



Professional Education Unit

Program Review Document 3: Program Experiences

Preparation Program: *GSKyTeach*

Degree: *Master of Arts in Teaching*

Certification Level: *8-12*

Preparation Level: *Initial Certification*

Rank Level: *Rank II*

Date Submitted: *February 15, 2013*

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

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

State Regulation governing this program: **16 KAR 5:050**

The following WKU faculty and staff have contributed to the development of this document: *Martha M. Day, Ed.D.*

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.

GSKyTeach: Unique Features and Modes of Delivery

This is not an Option 6 alternative certification program whereby students hold a temporary provisional certificate. GSKyTeach is a graduate level residency program designed to guide physics, chemistry, and mathematics majors to become teachers in a unique partnership between Western Kentucky University and Jefferson County, (Louisville) Kentucky public schools. This concentration would be applicable to other partner organizations. GSKyTeach is an innovative program that prepares science and mathematics majors for an initial teaching certification. Graduate resident interns (GRIs), are prepared to teach in high-needs high schools using inquiry based methods of teaching and learning. GRIs attend a six week summer preparation program with both didactic and clinical field experiences. During the fall and spring semesters, GRIs teach alongside a mentor teacher four days per week as interns in a high-needs high school in Jefferson County Public Schools. Both the mentor teacher and the intern receive coaching and guidance from GSKyTeach master teachers. One day per week, Western Kentucky University GSKyTeach faculty travel to Jefferson County to deliver graduate coursework to the GRIs. At the conclusion of the one year preparation program, GRIs complete their school residency requirement and graduate coursework leading to a Master of Arts in Teaching and receive teacher certification in their respective content areas. Graduates then enter the Kentucky Teacher Internship Program and begin fulfillment of a three year teaching commitment as a mathematics, chemistry or physics teacher in a high-needs Jefferson County high school.

GSKyTeach: Rationale for the Program

GSKyTeach was developed specifically in response to national initiatives to prepare more students for careers in science, technology, engineering, and mathematics (STEM). The goal of GSKyTeach is to improve teacher quality and schooling in communities designated as high-needs and to provide better opportunities for students to reach their highest academic potential despite barriers to their physical, mental and academic development.

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 (*SMED 590 Teaching Internship*) as a designated experience where candidates are placed in diverse settings. The ethnic diversity of clinical placements in the 14 partner high-needs high schools in Jefferson County Public Schools averages 49.32%. The following courses, assessments, and experiences provide additional opportunities for our program candidates to address topics related to diversity:

SMED 501 Designing Instructional Sequences in Secondary Mathematics and Science. Students complete a 24 hour clinical field placement in the public housing authority of Bowling Green, Kentucky during this course.

SMED 520 Management for Positive Learning Environments. Students prepare and lead a professional development activity for their peers in an Equity Presentation that outlines equity issues relevant to schools.

SMED 589 Internship Seminar. Students complete 8 hours of professional development on Cultural

Competence Issues in workshops led by Jefferson County Public Schools Cultural Competence trainers. SMED 530 Designing Instruction for Students with Special Needs and Promoting Literacy. Students receive instruction on best practices for dealing with students with ADHD, autism, auditory and visual impairments, language barriers, physical and emotional disabilities, and gifted and talented students.

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: *SMED 590 Teaching Internship*.

Program Overview

▪ **Brief Program Description**

GSKyTeach is a graduate level residency program designed to guide physics, chemistry, and mathematics majors to become teachers in a unique partnership between Western Kentucky University and Jefferson County, (Louisville) Kentucky public schools. This concentration would be applicable to other partner organizations. GSKyTeach is an innovative program that prepares science and mathematics majors for initial teacher certification. Graduate resident interns (GRIs), are prepared to teach in high-needs high schools using inquiry based methods of teaching and learning. At the conclusion of the one year preparation program, GRIs complete their school residency requirement and graduate coursework leading to a Master of Arts in Teaching and receive initial teacher certification in their respective content areas. Graduates then enter the Kentucky Teacher Internship Program and begin fulfillment of a three year teaching commitment as mathematics, chemistry or physics teacher in a high-needs Jefferson County high school.

▪ **Standards Addressed by Program**

Kentucky Teacher Standards

A. Content Standards

1. Course Descriptions

▪ **Core Education Courses**

SMED 501 Designing Instructional Sequences in Secondary Math and Science. Theory and practice of designing and delivering high quality inquiry-based math and science instruction. Students explore and practice the guided inquiry process, create lesson plans, and implement lessons with secondary students.

SMED 510 Advanced Topics in Knowing and Learning in Mathematics and Science. Exploration of essential questions specifically relevant to teaching mathematics and science. Standards for knowing, how they are used, and how what is known changes and develops.

SMED 520 Management for Positive Learning Environments. Application of learning theories in instructional settings with diverse student populations. Emphasizes productive, positive classroom management for teaching and learning.

SMED 530 Literacy Support for Diverse Learners in Mathematics and Science. Designing literacy instruction for diverse learners in mathematics and science.

SMED 560 Developing Professional Learning Communities for Instructional Improvement. Students form secondary professional learning communities with Mentor and Master Teachers and analyze student performance data to improve teaching/learning.

SMED 589 Science and Mathematics Education Internship Seminar. Connects theory to practice by

helping students complete teaching tasks that demonstrate performance related to Kentucky's New Teacher Standards.

SMED 590 Teaching Internship. Supervised student teaching experience across fall and spring semesters in off-campus site.

SMED 620 Collaborative Research to Improve Mathematics and Science Teaching. Development of skills needed to design and develop a data based action research project to be implemented during the semester.

SMED 630 Action Research Seminar. Students present results of instructional innovation and develop conclusions about practice or process implemented in secondary math or science classrooms.

- **Core Content Courses**

Students enrolled in the GSKyTeach program have earned bachelor's degrees in physics, chemistry, or mathematics or have completed sufficient undergraduate coursework in one of these three areas for Kentucky teacher certification. Therefore, GSKyTeach students are not required to complete additional core content courses.

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: All areas in the GSKyTeach Program will adhere to the Kentucky Teacher Standards and learned society standards of the National Science Teachers Association (NSTA) and the National Council of Teachers of Mathematics (NCTM). *There are no content area courses included in the GSKyTeach program since the program is a post-baccalaureate teacher certification program leading to initial teacher certification.**

Students are presumed to enter the program with extensive content knowledge in their respective academic disciplines. Advisors assess students' content coursework prior to admission to determine deficiencies.

Table 1a. demonstrates the alignment of the MAT courses with National Science Teachers Association standards.

Table 1b. demonstrates the alignment of the MAT courses with National Council of Teachers of Mathematics standards.

LEARNED SOCIETY STANDARDS <i>NSTA Overarching Standards</i>	Table 1a. SMED Course Alignment to Learned Society Standards								
	SMED 589	SMED 501	SMED 510	SMED 520	SMED 530	SMED 560	SMED 620	SMED 630	SMED 590
1. Content. Teachers of science understand and can articulate the knowledge and practices of contemporary science; can interrelate and interpret important concepts, ideas, and applications in their fields of licensure; and can conduct scientific investigations.		X		X			X	X	X
2. Nature of Science. Teachers of science engage students effectively in studies of the history, philosophy, and practice of science; enable students to distinguish science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.		X		X			X	X	X
3. Inquiry. Teachers of science engage students both in studies of various methods of scientific inquiry and in active learning through scientific inquiry; encourage students individually and collaboratively, to observe, ask questions, design inquiries, and collect and interpret data in order to develop concepts and relationships from empirical experiences.		X		X			X	X	X
4. Issues. Teachers of science recognize that informed citizens must be prepared to make decisions and take action on contemporary science-and technology-related issues of interest to the general society; require students to conduct inquiries into the factual basis of such issues and to assess possible actions and outcomes based upon their goals and values.						X	X	X	
5. General Skills of Teaching. Teachers of science create a community of diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning; use, and can justify, a variety of classroom arrangements, groupings, actions, strategies, and methodologies.	X	X	X	X	X				
6. Curriculum. Teachers of science plan and implement an active, coherent, and effective curriculum that is consistent with the goals and recommendations of the National Science Education Standards; begin with the end in mind and effectively incorporate contemporary practices and resources into their planning and teaching.	X	X	X	X	X	X			X
7. Science in the Community. Teachers of science relate their discipline to their local and regional communities, involving stakeholders and using the individual, institutional and natural resources of the community in their teaching; actively engage students in science-related studies or activities related to locally important issues.						X			X
8. Assessment. Teachers of science construct and use effective assessment strategies to determine the backgrounds and achievements of learners and facilitate their intellectual, social, and personal development; assess students fairly and equitably, and require that students engage in ongoing self-assessment.		X	X	X					

Mathematics**									
Standard 14: Knowledge of Data Analysis, Statistics, and Probability*	X						X	X	
Standard 15: Knowledge of Measurement*		X							
Standard 16: Field-Based Experience*	X					X			X

*These standards are specifically addressed in Education courses. Please see the link to course syllabi. ** No mathematics content area courses are included in the GSKyTeach program since the program is a post-baccalaureate teacher certification program leading to initial teacher certification.

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

In the MAT program, students must partially meet admission to teacher education requirements as part of their admission process. They must be eligible for admission to teacher education through acceptable test scores (PPST Or GRE AND PRAXIS II IN CHOSEN AREA) and submit a Physical with TB Test or Assessment and a KY Criminal Background Check, as well as agreeing in writing to abide by the EPSB's Professional Code of Ethics. In addition, the induction course, SMED 501, reviews appropriate teaching dispositions as required by WKU's College of Education and Behavioral Sciences and emphasizes the EPSB's Professional Code of Ethics.

Other courses in the GSKyTeach program address the EPSB's Professional Code of Ethics through the activities listed below.

SMED 520 Management for Positive Learning Environments. The instructor provides specific instruction on working with both parents and students with respect to 16 KAR 1:020

SMED 590 Teaching Internship. The instructors conduct orientation seminars with preservice teachers prior to the start of the year long teaching internship in Jefferson County Public Schools

SMED 560 Developing Professional Learning Communities for Instructional Improvement. The instructor leads seminars on education law and ethics in the education profession.

B. Kentucky Education Reform Initiatives

Table 2: Program Alignment to Kentucky Core Academic Standards (KCAS).

As stated by the Kentucky Department of Education, "The instructional program should emphasize the development of students' abilities to acquire and apply knowledge and assure that appropriate accommodations are made for the diverse populations of students found within Kentucky schools."

The MAT program strives to keep this basic tenant of the KCAS at the forefront of the curriculum.

Section 1. KRS 158.6451 (2) The Kentucky Board of Education's model curriculum framework which is directly tied to the goals, outcomes, and assessment strategies developed pursuant to this section and KRS 158.645 and 158.6453. The framework shall identify teaching and assessment strategies, instructional material resources, ideas on how to incorporate the resources of the community, a directory of model teaching sites, alternative ways of using school time, and strategies to incorporate character education throughout the curriculum."

<http://education.ky.gov/curriculum/docs/pages/kentucky-core-academic-standards---new.aspx>

The Kentucky Model Curriculum Framework 2011 [per section 1. KRS 158.6451(2)] serves as a facilitation guide to assist an instructional supervisor, principal, and/or teacher leader. The framework provides a rationale for the need to revisit curriculum planning, offers background information and exercises to generate "future oriented" thinking, and suggests a process for designing and reviewing the local curriculum. <http://education.ky.gov/curriculum/docs/Pages/KY-Model-Curriculum-Framework.aspx>

Learning Goals Addressed for the Kentucky Core Academic Standards

All courses in the GSKyTeach Program for Initial Certification MAT program address the Kentucky Core Academic Standards and the Kentucky Model Curriculum Framework. While focusing on pedagogy, student assignments are geared toward using the KY Core Academic Standards and the Model Curriculum Framework to learn about planning for instruction and assessment. Examples of courses focusing on the main learning goals of the Framework are listed below.

Table 2. Program Alignment to Kentucky Core Academic Standards (KCAS)	
Learning Goals	Courses
Learning Goal 1 ** Basic Communication and Mathematics Skills	SMED 530 Designing Instruction for Students with Special Needs and Promoting Literacy and SMED 560 Professional Learning Communities require all students to design lessons that promote content area literacy and to focus on collaborative efforts to improve science and mathematics education.
Learning Goal 2 ** Application of Core Concepts	SMED 589 Advanced Teaching Internship and SMED 501 Designing Instructional Sequences in Secondary Math and Science require all students to apply the course concepts within their lesson planning and design for instruction.
Learning Goal 5 ** Think and Solve Problems	SMED 620 Collaborative Research to Improve Mathematics and Science Teaching and SMED 630 Action Research Seminar require students to research and present findings on a research problem in science and mathematics education.
Learning Goal 6 ** Connect and Integrate Knowledge	SMED 589 Advanced Teaching Internship has a focus of making sure all teacher candidates synthesize previous course work to integrate their knowledge and connect their knowledge to specific teaching settings. Students are required to demonstrate that they can integrate all KY teacher standards to one cohesive unit including designing and implementing high quality, student centered lessons that increase student learning as well as designing a positive learning environment. Teacher candidates are taught to model for their students how to connect and integrate previously learned and new knowledge.
Learning Goal 3* Developing Self-Sufficiency	SMED 510 Knowing and Learning in Mathematics and Science and SMED 520 Management for Positive Learning Environments both show teacher candidates how to teach student centered lessons that promote student independence and self-sufficiency.
Learning Goal 4 * Responsible Group Membership	SMED 501 Designing Instructional Sequences in Secondary Math and Science and SMED 520 Management for Positive Learning Environments both train teacher candidates on how to promote responsible group membership through the use of research based strategies such as cooperative learning and peer assisted strategies.

*Although the state of Kentucky has decided not to assess Goal 3 (Developing Self-Sufficiency) and Goal 4 (Responsible Group Membership) on a statewide level, Kentucky Board of Education urges all educators, school boards and councils, parents, and students to give continued emphasis to the development of responsible group membership and personal self-sufficiency.

**Academic expectations within each of these four goals are embedded throughout the content descriptions in the Program of Studies.

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	
SMED 501	X	X		X	Students prepare and deliver lesson plans with embedded assessments using the 5E model. Students complete a clinical field experience in a local public housing authority.
SMED 510	X			X	Students complete activities that involve student motivation and conduct clinical interviews that assist students in understanding how people learn.
SMED 520	X		X		Students present professional development seminars to their peers on equity issues in education. Students develop lesson plans that promote literacy through direct vocabulary instruction.
SMED 530	X		X		Students develop and implement lessons that promote literacy in the content area while integrating strategies that promote achievement with diverse learners.
SMED 560		X		X	Students participate in a secondary level professional learning community that brings forth collaborative efforts of mentor teachers and GSKyTeach students to develop and implement teacher leadership activities that increase student achievement based on student assessment data.
SMED 589		X		X	Students prepare a teacher work sample over a two week unit of instruction and implement instructional decision making based on student assessment feedback. Additionally, students work with two individual 8-12 grade students in a collaborative effort with another professional in the school setting to individualize instruction to increase achievement.
SMED 590	X	X	X	X	Students complete a one year internship under the supervision of a mentor teacher and the coaching of a master teacher while implementing lessons and activities developed throughout the student’s GSKyTeach coursework.
SMED 620				X	Students conceptualize, develop, implement, and analyze an action research project on increasing student achievement in a high needs Jefferson County (Louisville) KY high school.
SMED 630				X	Students present the results of the action research projects developed in SMED 620.

D. Program Faculty

See Table 4 below.

Table 4: Education and Content Faculty Information						
Faculty Name	Highest Degree, Field, & University	Assignment: Indicate the role(s) of the faculty member¹	Faculty Rank²	Scholarship³, Leadership in Professional Organizations, and Service⁴: List up to 3 major contributions in the past 3 years⁵	Teaching or other professional experience in P-12 schools	Status to institution & education unit⁶
Dr. Martha M. Day	Ed.D., Educational Leadership, Tennessee State University	Executive Director & Program Faculty	Assistant Professor	Day, M., Stobaugh, R., Tassell, J. & Neiman, N. (2012). Creating science assessments that support inquiry. <i>Science Scope</i> , 42-47. American Association of Colleges for Teacher Education, 2012-present American Chemical Society, 2012-present National Science Teachers Association, 1996-present Association for Supervision and Curriculum Development, 2010-present Proficiency Evaluations Leading to Professional Certification for Hanban Volunteer Chinese Teachers, June 2012. Jefferson County Public Schools	Science Teacher, Metropolitan Nashville Davidson County Schools, Nashville, Tennessee Whites Creek Comprehensive High School, 8/1997-5/2008 Science Department Chairperson	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>Mathematics and Science Teacher’s “Night at the Louisville Science Center”, Louisville Science Center, Louisville, KY, April 19, 2012</p>	<p>Assistant Principal, 12th grade and curriculum, 8/2004-6/2005 Science Technology Education Partnership Coordinator, Professional-In-Residence, Vanderbilt University, 5/2001-6/2002 VUMC Maplewood Comprehensive High School, 8/1994-5/1997 Taught Chemistry and Physical Science, 21st Century Technology Classroom Teacher</p>	
Dr. Jennifer Cribbs	Ph.D., Curriculum and Instruction, Clemson University	Program Faculty	Assistant Professor	<p>Cribbs, J., Linder, S (under review). Teacher Practices and Hybrid Space in a Fifth-Grade Mathematics Classroom. <i>The Mathematics Educator</i>. Cribbs, J., Linder, S. (October, 2011) <i>Investigating a fifth-grade mathematics teacher’s practices in relation to hybrid space</i>. Proceedings from the 33rd PME Conference, Reno, Nevada. Cass, C., Hazari, Z., Cribbs, J., Sadler, P., Sonnert, G. (October, 2011). <i>Examining the</i></p>	<p>2005-2009, 2001-2002, High School Mathematics Teacher, Greenville County Schools, Greenville, SC</p>	FT/FT

				<i>impact of mathematics identity on the choice of engineering careers for male and female students.</i> Proceedings from the 41st FIE Conference, Rapid City, SD.		
Dr. Lisa C. Duffin	Ph.D., Psychology, Purdue University	Program Faculty	Assistant Professor	<p>Patrick, H., Anderman, L.H., Bruening, P.S., & Duffin, L.C. (in press). The role of educational psychology in teacher education: Three challenges for educational psychologists. <i>Educational Psychologist</i> American Educational Research Association (AERA), 2004-</p> <p>Division Memberships:</p> <p style="padding-left: 40px;">Division C - Learning and Instruction</p> <p style="padding-left: 40px;">Division K - Teaching and Teacher Education</p> <p style="padding-left: 40px;">Special Interest Groups (SIGs)</p> <p>Memberships: Motivation SIG</p> <p>Teaching Educational Psychology SIG</p> <p>Judge for the WKU Student Research Conference, Bowling Green, Kentucky, 2010</p> <p>Reviewer of conference proposals, American Educational Research Association Conference, Division C- Learning and Instruction, Division K- Teacher & Teacher Education, and Motivation Special Interest Group, 2007, 2008, 2010.</p>	2002-2009 Hoopston Area Middle School, Hoopston, IL, Assistant Girl's Volleyball Coach 2005-2007 Lafayette, Indiana Schools: Kindergarten Science Classroom Assistant	FT/FT
Dr. Pamela Petty	Ed.D., Theory and Practice in Teacher Education, University of Tennessee	Program Faculty	Professor	<p>Petty, P. (2011). Stakeholder perceptions of the use and value of computers and technology in an elementary school setting. <i>International Journal of Business, Humanities and Technology</i>, vol 1, no 2.</p> <p>Super, D. and Petty, P. (2011). Readers Matter: The development of an individualized professional development model. <i>International</i></p>	1996-1990 21st Century Classroom Teacher, Carthage Elementary School. Smith County School System, Carthage, Tennessee	FT/FT

				<p>Journal of Humanities and Social Sciences, vol 1, no.12.</p> <p>Higher Education Literacy Representative for Kentucky for the <i>Partnership for Assessment of Readiness for College and Careers</i> (PARCC). The PARCC assessment team is charged with aligning high school assessments with those for college credit-bearing coursework. February 2011 – present</p> <p>Program Leader – Literacy – fall 2010 – present</p> <p>University: Chair, Undergraduate Curriculum Committee, fall 2010 – spring 2011</p>		
Ms. Melissa Rudloff	MAEd., Science & Math Education-Secondary, Western Kentucky University	Program Director & Clinical Supervisor	Professional-In-Residence	<p>Day, M., Erbach, D., Rudloff, M., Patel, A., Neiman, N., & Burba, S. (2012). SKyTeach: The 5E's of Replication, Presentation at the UTeach National Conference, Austin, TX</p> <p>Member, National Science Teachers Association</p> <p>SKyTeach Steering Committee, 2008-present</p> <p>SKyTeach Teacher Induction Leader, 2012-present</p>	1996-2007 High School Physics Teacher, Greenwood High School Bowling Green, KY	FT/FT
Mr. David Almand	MS, Mathematics, Western Kentucky University	Clinical Supervisor	Professional-In-Residence	<p>SKyTeach Steering Committee, 2008-present</p> <p>SKyTeach Teacher Induction Leader, 2012-present</p> <p>Advanced Placement Calculus Consultant, Advance Kentucky Initiative, 2009-present</p> <p>Endorsed School-Based Decision Making</p>	1986-1998 High School Mathematics Teacher, Franklin Simpson High School,	FT/FT

				Trainer, Kentucky Department of Education, 2004-present Mathematics Consultant, Sumner County (TN) Schools, 2008-present	Simpson County Schools, KY 1982-1986 Middle School Mathematics Teacher, Franklin Simpson Middle School, Simpson County Schools, KY	
Mr. Rico Tyler	MAEd., Science & Math Education-Secondary, Western Kentucky University	Clinical Supervisor	Professional-In-Residence	Kentucky Governor's Scholars Program Astronomy Faculty, 2984-present Co-Principal Investigator, Science Circle for Middle Grades STEM teachers, 2004-present SKyTeach Steering Committee Member 2006-present	1987-2002, Physics Teacher, Franklin Simpson High School, Simpson County Schools, KY 1998-1999, Kentucky Department of Education Region 2 Science Consultant	FT/FT

E. WKU Curriculum Contract

See next page.



Note: Candidates seeking a mathematics, chemistry, or physics initial certification must complete or have completed a teacher certifiable major in order to be recommended for the certification. Successful completion of this program qualifies the candidate for a statement of eligibility for teaching in secondary mathematics, physics or chemistry in the Commonwealth of Kentucky.

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”

Professional Education Courses—30 hours

- ___ SMED 501 – 3 hrs
- ___ SMED 510 – 3 hrs
- ___ SMED 520 – 3 hrs
- ___ SMED 590 – 8 hrs
- ___ SMED 589 – 3 hrs
- ___ SMED 530 – 3 hrs
- ___ SMED 560 – 3 hrs
- ___ SMED 620 – 3 hrs
- ___ SMED 630 – 1 hr

Teacher Certifiable Major

Candidate must complete or have completed a teacher certifiable major in chemistry, physics or mathematics at the undergraduate level in order to be eligible for certification.

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 page. By signing below, you are acknowledging that you understand and accept responsibility for meeting these requirements.

Candidate’s Name (printed)

Education Advisor’s Signature/Date

Candidate’s Signature/Date

Specialization Advisor’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	Review Cycle	Reviewed By
Unit Level Data:			
<ul style="list-style-type: none"> ▪ Admission Application and Background Check 	<ul style="list-style-type: none"> ▪ Completion of application and successful background check 	Each Semester	GSKyTeach Director
<ul style="list-style-type: none"> ▪ Overall Undergraduate GPA 	<ul style="list-style-type: none"> ▪ 2.75+ 		
<ul style="list-style-type: none"> ▪ Adherence to Professional Code of Ethics 	<ul style="list-style-type: none"> ▪ Candidate signature 		
<ul style="list-style-type: none"> ▪ Undergraduate Degree 	<ul style="list-style-type: none"> ▪ Bachelor's Degree in Mathematics, Physics or Chemistry completed by May of the admissions year 		
<ul style="list-style-type: none"> ▪ Writing Proficiency 	<ul style="list-style-type: none"> ▪ 4.0 or higher on the GRE Writing Assessment 		
<ul style="list-style-type: none"> ▪ Test Scores 	<ul style="list-style-type: none"> ▪ PPST (174 – M, 176 – R, 174 – W) or ▪ GRE (150 Verbal, 143 Quantitative and 4.0+ writing assessment) 		
<ul style="list-style-type: none"> ▪ Candidate Interview 	<ul style="list-style-type: none"> ▪ Positive ratings from GSKyTeach faculty 		
Transition Point 2: Admission to Final Experience (e.g., Student Teaching, Clinical Practice, Culminating Assessment)			
Data Reviewed	Minimal Criteria for Continuation	Review Cycle	Reviewed By
Unit Level Data:			
<ul style="list-style-type: none"> ▪ Admission to Education Preparation 	<ul style="list-style-type: none"> ▪ Admission 	Each Semester	Professional Education Council
<ul style="list-style-type: none"> ▪ GPAs 	<ul style="list-style-type: none"> ▪ 2.75+ overall undergraduate ▪ 3.00+ in graduate coursework 		
<ul style="list-style-type: none"> ▪ Semester Hours Completed 	<ul style="list-style-type: none"> ▪ 9 hours of graduate coursework 		
<ul style="list-style-type: none"> ▪ Dispositions Scores 	<ul style="list-style-type: none"> ▪ All dispositions average "At Standard" (3+) 		
<ul style="list-style-type: none"> ▪ Critical Performance Scores 	<ul style="list-style-type: none"> ▪ 3.0+ overall ▪ 3.0+ per Kentucky Teacher Standard measured 		
Transition Point 3: Program Exit			
Data Reviewed	Minimal Criteria for Exit	Review Cycle	Reviewed By
Unit Level Data:			
<ul style="list-style-type: none"> ▪ GSKyTeach Coursework 	<ul style="list-style-type: none"> ▪ Minimum GPA of 3.0+ and a grade of P in SMED 590 	May of each year	GSKyTeach Faculty/Office of Teacher Services
<ul style="list-style-type: none"> ▪ Comprehensive Examination 	<ul style="list-style-type: none"> ▪ Grade of P 		

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;
- Passing score on the comprehensive examination
- Achievement of at least a 3.0 GPA overall in graduate coursework and 2.75 in the undergraduate teaching certification major.
- 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.kyepsb.net for current requirements or contact Ms. Rice at 502-564-4606 or toll free 888-598-7667.

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

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#smed>

APPENDIX A



Professional Education Unit

Conceptual Framework Core Beliefs

Name of Preparation Program: GSKyTeach

Date Completed: February 15, 2013

Date Submitted: February 15, 2013

Submitted By: Martha M. Day, Ed.D.

Conceptual Framework

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
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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) (2008-2012)
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: GSKyTeach

Date Completed: February 15, 2013

Date Submitted: February 15, 2013

Submitted By: Martha M. Day, Ed.D.

WKU Professional Education Unit Wide Continuous Assessment Matrix – Initial Preparation

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 ¹		Faculty	STE Staff	OTS	OTS/EdTech	STE 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 ¹		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								

* Cells reflect instruments or rubric/survey items keyed to CF Standards/Values.

¹OTS = Office of Teacher Services; PEC = Professional Education Council; STE = School of Teacher Education

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 Graduate Initial Preparation Program (GSKyTeach)

Core SMED Courses	Kentucky Teacher Standards									
	I	II	III	IV	V	VI	VII	VIII	IX	X
	Content Knowledge	Designs/Plans	Learning Climate	Manages Instruction	Assessment	Technology	Reflection	Collaboration	Professional Development	Leadership
SMED 501		5E Model Lesson & Field Teach					5E Model Lesson & Field Teach	5E Model Lesson & Field Teach		
SMED 510	Clinical Interview			Clinical Interview	Clinical Interview		Clinical Interview			
SMED 520		First Days of School Management Plan	First Days of School Management Plan/ Equity Presentation	First Days of School Management Plan		Equity Presentation	Equity Presentation	Equity Presentation		Equity Presentation
SMED 590	5E Formal Observation Record and Reflection	5E Formal Observation Record and Reflection	5E Formal Observation Record and Reflection	5E Formal Observation Record and Reflection	5E Formal Observation Record and Reflection		5E Formal Observation Record and Reflection		5E Formal Observation Record and Reflection	
SMED 589	Teacher Work Sample	Teacher Work Sample	Teacher Work Sample	Teacher Work Sample	Teacher Work Sample	Teacher Work Sample	Teacher Work Sample	Teacher Work Sample		Teacher Work Sample
SMED 530	Kentucky Core Academic Standards (KCAS) Make Reading Essential Lesson Plan	KCAS Make Reading Essential Lesson Plan				KCAS Make Reading Essential Lesson Plan				
SMED 560	5E Peer Evaluation				5E Peer Evaluation	Professional Development Leadership Activity	Professional Development Leadership Activity	5E Peer Evaluation	Professional Development Leadership Activity	Professional Development Leadership Activity
SMED 620	Action Research Project	Action Research Project	Action Research Project	Action Research Project	Action Research Project	Action Research Project	Action Research Project	Action Research Project		Action Research Project
SMED 630		Action Research Presentation				Action Research Presentation			Action Research Presentation	Action Research Presentation

Delineation of Unit/Program Transition Points – Initial Preparation GSKyTeach

Transition Point 1: Admission to Education Preparation Programs			
Data Reviewed	Minimal Criteria for Admission	Review Cycle	Reviewed By
<u>Unit Level Data:</u>			
<ul style="list-style-type: none"> ▪ Admission Application and Background Check 	<ul style="list-style-type: none"> ▪ Completion of application and successful background check 	Each Semester	GSKyTeach Director
<ul style="list-style-type: none"> ▪ Overall Undergraduate GPA 	<ul style="list-style-type: none"> ▪ 2.75+ 		
<ul style="list-style-type: none"> ▪ Adherence to Professional Code of Ethics 	<ul style="list-style-type: none"> ▪ Candidate signature 		
<ul style="list-style-type: none"> ▪ Undergraduate Degree 	<ul style="list-style-type: none"> ▪ Bachelor's Degree in Mathematics, Physics or Chemistry completed by May of the admissions year 		
<ul style="list-style-type: none"> ▪ Writing Proficiency 	<ul style="list-style-type: none"> ▪ 4.0 or higher on the GRE Writing Assessment 		
<ul style="list-style-type: none"> ▪ Test Scores 	<ul style="list-style-type: none"> ▪ PPST (174 – M, 176 – R, 174 – W) or ▪ GRE (150 Verbal, 143 Quantitative and 4.0+ writing assessment) 		
<ul style="list-style-type: none"> ▪ Candidate Interview 	<ul style="list-style-type: none"> ▪ Positive ratings from GSKyTeach faculty 		
Transition Point 2: Admission to Final Experience (e.g., Student Teaching, Clinical Practice, Culminating Assessment)			
Data Reviewed	Minimal Criteria for Continuation	Review Cycle	Reviewed By
<u>Unit Level Data:</u>			
<ul style="list-style-type: none"> ▪ Admission to Education Preparation 	<ul style="list-style-type: none"> ▪ Admission 	Each Semester	Professional Education Council
<ul style="list-style-type: none"> ▪ GPAs 	<ul style="list-style-type: none"> ▪ 2.75+ overall undergraduate ▪ 3.00+ in graduate coursework 		
<ul style="list-style-type: none"> ▪ Semester Hours Completed 	<ul style="list-style-type: none"> ▪ 9 hours of graduate coursework 		
<ul style="list-style-type: none"> ▪ Dispositions Scores 	<ul style="list-style-type: none"> ▪ All dispositions average "At Standard" (3+) 		
<ul style="list-style-type: none"> ▪ Critical Performance Scores 	<ul style="list-style-type: none"> ▪ 3.0+ overall ▪ 3.0+ per Kentucky Teacher Standard measured 		
Transition Point 3: Program Exit			
Data Reviewed	Minimal Criteria for Exit	Review Cycle	Reviewed By
<u>Unit Level Data:</u>			
<ul style="list-style-type: none"> ▪ GSKyTeach Coursework 	<ul style="list-style-type: none"> ▪ Minimum GPA of 3.0+ and a grade of P in SMED 590 	May of each year	GSKyTeach Faculty/Office of Teacher Services
<ul style="list-style-type: none"> ▪ Comprehensive Examination 	<ul style="list-style-type: none"> ▪ Grade of P 		

Remediation Opportunities:

None

Other Key Data Collection Matrix						
Preparation Program: GSKyTeach (Initial Preparation)						
CF Values	Unit-Wide Assessment	Program Level Data Collection Points (Courses)				
		1	2	3	4	5
Dispositions	Dispositions Form	SMED 501				
Field Experiences & Clinical Practice	Early Clinical Experience Summary Information	SMED 501	SMED 590			
Field Experiences & Clinical Practice	Final Clinical Experience Summary Information	SMED 590				
KTS/Impacts P-12 Student Learning	Capstone Assessment/Teacher Work Sample	SMED 589				
KTS/Dispositions	Final Clinical Experience Evaluation	SMED 590				
KTS	Exit Survey	SMED 589				
Diversity*	Early Clinical Experience Summary Information	SMED 501				

*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.