristics integrate with the other Conceptual Framework Beliefs, as well as with WKU Strategic Planning documents.

Thus, it is the responsibility of the education professional preparation unit to ensure that all candidates have acquired adequate knowledge of subject matter, pedagogical knowledge and skills, and professional dispositions for each role group of school professionals. The unit and its various preparation programs should align curriculum and experiences to ensure that all candidates are provided the opportunity to develop these essential competencies. Furthermore, programs should clearly communicate to candidates that assessments aligned to these standards will serve as the criteria by which their progress will be measured. In particular, upon entering our programs, candidates should receive adequate information about these requirements for successful completion, as well as key decision points that may affect their ability to continue in the program. Likewise, these standards, as well as accountability system reports of candidate progress towards them, should serve as the central mechanisms for curricular and other programmatic changes.

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

Advances in technology have added a new dimension to processing information that permeates almost every aspect of our lives, including teaching, learning, and managing classrooms and
schools. Technology provides teachers, school practitioners and all educators extensions of their abilities to move toward new and higher performance levels. The ISTE National Education Technology Standards (NETS) and Performance Indicators for Teachers (2002) provide guidance as to the essential skills educators need to develop. Furthermore, Pellegrino and Altman (1997) suggest that integrating technology into education professional preparation programs involves three dimensions: 1) “Moving students from consumers and participant observers of technology-based learning applications to producers of content applications appropriate for their own teaching;” 2) A “shift of technology applications from supplementary to central in a given course’s learning activities;” and 3) “A gradual and progressive increase in the sophistication and complexity of the technology-based applications that students experience in a course.” (pp. 96-99).

Thus, it is the responsibility of the education professional preparation unit to provide instruction in, model, and assess the use of technology tools considered essential for instruction, assessment, management, and research related to schools. And because more is often caught than taught, the unit and its various preparation programs must be committed to providing resources and training opportunities for faculty in these skills, so that they can adequately demonstrate technology integration in their own instruction. It is also important to remember Pellegrino and Altman’s (1997) dimensions that reflect our belief that this as well as other education professional competencies develop along a continuum of knowledge and awareness to full implementation in real education settings. As a result, technology trainings should be “graded” to meet faculty where they are in their technology skills. Likewise, faculty must be prepared to work with candidates at various levels of initial understanding of technology. However, the ISTE and Kentucky Teacher Standards must be the final guides in ensuring candidates’ ability to successfully implement technology in a variety of P-12 learning contexts. As such, unit faculty should be held accountable regarding their own continuous development in technology skills.

**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.

Highly effective education professionals select appropriate learning goals and instructional strategies based on clearly identified standards, as well as school, classroom, and student contextual factors, conduct pre-, formative, and post-assessments, and analyze results as a means to provide student feedback and to reflect on their instruction. Furthermore, highly effective education professionals hold themselves accountable for their students’ learning results and use these results, as well as other data, to make decisions about professional development and program improvement (Reeves, 2002a, 2002b, 2004).

Thus, it is the responsibility of the education professional preparation unit to ensure that candidates develop and demonstrate the ability to create, adapt, and use multiple modes of
assessment, to systematically collect and analyze assessment data as a means to demonstrate impact on P-12 student learning, as well as to provide student feedback, to reflect on assessment data and make appropriate decisions to effectively improve instruction, and to effectively communicate assessment results. This has been largely accomplished through the adoption of the Teacher Work Sample and its processes as a means both to guide and assess candidate development and as a culminating measure of candidate proficiency before program exit (Girod, 2002). Furthermore, the unit and its faculty should model effective assessment practice and reflection by systematically collecting, analyzing, and reporting data that are an essential and regularly scheduled part of the program (see Belief 10).

**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.**

Similar to P-12 learning, education professional skill development is characterized by a continuous, life-long pattern of acquisition of content and pedagogical knowledge, followed by application of knowledge and skills to teaching and learning situations, and culminating in high levels of performance in live classrooms and school settings (Anderson et al, 2001). This pattern and its stages can be defined, measured, evaluated, and reported. For each stage, different types of learning experiences and performance-based assessments are most appropriate. Highly effective education units develop and maintain an assessment system that provides credible performance data on the progress and achievement of each candidate available for feedback and reporting to the candidate, faculty, and program. Such a system has the potential to provide candidates the opportunity to self-monitor their progress toward standards. Likewise, such a system moves us toward the goal of semester and/or year-end reports about overall candidate progress toward standards that can be publicly reported and/or made public via a website.

Thus, it is the responsibility of the education professional preparation unit to identify and align knowledge sequences through courses and field experiences that guide candidate development through the stages of acquisition, application, and performance in educational settings of content, pedagogical knowledge and skills, and professional dispositions. Likewise, the unit and its various preparation programs should identify existing or develop new assessment processes that reflect the continuous stages of knowledge, skill, and disposition development and assessment processes for each identified level of performance, including following graduates into schools both to mentor them and to measure their ability to positively impact school and P-12 student achievement. In selecting or developing assessments, it is important to consider that performance assessments that are explicitly linked to standards and with rubrics that use benchmark or other standard language as part of the rubric scoring system are likely to provide the greatest information to programs regarding candidate progress. Also, it is essential that rating systems yield scores that clearly represent performance toward a specific standard or set of specific standards and can be easily entered into a standards-based electronic system. In this age of increasing accountability, these unit performance expectations and measures should be publicly available for review by all constituents, or, at the least, the assessment process should
be publicly reported so that all constituents have an understanding of how it works and are able to determine that it is fair, accurate, and consistent.

**Conceptual Framework References**

**Belief 1**

**Belief 2**


**Belief 3**


**Belief 4**


**Belief 5**

**Belief 6**

**Belief 7**


**Belief 8**

International Society for Technology in Education. (2002). *National Education Technology Standards and Performance Indicators for Teachers*.


**Belief 9**


**Belief 10**

## Unit-Wide Initial Preparation Programs Content Knowledge and Pedagogical Knowledge and Skills

### CONTENT KNOWLEDGE: Measured by Praxis II

<table>
<thead>
<tr>
<th>STANDARD NAME</th>
<th>KTS #</th>
<th>ELED</th>
<th>MGE</th>
<th>SECED</th>
<th>5-12</th>
<th>P-12</th>
<th>EXED</th>
<th>IECE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learned Society Standards (Unique to Each Program)</td>
<td>1</td>
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<td></td>
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</table>

### PEDAGOGICAL KNOWLEDGE & SKILLS: Measured by Critical Performances

<table>
<thead>
<tr>
<th>STANDARD NAME</th>
<th>KTS #</th>
<th>ELED</th>
<th>MGE</th>
<th>SECED</th>
<th>5-12</th>
<th>P-12</th>
<th>EXED</th>
<th>IECE</th>
</tr>
</thead>
<tbody>
<tr>
<td>KTS Shared by These Programs</td>
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</tr>
</tbody>
</table>

### Unit-Wide Advanced Preparation Programs Content Knowledge and Pedagogical Knowledge and Skills

### CONTENT KNOWLEDGE: Measured by Praxis II

<table>
<thead>
<tr>
<th>STANDARD NAME</th>
<th>KTS #</th>
<th>C&amp;I</th>
<th>LME</th>
<th>EXED</th>
<th>IECE</th>
<th>EALR (SISI)</th>
<th>Guidance Counseling</th>
<th>School Psychology</th>
<th>Literacy</th>
<th>Commun. Disorders</th>
<th>Nursing</th>
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<tbody>
<tr>
<td>Learned Society Standards (Unique to Each Program)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### PEDAGOGICAL KNOWLEDGE & SKILLS: Measured by Critical Performances

<table>
<thead>
<tr>
<th>STANDARD NAME</th>
<th>KTS #</th>
<th>C&amp;I</th>
<th>LME</th>
<th>EXED</th>
<th>IECE</th>
<th>EALR (SISI)</th>
<th>Guidance Counseling</th>
<th>School Psychology</th>
<th>Literacy</th>
<th>Commun. Disorders</th>
<th>Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>KTS Shared by These Programs</td>
<td></td>
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</tr>
</tbody>
</table>

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**LEGEND**

- **KTS#** = Kentucky Teacher Standard Number
- **5-12** = Grades 5 - 12 Education
- **P-12** = Primary – Grade 12 Education
- **ELED** = Elementary Education
- **MGE** = Middle Grades Education
- **SECED** = Secondary Education (Grades 8-12)
- **EXED** = Exceptional Education
- **IECE** = Interdisciplinary Early Childhood Education

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**NOTE:** The purpose of these matrices is to illustrate the alignment of various program standards with the unit-wide Kentucky Teacher standards. The actual work of program alignment would take place by the faculty within each program.
**Conceptual Framework Appendix B – Description of Dispositions**

### Unit-Wide Initial and Advanced Dispositions

#### LEVEL 1: Dispositions assessed prior to Program Admission

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Target Behaviors</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Values learning: Attendance</td>
<td>Consistently attends class and is on time. Usually notifies instructor in advance and arranges to meet instructor following a missed class. Usually gives reason for planned absence.</td>
<td>McEwan, 2002</td>
</tr>
<tr>
<td>b. Values learning: Class participation</td>
<td>Actively engaged and interested in the class activities. Volunteers to respond to questions. Participates in discussions.</td>
<td>McEwan, 2002</td>
</tr>
<tr>
<td>c. Values learning: Class preparation</td>
<td>Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Consistently comes to class well prepared.</td>
<td>McEwan, 2002</td>
</tr>
<tr>
<td>d. Values learning: Communication</td>
<td>Uses correct grammar in oral and/or written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas very effectively regardless of the age of the listener.</td>
<td>Wayda &amp; Lund, 2005</td>
</tr>
<tr>
<td>e. Values personal integrity: Emotional control</td>
<td>Displays steady emotional temperment. Is receptive to viewpoints of others and their suggestions. Holds self accountable for emotions and behaviors. Displays a sense of humor and/or willingness to get along with others.</td>
<td>Wayda &amp; Lund, 2005</td>
</tr>
<tr>
<td>f. Values personal integrity: Ethical behavior</td>
<td>Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep word. Shows self to be a person of strong character.</td>
<td>EPSB Code of Ethics</td>
</tr>
</tbody>
</table>

**LEVEL 2: Dispositions assessed along with Level 1 Dispositions after Program Admission**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Target Behaviors</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>g. Values diversity</td>
<td>Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Listens carefully to others and respects the views of those perceived as different from self.</td>
<td>CF Beliefs 1,3 KTS 2-5</td>
</tr>
<tr>
<td>h. Values collaboration</td>
<td>Actively seeks out and incorporates ideas of others. Takes leadership in working with others to improve the overall environment. Regularly share information and ideas.</td>
<td>CF Belief 6 KTS 5,8</td>
</tr>
<tr>
<td>i. Values professionalism: Respect for school rules, policies, and norms</td>
<td>Knows school rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in patterns of dress, behavior, etc.</td>
<td>EPSB Code of Ethics</td>
</tr>
<tr>
<td>j. Values professionalism: Commitment to self-reflection and growth</td>
<td>Recognizes personal limitations and strengths and uses them to best professional advantage. Actively seeks suggestions and constructive criticism. Regularly engages in learning through self-reflection.</td>
<td>CF Beliefs 4,5 KTS 7</td>
</tr>
<tr>
<td>k. Values professionalism: Professional development and involvement</td>
<td>References and makes use of professional organizations or publications. Willingly participates in professional activities or events that promote professional development.</td>
<td>KTS 9</td>
</tr>
<tr>
<td>l. Values professionalism: Professional responsibility</td>
<td>Accepts responsibility for own actions and for helping all students learning and actively seeks self-improvement. Consistently holds high expectations for the success of all students. Consistently looks to explain and remedy student lack of success by factors within the control of self.</td>
<td>CF Belief 2 EPSB Code of Ethics</td>
</tr>
</tbody>
</table>

*NOTE: The indicators are universally embraced by the unit and are exhaustive. However, the target behaviors include representative examples of how the major categories might be observed by programs.*
### Conceptual Framework Appendix C

**Alignment Matrix: NCATE, Kentucky Teacher Standards, PEU Conceptual Framework, WKU Strategic Plans**

<table>
<thead>
<tr>
<th>NCATE Relationship</th>
<th>Standard Source</th>
<th>WKU PEU Conceptual Framework</th>
<th>WKU Strategic Planning Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Conceptual Framework Standards/Values</td>
<td>Conceptual Framework Beliefs</td>
</tr>
<tr>
<td>NCATE Content/Pedagogical Content Knowledge</td>
<td>KTS1 Content Knowledge</td>
<td>3,5,7</td>
<td>1a,1e,2e</td>
</tr>
<tr>
<td></td>
<td>KTS 2 Designs/Plans</td>
<td>1-3,5,7</td>
<td>1e</td>
</tr>
<tr>
<td></td>
<td>KTS 3 Learning Climate</td>
<td>1-3,7</td>
<td>1e</td>
</tr>
<tr>
<td></td>
<td>KTS 4 Implements/Manages</td>
<td>2,3,5,7</td>
<td>1e</td>
</tr>
<tr>
<td></td>
<td>KTS 5 Assessment/Evaluation</td>
<td>1,2,4,6,7,9</td>
<td>1e</td>
</tr>
<tr>
<td></td>
<td>KTS 6 Technology</td>
<td>5,7-9</td>
<td>1g,3b</td>
</tr>
<tr>
<td></td>
<td>KTS 7 Reflection</td>
<td>5,7-9</td>
<td>1a,1e</td>
</tr>
<tr>
<td></td>
<td>KTS 8 Collaboration</td>
<td>1-3,6</td>
<td>4b</td>
</tr>
<tr>
<td></td>
<td>KTS 9 Professional Development</td>
<td>4,5,7,9</td>
<td>3b</td>
</tr>
<tr>
<td></td>
<td>KTS 10 Leadership</td>
<td>1,2,4,5,7,9</td>
<td>1b,d</td>
</tr>
<tr>
<td>NCATE Dispositions</td>
<td>KTS 2-4 Dispositions</td>
<td>1-3,5-7,9</td>
<td>1a-c</td>
</tr>
<tr>
<td>NCATE Standard 3</td>
<td>KTS 2-4 Field Experiences &amp; Clinical Practice</td>
<td>3,5,6</td>
<td>1e</td>
</tr>
<tr>
<td>NCATE Standard 4</td>
<td>KTS 2-4 Diversity</td>
<td>1-3,6</td>
<td>1b,1c,2g,2h,3d</td>
</tr>
<tr>
<td>NCATE P-12 Learning</td>
<td>KTS 2-4 Impacts P-12 Student Learning</td>
<td>5,8,9</td>
<td>1b</td>
</tr>
</tbody>
</table>
C. PROGRAM DESIGN

C1. Overall Design

Diagram 1

- LEVEL 1
- LEVEL 2

ACTION RESEARCH
SELECTED SPECIFIC COURSES
CRITICAL PERFORMANCE ASSESSMENT
INTEGRATED CORE OF CONCOMITANT SKILLS
PROFESSIONAL GROWTH PLAN DEVELOPED
C2. Coursework Model

LEVEL 1 - 9-16 hours

- Foundations of Teacher Leadership
  TCHL 500 - 3 HOUR
- Prerequisite or Corequisite for all subsequent courses

LEVEL 2 - 12-18 hours

- Select Advanced Courses Based on Assessment at conclusion of Level 1 and individualized career goals
- Content, pedagogy, and/or specialization courses make up the remainder of the required MAE course hour requirements 12-21 hours

CONTENT COURSE(s):
From Level 2 3-6 course hours (with permission and not included in 6-16 hours of Integrated Core Focus)

CURRICULUM DEVELOPMENT
TCHL 530 - 3 HOURS

INTEGRATED CORE FOCUS:
DESIGNING AND IMPLEMENTING INSTRUCTION
6-10 hours

ASSESSMENT I:
STANDARDIZED TESTING
TCHL 554 - 1 HOUR

ASSESSMENT II:
CLASSROOM TESTS AND INSTRUMENTS
TCHL 558 - 2 HOURS

ASSESSMENT III:
CLASSROOM INSTRUCTION: MANAGING THE LEARNING ENVIRONMENT
TCHL 548 - 1 HOUR

CLASSROOM INSTRUCTION:
EQUITABLE SCHOOLS AND COMMUNITY PARTNERSHIPS
TCHL 544 - 1 HOUR

CLASSROOM INSTRUCTION:
INSTRUCTIONAL STRATEGIES
TCHL 540 - 1 HOUR

Action Research
(May be taken on Level 1 after completing a minimum of 9 hours or on Level 2. May span several semesters) TCHL 560 - 3 hours

Successfully complete Assessment Critical Performances before progressing to Level 2

Individualized 6-15 hours

- Pedagogy Courses in Specific Areas
- Content Courses

OR

Courses toward a specialized degree or endorsement. For example: Ed. Admin, ESL, Gifted & Talented

CAPSTONE PROJECT:
Action Research must be completed and presented to appropriate stakeholders. TCHL 560
C3. Instructional Model

**LEVEL 1**

- **FOUNDAMENTALS OF TEACHER LEADERSHIP**
  - Development of Professional Growth Plan
  - TCHL 500 - 3 HOURS

- **INTEGRATED CORE FOCUS:**
  - DESIGNING AND IMPLEMENTING INSTRUCTION
  - 6-10 HOURS

  - Professional Learning Communities
  - Professional Learning Communities
  - Professional Learning Communities
  - Professional Learning Communities

- **PROFESSIONAL GROWTH INSTRUCTIONAL MEETINGS**
  - On-line, face-to-face, mixed delivery (to be determined by PLC groups and faculty facilitator). Instructors provide course content, assessment guidance and facilitator support to small PLC group cohorts.

- **EMBEDDED CLASSROOM PRACTICE of PROFESSIONAL GROWTH SKILLS**
  - Groups composed of varying certification areas, content areas, and developmental levels providing diversity.

**LEVEL 2**

- **Content and/or Pedagogy Courses an/or Leadership Courses**

- Courses toward a specialized degree or endorsement for certification. For example: Ed. Admin, ESL, Exceptional Needs

- **Instructors to act as Facilitators and Team Members to Individual Teachers**

- **Action Research Captstone**
  - Completion with presentation to appropriate stakeholders

- **Action Research Project**
  - May be started on Level 1 after completing a minimum of 9 hours or on Level 2. May span several semesters.
  - TCHL 560 - 3 hours

- **Following Level 1 Transition to Level 2**

- **Assessment:** Critical Performances
  - Uploaded to Electronic Portfolio System EPS.
C4. Assessment Protocol

**ENTRY ASSESSMENTS**

**CRITICAL PERFORMANCE ASSESSMENT (CP) PROCESS**
Evidence provided of job-embedded practice uploaded to EPS. Requires a minimum score of 3/4 on each CP.

**CRITICAL PERFORMANCE (CP) ASSESSMENTS UPLOADED TO THE ELECTRONIC PORTFOLIO SYSTEM (EPS). REQUIRES A MINIMUM SCORE OF 3/4 ON EACH CP.**

**LEVEL 1**

**LEVEL 2**

**ADVANCEMENT/TRANSITION TO LEVEL 2**

**Individualized Course Work - Standard Course Assessments**

**ACTION RESEARCH CAPSTONE PROJECT**

**DEGREE COMPLETED**

Project to be scored with scoring guide by instructor and stakeholders. Scores must be consistent.

**PROGRAM ACCOUNTABILITY/RELIABILITY:**
Assessments rescored randomly - scores to be consistent or third score taken -
C5. Framework for Teacher Leadership

D. PROGRAM CURRICULUM: COURSE DESCRIPTIONS AND SEQUENCE

LEVEL 1 COURSEWORK

| Course Title: TCHL 500 – Foundations of Teacher Leadership |
| (3 hours – required; prerequisite to full MAE Admission) |

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Content</th>
<th>Adv Level KTS Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Upon completion of this course, students will be able to</strong></td>
<td><strong>Introduction to Teacher Leadership</strong></td>
<td>KTS 7 – Reflects on &amp; Evaluates Teaching/Learning</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates an understanding of the importance of quality leadership in schools.</td>
<td>KTS 8 – Collaborates with Colleagues, Parents, &amp; Others</td>
</tr>
<tr>
<td></td>
<td>• Utilizes self-reflection and self-assessment to determine strengths and weaknesses of professional skills related to Teacher Leadership.</td>
<td>KTS 9 – Evaluates Teaching &amp; Implements Professional Development</td>
</tr>
<tr>
<td></td>
<td>• Discusses how Teacher Leaders perform a variety of roles to influence student learning.</td>
<td>KTS 10 – Provides Leadership within School, Community, &amp; Profession</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates basic leadership skills (e.g., communication, conflict management, group processes, etc.) necessary to lead effectively in education environments.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Plans for professional development for individuals and groups in school settings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Helps facilitate others in organizational improvement processes.</td>
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<tr>
<td></td>
<td>• Demonstrates the ability to work effectively with others both inside and outside the school.</td>
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<tr>
<td></td>
<td>• Plans for professional development for individuals and groups in school settings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Demonstrates an understanding of ethical issues in teacher leadership.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Demonstrates an awareness of legal issues in teacher leadership.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Demonstrates an awareness of resource management in teacher leadership.</td>
<td></td>
</tr>
</tbody>
</table>
### Course Title: TCHL 530 – Curriculum Development

(3 hours – required)

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Content</th>
<th>Adv Level KTS Assessed</th>
</tr>
</thead>
</table>
| Participation in Professional Learning Community (PLC) comprised of various content and grade levels required. At the conclusion of the course the K-12 Teacher will be able to . . . | - Organizing curriculum for horizontal and vertical articulation through a holistic perspective and implementation utilizing contextual awareness, curriculum maps, and crosswalk documents  
- Connecting theory of curriculum with the created standards-based unit and reflection of design and implementation of the unit  
- Understanding the elements of a standards-based unit that includes:  
  - Contextual factors and achievement data that affect classroom instruction  
  - Understanding content in order to integrate and sequence a unit  
  - Understanding tenets of instructional quality  
  - Setting appropriate goals for students  
  - Implementing goal aligned instruction  
  - Evaluating student learning in light of goals and instruction  
  - Reflecting on student learning and effectiveness of instructional design  
- Utilizing state curriculum guidelines  
- Implementing the Depth of Knowledge (DOK) and taxonomies to guide the development of standards-based units of study  
- Use appropriate assessment strategies to develop, correlate, analyze, and provide feedback  
- Understanding content in order to appropriately integrate and sequence developmentally appropriate practices within a unit  
- Understanding the tenets of instructional quality | KTS 1 – Demonstrates Applied Content Knowledge  
KTS 2 – Designs & Plans Instruction  
KTS 3 – Creates & Maintains Learning Climate  
KTS 4 – Implements & Manages Instruction  
KTS 5 – Assesses & Communicates Learning Results  
KTS 6 – Implements Technology  
KTS 7 – Reflects on & Evaluates Teaching & Learning |
<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Content</th>
<th>Adv Level KTS Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Professional Learning Community (PLC) comprised of various content and grade levels required. At the conclusion of the course, the students will be able to . . .</td>
<td>Some topics included in the proposed course include examining research-based instructional strategies, analyzing case studies and critiquing strategies modeled, and designing, revising, and implementing research-based strategies that meet the needs of all learners. Framework for Effective Instruction: • Teaching and learning context • Establishing and communicating learning goals • Helping students effectively interact with new knowledge • Helping students practice and deepen understanding of new knowledge • Helping students generate and test hypotheses about new knowledge • Engaging students • Developing effective lessons organized into a cohesive unit Case Studies of Effective Instructional Strategies: • The role of technology in effective instruction • Collaboration with parents, peers, others • Examination of effective and ineffective instructional strategies Designing a Unit Incorporating Research-Based Instructional Strategies: • Contextual factors • Establishing goals • Developing effective lessons that incorporate best practice • Implementation of unit • Analysis of effectiveness of unit • Reflection</td>
<td>KTS 2 – Designs &amp; Plans Instruction KTS 3 – Creates &amp; Maintains Learning Climate KTS 4 – Implements &amp; Manages Instruction KTS 5 – Assesses &amp; Communicates Learning Results KTS 6 – Implements Technology KTS 7 – Reflects on &amp; Evaluates Teaching &amp; Learning KTS 8 – Collaborates with Colleagues, Parents, &amp; Others</td>
</tr>
</tbody>
</table>

**Course Title:** TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour - individualized based on Entry Assessment)**

- **Course Objectives**
- **Content**
- **Adv Level KTS Assessed**
### Course Title: TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships
(1 hour - individualized based on Entry Assessment)

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Content</th>
<th>Adv Level KTS Assessed</th>
</tr>
</thead>
</table>
| Participation in Professional Learning Community (PLC) comprised of various content and grade levels required. At the conclusion of the course, the students will be able to . . . | Some topics included in the proposed curriculum include defining stakeholders and partnerships; analyzing case studies and school and stakeholder partnerships; and designing a school and stakeholder partnership plan. | KTS 2 – Designs & Plans Instruction  
KTS 3 – Creates & Maintains Learning Climate  
KTS 4 – Implements & Manages Instruction  
KTS 5 – Assesses & Communicates Learning Results  
KTS 6 – Implements Technology  
KTS 7 – Reflects on & Evaluates Teaching & Learning  
KTS 8 – Collaborates with Colleagues, Parents, & Others |
| • Examine the role of school and stakeholder partnerships (both at the school and district level) in student achievement.  
• Determine the components of successful school and stakeholder partnerships.  
• Create a school and stakeholder partnership plan for a selected school that is designed to enhance student success. | **Framework for School and Stakeholder Partnerships:**  
• Definition of stakeholders and partnerships  
• Need and purpose of school and stakeholder partnerships  
• Student achievement and school and stakeholder partnerships | |
| **Case Studies of School and Stakeholder Partnerships:** |  
• Examination of successful and unsuccessful partnerships | |
| **Designing a Partnership:** |  
• Planning and developing a partnership plan | |

### Course Title: TCHL 548 – Classroom Instruction: Managing the Learning Environment
(1 hour - individualized based on Entry Assessment)

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Content</th>
<th>Adv Level KTS Assessed</th>
</tr>
</thead>
</table>
| Participation in Professional Learning Community (PLC) comprised of various content and grade levels required. At the conclusion of the course, the students will be able to . . . | Proposed topics include classroom management principles, interventions, and the use of technology to support classroom management. | KTS 2 – Designs & Plans Instruction  
KTS 3 – Creates & Maintains Learning Climate  
KTS 4 – Implements & Manages Instruction  
KTS 5 – Assesses & Communicates Learning Results  
KTS 6 – Implements Technology  
KTS 7 – Reflects on & Evaluates Teaching & Learning  
KTS 8 – Collaborates with Colleagues, Parents, & Others |
| • Evaluate classroom management principles and prescribe appropriate interventions for student behavior problems.  
• Utilize technology to support classroom management initiatives to improve student achievement. | **Classroom Management Approaches and Interventions:**  
• Principles of classroom management  
• Interventions for common and chronic behavior problems | |
| **Classroom Management and Technology:** |  
• Discipline Problem Behavior Inventory and plan | |
### Course Title: TCHL 550 – Student Assessment I: Fundamentals of Student Assessment
(1 hour - individualized based on Entry Assessment)

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Content</th>
<th>Adv Level KTS Assessed</th>
</tr>
</thead>
</table>
| Participation in Professional Learning Community (PLC) comprised of various content and grade levels required. At the conclusion of the course, the students will be able to . . . | Descriptive and Inferential Statistics:  
- Simple calculations  
- Interpret the appropriate inferential statistics  
Validity and Reliability:  
- Types of validity evidence  
- Measures of reliability | KTS 3 – Creates & Maintains Learning Climate  
KTS 5 – Assesses & Communicates Learning Results  
KTS 7 – Reflects on & Evaluates Teaching & Learning |
| - Compute simple descriptive statistics for assessment data and essentials of inferential statistics.  
- Explain forms of validity evidence and the types of reliability evidence. |                                                                           |                                                                                       |

### Course Title: TCHL 554 – Student Assessment II: Standardized Testing
(1 hour - individualized based on Entry Assessment)

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Content</th>
<th>Adv Level KTS Assessed</th>
</tr>
</thead>
</table>
| Participation in Professional Learning Community (PLC) comprised of various content and grade levels required. At the conclusion of the course, the students will be able to . . . | Assessments:  
- Criterion- and norm-referenced tests  
- Local, state, and national assessments  
- Principles of analysis  
- Interpretation of standardized tests  
- Ethical and legal aspects of student assessment  
Evidence-based School Improvement:  
- Disaggregation of data  
- Connecting data to school improvement  
- Utilizing school and classroom data in goal setting  
- Utilizing teacher tests and standardized assessments  
Improving Assessment Results:  
- Strategies for test taking  
- Using standardized test results to inform teacher-made tests  
- Using results to articulate alignment of curriculum, instruction, and assessment | KTS 3 – Creates & Maintains Learning Climate  
KTS 5 – Assesses & Communicates Learning Results  
KTS 7 – Reflects on & Evaluates Teaching & Learning |
| - Explain the construction of standardized assessment instruments.  
- Distinguish between and interpret norm-referenced and criterion-referenced assessments.  
- Analyze school and classroom data from standardized tests to inform school improvement efforts.  
- Understand legal/ethical issues involved in the assessment of students. |                                                                           |                                                                                       |
**Course Title: TCHL 558 – Student Assessment III: Classroom Tests and Instruments**
(2 hours - individualized based on Entry Assessment)

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Content</th>
<th>Adv Level KTS Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Professional Learning Community (PLC) comprised of various content and grade levels required. At the conclusion of the course, the students will be able to . . .</td>
<td>Designing Effective Assessments:</td>
<td>KTS 3 – Creates &amp; Maintains Learning Climate</td>
</tr>
<tr>
<td>• Explain the principles that guide educators in the process of selecting, developing, and using educationally meaningful assessments.</td>
<td>• Relation of assessment to instruction</td>
<td>KTS 5 – Assesses &amp; Communicates Learning Results</td>
</tr>
<tr>
<td>• Create assessments that align to the cognitive complexity and content articulated in state standards.</td>
<td>• Relation of assessment to the curriculum</td>
<td>KTS 7 – Reflects on &amp; Evaluates Teaching &amp; Learning</td>
</tr>
<tr>
<td>• Analyze the variety of assessments within a practitioner’s classroom.</td>
<td>• Purpose and forms of classroom assessment</td>
<td></td>
</tr>
<tr>
<td>• Craft a formative and summative assessment plan for a unit of instruction.</td>
<td>• Process of planning a classroom assessment</td>
<td></td>
</tr>
<tr>
<td>• Articulate a philosophy of evaluating student progress.</td>
<td>• Advantages and limitations of different item types</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Strategies for constructing good test items</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Scoring and post-evaluation of instruments</td>
<td></td>
</tr>
<tr>
<td><strong>Formative and Summative Assessment:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Distinction between formative and summative assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Incorporating formative assessment into ongoing instructional improvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Utilizing formative assessment to provide feedback and instructional supplement to students, both remedial “correctives” and accelerated “enrichments”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Utilizing summative assessments to monitor overall quality of outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluating and Grading Student Progress</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course Title: Content Specific Course**
(3 hours - individualized based on Entry Assessment)

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Content</th>
<th>Adv Level KTS Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the conclusion of the course, the students will be able to . . .</td>
<td>Specific to course</td>
<td>KTS 1 – Demonstrates Applied Content Knowledge</td>
</tr>
<tr>
<td>• Demonstrate acquisition and application of content knowledge in the candidate’s specific content area.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Course Title: TCHL 560 – Action Research for Teacher Leaders
(3 hours – required)

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Content</th>
<th>Adv Level KTS Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the conclusion of the course, the students will be able to . .</td>
<td><strong>Foundations to Action Research:</strong></td>
<td>A minimum of three Kentucky Teacher Standards must be addressed in the capstone Action Research Project to be completed by the conclusion of the degree program.</td>
</tr>
<tr>
<td>• Explore the use of action research as part of a school improvement strategy.</td>
<td>• Definition and understanding of the tenets of action research</td>
<td></td>
</tr>
<tr>
<td>• Analyze and explore current topics in education research.</td>
<td>• Exploring the various approaches to research</td>
<td></td>
</tr>
<tr>
<td>• Integrate theoretical and experiential knowledge into instruction.</td>
<td>• Understanding the similarities and differences between action research and other educational research</td>
<td></td>
</tr>
<tr>
<td>• Frame questions appropriate for classroom and school inquiry.</td>
<td>• Exploring the historical and philosophical roots of action research</td>
<td></td>
</tr>
<tr>
<td>• Gain skills in selected research methods.</td>
<td>• Exploring how action research is a part of a school improvement strategy</td>
<td></td>
</tr>
<tr>
<td>• Develop, pursue, document, and report on an action research inquiry.</td>
<td>• Review of current literature and development of a research question</td>
<td></td>
</tr>
<tr>
<td>• Present their findings to a broader audience.</td>
<td>• Defining what makes a researchable issue</td>
<td></td>
</tr>
<tr>
<td><strong>Planning and Implementation:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Research ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The Human Subjects Review Board process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The strategies, procedures, and tools for effective action research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Examining data and their appropriate interpretations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Communicating the results of action research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The uses of reflection for educational practitioners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Determining how action research impacts teaching and learning regarding instructional effectiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Development and implementation of an action research project</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## LEVEL 2 COURSEWORK

<table>
<thead>
<tr>
<th>Course Title: Varied</th>
<th>Content</th>
<th>Adv Level KTS Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>(12-18 hours – required)</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Course Objectives</strong></td>
<td><strong>Content</strong></td>
<td><strong>Adv Level KTS Assessed</strong></td>
</tr>
<tr>
<td><strong>Advanced Coursework in Leadership, Pedagogy, and Content; Areas of Specialization</strong></td>
<td><strong>Specific to Courses</strong></td>
<td><strong>N/A</strong></td>
</tr>
</tbody>
</table>
E. CONTINUOUS ASSESSMENT PLAN AND CRITICAL PERFORMANCES

Below is a brief description of assessments and other data collected to make decisions at key Transition Points about Teacher Leader candidates’ progress toward Kentucky Teacher Standards, Dispositions, and other Conceptual Framework values. Most data are collected through a series of “Critical Performances” defined as any piece of evidence required by a program and produced by the student that demonstrates the student has met a Standard(s). Critical performances are embedded within courses taught by faculty who evaluate the performance using a rating scale of 1 (low) to 4 (high) based on scoring rubrics developed by faculty within the program. Candidates will upload these performances into WKU’s Electronic Portfolio System where faculty can then view and score them. The WKU Electronic Portfolio System can be accessed at http://edtech2.wku.edu/portfolio/. Furthermore, complete prompts and rubrics of each critical performance developed for the Teacher Leader program may be viewed at http://edtech.wku.edu/peu/teacher-leader/critical-performances/.

<table>
<thead>
<tr>
<th>Graduate Admissions</th>
<th>Critical Performances</th>
<th>KTS (Adv Level Performance) Assessed</th>
<th>Other Requirements/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td>• If candidate is WKU alumnus and is teaching, automatic admission.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• If candidate is alumnus of another KY school with a GPA of 2.75 and is teaching, admit with a teacher work sample or KTIP portfolio for admission credentials review.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• If candidate is out-of-state student with GPA of 2.75 and currently employed as a KY teacher, admit with a teacher work sample or KTIP portfolio admission credentials review.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• GRE score on file for non-WKU students.</td>
</tr>
</tbody>
</table>

Transition Point 1: Admission to Teacher Leader Program/Level 1

Note: Evaluation of the candidates’ level of proficiency will be determined by the WKU instructor and a public school representative. Program advisement will be done during the Fundamentals of Teacher Leadership course by the WKU instructor based on the results of the evaluation and professional growth plan.
| Course Title: TCHL 500 – Foundations of Teacher Leadership  
(3 hour – required; prerequisite/co-requisite to all Level I MAE courses) |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Performances</strong></td>
</tr>
<tr>
<td><strong>KTS (Adv Level Performance) Assessed</strong></td>
</tr>
<tr>
<td><strong>Other Requirements/Notes</strong></td>
</tr>
</tbody>
</table>
| Professional Growth Plan (PGP) and Emergent Philosophy of Teacher Leadership: Students will complete various self-assessment activities throughout the course including the DISC online self-assessment and other required course readings and activities and then write a Professional Growth Plan (PGP) and an Emergent Philosophy of Teacher Leadership that must include a discussion of Teacher Leader standards; KY Teacher Standards; Roles of Teacher Leaders; Impact on Student Learning; and a self-assessment reflection of their individual strengths and areas for growth within each of the standards and roles. | KTS 7 – Reflects on & Evaluates Teaching/Learning  
KTS 8 – Collaborates with Colleagues, Parents, & Others  
KTS 9 – Evaluates Teaching & Implements Professional Development  
KTS 10 – Provides Leadership within School, Community, & Profession | • Submit the Cycle 3 KTIP Assessment OR an in-kind example (for students who did not KTIP)  
• Develop a Professional Activities vitae  
• Complete a Dispositions Survey  
• Referral by a) the school principal or his designee and b) a professional colleague regarding candidate’s specific KTS and dispositions strengths, areas for growth, areas that would aid growth in collaborative efforts on a team, grade, or school level, and areas that would aid the district in meeting SIP goals.  
• Submit the School Improvement Plan  
• Individualized plan of study related to KTS  
• Write a Professional Growth Plan (PGP) and an emergent philosophy of teacher leadership that must include a discussion of Teacher Leader standards; KY Teacher Standards; Roles of Teacher Leaders; Impact on Student Learning; and a self-assessment reflection of their individual strengths and areas for growth within each of the standards and roles. |

| Course Title: TCHL 530 – Curriculum Development  
(3 hours – required) |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Performances</strong></td>
</tr>
<tr>
<td><strong>KTS (Adv Level Performance) Assessed</strong></td>
</tr>
<tr>
<td><strong>Other Requirements/Notes</strong></td>
</tr>
</tbody>
</table>
| Standards Based Unit and Comparison Analysis: Standards Based Unit: Submit an instructional unit you have used in the past in your classroom and that you plan to teach within the next two months during this semester. Comparison | KTS 1 – Demonstrates Applied Content Knowledge  
KTS 2 – Designs & Plans Instruction  
KTS 3 – Creates & Maintains Learning Climate  
KTS 4 – Implements & Manages | N/A |
<table>
<thead>
<tr>
<th>Analysis:</th>
<th>Compare before and after instructional unit, reflecting on the instructional unit changes and analyzing student learning and personal growth.</th>
</tr>
</thead>
</table>
| Instruction | KTS 5 – Assesses & Communicates Learning Results  
KTS 6 – Implements Technology  
KTS 7 – Reflects on & Evaluates Teaching & Learning |

**Course Title:** TCHL 540/544/548 – Classroom Instruction Course Sequence  
(Possible 3 hours total – individualized based on Entry Assessment)

<table>
<thead>
<tr>
<th>Critical Performances</th>
<th>KTS (Adv Level Performance) Assessed</th>
<th>Other Requirements/Notes</th>
</tr>
</thead>
</table>
| **Unit of Study Emphasizing Classroom Management and Collaboration:**  
Develop a Unit of Study with emphasis on Classroom Management and Collaboration that integrates best practice instructional strategies, a student behavior plan, and collaboration project designed to improve student learning. | **KTS 2 – Designs & Plans Instruction**  
KTS 3 – Creates & Maintains Learning Climate  
KTS 4 – Implements & Manages Instruction  
KTS 5 – Assesses & Communicates Learning Results  
KTS 6 – Implements Technology  
KTS 7 – Reflects on & Evaluates Teaching & Learning  
KTS 8 – Collaborates with Colleagues, Parents, & Others | All CPs are required regardless of the number of courses under Classroom Instruction candidate takes. |

**Course Title:** TCHL 550/554/558 – Student Assessment Instruction Course Sequence  
(4 hours total – individualized based on Entry Assessment)

<table>
<thead>
<tr>
<th>Critical Performances</th>
<th>KTS (Adv Level Performance) Assessed</th>
<th>Other Requirements/Notes</th>
</tr>
</thead>
</table>
| **Assessment Plan, Analysis, and Reflection:**  
Provide evidence to demonstrate your ability to select, use, and analyze appropriate assessments to assess students, plan instruction, and reflect on your practice. Submit a written report, which is composed of an introductory section, 3 case studies, and reflection. Copies of selected assessment tools and accompanying scoring guides must be included in an appendix. | **KTS 3 – Creates & Maintains Learning Climate**  
KTS 5 – Assesses & Communicates Learning Results  
KTS 7 – Reflects on & Evaluates Teaching & Learning | All CPs are required regardless of the number of courses under Student Assessment candidate takes. |

**Course Title:** TCHL 560 – Action Research for Teacher Leaders  
(3 hours – required)

<table>
<thead>
<tr>
<th>Critical Performances</th>
<th>KTS (Adv Level Performance) Assessed</th>
<th>Other Requirements/Notes</th>
</tr>
</thead>
</table>
| **Action Research Project:**  
Students are | **A minimum of three Kentucky** | Course may be started on Level I |
expected to have access to a field setting during the course and to develop an Action Research Project. The rubric describes the Action Research in general terms because each project will be unique.

Teacher Standards must be addressed in the capstone Action Research Project to be completed by the conclusion of the degree program.

after completion of 9 hours of course work and completed over multiple semesters on Level II. An In Progress (IP) grade will be given after completion of the content portion of the course.

Prior to execution of projects, candidates must prepare and receive approval for a prospectus.

After presentation to the appropriate entities (i.e., school board, school faculty, other education stakeholders), final project will be posted on EPS.

Score of 3/4 is required.

### Course Title: Content Specific Course
(3 hours – individualized based on Entry Assessment)

<table>
<thead>
<tr>
<th>Critical Performances</th>
<th>KTS (Adv Level Performance) Assessed*</th>
<th>Other Requirements/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Response Questions: Complete open response questions that are based on content knowledge in candidate’s teaching certification are and stemming from the KY Program of Studies and Core Content, and or state curriculum documents.</td>
<td>KTS 1 – Demonstrates Applied Content Knowledge</td>
<td></td>
</tr>
</tbody>
</table>

**Transition Point 2: Admission to Level 2**

Note: All Critical Performances and other requirements must be completed by the end of Level 1 course series. In order to advance to Level 2 of the MAE program, the candidate must have an average score of 3.0 on all performances uploaded to the EPS. Additional course work during Level 2 may be required as the result of the assessment results.

### Course Title: Varied
(12-16 hours – required)

<table>
<thead>
<tr>
<th>Critical Performances</th>
<th>KTS (Adv Level Performance) Assessed</th>
<th>Other Requirements/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>Advanced coursework in Leadership, Pedagogy, and Content; Areas of Specialization</td>
</tr>
</tbody>
</table>

**Transition Point 3: Program Exit**

Candidates show mastery on all Kentucky Teacher Standards in Level 1. To exit the program candidates must successfully complete and present their Action Research Project demonstrating continued development in at least 3 Kentucky Teacher Standards.
F. COURSE SYLLABI

Because the Teacher Leader courses are new, they are all working their way through the WKU curriculum approval process. Proposals for each course, written in accordance with WKU curriculum guidelines, can be viewed at [http://edtech.wku.edu/peu/teacher-leader/course-proposals/](http://edtech.wku.edu/peu/teacher-leader/course-proposals/). Prototypes of course syllabi can be viewed at [http://edtech.wku.edu/peu/teacher-leader/syllabi/](http://edtech.wku.edu/peu/teacher-leader/syllabi/). These will be fully developed as each faculty prepares to teach the course.

Below is a chart of the new courses developed for the WKU Teacher Leader program.

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE TITLE</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCHL 500</td>
<td>Foundations of Teacher Leadership</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 530</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 540</td>
<td>Classroom Instruction: Instructional Strategies</td>
<td>1</td>
</tr>
<tr>
<td>TCHL 544</td>
<td>Classroom Instruction: Equitable School and Community Partnerships</td>
<td>1</td>
</tr>
<tr>
<td>TCHL 548</td>
<td>Classroom Instruction: Managing the Learning Environment</td>
<td>1</td>
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<tr>
<td>TCHL 550</td>
<td>Student Assessment I: Fundamentals of Student Assessment</td>
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<tr>
<td>TCHL 554</td>
<td>Student Assessment II: Standardized Testing</td>
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<tr>
<td>TCHL 558</td>
<td>Student Assessment III: Classroom Tests and Instruments</td>
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</tr>
<tr>
<td>TCHL 560</td>
<td>Action Research for Teacher Leaders</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>
### G. PROGRAM FACULTY MATRIX

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Highest Degree, Field, &amp; University¹</th>
<th>Role of faculty member²</th>
<th>Faculty Rank³</th>
<th>Tenure Track (Yes/No)</th>
<th>Scholarship,⁴ Leadership in Professional Associations, and Service:⁵ List up to 3 major contributions in the past 3 years⁶</th>
<th>Teaching or other professional experience in P-12 schools⁷</th>
</tr>
</thead>
</table>
Leadership: President KY TED 2008 - Present and WKU chapter & KY SCEC State Advisor 2008  
Service: WKU Faculty Senator - May 2008 to Present | KTIP Teacher Educator 2007 - Present Coordinator of EXED Undergraduate Field Experiences |
| ASKINS, KENNETH     | EdD, Ed, U Kentucky               | Faculty Professor        | Tenured       |                       | Service: Chair state Program Assessment teams  
Service: One of the primary speakers at New Teacher Institute (NTI)  
Service: Nationally known and in demand conference speaker on industrial education topics | Worked with approximately 24 student teachers, 18 KTIP interns and will make around 55 school visits a year to work one on one with career and technical education teachers. I also teach in the new teacher institute (NTI) in Frankfort, KY participating in nine programs a year. |
| ATWELL, NEDRA       | EdD, Ed, Vanderbilt U              | Faculty Associate Professor | Tenured       |                       | Scholarship: Primary Investigator on OPSE/KDE Grant for Project TRREE@ $115,000 per year, Past President of KY TED  
Scholarship: The Kentucky Teacher Educator, Editor (peer reviewed journal)  
Scholarship: Teacher Retention in Kentucky and Implementing Change: Technology in the Classroom | Supervision of KTIP Interns and work with Project TRREE Leadership Camps |
Leadership: KYCEC Executive Board of Directors Recorder  
Service: Member of search committee for Communication Disorders Dept | Works with EXED graduate students in the field. |

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¹ e.g., PhD in Curriculum & Instruction, University of Nebraska  
² e.g., faculty, clinical supervisor, department chair, administrator  
³ e.g., professor, associate professor, assistant professor, adjunct professor, instructor  
⁴ Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school professionals. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy and the application of current research findings in new settings. Scholarship further presupposes submission of one’s work for professional review and evaluation.  
⁵ Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution’s and unit’s mission.  
⁶ e.g., officer of a state or national association, article published in a specific journal, an evaluation of a local school program  
⁷ Briefly describe the nature of recent experience in P-12 schools (e.g., clinical supervision, inservice training, teaching in a PDS), indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree, Institution</th>
<th>Position</th>
<th>Tenure</th>
<th>Scholarship</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bright, Jeffrey</td>
<td>PhD, Visual &amp; Performing Arts, U of Oklahoma Norman</td>
<td>Faculty</td>
<td>Assistant Professor</td>
<td>On Track</td>
<td>Scholarship: published article in Ohio Music Educators Assoc. journal</td>
</tr>
<tr>
<td>Name</td>
<td>Degree, Institution, Location</td>
<td>Rank</td>
<td>Tenure Status</td>
<td>Scholarship</td>
<td>Leadership</td>
</tr>
<tr>
<td>------------------</td>
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</tr>
<tr>
<td>DRESSLER, RICHARD</td>
<td>PhD, Health Professions &amp; Rel Sci, The U Memphis</td>
<td>Faculty</td>
<td>Assistant Professor</td>
<td>Tenured</td>
<td>Scholarship: Published LARK software program; Leadership: Committee chair for KySHA; Service: Director of Preston Family Foundation Acquired Brain Injury Program</td>
</tr>
<tr>
<td>FLOYD, EVA</td>
<td>PhD, Visual &amp; Performing Arts, U Kentucky</td>
<td>Faculty</td>
<td>Assistant Professor</td>
<td>On Track</td>
<td>Scholarship: Study Abroad in Hungary at Kodaly Institute; Leadership: KMEA Festival Chair; Service: recruiting; BM degree advisor</td>
</tr>
<tr>
<td>GANDY, STEPHANIE</td>
<td>EdD, Ed, Louisiana Tech U</td>
<td>Faculty</td>
<td>Assistant Professor</td>
<td>On Track</td>
<td>Scholarship: awarded $200,000 in grant monies from the National Geographic Society Education Foundation; 5 publications in national peer-reviewed journals (in last 3 years); Leadership: Awarded Fulbright Senior Specialist status for five years; Service: Co-coordinator for the Kentucky Geographic Alliance</td>
</tr>
<tr>
<td>GROOM, MARY</td>
<td>PhD, Ed, Florida State U</td>
<td>Faculty</td>
<td>Professor</td>
<td>Tenured</td>
<td>Leadership: I have served on the national executive committee of the American Choral Directors Association from 2000-2009, having been National Vice-President and Chair of the Past Presidents Council during the last 3 years. Scholarship: I am serving as a commissioner on the Accreditation Commission for the National Association of Schools of Music, and have been an accreditation visitor for 6 universities during this time under study. For each of these 6 visits and twice annually, I have written reports of these visits and commission positions on the status of accreditation retention as my scholarship piece. Service: based on local recruitment and retention of students, and being the university carillonneur. Regional and national service have included work on national committees for the above mentioned professional organizations, and membership in the Kentucky Association of College Music Departments, serving currently as the President.</td>
</tr>
<tr>
<td>HUSS, JEANINE</td>
<td>PhD, Ed, Oklahoma State U Main Campus</td>
<td>Faculty</td>
<td>Assistant Professor</td>
<td>On Track</td>
<td>Scholarship: Huss, J. &amp; Baker, C. Collaborative inquiries: Opportunities for bringing agriculture into the classroom (under review) Leadership: 2 year Board member of Kentucky Association of Environmental Education 2007-2009. Service: Served as alternate for PEC 2007-2009. Students teach science labs for one day at local school.</td>
</tr>
<tr>
<td>Name</td>
<td>Degree/Institution, Location</td>
<td>Position</td>
<td>Status</td>
<td>Service</td>
<td>Leadership</td>
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<tr>
<td>JOHNSON, HEATHER</td>
<td>PhD, Biological Sci/Life Sci, U Alabama</td>
<td>Faculty</td>
<td>Assistant Professor</td>
<td>On Track</td>
<td>Secondary Certification and 7-12 Teaching Experience</td>
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<tr>
<td>JUKES, PAMELA</td>
<td>EdD, Ed, U Kentucky</td>
<td>Faculty</td>
<td>Associate Professor</td>
<td>Tenured</td>
<td>Taught P-12 for 10 1/2 years</td>
</tr>
<tr>
<td>KACER, BARBARA</td>
<td>PhD, Ed, U Iowa</td>
<td>Faculty</td>
<td>Associate Professor</td>
<td>Tenured</td>
<td>Coordinate dual credit EDU 250 course-, involves visits to all schools/classrooms</td>
</tr>
<tr>
<td>KEASTER, RICHARD</td>
<td>PhD, Ed, U New Orleans</td>
<td>Faculty</td>
<td>Professor</td>
<td>Tenured</td>
<td>Teacher – 13 years Administrator – 3 years</td>
</tr>
<tr>
<td>KESSELL, JOHN</td>
<td>PhD, Agricultural Sciences, Texas Tech U</td>
<td>Faculty</td>
<td>Assistant Professor</td>
<td>On Track</td>
<td>Taught agriculture three years in school Student Teacher &amp; KTIP Supervisor. Teacher Work Sample Grader</td>
</tr>
<tr>
<td>MARCHIONDA, HOPE</td>
<td>PhD, Mathematics, Clemson</td>
<td>Faculty</td>
<td>Assistant Professor</td>
<td>On Track</td>
<td>2 ½ years high school teaching experience</td>
</tr>
<tr>
<td>MCDANIEL, KERRIE</td>
<td>PhD, Biological Sci/Life Sci, Southern Illinois U Carbondale</td>
<td>Faculty</td>
<td>Instructor</td>
<td>Ineligible</td>
<td>Secondary Certification and 9-12 Teaching Experience, I set-up and maintain the Science lab for W.R. McNeill Elementary (a local elementary school). I am responsible for establishing the lab, purchasing the material for the lab, fund raising, writing curriculum, training the teachers and establishing rotations through the lab.</td>
</tr>
<tr>
<td>MCDONALD, MICHAEL</td>
<td>PhD, Ed, U Missouri-Columbia</td>
<td>Faculty</td>
<td>Assistant Professor</td>
<td>On Track</td>
<td>Serve as the WKU Event Coordinator for the Region II FBLA District Competitions. • Arranged for Business &amp; Marketing Education students to teach economics classes in P-12 schools in cooperation with junior achievement</td>
</tr>
<tr>
<td>MELLOY, SAMUEL</td>
<td>PhD, Ed Administration, U Louisville</td>
<td>Faculty</td>
<td>Other</td>
<td>Ineligible</td>
<td>High school English teacher, High school associate principal, High school principal, School Superintendent &amp; Associate Superintendent</td>
</tr>
<tr>
<td>Name</td>
<td>Degree/License</td>
<td>Institution</td>
<td>Title</td>
<td>On Track</td>
<td>Scholarship</td>
</tr>
<tr>
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</tr>
<tr>
<td>METZGAR, VICKI</td>
<td>EdD, Ed Administration</td>
<td>Vanderbilt U</td>
<td>Faculty Assistant Professor</td>
<td>On Track</td>
<td>Scholarship: Improving Teacher Quality Grant recipient Tennessee Dept. of Education for Teacher Training Summer 2008 (Managing your Science Classroom Lab Efficiently)</td>
</tr>
<tr>
<td>POOLE, ALEXANDER</td>
<td>PhD, English Lang &amp; Lit/Letters</td>
<td>Oklahoma State U Main Campus</td>
<td>Faculty Assistant Professor</td>
<td>On Track</td>
<td>Scholarship: Improving Teacher Quality Grant recipient Tennessee Dept. of Education for Teacher Training Summer 2008 (Managing your Science Classroom Lab Efficiently)</td>
</tr>
<tr>
<td>RAMOS, ADOLFO</td>
<td>Doctor of Arts</td>
<td>Parks, Rec, Leisure &amp; Fitness, MTSU</td>
<td>Faculty Assistant Professor</td>
<td>On Track</td>
<td>Scholarship: Improving Teacher Quality Grant recipient Tennessee Dept. of Education for Teacher Training Summer 2008 (Managing your Science Classroom Lab Efficiently)</td>
</tr>
<tr>
<td>Name</td>
<td>Degree, Field, Institution</td>
<td>Rank, Status</td>
<td>Scholarship</td>
<td>Leadership</td>
<td>Service</td>
</tr>
<tr>
<td>-----------------------</td>
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</tr>
</tbody>
</table>
Leadership: Member of the Board of Directors of the National Association for Gifted Education  
Service: Director of programming for 1st through 12th graders in Saturday and summer programming – approximately 1600 young people per year. | 4 years in middle school - English and social studies, 26 years of summer programming for 6th through 10th graders. |                                                          |                     |
| ROBERTS, RICHARD      | EdD, Ed, Oklahoma State U Main Campus | Faculty Professor Ineligible | Scholarship: Development of KTIP TPA materials for teacher internship program.  
Leadership: Work with an average of 12 interns each school year. |                                                          |                                                          | 3 years |
| RUDOLPH, JACK         | PhD, Agricultural Sciences, PA State U Main Campus | Faculty Professor Tenured | Scholarship: Schmaltz, Kevin S, Rudolph, Jack L, "WKU Biodiesel Facility", On-Going, Scholarly. Design, construction, testing and operation of a biodiesel facility on the WKU Ag Farm  
Service: Association of Career and Technical Education, Kentucky Association of Career and Technical Education  
3½ years as teacher of vocational agriculture, grades 7-12; 1 year as High School Principal grades 7-12; 1 year as Assistant Vocational Director, grades 10-12; Supervised student teachers in Wyoming and Kentucky. Worked with high school teachers for the past 30 years. |                                                          |                                                          |                     |
| SCHALLERT, GARY       | Doctor of Arts, Visual & Performing Arts, U of Northern Colorado | Faculty Associate Professor On Track | Scholarship: Guest conducting in international venue  
Leadership: Director of Bands |                                                          |                                                          |                     |
Service: Member, CEBS Curriculum Committee (2005-2006, 2008-2009)  
Service: University Coordinator of the Kentucky Principal Internship Program (2005-present)  
ELED teacher; Teacher Corp supervisor; K-8 Principal; District Level Adult Education Director, Federal Programs Coordinator, Instructional Supervisor, PD Coordinator, Assessment Coordinator, & Assistant Superintendent for Instructional Services  
17 years in high school KTIP University Supervisor for 11 years |                                                          |                                                          |                     |
Leadership: Vice-Chair for Higher Ed in KACTE |                                                          |                                                          |                     |
| SPALL, SHARON         | PhD, Ed, Texas A&M U-Corpus Christi | Faculty Associate Professor Tenured | Scholarship: Editor for the AERA, Rural Education Special Interest Group Newsletter.  
Scholarship: Presentation at Southern Regional Council for Educational Administration  
Service: Document review for proposals and submissions for AERA and journals.  
Teaching: 16 years  
Administration: 6 years |                                                          |                                                          |                     |
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree/Title, University</th>
<th>Role</th>
<th>Tenure Status</th>
<th>Scholarship</th>
<th>Leadership</th>
<th>Service</th>
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</thead>
</table>
Leadership: Division for Early Childhood of the Council for Exceptional Children, co-chair professional development needs assessment committee and member, advanced personnel standards committee.  
Leadership: Reviewer, Journal Article- August 1, 2006 - Present: National Middle School Association; Review publications to be published in the Middle School Journal, Teacher.  
Service: Program Organizer- November 13, 2008: WKU's student organization of ASCD; Planned a Regional Symposium for Sharing Best Practices for elementary teachers. Collaborated with WKU Teacher Services to present program and included WKU students to network and facilitate symposium. | Taught in high school; student teacher supervisor |                                                                                                   |
Service: Contributed to the development of two SREB Leadership Curriculum Modules: Prioritizing, Mapping, and Monitoring the Curriculum; Designing Assessment Systems to Improve Student Learning | Teacher - 7 years, Principal - 3 years, Teacher Educator- September 1, 2008 - May 1, 2009: Education Professional Standards Board, Supervised 6 KTIP interns |                                                                                                   |
| STONE, JAMES          | PhD, Ed, U Alabama                                             | Faculty               | Associate Professor | Scholarship: Guest clinician for regional, national and international venues  
Leadership: Potter College Faculty Leadership Fellow  
Service: Past president of KMEA; advisor for masters degree program | Taught in public school; student teacher supervisor |                                                                                                   |
Service: SkyTeach Steering Committee Middle Grade EPSS Folio Co-Chair for Development MAE Master's Redesign Assessment Course Committee | * North Spencer County School Corporation, Lincoln City, IN - 1998-2007 Director of Learning and Assessment P-12, Indiana University, 1991-95 Teacher/Counselor, GT College for the Youth; Heritage Hills H.S., Lincoln City, IN - 1998-2000 Teacher |                                                                                                   |
| TASELL, JANET         | Ph.D., Curriculum & Instruction, Indiana University            | Faculty               | Assistant Professor | Scholarship: Wagner, C. 2006. A school leader’s tool for assessing and improving school culture. Principal Leadership, December, National Association of Secondary School Principals, Reston, VA.  
Service: Professional Educational Unit (2-years) | Teaching – 7 years; Principal – 16 years, Central Office Administrator – 3 years; Research Fellow – University of Minnesota 2 years; Assistant Director, Minnesota LEAD Project – 1 year. |                                                                                                   |
Service: Professional Educational Unit (2-years) |                                                                                                   |                                                                                                   |
| WANG, JIANLIANG       | EdD, Ed, SUNY at Albany                                        | Faculty               | Associate Professor | Scholarship: Service: MSERA  
Service: Comparative and International Education Society  
Service: Chinese Education Society | 5 years teaching high school |                                                                                                   |
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Institution</th>
<th>Position/Status</th>
<th>Leadership</th>
<th>Scholarship</th>
<th>Service</th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td>Algebra I chair, KDE (Ky Dept. of Ed.) grant to develop sample units and professional development training in preparation for state end of course assessments 2009- present.</td>
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<tr>
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</tr>
<tr>
<td>WHITLOCK, SHARON</td>
<td>EdD, Ed, Virginia Tech</td>
<td>Faculty</td>
<td>Assistant Professor On Track</td>
<td>&quot;Impact of Environments on Middle School Girls Self-Efficacy&quot; in KAHPERD journal Presenter at state Conference 2006, 2007, 2008.</td>
<td>Board Member for KAHPERD</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>WILSON, TERRY</td>
<td>PhD, Ed, The Ohio State U Main Campus</td>
<td>Faculty</td>
<td>Professor Tenured</td>
<td>Awarded the 2006 Walter E. Jeske Award by the North American Association for Environmental Education (NAAEE).</td>
<td>Provide environmental education leadership and service to schools to the 30 school districts comprising the Green River Regional Educational Cooperative.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Executive Board of NCATE representing NAAEE</td>
<td></td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td>Chair-elect of the Coalition of Organizations for the Professional Preparation of Educators</td>
<td></td>
</tr>
</tbody>
</table>
H. CURRICULUM CONTRACT (MODEL)

Teacher Leader Master’s/5th Year Non-Degree Program – Name of Program

Program of Studies

Admission Requirements:
1. If candidate is WKU alumnus and is teaching, automatic admission.
2. If candidate is alumnus of another KY school with a GPA of 2.75 and is teaching, admit with a teacher work sample or KTIP portfolio for admission credentials review.
3. If candidate is out-of-state student with GPA of 2.75 and currently employed as a KY teacher, admit with a teacher work sample or KTIP portfolio admission credentials review.
4. GRE score on file for non-WKU students.

Important Note: While enrolled in TCHL 500, master’s candidates will use several documents, including their KTIP assessment or an in-kind example, dispositions self-survey, referrals from school personnel, and their School Improvement Plan, to develop with their program advisor an individualized program of study of 30-34 hours related to Kentucky Teacher Standards and professional goals. This program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

(Level 1) Professional Education Core—9-16 hours
TCHL 500 – Foundations of Teacher Leadership (3 hours)
TCHL 530 – Curriculum Development (3 hours)
TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)
TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)
TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)
TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)
TCHL 554 – Student Assessment II: Standardized Testing (1 hour)
TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)
TCHL 560 – Action Research for Teacher Leaders (3 hours)

Courses in boldface are required.

(Level 2) Specialization Component—12-18 hours
Advisor-approved elective courses selected from discipline in which student is certified. In place of the content electives, students may substitute course work for endorsements in English as a Second Language, Gifted and Talented Education, Environmental Education, and Educational Technology.

Mid-Point Assessment Requirements:
To ensure that all master’s candidates are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the above TCHL courses must be completed, even if a candidate’s program of studies does not include the courses. Candidates may only complete 6 hours in Level 2 before they have uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work during Level 2 may be required based on the assessment results.

Program Completion Requirements:
1. Candidates must successfully complete TCHL 560 – Action Research for Teacher Leaders and present research results in a venue approved by their advisor.
2. Candidates must have at least a 3.0 cumulative GPA.
3. Candidates must file for completion with the Office of Graduate Studies at the beginning of their last semester.

Candidate’s Name (printed) / 
Education Advisor’s Signature/Date / 
Candidate’s Signature/Date / 
Specialization Advisor’s Signature/Date /
I. EXECUTIVE SUMMARY

Western Kentucky University (WKU) has developed a Teacher Leader Master’s and Planned Fifth-Year Program in accordance with the 2008 guidelines set out by the Kentucky Education Professional Standards Board (EPSB) leading to Kentucky certification rank change. Through this program, WKU is striving to close the gap between teacher preparation and teaching practice that directly impacts student learning.

The WKU Teacher Leader framework has been developed collaboratively with administrators and teachers from the Green River Regional Education Cooperative (GRREC) and Region 2 service area and the faculty of Potter College of Arts and Letters, Ogden College of Science and Engineering, and the College of Education and Behavioral Sciences. Multiple meetings and focus groups were held at WKU with teachers, district- and school-based administrators, and WKU faculty from the various colleges associated with educator preparation. Additionally, the dean of the College of Education and Behavioral Sciences, along with one or two university faculty, met with regional school superintendents and instructional supervisors to solicit support in a university-district partnership. Partnership Memorandums of Agreement were signed with each regional school district and the dean of WKU’s College of Education and Behavioral Sciences.

The Teacher Leader program is designed to measure candidates’ levels of proficiency on Kentucky Teacher Standards at program entrance and to take them from initial to advanced levels of teacher proficiency. The program is divided into two instructional levels. Level 1 provides pedagogy, leadership, and content applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas. The approach is an integrated core of concomitant skills focused on designing and implementing instruction that prepares the candidate to impact student learning through classroom research and leadership. Level 2 directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate. An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

The program follows a three-point protocol assessing candidates as they transition from one level to the next that is administered at strategic times to guide their professional growth. Critical Performance assessments of candidates’ ability to meet Kentucky Teacher Standards are administered throughout the coursework, uploaded by candidates to the WKU Electronic Portfolio System, and scored by the faculty. A monitoring system, Response to Intervention will be employed to assure that candidates not reaching full potential in coursework and assessment protocols are provided services in a timely manner.
J. APPENDICES
### J1. Memorandum of Agreement District List

<table>
<thead>
<tr>
<th>Date</th>
<th>Superintendent</th>
<th>District</th>
<th>Address 1</th>
<th>Address 2</th>
<th>Date Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/2/2009</td>
<td>Darrell Treece</td>
<td>Adair County Schools</td>
<td>1204 Greensburg St.</td>
<td>Columbia, KY 42728</td>
<td>10/19/2009</td>
</tr>
<tr>
<td>10/2/2009</td>
<td>Randall Jackson</td>
<td>Allen County Schools</td>
<td>570 Oliver Street</td>
<td>Scottsville, KY 42164</td>
<td>10/16/2009</td>
</tr>
<tr>
<td>10/2/2009</td>
<td>Joe Tinius</td>
<td>Bowling Green Independent Schools</td>
<td>1211 Center Street</td>
<td>Bowling Green, KY 42101</td>
<td>10/16/2009</td>
</tr>
<tr>
<td>10/2/2009</td>
<td>Janet Meeks</td>
<td>Breckinridge County Schools</td>
<td>86 Airport Road</td>
<td>Hardinsburg, KY 40143</td>
<td>10/20/2009</td>
</tr>
<tr>
<td>10/2/2009</td>
<td>Scott Howard</td>
<td>Butler County Schools</td>
<td>203 N. Tyler St.</td>
<td>Morgantown, KY 42261</td>
<td>10/20/2009</td>
</tr>
<tr>
<td>10/2/2009</td>
<td>Mike Deaton</td>
<td>Campbellsville Independent Schools</td>
<td>136 S. Columbia</td>
<td>Campbellsville, KY 42718</td>
<td>10/16/2009</td>
</tr>
<tr>
<td>10/2/2009</td>
<td>Sam Dick</td>
<td>Caverna Independent Schools</td>
<td>1102 N. Dixie Highway</td>
<td>Cave City, KY 42127</td>
<td>10/16/2009</td>
</tr>
<tr>
<td>10/2/2009</td>
<td>Barry Anderson</td>
<td>Grayson County Schools</td>
<td>214 W. Main St.</td>
<td>Cloverbport, KY 40111</td>
<td>10/16/2009</td>
</tr>
<tr>
<td>10/2/2009</td>
<td>John Hurt</td>
<td>Cumberland County Schools</td>
<td>810 N. Main St.</td>
<td>Burkesville, KY 42717</td>
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<td>10/2/2009</td>
<td>Tom Shelton</td>
<td>Daviess County Schools</td>
<td>P.O. Box 21510</td>
<td>Owensboro, KY 42304</td>
<td>10/26/2009</td>
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<td>10/2/2009</td>
<td>Patrick Waddell</td>
<td>Edmonson County Schools</td>
<td>100 Wildcat Way</td>
<td>Brownsville, KY 42210</td>
<td>10/16/2009</td>
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<td>10/2/2009</td>
<td>Gary French</td>
<td>Elizabethtown Independent Schools</td>
<td>219 Helm St.</td>
<td>Elizabethtown, KY 42701</td>
<td>10/19/2009</td>
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<tr>
<td>10/2/2009</td>
<td>Kathy Goff</td>
<td>Glasgow Independent Schools</td>
<td>P.O. Box 1239</td>
<td>Glasgow, KY 42142</td>
<td>10/16/2009</td>
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<td>10/2/2009</td>
<td>Barry Anderson</td>
<td>Grayson County Schools</td>
<td>909 Brandenburg Rd.</td>
<td>Leitchfield, KY 42754</td>
<td>10/21/2009</td>
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<tr>
<td>10/2/2009</td>
<td>Scott Lewis</td>
<td>Hancock County Schools</td>
<td>83 State Rt. 271 N.</td>
<td>Hawesville, KY 42348</td>
<td>10/16/2009</td>
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<tr>
<td>10/2/2009</td>
<td>Ricky Line</td>
<td>Hart County Schools</td>
<td>511 W. Union St.</td>
<td>Munfordville, KY 42765</td>
<td>10/16/2009</td>
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<td>10/2/2009</td>
<td>Sam Sanders</td>
<td>LaRue County Schools</td>
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<td>10/2/2009</td>
<td>Marshall Kemp</td>
<td>Logan County Schools</td>
<td>P.O. Box 417</td>
<td>Russellville, KY 42276</td>
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<tr>
<td>10/2/2009</td>
<td>Mitch Crump</td>
<td>Meade County Schools</td>
<td>P.O. Box 337</td>
<td>Brandenburg, KY 40108</td>
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<td>10/2/2009</td>
<td>Patricia Hurt</td>
<td>Metcalfe County Schools</td>
<td>1007 W. Stockton</td>
<td>Edmonton, KY 42129</td>
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<td>Lewis Carter</td>
<td>Monroe County Schools</td>
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<td>10/2/2009</td>
<td>Soretta Ralph</td>
<td>Ohio County Schools</td>
<td>315 E. Union St.</td>
<td>Hartford, KY 42347</td>
<td>10/16/2009</td>
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<tr>
<td>Date</td>
<td>Superintendent</td>
<td>District</td>
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<td>Address 2</td>
<td>Date Returned</td>
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<td>10/2/2009</td>
<td>James Flynn</td>
<td>Simpson County Schools</td>
<td>P.O. Box 467</td>
<td>Franklin, KY 42135</td>
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<td>10/2/2009</td>
<td>Roger Cook</td>
<td>Taylor County Schools</td>
<td>1209 E. Broadway</td>
<td>Campbellsville, KY 42718</td>
<td>10/23/2009</td>
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<tr>
<td>10/2/2009</td>
<td>Mike Kenner</td>
<td>Todd County Schools</td>
<td>205 Airport Rd.</td>
<td>Elkton, KY 42220</td>
<td>10/20/2009</td>
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<tr>
<td>10/2/2009</td>
<td>Tim Murley</td>
<td>Warren County Schools</td>
<td>P.O. Box 51810</td>
<td>Bowling Green, KY 42102</td>
<td>10/16/2009</td>
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</table>
J2. Partnership Memorandum of Agreement

Western Kentucky University and ________________ School District
Development and Implementation of
Teacher Leader Master’s and Planned Fifth-Year Programs
At Western Kentucky University

Summary of Teacher Leader Master’s and Planned Fifth-Year Programs

Western Kentucky University (WKU) has developed a Teacher Leader Master’s and Planned Fifth-Year Program in accordance with the guidelines set out by the Kentucky Education Professional Standards Board (EPSB) leading to Kentucky certification rank change. Through this program, WKU is striving to close the gap between teacher preparation and teaching practice that directly impacts student learning. To achieve this goal, WKU is committed to a collaborative role that includes all stakeholders in the educational organizations and to providing experiences related to emerging models of teams or communities of practice. Given this goal, and in accordance with the Education Professional Standards Board (EPSB) Teacher Leader Master’s and Planned Fifth-Year Program guidelines (2008), the framework for the Teacher Leader Master’s and Planned Fifth-Year Programs has been developed collaboratively with administrators and teachers from Green River Regional Educational Cooperative (GRREC) and Region 2 and the faculty of Potter College of Arts and Letters, Ogden College of Science and Engineering, the College of Health and Human Services, and the College of Education and Behavioral Sciences. Meetings were held at WKU with teachers, district- and school-based administrators, and WKU faculty from the various colleges associated with educator preparation. During these meetings, the goal of partnerships was presented and small focus groups led by university instructors were conducted to solicit the needs of all stakeholders with regard to teacher preparation, continuing education, and job-embedded professional development. Along with these large group meetings, additional focus group meetings were held with stakeholders and college staff on specific topics including assessment issues, interpretation of standards, new course development, and professional development needs. The dean of the College of Education and Behavioral Sciences, along with other WKU personnel, met with numerous school superintendents and instructional supervisors to solicit support in a university-district partnership.

The program is designed to measure candidates’ levels of proficiency using the Kentucky Teacher Standards. It is intended to take candidates from the level of initial proficiency, based on the impact they have on student learning at the time they enter the program, and move them to advanced levels of teacher proficiency in teaching and learning, partnering with families and community stakeholders, and as leader/collaborators within their own classroom, team/department, school, and beyond.

The Teacher Leader Master’s Degree or Planned Non-Degree Fifth-Year Program is divided into two instructional levels. Level 1 provides pedagogy, leadership, and content applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas. The approach is an integrated core of concomitant skills focused on designing and implementing instruction that prepares the candidate to impact student learning through classroom research and leadership. Level 2 directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate and the schools in which the candidate serves. An Action Research Project focusing on a classroom, school, or district issue is the capstone for the completion of
the program. Courses in the program have been developed by teams of practitioners and WKU faculty members.

**Western Kentucky University Commitment**

WKU is committed to providing individualized programs of study designed to meet the candidate’s professional growth/improvement plan that supports job-embedded professional experiences and to fostering the development of leadership capacity of teachers enrolled in the Teacher Leader Master’s and Planned Fifth-Year Programs of Study to help ensure that all students are provided high quality learning experiences. WKU is becoming a member of the Professional Learning Communities that are emerging in its constituent school districts. In order to be seen as partners and allies with the districts they serve, WKU administrators and faculty members in the Professional Education Unit are making concerted and focused efforts to (a) consistently dialogue in formal and informal settings with schools and districts to share visions and a sense of purpose; (b) actively demonstrate heightened interest and engagement in the learning process; (c) involve schools and districts in university decision making and becoming involved in decision making at the school district; (d) develop collegial relationships among teachers; and (e) foster positive, caring student-teacher-administrator-university relationships.

**Partnership School District Commitment**

As a partnership school district in the development and implementation of the Teacher Leader Master’s and Planned Fifth-Year Programs at Western Kentucky University, we are committed to the professional development of teachers in our system and the delivery of high quality instruction for all students. We support the submission of letters of recommendation and the submission of the School Improvement Plan and the Individual Professional Growth Plan as part of the admission and program of study development process. We are committed to supporting the design, development, and implementation of the Action Research Projects being conducted by our candidate-teachers and encourage the sharing of findings of the Action Research Projects with district stakeholders.

---

Sam Evans    Date
Dean, College of Education and Behavioral Sciences/Head Professional Education Unit, WKU

Superintendent Name    Date
Superintendent
_________________________ School District
### J3. Timeline and Progress Report

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 15, 2007</td>
<td>Focus Group Meeting with teachers from Daviess County to discuss MAE Redesign</td>
</tr>
<tr>
<td>November 27, 2007</td>
<td>Focus Group Meeting with regional principals, Bowling Green, to discuss MAE Redesign</td>
</tr>
<tr>
<td>November 29, 2007</td>
<td>Focus Group Meeting with principals, Elizabethtown, to discuss MAE Redesign</td>
</tr>
<tr>
<td>December 12, 2007</td>
<td>Focus Group Meeting with regional Superintendents, Bowling Green, to discuss MAE Redesign</td>
</tr>
<tr>
<td>December-February</td>
<td>Meetings with a core committee to plan the January 9, January 25 meeting, and February 27 meeting.</td>
</tr>
</tbody>
</table>
| January 9, 2008 – All Day | Meeting with faculty  
Purpose:  
To explain the who, what, and why of the MAE Redesign  
To engage faculty in dialog concerning the MAE Redesign in order to capture philosophies and views on the content needed in a MAE program            |
| January 25, 2008 Auditorium | Open meeting for all CEBS and Arts & Science faculty who were not able to attend previous meetings.                                                                                                     |
|                       | Purpose:  
To explain the who, what, and why of the MAE Redesign  
Provide an overview of the January 9, 2008, meeting  
Explain how the MAE program will align with the Doctoral Program  
Provide a connection with National Board Certification |
| February 1, 2008      | Planning and Development Committee formed and first meeting held  
Purpose: To plan and execute the involvement and date input of all stakeholders to be used to develop the MAE Redesign  
Plan and execute the meeting of district practitioners, the CEBS faculty, and representatives from the A & S faculty 2/27/08  
Determine a sub-committee to design a survey for all stakeholders |
| February 13, 2008     | Meeting with the Planning and Development Committee  
Purpose: Finalize survey draft  
Plan activities for the practitioners meeting 2/27/08 |
| February 27, 2008     | Meeting with faculty and district practitioners.  
Purpose: To explain the who, what, and why of the MAE Redesign  
Targeted round table discussions with teacher practitioners and administrators; Solicit survey responses  
To engage faculty in dialog with district practitioners concerning the MAE Redesign  
To solicit needs and feedback from the district practitioners  
To initiate a survey to be completed by faculty and district practitioners  
To solicit committee nominations to work on the MAE Redesign for submission to the faculty and district practitioners |
<p>| March 5, 2008         | Planning and development Committee Meeting |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>March – May, 2008</td>
<td>Collection of survey data; compilation of feedback received in round table discussions. Distribution to all committee members electronically for feedback.</td>
</tr>
<tr>
<td>March-May, 2008</td>
<td>Development of a timeline for completion of the project. Developing possible models for the redesign based on data obtained from meetings with the CEBS and A &amp; S faculty, committee members, surveys, practitioners. Identification of core design team (Redesign Development Committee). Meeting with dean and associate dean on data and possible designs. Periodic distribution of design drafts to faculty and practitioners by committee members and department chairs.</td>
</tr>
<tr>
<td>May 19, 2008</td>
<td>Meeting with Redesign Development Committee. Purpose: Develop a schematic of a MAE program using presented models. Reviewing narrative outline of possible MAE design. Assigning specific responsibilities to design team members.</td>
</tr>
<tr>
<td>May-July, 2008</td>
<td>Electronic sharing of schematics and narratives of redesign. Meetings with dean and associate dean on design development. Examination of standards (NBPTS, NCATE, KY Teacher) and the alignment with proposed redesign. Meetings with A &amp; S units. Review of research pertaining to design elements. Continued research-based analysis of proposed design. Continued to development of proposed program narrative and schematic. Continued attention to proposed program specifics and procedures.</td>
</tr>
<tr>
<td>May-July, 2008</td>
<td>Electronic discussion of Redesign Development Committee sub-groups.</td>
</tr>
<tr>
<td>May 27, 2008</td>
<td>Sub-group of Design Team met to discuss assessment protocols.</td>
</tr>
<tr>
<td>July 25, 2008</td>
<td>Design Team met to review and revise plan. Revisions and comments due August 1, 2008.</td>
</tr>
<tr>
<td>July 30, 2008</td>
<td>Meeting with Franklin-Simpson Co.</td>
</tr>
<tr>
<td>August 1, 2008</td>
<td>Design Team members submitted revisions and edits.</td>
</tr>
<tr>
<td>August 5, 2008</td>
<td>Met with administration on assessments and course possibilities.</td>
</tr>
<tr>
<td>August 11, 2008</td>
<td>MAE Redesign plan documents emailed to all faculty members who participated on committees to develop the design. Encouraged to share with colleagues and return feedback to committee.</td>
</tr>
<tr>
<td>August 21, 2008</td>
<td>Presented MAE Redesign plan documents to Administrative Council for feedback. Encouraged to have faculty review and respond.</td>
</tr>
<tr>
<td>August 25, 2008</td>
<td>Documents sent to C &amp; I faculty soliciting review, questions, suggestions, and revisions.</td>
</tr>
<tr>
<td>August 29, 2008</td>
<td>Warren County Superintendent Meeting</td>
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</table>

Purpose:
- To review data collected at 2/27/meeting
- To review initial survey results
- To determine the next steps
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>September 2008</td>
<td>Formation of Course Development Committees comprised of faculty and practitioners</td>
</tr>
<tr>
<td>September 2008</td>
<td>Formation of Course Oversight Committees comprised of CEBS faculty, Arts &amp; Science faculty, and practitioners</td>
</tr>
<tr>
<td>September 2, 2008</td>
<td>Q &amp; A sent to C &amp; I Faculty</td>
</tr>
<tr>
<td>September 5, 2008</td>
<td>Meeting to present MAE Redesign to CEBS and other university colleges</td>
</tr>
<tr>
<td>September 10, 2008</td>
<td>Bowling Green Independent Schools Superintendent Meeting</td>
</tr>
<tr>
<td>September 19, 2008</td>
<td>Monroe County Regional Superintendents Meeting</td>
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<tr>
<td>September 23, 2008</td>
<td>Ohio County Regional Superintendents Meeting</td>
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<tr>
<td>October 17, 2008</td>
<td>MAE Redesign Meeting Hardin County Regional Superintendents Meeting</td>
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<tr>
<td>October 22, 2008</td>
<td>Scottsville-Allen County Regional Superintendents Meeting</td>
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<tr>
<td>September – October 2008</td>
<td>Meetings with district administrators reviewing the MAE design and soliciting suggestions</td>
</tr>
<tr>
<td>January 9, 2009</td>
<td>MAE Redesign Meeting to develop Curriculum Development course with practitioners and WKU faculty</td>
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<tr>
<td>January 15, 2009</td>
<td>Kentucky Association of Educational Supervisors (KAES) at Bowling Green Board of Education Office</td>
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<tr>
<td>February 16, 2009</td>
<td>MAE Redesign Core Group Review of courses</td>
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<tr>
<td>February – October 2009</td>
<td>Course proposal development, review, and revisions by committees that include practitioners; courses being reviewed by oversight committees</td>
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<tr>
<td>March 20, 2009</td>
<td>CEBS meeting to review MAE and answer questions</td>
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<tr>
<td>May 5 &amp; 13, 2009</td>
<td>Meetings with Gifted Education Committee</td>
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<tr>
<td>May 13, 2009</td>
<td>First review of Teacher Leader MAE Framework by Professional Education Council</td>
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<tr>
<td>June 10, 2009</td>
<td>Framework approved by Professional Education Council</td>
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<tr>
<td>August 12, 2009</td>
<td>MAE Redesign Core Group Meeting</td>
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<tr>
<td>August 25, 2009</td>
<td>CEBS meeting to review MAE and answer questions</td>
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<tr>
<td>September 10, 2009</td>
<td>Graduate Council review and approval MAE Framework</td>
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<tr>
<td>September 30, 2009</td>
<td>Meeting with Critical Performance Design committees</td>
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<tr>
<td>September – October 2009</td>
<td>Critical Performance Committees developing prompts and scoring guides</td>
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<tr>
<td>September 25, 2009</td>
<td>School of Education Faculty approves Teacher Leader MAE course proposals</td>
</tr>
<tr>
<td>October 13, 2009</td>
<td>CEBS Curriculum Committee reviews course proposals – revisions recommended</td>
</tr>
<tr>
<td>October 26, 2009</td>
<td>School of Education faculty approves revised course proposals</td>
</tr>
<tr>
<td>October 27, 2009</td>
<td>CEBS Curriculum Committee approves revised course proposals</td>
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