WKU School of Leadership & Professional Studies
Proficiency Evaluation Application Planning Sheet

Consistent with 16 KAR 5:030, Western Kentucky University provides an alternate means for recognizing competency and proficiency other than academic credit for those already holding a degree in a certifiable area or educators already holding initial certification. See WKU's proficiency evaluation policy here for more information.

This document helps potential applicants for proficiency evaluation to identify previous coursework and professional experiences that may demonstrate they hold proficiency in one or more of the Professional Standards for Educational Leaders (PSEL). For a complete list of the indicators that describe proficiency in each PSEL standard, please see this document.

Please complete this table to help the proficiency evaluation committee better determine Educator Learner Plan (ELP). For more on what proficiency looks like relative to each standard, please see the Kentucky Department of Education's PSEL Guidance for Growth and Evaluation document. If you do not have coursework or professional experiences that address a PSEL standard, leave that part of the table blank. Note: the same course or professional experience may address more than one PSEL standard.

PSEL Standard	Relevant coursework (include course number, name, institution, and term/year of completion	Relevant professional experiences	Artifacts from coursework or professional experiences that would document proficiency
Standard 1: Mission, Vision, & Core Values Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	Ex: ADM 601, School Leadership & Culture (Fall 2018), Murray State University	Ex: Four years' service on the SBDM Council	Examples: - MSU transcript - ADM 601 syllabus - SBDM Council notes on school mission/vision development
Standard 2: Ethics & Professional Norms Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.			

Standard 3: Equity & Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.			
Standard 4: Curriculum, Instruction & Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.			
Standard 5: Community of Care & Support for Students Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.			
Standard 6: Professional Capacity of School Personnel Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.			
Standard 7: Professional Community for Teachers & Staff Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.			

Standard 8: Meaningful Engagement of Families & Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.			
Standard 9: Operations & Management Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.			
Standard 10: School Improvement Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.			