



## **Professional Education Unit**

### **Program Review Document 3: Program Experiences**

**Preparation Program:** *Secondary Education for Initial Certification*

**Degree:** *MAT*

**Certification Level:** *P-12; 5-12; and 8-12*

**Preparation Level:** *Initial*

**Rank Level:** *Rank II*

**Date Submitted:** *February 15, 2013*

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

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

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## Executive Summary

### Professional Education Unit Mission

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

### Professional Education Continuous Assessment Plan

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

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

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

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

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

### Secondary Education for Initial Certification: MAT: Unique Features and Modes of Delivery

The MAT in Secondary Education for Initial Certification leads to initial teacher certification in Secondary Education (grades P-12; 5-12; and 8-12) for qualified individuals with bachelor’s degrees and content majors or equivalent. Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical knowledge and skills to become highly qualified educators in their fields. Upon completion of the 36 hour program, graduates will be professional educators who possess the dispositions and skills to apply state-of-the-art, evidence-based, best teaching practices to increase student achievement.

There are three concentrations in this program:

1. Alternate Route to Certification Concentration for ~~Agriculture~~ (will be removed from program after full approval by the university curriculum committees), Art, Biology, Chemistry, Business and Marketing Education, Chinese (will be added after approval by university curriculum committees), Earth and Space Science, English/Language Arts, ~~Family and Consumer Sciences~~ (will be removed from program after full approval by the university curriculum committees), French, German, Mathematics, Music, Physics, Social Studies, and Spanish.
2. Standard Concentration for ~~Agriculture~~, Art, Biology, Chemistry, Business and Marketing Education, Chinese (will be added after approval by university curriculum committees), Earth and Space Science, English/Language Arts, ~~Family and Consumer Sciences~~ (will be removed from program after full approval by the university curriculum committees), French, German, Mathematics, Music, Physical Education, Physics, Social Studies, and

Spanish

3. Residency Concentration for Science and Mathematics (8-12) (e.g. GSKyTeach – See separate PRD)

The MAT program is a mixed delivery program for the Standard and Alternate Route concentrations with some course offerings face to face and field experience required within the program and for the capstone internship course. The Residency concentration requires students to be in residence in a specified district with other face-to-face requirements.

### **Secondary Education for Initial Certification: MAT: Rationale for the Program**

With the recent development of the Teacher Leader MAE programs for advanced certification, a program revision was needed for initial certification at the master's level. A new degree type, the Master of Arts in Teaching, has been developed for initial certification programs at the master's level, so the present initial certification concentrations and cohort programs will be moved to the MAT degree. This change will clarify the focus and mission of the MAE programs as being for advanced certification and the MAT programs as being for initial certification.

The current graduate programs that lead to initial certification are being moved to the new MAT. These include the current Secondary Education (5-9), Alternative Routes to Teacher Certification/Master of Arts in Education and the Residency Program (GSKyTeach). Secondary Education (grades P-12; 5-12; and 8-12) will be moved and the name of the program under the MAT will be Secondary Education for Initial Certification.

*Provide reasons for why your program should exist. What need/demand does it meet—teacher shortage, district needs, etc.?*

Individuals with deep content knowledge in their respective fields often choose to change careers to teaching or have always had the calling to teach but never acted upon that calling. These individuals have authentic experience in their respective fields but no formal training in pedagogy or induction into the field of education and require both to transfer their vast experience and knowledge to the classroom. Several content areas are in areas of education that have high need for highly qualified teachers such as Math, Science. While this program fills the void for teacher preparation for individuals who meet the content knowledge and training background, this program will also offer programs leading to certification for other areas such as Agriculture (will be removed from program after full approval by the university curriculum committees), Art, Biology, Chemistry, Business and Marketing Education, Chinese (will be added after approval by university curriculum committees), Earth and Space Science, English/Language Arts, ~~Family and Consumer Sciences~~ (will be removed from program after full approval by the university curriculum committees), French, German, Mathematics, Music, Physics, Social Studies, and Spanish.

## 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 *EDU 522 Fundamentals of Differentiated Instruction* as the designated experience where candidates are placed in diverse settings. We determined our most diverse settings by averaging the ethnic diversity of the schools in our service area (about 11%) and selecting schools as diverse that exceed this percentage. The following courses, assessments, and experiences provide additional opportunities for our program candidates to address topics related to diversity: EDU 520: Planning for Instruction; EDU 570: Educational Assessment for P-12 Learners; and EDU 589: Advanced Internship for the MAT. In each of these courses, students in the MAT programs will be introduced to and refine their skills in working with all students, in particular, those in diverse settings as described above.

Finally, after the Professional Education Council adopted a unit-wide set of dispositions (see Appendix A), our program has identified the following courses and experiences where we or other field observers (e.g., cooperating teachers) assess our students' display of behavior associated with these dispositions: EDU 520: Planning for Instruction; EDU 570: Educational Assessment for P-12 Learners; and EDU 589: Advanced Internship for the MAT.

## Program Overview

### ▪ *Brief Program Description*

The MAT in Secondary Education for Initial Certification leads to initial teacher certification in Secondary Education (grades P-12; 5-12; and 8-12) for qualified individuals with bachelor's degrees and content majors or equivalent. Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical knowledge and skills to become highly qualified educators in their fields. Upon completion of the 36-hour program, graduates will be professional educators who possess the dispositions and skills to apply state-of-the-art, evidence-based, best teaching practices to increase student achievement. Three concentrations are available in this program:

1. Alternate Route to Certification Concentration for ~~Agriculture~~ (will be removed from program after full approval by the university curriculum committees), Art, Biology, Chemistry, Business and Marketing Education, Chinese (will be added after approval by university curriculum committees), Earth and Space Science, English/Language Arts, ~~Family and Consumer Sciences~~ (will be removed from program after full approval by the university curriculum committees), French, German, Mathematics, Music, Physics, Social Studies, and Spanish.
2. Standard Concentration for ~~Agriculture~~ (will be removed from program after full approval by the university curriculum committees), Art, Biology, Chemistry, Business and Marketing Education, Chinese (will be added after approval by university curriculum committees), Earth and Space Science, English/Language Arts, ~~Family and Consumer Sciences~~ (will be removed from program after full approval by the university curriculum committees), French, German, Mathematics, Music, Physics, Social Studies, and Spanish.
3. Residency Concentration for Science and Mathematics (e.g. GSKyTeach).

The distinction between the Alternate Route to Certification and the Standard Concentrations is that students qualifying for temporary provisional teaching certification, through employment with a participating public school district, are classified as Alternate Route to Teacher Certification under Option 6 of the state of Kentucky. These Alternate Route to Certification students must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification is contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification. Teacher candidates who do not qualify for a temporary provisional certification must meet the equivalent of the state required student teaching requirements in the specific content area in which they are seeking certification. Students in the Residency Concentration are those seeking Science or Mathematics certification and have qualified and agree to abide by the residency program requirements that include teaching exclusively in districts with partnerships with

the university's unique GSKyTeach program.

Students in all three concentrations are expected to become competent in theory, research, and application of best teaching practices in their respective fields and to exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All professional education courses in the program require satisfactory completion of critical performance indicators.

The MAT program is a mixed delivery program including courses online and courses face to face for the Standard and Alternate Route concentrations with field experience required within the program and for the capstone internship course. The Residency concentration requires students to be in residence in a specified district with other face-to-face requirements.

- ***Standards Addressed by Program***

Kentucky Teacher Standards

### A. Content Standards

#### 1. Course Descriptions

- ***Core Education Courses***

**Alternate Route to Certification Concentration in the Disciplines and Standard Concentration for English/Language Arts, Social Studies, Mathematics, and Science (Middle Grades P-12; 5-12; and 8-12)**

**Introduction to Professional Education:**

EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)

Corequisite: EDU 521. Special Requirement: Restricted to students admitted to the Alternative Route to Teacher Certification or permission of the Department Head. Survey of instructional planning, focused on pre-instruction. Topics include classroom management, determining outcomes and criteria for success, and differentiating instruction.

**Educational Technology:**

LME 535: Survey of Educational Technology Practices (3 hrs.)

Focus on Instructional Design and communication models appropriate to effective utilization of multimedia for instruction and training. Application of various multimedia to design, produce, and evaluate instructional/training projects.

**Diversity and Classroom Management:**

EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)

Designing a qualitatively difference instruction for students with varying abilities, interests, learning profiles and affect within the regular classroom experience.

**Assessment:**

EDU 570: Educational Assessment for P-12 Learners (3 hrs.)

Best practices for educational assessment for classroom teachers. Designed for graduate students seeking initial teacher certification program.

**Literacy Instruction:**

LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)

Theoretical foundation and current best practices for literacy instruction. Emphasis on literacy lesson and unit planning. Field experiences are required; students are responsible for own transportation.

**Research Skills:**

**3 hours from:**

TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)

Prerequisites: TCHL 500 or admission to a program that leads to graduate initial teacher certification. Principles of action research as it is applied to educational settings.

EDFN 500: Research Methods (3 hrs.)

An introductory graduate course in methods of educational research. This course develops students' understanding of the conventions of educational research so that they can understand and use published research. Students learn that research is one source of effective educational practice. Research is presented as a type of data-based scientific inquiry and compared to and contrasted with other methods of non-empirical inquiry.

**Internship:**

EDU 589: Advanced Internship for the MAT (6 hours) Must be full semester or equivalent.

Prerequisites/corequisites: Admission to initial certification graduate program or instructor permission, and admission to the professional education unit. Students complete state approved equivalent of a student teaching experience through supervised practice in an appropriate setting. Settings will vary according to the student background, certification goals, and advisor approval. Students are responsible for arranging their own transportation to assigned sites.

▪ *Core Content Courses*

**Content Methods Course:**

Program-specific content methods course approved by the advisor (3 hrs.)

**Electives:**

Advisor-approved electives from the student's academic discipline selected with advisor approval (6 hours).

**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 MAT Middle Grade Programs will adhere to the Kentucky Teacher Standards.*

Students are presumed to enter the program with extensive content knowledge in their fields and are required to complete deficiency courses as advised by their content advisor prior to beginning the MAT course work. Advisors assess students' content coursework prior to admission to determine deficiencies. Goals for appropriate content elective courses to enhance their content knowledge are recommended as needed. Teacher candidates from various content areas complete pedagogical courses within the MAT program using Kentucky Teacher Standards as they apply to their content area and learned society's standards (See Table 1).

Table 1 demonstrates the alignment of the MAT courses with the Kentucky Teacher Standards (KTS).

Table 2 demonstrates the alignment of the MAT courses with the National Council of Teachers of English (NCTE).

Table 3 demonstrates the alignment of the MAT courses with the National Council for the Social Studies Standards (NCSS).

Table 4 demonstrates the alignment of the MAT courses with National Science Teachers Association (NSTA)

Table 5 demonstrates the alignment of the MAT courses with National Council of Teachers of Mathematics (NCTM)

Table 6 demonstrates the alignment of the MAT courses with the National Arts Education Association (NAEA).

Table 7 demonstrates the alignment of the MAT courses with the National Business Education Association (NBEA) standards.

Table 8 demonstrates the alignment of the MAT courses with the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Table 1 – Alignment of MAT Courses with KTE

Kentucky Teacher Standards	EDU 589	EDU 520	LTCY 510	EDU 522	EDU 570	TCHL 520	LME 535	Electives
Standard 1		Demonstrate instructional strategies that are appropriate for content	Theoretical and cognitive bases of literacy instruction			Understand action research and its purpose in instruction	Design learning activities for all Bloom's levels and create lesson plan that incorporates technology and uses Instructional Design template	
Standard 2	Design and plan viable instruction	Develop significant objectives aligned with standards	Select and design appropriate materials, strategies, and settings for literacy assessment and instruction	Synthesize knowledge of diverse learners by creating unit of study incorporating strategies for multiple intelligences, disabilities, gifted or talented, gender sensitivities, and cultural awareness		Design action research project		
Standard 3	Create a	Value and	Respond to linguistic and					

	dynamic learning climate	support student diversity and address individual needs	cultural differences of students					
<b>Standard 4</b>	Design/plan viable instruction	Use variety of instructional strategies that engage students in active learning aligned with learning objectives						
<b>Standard 5</b>	Assess learning and communicate results to students	Uses pre/formative/and summative assessments	Select and design appropriate materials, strategies, and settings for literacy assessment and instruction		Plan and create classroom assessments, construct effective test items, evaluate, interpret, and improve classroom assessments		Write 4 part content and technology objectives given higher level thinking educational scenarios	
<b>Standard 6</b>	Use technology to support instruction		Utilize technology in their teaching and design lessons in which students use technology to learn					
<b>Standard 7</b>	Evaluate own performance with respect to modeling and teaching KY Learning Goals						Analyze and discuss partnering concepts with other class members	

<b>Standard 8</b>	Demonstrate knowledge of co-teaching							
<b>Standard 9</b>	Self Evaluate to determine strengths and weaknesses and identify opportunities for growth							
<b>Standard 10</b>	Identify leadership opportunities to improve student cognitive and social emotional learning.							

**Table 2: National Council of Teachers of English Learned Society Standards**

<b>National Council of Teachers of English</b>	<b>EDU 589</b>	<b>EDU 520</b>	<b>LTCY 510</b>	<b>EDU 522</b>	<b>EDU 570</b>	<b>TCHL 520</b>	<b>LME 535</b>	<b>Content Electives and Content Area Methods Course</b>
<b>1.0 Structure of the Basic Program</b>	X							X
<b>2.0 Attitudes for English Language Arts</b>			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
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
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		
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		
8. Assessment. Teachers of science construct and use effective assessment strategies to determine the		X	X	X				

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.								
9. Safety and Welfare. Teachers of science organize safe and effective learning environments that promote the success of students and the welfare of all living things; require and promote knowledge and respect for safety, and oversee the welfare of all living things used in the classroom or found in the field.		X				X		
10. Professional Growth. Teachers of science strive continuously to grow and change, personally and professionally, to meet the diverse needs of their students, school, community, and profession; have a desire and disposition for growth and betterment.	X	X				X		

***Program Alignment to Learned Society Standards: \*There are no content area courses in the MAT program since the program is a post-baccalaureate alternative certification program leading to initial teacher certification. All program participants have earned bachelor’s degrees in their chosen content area.***

**Table 5: National Council of Teachers of Mathematics**

LEARNED SOCIETY STANDARDS <i>NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS</i>	EDU 589	EDU 520	LTCY 510	EDU 522	EDU 570	TCHL 520	LME 535	Content Area Electives and Methods Course
<b>Standard 1: Knowledge of Mathematical Problem Solving*</b>		X						
<b>Standard 2: Knowledge of Reasoning and Proof*</b>		X						
<b>Standard 3: Knowledge of Mathematical Communication*</b>	X	X						X
<b>Standard 4: Knowledge of Mathematical Connections*</b>								X
<b>Standard 5: Knowledge of Mathematical Representations*</b>								X
<b>Standard 6: Knowledge of Technology</b>							X	
<b>Standard 7: Dispositions*</b>	X	X		X				
<b>Standard 8: Knowledge of Mathematics Pedagogy*</b>	X	X	X	X	X	X		X
<b>Standard 9: Knowledge of Numbers and Operations*</b>	X							X
<b>Standard 10: Knowledge of Different Perspectives on Algebra**</b>								X
<b>Standard 11: Knowledge of Geometries**</b>								X
<b>Standard 12: Knowledge of Calculus**</b>								X
<b>Standard 13: Knowledge of Discrete Mathematics**</b>								X
<b>Standard 14: Knowledge of Data Analysis, Statistics, and Probability*</b>	X				X		X	
<b>Standard 15: Knowledge of Measurement*</b>	X	X			X			
<b>Standard 16: Field-Based Experience*</b>	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 MAT program since the program is a post-baccalaureate teacher certification program leading to initial teacher certification.



goals, values and purposes of education, the community and society.								
9. Affect student learning in the content of art	X				X	X		X
10. Create effective instructional environments conducive to student learning.	X	X			X			X
11. Well-Versed in Pedagogy	X	X			X	X		X
12. Inquire into their own practices and the nature of art teaching	X	X			X	X		X
13. Instructional collaboration	X	X			X	X		
14. Conduct meaningful and appropriate assessments of student learning.	X	X			X			
15. Reflect upon their own teaching practice/Continually improve their practice	X	X			X	X		X
16. Assess the entire art program within their school or district for program effectiveness								X

<b>17. Reflect upon their own practice</b>	<b>X</b>	<b>X</b>			<b>X</b>	<b>X</b>		<b>X</b>
<b>18. Recognize their responsibilities to the schools and the community.</b>	<b>X</b>			<b>X</b>				<b>X</b>
<b>19. Contribute to the growth of the profession</b>	<b>X</b>							<b>X</b>

*Table 7 - National Business Education Association (NBEA) standards.*

<b>National Business Education Association (NBEA)</b>	<b>EDU 589</b>	<b>EDU 520</b>	<b>LTCY 510</b>	<b>EDU 522</b>	<b>EDU 570</b>	<b>TCHL 520</b>	<b>LME 535</b>	<b>Content Electives and Content Area Methods Course</b>
<b>1. Facilitates the learning of constantly changing subject matter in a dynamic and diverse learning environment</b>	<b>X</b>	<b>X</b>		<b>X</b>				<b>X</b>
<b>2. Assesses student progress to alter and enhance the</b>					<b>X</b>	<b>X</b>		<b>X</b>



<b>8. Helps students realize their full potential</b>			<b>X</b>					<b>X</b>
<b>9. Possess a solid foundation in general education, business content areas, and professional studies.</b>								<b>X</b>

*Table 8 - American Council on the Teaching of Foreign Languages (ACTFL) standards.*

<b>American Council on the Teaching of Foreign Language Standards</b>	<b>EDU 589</b>	<b>EDU 520</b>	<b>LTCY 510</b>	<b>EDU 522</b>	<b>EDU 570</b>	<b>TCHL 520</b>	<b>LME 535</b>	<b>Content Electives and Content Area Methods Course</b>
<b>1. Language, Linguistics, Comparisons</b>								<b>X</b>
<b>2. Cultures, Literatures, Cross-Disciplinary Concepts</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>				<b>X</b>
<b>3. Language Acquisition Theories and Instructional Practices</b>	<b>X</b>		<b>X</b>		<b>X</b>			<b>X</b>



**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, EDU 520 reviews appropriate teaching dispositions as required by WKU’s College of Education and Behavioral Sciences and emphasizes the EPSB’s Professional Code of Ethics.

**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 Middle Grades Education 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 3 main learning goals of the Framework are listed in the table below.**

Learning Goals	Courses
<b>Learning Goal 1 **</b> <b>Basic Communication and Mathematics Skills</b>	LTCY 510 Methods of Teaching Literacy to Adolescents and various elective courses for those seeking initial certification in Mathematics.
<b>Learning Goal 2 **</b>	EDU 589 Advanced Internship for the MAT and EDU 520 Planning for Instruction require all students to apply the course concepts within their lesson planning and

<b>Application of Core Concepts</b>	design for instruction.
<b>Learning Goal 5 ** Think and Solve Problems</b>	Specific content methods courses and advisor approved content electives utilized within the MAT Middle Grades Education for Initial Certification program focus on thinking and solving problems specific to various content areas. In addition, EDU 570 Educational Assessment for All Learners has a focus of using assessment information to inform instruction including analysis of student errors in thinking and problem solving.
<b>Learning Goal 6 ** Connect and Integrate Knowledge</b>	EDU 589 Advanced Internship for the MAT 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.
<b>Learning Goal 3* Developing Self-Sufficiency</b>	EDU 520 Planning for Instruction and EDU 522 Fundamentals of Differentiated Instruction both show teacher candidates how to teach student centered lessons that promote student independence and self-sufficiency.
<b>Learning Goal 4 * Responsible Group Membership</b>	EDU 520 Planning for Instruction and EDU 522 Fundamentals of Differentiated Instruction both show teacher candidates 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

The Secondary Education for Initial Certification program is committed to graduating education professionals who are prepared to work with diverse students, to assess student learning to inform instruction, 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	
<b>EDU 522 Fundamentals of Differentiated Instruction</b>	X				EDU 522 addresses diversity through learning outcomes including synthesizing knowledge of diverse learners by creating a unit of study incorporating strategies for multiple intelligences, disabilities, gifted or talented, gender sensitivities and cultural awareness.

<b>EDU 589 Advanced Internship for the MAT</b>	X	X	X	X	EDU 589 addresses diversity, assessment, literacy, and closing the achievement gap through ensuring that students placed for their culminating internship experience are placed in settings serving diverse students, apply theoretical and research based strategies for assessment and literacy, and utilizing assessment data to plan for instruction and measure student performance.
<b>EDU 570 Educational Assessment for All Learners</b>		X			EDU 570 addresses assessment through learning outcomes including understanding the relationship of assessment to instruction, understanding the purposes and forms of classroom assessment, and using, evaluating, and interpreting standardized and informal classroom assessments and test scores.
<b>LTCY 510 Methods of Teaching Literacy to Adolescents</b>			X		LTCY 510 addresses literacy by learning outcomes including understanding the theoretical and cognitive bases of literacy instruction, selecting and designing appropriate materials, strategies, and settings for literacy assessment and instruction, including vocabulary, comprehension, writing and study skills.
<b>EDU 520 Planning for Instruction</b>				X	EDU 520 addresses closing the achievement gap by learning outcomes including developing significant objectives aligned with standards, using contextual data to design instruction relevant to students, and planning assessments to guide instruction and measuring learning objectives. In addition, students are required to utilize pre-assessments, formative assessments, and summative assessments to assess student learning.

**D. Program Faculty**

See Table 4 below.

**Table 4: Education and Content Faculty Information**

<b>Faculty Name</b>	<b>Highest Degree, Field, &amp; University</b>	<b>Assignment: Indicate the role(s) of the faculty member<sup>1</sup></b>	<b>Faculty Rank<sup>2</sup></b>	<b>Scholarship<sup>3</sup>, Leadership in Professional Organizations, and Service<sup>4</sup>: List up to 3 major contributions in the past 3 years<sup>5</sup></b>	<b>Teaching or other professional experience in P-12 schools</b>	<b>Status to institution &amp; education unit<sup>6</sup></b>
<b>Jennifer Cribbs</b>	<b>Ph.D., Curriculum &amp; Instruction, Clemson University</b>	<b>Faculty</b>	<b>Assistant Professor</b>	<p><b>Cribbs, J., Linder, S (accepted/pending publication). Teacher practices and hybrid space in a fifth-grade mathematics classroom. <i>The Mathematics Educator.</i></b></p> <p><b>Carter, T., Zambak, V., Cribbs, J. (2012). <i>Mathematical reasoning and technology integration: A study of pre-service secondary mathematics teachers.</i> Proceedings from the 34<sup>th</sup> PME Conference, Kalamazoo, Michigan.</b></p> <p><b>Cribbs, J., Hazari, Z., Philip, S. M., Sonnert, G. (2012). <i>Development of an explanatory framework for mathematics identity.</i> Proceedings from the 34<sup>th</sup> PME Conference, Kalamazoo, MI.</b></p>	<p><b>Public School Secondary Mathematics Teacher (5 years)</b></p> <p><b>University Supervisor/Mentor for Secondary Mathematics Preservice Students</b></p> <p><b>University Educator for the KY Teacher Internship Program</b></p>	<b>FT/FT</b>
<b>Judy Davison</b>	<b>Ed.D., Ed, Un of Northern</b>	<b>Faculty</b>	<b>Associate Professor</b>	<b>Scholarship &amp; Awards: Davison, J.C. Y McCain, T. (2007) Developing multicultural sensitivity through international student teaching: The challenges faced by a southern university. Growing a</b>	<b>Developed and delivered on-site graduate course</b>	<b>FT/FT MGE/SEC</b>

<sup>1</sup> For example, faculty, clinical super clinical supervisor, department chair, etc.

<sup>2</sup> For example, professor, associate professor, assistant professor, adjunct professor, instructor, administrator, etc.

<sup>3</sup> *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.

<sup>4</sup> *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.

<sup>5</sup> 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.

<sup>6</sup> 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.

	Iowa			<b>Soul for Social Change: Building the knowledge base for social justice. Charlotte, North Carolina: Information Age Publishing. Blaisdell, M.J., Bohning, K., Davison, J., Duerstock, B. et al. (contributors). In Stefanich, G. (Ed.). (2007). Classroom with laboratory modifications for students with disabilities. In G.P. Stefanich (Ed.), Science Teaching in Inclusive Classrooms: Models &amp; Applications (pp. 1-60). Washington, DC: National Science Foundation.</b>	<b>(EDU 522) to support the establishment of graduate student cohorts. Supervised 18 Alternate Route interns.</b>	<b>Program Coordinator</b>
<b>Michael McDonald</b>	<b>Ph.D., Ed, U of Missouri-Columbia</b>	<b>Faculty</b>	<b>Associate Professor</b>	<b>Served as President of the National Association of Business Teacher Education (NABTE) 2006-2007. Served as Past-President of the NABTE 2008-Present. Published in nationally distributed yearbook which is blind-peer reviewed.</b>	<b>Serve as the WKU event coordinator for the Region II FBLA District Competitions. Arranged for Business &amp; Marketing student to teach economics classes in P-12 schools in cooperation with junior achievement.</b>	<b>FT/TF</b>
<b>John Moore</b>	<b>Ph.D., Ed, U of Kentucky</b>	<b>Faculty</b>	<b>Associate Professor</b>	<b>Paper Presented at the 2011 National Council for the Social Studies Annual Conference in Washington, DC</b>  <b>President, National Council for the Social Studies</b>  <b>NCATE Reviewer for Social Studies Teacher Education Programs</b>  <b>PRAXIS Test Development Standing Committee for Middle Level Social Studies</b>	<b>Teacher Certification: Kentucky Middle Grades Social Studies (life) Kentucky High School Social Studies (life) North Dakota High School Social Studies (life)</b>	<b>FT/FT</b>
<b>Rebecca Stobaugh</b>	<b>Ph.D., Ed., U of Louisville</b>	<b>Faculty</b>	<b>Assistant Professor</b>	<b>National Middle School Association Reviewer; Organizer WKU's student organization of ASCD;</b>	<b>Teacher, 7 years public schools Principal, 3 years public schools</b>	<b>FT/FT</b>
<b>Janet Tassell</b>	<b>Ph.D., Curriculum</b>	<b>Faculty</b>	<b>Assistant Professor</b>	<b>Service:</b> <ul style="list-style-type: none"> <li>• Associate Editor for School Science and Mathematics</li> </ul>	<b>Teacher, 7 years public schools,</b>	<b>FT/FT</b>

	<b>&amp; Instruction, Indiana University</b>			<p><b>Journal</b></p> <ul style="list-style-type: none"> <li>• <b>Consultant for Math Leadership Network at GRREC</b></li> </ul> <p><b>Leadership:</b></p> <ul style="list-style-type: none"> <li>• <b>Principal Investigator and Co-Director for Toyota MTLA Grant</b></li> <li>• <b>Senator representing School of Teacher Education</b></li> </ul> <p><b>Scholarship:</b></p> <p>Tassell, J.L., McDaniel, K., Johnson, H., Norman, A., Pankratz, R., &amp; Tyler, R. (2012). <b>EXPLORE performance in mathematics and science: Why are middle school students unprepared for success in mathematics and science?</b> <i>International Journal of Innovation in Science and Mathematics Education</i>. Retrieved November 24, 2012 from <a href="http://ojs-prod.library.usyd.edu.au/index.php/CAL/article/view/5268/6507">http://ojs-prod.library.usyd.edu.au/index.php/CAL/article/view/5268/6507</a></p> <p>Tassell, J. L., Marchionda, H. L., Baker, S., Bemiss, A., Brewer, L., Cantrell, A., Read, K., Stice, T. &amp; Woods, D. (2012). <b>Transformational professional development: Teacher learning through a bifocal lens.</b> <i>NCSM Journal of Mathematics Education Leadership</i>, 13(2), p.44-51.</p> <p>Day, M., Stobaugh, R., Tassell, J. L., &amp; Neiman, N. (2012). <b>Creating science assessments that support inquiry.</b> <i>Science Scope</i>. 35(8), p. 54-65.</p>	<b>Central Office Administrator 10 years</b>	
<b>Rico Tyler</b>	<b>MAE, Social Studies, WKU</b>	<b>Faculty</b>	<b>Professional in Residence</b>			<b>FT/FT</b>
<b>Andrew West</b>	<b>Ph.D., Curriculum &amp; Instruction, University of Missouri</b>	<b>Faculty</b>	<b>Assistant Professor</b>		<p><b>Teacher, 3 years, 9-12 science.</b></p> <p><b>University student teacher supervisor, 3 years.</b></p> <p><b>Instructional coach, 6 years, 9<sup>th</sup> grade physics teachers</b></p>	<b>FT/FT</b>

**E. WKU Curriculum Contract**

See next page



**CURRICULUM CONTRACT**

**E. Curriculum Contract for Master of Arts in Teaching (MAT):  
Secondary Education (grades P-12; 5-12; 8-12)  
Initial Certification Standard Concentration**

Contact Information:

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Last Name                      First                      Middle                      WKU ID Number

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Street Address                      City                      Zip Code

---

Preferred Phone Number w/ area code                      Home Or Cell

---

Email Address

Standard Concentration

Art, Biology, Chemistry, Business and Marketing Education, Chinese, Earth and Space Science, English/Language Arts, French, German, Mathematics, Physical Education, Physics, Social Studies, and Spanish  
*Note: Standard Concentration is for those for individuals with no prior teaching certification who are not employed and do not have verification of intent to employ by a school district as a teacher in their chosen content area. A student teaching experience and 200 hundred hours of field experience is required to complete this program.*

**Professional Education Component (3 hours):**

EDU 520 (3 hours) Planning for Instruction - Restricted to students admitted to INITIAL CERTIFICATION GRADUATE programs or permission of department head. Survey of instructional planning focused on pre-instruction. Topics include classroom management, determining outcomes and criteria for success, and differentiating instruction.

**Educational Technology (3 hours):**

LME 535 (3 hours) Survey of Educational Technology – Focus on instructional design and communication models appropriate to effective utilization of multimedia for instruction and training. Applications of various multimedia to design, produce, and evaluate instructional/training projects.

**Educational Psychology (3 hours):**

PSY 510 (3 hours) Advanced Educational Psychology – Application of psychological and developmental theories to teaching and learning. Examination of cognitive, social and moral development, learner diversity, learning theories, motivation, effective classroom management, productive instructional practices, and assessment.

**Exceptional Education, Diversity and Classroom Management (3 hours):**

EDU 522 (3 hours) Fundamentals of Differentiated Instruction – Designing a qualitatively different instruction for students with varying abilities, interests, learning profiles, and affect within the regular classroom experience.

**Research and Assessment (6 hours):**

EDU 570 (3 hours) Educational Assessment for all learners - – Prerequisites/co-requisites: Admission to initial certification graduate program, or instructor permission. Best practices for educational assessment for classroom teachers. Designed for graduate students seeking initial teacher certification program.

TCHL 520 (3 hours) Principals of Action Research OR EDFN 500 (3 hours) Research Methods

TCHL 520 – Prerequisite of TCHL 560 or admission to a program that leads to graduate initial teacher certification. Principals of Action Research as they are applied to educational settings.

EDFN 500 – Introduction to research methods in education, information retrieval systems, basic types of research, research procedures, research designs, and discussion of methods of data analysis to facilitate the understanding of research journals in the student's field of study.

**Literacy Component (3 hours):**

LTCY 510 (3 hours): Methods of Teaching Literacy to Adolescents (3 hrs.) Prerequisite: Admission to initial certification program in the School of Teacher Education. Theoretical foundation and current best practices for literacy instruction. Emphasis on literacy lesson and unit planning. Field experiences are required; students are responsible for own transportation.

**Content Methods Course (3 hours):**

Program Specific Content Methods Course Approved by the Advisor (3 hrs.)

**Program Specific Electives (6 hours):**

6 hours of Advisor Approved content electives from the student's teaching discipline. The course selections must be approved by the candidate's advisors in consultation with a representative from the candidate's teaching discipline.

**Internship/Student Teaching (6 hours):**

EDU 589 (6 hours) Advanced Internship for the MAT – Prerequisites/co-requisites: Admission to initial certification graduate program, instructor permission, and admission to professional education unit. Students complete the state approved equivalent of a student teaching experience through supervised practice in an appropriate setting. Settings will vary according to student background, certification goals, and advisor approval. Students are responsible for arranging their own transportation to assigned sites.

**36 hours total**

**Standard Concentration  
Delineation of Unit/Program Transition Points**

<b>Transition Point 1 for <u>Standard Concentration</u>: Admission to Education Preparation Programs</b>			
<i>Note: Standard Concentration is for those for individuals with no prior teaching certification who are <u>not employed</u> and do not have verification of intent to employ by a school district as a teacher in their chosen content area. Two hundred hours of clinical experience and student teaching are required to complete this program.</i>			
Data Reviewed	Minimal Criteria for Admission to the Standard Concentration	Review Cycle	Reviewed By
<b>Unit Level Data:</b>		Each Month	Professional Education Council
<ul style="list-style-type: none"> <li>▪ Admission Application to Graduate Studies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completion of online application</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Admission to Professional Education Unit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Submission of all transcripts documenting completion of appropriate degree.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Documentation of completion of baccalaureate degree with a major, or equivalent in and approved certification area and from an accredited institution.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completion and submission of letter including professional goals.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Recommendation for admission following a transcript review by an MAT advisor associated with the certification area sought (modern languages). (Deficiencies may warrant additional coursework).</li> </ul>	<ul style="list-style-type: none"> <li>▪ All transcripts from outside the U.S. must have course-by-course evaluation from the American Association of Registrars and Admission Officers as a member of NACES.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Letter of application including professional goals</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2.75+ average or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of coursework (counting all coursework, undergraduate and graduate).</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Cumulative GPA of 2.75 or above (counting all coursework, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of coursework (counting all course work, undergraduate and graduate).</li> </ul>	<ul style="list-style-type: none"> <li>▪ State (KY) minimum scores for Praxis II</li> </ul>	Spring Semester	The Graduate School and School of Teacher Education MAT Advisors and Faculty
<ul style="list-style-type: none"> <li>▪ Praxis II Scores on test in major content area (e.g.History): World Language</li> </ul>	<ul style="list-style-type: none"> <li>• State (KY) minimum passing scores.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Successful KY Criminal Background Check</li> </ul>	<ul style="list-style-type: none"> <li>• Current KY Criminal Background Check</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Pre Professional Skills Test (PPST) or GRE Test Scores as demonstration of Critical Thinking, Communication, Creativity, and Collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum or higher required Praxis I or GRE Test Scores, Signed statement indicating that student understands and commits to upholding the Professional Code of Ethics for KY School Certified Personnel as per 704 KAR 20:680 and 16 KAR 5:020 and will abide by expected dispositions of the WKU College of Education and Behavioral Sciences.</li> <li>• Test scores are utilized to demonstrate Critical Thinking and Communication Skills. Three letters of recommendation are required that can speak to a student's potential success as a graduate student and their dispositions for teaching</li> </ul>		

	indicating their creativity and collaboration skills.		
<ul style="list-style-type: none"> <li>▪ 3 References, Physical including TB Test or Risk Assessment, and a signed code of ethics for KY School Personnel</li> </ul>	<ul style="list-style-type: none"> <li>• References must speak to candidate's disposition to teach, Current Physical, Signed Code of Ethics, Signed Agreement to Abide by Program Expectations, including statements ensuring Character and Fitness for employment as a KY Professional Educator.</li> </ul>		

**Transition Point 2 for Standard Concentration: Admission to Final Experience (e.g. Internship, Student Teaching, Clinical Practice, Culminating Assessment)**

*Note: Standard Concentration is for those for individuals with no prior teaching certification who are not employed and do not have verification of intent to employ by a school district as a teacher in their chosen content area. Two hundred hours of clinical experience and student teaching are required to complete this program.*

Data Reviewed	Minimal Criteria for Continuation	Review Cycle	Reviewed By
<ul style="list-style-type: none"> <li>▪ Admission to Educator Preparation</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3.0 overall as per Graduate School Policy for all graduate programs</li> <li>▪ Admission approved by Professional Education Council</li> </ul>	Each Semester	Program Advisors and Faculty
<ul style="list-style-type: none"> <li>▪ GPA Cumulative and in Major</li> <li>▪ 200 Hours of Documented Field Experience</li> </ul>	<ul style="list-style-type: none"> <li>▪ State Database and Professional Education Unit data base documenting all 200 hours based on 16 KAR 5:040 completed</li> <li>▪ Transcript Review</li> </ul>		
<ul style="list-style-type: none"> <li>▪ All courses completed up to Internship course</li> </ul>	<ul style="list-style-type: none"> <li>▪ Transcript review to verify 36 hours from program of study completed.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Disposition Scores</li> </ul>	<ul style="list-style-type: none"> <li>▪ All dispositions average at standard – (3+). Display conduct and dispositions consistent with the KY Teacher Code of Ethics, discipline – specific ethical codes, the WKU Conceptual Framework, the WKU Student Handbook, and all rules and obligations of any school district in which student in involved, at all times on campus and in field settings.</li> <li>▪</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Critical Performance Scores</li> </ul>	<ul style="list-style-type: none"> <li>▪ All Critical Performance scores average 3.0+ overall 2.5+ per Kentucky Teacher Standard Measured</li> </ul>		

**Transition Point 3 for Standard Concentration: Program Exit**

*Note: Standard Concentration is for those for individuals with no prior teaching certification who are not employed and do not have verification of intent to employ by a school district as a teacher in their chosen content area. Two hundred hours of clinical experience and student teaching are required to complete this program.*

Data Reviewed	Minimal Criteria for Exit	Review Cycle	Reviewed By
<ul style="list-style-type: none"> <li>• Advanced Internship Grade</li> </ul>	<ul style="list-style-type: none"> <li>▪ C or higher based on Teacher Work Sample Holistic Score of 2+</li> </ul>	Each Semester	The Graduate School The Office of Teacher Services and Teacher Certification, and Program Advisors
<ul style="list-style-type: none"> <li>▪ GPA</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3.0 GPA as required by WKU for all graduate degrees</li> </ul>		
<ul style="list-style-type: none"> <li>▪ GPA</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2.75+ average or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of coursework (counting all coursework, undergraduate and graduate).</li> </ul>		

**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 I (PPST) (or GRE Scores) and PRAXIS II exam(s) (e.g., Content, PLT) or other assessments required for each desired certification area;
- Achievement of at least a 3.0 GPA in program and cumulative for Graduate School requirement for graduation and awarding of degree.
- Achievement of at least a 2.75 overall graduate & undergraduate, in each major, and in professional education courses.
- Completion of a portfolio based on the Kentucky Teacher Standards.
- Students in the Alternate Route to Certification Concentration must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification.
- Students in the Standard Concentration, upon successful completion of the MAT for initial certification and satisfaction of all other certification requirements, will qualify for a Statement of Eligibility for Certification. Prior to the student teaching experience, students in the Standard Concentration must successfully complete 200 hours of prescribed field experience connected with their course work. The Internship course for these students must be a full semester or equivalent in length to complete the equivalent of the state required student teaching experience in an unpaid position within WKU's approved service area.

**EPSB Disclaimer: Teacher Certification requirements are subject to change. Before registering for required tests, please refer to the Education Professional Standards Board (EPSB) website at [www.epsb.ky.gov](http://www.epsb.ky.gov) for current requirements or contact the Division of Professional Learning and Assessment at 502-564-4606 or toll free 888-598-7667.**

**Candidate's Name (Printed)**

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**Advisor's Name (Printed)**

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**Candidate's Signature/Date**

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**Advisor's Signature/Date**

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**CURRICULUM CONTRACT**

**E. Curriculum Contract for Master of Arts in Teaching (MAT):  
Secondary Education (grades P-12; 5-12; 8-12)  
Initial Certification Option 6 Alternate Route Concentration**

Contact Information:

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Last Name                      First                      Middle                      WKU ID Number

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Street Address                      City                      Zip Code

---

Preferred Phone Number w/ area code                      Home Or Cell

---

Email Address

Option6/Alternate Route Concentration

Art, Biology, Chemistry, Business and Marketing Education, Chinese, Earth and Space Science, English/Language Arts, French, German, Mathematics, Physical Education, Physics, Social Studies, and Spanish

*Note: Option 6/Alternate Route Concentration is for individuals with no prior teaching certification who are employed and have verification of intent to employ by a school district as a teacher in their chosen content area under a temporary provisional teaching certificate and a signed mentoring agreement between the district and the university.*

**Professional Education Component (3 hours):**

EDU 520 (3 hours) Planning for Instruction - Restricted to students admitted to the Alternate Route to Teacher Certification program or permission of department head. Survey of instructional planning focused on pre-instruction. Topics include classroom management, determining outcomes and criteria for success, and differentiating instruction.

**Educational Technology (3 hours):**

LME 535 (3 hours) Survey of Educational Technology – Focus on instructional design and communication models appropriate to effective utilization of multimedia for instruction and training. Applications of various multimedia to design, produce, and evaluate instructional/training projects.

**Educational Psychology (3 hours):**

PSY 510 (3 hours) Advanced Educational Psychology – Application of psychological and developmental theories to teaching and learning. Examination of cognitive, social and moral development, learner diversity, learning theories, motivation, effective classroom management, productive instructional practices, and assessment.

**Exceptional Education, Diversity and Classroom Management (3 hours):**

EDU 522 (3 hours) Fundamentals of Differentiated Instruction – Designing a qualitatively different instruction for students with varying abilities, interests, learning profiles, and affect within the regular classroom experience.

**Research and Assessment (6 hours):**

EDU 570 (3 hours) Educational Assessment for all learners – Prerequisites/co-requisites: Admission to initial certification graduate program, or instructor permission. Best practices for educational assessment for classroom teachers. Designed for graduate students seeking initial teacher certification program.

TCHL 520 (3 hours) Principals of Action Research OR EDFN 500 (3 hours) Research Methods

TCHL 520 – Prerequisite of TCHL 560 or admission to a program that leads to graduate initial teacher certification. Principals of Action Research as they are applied to educational settings.

EDFN 500 – Introduction to research methods in education, information retrieval systems, basic types of research, research procedures, research designs, and discussion of methods of data analysis to facilitate the understanding of research journals in the student's field of study.

**Literacy Component (3 hours):**

LTCY 510 (3 hours) Methods of Teaching Literacy to Adolescents (3 hrs.) Prerequisite: Admission to initial certification program in the School of Teacher Education. Theoretical foundation and current best practices for literacy instruction. Emphasis on literacy lesson and unit planning. Field experiences are required; students are responsible for own transportation.

**Content Methods Course (3 hours):**

Program Specific Content Methods Course Approved by the Advisor (3 hrs.)

**Program Specific Electives (6 hours):**

6 hours of Advisor Approved content electives from the student's teaching discipline. The course selections must be approved by the candidate's advisors in consultation with a representative from the candidate's teaching discipline.

**Internship/Student Teaching (6 hours):**

EDU 589 (6 hours) Advanced Internship for the MAT – Prerequisites/co-requisites: Admission to initial certification graduate program, instructor permission, and admission to professional education unit. Students complete the state approved equivalent of a student teaching experience through supervised practice in an appropriate setting. Settings will vary according to student background, certification goals, and advisor approval. Students are responsible for arranging their own transportation to assigned sites.

**36 hours total**

**Option 6/Alternate Route Concentration  
Delineation of Unit/Program Transition Points**

<b>Transition Point 1 for Option 6/Alternate Route Concentration: Admission to Education Preparation Programs</b>			
<i>Note: Option 6/Alternate Route Concentration is for individuals with no prior teaching certification who are employed and have verification of intent to employ by a school district as a teacher in their chosen content area under a temporary provisional teaching certificate.</i>			
Unit Level Data:			
<ul style="list-style-type: none"> <li>▪ Admission Application to Graduate Studies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completion of online application</li> </ul>	Each Month	Professional Education Council
<ul style="list-style-type: none"> <li>▪ Admission to Professional Education Unit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Submission of all transcripts documenting completion of appropriate degree.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Documentation of completion of baccalaureate degree with a major, or equivalent in and approved certification area and from an accredited institution.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completion and submission of letter including professional goals.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Recommendation for admission following a transcript review by an MAT advisor associated with the certification area sought (modern languages). (Deficiencies may warrant additional coursework).</li> </ul>	<ul style="list-style-type: none"> <li>▪ All transcripts from outside the U.S. must have course-by-course evaluation from the American Association of Registrars and Admission Officers as a member of NACES.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Letter of application including professional goals</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2.75+ average or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of coursework (counting all coursework, undergraduate and graduate).</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Cumulative GPA of 2.75 or above (counting all coursework, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of coursework (counting all course work, undergraduate and graduate).</li> </ul>	<ul style="list-style-type: none"> <li>▪ State (KY) minimum scores for Praxis II</li> </ul>	Spring Semester	The Graduate School and School of Teacher Education MAT Advisors and Faculty
<ul style="list-style-type: none"> <li>▪ Praxis II Scores on test in major content area (e.g.History): World Language</li> </ul>	<ul style="list-style-type: none"> <li>• State (KY) minimum passing scores.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Successful KY Criminal Background Check</li> </ul>	<ul style="list-style-type: none"> <li>• Current KY Criminal Background Check</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Pre Professional Skills Test (PPST) or GRE Test Scores as demonstration of Critical Thinking, Communication, Creativity, and Collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum or higher required Praxis I or GRE Test Scores, Signed statement indicating that student understands and commits to upholding the Professional Code of Ethics for KY School Certified Personnel as per 704 KAR 20:680 and 16 KAR 5:020 and will abide by expected dispositions of the WKU College of Education and Behavioral Sciences.</li> <li>• Test scores are utilized to demonstrate Critical Thinking and Communication Skills. Three letters of recommendation are required that can speak to a student's potential success as a graduate student and their dispositions for teaching indicating their creativity and collaboration skills.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ 3 References, Physical including TB Test or Risk Assessment, and a signed code of ethics for KY School Personnel</li> </ul>	<ul style="list-style-type: none"> <li>• References must speak to candidate's disposition to teach, Current Physical, Signed Code of Ethics, Signed Agreement to Abide by Program Expectations, including statements</li> </ul>		

	ensuring Character and Fitness for employment as a KY Professional Educator.		
<b>Transition Point 2: Admission to Final Experience (e.g. Internship, Student Teaching, Clinical Practice, Culminating Assessment)</b>			
<b>Data Reviewed</b>	<b>Minimal Criteria for Continuation</b>	<b>Review Cycle</b>	<b>Reviewed By</b>
<u>Unit Level Data:</u>			
<ul style="list-style-type: none"> <li>▪ Admission to Education Preparation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Admission approved by Professional Education Council</li> </ul>	Each Semester	Professional Education Council
GPA's	<ul style="list-style-type: none"> <li>▪ 3.0 overall as per Graduate Studies Policy for all graduate programs</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Semester Hours Completed</li> </ul>	<ul style="list-style-type: none"> <li>▪ 36 hours</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Dispositions Scores</li> </ul>	<ul style="list-style-type: none"> <li>▪ All dispositions average "At Standard" (3+)</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Critical Performance Scores</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2.5+ per Kentucky Teacher Standard measured</li> </ul>		
<b>Transition Point 3: Program Exit</b>			
<u>Unit Level Data:</u>			
<ul style="list-style-type: none"> <li>▪ Advanced Internship Grade</li> </ul>	<ul style="list-style-type: none"> <li>▪ C or higher – based on Teacher Work Sample holistic score of 2+</li> </ul>	Each Semester	Office of Teacher Services
<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ See Notes below regarding internship for Alternate Route to Certification and Standard Concentrations</li> </ul>		

**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 I (PPST) (or GRE Scores) and PRAXIS II exam(s) (e.g., Content, PLT) or other assessments required for each desired certification area;
- Achievement of at least a 3.0 GPA in program and cumulative for Graduate School requirement for graduation and awarding of degree.
- Achievement of at least a 2.75 overall graduate & undergraduate, in each major, and in professional education courses.
- Completion of a portfolio based on the Kentucky Teacher Standards.
- Students in the Alternate Route to Certification Concentration must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification.
- Students in the Standard Concentration, upon successful completion of the MAT for initial certification and satisfaction of all other certification requirements, will qualify for a Statement of Eligibility for Certification. Prior to the student teaching experience, students in the Standard Concentration must successfully complete 200 hours of prescribed field experience connected with their course work. The Internship course for these students must be a full semester or equivalent in length to complete the equivalent of the state required student teaching experience in an unpaid position within WKU's approved service area.

**EPSB Disclaimer: Teacher Certification requirements are subject to change. Before registering for required tests, please refer to the Education Professional Standards Board (EPSB) website at [www.epsb.ky.gov](http://www.epsb.ky.gov) for current requirements or contact the Division of Professional Learning and Assessment at 502-564-4606 or toll free 888-598-7667.**

**Candidate's Name (Printed)**

**Advisor's Name (Printed)**

\_\_\_\_\_

\_\_\_\_\_

**Candidate's Signature/Date**

**Advisor's 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>:

## **G. Additional Course Syllabi and Course Proposals**

See attached PDF

**APPENDIX A**



**Professional Education Unit**

**Conceptual Framework Core Beliefs**

# 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>	<b>Attendance</b> - Consistently attends class and is on time
	<b>Class participation</b> - Actively engaged and interested in the class activities
	<b>Class preparation</b> - Consistently comes to class well prepared
	<b>Communication</b> - Uses language to express ideas very effectively regardless of the age of the listener
<i>Personal Integrity</i>	<b>Emotional control</b> - Displays steady emotional temperament, is receptive to viewpoints of others and their suggestions
	<b>Ethical behavior</b> - 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>	<b>Respect for school rules, policies, and norms</b> - Knows school rules and policies, follows them consistently, understands the purpose of regulations and respects their intent
	<b>Commitment to self-reflection and growth</b> - Actively seeks suggestions and constructive criticism, regularly engages in learning through self-reflection
	<b>Professional development and involvement</b> - Makes use of information from professional organizations, professional publications, and educational resources
	<b>Professional responsibility</b> - 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) (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: Secondary Education for Initial Certification  
Master of Arts in Teaching**

**Date Completed: February 15, 2013**

**Date Submitted: February 15, 2013**

**Submitted By: Janet L. Applin**

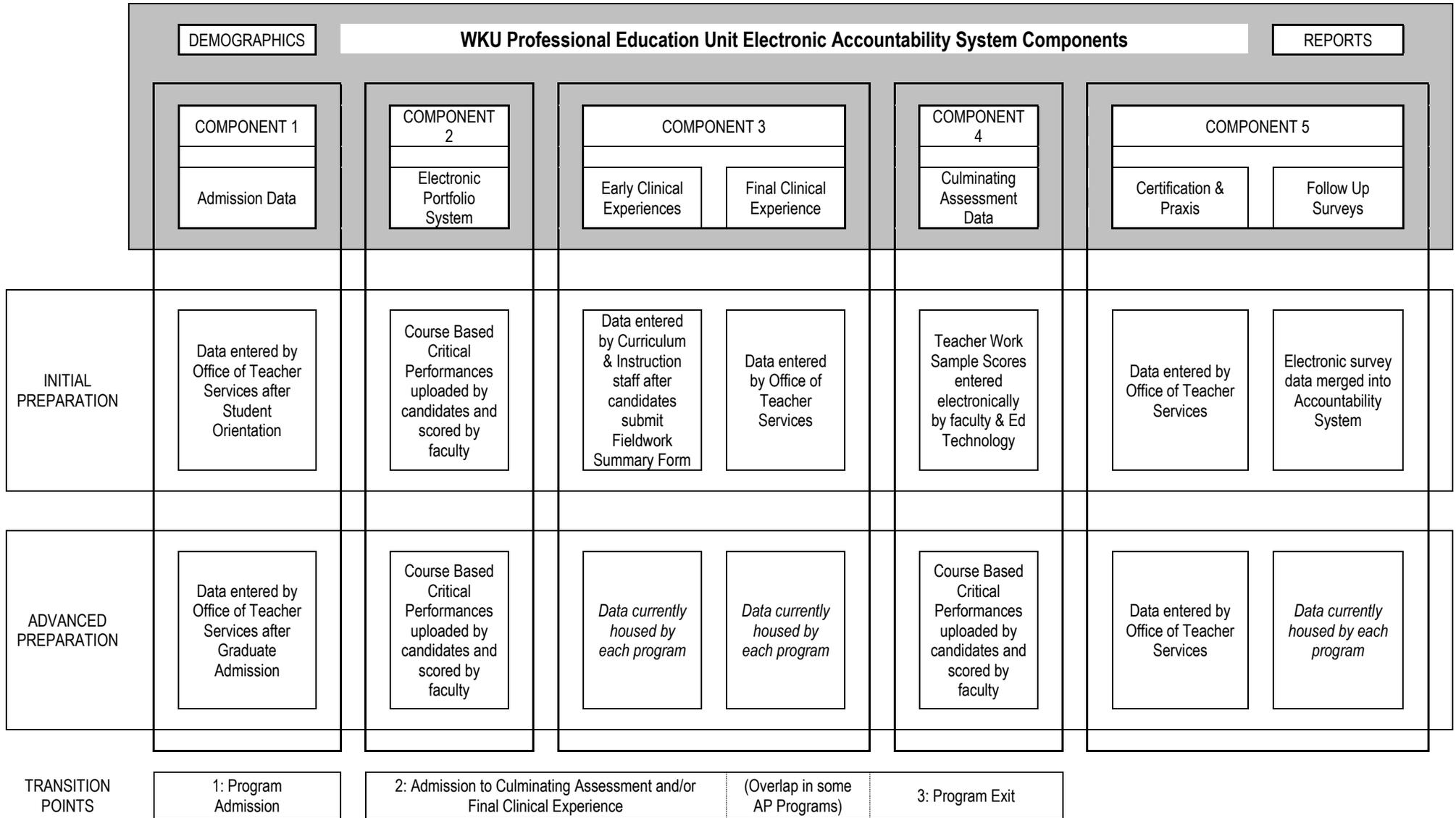
**WKU Professional Education Unit Wide Continuous Assessment Matrix – Initial Preparation**

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	2a-e
Learning Climate						3a-e, Overall		3a-e		3a-e	3a-e	3a-e
Implements/Manages						4a-e, Overall	IDM 1-3	4a-e		4a-e	4a-e	4a-e
Assessment/Evaluation						5a-d, Overall	AP 1-5, ASL 1-4	5a-e		5a-e	5a-e	5a-e
Technology						6a-d, Overall	DFI 6	6a-d		6a-d	6a-d	6a-d
Reflection						7a-c, Overall	RSE 1-3	7a-c		7a-c	7a-c	7a-c
Collaboration						8a-b, Overall		8a-d		8a-d	8a-d	8a-d
Professional Development						9a-c, Overall	RSE 4-5	9a-d		9a-d	9a-d	9a-d
Leadership						10a, Overall		10a-d		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					
<b>DATA MAINTAINED BY:</b>	OTS†		Faculty	STE Staff	OTS	OTS/EdTech	STE Staff/Ed Tech	Ed Tech	OTS	Ed Tech	Ed Tech	
<b>DATA HOUSED IN:</b>	CEBS ACCSYS		CEBS ACCSYS	CEBS ACCSYS		CEBS ACCSYS		CEBS ACCSYS				
<b>DATA REPORTING CYCLE:</b>	Semester		Yearly	Yearly	Yearly	Yearly	Yearly	Yearly	Yearly	Yearly	Biannually	
<b>DATA REVIEWED BY:</b>	PEC†		Faculty/Programs/PEC	Programs/PEC	Programs/PEC	Programs/PEC	Programs/PEC	Programs/PEC	PEC	Programs/PEC	Programs/PEC	
<b>TRANSITION POINTS:</b>	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.

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

# How Data Fit and Are Used Within the Electronic Accountability System



*\*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**

<b>Core MAT Initial Cert Courses</b>	<b>Kentucky Teacher Standards</b>									
	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	<b>VII</b>	<b>VIII</b>	<b>IX</b>	<b>X</b>
	<b>Content Knowledge</b>	<b>Designs/Plans</b>	<b>Learning Climate</b>	<b>Manages Instruction</b>	<b>Assessment</b>	<b>Technology</b>	<b>Reflection</b>	<b>Collaboration</b>	<b>Professional Development</b>	<b>Leadership</b>
<b>EDU 520</b>	Demonstrate instructional strategies that are appropriate for content	Develop significant objectives aligned with standards	Value and support student diversity and address individual needs	Use variety of instructional strategies that engage students in active learning aligned with learning objectives	Uses pre/formative/and summative assessments			Collaborate with colleagues to design instruction		
<b>LME 535</b>		Design learning activities for all Bloom's levels and create lesson plan that incorporates technology and uses Instructional Design template				Write 4 part content and technology objectives given higher level thinking educational scenarios	Create unit of study which includes reflective piece		Instructional Design Project	
<b>EDU 522</b>			Synthesize knowledge of diverse learners by creating unit of study incorporating strategies for multiple			Create unit of study which incorporates technology				

			intelligences, disabilities, gifted or talented, gender sensitivities, and cultural awareness							
<b>EDU 570</b>					Plan and create classroom assessments, construct effective test items, evaluate, interpret, and improve classroom assessments				Use, evaluate, and interpret standardized test scores	Disaggregate high-stakes assessment data
<b>LTCY 510</b>					Select and design appropriate materials, strategies, and settings for literacy assessment and instruction	Utilize technology in their teaching and design lessons in which students use technology to learn				
<b>TCHL 520</b>	Understand action research and its purpose in instruction	Design action research project							Become familiar with professional literature on chosen research topic	Write literature review on research topic
<b>EDU 589</b>		Design and plan viable instruction	Create a dynamic learning climate	Design/plan viable instruction	Assess learning and communicate results to students	Use technology to support instruction	Evaluate own performance with respect to modeling and teaching KY Learning Goals	Self Evaluate to determine strengths and weaknesses and identify opportunities for growth	Identify leadership opportunities to improve student cognitive and social emotional learning.	

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

<b>Transition Point 1: Admission to MAT Middle Grades Education for Initial Certification Preparation Programs</b>			
Data Reviewed	Minimal Criteria for Admission/Continuation	Review Cycle	Reviewed By
<b>Unit Level Data:</b>			
<ul style="list-style-type: none"> <li>▪ Admission Application</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completion of application</li> </ul>	Each Month	Professional Education Council
<ul style="list-style-type: none"> <li>▪ Documentation of completion of baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documentation of completion of baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Recommendation for admission following a transcript review by an MAT advisor associated with the certification area sought (deficiencies may require applicant to take additional undergraduate courses)</li> </ul>	<ul style="list-style-type: none"> <li>▪ MAT advisor approval</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Letter of application including professional goals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completion and submission of letter including professional goals</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Cumulative grade point average of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of coursework (counting all course work, undergraduate and graduate).</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2.75+ average</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Test Scores – State minimum passing scores for GRE or PPST for admission to the professional education unit</li> </ul>	<ul style="list-style-type: none"> <li>▪ State minimum required for GRE or PPST qualifying scores for admission to the professional education unit.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Test Scores – Passing Scores on the appropriate PRAXIS II test in major area.</li> </ul>	<ul style="list-style-type: none"> <li>▪ State minimum required for Praxis II passing scores for certification area</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Documentation for partial admission to teacher education prior to acceptance to graduate studies: 3 references, physical (including TB test), successful KY criminal background check, and a signed code of ethics</li> </ul>	<ul style="list-style-type: none"> <li>▪ State requirements for clearance for teacher certification</li> </ul>		
<b>Transition Point 2: Admission to Final Experience (e.g., Internship, Student Teaching, Clinical Practice, Culminating Assessment)</b>			
Data Reviewed	Minimal Criteria for Continuation	Review Cycle	Reviewed By
<b>Unit Level Data:</b>			
<ul style="list-style-type: none"> <li>▪ Admission to Education Preparation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Admission approved by Professional Education Council</li> </ul>	Each Semester	Professional Education Council
<ul style="list-style-type: none"> <li>▪ GPAs</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3.0 overall as per Graduate Studies Policy for all graduate programs</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Semester Hours Completed</li> </ul>	<ul style="list-style-type: none"> <li>▪ 36 hours</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Dispositions Scores</li> </ul>	<ul style="list-style-type: none"> <li>▪ All dispositions average “At Standard” (3+)</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Critical Performance Scores</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3.0+ overall</li> <li>▪ 2.5+ per Kentucky Teacher Standard measured</li> </ul>		
<b>Transition Point 3: Program Exit</b>			
Data Reviewed	Minimal Criteria for Exit	Review Cycle	Reviewed By
<b>Unit Level Data:</b>			
<ul style="list-style-type: none"> <li>▪ Advanced Internship Grade</li> </ul>	<ul style="list-style-type: none"> <li>▪ C or higher - based on Teacher Work Sample holistic score of 2+</li> </ul>	Each Semester	Office of Teacher Services

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

- Completion of an approved teacher preparation program in each desired certification area;
- Passing Scores on the appropriate PRAXIS II exams (e.g., Content, PLT) or other assessments required for each desired certification area;
- Achievement of at least a 3.0 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 589 and student teaching, if applicable; and
- Completion of a portfolio based on the KY 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](http://www.kyepsb.net) for current requirements.

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature \_\_\_\_\_ Date: \_\_\_\_\_

Other Key Data Collection Matrix

Preparation Program: Initial Preparation

CF Values	Unit-Wide Assessment	Program Level Data Collection Points (Courses)				
		1	2	3	4	5
Dispositions	Dispositions Form	EDU 520	EDU 522	EDU 589		
Field Experiences & Clinical Practice	Early Clinical Experience Summary Information	EDU 520	EDU 522			
Field Experiences & Clinical Practice	Final Clinical Experience Summary Information	EDU 589				
KTS/Impacts P-12 Student Learning	Capstone Assessment/Teacher Work Sample	EDU 589				
KTS/Dispositions	Final Clinical Experience Evaluation	EDU 589				
KTS	Exit Survey	EDU 589				
Diversity*	Early Clinical Experience Summary Information	EDU 522 and EDU 589				

\*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.