



Program Review Document

Preparation Program:

*Special Education for Teacher Leaders,
Learning and Behavior Disorders, Master of Arts in Education
Leading to a Masters Degree (MAE) in Learning Behavior Disorders and
Rank II or Rank I/Teacher Leader (KLB, KTLE)
WKU# 0457 EPSB# 92 Rank II KLB KTLE
WKU#0457 EPSB# 2645 Rank I KLB KTLE*

WKU# 132 EPSB# 3281 KLB Certification Only (this program does not lead to a degree)

Date Submitted: March 30, 2020

Preparation Level:	<input checked="" type="checkbox"/> Graduate	
Grade Levels:	<input type="checkbox"/> P-5 <input type="checkbox"/> 8-12 <input checked="" 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 checked="" 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/	

Program Description

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
ELED 571	Leadership, Math and Technology Education	Leadership and pedagogy for integrating mathematics and technology initiatives within elementary school settings.	3
GTE 536	Nature and Needs of Gifted, Creative, and Talented Students	Terminology, theories, issues and general approaches in educating gifted, creative, and talented young people.	3
ID 560	Instructional Design Foundations	Systematic approach to instructional design, the contexts of application of this approach, and the roles of professionals in this field; Adapt and apply the process in a flexible and innovative manner.	3
IECE 520	Organizing Programs for Early Childhood Special Education	Rationale for IECE (B-5), service delivery options, teaming issues, and atypical development specific to sensory, physical and cognitive disabilities. Thirty clock hours field experiences required.	3

LITE 535	Survey of Educational Technology Practices	Focus on instructional design and communication models appropriate to effective utilization of multimedia for instruction and training. Application of various multimedia to design, produce, and evaluate instructional/training projects.	3
LTCY 523	Diagnostic Reading Procedures for Classroom Teachers	Emphasizes practical methods of reading appraisal, diagnostic procedures, and materials essential for developing teaching strategies in reading instruction.	3
LTCY 527	Literacy Learning and Cultural Differences	Introduction to social factors, cultural factors, and aspects of language that affect teaching and learning of literacy, particularly in reading, writing, and the language arts; application of multicultural perspectives to curriculum development and classroom literacy practices.	3
PSY 540	Behavior Problems of Childhood and Adolescence	The major forms of psychopathology in children and adolescents, with emphasis upon recent research, classification systems and developmental patterns. Also covers clinical and school treatment of behavior problems encountered in the school setting.	3
SPED 516	The Exceptional Child: Perspectives and Issues	Focus is on the characteristics, priorities, resources and issues of children who are disabled, delayed or gifted and their families. Emphasis is on current results of research and perspectives on today's children, families, schools and communities. Descriptions, issues and techniques for each area of exceptionality including learning disabilities, emotional/behavioral disorders, mentally challenged, autism, giftedness, physically challenged, health concerns, communication disorders, hearing loss, blindness or low vision, and traumatic brain injury will be included.	3
SPED 517	Transition Services and Programs for Individuals with Disabilities	Transition planning for individuals with disabilities. Interagency collaboration, vocational assessment, and life-skills competencies within the general curriculum are addressed.	3
SPED 518	Seminar: Contemporary Challenges in Special Education	Issues in special education. Classroom experiences to develop awareness and sensitivity to educational needs. Note: Minimum of 12 hours of graduate level coursework in exceptional education required.	3
SPED 530	Advanced Assessment Techniques	Experiences will be provided for students to enhance their knowledge of issues, techniques, and interpretations of various assessment procedures and instruments.	3
SPED 531	Advanced Prescriptive Teaching	Adapting the learning environment to the learner. The identification and modification of various aspects of specialized learning environments are examined.	3
SPED 532	Families, Professionals and Exceptionalities	Interpreting programs for individuals with disabilities to maximize family involvement. Emphasizes the attitudes, skills, and knowledge taught in the educational program.	3
SPED 533	Seminar: Curriculum for Learning and Behavior Disorders	Development, adaptation, and evaluation of curricula, methods, materials, and resources. Implementing and evaluating instructional programs for students with mild disabilities is stressed.	3

SPED 532	Families, Professionals and Exceptionalities	Interpreting programs for individuals with disabilities to maximize family involvement. Emphasizes the attitudes, skills, and knowledge taught in the educational program.	3
SPED 630	Special Education Law and Finance	Comprehensive study of existing school law codes for special education; budgeting and financial accounting for local, state and federal monies; and, grant writing and reporting.	3
SPED 595	Advanced Preparation Capstone for Special Education	A capstone course in Special Education for advanced candidates seeking an additional teacher certification area. Practice in implementing instructional skills and procedures. Field observation hours required.	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	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. For each X under a particular course, reviewers may view a complete description of KTPS-aligned assessments and experiences within the corresponding course syllabus.

Kentucky Teacher Performance Standards (KTPS)	Course Standard Alignment											
	516	517	518	530	531	532	533	630	595			
Standard 1. Learner development	X	X	X	X								
Standard 2. Learning differences	X	X			X		X		X			
Standard 3. Learning environments	X	X	X	X	X	X	X		X			
Standard 4. Content knowledge				X	X		X	X	X			

Standard 5. Application of content					x		x	x	x			
Standard 6. Assessment		x		x					x			
Standard 7. Planning for instruction				x	X		x		x			
Standard 8. Instructional strategies				x	x		x		x			
Standard 9. Professional learning and ethical practice		x		x		x		x	x			
Standard 10. Leadership and collaboration		x				x		x	x			

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.

CEC Advanced Standards	Course Alignment											
	516	517	518	530	531	532	533	630	595			
Advanced Preparation Standard 1: Assessment			x	x				x	x			
Advanced Preparation Standard 2: Curricular Content Knowledge	x				x				x			
Advanced Preparation Standard 3: Programs, Services, and Outcomes	x	x	x	x	x	x	x	x	x			
Advanced Preparation Standard 4: Research and Inquiry	x		x					x	x			
Advanced Preparation Standard 5: Leadership and Policy		x			x			x	x			
Advanced Preparation Standard 6: Professional and Ethical Practice	x	x	x	x	x	x	x	x	x			
Advanced Preparation Standard 7: Collaboration		x			x	x			x			

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)
Janet Applin	Female	White, not Hispanic	Full-time Associate Professor	Full-time	PhD	Special Education MSD, LBD Ed Admin Adolescent Behavior Disorders (M.Ed.)		All LBD & MSD courses	KY: LBD, MSD Elem Ed 1-8 DoSE Level II TN: ELED k-5 Interventionist K-8; 6-12 Spec Ed Comprehensive K-12	TN: 5 years ELED Self-Contained Comprehensive Classroom; KY 10 years M/High Resource Room/Collab	All LBD/MSD courses
Gail Kirby	Female	White, not Hispanic	Full-time Associate Professor	Full-time	EdD	Learning and Instruction: Special Education		All LBD & MSD courses	KY /Ohio/CA P-12 Mild-Moderate/Moderate Severe (expired) CLAD Certification (Lifetime)	30 years P-12; Primarily 9-12 LBD & ESL	All LBD/MSD courses
Susan Keesey	Female	White, not Hispanic	Full-time Associate Professor	Full-time	PhD	Special Education/Applied Behavior Analysis LBD, Dyslexia			LBD K-12 (expired)	LBD M/H – 3 years Coordinator of Disability Services – 5 years Consultant/Educational Testing -9 years	LBD SPED Curriculum Applied Behavior Analysis SPED assessment
Christina Noel	Female	White, not Hispanic	Full-time Associate Professor	Full-time	PhD	MSD			TN: K-12 MSD Board Certified Behavior Analyst		All MSD & Applied Behavior Analysis

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

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)	Praxis II TL Instructional Design and Effectiveness Analysis TL Capstone Project	Mid-point Mid-point End
2	Professional Dispositions	SPED 531: Teaching Event SPED 595: Teaching as Inquiry Project TL Capstone Project	Mid-point End End
3	Data and Research driven decision making	Action Research Project (TCHL 560) Capstone Project (Inquiry Research: SPED 595) TL Instructional Design and Effectiveness Analysis TL Assessment Analysis Capstone Project	End Mid-point Mid-point End
4	Integration of Technology in the discipline	SPED 531: Teaching Event SPED 595: Teaching as Inquiry Project	Mid-point End
5	Clinical Practice (integrated practices of diversity)	SPED 516: Research on specific disability, create a presentation using technology SPED 531: Teaching Event SPED 595: Teaching as Inquiry Project TL Instructional Design and Effectiveness Analysis TL Assessment Analysis TL Capstone Project	Beginning Mid-point End 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.)

Due to the nature of the Special Education graduate program's service delivery through distance learning, and the fact that students are often full-time classroom teachers, clinical experiences are conducted within the full-time teachers' classrooms. For those students who have not secured a teaching position, an alternate clinical experience is possible through the completion of SPED 595 as an internship placement. In the event that students are placed in a Final Clinical Experience, efforts are made to place students in settings with diverse populations above 11%.

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.

The Exceptional Education program area offers courses and experiences for the advanced preparation of teachers holding Learning and Behavioral Disorders certification or another certifiable area.

1. Applicants who are alumni of WKU teacher preparation programs must have or be eligible for a teaching certificate¹ in LBD or another certifiable area, and must submit a copy of the certificate or statement of eligibility with their applications.
2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA² for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate¹ in LBD or another certifiable area, and must submit a copy of the certificate or statement of eligibility with their applications.
3. Applicants who completed their initial certification program at an accredited out-of-state institution with at least a 2.75 GPA² for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate¹ in any certifiable area, and must submit a copy of the certificate or statement of eligibility with their applications.

¹ Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

² Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching certificate must be submitted with the application. GAP Score = GRE-V+GRE-Q plus undergraduate GPA multiplied by 100.

*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 LBD 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-12 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 LBD 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.

Clinical-Based Requirements in the following courses:
SPED 531, 532, 533, 517, 595

*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*

Students must submit a passing score on the Praxis II prior to enrollment in [SPED 595](#) and should take [SPED 595](#) as their final course in their program. Students currently teaching may use their current teaching position to meet this requirement if they are teaching in the subject area and grade level for which they are seeking certification. Students not currently teaching in a setting serving students with Learning and Behavior Disorders must complete an internship experience that consists of field experience hours in an approved setting serving students with disabilities consistent with the subject area and grade level for which they are seeking certification.

Students must successfully complete [TCHL 560](#) (course grade of C or higher) and present research results in an approved venue.

Students must achieve a minimum 3.0 cumulative GPA overall and in program course work.

*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?***

Our faculty have engaged in required professional development or completed the SB1 module training.

Students are required to successfully complete SPED 533: Seminar: Curriculum for Learning and Behavior Disorders where they experience development, adaptation, and evaluation of curricula, methods, materials, and resources. Further, students implement and evaluate instructional programs for students with mild disabilities.

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

Through the program, students must include KAS standards when developing lesson plans and assessments for students with disabilities. They receive feedback and are offered opportunities to adjust and align their work to improve their performance. They also learn how to adapt the learning environment to the learner through modifications to specialized learning environments.

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.

In SPED 530: Advanced Assessment Techniques, students enhance their knowledge of issues, techniques, and interpretations of various assessment procedures and instruments used with students with disabilities, and for those who are in the diagnosis process for possible services.

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).

In SPED 595, students are required to provide evidence of lesson planning through the use of the KTIP format.

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

Students use formative and summative assessments throughout the program to guide instruction, culminating in SPED 595, which includes the TWS and the Teaching as Inquiry Project. The TWS contains seven teaching processes identified by this project as fundamental to improving student learning. Each Teaching Process is followed by a TWS Standard, the Task, a Prompt, and a Rubric that defines various levels of performance on the standard. Standards and Rubrics are used to evaluate their TWS.

In the Teaching as Inquiry Project, the fundamental purpose of the project is to achieve improved outcomes for all students. Less obviously, but very importantly, the Project is an organizing framework that teachers can use to help them learn from their practice and build greater knowledge.

In the **focusing inquiry**, teachers identify the outcomes they want their students to achieve. They consider how their students are doing in relation to those outcomes, and they ask what their students need to learn next in order to achieve them.

In the **teaching inquiry**, teachers select teaching strategies that will support their students to achieve these outcomes. This involves asking questions about how well current strategies are working and whether others might be more successful. Teachers search their own and their colleagues' past practice for strategies that may be more effective, and they also look in the research literature to see what has worked in other contexts. They seek evidence that their selected strategies really have worked for other students, and they set up processes for capturing evidence about whether the strategies are working for their own students.

The **learning inquiry** takes place both during and after teaching as teachers monitor their students' progress towards the identified outcomes and reflect on what this tells them. Teachers use this new information to decide what to do next to ensure continued improvement in student achievement and in their own practice.

The key question for the teaching inquiry is: What strategies (evidence-based) are most likely to help my students learn what they need to learn? If they hadn't already done so, the teachers set up processes for capturing evidence about the impact of their teaching on their target students, for example, through assessment procedures, interviews with the students, samples of students' work, video recordings, and observations of themselves and their students.

In this learning inquiry, the teacher investigates the success of the teaching in terms of the prioritized outcomes, using a range of assessment approaches. They do this both while learning activities are in progress and also as longer-term sequences or units of work come to an end. They then analyze and interpret the information to consider what they should do next.

The key question for the learning inquiry is: What happened as a result of the teaching, and what are the implications for future teaching?

Two related questions then lead the inquiring teacher back into another round of inquiry: Is there something I need to change? What are the next steps for learning?

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 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 academic needs of students with disabilities. 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.

Data from the assessments has been collected in the E-Pass system and all of the students have scored highly on each assessment. However, the positive scores can sometimes be a result of a great deal of scaffolding from program faculty.

Integration of Technology in the Discipline is addressed in the Strategic Plan when students identify a problem within their own classroom and create a plan to address the issues. This often allows the use of technological tools designed for students with disabilities. This assessment occurs toward the end of the program and addresses an emerging understanding of themselves as change agents.

Professional Dispositions are assessed through the University Supervisors during official observations in the Capstone where the culmination of the student's knowledge and skills are evident. Students receive immediate feedback prior to their official teaching event and immediately following their teaching event.

The Key assessment that evaluates Candidate knowledge, Skills, and Professional Dispositions is the Teaching as Inquiry Project, which is the culminating assessment of the program.

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.

The Key Assessments in the MAE in LBD program include a Strategic Plan to Address a problem of practice through an Inquiry Project in which students are able to demonstrate research and inquiry skills in identifying a problem related to students with disabilities. This is a direct way that this program impacts individual students with disabilities in a positive way. This has been positive for our students as they identify themselves as able to apply proven effective strategies and conduct research in their own classrooms.

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****Special Education for Teacher Leaders, Learning and Behavior Disorders****Master of Arts in Education (MAE) Leading to****Certification in Learning Behavior Disorders (KLB) and Teacher Leader (KTLE) Rank II or Rank I****(WKU# 0457 EPSB# 92 Rank II KLB KTLE)****(WKU# 0457 EPSB# 2645 Rank I KLB KTLE)****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	31-43 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
SPED 516 The Exceptional Child: Perspectives and Issues	3
SPED 530 Advanced Assessment Techniques	3
SPED 630 Special Education Law and Finance	3
SPED 595 Advanced Preparation Capstone for Special Education	3 (up to 6)
Select one of three pathways based on prior certification	
Advanced Pathway (for students holding prior LBD certification) 12 hours	3
LTCY 527 Literacy Learning and Cultural Differences	3
Select 9 hours	
SPED 531 Advanced Prescriptive Teaching	3
PSY 540 Behavior Problems of Childhood and Adolescence	3
GTE 536 Nature and Needs of Gifted, Creative, and Talented Students	3
IECE 520 Organizing Programs for Early Childhood Special Education	3
ELED 571 Leadership, Math and Technology Education	3
LITE 535 Survey of Educational Technology Practices	3
Certification Pathway (for students holding prior MSD certification) 12-15 hours	
Select 12 hours	
SPED 531 Advanced Prescriptive Teaching	3
SPED 533 Seminar: Curriculum for Learning and Behavior Disorders	3
SPED 517 Transition Services and Programs for Individuals with Disabilities	3
LTCY 527 Literacy Learning and Cultural Differences	3
GTE 536 Nature and Needs of Gifted, Creative, and Talented Students	3
EDU 522 Foundations of Differentiated Instruction	3

LITE 535 Survey of Educational Technology Practices	3
Certification Pathway (for students holding certification in any other area than Exceptional Education LBD or MSD) 15 hours	
SPED 517 Transition Services and Programs for Individuals with Disabilities	3
SPED 518 Seminar: Contemporary Challenges in Special Education	3
SPED 531 Advanced Prescriptive Teaching	3
SPED 532 Families, Professionals and Exceptionalities	3
SPED 533 Seminar: Curriculum for Learning and Behavior Disorders	3

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

Transition Point 1: Admission to Education Preparation Program				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	Approved By
<ul style="list-style-type: none"> • GPA • Application for admission • 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: <ul style="list-style-type: none"> • 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
Transition Point 2: Admission to Final Experience				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	
<ul style="list-style-type: none"> • Application to Capstone Course • 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
Transition Point 3: Program Exit				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	
<ul style="list-style-type: none"> • GPA • Final 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****

CURRICULUM CONTRACT:

CURRICULUM CONTRACT
Graduate Degree Program
Special Education for Teacher Leaders, Learning and Behavior Disorders
Certification Only Program
Leading to
Certification in Learning Behavior Disorders (KLB)
WKU# 132 EPSB# 3281 KLB
(this program does not lead to a degree)

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	15 HOURS
SPED 517 Transition Services and Programs for Individuals with Disabilities	3
SPED 533 Seminar: Curriculum for Learning and Behavior Disorder	3
SPED 595 Advanced Preparation Capstone for Special Education	3
EDU 522 Foundations of Differentiated Instruction	3
SPED 532 Families, Professionals and Exceptionalities OR	3
LTCY 523 Diagnostic Reading Procedures for Classroom Teachers OR	3
ID 560 Instructional Design Foundations OR	3
LITE 535 Survey of Educational Technology Practices	3

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:

4. To complete a teacher preparation program, candidates must meet all minimal criteria described under "Transition Point 3: Program Exit."
5. Note that additional requirements (described below) must be met in order to be recommended for certification.
6. 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 • Existing Teaching Certificate or Statement of Eligibility (SOE) • Master's Degree 	<ul style="list-style-type: none"> • 2.75 GPA or 3.0 in last 30 hours • Completed Application including the following: <ul style="list-style-type: none"> • KY Code of Ethics • Professional Dispositions • 4Cs – Collaboration, Communication Skills, Critical Thinking, and Creativity • Evidence of current teaching certificate or SOE • Evidence of a master's degree from an accredited institution 	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"> • Application to Capstone Course • 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 • Final 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****