



Program Review Document

Preparation Program:

Mathematics, Master of Arts (MA)

Leading to KTLE Rank II or Rank I

WKU# 049 EPSB# 270 KTLE Rank II or WKU# 049 EPSB# 3627 KTLE Rank I

Date Submitted: 04/13/2020

Preparation Level:	<input checked="" type="checkbox"/> Graduate	
Grade Levels:	<input type="checkbox"/> P-5 <input checked="" type="checkbox"/> 8-12 <input type="checkbox"/> P-12	
Modes of Delivery:	<input type="checkbox"/> Face-to-Face Only <input type="checkbox"/> Online Only <input checked="" type="checkbox"/> Hybrid	
Degree Type:	<input checked="" type="checkbox"/> Masters <input checked="" type="checkbox"/> Rank II <input checked="" type="checkbox"/> Rank I <input type="checkbox"/> Doctorate	<input type="checkbox"/> Non-Degree 5 th Year <input type="checkbox"/> Non-Degree 6 th Year <input type="checkbox"/> Certification Only <input type="checkbox"/> Specialist
Program Route:	X Traditional <input type="checkbox"/> Option 6 <input type="checkbox"/> Option 7 X Proficiency	
University Catalog:	https://www.wku.edu/undergraduatecatalog/ http://catalog.wku.edu/graduate/	
WKU Quality Assurance Document:	http://www.wku.edu/cebs/caep/	

SYLLABI: Syllabi will need to be included for all courses.

Program Description

This online program is intended for students who are secondary teachers who already hold teacher certification and are seeking rank change through earning a Master's degree. In addition, completion of this degree program would qualify the classroom teacher to teach WKU-offered dual credit mathematics courses at the high school level and to teach at a community college or technical school. This degree does not provide initial teacher certification or prepare a student for doctoral studies in mathematics.

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

COURSES: Below are all required courses for this program. Course descriptions are those found in the WKU graduate catalog (see links above).

Course	Course Title	Description	Hours
MATH 501	Introduction to Probability and Statistics I	Interpreting, analyzing, and simulating univariate and bivariate data; probability and sampling distributions; regression and chi-squared procedures from traditional and randomization approaches.	3
MATH 503	Introduction to Analysis	Theoretical examination of selected topics in real analysis including sequences, series, limits, continuity, derivatives, and integration.	3
MATH 511	Algebra from an Advanced Perspective	Topics in algebra from an advanced perspective including analysis of functions and polynomials, number theory, and fields.	3

MATH 512	Geometry from an Advanced Perspective	Topics in geometry from an advanced perspective including a theoretical examination of transformations in real and complex plane; distance congruence, and similarity in a variety of contexts; connections and applications between geometry, trigonometry, and calculus.	3
TCHL 500	Foundations of Teacher Leadership	Survey course covering foundational concepts of leadership, especially as they relate to the role of teacher leaders in P -12 settings. Includes orientation assessments leading to individualized programs for students. Note: Admission to a master's or 5th year non-degree program that leads to advanced teacher preparation required.	3
TCHL 530	Curriculum Development	Study of curriculum design and evaluative techniques used by P-12 teachers. Covers research-based strategies for implementing integrated, differentiated curriculum. Students must have access to technology resources and/or equipment identified by instructor	3
TCHL 545	Classroom Instruction Strategies	Examination of advanced classroom instructional strategies for designing and implementing classroom instruction in diverse P-12 classroom settings resulting in increased student achievement.	3
TCHL 555	School and Classroom Assessment	Development of advanced skills for designing classroom assessments and analyzing school/classroom assessment data.	3
TCHL 559	Capstone Project Design for Teacher Leadership	Fundamental principles of designing a teacher leadership project in educational settings. Students will create a prospectus for a capstone teacher leadership project in a school setting. Note: Completion of 18 hours required.	1
TCHL 560	Capstone Project for Teacher Leadership	Fundamental principles of teacher leadership in educational settings. Students will conduct a capstone teacher leadership project in a school setting. Note: Course should be taken after completing 21 hours.	3

COURSE EXPERIENCES ADDRESSING KTPS STANDARDS: The table below delineates the alignment between program courses and the appropriate KTPS standards

Kentucky Teacher Performance Standards (KTPS)						
	TCHL 500	TCHL 530	TCHL 545	TCHL 555	TCHL 559	TCHL 560
Standard 1. Learner development		X	X			X
Standard 2. Learning differences		X	X			X
Standard 3. Learning environments		X	X			X
Standard 4. Content knowledge		X	X			X
Standard 5. Application of content		X	X			X
Standard 6. Assessment	X	X	X	X		X
Standard 7. Planning for instruction		X	X			X
Standard 8. Instructional strategies		X				X
Standard 9. Professional learning and ethical practice	X		X	X	X	X

Standard 10. Leadership and collaboration	X				X	X
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Kentucky Teacher Performance Standards (KTPS)

Teacher Standards for Educator Preparation and Certification after June 30, 2018. The standards established in this section shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers beginning June 30, 2018.

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.

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.

COURSE EXPERIENCES ADDRESSING LEARNED SOCIETY (SPA) STANDARDS: The table below delineates the alignment between program courses and the appropriate SPA standards.

Teacher Leader Standards						
	TCHL 500	TCHL 530	TCHL 545	TCHL 555	TCHL 559	TCHL 560
Standard 1. Foster a Collaborative Culture to Support Educator Development and Student Learning.				X	X	X
Standard 2. Access and Use Research to Improve Practice and Student Learning.		X	X		X	X
Standard 3. Promote Professional Learning for Continuous Improvement.	X	X	X	X	X	X
Standard 4. Facilitate Improvements in Instruction and Student Learning	X	X	X	X	X	X
Standard 5: Promote the Use of Assessments and Data for School and District Improvement.		X	X		X	X
Standard 6: Improving Outreach and Collaboration with Families and Community					X	X
Standard 7: Advocate for Student Learning and the Profession.					X	X

PROGRAM FACULTY:

Name	Gender	Race / Ethnicity	Status / Academic RANK at IHE Full-time, Part-time, or Adjunct	Status at Program Full-time, Part-time, or Adjunct	Highest Relevant Degree	Field or Specialty Area of highest relevant degree	Relevant Expertise and/or Scholarship (i.e., SACSCOC justification or as needed)	Teaching assignment or role within the program(s)	P-12 certificates or licensures held	P-12 experiences including teaching and/or administration and dates of engagement in these roles. Past and Present (i.e. School collaborations)	Courses qualified to teach (SACSCOC guidelines)
Nicholas Fortune	Male	White, not Hispanic	Full-time	Part-time	PHD	Mathematics Education, North Carolina State University	Published – journal publications; refereed conference proceedings	Teacher for MATH 411G, 507, 508	None	None	Any undergraduate mathematics class (for preservice teachers or for general population) Any graduate mathematics course for teachers Based on background am qualified to teach Math Methods courses but I teach only in the Math department.
Hope Marchionda	Female	White, not Hispanic	Full-time	Part-Time	PHD	PhD Curriculum and Instruction with Math ed emphasis PHD; MS in Mathematics	Published – journal publications; refereed conference proceedings; grants;	Committee to design EMS Teacher for: MATH 411G, 507, 508	None	High School teacher in the 90s in CA and IL	Qualified to teach any undergraduate or graduate mathematics course. Qualified to teach education courses – general and mathematics education courses.
Kanita K. DuCloux	Female	African-American	Full-time	Part-time	PHD	Mathematics Education The University of Georgia	Published – journal publications; refereed conference proceedings; grants	Graduate Coordinator Teacher for MATH 411G	Teacher for Mathematics, Grades 8 – 12 Alabama Department of Education (1992 – 1997) Georgia Department of Education (1993 – 2008)	Fall 1992 – Spring 2004 Grades 8 - 12	Any undergraduate mathematics class (for preservice teachers or for general population) Any graduate mathematics course for teachers General Education and Math Methods courses
Natasha Gerstenschlager	Female	White, not Hispanic	Full-Time	Part Time	PHD	Mathematics and Science Education – Concentration	Published – journal publications; refereed	Undergraduate Coordinator Math ed	None	None	Any undergraduate mathematics class (for preservice teachers or for general population)

						n in Mathematics Education Middle Tennessee State University	conference proceedings; 1 internal grant	Teacher for 411G			Any graduate mathematics course for teachers Based on background am qualified to teach Math Methods courses but I teach only in the Math department.
Dan Clark	Male	White, not Hispanic	Full-Time	Part-Time	PhD	Mathematics Education, Michigan State University	Published – journal publications; refereed conference proceedings	Teacher for MATH 411G	None	Fall 2015-Spring 2016, Grades 9-12	Any undergraduate mathematics class (for preservice teachers or for general population) Any graduate mathematics course for teachers Based on background am qualified to teach Math Methods courses but I teach only in the Math department.
Stepahnie K. Gandy	F	Caucasian	Full	Part	PhD						All Teacher Leader Courses
Jeanine Huss	F	Caucasian	Full	Part	PhD						All Teacher Leader Courses
Michael McDonald	M	Caucasian	Full	Part	PhD						All Teacher Leader Courses
Rebekah Stobaugh	F	Caucasian	Full	Part	PhD						All Teacher Leader Courses
Antonia Szymanski	F	Caucasian	Full	Part	PhD						All Teacher Leader Courses

Please describe the PROGAM KEY ASSESSMENTS used to measure the areas below (varies by program):

(Key Assessment areas are used to gather data for program feedback and accreditation measures. Examples in blue). Detailed information for each KA must be provided as outlined in the WKU ADV Key Assessment Template).

Other Services Assessment Area #	Performance Assessment Areas - (Must address practices related to Diversity in all areas)	Type or Form of Assessments An assessment may be listed multiple times if the measures apply to the appropriate areas.	Timing of Assessment or Transition points Indicate the point in the program when the assessment is administered. (Beginning, Middle, End)
1	Candidate Knowledge (content), Skills, and Professional Dispositions (integrated practices of diversity)	TL Instructional Design and Effectiveness Analysis TL Capstone Project	Mid-point End
2	Professional Dispositions	TL Capstone Project	End
3	Data and Research driven decision making	TL Assessment Analysis TL Capstone Project	Mid-point End
4	Integration of Technology in the discipline	TL Instructional Design and Effectiveness Analysis TL Assessment Analysis TL Capstone Project	Mid-point Mid-point End
5	Clinical Practice (integrated practices of diversity)	TL Instructional Design and Effectiveness Analysis TL Assessment Analysis TL Capstone Project	Mid-point Mid-point End

*Q. Clinical Partnerships and Practice: Describe all clinical partnerships with P-12 schools that are currently active. **How do clinical partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation?** Explain and delineate between the programs if these partnerships and practices are different. (Reference CAEP Standard 2.)*

WKU has clinical partnerships and MOUs with all of our partner districts (sample MOUs provided in attachments). As part of those agreements, WKU and the districts agree to the following core beliefs

Quality preparation of future teachers is a shared responsibility among practicing professionals. including school-based practitioners and those individuals in higher education.

A team approach in working with and supporting pre-service teachers and advanced candidates through clinical practice aligned with academic and pedagogical content is paramount to their preparation. and future success in the profession.

These partnerships provide an opportunity to share and collaborate through awareness and integration of the differing and varying needs and resources of the University and the District. Districts are included in all phases of the candidate life cycle and are an integral part of our continuous improvement process. Examples of the shared responsibility include the development of Key Assessments, choosing/assigning of cooperating, mentor, or collaborating teachers, evaluation of clinical experiences and candidate performance, determining validity and reliability of Key Assessments, survey feedback on programs and candidates, participation in our curricular process including the Professional Education Council (PEC) and the evaluation of data including CEBS Annual Program Reports.

All advanced programs at WKU fall under the umbrella of our current partnerships and MOUs. The current MOUs refers primarily to IP programs as that was the focus of our recent CAEP visit. WKU will modify the overarching MOUs as necessary to include specific references to AP programs.

Program Specific Clinical:

The MAE programs focus on certified teachers who are working in the schools. The key performance indicators ask students to utilize work from their own practice.

Instructional Effectiveness - Unit Plan development (TCHL 545) requires candidates to plan a unit of instruction that addresses each of the KAS and uses multiple forms of assessment to provide data on student learning.

Assessment Plan Analysis (TCHL 555) requires candidates to Provide evidence to demonstrate your ability to select, use, and analyze appropriate assessments to assess students, plan instruction, and reflect on their practice.

Program Specific Technology:

Candidates completing the Capstone project are required to create presentation videos that explain their project, the activities that they created, data gathered from multiple assessments, and final leadership demonstration and reflection. They are required to use technology to generate graphs and charts to communicate the results of their data.

*Q. Clinical Experiences – EPP Responsibility for Advanced Programs: **Explain how the EPP works with the districts to a) ensure that theory and practice are linked and b) how the EPP will share accountability for advanced program candidate outcomes.***

The Dean of the College of Education is a member of the GRREC Board and attends the monthly GRREC meetings with the 45 school superintendents whose districts are in the GRREC region. As a result of feedback from recent meetings, program faculty met with GRREC staff and school superintendent representatives to share the needs of MAE graduates in the classroom. Recommendations included an increased focus on the following: micro credentialing, job-embedded graduate course credit, and the exploration of value-added measures to course content. Faculty are considering ways to integrate these topics into existing course content that will be immediately applicable to the MAE student's classroom teaching practice.

STE faculty traveled to 10 Kentucky public school districts in the WKU and GRREC region. The purpose of the visits was to meet with teachers and administrators to gain information about teacher dispositions that contribute to teacher effectiveness as well as to acquire feedback about dispositions of STE graduates teaching in their respective schools. Faculty met with a total of 42 teachers/administrators throughout the on-site visits. The results have informed strategic planning for program improvement and goals.

*Q. Clinical Experiences – Advanced Candidates: This area does not apply to Option 6 or the Initial Teacher programs. Explain how the **EPP works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that advanced candidates demonstrate their developing effectiveness in creating environments that support all students' learning and development.** Include a description of the clinical experiences required of each advanced candidate. If the Clinical Experiences are specific and unique to the certificate program, then skip this section and provide the details in the Program Experiences Section III.*

Candidates are involved in classrooms and professional experiences connected to course assignments and research for the capstone project (such as interviews, interaction with students and administrators, and surveying other teachers). Specific clinical experiences are embedded within the program to provide real-life, mutually beneficial experiences for the candidates and their respective districts. For example the Unit Lesson Plan and Assessment Analysis require students to consider the diversity of student needs and to design learning activities that will promote learning for all students. The Capstone Project requires candidates to design specific intervention activities to help them achieve their KY Teacher Leader Framework goals and to work within their professional practice in their schools to conduct the activities.

*Q. Program Curriculum: Each EPP must inform a potential candidate about the program's content, performance expectations and assessment processes. How does the **EPP communicate the following with every student: required coursework and electives, certification and/or degree and RANK result, admission requirements, exit requirements, Praxis II test disclaimer** (If applicable). If the EPP offers multiple program degrees/routes for this category and certification, you must include each variation.*

WKU uses Curriculum Contracts to communicate the following: required coursework and electives, certification and/or degree and Rank result, admission requirements, exit requirements, and Praxis II test disclaimer (If applicable). Curriculum Contracts are included for each program degrees/routes for this category and certification.

Q. Admission criteria for each program code in this category: This must include admission criteria such as GPA and other admission assessments and requirements. Reference the applicable program code(s) if the admission criteria vary across degree award level offerings.

- Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility¹ for Elementary, Middle or Secondary Grades.
- Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for middle grades education. A copy of the certificate must be submitted with the application.
- Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score $[(GRE-V + GRE-Q) + (GPA \times 100)]$ of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative Reasoning score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score (GRE x undergraduate GPA) of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate. A copy of the teaching certificate or statement of eligibility must be submitted with the application.
- Applicants to the MAE program in Elementary, Middle or Secondary Grades must hold or be eligible to hold a teaching certificate at the middle grades level OR have a valid program on file with the Office of Professional Educator Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.)
- Bachelor's degree in MATH

Q. Describe the Clinical/Professional Experiences for each instance in this program category: Include narrative to **describe the clinical/professional experiences required in this program category** which will generate evidence for **CAEP Standard A.2.2**.

The MAE degree works with teacher preparation programs and key partners to increase the diversity and effectiveness of P-12 educators and school leaders and to provide high-quality professional development opportunities. Through job-embedded tasks, graduate students who are P-5 educators apply innovative, research-based practices to improve teaching practices. These graduate students also lead professional development in their school districts and coach other teachers on ways to improve teaching and learning.

In addition, the MAE program addresses authentic assessments to evaluate student learning and provide data to inform pedagogy, assignment design, and curriculum review. Students in the courses evaluate and refine classroom assessments, develop a standards-based unit, and initiate a leadership project. During this course of this work the candidates accumulate hours to support the learning process.

Q. Exit requirements for each instance in this program category: This must include **exit assessments**. (i.e.,: **KTIP assessment, portfolio/work sample, GPA, and if the program requires passing or taking the Praxis II for program completion**, list it here.) Reference CAEP 3.5 and 3.6

All Key Assessments associated with this program must be completed. Students must have achieved an average score of 2.0 or higher on all Key Assessments and an average score of 3 on dispositions.

The graduate student must successfully complete the capstone project and maintain a 3.0 grade-point-average

Q. Kentucky P-12 Curriculum Requirements - The following information is gathered in accordance with Kentucky Senate Bill 1 - <http://www.lrc.ky.gov/record/09RS/SB1.htm> and the associated legislation tied to this bill. 1. How does the EPP ensure each candidate's knowledge/proficiency of the Kentucky Academic Standards (KAS)? 2. How does the EPP measure the depth of knowledge of each candidate?

Candidates are required to successfully complete TCHL 500 assignment Professional Growth Plan and Emergent Philosophy. This assignment requires students to discuss the KAS and determine a plan to enhance their understanding of the standards. Candidates in TCHL 530 are required to complete an instructional unit plan that compares and analyzes each of the KAS standards.

Q. Briefly describe how candidates use the Kentucky P-12 curriculum framework and the Kentucky P-12 assessment system to guide instruction.

The Key Assessment project required by TCHL 545 – Unit Study requires candidates to:

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

Q. Briefly describe how the program ensures advanced candidates apply the Kentucky P-12 Curriculum framework and the Kentucky P-12 school assessment system to guide instruction and assessment.

The Key Assessment for TCHL 555 is an Analysis of Assessments. This project requires candidates to Provide evidence to demonstrate your ability to select, use, and analyze appropriate assessments to assess students, plan instruction, and reflect on your practice. Candidates must address four areas in detail: Knowledge of Students, the Assessment Plan of formative and summative assessments that will show student growth over time, Analysis of Student Learning which requires in-depth review of three students' performances to determine the student learning and response to teaching and finally Reflection where the candidate uses the data gathered to determine how to modify instruction or assessment practices in the future.

Q. Provide evidence (TPA/portfolio/other data) of candidates' use of the KAS framework in lesson plans (include lesson plan format if not using the current KTIP format).

The Key Assessment embedded in TCHL 530 - Standards Based Unit: requires candidates to:

Submit an instructional unit they have used in the past in their classroom and that they 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.

Comparison Analysis: Compare before and after instructional unit, reflecting on the instructional unit changes and analyzing student learning and personal growth. (***Why Changes***)

The Key Assessment embedded by TCHL 545 – Unit Study requires candidates to:

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

Q. Provide evidence (KTIP assessments/portfolio/other data) of candidates’ skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college and career ready standards.

See above

Q. Provide evidence of candidate’s abilities to create and use formative and summative assessments to guide instruction toward mastery of the Kentucky P-12 curriculum framework

The Key Assessment for TCHL 555 is an Analysis of Assessments. This project requires candidates to Provide evidence to demonstrate your ability to select, use, and analyze appropriate assessments to assess students, plan instruction, and reflect on your practice. Candidates must address four areas in detail: Knowledge of Students, the Assessment Plan of formative and summative assessments that will show student growth over time, Analysis of Student Learning which requires in-depth review of three students’ performances to determine the student learning and response to teaching and finally Reflection where the candidate uses the data gathered to determine how to modify instruction or assessment practices in the future.

Q. Describe how the data from each assessment is used for the continuous improvement of this program.

The data from the program will be collected in the WKU E-PASS System, aggregated/disaggregated and provided back to the program for review. Each Program will complete an Annual Program Report (APR) as described in the QASP section 5.3 A and Appendix B.

The data from each of the key assessments will be used to evaluate the level of understanding and preparedness for our students. By focusing on specific NAGC/CEC standards and collecting this data across multiple semesters, we will be able to determine the extent to which our students are prepared to communicate and collaborate with others regarding the psychological and academic needs of gifted students. If specific areas are found to be a challenge for students to meet the criteria, this will be noted by lower rubric scores on the standard. This information can provide feedback to the course designer to modify content and teaching approaches to improve student learning.

Q. Advanced Teacher - Provide a narrative about each of the assessment areas assigned to this program. The Advanced assessments have five (5) or more areas to be addressed. Discuss the data analysis and explain how the assessment data supports/validates a candidate's ability through the progressions of this program.

The assessment areas for TCHL are comprised of Kentucky Teacher Performance Standards and Teacher Leader Standards. These standards are analyzed and assessed through the use of key assessments; TCHL Instructional Design and Effectiveness Analysis (TCHL 545), TCHL Capstone Project (TCHL 560) and TCHL Assessment Analysis (TCHL 555). These assignments are implemented in a three-step process that begins in first part of the program through the use of course assignments to create alignments in TCHL 545. The implementation process is continued in TCHL 555 through course assignment alignment. The standard alignment is fully implemented in the TCHL 560 course and culminates as the basis for the capstone project. The action research projects are evaluated by a minimum of two faculty members for proficiency.

Q. Summary Analysis for Programs - Provide a holistic summary and rationale for how all key assessment areas demonstrate the program's overall quality, and how each candidate has demonstrated adequate performance of the appropriate standards. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and supplements the analysis summary and improvement sections. If the EPP chooses to append EPP-designed reports, a narrative description/interpretation of the report(s) must be included.

After Key Assessment files complete

The Key Assessment areas of the TCHL Instructional Design and Effectiveness Analysis (TCHL 545), TCHL Capstone Project (TCHL 560) and TCHL Assessment Analysis (TCHL 555) provide a complete picture of the overall quality of the candidate's performance throughout the coursework. By aligning the Key Assessments to be present at differing points in the candidate's progress through the program. Each of the Key Assessments measure a different portion of standards for the TCHL are comprised of Kentucky Teacher Performance Standards and Teacher Leader Standards. The Key Assessments enable us to see how the candidates are reflecting upon and interacting with the targeted standards. The WKU TCHL Program is designed to engage candidates in a standard based learning experience that spans the entirety of the program.

Q. Continuous Improvement Plan for this program category - Provide an explanation of how assessment data are/were used to improve this program.

The data for the program will be collected in the WKU E-PASS System, aggregated/disaggregated and provided back to the program for review each year. Each Program will complete an Annual Program Report (APR) as described in the QASP section 5.3 A and Appendix B.

Q. Quality Assurance System: Mechanisms (i.e., structures, policies, procedures, and resources) that an educator preparation provider (EPP) has established to promote, monitor, evaluate, and enhance operational effectiveness and the quality of the educator preparation provider's candidates, educators, curriculum, and other program requirements. The Quality Assurance System ensures continuous improvement by relying on a variety of measures, establishing performance benchmarks for those measures (with reference to external standards where possible), seeking the views of all relevant stakeholders, sharing evidence widely with both internal and external audiences, and using results to improve policies and practices in consultation with partners and stakeholders. The Quality Assurance System should contain the assessments, rubrics and analysis for the EPP wide assessments for the initial teacher programs and program assessments for the advanced programs. Define the EPP transition points and distinguish between the "Initial" and "Advanced" programs. Highlight any differences or exceptions at the program level (i.e. Occupation-based; Communication Disorders). Attach your full Quality Assurance System document using the "Attach Supporting Documents" module. Provide a summary of the EPP's Quality Assurance System and process for collecting and analyzing data for program improvement.

WKU has developed a comprehensive Quality Assurance Plan, which allows all programs to follow consistent and well-defined procedures in the development, implementation, and the interpretation of the assessments used to provide evidence of candidate performance and program quality. The document defines the following:

- EPP Steps to Establishing Validity
- Development, Piloting, and Refinement
- Assessment Use and Training
- Assessment Use and Training
- Types of Validity Evidence
- Results Analysis and Interpretation
- Uses Results to Improve Program Elements and Processes
- The WKU QASP Document provides additional details on these items.

All IP and AP programs at WKU follow the overall Quality Assurance Plans included in the program documentation.

CURRICULUM CONTRACT:**CURRICULUM CONTRACT****Graduate Degree Program***Mathematics, Master of Arts (MA)**Leading to KTLE Rank II or Rank I**WKU# 049 EPSB# 270 KTLE Rank II**WKU#049 EPSB# 3627 KTLE Rank I***Candidate Contact Information:**

Last Name	First Name	Middle Name/Initial	WKU ID Number
Street	Home Phone Number		Cell Phone Number
City	State	Zip Code	Email Address

Admission Requirements:

To be admitted into a WKU educator preparation program, candidates must meet all minimal criteria described under “Transition Point 1: Admission to Education Preparation Programs.”

REQUIRED COURSES		HOURS
TCHL 500	Foundations of Teacher Leadership	3
TCHL 530	Curriculum Development	3
TCHL 545	Classroom Instruction Strategies	3
TCHL 555	School and Classroom Assessment	3
TCHL 559	Capstone Project Design for Teacher Leadership	1
TCHL 560	Capstone Project for Teacher Leadership	3
MATH 501	Introduction to Probability and Statistics I	3
MATH 503	Introduction to Analysis	3
MATH 511	Algebra from an Advanced Perspective	3
MATH 512	Geometry from an Advanced Perspective	3
Electives		
6 hours of Advisor Approved MATH Electives		6
Total Hours		31-34

Mid-Point Assessment Requirements:

To be admitted into the Final Experience, candidates must meet all minimal criteria described under “Transition Point 2: Admission to Final Experience.”

Program Completion Requirements:

1. To complete a teacher preparation program, candidates must meet all minimal criteria described under “Transition Point 3: Program Exit.”
2. Note that additional requirements (described below) must be met in order to be recommended for certification.
3. Rules and regulations governing the completion of this program of study have been described above and on the next page. By your signature, you are acknowledging that you understand and accept responsibility for meeting these requirements.

Delineation of EPP-Wide Transition Points – Advanced Preparation Program

<i>Transition Point 1: Admission to Education Preparation Program</i>				
<i>Data Reviewed</i>	<i>Minimal Criteria</i>	<i>Review Cycle</i>	<i>Reviewed By</i>	<i>Approved By</i>
<ul style="list-style-type: none"> • GPA • Application for admission • Bachelor's degree in MATH • Existing Teaching Certificate or Statement of Eligibility (SOE) 	<ul style="list-style-type: none"> • 2.75 GPA or 3.0 in last 30 hours • Completed Application including the following: • KY Code of Ethics • Professional Dispositions • 4Cs – Collaboration, Communication Skills, Critical Thinking, and Creativity • Evidence of current teaching certificate or SOE 	Each Month	Department Faculty	Professional Education Council
<i>Transition Point 2: Admission to Final Experience</i>				
<i>Data Reviewed</i>	<i>Minimal Criteria</i>	<i>Review Cycle</i>	<i>Reviewed By</i>	
<ul style="list-style-type: none"> • Dispositions • Key Assessments • GPA 	<ul style="list-style-type: none"> • 3.0 (Proficient) or higher on all Key Assessments • 3.0 or higher overall GPA 	Each Semester	Department Faculty	Department Faculty
<i>Transition Point 3: Program Exit</i>				
<i>Data Reviewed</i>	<i>Minimal Criteria</i>	<i>Review Cycle</i>	<i>Reviewed By</i>	
<ul style="list-style-type: none"> • GPA • Capstone Project 	<ul style="list-style-type: none"> • 3.0 or higher overall GPA • 3.0 (Proficient) or higher score 	Each Semester	Department Faculty	Graduate Studies/ Certification Officer

To be recommended for initial certification, an applicant must document:

Completion of an approved educator preparation program in each desired certification area; Passing score(s) on the appropriate PRAXIS II exam(s) or other assessments required for each desired certification area.

EPSB Disclaimer: Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.epsb.ky.gov for current requirements or contact the Division of Division of Educator Preparation, Assessment, and Internship at toll free 888-598-7667.

By signing below, the candidate ensures that he or she has been advised of, understands, and agrees to adhere to all program requirements, including assessment requirements, of the program.

Candidate Name (printed):**Education Advisor's Signature/Date:**

Signature

Date

Candidate Signature/Date:**Specialization Advisor's Signature/Date (if needed):**

Signature

Date

Signature

Date

****END OF CURRICULUM CONTRACT****