



Professional Education Unit

Program Review Document 3: Program Experiences

Preparation Program: WKU Chinese Flagship
Degree: Bachelor of Arts/Science
Certification Level: P-12
Preparation Level: Initial
Rank Level: Rank III
Date Submitted: September 15, 2010

Link to Undergraduate Catalog: [Undergraduate Catalog](#)

State Regulation governing this program: 16 KAR 2:010

The following WKU faculty and staff have contributed to the development of this document:
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Executive Summary

Professional Education Unit Mission

The WKU professional education unit recruits, prepares, and supports school practitioners and education leaders who can facilitate the learning of all children and empower them to achieve at high levels as they become life-long learners and productive citizens in a global society.

Professional Education Continuous Assessment Plan

The WKU professional education unit shares the following components across all programs to monitor candidate progress toward Kentucky Teacher Standards, dispositions, and other Conceptual Framework values:

- Component 1: Admission Data
- Component 2: Course Based Assessment Data
- Component 3: Clinical Experiences Data
- Component 4: Culminating Assessment Data
- Component 5: Exit and Follow Up Data

Within these components are three major transition checkpoints where candidates are evaluated for continuance in programs:

- Point 1: Admission to Programs (related to Component 1)
- Point 2: Admission into Culminating Assessment/Experience (related to Components 2 & 3)
- Point 3: Program Exit (related to Components 3-5)

The “Delineation of Unit/Program Transition Points” chart that is part of Appendix B of this document describes unit and program level admission and exit requirements.

WKU Chinese Flagship Program: Unique Features and Modes of Delivery

The WKU Chinese Flagship Program in conjunction with core professional education courses leads to initial teacher certification. Courses for the major are taught using methods described in *Characteristics of Highly Effective World Language Teaching and Learning*, outlined by the Kentucky Department of Education. When students take the required content courses from the Chinese Flagship (201, 202, 301, 302), their language proficiency is assessed using a rubric that addresses the ACTFL standards and through the administering of nationally normed proficiency exams. This program is designed to combine advanced proficiency in Chinese, along with a major in a variety of disciplines and training and understanding of good teaching theory, methods, and practice. Because the program is not associated with a specific major, completers may end up with B.A. or B.S. degrees in one of several fields. However, candidates in the program seeking teacher certification will be informed that they must complete the Flagship, professional education requirements, and an undergraduate degree in order to be recommended for certification. Coursework for the program is typically delivered face-to-face; however some of the education courses are occasionally taught on-line or as hybrid courses.

WKU Chinese Flagship Program: Rationale for the Program

Approximately 40 schools in Kentucky offer Chinese in their schools. However, less than half are fully certified to teach in Kentucky. Several universities in addition to WKU offer Chinese language; however, no school has a certification program for K-12 Chinese teachers. In order to serve the schools and students that are currently offering Chinese and the other schools that may want to offer Chinese, we need to guarantee that Kentucky has certified teachers. This program would provide a much needed training opportunity for a high need area.

Introduction

Program Relationship to Unit Conceptual Framework and Continuous Assessment Plan

WKU's *Conceptual Framework* represents beliefs and values that are shared by all programs that prepare university students to enter education professional fields. These fields include:

- Teachers in elementary, middle, and high schools
- Library media specialists
- Principals and superintendents
- School counselors
- School nurses
- School psychologists
- Speech pathologists

All these education professional preparation programs are considered by the National Council for Accreditation of Teacher Education (NCATE) and Kentucky's Education Professional Standards Board (EPSB) to represent WKU's *Professional Education Unit*. Faculty representatives from each of the education fields in the *Unit* were involved in various aspects related to the development and approval of the *Conceptual Framework*. An abridged version of the *Conceptual Framework* is attached to this document as Appendix A.

It is important to note that during the development of the Conceptual Framework, committee members thought it important to delineate all essential beliefs, ideas, and implications *even if they were difficult to measure or live out*. Thus, many beliefs, ideas, or implications reflect what the unit *aspires* to accomplish over time.

Based on these values, the Professional Education Council adopted the unit-wide *Continuous Assessment Plan*. From this plan, each program developed a Program Assessment Plan (Appendix B). As can be seen from our plan, the first "Continuous Assessment Matrix" maps out how our program attempts to live out the unit-wide assessment vision. The "Critical Performance Assessment Alignment Matrix" describes the assessments that our program uses to measure candidate progress toward the Kentucky Teacher Standards. Unless noted, all these assessments are collected within the unit's Electronic Portfolio and Accountability Systems and are used to guide decisions as indicated in the Transition Points described in the Program Assessment Plan. The "Other Key Data Collection Matrix" identifies where other unit-wide data related to the unit *Conceptual Framework* are collected within our program.

Furthermore, to ensure that all our program candidates work with diverse students, we have identified the clinical field placement associated with SEC 351 – Planning for Diversity as the designated experience where candidates are placed in diverse settings. We determined our most diverse settings by averaging the ethnic diversity of the schools in our service area (about 11%) and selecting schools as diverse that exceed this percentage. The following courses, assessments, and experiences provide additional opportunities for our program candidates to address topics related to diversity:

SEC 351 Critical Performance – Lesson Planning
 EXED 330 – Introduction to Exceptional Education
 MLNG 474 Critical Performance – Practice Teacher Work Sample
 EDU 489 Critical Performance – Teacher Work Sample

Additionally, students in the program must participate in two four-week overseas experiences through the Language Practica to take place during WKU's winter term and take two courses in any discipline approved for the Asian Studies Major, so they experience the civilization, literature, and culture of China

and of Chinese-speaking countries around the world.

Finally, after the Professional Education Council adopted a unit-wide set of dispositions (see Appendix A), our program has identified the following courses and experiences where we or other field observers (e.g., cooperating teachers) assess our students' display of behavior associated with these dispositions: EDU 250 – Introduction to Teacher Education, MLNG 474 – Teaching Foreign Language, and SEC 490 – Student Teaching.

Program Overview

▪ *Brief Program Description*

The Kentucky Chinese Flagship Program in conjunction with the Teacher Certification Program leads to initial certification. Courses for the program are taught using methods described in *Characteristics of Highly Effective World Language Teaching and Learning*, outlined by the Kentucky Department of Education. When students take the required content courses from the Chinese Flagship (201, 202, 301, 302), their language proficiency is assessed using a rubric that addresses the ACTFL standards and through the administering of national, normed proficiency exams, e.g., the STAMP (Standards-based Assessment & Measurement of Proficiency), Simulated Oral Proficiency Interviews, the CCALT (Chinese Computerized Adaptive Listening Comprehension Test), and the CATRC (Computer Adaptive Test for Reading Chinese). Thus, the program regularly evaluates students to insure that they are on track to reach the minimum level of Advanced-Low as defined in the *ACTFL Proficiency Guidelines – Speaking* (1999). Although the program emphasizes preparation for teaching in middle and secondary schools, the following core courses include components that help prepare candidates for teaching language to elementary school students: EDU 250, PSY 310, EXED 330, and EDU 489. Because this program is not associated with a specific major, completers may end up with B.A. or B.S. degrees in one of several fields. However, candidates in the program seeking teacher certification will be informed that they must complete the Flagship and professional education requirements described in this document. They will also be informed that the completion of an undergraduate degree is also necessary for teacher certification. Coursework for the program is typically delivered face-to-face; however some of the education courses are occasionally taught on-line or as hybrid courses.

▪ *Standards Addressed by Program*

Kentucky Teacher Standards
 Kentucky World Languages
 American Council for the Teaching of Foreign Languages (ACTFL)

A. Content Standards

1. Course Descriptions

▪ *Core Education Courses*

EDU 250: Introduction to Teacher Education - The introductory course to a career in education. The student will acquire basic knowledge of teacher ethics, career awareness, student diversity, and curriculum. Field experiences are required. Students are responsible for arranging their own transportation to designated or assigned sites.

PSY 310: Educational Psychology - A required educational psychology course for students seeking teacher certification. Educational psychology is designed to give the student a thorough understanding of the theories and principles of psychology as applied to teaching and learning. The students will

demonstrate knowledge, understanding, and application of theories and principles of development, learning, memory, motivation, individual differences, instruction, classroom management, and measurement and evaluation.

EXED 330: Introduction to Exceptional Education - Characteristics of exceptionality, special education programs, schools, and community resources and research relative to exceptionality. Field experiences in public schools and/or other appropriate settings away from campus are required in this course.

SEC 351: Teaching Strategies For Secondary Schools - Designed to develop a working knowledge of planning, implementation of instruction, assessment, and classroom climate for a student population. Field experiences in public schools are required for this course. Students are responsible for arranging their own transportation to designated or assigned sites.

SEC 453: Management Of Instruction - Designed to expand and refine the abilities of preservice teachers to create and maintain a positive learning environment, and to implement and manage instruction for diverse student populations. Field experiences in public schools are required. Students are responsible for their own transportation to designated or assigned sites.

MLNG 410: Second Language Acquisition - Introduction to principal theories of the acquisition of a second or foreign language. Explores how language learning styles and strategies relate to language acquisition and implications for the classroom.

MLNG 474: Teaching Foreign Language - Develops skills, procedures, and strategies for teaching foreign language in middle and secondary schools. Field experience in public schools and/or other appropriate settings away from campus are required in this course.

EDU 489: Student Teaching Seminar - Analyzes the connection between teaching theory and actual practice. Portfolio refinement with the Teacher Performance Standards will be emphasized. Field experiences in public schools and/or other appropriate settings away from campus are required. Pre-Service Teachers are responsible for their own transportation to designated or assigned sites.

SEC 490: Student Teaching - This is a 12-week assignment in a secondary school classroom as a part of the Professional Semester taken in the senior year.

- **Core Content Courses**

CHNF 101: INTENSIVE ELEMENTARY CHINESE I. (4 credit hours) *Prerequisite: Enrollment in the Chinese Flagship Program, or instructor permission.* Introductory instruction to Chinese reading, writing and conversational skills through exposure to daily life topics; designed for students with no previous study of Chinese.

CHNF 102: ELEMENTARY INTENSIVE CHINESE II. (4 credit hours) *Prerequisite: CHNF 101 and CHNF 110 or equivalent demonstrated proficiency.* Second level Chinese that continues to develop the four skills: reading, writing, listening, and conversational skills through exposure to daily life topics and the introduction of more complex linguistic and rhetorical structures.

CHNF 110: WINTER CHINESE LANGUAGE PRACTICUM. (4 credit hours) *Prerequisite: CHNF 101 or equivalent demonstrated proficiency.* A four week overseas experience designed to introduce students to the language, culture, and society of contemporary China. The focus of this program is to enable and empower students to use their language in an authentic and meaningful context. This experience will also be a vehicle for them to explore current issues and topics of China.

CHNF 201: INTENSIVE INTERMEDIATE CHINESE I. (4 credit hours) *Prerequisite: CHNF 101, 102, 110 or the equivalent demonstrated proficiency.* Continued introductory intensive instruction in Chinese; designed to further build students' communication skills to an intermediate level.

CHNF 202: INTENSIVE INTERMEDIATE CHINESE II. (4 credit hours) *Prerequisite: CHNF 101, 102, 110, 201, 210 or the equivalent demonstrated proficiency.* Continued introductory intensive instruction in Chinese; designed to further build students' communication skills to an intermediate level.

CHNF 210: INTERMEDIATE WINTER CHINESE LANGUAGE PRACTICUM (4 credit hours) *Prerequisite: CHNF 201, 202 or the equivalent demonstrated proficiency.* Continued intensive instruction in Chinese, designed to further develop students' language skills and all-round communicative competence to an intermediate mid level.

CHNF 301: INTENSIVE ADVANCED CHINESE I (4 credit hours) *Prerequisite: CHNF 202 or the equivalent demonstrated proficiency.* Continued intensive instruction in Chinese, designed to further develop students' language skills and all-round communicative competence to intermediate high to advance low level.

CHNF 302: INTENSIVE ADVANCE CHINESE II (4 credit hours) *Prerequisite CHNF 301 or the equivalent demonstrated proficiency.* Continued intensive instruction in Chinese, designed to further develop students' language skills and all-round communicative competence to an advance mid level.

2. Standard Alignment Matrices

- ***Program Alignment to Kentucky Teacher Standards***

Appendix B contains our Program Assessment Plan. The "Critical Performance Assessment Alignment Matrix" describes the assessments that our program uses to measure candidate progress toward the Kentucky Teacher Standards.

- ***Program Alignment to Learned Society Standards:***

Table 1 demonstrates the alignment of our content courses with our learned society standards. The *Standards for Foreign Language Learning in the 21st Century* is the basis for integrating the Five C's in all content courses for this program.

3. Courses/Experiences that Address the Professional Code of Ethics

In order for candidates to be admitted into WKU’s initial teacher preparation programs, they must first attend a Teacher Orientation during which the EPSB’s Professional Code of Ethics is discussed. At the conclusion of the orientation, candidates must sign that they have read and are committed to upholding the code of ethics.

In addition, the introductory education foundations courses, EDU 250 and MGE 275, provide opportunities for candidates to discuss professional ethics.

B. KERA Initiatives

The Combined Curriculum Document (CCD), located at the following url:

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/>, is a resource created by the Kentucky Department of Education to show the connection between the Academic Expectations (what students should know and be able to do as a result of their school experience), the Program of Studies (the minimum required content standards students shall be taught to meet the high school graduation requirements), and the Core Content for Assessment (the content that is appropriate to be included on the state assessment). The CCD subsumes these three Kentucky P-12 curriculum requirements under the umbrella of “Big Ideas.” Table 2 describes how we introduce our candidates to the CCD and to each of the “Big Ideas” associated with our education preparation program, as well as how we ensure our candidates are prepared to teach these concepts to meet the KDE P-12 curriculum requirements in their future P-12 classrooms.

Table 2: Program Alignment to KERA “Big Ideas” for Modern Languages
<p>Big Idea 1: Forming a Foundation (Reading) Forming a foundation requires readers to develop and apply basic reading skills and strategies across genres to read and understand texts at the appropriate grade level. This involves reading a variety of texts at the word, sentence, and connected text level across all content areas.</p>
CHNF 301 and 302
<p>Big Idea 2: Speaking, Listening, & Observing Speaking, listening and observing are fundamental processes which people use to express, explore and learn about ideas. The functions of speaking, listening and observing include gathering and sharing information, persuading others, expressing and understanding ideas, and selecting and critically analyzing messages. The contexts of these communication functions include one-to one conversations, small group discussions, large audiences and meetings, and interactions with media.</p>
CHNF 110, 210, 301 and 302

In addition, candidates have opportunities in the following courses to use Combined Curriculum Document:

EDU 250: Students are required to document evidence of teachers meeting KERA expectations from their 15 hours of observations.

SEC 351: Students design a unit (including lessons plans and assessments of content) based on standards for their discipline from the AE, CC, or POS. Technology is incorporated in the unit.

SEC 453: Students develop abilities to solve problems in classroom situations, and students develop strategies for communicating with families, school personnel, and community resources.

MLNG 474: Students design a unit (including lessons plans and assessments of content) based on standards for their discipline from the AE, CC, or POS. Technology is incorporated in the unit.

EDU 489: Students design and teach a unit based on the AE, CC, or POS of their discipline, and students develop a Teacher Work Sample (TWS), which in includes at least 8 lessons based on the AE, CC, and POS. Students must reflect on the teaching of the unit and analyze student learning in the content.

C. EPSB Themes

Our program is committed to graduating education professionals who are prepared to work with diverse students, to assess student learning, to understand the importance of literacy across the curriculum, and to close the achievement gap. Table 3 below delineates the courses in our program that ensure that education candidates are prepared in these areas.

Table 3: How Program Addressed EPSB Themes					
COURSES	EPSB Themes				How Course Addresses Theme
	Diversity	Assessment	Literacy	Closing Achievement Gap	
EDU 250	x	x	x		This class is an introduction to the professional language and pedagogy.
SEC 351	x	x			Students consider contextual factors and assessment when designing their curriculum units.
SEC 453		x		x	This is a classroom management course where the assignments are centered on creating positive and learning climates and organizing for instruction.
MLNG 474	x	x		x	This is the methods course in which students design curriculum units that are tailored for all levels of learners.
EDU 489	x	x	x	x	This is a culminating seminar that students take during their student teaching experience. It is designed to complement the student teaching experience and therefore it addresses ways to design and implement a unit of study and then assess and reflect on student learning.
SEC 490	x	x	x	x	Student teaching course where students create a professional development portfolio.

D. Program Faculty

See Table 4 on the next page.

Table 4: Education and Content Faculty Information

Faculty Name	Highest Degree, Field, & University	Assignment: Indicate the role(s) of the faculty member ¹	Faculty Rank ²	Scholarship ³ , Leadership in Professional Organizations, and Service ⁴ : List up to 3 major contributions in the past 3 years ⁵	Teaching or other professional experience in P-12 schools	Status to institution & education unit ⁶
Liping Chen	Ph.D. Linguistics, Rutgers University	Teach	Asst. Prof.	Scholarship: Publications in Proceedings for the 20 th and 21 st North American Conference on Chinese Linguistics; Co-Applicant for Confucius Institute grant (WKU) and writer for course development fund from Asian Studies Center, U of Pittsburgh Service: External Reviewer for <i>Journal of Semantics</i> and <i>Language Research</i>	N/A	FT/PT
Cooksey, Elizabeth	EdD, Ed, U Louisville	Faculty	Other	Scholarship: Editorial Board member - Worked on programs for NAME 2008 & 2009. Submitted chapter for NAME publication 2009. Submitted individual proposal to NAME. Leadership: Chair- Delta Sigma Theta Scholarship Committee. WKU International Committee member. Helped to develop ongoing program modules for course to update and define. Service: Helped develop ongoing program development for beginning education courses EDU 250 and development of a course in diversity. Worked on graduate program development. Work with high school English teachers and school curriculum committee at Bowling Green High School. Also curriculum work with language arts teachers at Warren East Middle School. Co-sponsor of Kappa Delta Pi Honor Society.		FT/FT
Davison, Judy	EdD, Ed, U Northern Iowa	Faculty	Assistant Professor	Scholarship & Awards: Davison, J.C. & McCain, T. (2007). Developing multicultural sensitivity through international student teaching: The challenges faced by a southern university. Growing a Soul for Social Change: Building the Knowledge Base for Social Justice. Charlotte, North Carolina: Information Age Publishing.	Developed & delivered on-site graduate course (EDU522) to assist in establishing graduate student cohorts. Supervised 18 Alternate Route interns. Region II FBLA Conference	FT/FT

¹ For example, faculty, clinical super clinical supervisor, department chair, etc.

² For example, professor, associate professor, assistant professor, adjunct professor, instructor, administrator, etc.

³ *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

⁴ *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

⁵ For example, three contributions of scholarship, leadership, and service might be 1) Scholarship - article published in a specific journal, 2) Leadership - officer of a state or national association, and 3) Service - an evaluation of a local school program. NOTE: You MUST provide evidence of SCHOLARSHIP.

⁶ Use these codes: FT/FT – full time to the university and full time to the unit/program; FT/PT – full time to the university and part time to the unit/program; or, PT/PT – part time to the university and part time to the unit/program.

				<p>Blaisdell, M.J., Bohning, K., Davison, J, Duerstock, B. et al.(contributors). In Stefanich, G. (Ed.). (2007). Classroom and laboratory modifications for students with disabilities. In G.P. Stefanich (Ed.), Science Teaching in Inclusive Classrooms: Models & Applications (pp.1-60). Washington, DC: National Science Foundation.</p> <p>Fulbright Senior Specialist appointments: University of Greenwich, England (May-June 2004) & National College of Ireland, Dublin, Ireland (Oct-Nov, 2007).</p> <p>Leadership: 6 year Academic Review Chair, NCATE steering committee, International Student Teaching co-chair.</p> <p>Service: International: WKU representative to COBEC. Fulbright Assn. International Education Task Force member. 2006-present. Fulbright Assn. International Arts Task Force member. 2006-present. National : UK Fulbright Teacher Exchange Liaison Project. Mentor for 2 UK educators. Rockford High School, Rockford, OH. & Boston College, Boston, MA., 2005-2006.</p>	<p>Judge. 2005 & 2006. Franklin Middle School Science Fair Judge. 2005.</p>	
McDonald, Michael	PhD, Ed, U Missouri-Columbia	Faculty	Assistant Professor	<p>Served as President of the National Association of Business Teacher Education (NABTE) 2006-2007</p> <ul style="list-style-type: none"> • Served as Past-president the National Association of Business Teacher Education (NABTE) 2008-present • Published in a nationally distributed yearbook with is blind-peer reviewed: McDonald, Michael L., LaBonty, Dennis, & Lacy, Richard C., (2007). Assessment for Teacher Certification/Licensure. NBEA Yearbook. National Business Education Association. Reston: VA. 	<p>Serve as the WKU Event Coordinator for the Region II FBLA District Competitions.</p> <ul style="list-style-type: none"> • Arranged for Business & Marketing Education students to teach economics classes in P-12 schools in cooperation with junior achievement. 	FT/FT
Metzgar, Vicki	Ed. D. Educational Leadership, Vanderbilt University, August 2008	Faculty	Assistant Professor	<ul style="list-style-type: none"> * National Academy for Science and Mathematics Educational Leadership (2006-2007) WestEd Regional Educational Laboratory Participant * School for Science and Mathematics at Vanderbilt-Development team and Liaison for School for Science and Math with Metro Nashville Public Schools * Improving Teacher Quality Grant recipient Tennessee Dept. of Education for Teacher Training Summer 2008 (Managing yoUr Science Classroom Lab Efficiently) * Courage to Teach: Facilitated a two-year series of retreats for David Crockett High School faculty in Washington county, Tennessee. March 2007-January 2009 	<p>Middle School, High School teacher and Science Coordinator Metro Nashville Public Schools; 10/1975-6/2004</p>	FT/FT
Moore, John	PhD, Ed, U Kentucky	Faculty	Associate Professor	<p>Publications: Moore, J.A. (2007). Civic engagement in teacher preparation: Standards, school/university partnership, and issues in the news, In K. Murtadha & R. Helfenbein (Eds.). Democracy and Civic Engagement: Implications for Teacher Preparation and a National Agenda for Inquiry (pp71-74). Washington, D.C: American Association of State Colleges and Universities.</p>	<p>Teacher Certification:Kentucky Middle Grades Social Studies (life) Kentucky High School Social Studies (life)</p>	FT/FT

				<p>Moore, J.A. (2007). Constitution Day: Learning experiences for middle level interdisciplinary teams. Kentucky Middle School Journal 8(1) 51-56, Kentucky Middle School Association/Eastern Kentucky University.</p> <p>National Presentations:2007 What Social Studies Urban Educators Should Know and Be Able to Do, National Council for the Social Studies, San Diego CA.</p> <p>2007 Identifying Civic Engagement Opportunities in Teacher Education, American Association of State Colleges and Universities, Philadelphia, PA.</p> <p>2006 Here Comes NCATE: Using Middle Level Student Assessment Data to Evaluate Middle Level Pre-service Teachers and Teacher Preparation Programs. National Middle School Association, Nashville, TN.</p> <p>State and National Offices Held:2006-present National Council for the Social Studies (NCSS) Board of Directors 2005-present Chair, NCSS Ad Hoc Committee for Recruitment of Under-represented Groups 2003-present Kentucky Council for the Social Studies Steering Committee</p> <p>Professional Development Activities:2006- Kentucky Core Content & Depth of Knowledge- Initial Training 2006- Thoughtful Education Workshop acknowledgment 2007- Great Depression Workshop</p>	North Dakota High School Social Studies (life)	
Stobaugh, Rebecca	PhD, Ed, U Louisville	Faculty	Assistant Professor	<p>Scholarship: Papers Under Review- Stobaugh, R. R. Boosting Cognitive Complexity in Social Studies Assessments., Morehead: Social Studies Journal.</p> <p>Leadership in Professional Associations: Reviewer, Journal Article- August 1, 2006 - Present: National Middle School Association; Review publications to be published in the Middle School Journal..Teacher.</p> <p>Service: Program Organizer- November 13, 2008: WKU's student organization of ASCD; Planned a Regional Symposium for Sharing Best Practices for elementary teachers. Collaborated with WKU Teacher Services to present program and included WKU students to network and facilitate symposium.</p> <p>Guest Speaker- October 28, 2008: Future Educators of America; Co-presented with students four sessions to Future Educators of America students on topics including lesson planning and information about the teacher education program.</p> <p>Teacher Educator- September 1, 2008 - May 1, 2009: Education Professional Standards Board; Supervised 6 KTIP interns.</p>	Teacher, 7 years public schools Principal, 3 year public schools	FT/FT
Tassell, Janet	Ph.D., Curriculum & Instruction, Indiana University	Faculty	Assistant Professor	<p>Scholarship: Kloosterman, P., Tassell, J. L., Essex, K., and Ponniah, A. (2008). Perceptions of Mathematics and Gender. /School Science and Mathematics/, /108/, 149-162.</p> <p>Tassell, J., Kemp, J., Litkenhus, D., Schriefer, M. (October, 2006). Progress report vs. report card – one district's challenge./ Technos E-zine./ / http://www.ait.net/technos/e-zine/articles/progress_report.php//</p>	* North Spencer County School Corporation, Lincoln City, IN - Summer '98-Dec. 2007 Director of Learning and Assessment P-12 * Indiana University, Bloomington, IN - Summer	FT/FT

				<p>Presentations Fall 2008: NEI "Using Locally-Developed Formative Benchmarks and Assessments to Improve Student Learning" "A District's Journey: Standards-Based Reporting (A Result of Systemic Change)"</p> <p>Grants: * Awarded: Pie Grant – Math Comic Books * Awarded: Javits Grant – The Center for Gifted Studies * Awarded: Teacher Quality – Mathematics and Science Improvement Targeting 7th Grade Teachers</p> <p>Professional Development: Fall 2008: * Critical Thinking at WKU * Engaging the Spirit at WKU * National Evaluation Institute CREATE conference * Book Talk on /The Last Lecture/ * Research Networking with ORD * Creativity Institute presented by Bonnie Crammond – WKU Center for Gifted Studies</p> <p>Leadership in Prof. Associations: Service: SKyTeach Steering Committee Middle Grade EPSB Folio Co-Chair for Development MAE Master's Redesign Assessment Course Committee</p>	<p>'91-'95 Teacher/Counselor: GT College for the Youth gr. 4-12 * Heritage Hills H.S., Lincoln City, IN - 1998-2000 Teacher: Writing and Math Lab gr. 9-12, Fall '94-'98 Teacher: Problem Solving I, Algebra I and II, Spring '95 gr. 9-12 * F.J. Reitz H.S., Evansville, IN - Fall '92-Spring'94 Teacher: Pre-Algebra, Honors and Reg. Alg. II, AP Calc. * Beiger Jr. H.S., Mishawaka, IN - Fall '91-Spring'92 Teacher: G/T 8th grade Algebra I, G/T 7th grade Pre-Algebra, 8th grade Pre-Algebra, 7th grade technology</p>	
Tyler, Rico	MAE, Social Sciences, WKU	Faculty	Other	<p>Scholarship: Currently Co-Pi of a National Science Foundation funded Math Science partnership grant (\$504,000) researching the causes of low Explore math and science scores in Kentucky middle schools and examine way to better prepare middle grade students to take rigorous math and science courses in high school.</p> <p>Keith Andrew, Rico Tyler, Roger Scott, Larry Byrd, Karen Hackney, Richard Hackney "CCD Imaging of the Spectrum of Vega" Presented at the Kentucky Academy of Sciences meeting Oct. 2006.</p> <p>Fredrick Siewers, Michael Carini, Richard Gelderman, Charles McGruder, Julia Roberts, Rico Tyler, and Andrew Wulff "Deep Time and Rates of Change in the Middle Grades Classroom: An Effort to Increase Student Understanding Through Professional Development Workshops for Teachers" Presented at annual meeting of the Geological Society of America (10/16/2005)</p> <p>Leadership in Professional Associations: Board Member-Ky Science Teachers Association Vice-president- Barren River Imaginative Museum of Science Director of the Middle Grade Science Teachers Circle.</p> <p>Service: • Project Manager for the Sextant Program. • Director of the Hilltopper Teaching Fellows Program. • Lead Science adviser for the MS-TEAMS Program.</p>	<p>Astronomy Instructor for the Kentucky Governor's Scholars Program (high school juniors)</p> <p>University educator for the Ky Teacher Internship Program (12 interns over the last three years)</p> <p>Clinical supervisor for middle grade and secondary science students teaching in Western Ky University Super Saturday programs for P-6 students.</p>	FT/FT

E. WKU Curriculum Contract

See next pages.



**Undergraduate Chinese Flagship Certificate Program (with Professional Education Component)
Leading to Initial Teacher Certification (Rank III) in Chinese Education, Grades P-12**

Admission Requirements:

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

KY Chinese Flagship Program—41 hours

Required Coursework – 32 hrs

- ____ CHNF 101 – 4 hrs
- ____ CHNF 102 – 4 hrs
- ____ CHNF 110 – 4 hrs
- ____ CHNF 201 – 4 hrs
- ____ CHNF 202 – 4 hrs
- ____ CHNF 210 – 4 hrs
- ____ CHNF 301 – 4 hrs
- ____ CHNF 302 – 4 hrs

Professional Education Component—34 hours

- ____ EDU 250 – 3 hrs
- ____ EXED 330 – 3 hrs
- ____ PSY 310 – 3 hrs
- ____ SEC 351 – 3 hrs
- ____ SEC 453 – 3 hrs
- ____ MLNG 410 – 3 hrs
- ____ MLNG 474 – 3 hrs
- ____ EDU 489 – 3 hrs
- ____ SEC 490 – 10 hrs

Electives – 9 hours (3 Asian Studies courses)

See Asian Studies offering for selecting appropriate coursework.

General Education Component—44 hours

See WKU catalog for guidance in selecting appropriate coursework to meet WKU’s General Education requirements.

Mid-Point Assessment Requirements:

To be admitted into the Student Teaching Semester, candidates must meet all minimal criteria described on the next page 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 on the next page under “Transition Point 3: Program Exit.”
2. Note that there are additional requirements described on the next page that must be met in order to be recommended for initial certification.
3. Rules and regulations governing the completion of this program of study have been described above and on the next pages. By signing below, you are acknowledging that you understand and accept responsibility for meeting these requirements.

Candidate’s Name (printed)	/
Candidate’s Signature/Date	/
Candidate’s Signature/Date	/
Candidate’s Signature/Date	/

Delineation of Unit/Program Transition Points – Initial Preparation

Transition Point 1: Admission to Education Preparation Programs			
Data Reviewed	Minimal Criteria for Admission/Continuation	Cycle	Reviewed By
<u>Unit Level Data:</u> <ul style="list-style-type: none"> ▪ Admission Application ▪ Overall GPA ▪ Adherence to Professional Code of Ethics ▪ Speech Proficiency ▪ Writing Proficiency ▪ Test Scores ▪ Faculty Recommendations (Unit Dispositions) 	<ul style="list-style-type: none"> ▪ Completion of application ▪ 2.5+ ▪ Candidate signature ▪ C or higher in speech course ▪ 2.5+ average, no course lower than C ▪ ACT (21+) or ▪ SAT (990+) or ▪ PPST (173 – M, 173 – R, 172 – W) or ▪ GRE (800+ and 3.5+ writing assessment) or ▪ GAP (2000+ and 3.5+ writing assessment) ▪ All positive (18+) 	Each Month	Professional Education Council
<u>Additional Program Specific Data:</u> <ul style="list-style-type: none"> ▪ Interview with Academic Director ▪ Essay ▪ Meets Honors College Entrance Requirements 	<ul style="list-style-type: none"> ▪ Minimum of two overseas experiences in China ▪ Knowledge of 2100+ simplified Chinese characters ▪ Advanced Level Proficiency on an ACTFL referenced test 		
Transition Point 2: Admission to Final Experience (e.g., Student Teaching, Clinical Practice, Culminating Assessment)			
Data Reviewed	Minimal Criteria for Continuation	Cycle	Reviewed By
<u>Unit Level Data:</u> <ul style="list-style-type: none"> ▪ Admission to Education Preparation ▪ GPAs ▪ Semester Hours Completed ▪ Dispositions Scores ▪ Critical Performance Scores 	<ul style="list-style-type: none"> ▪ Admission ▪ 2.5+ overall ▪ 2.5+ professional education courses ▪ 2.5+ content courses ▪ 90+ (including 75% of content courses) ▪ All dispositions average “At Standard” (3+) ▪ 3.0+ overall ▪ 2.5+ per Kentucky Teacher Standard measured 	Each Semester	Professional Education Council
<u>Additional Program Specific Data:</u> <ul style="list-style-type: none"> ▪ Assessment tests (SOPI, STAMP, CCALT, etc.) ▪ Essays ▪ interviews 	<ul style="list-style-type: none"> ▪ Int. Low after 101/102 (Knows 700+ characters) ▪ Int. Mid/high after 201/202 (Knows 1400+ char.) ▪ Advanced after 301/302 (Knows 2100+ char.) 		
Transition Point 3: Program Exit			
Data Reviewed	Minimal Criteria for Exit	Cycle	Reviewed By
<u>Unit Level Data:</u> <ul style="list-style-type: none"> ▪ Seminar Course Grade ▪ Student Teaching Grade 	<ul style="list-style-type: none"> ▪ C or higher - based on Teacher Work Sample holistic score of 2+ ▪ C or higher - based on 7+ Kentucky Teacher Standards at or above “Proficient” (3+), no Standard below “Developing” (2), AND 11+ dispositions “At Standard” (3+) 	Each Semester	Office of Teacher Services
<u>Additional Program Specific Data:</u> <ul style="list-style-type: none"> ▪ Assessment tests (SOPI, STAMP, CCALT, etc.) ▪ Essays ▪ interviews 	<ul style="list-style-type: none"> ▪ Advanced Level proficiency ▪ Able to write an 800 character essay ▪ Two or more overseas experiences in China 		

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

- Completion of an approved teacher preparation program in each desired certification area;
- Passing score(s) on the appropriate PRAXIS II exam(s) (e.g., Content, PLT) or other assessments required for each desired certification area;
- Achievement of at least a 2.5 GPA overall, in each major and minor, and in professional education courses;
- Attainment of at least a “C” in all professional education courses, including EDU 489 and student teaching; and
- Completion of a portfolio based on the Kentucky Teacher Standards.

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 Ms. Rice at 502-564-4606 or toll free 888-598-7667.

F. Syllabi

The following education and content course syllabi associated with this program are available for review at <http://edtech.wku.edu/peu/course-syllabi-epsb.htm>:

Education Courses

EDU 250 – Introduction to Teacher Education
PSY 310 – Educational Psychology
EXED 330 – Introduction to Exceptional Education
SEC 351 – Teaching Strategies for Secondary Schools
SEC 453 – Management of Instruction
MLNG 410 – Second Language Acquisition
MLNG 474 - Teaching Foreign Language
EDU 489 – Student Teaching Seminar
SEC 490 – Student Teaching

Sample Content Courses

CHNF 101 – Elementary Intensive Chinese I
CHNF 102 – Elementary Intensive Chinese II
CHNF 110 – Winter Chinese Language Practicum
CHNF 201 – Intensive Intermediate Chinese I
CHNF 202 – Intensive Intermediate Chinese II
CHNF 210 – Summer Chinese Language Practicum
CHNF 301 – Intensive Advanced Chinese I
CHNF 302 – Intensive Advanced Chinese II

APPENDIX A



Professional Education Unit

Conceptual Framework Core Beliefs

Conceptual Framework

(03032008 version)

Mission

- The professional education unit of Western Kentucky University recruits, prepares, and supports school practitioners and education leaders who can facilitate the learning of all children and empower them to achieve at high levels as they become life-long learners and productive citizens in a global society.

Vision

- The professional education unit aspires to become a nationally recognized community of scholars who apply the best that theory, research, and experience can contribute to teaching and learning and create new knowledge that makes teaching, learning, and the operation of school more efficient and effective.

Beliefs About Children & Schools

BELIEF 1

All children can learn at high levels.

BELIEF 2

All children have a right to a quality education that empowers them to meet high expectations for learning as defined by a democratic society.

Beliefs About Education Professionals

BELIEF 3

Diversity in our schools adds richness to the learning environment and provides enhanced opportunities and possibilities for teaching and learning.

BELIEF 4

Highly effective education professionals require high levels of ability, rigorous training, and on-going development of teaching/leadership skills that include reflective decision-making.

BELIEF 5

Highly effective education professionals know, apply, and reflect on the effectiveness of a variety of theories, models and strategies in order to produce maximum learning for all students in all types of school contexts and cultures.

BELIEF 6

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

BELIEF 7

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

- WKU has adopted the following knowledge and skills as key to the success of education professionals:

Kentucky's Teacher Standards

Standard 1 – Content Knowledge: Demonstrates a current and sufficient knowledge of certified content areas to develop student knowledge and performance in those areas

Standard 2 – Designs/Plans: Designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 3 – Learning Climate: Creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 4 – Implements/Manages: Introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 5 – Assessment: Assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 6 – Technology: Uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research

Standard 7 – Reflection: Reflects on and evaluates specific teaching/learning situations and/or programs

Standard 8 – Collaboration: Collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 9 – Professional Development: Evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan

Standard 10 – Leadership: Provides professional leadership within the school, community, and education profession to improve student learning and well-being

- WKU has adopted the following dispositions as key to the success of education professionals:

<i>Candidate Values...</i>	<i>As Demonstrated by...</i>
<i>Learning</i>	Attendance - Consistently attends class and is on time
	Class participation - Actively engaged and interested in the class activities
	Class preparation - Consistently comes to class well prepared
	Communication - Uses language to express ideas very effectively regardless of the age of the listener
<i>Personal Integrity</i>	Emotional control - Displays steady emotional temperament, is receptive to viewpoints of others and their suggestions
	Ethical behavior - Shows self to be a person of strong character
<i>Diversity</i>	Willingly works with others from different ability, race, gender, or ethnic groups
<i>Collaboration</i>	Actively seeks out and incorporates ideas of others and willingly works with others to improve the overall environment
<i>Professionalism</i>	Respect for school rules, policies, and norms - Knows school rules and policies, follows them consistently, understands the purpose of regulations and respects their intent
	Commitment to self-reflection and growth - Actively seeks suggestions and constructive criticism, regularly engages in learning through self-reflection
	Professional development and involvement - Makes use of information from professional organizations, professional publications, and educational resources
	Professional responsibility - Accepts responsibility for own actions and for helping all students learning and actively seeks self-improvement

BELIEF 8

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

Beliefs About Assessment and Accountability

BELIEF 9

Highly effective education professionals hold themselves accountable for their own performance by collecting, analyzing, and reporting learning results and using this information to improve performance and programs.

BELIEF 10

Highly effective education units develop and maintain assessment systems that follow the continuous progress of candidates toward the achievement of high standards-based performance expectations that are clearly defined and publicly communicated.

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

NCATE Relationship	Standard Source		WKU PEU Conceptual Framework		WKU Strategic Planning Documents	
			Conceptual Framework Standards/Values	Conceptual Framework Beliefs	Academic Affairs Strategic Plan (Objectives)	WKU Strategic Plan (Goals)
NCATE Content/Pedagogical Content Knowledge	Conceptual Framework Aligned with Kentucky Teacher Standards	KTS1	Content Knowledge	3,5,7	1a,1e,2e	2
NCATE Pedagogical Knowledge & Skills		KTS 2	Designs/Plans	1-3,5,7	1e	1
		KTS 3	Learning Climate	1-3,7	1e	1
		KTS 4	Implements/Manages	2,3,5,7	1e	1
		KTS 5	Assessment/Evaluation	1,2,4,6,7,9	1e	1
		KTS 6	Technology	5,7-9	1g,3b	1,3
		KTS 7	Reflection	5,7-9	1a,1e	1
		KTS 8	Collaboration	1-3,6	4b	4
		KTS 9	Professional Development	4,5,7,9	3b	3
		KTS 10	Leadership	1,2,4,5,7,9	1b,d	1
NCATE Dispositions	KTS 2-4	Dispositions	1-3,5-7,9	1a-c	1	
NCATE Standard 3	Conceptual Framework		Field Experiences & Clinical Practice	3,5,6	1e	1
NCATE Standard 4		KTS 2-4	Diversity	1-3,6	1b,1c,2g,2h,3d	1-3
NCATE P-12 Learning			Impacts P-12 Student Learning	5,8,9	1b	1

APPENDIX B



Professional Education Unit

Program Assessment Plan – Initial Preparation

Name of Preparation Program: Kentucky Chinese Flagship

Date Completed: September 7th, 2010

Date Submitted: September 7th, 2010

Submitted By: Amy Eckhardt

WKU PROFESSIONAL EDUCATION UNIT WIDE CONTINUOUS ASSESSMENT MATRIX - INITIAL PREPARATION													
	Component 1: Admission Data		Component 2: Course Based Assessment Data	Component 3: Clinical Experiences Data		Component 4: Culminating Assessment Data		Component 5: Exit and Follow Up Data					
Conceptual Framework Standards/Values	Faculty Recs	KY REQ's	Critical Performances	Early Clinical Experiences	Final Clinical Experience	Final Clinical Evaluation	Capstone Assessment (TWS)	Exit Survey	Praxis II	Alumni Survey	Employer Survey		
Content Knowledge		Various Data Required by State for Admission into Teacher Preparation Programs	Aligned to Kentucky Teacher Standards			1a-d, Overall	DFI 2	1a-d	State Approved Certification Exams	1a-d	1a-d		
Designs/Plans							2a-e, Overall	CF 1-5, LG 1-4, DFI 1, 3-5		2a-e	2a-e	2a-e	
Learning Climate							3a-e, Overall			3a-e	3a-e	3a-e	
Implements/Manages							4a-e, Overall	IDM 1-3		4a-e	4a-e	4a-e	
Assessment/Evaluation							5a-d, Overall	AP 1-5, ASL 1-4		5a-e	5a-e	5a-e	
Technology							6a-d, Overall	DFI 6		6a-d	6a-d	6a-d	
Reflection							7a-c, Overall	RSE 1-3		7a-c	7a-c	7a-c	
Collaboration							8a-b, Overall			8a-d	8a-d	8a-d	
Professional Development							9a-c, Overall	RSE 4-5		9a-d	9a-d	9a-d	
Leadership							10a, Overall			10a-d	10a-d	10a-d	
Dispositions	FR a-f					FX a-l		Disp a-l					
Field Experiences & Clinical Practice						Summary Form	OTS Data						
Diversity				Summary Form	OTS Data	Disp g	CF 1-5, AP 5, DFI 4, IDM 2						
Impacts P-12 Student Learning							AP 1-5, ASL 1-4						
DATA MAINTAINED BY:	OTS		Faculty	C&I Staff	OTS	OTS/EdTech	C&I Staff/Ed Tech	Ed Tech	OTS	Ed Tech	Ed Tech		
DATA HOUSED IN:	CEBS ACCSYS		CEBS ACCSYS	CEBS ACCSYS		CEBS ACCSYS		CEBS ACCSYS					
DATA REPORTING CYCLE:	Semester		Yearly	Yearly	Yearly	Yearly	Yearly	Yearly	Yearly	Yearly	Biannually		
DATA REVIEWED BY:	PEC		Faculty/Programs/PEC	Programs/PEC	Programs/PEC	Programs/PEC	Programs/PEC	Programs/PEC	PEC	Programs/PEC	Programs/PEC		
TRANSITION POINTS:	1: Program Admission		2: Admission to Culminating Assessment and Final Clinical Experience			3: Program Exit							

*All initial preparation programs collect these data.

How Data Fit and Are Used Within the Electronic Accountability System

WKU Professional Education Unit Electronic Accountability System Components								
DEMOGRAPHICS						REPORTS		
COMPONENT 1		COMPONENT 2		COMPONENT 3		COMPONENT 4	COMPONENT 5	
Admission Data		Electronic Portfolio System		Early Clinical Experiences	Final Clinical Experience	Culminating Assessment Data	Certification & Praxis	Follow Up Surveys
INITIAL PREPARATION	Data entered by Office of Teacher Services after Student Orientation	Course Based Critical Performances uploaded by candidates and scored by faculty		Data entered by Curriculum & Instruction staff after candidates submit Fieldwork Summary Form	Data entered by Office of Teacher Services	Teacher Work Sample Scores entered electronically by faculty & Ed Technology	Data entered by Office of Teacher Services	Electronic survey data merged into Accountability System
ADVANCED PREPARATION	Data entered by Office of Teacher Services after Graduate Admission	Course Based Critical Performances uploaded by candidates and scored by faculty		<i>Data currently housed by each program</i>	<i>Data currently housed by each program</i>	Course Based Critical Performances uploaded by candidates and scored by faculty	Data entered by Office of Teacher Services	<i>Data currently housed by each program</i>
TRANSITION POINTS	1: Program Admission	2: Admission to Culminating Assessment and/or Final Clinical Experience			(Overlap in some AP Programs)	3: Program Exit		

*Italics indicates data currently housed elsewhere that will be added to Accountability System in the future.

**Critical Performance Assessment Alignment Matrix (Current: Fall 2010)
P-12 Grades Education Initial Preparation Program (Kentucky Chinese Flagship)**

Core Education Courses	Kentucky Teacher Standards									
	1 Content Knowledge*	2 Designs/Plans	3 Learning Climate	4 Manages Instruction	5 Assessment	6 Technology	7 Reflection	8 Collaboration	9 Professional Development	10 Leadership
EDU 250			Learning Climate							
							Educational Philosophy			
									KTS in Practice	
PSY 310			Motivation							
					Piaget					
EXED 330									Revised Educational Philosophy	
SEC 351		Lesson Plan		Lesson Plan						
							Peer Teach		Peer Teach	
	Prof. Growth Plan					Prof. Growth Plan			Prof. Growth Plan	
MLNG 410	Request PD Funding							Request PD Funding	Request PD Funding	Request PD Funding
SEC 453		1 st Days Plan	1 st Days Plan							
								Lead/Coll Project		Lead/Coll Project
	Prof. Growth Plan					Prof. Growth Plan			Prof. Growth Plan	
MLNG 474	Practice TWS	Practice TWS			Practice TWS					
EDU 489	TWS	TWS		TWS	TWS	TWS	TWS		TWS	
SEC 490	Student Teaching Evaluation	Student Teaching Evaluation	Student Teaching Evaluation	Student Teaching Evaluation	Student Teaching Evaluation	Student Teaching Evaluation	Student Teaching Evaluation	Student Teaching Evaluation	Student Teaching Evaluation	Student Teaching Evaluation

*See next page for additional measures of Content Knowledge required as part of the Chinese Flagship program.

Chinese Flagship Content Knowledge Proficiency Requirements

The Chinese Flagship program requires that students preset proficiency levels at the end of each sequence before they move on to the next sequence. At the end of their studies, students must have an Advanced level of proficiency and many will have achieved the Superior level. At the end of the introductory sequence (101, 102, 110) students are expected to achieve Intermediate Low proficiency and be able to read and write 700+ simplified Chinese characters. At the end of the second sequence (201, 201, 210) students are expected to achieve Intermediate Mid/High proficiency and be able to read and write 1400+ simplified Chinese characters. At the end of the third sequence (301, 302) students are expected to achieve Advanced proficiency and be able to read and write 2100+ simplified Characters. All students exiting the program and continuing on with teacher certification will be expected to reach the Advanced Low level of Proficiency on an ACTFL referenced exam. WKU will employ multiple measures to determine baseline data on student proficiency, and then assess regularly, using tools consistent with ILR/ACTFL Guidelines, to monitor and certify progress. The WKU Chinese Flagship Program will use the following tools to measure student proficiency:

Simulated Oral Proficiency Interview (SOPI): The SOPI will be used to screen candidates, establish baseline data, and provide yearly summative updates on student progress in interpersonal speaking skills. The OPI will be administered by our own ACTFL OPI trained Professor of Chinese rather than by ACTFL itself to lower testing costs. Students will be tested three times per year.

Standards-based Assessment & Measurement of Proficiency (STAMP): STAMP will also be given to candidates, incoming students, and current students once a year to provide summative data on student proficiency in reading, writing, listening, and presentational speaking. Students will be tested once per year.

Chinese Computerized Adaptive Listening Comprehension Test (CCALT): CCALT is designed for colleges, universities and high schools in the U.S. with programs of teaching Chinese as a second language. It is a computer-mediated test, generating data for easy identification of students' proficiency levels. It has been used as a language placement test in some universities. It may also be a tool for measuring students' achievement over a semester or longer period of studying of the language. Analyses of students' data collected over time can be helpful for the design and revision of the language curriculum.

Computer Adaptive Test for Reading Chinese (CATRC): The purpose of CATRC is to evaluate a person's reading proficiency in Chinese. The computer displays one test item at a time on the computer screen. Every time the test taker answers a question, the computer will calculate the score and decide whether the next question should be harder or easier. The test ends when the computer finds an appropriate reading proficiency level for the test taker, and gives a rating based on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines. All test items are based on authentic Chinese language materials from Taiwan, China and the United States gathered by the test development committee. Since this is an experimental test, it is advised that the test results be used for reference only. If either the test giver or the test taker has doubt about the rating, the test can be given again to see if the test taker's performance is consistent.

LinguaFolio Online: This tool will provide detailed longitudinal data on student progress in terms of Can Do Statements derived from the Common European Framework of Reference but referenced to the ATCFL Proficiency Guidelines. LinguaFolio Online also records data on students' subjective perception of the learning experience.

Delineation of Unit/Program Transition Points – Initial Preparation

Transition Point 1: Admission to Education Preparation Programs			
Data Reviewed	Minimal Criteria for Admission/Continuation	Cycle	Reviewed By
<u>Unit Level Data:</u> <ul style="list-style-type: none"> ▪ Admission Application ▪ Overall GPA ▪ Adherence to Professional Code of Ethics ▪ Speech Proficiency ▪ Writing Proficiency ▪ Test Scores 	<ul style="list-style-type: none"> ▪ Completion of application ▪ 2.5+ ▪ Candidate signature ▪ C or higher in speech course ▪ 2.5+ average, no course lower than C ▪ ACT (21+) or ▪ SAT (990+) or ▪ PPST (173 – M, 173 – R, 172 – W) or ▪ GRE (800+ and 3.5+ writing assessment) or ▪ GAP (2000+ and 3.5+ writing assessment) ▪ All positive (18+) 	Each Month	Professional Education Council
<u>Additional Program Specific Data:</u> <ul style="list-style-type: none"> ▪ Interview with Academic Director ▪ Essay ▪ Meets Honors College Entrance Requirements 	<ul style="list-style-type: none"> ▪ Minimum of two overseas experiences in China ▪ Knowledge of 2100+ simplified Chinese characters ▪ Advanced Level Proficiency on an ACTFL referenced test 		
Transition Point 2: Admission to Final Experience (e.g., Student Teaching, Clinical Practice, Culminating Assessment)			
Data Reviewed	Minimal Criteria for Continuation	Cycle	Reviewed By
<u>Unit Level Data:</u> <ul style="list-style-type: none"> ▪ Admission to Education Preparation ▪ GPAs ▪ Semester Hours Completed ▪ Dispositions Scores ▪ Critical Performance Scores 	<ul style="list-style-type: none"> ▪ Admission ▪ 2.5+ overall ▪ 2.5+ professional education courses ▪ 2.5+ content courses ▪ 90+ (including 75% of content courses) ▪ All dispositions average “At Standard” (3+) ▪ 3.0+ overall ▪ 2.5+ per Kentucky Teacher Standard measured 	Each Semester	Professional Education Council
<u>Additional Program Specific Data:</u> <ul style="list-style-type: none"> ▪ Assessment tests (SOPI, STAMP, CCALT, etc.) ▪ Essays ▪ interviews 	<ul style="list-style-type: none"> ▪ Int. Low after 101/102 (Knows 700+ characters) ▪ Int. Mid/high after 201/202 (Knows 1400+ char.) ▪ Advanced after 301/302 (Knows 2100+ char.) 		
Transition Point 3: Program Exit			
Data Reviewed	Minimal Criteria for Exit	Cycle	Reviewed By
<u>Unit Level Data:</u> <ul style="list-style-type: none"> ▪ Seminar Course Grade ▪ Student Teaching Grade 	<ul style="list-style-type: none"> ▪ C or higher - based on Teacher Work Sample holistic score of 2+ ▪ C or higher - based on 7+ Kentucky Teacher Standards at or above “Proficient” (3+), no Standard below “Developing” (2), AND 11+ dispositions “At Standard” (3+) 	Each Semester	Office of Teacher Services
<u>Additional Program Specific Data:</u> <ul style="list-style-type: none"> ▪ Assessment tests (SOPI, STAMP, CCALT, etc.) ▪ Essays ▪ interviews 	<ul style="list-style-type: none"> ▪ Advanced Level proficiency ▪ Able to write an 800 character essay ▪ Two or more overseas experiences in China 		

Remediation Opportunities:

TP 1: Candidates may continue to submit Faculty Recommendations until three are positive.

TP 2: Candidates may request additional instruction from faculty and may resubmit Critical Performances in order to improve their scores.

TP 3: Candidates may request additional instruction from faculty and may resubmit the Teacher Work Sample in order to improve their score. Candidates may repeat student teaching.

Other Key Data Collection Matrix

Preparation Program: Modern Languages (Initial Preparation)

CF Values	Unit-Wide Assessment	Program Level Data Collection Points (Courses)		
		1	2	3
Dispositions	Dispositions Form	EDU 250	MLNG 474	EDU 490
Field Experiences & Clinical Practice	Early Clinical Experience Summary Information	EDU 250	MLNG 474	
Field Experiences & Clinical Practice	Final Clinical Experience Summary Information	EDU 490		
KTS/Impacts P-12 Student Learning	Capstone Assessment/Teacher Work Sample	EDU 489		
KTS/Dispositions	Final Clinical Experience Evaluation	EDU 490		
KTS	Exit Survey	EDU 489		
Diversity*	Early Clinical Experience Summary Information	SEC 351		

*Please indicate the course or experience your program uses to guarantee that all candidates work with diverse students.

Annual Program Assessment Report Outline (Due September 15)
Academic Year _____

1. Present your continuous assessment results in the following areas:
 - a. Admission Data
 - b. Course Based Assessment Data
 - c. Clinical Experiences Data – *Be sure to include dispositions assessment results, P-12 student diversity statistics, and results of efforts to ensure all candidates work with diverse students.*
 - d. Culminating Assessment Data – *Be sure to include impact on P-12 student learning data.*
 - e. Exit and Follow Up Data

2. Summarize the above results by Kentucky Teacher (Initial Programs) OR Program Standards (Advanced Programs) AND other key Conceptual Framework values. *Be sure to describe what the results tell you about your candidates' progress toward/proficiency on each standard/CF value.*

3. Summarize your efforts to report and disseminate your results (Unit/College-wide meetings, department/program level meetings, written reports, presentations, etc.).

4. Summarize key discussions and/or decisions made based on assessment results:
 - a. Describe any assessment or data collection changes you have made/will make based on your assessment results.
 - b. Describe any program curriculum or experience changes you have made/will make based on your assessment results.
 - c. Describe any decisions about group/individual student progress you have made/will make based on your assessment results.