

A. ASSESSMENT TITLE: PD Reflection**B. ASSESSMENT TYPE:**

Key Assessment

C. ASSESSMENT AREA(S): Key Assessment areas that are used to gather data for program feedback and accreditation measures

Assessment Area #	Performance Assessment Areas - (Must address practices related to Diversity in all areas)	Place an X if Assessment is used as a measure of this area
1	Candidate Knowledge (content), Skills, and Professional Dispositions (integrated practices of diversity)	
2	Professional Dispositions	X
3	Data and Research driven decision making	
4	Integration of Technology in the discipline	
5	Clinical Practice (integrated practices of diversity)	

D. PURPOSE & USE:**1. Description:** Brief description of assessment

Each student is required to attend a three-hour environmental education professional development. This is to help enhance students' learning about environmental education and for students to make connections with others interested in environmental education within their state. This will also help students make connections with grant opportunities, potential guest speakers, and field trip ideas for their classrooms.

2. Administration Point or Transition Point: Begging of the program (ENVE 520)**3. Purpose:**

As an environmental educator, it is important maintain and learn from other environmental educators. Attending conferences and professional development (PD) are two great ways to help continue learning. The Kentucky Association for Environmental Education (KAEE) has several opportunities for PD in the state of Kentucky. Several PD opportunities are available on the KAEE website. Attending the annual KAEE Conference in the fall will also count as PD. This will help fulfill Standard 9: Professional Learning and Ethical Practice in the Kentucky Teacher Performance Standards.

4. Use:

The student must receive at least a 3 to be successful on this key assessment. Students will not be able to exit this program without showing at least 3 separate PD opportunities (one for each required course).

- E. ALIGNMENT TO STANDARDS:** Note that no standard should be listed that is not also “tagged” with in a rubric indicator.

1. CAEP Standards

<i>Standard A.1 - The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and careerreadiness standards.</i>	
<i>Standard A.2 The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.</i>	
<i>Standard A.3 The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification where applicable.</i>	X
Standard A. 4 - The provider documents the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.	
<i>Standard A. 5 – The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completer’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.</i>	
CAEP Crosscutting Theme – Diversity (D)	
CAEP Crosscutting Theme – Technology (T)	

2. Kentucky Teacher Performance Standards:

Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.	
Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	
Standard 3. Learning environments. The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation.	
Standard 4. Content knowledge. The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	
Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	

Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.	
Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	
Standard 8. Instructional strategies. The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.	
Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.	X
Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:	
Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession.	

F. ASSESSMENT DEVELOPMENT

1. The assessment was developed by aligning the Environmental Education Endorsement to the North American Association for Environmental Education's Guidelines for Excellence: Professional Development of Environmental Educators. Theme three centers around professional responsibilities of the environmental educator and PD is an essential component of this theme.
2. Currently there is only one person who teaches the Environmental Education Endorsement.
3. Students will participate in three hours of Environmental Education professional development in all three required courses for this endorsement. This is an essential way to participate with other environmental educators and to gain knowledge and ideas for teaching EE.

G. CANDIDATE INSTRUCTIONS:

Teachers will look for PD opportunities on the Kentucky Association for Environmental Education website. They will contact Dr. Jeanine Huss to make sure the PD is valid. There are also some online PD available through Project WILD and Project Learning Tree which are also well known and highly respected Environmental Education. The teachers will attend the PD that is vetted and then upload the certificate and write a reflection about the PD which explains how this PD will enhance their teaching into the future. This key assessment relates to Standard 9: Professional learning and ethical practice in the Kentucky Teacher Performance Standards. This key assessment will also boost content knowledge, Standard 4 and application of content, Standard 5.

H. SCORING RUBRIC:

1. – **Beginning:** The Beginning performance provides *little or no evidence* of the candidate's ability to plan, deliver, and assess a standards-based instructional sequence, analyze student learning, and reflect on his or her instruction and student learning to improve teaching practice.
2. – **Developing:** The Developing performance provides *limited but emerging evidence* of the candidate's ability to plan, deliver, and assess a standards-based instructional sequence,

analyze student learning, and reflect on his or her instruction and student learning to improve teaching practice.

- 3. Proficient:** The Proficient performance provides *sufficient* evidence of the candidate's ability to plan, deliver, and assess a standards-based instructional sequence, analyze student learning, and reflect on his or her instruction and student learning to improve teaching practice. In order to exit the programs, *at least* this performance level must be achieved across all standards.

- 4 – Exemplary:** The Exemplary performance provides *clear, consistent, and convincing* evidence of the candidate's ability to plan, deliver, and assess a standards-based instructional sequence, analyze student learning, and reflect on his or her instruction and student learning to improve teaching practice.

Environmental Education Professional Development to Enhance EE Practice Rubric							
Standards Alignment*		Element/ Indicators	Performance Levels				Score
CAEP	KTPS		1 Beginning	2 Developing	3 Proficient	4 Exemplary	
A.3	9	Certificate for PD attended	Certificate of PD attended was NOT verified by Dr. Huss prior to attendance; Student attended PD for at least 1 hour.	Certificate of PD attended was verified by Dr. Huss prior to attendance; Student attended PD for at least 2 hours.	Certificate of PD attended was verified by Dr. Huss prior to attendance; Student attended PD for at least 3 hours.	Certificate of PD attended was verified by Dr. Huss prior to attendance; Student attended PD for more than 3 hours.	
A.3	9	Reflection of PD	The reflection discussed how this PD will be used in the classroom.	The reflection discussed how this PD will be used in the classroom by connecting PD to KAS OR the curriculum map.	The reflection discussed how this PD will be used in the classroom by connecting PD to KAS AND the curriculum map.	The reflection discussed how this PD will be used in the classroom by connecting PD to KAS AND the curriculum map. The reflection discussed ideas on how the PD will improve a topic taught in the past.	

A.3	4	Reflection of PD	The reflection discussed how the PD improved the content knowledge of the educator.	The reflection discussed how the PD improved the content knowledge of the educator. The student made connections between the PD taught and content knowledge essential for environmental educators OR KAS documents.	The reflection discussed how the PD improved the content knowledge of the educator. The student made connections between the PD taught and content knowledge essential for environmental educators (such as essential underpinnings of EE) AND KAS documents.	The reflection discussed how the PD improved the content knowledge of the educator. The student made connections between the PD taught and content knowledge essential for environmental educators (such as essential underpinnings of EE) AND KAS documents. Student discussed improved teaching abilities due to PD.	
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A.3	5	Reflection of PD	The reflection discussed how the PD improved the content knowledge of the educator and their students.	The reflection discussed how the PD improved the content knowledge of the educator. The student made connections between the PD taught OR how to apply this new content knowledge in teaching.	The reflection discussed how the PD improved the content knowledge of the educator and their students. The student made connections between the PD taught AND how to apply this new content knowledge in teaching.	The reflection discussed how the PD improved the application of content knowledge of the educator and their students. The student made connections between the PD taught and how to apply this new content knowledge in teaching. The student discussed how EE essential approaches (see p. 19 of Professional development of EE) would be used to teach this new information.	
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I. ASSESSMENT QUALITY ASSURANCE:

All advanced programs follow the validity and reliability procedures outlined in the WKU Advanced Program Quality Assurance System Plan (QASP).

Validity of each advanced program assessment was established during the original creation of the assessment. Assessment validity will be revisited periodically based on changes to the assessment/rubric or changes to the program. The WKU QASP procedures will be followed and include the use of the Lawshe method of analysis to support the validity process.

The reliability process will be done annually and include school partners and program faculty members. The process, also included in the QASP, shall include training for all assessors, calibration based on previous implementations of the assessment, and periodic multiple scoring sessions to verify scoring consistencies.