Professional Education Unit

Program Review Document 3:
Program Experiences

Preparation Program:	**Vocational Education (Occupation-Based and Technical Education)**
Degree:	**Associate of Science or Bachelor of Science**
Certification Level:	**5-12**
Preparation Level:	**Initial or Advanced**
Rank Level:	**Rank II or I**
Date Submitted:	**February 1, 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:
Dr. K. Brent Askins

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.

Because of a unit-wide commitment to diversity, every WKU educator preparation program has sought to identify course or experiences that address diversity. However, our challenge has been that all teachers in the Industrial Education program are hired in-service, or are employed in a school prior to enrolling or taking classes at WKU, subsequently there are no field placements as the teachers are already teaching. However, diversity is discussed in AMS 331, AMS 333, AMS 329 and a diversity paper is required in AMS 435.

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: AMS 435.

Program Overview

▪ *Brief Program Description*

The Industrial Education (leading to certification in Occupation-Based and Technical Education) program includes nursing, trade and industrial, networking, food, and human services. This area is made up exclusively of non-traditional students already employed in a teaching career. They are in-service teachers who work towards their degree as they are providing service to the school, teaching. Area Technology Centers (ATC) and local control vocational schools as well as Kentucky Community and Technical College System (KCTCS) schools utilize this system where teachers are hired based on their technical expertise and work experience to begin teaching. These new teachers must possess a high school diploma, national license, or passage of the National Occupational Competency Testing Institute (NOCTI) exam, initial. From this point on, they are required to complete six (6) hours per year towards the completion of a vocational teacher education Associates degree (296) at WKU. This program then rolls into the (599) vocational Bachelors, advanced. The vocational program is a field-based program that requires the offering of program classes on site. The current sites where classes are offered are Glasgow, Elizabethtown, Beaver Dam, and Bowling Green. In the past, classes have also been offered in Greensburg and Leitchfield. Advisement is done mostly in the schools themselves and paid for by a contract from the Workforce Development Cabinet (WDC).

▪ *Standards Addressed by Program*

Kentucky Teacher Standards
 Kentucky Occupational Skill Standards Assessment (KOSSA) (Kentucky Department of Education) Kentucky's Skill Standards, Assessments, and Certification System is based on standards identified by employers across the state. Educators and employers developed the assessment items based on the standards. Kentucky employers endorsed standards before assessments were developed. Both educators and employers will score the scenarios, and the multiple-choice test will be scored using student bubbled answer sheets. All programs in Industrial Education are broken into one of the following areas Construction, 92 tasks assessed, Manufacturing, 109 tasks assessed, Transportation, 158 tasks assessed, and Communication, 85 tasks assessed. The assessment includes a multiple-choice test and a problem-based scenario. Both are standards-driven focused on occupational, employability and academic competencies. Unlike the multiple-choice test, the scenario is an open-ended question and requires students to write a 1 to 2-page answer to the problem presented. On the scenario portion of the assessment, students are given two scenarios and asked to respond to one.

A. Content Standards

1. Course Descriptions

▪ *Core Education Courses*

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.

AMS 329: Foundations in Technical Education - The characteristics and purposes of American public education with emphasis on industrial, vocational, career, and general education; relationships and

differences, the place of each in preparing people for occupational careers.

AMS 330: Investigations in Secondary Education - Individual investigations of methods and materials, curriculum problems, the secondary school and or areas of need or interest related to secondary education.

EXED 330: Introduction to Exceptional Education - Characteristics of the exceptionality, special education programs, schools and community resources, and research relative to exceptionality. Field experiences in public schools and/or setting away from campus are required. Students are responsible for arranging their own transportation.

AMS 331: Methods in Technical Education - The preparation and application of instructional materials, methods, techniques, and technology relevant to teaching vocational, industrial, and technical subjects.

AMS 333: Curriculum Development in Technical Education - Curriculum review/development and the selection, sources, and use of instructional technology suitable for industrial, vocational, and technical education.

AMS 334: Workshop in Vocational Classroom/Laboratory Management - A study of the principals and theories related to classroom/laboratory management and their application to planning, organizing and managing a vocational technical learning environment. Emphasis is given to the management of the facility, instructional area and work storage areas as well as safety and discipline.

AMS 435: Student Teaching - Observation, participation and supervised student teaching in vocational, industrial, and technical education.

▪ *Core Content Courses*

The Industrial Education program includes nursing, trade and industrial, networking, food, and human services. With this in mind, content courses vary in accordance with student need.

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: KDE Vocational Teacher Education Standards*

Table 1 demonstrates the alignment of our content courses with our learned society standards.

LEARNED SOCIETY STANDARDS KDE VTES	Table 1. Content Course Alignment to Learned Society Standards					
	AMS 329	AMS 330	AMS 331	AMS 333	AMS 334	AMS 435
PROFESSIONAL	X	X	X	X	X	X
PROGRAM PLANNING, DEVELOPMENT, AND MANAGEMENT	X	X	X	X	X	X
CURRICULUM, INSTRUCTION, AND ASSESSMENT	X	X	X	X	X	X
VOCATIONAL STUDENT ORGANIZATIONS	X	X			X	X
WORK-BASED LEARNING	X	X		X		X
LIFE-LONG LEARNING			X	X		X
SPECIAL POPULATIONS	X	X			X	X

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

As all Industrial Education students are already in the class room teaching at the time they become involved in their teacher education program, professional code of ethics is discussed at the New Teacher Institute in Frankfort, KY. This is a required in-service activity that all new industrial education teachers must go through their first year of employment. It is strongly encouraged that the teachers participate in this program prior to entering the classroom. In addition, the introductory education foundations course, (AMS 334) provides 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 Industrial Education
Big Idea 1: Information, Communication and Productivity High School Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, to increase productivity, and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.
AMS 331 Methods of Vocational Technical Education. This class requires that students develop and present a lesson in their occupational area to other members in the class. The use of PowerPoint and other instructional aids is required. The class must be taught in a given amount of time and using a variety of teaching techniques.
Big Idea 2: Safety and Ethical/Social Issues Students understand safe and ethical/social issues related to technology. Students practice and engage in safe, responsible, and ethical use of technology. Students develop positive attitudes toward technology use that supports lifelong learning, collaboration, personal pursuits, and productivity.
AMS 334 Workshop in Vocational Technical Education. This class requires that students discuss safe use of technology, supervision techniques, and intervention if violations occur thereby helping the student understand the reasons for safety and ethics in technology use.

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.

COURSES	EPSB Themes				How Course Addresses Theme
	Diversity	Assessment	Literacy	Closing Achievement Gap	
AMS 329	X			X	Research and discussion about the history of diversity issues and how we might overcome them
AMS 330	X	X	X	X	A flexible research class that can and does address all of the previous issues according to student proposal and interest
AMS 331	X			X	Research and discussion about such discrepancies and how to overcome them
AMS 333	X	X		X	Research and discussion about curriculum and assessment issue and how to make sure everyone gets a fair shake and how we all benefit from that

Table 3: How Program Addressed EPSB Themes

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]**
K. Brent Askins	Ed.D., Career and Technical Education, Curriculum and Insruction, Industrial Psychology, University of Kentucky	Industrial Education	Professor	Chair state Program Assessment teams One of the primary speakers at New Teacher Institute (NTI) Nationally known and in demand conference speaker on industrial education topics	Taught at Warren East High School 1984-85	F/T

E. WKU Curriculum Contract

See next pages.

---

[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.

WKU

CURRICULUM CONTRACT
Associates, Vocational Technical Teacher Education: Option in Industrial Education (Reference #296)
Leading to Initial Teacher Certification (Rank II) in Occupation-Based Career and Technical Education, Grades 5-12

Admission Requirements:
To be admitted into this program, candidates must meet all minimal criteria described on the "Transition Points" page under "Transition Point 1: Admission to Education Preparation Programs."

Technical Courses—24 hours
- ____ Technical Elective (Advisor Approval) – 3 hrs
- ____ Technical Elective (Advisor Approval) – 3 hrs
- ____ Technical Elective (Advisor Approval) – 3 hrs
- ____ Technical Elective (Advisor Approval) – 3 hrs
- ____ Technical Elective (Advisor Approval) – 3 hrs
- ____ Technical Elective (Advisor Approval) – 3 hrs
- ____ Technical Elective (Advisor Approval) – 3 hrs
- ____ Technical Elective (Advisor Approval) – 3 hrs

Professional Education Courses—20 hours
- ____ AMS 329 – 3 hrs
- ____ AMS 330 – 3 hrs
- ____ AMS 331 – 3 hrs
- ____ AMS 333 – 3 hrs
- ____ AMS 334 – 3 hrs
- ____ AMS 435 – 4 hrs
- ____ PSY 310 – 3 hrs

*NOCTI can replace 18 hours.

General Education Component—20 hours
A. Organization & Communication of Ideas – 3 hrs
- ____ ENG 100 (or Equivalent) – 3 hrs

B. Humanities – 3 hrs
- ____ Humanities Elective – 3 hrs

C. Social & Behavioral Science – 6 hrs
- ____ PSY 100 (or Equivalent) – 3 hrs
- ____ Social & Behavioral Elective – 3 hrs

D. Natural Sciences & Math – 3 hrs
- ___ Natural Science Elective – 3 hrs

General Education Elective – 5 hrs
- ___ Elective – 3 hrs
- ___ Elective – 2 hrs

Mid-Point Assessment Requirements:
To be admitted into the Student Teaching Semester, candidates must meet all minimal criteria described on the "Transition Points" page under "Transition Point 2: Admission to Final Experience."

Program Completion Requirements:
1. To complete this program, candidates must meet all minimal criteria described on the "Transition Points" 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

CURRICULUM CONTRACT
B.S., Vocational Technical Teacher Education: Option in Industrial Education (Reference #599)
Leading to Initial Teacher Certification (Rank I) in Occupation-Based Career and Technical Education,
Grades 5-12

Admission Requirements:
To be admitted into this program, candidates must meet all minimal criteria described on the "Transition Points" page under "Transition Point 1: Admission to Education Preparation Programs."

Technical Courses—48 hours
_____ Technical Elective (Advisor Approval) – 3 hrs
_____ Technical Elective (Advisor Approval) – 3 hrs
_____ Technical Elective (Advisor Approval) – 3 hrs
_____ Technical Elective (Advisor Approval) – 3 hrs
_____ Technical Elective (Advisor Approval) – 3 hrs
_____ Technical Elective (Advisor Approval) – 3 hrs
_____ Technical Elective (Advisor Approval) – 3 hrs
_____ Technical Elective (Advisor Approval) – 3 hrs
_____ Technical Elective (Advisor Approval) – 3 hrs
_____ Technical Elective (Advisor Approval) – 3 hrs
_____ Technical Elective (Advisor Approval) – 3 hrs
_____ Technical Elective (Advisor Approval) – 3 hrs
_____ Technical Elective (Advisor Approval) – 3 hrs
_____ Technical Elective (Advisor Approval) – 3 hrs
_____ Technical Elective (Advisor Approval) – 3 hrs
_____ Technical Elective (Advisor Approval) – 3 hrs

Professional Education Courses—23-27 hours
_____ AMS 329 – 3 hrs
_____ AMS 330 – 3 hrs
_____ AMS 331 – 3 hrs
_____ AMS 333 – 3 hrs
_____ AMS 334 – 3 hrs
_____ AMS 435 – 4/8 hrs
_____ PSY 310 – 3 hrs
_____ EXED 330 – 3 hrs

University Elective Courses—12 hours
_____ Elective (Advisor Approval) – 3 hrs
_____ Elective (Advisor Approval) – 3 hrs
_____ Elective (Advisor Approval) – 3 hrs
_____ Elective (Advisor Approval) – 3 hrs

NOCTI can replace 18 hours.

General Education Component—44-45 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 "Transition Points" page under "Transition Point 2: Admission to Final Experience."

Program Completion Requirements:
1. To complete this program, candidates must meet all minimal criteria described on the "Transition Points" 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/Advanced Preparation

Transition Point 1: Admission to Education Preparation Programs			
Data Reviewed	Minimal Criteria for Admission/Continuation	Review Cycle	Reviewed By
Unit Level Data: ▪ Admission Application to University Program Specific Data: ▪ Work Experience ▪ Test Scores on Performance NOCTI or National Certificate ▪ New Teacher Institute	▪ Completion of application ▪ 4 years (2 in the last 5 years) ▪ Passing scores or evidence of certificate ▪ Certificate of successful completion	Each Month	Principal, Teacher Educator, and/or Workforce Development Cabinet
Transition Point 2: Admission to Final Experience (Student Teaching)			
Data Reviewed	Minimal Criteria for Continuation	Review Cycle	Reviewed By
Unit Level Data: ▪ Professional Education Semester Hours ▪ GPAs ▪ Dispositions Scores ▪ Critical Performance Scores	▪ All professional education courses completed ▪ 2.5+ overall ▪ 2.5+ content courses ▪ All dispositions average "At Standard" (3+) ▪ 3.0+ overall ▪ 2.5+ per Kentucky Teacher Standard measured	Each Semester	Principal and Teacher Educator
Transition Point 3: Program Exit			
Data Reviewed	Minimal Criteria for Exit	Review Cycle	Reviewed By
Program Specific Data: ▪ Semester hours completed ▪ Teaching experience ▪ Completion of KTIP ▪ Student Teaching Grade	▪ Completion of 64 hour certification program or Associate in Vocational Teacher Education ▪ Three or more years at a KY Vocational School ▪ All Kentucky Teacher Standards "Met" ▪ B or higher	Each Semester	Principal and Office of Teacher Services

Remediation Opportunities:
TP2: Candidates may request additional instruction from faculty and may resubmit Critical Performances in order to improve their scores.
TP3: KTIP may be retaken upon recommendation of KTIP committee.

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:

PSY 310: Educational Psychology
AMS 329: Foundations in Technical Education
AMS 330: Investigations in Secondary Education
EXED 330: Introduction to Exceptional Education
AMS 331: Methods in Technical Education
AMS 333: Curriculum Development in Technical Education
AMS 334: Workshop in Vocational Classroom/Laboratory Management
AMS 435: Student Teaching

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:

Candidate Values…	*As Demonstrated by…*
Learning	**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
Personal Integrity	**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
Diversity	Willingly works with others from different ability, race, gender, or ethnic groups
Collaboration	Actively seeks out and incorporates ideas of others and willingly works with others to improve the overall environment
Professionalism	**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: Industrial Education

Date Completed: February 15, 2009

Date Submitted: February 15, 2009

Submitted By: Brent Askins

Plan Version: 03032008

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

DEMOGRAPHICS	WKU Professional Education Unit Electronic Accountability System Components					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	*Data currently housed by each program*	*Data currently housed by each program*	Course Based Critical Performances uploaded by candidates and scored by faculty	Data entered by Office of Teacher Services	*Data currently housed by each program*

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: Spring 2009)
5-12 Initial Preparation Program (Industrial Education)

Core Education Courses	Kentucky Teacher Standards									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	Content Knowledge	Designs/Plans	Learning Climate	Manages Instruction	Assessment	Technology	Reflection	Collaboration	Professional Development	Leadership
PSY 310			Motivation							
					Piaget					
EXED 330									Revised Educational Philosophy	
AMS 329*								Integration of CTE and Academic Education		Professional Organizations
AMS 330*	Independent research in any of the listed areas									
AMS 331*			Learning Styles			Demonstrate Technology in Presentation	Presentation/ Reflection			
AMS 333*		Develops Lesson Plans			Cog. Psy. Aff. Assessment					
AMS 334*				Management of classroom						
AMS 435*	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

*Note: The AMS critical performances are in the process of being added to the Unit-Wide Electronic Portfolio System.

Delineation of Unit/Program Transition Points – Initial/Advanced Preparation

Transition Point 1: Admission to Education Preparation Programs			
Data Reviewed	Minimal Criteria for Admission/Continuation	Review Cycle	Reviewed By
Unit Level Data: ▪ Admission Application to University Program Specific Data: ▪ Work Experience ▪ Test Scores on Performance NOCTI or National Certificate ▪ New Teacher Institute	▪ Completion of application ▪ 4 years (2 in the last 5 years) ▪ Passing scores or evidence of certificate ▪ Certificate of successful completion	Each Month	Principal, Teacher Educator, and/or Workforce Development Cabinet
Transition Point 2: Admission to Final Experience (Student Teaching)			
Data Reviewed	Minimal Criteria for Continuation	Review Cycle	Reviewed By
Unit Level Data: ▪ Professional Education Semester Hours ▪ GPAs ▪ Dispositions Scores ▪ Critical Performance Scores	▪ All professional education courses completed ▪ 2.5+ overall ▪ 2.5+ content courses ▪ All dispositions average "At Standard" (3+) ▪ 3.0+ overall ▪ 2.5+ per Kentucky Teacher Standard measured	Each Semester	Principal and Teacher Educator
Transition Point 3: Program Exit			
Data Reviewed	Minimal Criteria for Exit	Review Cycle	Reviewed By
Program Specific Data: ▪ Semester hours completed ▪ Teaching experience ▪ Completion of KTIP ▪ Student Teaching Grade	▪ Completion of 64 hour certification program or Associate in Vocational Teacher Education ▪ Three or more years at a KY Vocational School ▪ All Kentucky Teacher Standards "Met" ▪ B or higher	Each Semester	Principal and Office of Teacher Services

Remediation Opportunities:

TP2: Candidates may request additional instruction from faculty and may resubmit Critical Performances in order to improve their scores.

TP3: KTIP may be retaken upon recommendation of KTIP committee.

CF Values	Unit-Wide Assessment	Program Level Data Collection Points (Courses)				
		1	2	3	4	5
Other Key Data Collection Matrix						
Preparation Program: Vocational Education, Industrial						
Dispositions	**Dispositions Form**	AMS 435				
Field Experiences & Clinical Practice	**Early Clinical Experience Summary Information**	NA				
Field Experiences & Clinical Practice	**Final Clinical Experience Summary Information**	AMS 435				
KTS/Impacts P-12 Student Learning	**KTIP**	AMS 435				
KTS/Dispositions	**Final Clinical Experience Evaluation**	AMS 435				
KTS	**Exit Survey**	AMS 435				
Diversity*	**Discussion/Diversity Paper**	AMS 329	AMD 331	AMS 333	AMS 345	

*AMS Teachers are already employed. Thus, this row describes course experiences/assessments related to diversity.

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.