



Program Review Document

Preparation Program:

Elementary Education for Teacher Leaders, Master of Arts in Education (MAE)

Leading to

Teacher Leader Rank II WKU# 0433 EPSB# 1246

Teacher Leader Rank I WKU# 0433 EPSB# 3605

Date Submitted: 03/19/2021

Revised: 06/04/2021

Preparation Level:	☒ Graduate		
Grade Levels:	☐ P-5 ☐ 8-12 ☐ P-12 X 5-9		
Modes of Delivery:	☐ Face-to-Face Only ☐ Online Only ☒ Hybrid		
Degree Type:	☒ Masters ☒ Rank II ☐ Rank I ☐ Doctorate	☐ Non-Degree 5 th Year ☐ Non-Degree 6 th Year ☐ Certification Only ☐ Specialist	
Program Route:	X Traditional ☐ Option 6 ☐ Option 7 ☐ Proficiency		
Program Codes:	WKU #	EPSB #	
University Catalog:	https://www.wku.edu/undergraduatecatalog/ http://catalog.wku.edu/graduate/		
WKU Quality Assurance Document:	http://www.wku.edu/cebs/caep/		

Program Description

This program is 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.

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas. The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

Concentration(s)

Environmental Education (KEV)

Gifted Education Endorsement (KE37)

Kentucky Computer Technology (KCT)

Teaching English as a Second Language Endorsement (KE36)

COURSES: Below are all required courses for this program. Course descriptions are those found in the WKU graduate catalog (see links above). Instructions: List all courses/descriptions table below. Titles or descriptions should be from the WKU catalog.

Course	Course Title	Description	Hours
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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. 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)						
	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
Standard 10. Leadership and collaboration	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:

- a. Support individual and collaborative learning; and
- b. Encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4. Content knowledge. The teacher shall:

- c. Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and
- d. 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:

- e. Take responsibility for student learning;
- f. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and
- g. Advance the profession.

COURSE EXPERIENCES ADDRESSING LEARNED SOCIETY (SPA) STANDARDS: The table below delineates the alignment between program courses and the appropriate SPA standards. For each X under a particular course, reviewers may view a complete description of SPA-aligned assessments and experiences within the corresponding course syllabus.

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	Ethnicity	Academic Rank at IHE (Full, Part, or Adjunct)	Program (Full, Part, or Adjunct)	Relevant Degree	Specialty Area of Highest Relevant Degree	Expertise and/or Scholarship (SACSCOC justification or as needed)	Assignment or role Within the Program(s)	Experiences including teaching and/or administration and the dates of engagement in these roles past and present (collaboration)	Qualified to teach guidelines
Jeanine Huss	F	Caucasian	Full	Full	PhD	Environmental Education emphasis in Education	Science education	ELED	15 years teaching in higher Education (2005-present); 4 years teaching 7th integrated science	TCHL 500 TCHL 520 TCHL 530 TCHL 545 TCHL 555 TCHL 559 TCHL 560
Pamela Jukes	F	Caucasian	Full	Full	EdD	Curriculum & Instruction (Literacy emphasis)	Elementary education	ELED	25 years teaching higher education; 11 years teaching elementary level.	TCHL 500 TCHL 520 TCHL 530 TCHL 545 TCHL 555 TCHL 559 TCHL 560
Rebecca Stobaugh	F	Caucasian	Full	Full	PhD	Curriculum & Instruction	Secondary education	MGE/SEC	12 years teaching higher education (2008-present)	TCHL 500 TCHL 520 TCHL 530 TCHL 545 TCHL 555 TCHL 559 TCHL 560
Antonia Szymanski	F	Caucasian	Full	Full	PhD	Educational Psychology Creativity Gifted Studies, Statistics, Research Methods	Gifted education	Associate Professor	3 years teaching experience working with elementary teachers of gifted, taught calculus and personal finance in high school 8 years teaching higher education	TCHL 500 TCHL 520 TCHL 530 TCHL 545 TCHL 555 TCHL 559 TCHL 560

Please describe the PROGRAM 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. Include the key or signature assessments only, does not need to be a list of all the assessments.	KY Teacher Leader Standards Assessed	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)	Instructional Design and Effectiveness Analysis (TCHL 545), Capstone Project (TCHL 559, 560)	Instructional Design 2, 3, 4, 5 Capstone 1-7	Instructional Design - Mid-point, Capstone -End
2	Professional Dispositions	Capstone Project (TCHL 559, 560)	1, 2, 3, 4, 5, 6, 7	End
3	Data and Research driven decision making	Assessment Analysis (TCHL 555), Capstone Project	Assessment Analysis 1, 3, 4 Capstone 1-7	Assessment Analysis- Mid-point, Capstone Project - End
4	Integration of Technology in the discipline	Instructional Design and Effectiveness Analysis (TCHL 545), Assessment Analysis (TCHL 555), Capstone Project (TCHL 559, 560)	Instructional Design 2, 3, 4, 5 Assessment Analysis 1, 3, 4 Capstone 1-7	
5	Clinical Practice (integrated practices of diversity)	Instructional Design and Effectiveness Analysis (TCHL 545), Assessment Analysis (TCHL 555), Capstone Project (TCHL 559, 560)	Instructional Design 2, 3, 4, 5 Assessment Analysis 1, 3, 4 Capstone 1-7	Instructional Design- Mid-point, Assessment Analysis – Mid-point, Capstone -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.

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 $(GRE \times \text{undergraduate GPA})$ 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 **appropriate** 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.)
- **Program faculty will review applicants for their capacities in the four areas of creativity, collaboration, communication, and critical thinking as outlined in 16 KAR 5:020(1)(5).**

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**.

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 3.0 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 WKU uses curriculum contracts as the primary method to communicate program details with each student/candidate. Please see our attached contracts.

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 critical performance 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 critical performance project required by 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 critical performance 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. 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.

Each Program will complete an Annual Program Report (APR) as described in the QASP section 5.3 A and Appendix B. (https://www.wku.edu/cebs/caep/documents/wku_quality_assurance_system.pdf)

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 KY Teacher Leader 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 as teacher leaders. 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.

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 program conducts an Assurance of Student Learning analysis annually. Key assessment rubrics are compared at the individual criteria level to determine if the student learning objectives for the program have been met.

Student Learning Outcome	Students shall engage in ongoing professional learning, shall use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others such as learners, families, other professionals, and the community.		
Measurement Instrument 1	All students will create an individualized program in Teacher Leadership based on professional goals and reflect on the Kentucky Teacher Standards, Teacher Leader Standards, and other supporting documents (e.g. Professional Growth Plan, principal or supervisor documentation, School Improvement Plan, or others) in TCHL 500.		
Criteria for Student Success	The student will score at proficient or above (3 or 4) on the TCHL 500 Individualized Program key assessment of Roles of Teacher Leaders, Self-Assessment, and Impact on Student Learning with no students scoring a 2 or lower on any indicators.		
Program Success Target for this Measurement	90% of program students taking the course achieve this goal	Percent of Program Achieving Target	94%

Methods	This Program Critical Performance is a component of the TCHL 500 course, all of our program participants are required to complete this course. The number of students that completed for the 2019-2020 year were 32. Based on faculty evaluation, 30 students (94%) successfully completed all of the components with a 3 or 4 with no receiving a 2 or lower on any other component..			
Measurement Instrument 2	TCHL 560 Capstone Project Rubric Component: Section E “The AR Project produces appropriate written and oral presentations of the outcomes of the study representing interpretations of the project’s data along with logical next steps.” Revised TCHL 560 Final Leadership Reflection components: Section A “Connected Leadership Purpose with the Activities,” and Section B “Address Individual Strengths and Weaknesses.”			
Criteria for Student Success	The student will score at proficient or above (3 or 4) on the TCHL 560 Capstone Project Rubric Components with no students scoring a 2 or lower on any indicators.			
Program Success Target for this Measurement		90% of program students taking the course achieve this goal	Percent of Program Achieving Target	92%
Methods	The Capstone Project is required for all students completing the MAE. This course along with TCHL559, the project planning course, were revised Summer 2019. Sections of the previous version of TCHL 560 and revised version were taught in 2019-2020 resulting in two different rubrics and reporting. Beginning Fall 2020 only the revised course will be taught. The revised course requires students to reflect on their project and experiences and relate them to their teacher leadership goals. A total of 47 students completed the course and comprised the sample used. At the beginning of the program in TCHL 500, the students can define goals and implement an action plan to meet their goals. This assessment shows that students are bolstering their abilities as a teacher leader in their school districts and making a positive impact. In the Capstone Project for TCHL 560, a large majority of students were able to design action research projects based to positively impact student learning. With 92% of students meeting the standard on this assessment, it tells us that students can examine literature findings about a problem of practice and create a plan to address that area. Faculty are still working on ways on making sure these projects are implemented in school districts.			
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 analyzed through the Assurance of Student Learning Program, 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, (https://www.wku.edu/cebs/caep/documents/wku_quality_assurance_system.pdf) 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 – M.A., (WKU # 0433, EPSB #1246, EPSB #3605)
Leading to Certification in Elementary Grades Rank II or 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
Electives		
Specialization Component		14-21
Advisor-approved content-specific course (3 hrs)		
Additional Electives (8-15 hrs)		
Total Hours		30-37

Mid-Point Assessment Requirements:

To be admitted into the Student Teaching Semester, 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
● GPA and, if applicable, GAP score ● Application for admission ● Transcripts ● Existing Teaching Certificate or Statement of Eligibility (SOE) in Elementary Education	● 2.75 GPA or 3.0 in last 30 hours or requisite GAP score ● 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 in Elementary Grades ● Rank II (if pursuing Rank I)	Each Month	Department Faculty	Professional Education Council
Transition Point 2: Admission to Final Experience				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	
● Dispositions ● Key Assessments ● GPA	● 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	
● GPA ● Research Project ● TCHL 560 Grade	● 3.0 or higher overall GPA ● 3.0 (Proficient) or higher score ● Grade of C or higher	Each Semester	Department Faculty	Graduate Studies/Certification Officer

To be recommended for 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****