

**CALLED MEETING OF THE  
CEBS CURRICULUM COMMITTEE  
3:00 pm – October 13, 2009  
Dean's Conference Room**

I. New Business

From the School of Teacher Education

- A. Create a New Course – TCHL 500, Introduction to Teacher Leadership
- B. Create a New Course – TCHL 510, Teacher Leadership
- C. Create a New Course – TCHL 530, Curriculum Development
- D. Create a New Course – TCHL 540, Classroom Instruction: Instructional Strategies
- E. Create a New Course – TCHL 544, Classroom Instruction: Equitable Schools for All Stakeholders
- F. Create a New Course – TCHL 548, Classroom Instruction: Classroom Management and Motivation
- G. Create a New Course – TCHL 550, Student Assessment I: Test Validity
- H. Create a New Course – TCHL 554, Student Assessment II: Standardized Testing
- I. Create a New Course – TCHL 558, Student Assessment III: Classroom Tests/Instruments
- J. Create a New Course – TCHL 560, Action Research

Proposal Date: 9/1/2009

**College of Education & Behavioral Sciences**  
**School of Education**  
**Proposal to Create a New Course**  
**(Action Item)**

Contact Person: Dr. Janet Applin, [janet.applin@wku.edu](mailto:janet.applin@wku.edu), 745-6105

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: TCHL 500
- 1.2 Course title: Introduction to Teacher Leadership
- 1.3 Abbreviated course title: Intro TL
- 1.4 Credit hours and contact hours: 1 hour
- 1.5 Type of course: Lecture/Lab
- 1.6 Prerequisite: Admission to an MAE program that leads to advanced teacher certification
- 1.7 Course catalog listing:  
A series of orientation activities and assessments related to Teacher Leadership.  
An individualized plan of study will be developed.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:  
At the direction of the Kentucky Education Professional Standards Board, colleges of teacher education throughout the state have been charged with the task of redesigning their Masters of Arts in Education degree programs. The proposed course has been developed to provide an orientation and entry level gate for students admitted to programs leading to advanced teacher certification. The purpose of the course is to orient the student to the field of study encompassing Teacher Leadership and to facilitate intensive self-reflection and self-evaluation, with direction from faculty, to determine strengths, weaknesses and areas for study for each MAE candidate. seeking advanced certification.
- 2.2 Projected enrollment in the proposed course:  
All students admitted to the revised MAE programs for advanced certification will be required to enroll in this course. It is estimated that approximately 50 students per term may enroll.
- 2.3 Relationship of the proposed course to courses now offered by the department:

This course relates to others in the School of Teacher Education in that teacher leadership skills are introduced through a professional development framework. EDU 501 is a similar one credit MAE course that has a focus on professional development planning, however, it is not focused on a teacher leadership context as is the proposed course. Very few other courses in the School of Teacher Education offer orientation type content, however the proposed course is based upon a framework of teacher leadership unlike others focused on orienting students to another area of education. Two examples of these orientation courses in the School of Teacher Education are: EDU 501 – Professional Development Planning as mentioned above and EXED 515 – Education of Exceptional Children. NOTE THAT THERE IS NO EDU 506 COURSE LISTED IN THE COURSE CATALOG

2.4 Relationship of the proposed course to courses offered in other departments:

The majority of the 500 level EDAD courses as well as the 700 level EDLD courses have a framework of leadership embedded within the administrative course strands. However, those EDAD and EDLD courses are post-MAE courses unlike the proposed course which is an introductory level course in an MAE program.

While the EDAD, EDLD, and EDU courses are within the CEBS, they are focused on teacher education and school leadership which is similar to the proposed course. However, the courses offered through EDAD, EDLD, and EDU focus on educational leadership as it pertains to school administrators. This proposed course will orient new MAE students to Teacher Leadership rather than Leadership from an administration framework. Some examples of these orientation courses in other departments are: CNS 550 - Introduction to Counseling –; PSY 541 - Professional Issues and Ethics in Psychology –; EDLD 700 - Orientation to Doctoral Studies ;and BIOL 501 - Biological Perspectives .

2.5 Relationship of the proposed course to courses offered in other institutions:

All teacher education programs offering a MAE in the state of Kentucky are undergoing program revisions to adhere to the guidelines set forth by the KY EPSB. WKU's redesign team has taken a unique approach in that it has chosen to develop completely new courses that are individualized to student and constituent needs, such as the proposed course. While , other institutions have similar orientation courses for education professionals in educational leadership programs, most are introductory courses for those seeking degrees and certification in educational administration.

Benchmark institutions of WKU which have MAE programs in Educational Leadership or Administration include Ball State; California State University – Chico; University of Central Missouri; Eastern Illinois

University; Eastern Michigan University; Middle Tennessee State University; and Western Illinois University. Of all of those benchmark institutions mentioned, none have master's degree programs specifically addressing teacher leadership. However, universities in the state of Kentucky, due to the mandate from the EPSB have been creating programs for MAE's in Teacher Leadership. For example, Northern Kentucky University and Asbury College both have Teacher Leadership MAE programs in progress and both offer an orientation course for those seeking the "Teacher Leader" credential. Other universities in the state are in the process of developing their Teacher Leader MAE programs as is WKU. . For example:

### 3.1 Discussion of proposed course:

Course objectives:

Upon completion of this course, students will be able to:

- Demonstrate an understanding of their strengths and weaknesses related to their current position as educators.
- Demonstrate an in-depth knowledge of the Kentucky Teacher Standards and their skill level within each standard.
- Demonstrate an in-depth knowledge of the Proposed Kentucky Teacher Leader Standards.
- Use self-reflection and self-evaluation to determine their strengths and weaknesses relative to the Kentucky Advanced Teacher Standards and Proposed Kentucky Teacher Leader Standards.
- Evaluate their teaching dispositions.
- Develop a professional growth plan aligned with their self-evaluation and self-reflection outcomes.
- Develop an understanding of how teacher leadership impacts school culture and organization.
- Demonstrate skills that facilitate working productively with others.
- Demonstrate knowledge of enhancing the instructional knowledge and capacity of colleagues.
- Demonstrate an awareness of how to lead school improvement.
- Demonstrate understanding of ethical issues in teacher leadership.
- Demonstrate understanding of legal issues in teacher leadership.
- Demonstrate understanding of resource management in teacher leadership

### 3.2 Content outline:

The content of the proposed course will be individualized based upon the submission and evaluation of required documents. However, the following topics will be covered for all students:

Content and documents included:

- Cycle 3 KTIP Assessment or an in-kind example for students who did not participate in KTIP.
- Self-survey based on the Kentucky Teacher Standards (Entry Level) and supported by self-reporting evidence and examples (Teacher Skills Assessment, (Stronge, 2006).
- Submit a Professional Growth Plan (PGP) that is relevant to the MAE program
- Complete a Dispositions Survey (Borich, 200X, or Strength Finder, Gallup)
- Submit a vitae of Professional Activities to date
- Two referrals
  - School principal or designee referral listing
    - Specific standards in which the candidate shows strength
    - Specific standards the candidate needs growth
    - Areas that would aid growth in collaboration efforts on a team and/or grade level
    - Areas that would aid the school/district in meeting School Improvement Plan (SIP) goals
  - Colleagues
    - Specific standards in which the candidate shows strength
    - Specific standards in which the candidate shows growth
    - Areas that would aid growth in collaboration efforts on a team and/or grade level
    - Areas that would aid the school/district in meeting SIP goals
- Completion of Professional Self-Evaluation and Growth Plan.
- Completion of Professional Vitae.
- Demonstrate in-depth knowledge of Kentucky Teacher Standards and proposed KY Teacher Leader Standards
- Demonstrate understanding of Ethical issues in teacher leadership.
- Demonstrate understanding of Legal issues in teacher leadership.
- Demonstrate understanding of Resource Management in teacher leadership

3.3 Student expectations and requirements:

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Students will be evaluated based on a combination of some or all of the following:

- Attendance in face-to-face class meetings.
- Participation in online course using online course software such as Blackboard.
- Discussion of assigned readings
- Assignments and papers
- Examinations

### 3.4 Tentative texts and course materials:

Schimmel, D., Fischer, L., & Stellman, L.R. (2008) *School law: What every educator should know*. Boston, MA: Allyn & Bacon.

Institute for Educational Leadership (2001). *Leadership for student learning: Redefining the teacher as leader* (Available at <http://www.iel.org/programs/21st/reports/teachlearn.pdf>.)

Maxey, S. (2002). *Ethical school leadership*. Lanham, MD: Scarecrow.

Nash, R. J. (2002). *Real world ethics: Frameworks for educators and human service professionals*. New York: Teachers College Press.

Miles, K., & Darling-Hammond, L. (1998). Rethinking the allocation of teaching resources: Some lessons from high-performing schools.

*Educational Evaluation and Policy Analysis*, 20(1), 9–29. (Also available at <http://nces.ed.gov/pubs98/dev97/98212e.asp>)

American Psychological Association (2009). *Publication Manual of the APA*, 6<sup>th</sup> Edition. Washington, DC: American Psychological Association

## 4. Resources:

- 4.1 Library resources: Present resources are adequate.
- 4.2 Computer resources: Present resources are adequate.

## 5. Budget implications:

- 5.1 Proposed method of staffing: Present faculty will teach the course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

## 6. Proposed term for implementation: Fall, 2010

## 7. Dates of prior committee approvals:

School of Education : 9/25/09

CEBS Curriculum Committee \_\_\_\_\_

Professional Education Council \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

**College of Education and Behavioral Sciences**  
**School of Teacher Education**  
**Proposal to Create a New Course**  
**(Action Item)**

Contact Person: Ric Keaster, ric.keaster@wku.edu, 745-7088

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: TCHL 510
- 1.2 Course title: Teacher Leadership
- 1.3 Abbreviated course title: Teacher Leadership
- 1.4 Credit hours and contact hours: 2
- 1.5 Type of course: L
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: Survey course designed to provide a foundation in the concepts of leadership, especially as they relate to the role of Teacher Leader in P-12 settings.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: The proposed course is part of the proposed revisions of all master's programs leading to advanced certification. The State of Kentucky has gone to this approach to certifying school administrators and other traditional master's degree students (e.g., special education, elementary education). The proposed course is designed to introduce all candidates to the fundamental concepts and skills related to performing leadership roles within schools. Due to the nature of the course and its intent, topics will be approached in a "survey" manner and are intended to familiarize the candidates with the language and core skills of educational leaders, especially as they relate to Teacher Leaders.
- 2.2 Projected enrollment in the proposed course: All students pursuing advanced teacher certification, as well as those pursuing certification in specialty areas (e.g., educational administration) will be required to take this course after all of the MAE programs are revised. Based on this fact, it is estimated that 50 students per semester will enroll in the proposed new course.
- 2.3 Relationship of the proposed course to courses now offered by the department: Few courses in the department currently exist with this approach to Teacher Leadership content. EXED 620 (graduate level) deals with "Current trends and issues in the administration and supervision of



special education programs,” but that content is more specific to the unique aspects of leading programs in those particular environments. Likewise, LME 501 (also graduate level) focuses on the “Development and administration of the library media program to support the educational goals of the school. Includes school/community needs assessment, program design, implementation of evaluation, budget, and other management areas.” Few, if any, topics in the proposed course will have the depth of examination found in these other courses in the department or the specific focus required for the programs where these courses above are found. This course is the first of a series of courses being created in the Teacher Leadership degree program that provide the foundation for Teacher Leaders regardless of their post-master’s area of specialty. As a result, the discussion of the leadership (administration and management) topics in this course will be either more general in nature or will be tied specifically to the roles the Teacher Leader will fill in the school.

2.4 Relationship of the proposed course to courses offered in other departments: There are leadership courses offered in several departments across campus. In fact, there are programs/departments that deal entirely with leadership (e.g., Educational Administration, Leadership, and Research – EDAD 510; Business Administration – BA 510; Management – MGT 210; Leadership Studies – LEAD 200). Likewise, the Ed.D. in Educational Leadership would focus on these topics as well. Most of these programs have courses that would involve topics similar to the ones covered in this course but would have a context-focused approach to these topics. Some of the content across all of these courses will be similar, especially if the courses are “survey” in nature, hitting the highlights of leadership theory and strategies. LEAD 500 deals with “An in-depth investigation of the basics of effective leadership including current and historical leadership theories. Assessment of leadership styles will be a key component.” This new course, however, is focused directly on these topics but as they relate to the role of the Teacher Leader in schools. Additionally, some of the other courses being developed for the MAE in Teacher Leadership will complement this course as part of the cohesive program being designed.

2.5 Relationship of the proposed course to courses offered in other institutions: Teacher Leader as a role in P-12 settings is a relatively new concept, and Teacher Leadership programs in universities are even more rare. To find a similar course offered at other institutions, one would need to look to other leadership departments (e.g., management departments in colleges of business or educational leadership departments in colleges of education). Examples follow from Louisiana State University and Northern Kentucky University:

**HRE 3723 – Leadership Concepts and Principles (3) S** This course is a survey course of leadership theory, concepts and research. Emphasis will be on understanding the foundational concepts of modern leadership.

**EDA 701** – A study of leadership with particular emphasis on understanding the nature, defining characteristics, responsibilities, contextual determinants, and importance of leadership within educational organizations.

The syllabi for both of these courses suggest a much more in-depth approach to these topics than the proposed course. The reason there are not more courses like the proposed course in Kentucky is that Teacher Leadership degrees are a very new concept and designing courses for these programs is still in the infant stage at many institutions.

### **3. Discussion of proposed course:**

#### 3.1 Course objectives:

At the conclusion of the course the students will be able to . . .

- Demonstrate an understanding of the importance of quality leadership in schools
- Discuss how Teacher Leaders perform a variety of roles to help influence student learning
- Discuss different theories about motivating faculty and students
- Work more effectively with other teachers to help them grow as instructors and contributors to the profession
- Demonstrate basic leadership skills (e.g., communication, conflict management, group processes, etc.) necessary to lead effectively in education environments
- Help facilitate others in organizational improvement processes (i.e., effective change efforts)
- Demonstrate the ability to work effectively with others both inside and outside the school
- Plan effective professional development for individuals and groups in school settings
- Use self-reflection as a vehicle for all improvement efforts, both personal and organizational

#### 3.2 Content outline:

##### Introduction to Teacher Leadership

Definitions, Contexts, and Impact

Self-assessments of Teaching and Leadership

##### Framework for Teacher Leadership\*

The “Lens” of Student Learning

Domains of School Culture

Communications and Community Relations

Teaching and Learning

School-wide Policies/Programs

Contexts of Teacher Leadership

Teacher’s Department/Team

Across the School  
Beyond the School

Skills of Teacher Leadership

Interpersonal Effectiveness  
Motivating Others and Managing Conflict  
Group Processes and Teambuilding  
Problem Solving and Decision Making  
Facilitating Change and Dealing with Resistance  
School Culture and Professional Learning Communities  
Enhancing Student Learning through Collaboration with Others  
Effective Professional Development

\* Danielson, C. (2006). *Teacher leadership that strengthens professional practice*. Alexandria, VA: ASCD

3.3 Student expectations and requirements:

**Kentucky Teacher Standards Assessed in this course:**

Standard 8: Collaborates with colleagues/parents/others.(8.1-8.4)

Standard 10: Provides leadership within school/community/profession.  
(10.1-10.4)

Students will conduct a self-assessment of their own teaching and leadership skills in order to develop these portions of their Professional Development Plan to address KY Teaching Standards 8 and 10. These teaching and leadership portions of the plan will be submitted and discussed during this course.

Students will be required to read assigned materials and complete other assigned tasks within the course (e.g., communication samples, group projects, etc.). All assignments will be evaluated and will contribute to the final grade in the course. Assessments will primarily be performance-based and problem-based, allowing for the demonstration of the skills of focus within the course. A final exam will allow the students to synthesize the content of the course through an analysis of a case study that will require them to use the information gained in the course to address the case from the perspective of a Teacher Leader.

**The Critical Performance Required Professional Activities Vitae**

Using the Entry Level KY Teacher Standards supported by self-reported evidence and examples, submit a vitae that describes and documents teaching activities that involve a) students' families and community, b) collaboration with colleagues, and c) growth as a learner. Provide evidence for each activity that demonstrates the direct or indirect effect on student learning.

3.4 Tentative texts and course materials:

Danielson, C. (2006). *Teacher leadership that strengthens professional practice*. Alexandria, VA: ASCD

Reeves, D. (2006). *The learning leader: How to focus school improvement for better results*. Alexandria, VA: ASCD.

Supplemental materials that focus on the “Skills of Teacher Leadership”

**4. Resources:**

- 4.1 Library resources: See attached Library Resources form
- 4.2 Computer resources: None needed.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Existing Staff
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation:**

January 1, 2010

**7. Dates of prior committee approvals:**

School of Teacher Education: September 24, 2009

CEBS Curriculum Committee \_\_\_\_\_

Professional Education Council \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Jeanine M. Huss, [Jeanine.huss@wku.edu](mailto:Jeanine.huss@wku.edu), 745-2293

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: TCHL 530
- 1.2 Course title: Curriculum Development
- 1.3 Abbreviated course title: Curriculum Development
- 1.4 Credit hours and contact hours: 3 hours
- 1.5 Type of course: Lecture (L)
- 1.6 Prerequisite: TCHL 500
- 1.7 Course catalog listing: A study of curriculum design and evaluative techniques used by P-12 teachers. Will provide research based strategies for implementing integrated, differentiated curriculum. Students will need access to a computer with a web camera.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:

This course is designed to prepare P-12 classroom teachers to design and implement curriculum and instructional elements.

The proposed course is part of the proposed revisions to all master's programs leading to advanced certification. Kentucky policy makers recently adopted this path for traditional MAE degree students (e.g., special education, elementary education) as well as those seeking school administration certification. The proposed curriculum course is part of the MAE *Integrated Core Focus* that requires students to complete 6-13 hours of content basic to the teaching and learning process. This advanced curriculum design course will enhance the teacher's ability to design appropriate curriculum based on students' needs, current research on student learning, and the Kentucky curriculum documents.

2.2 Course Enrollment:

It is anticipated that 20 students will enroll per offering. All students pursuing MAE programs for advanced certification, including those who wish to obtain certification in specialty areas (e.g., educational administration) will be required to complete the proposed revised programs prior to acquiring the desired certification.

2.3 Relationship of the proposed course to courses now offered by the

department:

There are three courses now offered that have some aspects of this new course but no course that currently exists with the same course emphasis:

ELED 503 Organizing Elementary Curriculum,  
MGE 571 Middle School Curriculum  
SEC 580 Secondary School Curriculum

EXED 523 Curriculum and Methods in Early Childhood Special Education is a course for designing curriculum for Birth-5 years students with disabilities but only offered for students admitted into the Interdisciplinary Early Childhood Education master's degree program.

The proposed course will help students improve their understanding of writing units. The students will look holistically at unit-planning from a year-long time period. The courses mentioned above focus on theoretical and practical views of curriculum. The proposed course will focus more on the practice of curriculum and curriculum planning.

#### 2.4 Relationship of the proposed course to courses offered in other departments:

EDAD 683 Seminar in Curriculum Development, offered in the Department of Educational Administration, Leadership and Research, is a similar course but only offered for students admitted into the Principalship program.

EXED 533 Curriculum for Learning Behavioral Disorders and EXED 535 Curriculum for Moderate and Severe Disabilities are both courses offered for students admitted into the Exceptional Education master's degree programs.

#### 2.5 Relationship of the proposed course to courses offered in other institutions:

- The University of Kentucky offers EDC 732, Principles of Curriculum Construction for three hours. It provides for studying the basic principles of curriculum development and the relationship of social and psychological factors to curriculum organization. It also considers the means of curriculum development in the school systems.
- Murray State University offers EDU 633 Curriculum Development for three hours. It provides a comprehensive analysis of the process of curriculum development which includes the examination of the theoretical dimensions of curriculum development. The process includes consideration of the bases of curriculum, aims and objectives of schools, planning instruction and curriculum evaluation.

- Murray State University also offers EDU 634 Problems in Curriculum Development in the Public School for one to three hours. It is designed for people desiring to work in specific curriculum areas, K-12 and can be taken up to six hours.
- Eastern Kentucky University offers EMS 850 Curriculum for Leaders in Education for three hours. A course focusing on definition, planning, implementation, and assessment of P-12 curricula. It is designed for students pursuing programs in Instructional Leadership.
- Eastern Kentucky also offers ESE 860 Curriculum Development in Family and Consumer Sciences for three hours which explains the educational trends and their implications, principles of curriculum construction applied to family and consumer sciences in middle and secondary school.
- Eastern Kentucky also offers ESE 882 Curriculum Development in Music Education for three hours. This provides students with the theory and process of curriculum development in music education, considers the instructional process, the importance of sequence, continuity, and articulation; strategies for change.
- Eastern Kentucky University also offers ELE 810 Elementary School Curriculum for three hours. It provides an in-depth study of the principles, materials, and procedures in current curriculum development and revision in the elementary school.

### **3. Discussion of proposed course:**

#### 3.1 Course objectives:

At the conclusion of the course the student will be able to:

- Organize curriculum for horizontal and vertical alignment.
- Understand the elements of a standards-based unit.
- Incorporate state curriculum guidelines.
- Develop standards-based instructional units incorporating Depth of Knowledge (DOK) and taxonomies.
- Develop, correlate, analyze, and provide appropriate assessment strategies for each unit of study developed.
- Reflect on personal growth with curriculum design within the unit(s).
- Integrate and sequence appropriate content knowledge into the unit.
- Develop an awareness of instructional quality.

#### 3.2 Content outline:

Topics will include:

- Organizing curriculum for horizontal and vertical articulation through a holistic perspective and implementation utilizing contextual awareness, curriculum maps, and crosswalk documents.
- Understanding the elements of a standards-based unit which include:
  - Contextual factors and student achievement data that affect classroom instruction and design (differentiated instruction);
  - Setting new high and worthwhile goals at the beginning of each curriculum sequence that are appropriate for the students;
  - Implementing instruction in alignment with the goals;
  - Evaluating student learning in light of the goals and the instruction and
  - Reflecting on student learning, the effectiveness of the instructional design, including particular concerns and issues.
- Utilizing state curriculum guidelines.
- Implementing the Depth of Knowledge (DOK) and taxonomies to guide the development of standards-based units of study
- Use appropriate assessment strategies to develop, correlate, analyze, and provide feedback.
- Understanding content in order to appropriately integrate and sequence developmentally appropriate practices within a unit.
- Understanding the tenets of instructional quality.

### 3.3 Student expectations and requirements:

#### **Kentucky Teacher Standards Assessed in this course:**

Standard 1: The teacher demonstrates applied content knowledge. (1.1-1.5)

Standard 2: The teacher designs and plans instruction. (2.1-2.5)

Standard 3: The teacher creates and maintains learning climate.

Standard 7: Reflects on and evaluates teaching and learning. (7.1-7.3)

Assessment of student learning will be based on a combination of assignments and exams, including some or all of the following:

- Participate in a Professional Learning Community
- Online reflection and discussion of selected journal articles
- Course content quizzes
- Participation in class discussion and activities
- Performance-based assessment which includes teaching of units in an actual classroom with follow up unit analysis and reflection papers



## The Critical Performance Required Professional Activities:

1. **Open Response Questions:** Complete open response questions that are based on content knowledge in candidates' teaching certification area and stemming from the KY Program of Studies and Core Content.
2. **Standards-Based Unit:** Design and implement a unit of study with a sequence of lessons, including all materials and samples of student work. Unit must also include use of integrated technology by teachers/students. Length of unit commensurate with Program of Studies, Core Content, and developmental level of Candidate's students.
3. **Comparison Analysis:** Submit an analysis of a before-course and end-of-course unit of study, including a) an analysis of the end-unit in terms of instructional soundness and evidence of student learning, b) a reflection of personal growth or the need for growth as the result of teaching the unit.

### 3.4 Tentative texts and course materials:

Ainsworth, L. (2003). *Unwrapping Standards*. Denver, CO: Advanced Learning Press.

Jacobs, H. (1997). *Mapping the Big Picture*. Alexandria, VA: Association for Supervision and Curriculum Development.

Kentucky Department of Education. (2006). *Program of studies, core content for assessment & academic expectations*. Frankfort, KY: Kentucky Department of Education.

McTighe, J. & Wiggins, G. (2004). *Understanding by design: Professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. & Mctighe, J. (2006). *Integrating Differentiated Instruction and Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G., & Mctighe, J. (2005). *Understanding by Design*. (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

## 4. Resources:

- 4.1 Library resources: Present resources are adequate.

4.2 Computer resources: The College of Education and Behavioral Sciences has adequate computer resources for faculty and student support.

**5. Budget implications:**

5.1 Proposed method of staffing:  
Present faculty will teach this course.

5.2 Special equipment needed:  
Each instructor will need a web camera. Funding for this will come from the School of Teacher Education.

5.3 Expendable materials needed:  
No expendable materials are needed for this course.

5.4 Laboratory supplies needed:  
No laboratory supplies are needed for this course.

**6. Proposed term for implementation: Spring 2011**

**7. Dates of prior committee approvals:**

School of Education: September 24, 2009

CEBS Curriculum Committee \_\_\_\_\_

Professional Education Council \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Dr. Pamela Jukes, pam.jukes@wku.edu, 270.745.4485

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: TCHL 540
- 1.2 Course title: Classroom Instruction: Instructional Strategies
- 1.3 Abbreviated course title: Instructional Strategies
- 1.4 Credit hours and contact hours: 1 hour
- 1.5 Type of course: A
- 1.6 Prerequisites or corequisites: TCHL 500, TCHL 510
- 1.7 Course catalog listing:  
Examination of research-based best practices for designing and implementing classroom instruction in diverse P-12 classroom settings.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:  
The proposed course is part of the proposed revision of all master's programs leading to advanced certification.. Kentucky policy makers recently adopted this path for traditional MAE degree students (e.g., special education, elementary education) as well as those seeking school administration certification. The proposed course is one of three one-hour courses focused on best practices of classroom instruction. The best practices concept is part of the MAE Integrated Core Focus that requires students to complete 6-12 hours of an integrated content approach to curriculum basic to the teaching and learning process. Teachers must possess a solid knowledge base regarding instructional strategies along with the related theoretical perspectives and results from research to effectively utilize strategies that meet the needs of a diverse student population. Western Kentucky University's graduate program is built upon The Kentucky Experienced Teacher Standards. This course will offer content that supports student mastery of *Standard III: Creates & Maintains Learning Climate, Standard IV: Implements/Manages Instruction, and Standard VI: Demonstrates Implementation of Technology* along with an understanding and application of Kentucky's Core Content for Assessment Version 4.1 and Program of Studies.
- 2.2 Projected enrollment in the proposed course:

It is anticipated that 25-30 students will enroll per semester. All students pursuing advanced teacher certification, as well as those pursuing certification in specialty areas (e.g., educational administration), will be required to take this course or pass the assessments for the course.

2.3 Relationship of the proposed course to courses now offered by the department:

No courses in the department currently exist with the proposed approach to leadership content. Research-based best practice is currently addressed in Classroom Teaching Strategy (EDU 544), but EDU 544 does not require students to apply course content in the P-12 classroom. While EDU 522 Fundamentals of Differentiated Instruction requires the design of a plan to meet the needs of diverse learners in the regular classroom, the proposed course will require students to implement the plan and analyze the results of the differentiation. Exceptional Child: Perspectives/Issues (EXED 516) explores student characteristics, resources and techniques for special needs children. In the proposed course students will select and implement research-based best practices that meet the needs of diverse learners. Students are required to design curriculum for children with and without disabilities in Planning Curriculum and Instruction IECE (IECE 523); however, the focus is restricted to birth through kindergarten instead of P-12 as in the proposed course. Technology is also included in Integration of Educational Technology (LME 547). The proposed course is broader and does not go into the depth included in LME 547.

2.4 Relationship of the proposed course to courses offered in other departments:

Some of the content is addressed in Advanced Educational Psychology (PSY 510), but that course does not offer direct application in the P-12 classroom. Differentiation and technology components also explored in Literacy Learning and Technology (LTCY 518). Unlike the proposed course, the focus of LTCY 518 is limited to literacy.

2.5 Relationship of the proposed course to courses offered in other institutions:

Western Kentucky University is one of eleven teacher preparation institutions in ten states participating in The Renaissance Partnership Project, which is focused on improving the quality of their graduates. One Partnership university, Emporia State University, offers Brain Based Learning for Educators (ED 837) that explores how the brain learns and implications for planning instruction in the classroom. The proposed course will explore how the brain processes information and how learners approach content differently to meet the needs of diverse learners. Another Renaissance Partnership institution, California State University at Fresno, offers Advanced Instructional Theories and Strategies (CI 275) that looks at theory as well as application of research-based strategies in the

classroom. This is similar to the focus of the proposed course, but it does not include the implementation of lessons using best practice. The University of Florida Teacher Leadership for School Improvement Graduate Program offers a similar course with EDG 6931: Data Driven Instruction Practicum (1 hour). This supports the inclusion of such a course in the proposed revisions of WKU master's programs leading to advanced certification. The proposed course differs from the UF course in that the WKU course offers an emphasis on how people learn, diverse populations, best practice, and the use of data analysis and technology as a part of the course content. The elementary, middle, and secondary graduate programs at Western Kentucky University seek to offer students a rigorous and relevant curriculum. The proposed course will add a dimension to the program that is currently unavailable to our students.

### **3. Discussion of proposed course:**

#### **3.1 Course objectives:**

At the conclusion of this course the student will be able to:

- Explore research-based best practices, analysis, and implication for use.
- Describe the theoretical basis for each best practice.
- Evaluate the influence of individual differences on teaching and learning.
- Evaluate sample lessons that utilize research-based best practices.
- Identify ways in which best practices can enhance the learning of diverse students.
- Demonstrate a working knowledge of the research-based best practices by developing lesson plans for these practices.
- Implement lesson plans using selected best practices in a classroom and evaluate the success of the implementation.
- Develop familiarity with resources of educational technology.
- Utilize technology to communicate knowledge, ideas, and information about the instructional strategies with other class members.

#### **3.2 Content outline:**

Some topics included in the proposed course include understanding how people learn, examining research-based instructional strategies, analyzing case studies and critiquing strategies modeled, and designing, revising, and implementing research-based strategies that meet the needs of all learners.

- How People Learn
  - Basic Brain Facts
  - How the Brain Processes Information
  - Memory, Retention, and Learning
  - The Power of Transfer
  - Brain Specialization and Learning
  - The Brain and the Arts
  - Thinking Skills and Learning

- Framework for Effective Instruction
  - Teaching and Learning Context
  - Establishing and Communicating Learning Goals
  - Helping Students Effectively Interact With New Knowledge
  - Helping Students Practice and Deepen Understanding of New Knowledge
  - Helping Students Generate and Test Hypotheses About New Knowledge
  - Engaging Students
  - Developing Effective Lessons Organized into a Cohesive Unit
- Case Studies of Effective Instructional Strategies
  - The Role of Technology in Effective Instruction
  - Collaboration With Parents, Peers, Others
  - Examination of Effective and Ineffective Instructional Strategies
- Designing a Unit Incorporate Research-Based Instructional Strategies
  - Contextual Factors
  - Establishing Goals
  - Developing Effective Lessons That Incorporate Best Practice
  - Implementation of Unit
  - Analysis of Effectiveness of Unit
  - Reflection

3.3 Student expectations and requirements:

**Kentucky Teacher Standards Assessed in this course:**

Standard 3: The teacher creates and maintains learning climate.(3.1-3.5)

Standard 4: The teacher implements and manages instruction.(4.1-4.5)

Standard 6: The teacher demonstrates the implementation of technology.(6.1-6.5)

Assessment of student learning will be based on a combination of field-based assignments and exams, including some or all of the following:

- Participate in a Professional Learning Community
- Complete assignments related to text materials
- Best Practice application through online discussion board
- Develop a lesson plan sequence that demonstrates working knowledge of best practices and follows the Kentucky Teacher Internship Program format.
- Implement one of the lessons in the sequence in a diverse classroom setting.
- Reflect on the lesson implemented that follows the Kentucky Teacher Internship Program guidelines.

- Final exam
- Regular class attendance
- Participation in class discussion and class activities

**The Critical Performances required:**

- Video Lesson: Video with analysis of candidate engaging students in a lesson that utilizes technology.
- Contextual Factors: A contextual summary of the school/classroom environment, the class makeup, and other factors that may influence instruction.
- Instructional Materials: Submission of instructional materials with explanation of use that support a learning experience.
- Personal Commentary: A commentary analyzing personal teaching.

3.4 Tentative texts and course materials:

Required Textbooks

Marzano, R. (2007). *The art and science of teaching*. Alexandria, VA: ASCD.

Sousa, D. (2006). *How the brain learns*. 3<sup>rd</sup> ed. Thousand Oaks, CA: Corwin Press.

Recommended Textbooks

Marzano, R., Norford, J., Paynter, D. Pickering, D. & Gaddy, D. (2001). *A handbook for classroom instruction that works*. Alexandria, VA: ASCD.

Silver, H., Strong, R. & Perini, M. (2007). *The strategic teacher*. Alexandria, VA: ASCD.

**4. Resources:**

4.1 Library resources: Present resources are adequate.

4.2 Computer resources:  
Present resources are adequate.

**5. Budget implications:**

5.1 Proposed method of staffing:  
Present faculty will teach the course.

5.2 Special equipment needed:  
No special equipment is needed for this course.

5.3 Expendable materials needed:  
No expendable materials are needed for this course.





**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Lisa Murley ([lisa.murley@wku.edu](mailto:lisa.murley@wku.edu); 745-8822)

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: TCHL 544
- 1.2 Course title:  
Classroom Instruction: Equitable Schools for All Stakeholders
- 1.3 Abbreviated course title: Equitable Schools
- 1.4 Credit hours and contact hours: 1
- 1.5 Type of course: A
- 1.6 Prerequisite: TCHL 500
- 1.7 Course catalog listing: Study of school and community partnerships designed to build equitable schools for students and families resulting in increased student achievement.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:

The proposed course is part of the proposed revision of all master's programs leading to advanced certification.. Kentucky policy makers recently adopted this path for traditional MAE degree students (e.g., special education, elementary education), as well as those seeking school administration certification. The proposed course is one of three one-hour courses focused on best practices of classroom instruction. The best practices concept is part of the MAE Integrated Core Focus that requires students to complete individually determined coursework hours of an integrated content approach to curriculum basic to the teaching and learning process based on competency determined in TCHL 500 Introduction to Teacher Leadership. Teachers must possess a solid knowledge base about school and stakeholder partnerships along with the related theoretical perspectives and results from research to establish successful partnerships. Understanding the role of partnerships in school improvement efforts, gaining best practices and strategies for establishing successful partnerships, and acquiring evaluative skills to maintain and improve partnership efforts will improve teacher efficacy. Western Kentucky University's graduate program is built upon The Kentucky Experienced Teacher Standards. This course will offer content that supports student mastery of *Standard VI: Collaborates With*

*Colleagues/Parents/Others* along with an understanding and application of Kentucky's Core Content for Assessment Version 4.1.

2.2 Projected enrollment in the proposed course:

It is anticipated that 25 students will enroll per semester. All students pursuing advanced teacher certification, as well as those pursuing certification in specialty areas (e.g., educational administration) will be required to take this course or pass the assessments for the course.

2.3 Relationship of the proposed course to courses now offered by the department:

No courses in the department currently exist with a main focus of school and stakeholder partnerships. Typically, this content is embedded in other courses and does not receive the emphasis and in-depth examination that can be offered in the proposed course. EDU 544 Classroom Teaching Strategies; EDU 522 Foundations of Diversity; MGE 571 Middle School Curriculum; and SEC 580 Curriculum integrate the importance of stakeholder partnerships, but cannot devote the time needed for in-depth analyses of methods and applications as is the intent of the proposed course content. IECE 523 Planning Curriculum and Instruction IECE; however, the focus is restricted to birth through kindergarten instead of P-12 as in the proposed course.

2.4 Relationship of the proposed course to courses offered in other departments:

No other course offered in other departments is similar to the proposed course with the focus of school and stakeholder partnerships that utilize research-based best practices with an emphasis on culturally diverse populations and increased student achievement. Clearly, other courses in other departments address stakeholder partnership topics linked to that course's particular content. For example:

CNS 553 Community Resources in Counseling targets surveying social agencies, both public and private, with which counselors and those in the helping field should be familiar along with an analysis of the referral process and the utilization of these resources with the clientele with which one works.

EDAD 682 School-Community Relations is designed to establish a wholesome relationship with school-community stakeholders with an emphasis on their involvement in school programs.

SOCL 551 Sociology of the Family focuses on the family institution and the impact of modern culture on the family.

Other courses in other departments that include stakeholder partnerships include (but are not limited to): SWRK 436G Services to Children and PH 576 Education and Communication Techniques in Public Health Education.

The proposed course content, however, is unique in that it offers a rich, in-depth curriculum in school and stakeholder partnerships designed for P-12 classroom teachers.

## 2.5 Relationship of the proposed course to courses offered in other institutions:

The University of Louisville and University of Kentucky graduate programs do not offer courses focused on school and stakeholder partnerships. Johns Hopkins University Graduate School offers a 15-credit certification program focused on school and stakeholder partnerships entitled *Leadership for School, Family, and Community Collaboration*

Courses required in this program include 851.705 Effective Leadership; 882.524 Education of Culturally Diverse Students; 893.601 Evaluation and Research of Technology Supported Interventions and Programs; 851.630 School, Family, and Community Collaboration for School Improvement I; and 852.631 School, Family, and Community Collaboration for School Improvement II.

Western Kentucky University is one of eleven teacher preparation institutions in ten states participating in The Renaissance Partnership Project, which is focused on improving the quality of their graduates. A review of classroom school and stakeholder partnership course offerings for P-12 teacher education graduate programs at these institutions found that four universities offered courses similar to this proposed course. California State University at Fresno offers CI 274 Social Interaction in Teaching; University of Northern Iowa offers 210:149G Child, Family, School and Community Relationships; Middle Tennessee University offers ELED 6870 Home-School Interaction; and Southeast Missouri University offers CE614 Parent/School Partnerships in ECE/Elementary.

Western Kentucky University's MAE programs seek to offer students a rigorous and relevant curriculum. The proposed course will add a dimension to the programs that is currently unavailable to our students, and one in which the content is found valuable and useful for students at highly regarded institutions such as Johns Hopkins University and the Renaissance Partnership Universities.

## 3. Discussion of proposed course:

### 3.1 Course objectives:

At the conclusion of the course the students will be able to:

- Examine the role of school and stakeholder partnerships (both at the school and district level) in student achievement.
- Explore theory and research related to school and stakeholder partnerships.
- Evaluate sample partnership plans that utilize research-based best practices.
- Determine the components of successful school and stakeholder partnerships.
- Analyze research relating to culturally diverse populations, school and stakeholder partnerships, and increased student achievement.
- Identify ways in which school and stakeholder partnership can enhance the learning of diverse students.
- Develop familiarity with resources of educational technology.
- Develop methods in which technology will increase the likelihood of successful school and stakeholder partnerships.
- Utilize technology to communicate knowledge, ideas, and information about school and stakeholder partnerships with other class members.
- Create a school and stakeholder partnership plan for a selected school that is designed to enhance student success.
- Enlist the input of school leaders and stakeholders to develop, revise, and possibly implement a school and stakeholder partnership plan.

### 3.2 Content outline:

Some topics included in the proposed course include defining stakeholders and partnerships, analyzing case studies and real life school and stakeholder partnerships, and designing, revising, and implementing a school and stakeholder partnership design.

#### A. Framework for School and Stakeholder Partnerships

Definition of Stakeholders

Need and Purpose of School and Stakeholder Partnerships

Definition of Partnerships

Examine Research on School and Stakeholder Partnerships

Student Achievement and School and Stakeholder Partnerships

#### B. Case Studies of School and Stakeholder Partnerships

- Parenting
- Communicating and the Role of Technology
- Volunteering
- Learning at Home
- Community Collaboration
- Examination of Successful and Unsuccessful Partnerships
- C. Designing a Partnership
  - Planning a Partnership
  - Enlisting Input of Stakeholders
  - Developing a Partnership Plan
  - Reviewing Partnership Plan
  - Implementation of Partnership Plan

3.3 Student expectations and requirements:

**Kentucky Teacher Standards Assessed in this course:**

- Standard 3: The teacher creates and maintains learning climate. (3.1-3.5)
- Standard 4: The teacher implements and manages instruction. (4.1-4.5)
- Standard 6: The teacher demonstrates the implementation of technology. (6.1-6.5)

Assessment of student learning will be based on a combination of assignments and exams, including some or all of the following:

- Participate in a Professional Learning Community
- Online discussion of selected journal articles
- Evaluation of Sample Partnership Plans
- School and Stakeholder Partnership Plan Development
- Research paper
- Course content quizzes
- Final exam
- Regular class attendance
- Participation in class discussion and class activities

**The Critical Performances required:**

- Video Lesson: Video with analysis of candidate engaging students in a lesson that utilizes technology.
- Contextual Factors: A contextual summary of the school/classroom environment, the class makeup, and other factors that may influence instruction.
- Instructional Materials: Submission of instructional materials with explanation of use that support a learning experience.
- Personal Commentary: A commentary analyzing personal teaching.

3.4 Tentative texts and course materials:



**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Dr. Lisa Murley, [lisa.murley@wku.edu](mailto:lisa.murley@wku.edu), 745-8822

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: TCHL 548
- 1.2 Course title:  
Classroom Instruction: Classroom Management and Motivation
- 1.3 Abbreviated course title: Classroom Mgmt/Motivation
- 1.4 Credit hours and contact hours: 1
- 1.5 Type of course: A
- 1.6 Prerequisites: TCHL 500
- 1.7 Course catalog listing:  
Study of classroom management, student motivation, and the application of learning theories resulting in improved achievement in diverse student populations.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:  
The proposed course is part of the proposed revision of all master's programs leading to advanced certification. Kentucky policy makers recently adopted this path for traditional MAE degree students (e.g., special education, elementary education), as well as those seeking school administration certification. The proposed course is one of three one-hour courses focused on best practices of classroom instruction. The best practices concept is part of the MAE Integrated Core Focus that requires students to complete 6-12 hours of an integrated content approach to curriculum basic to the teaching and learning process. The proposed course will be one of three hours required for the Classroom Instruction sequence. The purpose of the proposed course will be to help students obtain skills in classroom management, student motivation, and the practical application of behavioral theory to improve student learning. Teachers must provide a safe and positive learning environment for optimal student achievement. Western Kentucky University's graduate programs are built upon the Kentucky Experienced Teacher Standards. This course will offer content that supports student mastery of *Standard III: The Teacher Creates And Maintains Learning Climate* along with an understanding and application of Kentucky's Core Content for Assessment Version 4.1.
- 2.2 Projected enrollment in the proposed course:

It is anticipated that 25 students will enroll per semester. All students pursuing advanced teacher certification, as well as those pursuing certification in specialty areas (e.g., educational administration) will be required to take this course or pass the assessments for the course.

- 2.3 Relationship of the proposed course to courses offered in other departments: The proposed course will offer a more in-depth study of classroom management and motivation than other courses presently offered in the teacher education graduate program. EDU 544 Classroom Teaching Strategies; EDU 522 Foundations of Diversity; ELED 507 Advanced Materials and Methods in Social Studies; MGE 571 Middle School Curriculum; and SEC 580 Curriculum integrate management and motivation concepts, but cannot devote the time needed for in-depth analyses and application as is the intent of the proposed course content. Clearly, other courses in other departments address management or motivation topics linked to that course's particular content. For example:

EXED 531 Advanced Prescriptive Teaching is targeted to adapting the learning environment to the learner as well as the identification and motivation of various aspects of specialized learning environments.

EDAD 680 Removing Barriers to Learning is designed to assist students in planning, providing and coordinating support programs and services to prevent and remove barriers to learning for all students.

PSY 519 Perspectives in Classroom Behavior is designed for coping with problem behaviors in the classrooms covering both preventative and problem encounter measures.

Other courses in other departments that target management and motivation practices specific to that particular field of study include (but are not limited to): SOCL 531, Deviant Behavior and CNS 551 Classroom Guidance.

The proposed course content, however, is unique in that it offers a rich, in-depth curriculum in classroom management and motivation techniques integrated with instructional strategies designed for P-12 classroom teachers.

- 2.3 Relationship of the proposed course to courses offered in other institutions: The University of Kentucky MAE graduate program offers a similar course, EDC 610 Discipline and Classroom Management, which is designed to examine the causes and solutions to disruptive and noncompliant behavior and classroom management problems that are within the control of the classroom teacher. The proposed course differs from the UK course in that the WKU course offers an emphasis on student motivation, diverse populations, and the use of data analysis and technology as a part of the course content.



Western Kentucky University is one of eleven teacher preparation institutions in ten states participating in The Renaissance Partnership Project, which is focused on improving the quality of their graduates. A review of classroom management and motivation course offerings for P-12 teacher education graduate programs at these institutions found that seven of the eleven universities offered courses similar to the proposed course. Emporia State University offers ED 879 Classroom Management Through Positive Reinforcement; University of Northern Iowa offers 210:230 Advanced Techniques in Instructional Management; Eastern Michigan University offers CURR 560 School and Classroom Discipline; Virginia's Longwood University offers EDU 573 Inquiry into the Classroom Community; Middle Tennessee University offers LED 6090 Creating Learning Environments for Young Children; Pennsylvania's Millersville University offers ELED 502 Education in Today's Elementary School with a focus on classroom management issues; and Southeast Missouri University offers CE652 Advanced Studies in Classroom Management.

The WKU MAE programs seek to offer students a rigorous and relevant curriculum. The proposed course will add a dimension to the program that is currently unavailable to our students.

### **3. Discussion of proposed course:**

#### **3.1 Course objectives:**

At the conclusion of the course the students will be able to:

- Discuss learning theories with application to classroom management in diverse classroom settings.
- Demonstrate an understanding of classroom management in context: elementary, middle and high school settings for diverse student populations.
- Examine various ways to promote student motivation through productive classroom management, instruction, and assessment best practices.
- Analyze the classroom teacher role as a teacher leader in the areas of classroom management and student motivation.
- Utilize technology to support classroom management and student motivation initiatives to improve student achievement.

#### **3.2 Content outline:**

Some topics included in the proposed course include classroom management skills and processes for diverse student populations, motivational strategies for diverse learners and at-risk students, involvement of parents and community members, use of technology, and data-based decision making.

- A. Proactive Classroom Management Efforts  
Establish Effective Rules and Procedures  
Classroom Organization and Schedules  
Curriculum Maps

Managing Administrative Tasks  
Involvement of Parents and Community  
Use of Technology and Proactive Classroom Management Efforts

- B. Student Behavior Management
  - Conflict Prevention
  - Student Responsibility and Self-Management
  - Student Problem Solving and Decision Making Skills
  - Use of Technology and Student Behavior Management
- C. Positive Student Contributions to the Learning Environment
  - Productive Student-Teacher Relationships
  - Role of Technology in Student Motivation
  - Intrinsic and Extrinsic Student Motivation Strategies
  - Use of Technology and Positive Student Contributions to the

3.3 Student expectations and requirements:

**Kentucky Teacher Standards Assessed in this course:**

Standard 3: The teacher creates and maintains learning climate. (3.1-3.5)

Standard 4: The teacher implements and manages instruction. (4.1-4.5)

Standard 6: The teacher demonstrates the implementation of technology.

Assessment of student learning will be based on a combination of assignments and exams, including some or all of the following:

- Online discussion of selected journal articles
- Technology project relating to classroom management and use of student behavioral data
- Reflection on main ideas and implications from readings/case studies
- Research paper describing student motivation strategies
- Quizzes
- Final exam
- Regular class attendance
- Participation in class discussion and class activities

**The Critical Performances required:**

- Video Lesson: Video with analysis of candidate engaging students in a lesson that utilizes technology.
- Contextual Factors: A contextual summary of the school/classroom environment, the class makeup, and other factors that may influence instruction.
- Instructional Materials: Submission of instructional materials with explanation of use that support a learning experience.
- Personal Commentary: A commentary analyzing personal teaching.

3.4 Tentative texts and course materials:

Marzano, R. (2003). *Classroom management that works: Research-based*

*strategies for every teacher.* Alexandria, VA: ASCD Publication.

McLeod, J., Fisher, J., & Hoover, J. (2003). *The key elements of classroom management: Managing time and space, student behavior, and instructional strategies.* Alexandria, VA: ASCD Publication.

**4. Resources:**

- 4.1 Library resources: See attached library resources
- 4.2 Computer resources: Present resources are adequate.

**5. Budget implications:**

- 5.1 Proposed method of staffing:  
Present faculty will teach this course.
- 5.2 Special equipment needed:  
No special equipment is needed for this course.
- 5.3 Expendable materials needed:  
No expendable materials are needed for this course.
- 5.4 Laboratory supplies needed:  
No laboratory supplies are needed for this course.

**6. Proposed term for implementation:** Spring Term 2010

**7. Dates of prior committee approvals:**

School of Teacher Education	September 24, 2009
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

**Attachments: Bibliography, Library Resources Form, Course Inventory Form**

Proposal Date: August 26, 2009

**College of Education & Behavioral Sciences  
School of Teacher Education  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Stephen K. Miller, [steve.miller@wku.edu](mailto:steve.miller@wku.edu), 745-6901

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: TCHL 550
- 1.2 Course title: Student Assessment I: Test Validity
- 1.3 Abbreviated course title: Assess I: Test Validity
- 1.4 Credit hours and contact hours: 1
- 1.5 Type of course: A, L
- 1.6 Prerequisite: TCHL 500

Co-requisite: TCHL 554 or successful completion of for TCHL 554

- 1.7 Course catalog listing:  
Develops an understanding of validity, reliability, descriptive statistics, level of measurement, and philosophical/professional aspects of evaluating students to improve student learning.

- 2.1 Reason for developing the proposed course:  
The course is one of a proposed sequence of three new courses on student assessment. An understanding of test validity specifically and evaluation and measurement generally is essential to helping teacher leaders improve assessments for student learning. Collectively, the three proposed courses on student assessment --TCHL 550 Student Assessment I: Test Validity; TCHL 554 Student Assessment II: Standardized Testing; TCHL 558 Student Assessment III: Classroom Tests/Instruments—will provide information on improving data-based decision making through the analysis of student learning. Because beginning teachers often have difficulty understanding validity and reliability of assessments and how these relate to the cognitively complex content articulated in state standards, an understanding of the philosophical underpinnings of evaluation and measurement is essential to helping teacher leaders improve student learning.

Most teachers do not have a sophisticated sense of whether tests really measure the content for which they are intended. TCHL 550 Student Assessment I: Test Validity emphasizes validity and reliability. Similarly, most teachers have not considered the professional/ethical principles that underlie the assessment of students, either in the classroom or via standardized tests. Understanding and utilizing this information to improve student assessment for learning constitutes the content of the proposed course.

Assessment is central to current reform initiatives in education, including both KERA and No Child Left Behind, which are premised on value-added

accountability mandates, i.e., students are required to demonstrate continuing improvement over and above their current levels of performance. That demanding standard simply cannot be achieved without being able to interpret and utilize classroom assessments and standardized tests as diagnostic information for short and long term school improvement. Teacher leaders will be in the forefront of this effort. But with leadership comes responsibility: high levels of professional/ethical standards require a firm grounding in the fundamentals of psychometric theory and practice, the sine qua non of TCHL 550 Student Assessment I: Test Validity.

- 2.2 Projected enrollment in the proposed course: 25 per semester. All students pursuing advanced teacher certification, as well as those pursuing certification in specialty areas (e.g., educational administration), will be required to take this course or pass the assessments for the course.
- 2.3 Relationship of the proposed course to courses now offered by the department: Some of the information in TCHL 550 Student Assessment I: Test Validity is currently covered in EDU 524, Educational Assessment, although that course may be discontinued after the program revisions for advanced certification programs are approved and implemented. TCHL 550 Student Assessment I: Test Validity will address only issues related to validity and professional practice. TCHL 554 Student Assessment II: Standardized Testing will focus on interpretation of state and national assessment measures. TCHL 558 Student Assessment III: Classroom Tests/Instruments will cover designing and creating classroom assessments. Collectively, the three proposed new assessment courses (4 credit hours) expand the treatment and content coverage on student assessment for learning compared to the old course, EDU 524 Educational Assessment (3 credit hours). Other classes in teacher education--ELED 505 Advanced Materials and Methods in Modern Mathematics for Elementary Teachers; ELED 506 Seminar in Elementary School Science; ELED 507 Advanced Materials and Methods in Social Studies; MGE 571 Middle School Curriculum; SEC 580 Curriculum; IECE 521 Assessment in Interdisciplinary Early Childhood Education; EXED 530 Advanced Assessment Techniques; and, EDU 544 Classroom Teaching Strategies--address assessment of specific content, do not focus on validity or professional/ethical practices per se, and cover teachers' locally constructed disciplinary work rather than addressing the psychometric principles that underlie testing for the entire range of P-12.
- 2.4 Relationship of the proposed course to courses offered in other departments: TCHL 550 Student Assessment I: Test validity will be the only course focused specifically on psychometric principles of assessment especially for teachers. EDFN 500 Research Methods is a general course on research methods and introductory statistics but does not address classroom assessment, although the larger issue of program evaluation is introduced there. Other courses focus on a specific type of assessment rather than assessment generally and classroom or standardized tests in particular, e.g., PSY 643 Psycho-educational Assessment; CNS 552 Testing and Assessment in Counseling; PE 515 Assessment in Physical Education; SWRK 573 Assessment and Case Management of Child Sex Abuse; PSY 561 Advanced Assessment in Educational Settings; and PSY 560 Assessment of Cognitive and Intellectual Functioning. Among these, the CNS 552 course

comes closest to the content of TCHL 550 Student Assessment I: Test Validity, but is pitched toward counselors and their work in assessing individuals or groups rather than helping teachers understand psychometric principles and interpret student assessments for learning.

- 2.5 Relationship of the proposed course to courses offered in other institutions:  
The content of TCHL 550 Student Assessment I: Test Validity is widely covered in teacher education, counselor education, and educational psychology departments across the country. With regard to evaluating tests and student learning, many universities, such as the University of Delaware, have educational assessment courses, e.g., EDUC 660 Educational Measurement and EDUC 605 Measurement Applications in Education. Content related to TCHL 550 Student Assessment I: Test Validity is more likely to be covered in courses specifically focused on tests and measurement. For example, the University of Louisville offers ECPY 540 Evaluation & Measurement, an examination of testing generally, from principles of psychometrics to standardized assessment, although this is not required of teachers in master's programs.

Western Kentucky University is one of eleven teacher preparation institutions in ten states participating in The Renaissance Partnership Project, which is focused on improving the quality of their graduates. A review of assessment course offerings for P-12 teacher education graduate programs at these institutions found that six of the eleven universities offered courses similar to these three proposed new courses on student assessment. California State University at Fresno offers CI 260 Reflective Teaching; Eastern Michigan University offers CURR 650 Improving Instruction through Inquiry and Assessment; Idaho State University offers EDUC 622 Educational Assessment and Evaluation; Virginia's Longwood University offers EDUC 681 Foundations of Evaluation and Learning; Middle Tennessee University offers ELED 6620 Assessment of Teaching and Learning; and Pennsylvania's Millersville University offers EDSU 703 Curriculum and Supervision. Among these, the course at Idaho State University is most like the content of TCHL 550 Student Assessment I: Test Validity, but that course is really more parallel to the complete course at the University of Louisville, ECPY 540, than the proposed TCHL 550, which focuses only on psychometric principles related to validity and professional/ethical testing practices.

The specific content of TCHL 550 Student Assessment I: Test Validity (as well as TCHL 554 Student Assessment II: Standardized Testing and TCHL 558 Student Assessment III: Classroom Tests/Instruments) is consistent with the EPSB Guidelines for the redesign of Teacher Leader Master's programs in the Commonwealth. It is presumed that other institutions in Kentucky will address the evaluation of assessments in their MAE redesign programs, but specifically how is unknown at this juncture.

### **3. Discussion of proposed course:**

- 3.1 Course objectives:

**At the conclusion of the course the students will be able to:**

- Explain the eight forms of validity evidence and the three types of reliability evidence.
- Compute simple descriptive statistics for assessment data.
- Understand and apply the principles of level of measurement to calculations on classroom and school data.
- Articulate a philosophy for evaluating student progress.
- Understand professional/legal/ethical issues involved in the assessment of students.
- Utilize data from student results to improve classroom assessments.

3.2 Content outline:

- Validity
  - Eight types of validity evidence
  - Reliability (three types) as one of the eight types of validity evidence.
- Descriptive Statistics
  - Simple calculations (mean, standard deviation, etc.)
  - Relation to inferential statistics
  - Levels of measurement
  - Statistical assumptions and violations
- Evaluating and Grading Student Progress
- Formative Assessment
  - Using results to inform test improvement
  - Informal diagnostic instruments
- Professional, Ethical, and Legal Aspects of Student Assessment

3.3 Student expectations and requirements:

**Kentucky Teacher Standards to be assessed in this course:**

Standard 5: The teacher assesses and communicates learning results. (5.1-5.6)

Standard 7: Reflects on and evaluates teaching and learning. (7.1-7.3)

Participants are expected to have access to a field setting during the course. A number of the assignments will be based on actual school/classroom settings. Evaluating the assessment of student learning will be based on a combination of assignments and exams, including some or all of the following:

- Participation in a Professional Learning Community
- Discussion of selected journal articles on assessment
- Data analysis project
- Analysis of eight types of validity
- Analysis of three types of reliability
- Development of an assessment plan
  - Development of a written unit-test blueprint
- Development of test items

- Development of scoring rubrics, rating scales, or other authentic assessment tools
- Portfolio construction and use
- Course content quizzes
- Final exam
- Regular class attendance
- Participation in class discussion and class activities

**The Critical Performances required:**

- Analysis of Student Learning: Collect responses to three assignments/prompts from three students of representative diversity and analyze the growth of student learning. Focus on the validity and reliability of the assessment methods employed and the reciprocal relationship between instruction and assessment.
- Reflection: Write a reflection of personal growth with respect to (a) understanding validity and reliability and (b) professional/ethical standards of testing for student learning.

3.4 Tentative texts and course materials:

Required Texts:

Nitko, A. J., & Brookhart, S. M. (2007). *Educational assessment of students* (5th ed). Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.

Association for Supervision and Curriculum Development. (2005). Assessment to promote learning [Special section]. *Educational Leadership*, 63(3), 10-80.

Recommended Texts:

Kentucky Department of Education. (2006). *Program of studies, core content for assessment, & academic expectations*. Frankfort, KY: Author.

Kentucky Department of Education. (2006). *Core content for assessment 4.1*. Frankfort, KY: Author.

**4. Resources:**

4.1 Library resources:

The library has resources that are adequate to support this course.

4.2 Computer resources:

Present resources are adequate.

**5. Budget implications:**

5.1 Proposed method of staffing: Existing staff

5.2 Special equipment needed: None

5.3 Expendable materials needed: None



5.4 Laboratory materials needed: None

**6. Proposed term for implementation:**

Spring, 2010

**7. Dates of prior committee approvals:**

School of Teacher Education: September 24, 2009

CEBS Curriculum Committee \_\_\_\_\_

Professional Education Council \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

Proposal Date: Revised August 26, 2009

**College of Education & Behavioral Sciences  
School of Teacher Education  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Stephen K. Miller, [steve.miller@wku.edu](mailto:steve.miller@wku.edu), 745-6901

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: TCHL 554
- 1.2 Course title: Student Assessment II: Standardized Testing
- 1.3 Abbreviated course title: Assess II: Stndized Testing
- 1.4 Credit hours and contact hours: 1
- 1.5 Type of course: A, L
- 1.6 Prerequisite: TCHL 500

Co-requisite: TCHL 550 or successful completion of proficiency exam for TCHL 550

- 1.7 Course catalog listing:  
Examination of both national norm-referenced and state criterion-referenced tests, interpretation of CATS performance assessments, and utilization of accountability data in planning for school improvement.

- 2.1 Reason for developing the proposed course:  
Understanding, interpreting, and utilizing the results of standardized testing for the purpose of school improvement are essential to helping teacher leaders increase student learning. Collectively, the three proposed courses-- TCHL 550 Student Assessment I: Test Validity; TCHL 554 Student Assessment II: Standardized Testing; TCHL 558 Student Assessment III: Classroom Tests/Instruments—will provide information on improving data-based decision making through the analysis of student assessments. Beginning teachers often have difficulty interpreting standardized assessments, relating this information to the cognitively complex content articulated in state standards, and recognizing the connection between local school improvement efforts and statewide standards.

According to the WKU Assessment Report for Initial Preparation Programs, 74% of pre-service teachers "passed" the assessment standard. The assessment standard had the lowest "pass" percentage of all the standards. In addition, according to the student teaching evaluation proficiency rates noted in the same report, the "proficient" percentage on the assessment standard was one of the lowest at 92% . In the WKU College of Education Practitioner Survey, the average rating for "utilizing varied types of assessments" was 3.6 on a scale of one to five. Again, this ranked as one of the lowest items marked.

In the proposed course, TCHL 554 Student Assessment II: Standardized Testing,

understanding how to interpret and utilize both national and statewide standardized testing for instructional improvement is central to the course content. Feedback from student testing is necessary to maximize the quality of interactions between the teacher and the student as they engage the curriculum. Furthermore, standardized testing constitutes the primary criterion upon which the standards-based accountability movement is judged, and assessment is the hallmark of both KERA and No Child Left Behind. Both of these school reform packages are premised on value-added accountability mandates, i.e., students are required to demonstrate continuing increases over and above their current levels of performance. That demanding standard simply cannot be achieved without being able to interpret and utilize standardized assessments, i.e., diagnostic information for long term school improvement. Thus, TCHL 554 Student Assessment II: Standardized Testing will provide a key component of the knowledge necessary for teacher leaders to become more effective in their work.

- 2.2 Projected enrollment in the proposed course: 25 per semester. All students pursuing advanced teacher certification, as well as those pursuing certification in specialty areas (e.g., educational administration), will be required to take this course or pass the assessments for the course.
- 2.3 Relationship of the proposed course to courses now offered by the department: Some of the information in TCHL 554 Student Assessment II: Standardized Testing is currently covered in EDU 524 Educational Assessment, although that course may be discontinued after the program revisions for advanced certification programs are approved and implemented. TCHL 554 will focus on interpretation of standardized assessments at state and national levels. TCHL 550 Student Assessment I: Test Validity will cover issues related to validity and professional practice. TCHL 558, Student Assessment III: Classroom Tests/Instruments will address only the creation of teacher-made testing instruments. Collectively, these three proposed new assessment courses (4 credit hours) expand the treatment and content coverage on student assessment for learning compared to the old course, EDU 524 Educational Assessment (3 credit hours). Other courses in teacher education--ELED 505 Advanced Materials and Methods in Modern Mathematics for Elementary Teachers; ELED 506 Seminar in Elementary School Science; ELED 507 Advanced Materials and Methods in Social Studies; MGE 571 Middle School Curriculum; SEC 580 Curriculum; and EDU 544 Classroom Teaching Strategies; IECE 521 Assessment in Interdisciplinary Early Childhood Education -- address assessment of specific content but do not focus on standardized assessments for the entire range of P-12..
- 2.4 Relationship of the proposed course to courses offered in other departments: TCHL 554 Student Assessment II: Standardized Testing is the only course focused specifically on helping teachers interpret standardized tests for school improvement. EDFN 500 Research Methods is a general course on research methods and introductory statistics but does not address standardized assessment in any depth, although the larger issue of program evaluation is introduced there. Other classes focus on a specific type of assessment rather than standardized tests

in particular, e.g., PSY 643 Psychoeducational Assessment; EXED 530 Advanced Assessment Techniques; CNS 552 Testing and Assessment in Counseling; PE 515 Assessment in Physical Education; SWRK 573 Assessment and Case Management of Child Sex Abuse; PSY 561 Advanced Assessment in Educational Settings; and PSY 560 Assessment of Cognitive and Intellectual Functioning. Among these, the PSY 560 course comes closest to the content of TCHL 554 Student Assessment II: Standardized Testing but has more general focus on assessment across a variety of purposes and contexts rather than helping teachers interpret standardized assessments.

- 2.5 Relationship of the proposed course to courses offered in other institutions: The content of TCHL 554 Student Assessment II: Standardized Testing is widely covered in teacher education, counselor education, and educational psychology departments across the country. With regard to standardized testing, for example, the University of Delaware has two related courses on educational assessment--EDUC 660 Educational Measurement and EDUC 605 Measurement Applications in Education. Content related to TCHL 554 Student Assessment II: Standardized Testing is often covered in courses about tests and measurement. The University of Louisville offers ECPY 540 Evaluation & Measurement, an examination of testing generally, from principles of psychometrics to standardized assessment.

Western Kentucky University is one of eleven teacher preparation institutions in ten states participating in The Renaissance Partnership Project, which is focused on improving the quality of their graduates. A review of assessment course offerings for P-12 teacher education graduate programs at these institutions found that six of the eleven universities offered coursework similar to the content in the three proposed new courses on student assessment. California State University at Fresno offers CI 260 Reflective Teaching; Eastern Michigan University offers CURR 650 Improving Instruction through Inquiry and Assessment; Idaho State University offers EDUC 622 Educational Assessment and Evaluation; Virginia's Longwood University offers EDUC 681 Foundations of Evaluation and Learning; Middle Tennessee University offers ELED 6620 Assessment of Teaching and Learning; and Pennsylvania's Millersville University offers EDSU 703 Curriculum and Supervision. Among these, the course at Idaho State University is most like the content of this one-hour course, but is really more parallel to the complete course at the University of Louisville, ECPY 540, than the proposed TCHL 554, which will focus only on interpreting and using standardized assessments for school improvement planning.

The specific content of TCHL 554 Student Assessment II: Standardized Testing (as well as TCHL 550 Student Assessment I: Test Validity and TCHL 558 Student Assessment III: Classroom Tests/Instruments) is consistent with the EPSB Guidelines for the redesign of Teacher Leader Master's programs in the Commonwealth. TCHL 554 Student Assessment II: Standardized Testing is also consistent with Standard 2 of Kentucky's Standards and Indicators for School Improvement. It is presumed that other institutions in Kentucky will address standardized assessments in their MAE redesign programs, but specifically how is unknown at this juncture.

### 3. Discussion of proposed course:

#### 3.1 Course objectives:

##### **At the conclusion of the course the students will be able to:**

- Explain the principles of psychometric analysis that underlie the construction of standardized assessment instruments.
- Distinguish between and interpret norm-referenced and criterion-referenced assessments.
- Analyze school and classroom data from standardized tests to inform school improvement efforts.
- Incorporate results from standardized assessments into a school improvement plan.
- Employ strategies that assist students in developing test taking skills.
- Utilize data from students' standardized test results to improve classroom assessments.

#### 3.2 Content outline:

- Standardized Assessments
  - Criterion- and norm-referenced tests
  - Local, state, and national assessments
  - Principles of psychometric analysis
  - Interpretation of standardized tests
- Evidence-based School Improvement
  - Disaggregation of data
  - Connecting data to school improvement
  - Utilizing school and classroom data in goal setting
  - Utilizing teacher tests and standardized assessments
- Improving Assessment Results
  - Strategies for test taking
  - Using results to inform teacher-made tests
  - Using results to articulate alignment of curriculum, instruction, and assessment

#### 3.3 Student expectations and requirements:

##### **Kentucky Advanced Teacher Standards to be assessed in this course:**

Standard 5: The teacher assesses and communicates learning results. (5.1-5.6)

Standard 7: Reflects on and evaluates teaching and learning. (7.1-7.3)

Participants are expected to have access to a field setting during the course. A number of the assignments will be based on actual school/classroom settings. Assessment of student learning will be based on a combination of assignments and exams, including some or all of the following:

- Participation in a Professional Learning Community
- Discussion of selected journal articles on assessment
- Data analysis project, e.g., disaggregation of data
- Development of a written unit-test blueprint
- Development of an assessment plan
- Development of test items
- Development of a school improvement plan
- Development of scoring rubrics, rating scales, or other authentic assessment tools
- Portfolio construction and use
- Course content quizzes
- Final exam
- Regular class attendance
- Participation in class discussion and class activities

**The Critical Performances required:**

- Contextual Factors: Provide a detailed evaluation of the student population using quantitative and qualitative data, including a description of diverse needs of the students. Include both teacher-made and standardized assessment data in the analysis, being sure to disaggregate the information.
- Reflection: Write a reflection on (a) personal growth relating to utilization of standardized assessments for improving teaching and (b) the need for incorporating standardized assessments into planning for school improvement and for closing achievement gaps.

3.4 Tentative texts and course materials:  
Required Texts:

Nitko, A. J., & Brookhart, S. M. (2007). *Educational assessment of students* (5th ed). Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.

Association for Supervision and Curriculum Development. (2005). Assessment to promote learning [Special section]. *Educational Leadership*, 63(3), 10-80.

Recommended Texts:

Kentucky Department of Education. (2006). *Program of studies, core content for assessment, & academic expectations*. Frankfort, KY: Author.

Kentucky Department of Education. (2006). *Core content for assessment 4.1*. Frankfort, KY: Author.

**4. Resources:**

- 4.1 Library resources:  
The library has resources that are adequate to support this course.
- 4.2 Computer resources:

Present resources are adequate.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Existing staff
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation:**

Spring, 2010

**7. Dates of prior committee approvals:**

School of Teacher Education	September 24, 2009
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Proposal Date: 8/26/2009

**College of Education & Behavioral Sciences  
School of Teacher Education  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Stephen K. Miller, [steve.miller@wku.edu](mailto:steve.miller@wku.edu), 745-6901

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: TCHL 558
- 1.2 Course title: Student Assessment III: Classroom Tests/Instruments
- 1.3 Abbreviated course title: Assess III: Classroom Tests
- 1.4 Credit hours and contact hours: 2
- 1.5 Type of course: A, L
- 1.6 Prerequisites: TCHL 500; TCHL
- 1.7 Course catalog listing:  
Development of advanced skills for designing and creating classroom assessment instruments.

- 2.1 Reason for developing the proposed course:  
Effective classroom assessment is essential to helping teacher leaders improve student learning. Collectively, the three proposed courses on student assessment-- TCHL 550 Student Assessment I: Test Validity; TCHL 554 Student Assessment II: Standardized Testing; TCHL 558 Student Assessment III: Classroom Tests/Instruments—will provide information on improving data-based decision making through the analysis of student assessments. Beginning teachers need these skills because they often have difficulty aligning classroom assessments to the cognitively complex content articulated in state standards.

According to the WKU Assessment Report for Initial Preparation Programs, 74% of pre-service teachers "passed" the assessment standard. The assessment standard had the lowest "pass" percentage of all the standards. In addition, according to the student teaching evaluation proficiency rates noted in the same report, the "proficient" percentage on the assessment standard was one of the lowest at 92%. In the WKU College of Education Practitioner Survey, the average rating for "utilizing varied types of assessments" was 3.6 on a scale of one to five. Again, this ranked as one of the lowest items marked. These results suggest that more time in the MAE program needs to be devoted to helping teachers develop skills necessary to craft high quality assessments.

In TCHL 558 Student Assessment III, Classroom Tests/Instruments, students will analyze and create classroom assessments, a central facet of instructional improvement, i.e., maximizing the quality of interactions between the teacher and the student as they engage the curriculum. Furthermore, classroom assessment is a central theme in the standards of NCATE, EPSB, and the Standards and Indicators



for School Improvement (SISI). Finally, both KERA and No Child Left Behind constitute value-added accountability mandates: students are required to demonstrate continuing improvement over and above their current levels of performance. That demanding standard simply cannot be achieved without high quality formative assessment of the instruction that is being utilized in the classroom. That is the essence of improving classroom instruction. Because practitioners cannot function effectively in their own classrooms without this knowledge base and skill set, the content of the proposed new course is crucial to teachers' leading responsibly.

- 2.2 Projected enrollment in the proposed course: 25 per semester. All students pursuing advanced teacher certification, as well as those pursuing certification in specialty areas (e.g., educational administration), will be required to take this course or pass the assessments for the course.
  
- 2.3 Relationship of the proposed course to courses now offered by the department: Some of the information in TCHL 558 Student Assessment III: Classroom Tests/Instruments is currently covered in EDU 524 Educational Assessment, although that course may be discontinued after the program revisions for advanced certification programs are approved and implemented. TCHL 558 Student Assessment III: Classroom Tests/Instruments will address only designing and creating classroom instruments for assessment. TCHL 550 Student Assessment I: Test Validity will cover issues related to validity and professional practice. TCHL 554 Student Assessment II: Standardized Testing will focus on interpretation of state and national assessment measures. Collectively, the three proposed new assessment courses (4 credit hours) expand the treatment and content coverage on student assessment for learning compared to the old course, EDU 524 Educational Assessment (3 credit hours). Other courses in teacher education--ELED 505 Advanced Materials and Methods in Modern Mathematics for Elementary Teachers; ELED 506 Seminar in Elementary School Science; ELED 507 Advanced Materials and Methods in Social Studies; MGE 571 Middle School Curriculum; SEC 580 Curriculum; EXED 530 Advanced Assessment Techniques; IECE 521 Assessment in Interdisciplinary Early Childhood Education; and, EDU 544 Classroom Teaching Strategies--address assessment of specific content but do not focus on classroom assessment practices per se for the entire range of P-12.
  
- 2.4 Relationship of the proposed course to courses offered in other departments: This is the only course focused specifically on classroom assessment. EDFN 500 Research Methods is a general course on research methods and introductory statistics but does not address classroom assessment, although the larger issue of program evaluation is introduced there. Other courses focus on a specific type of assessment rather than assessment generally and classroom assessment in particular, e.g., PSY 643 Psychoeducational Assessment; CNS 552 Testing and Assessment in Counseling; PE 515 Assessment in Physical Education; SWRK 573 Assessment and Case Management of Child Sex Abuse; PSY 561 Advanced Assessment in Educational Settings; and PSY 560 Assessment of Cognitive and Intellectual Functioning.

- 2.5 Relationship of the proposed course to courses offered in other institutions:  
Classroom assessment is widely covered in teacher education curricula across the country, although the approach varies. For example, the University of Delaware has two related courses on educational assessment--EDUC 660 Educational Measurement and EDUC 605 Measurement Applications in Education. Northern Kentucky University opts for subject specific assessment courses that are part of specialized requirements for different tracks within the Master of Arts in Education, e.g., EDG 658 Assessment Techniques for P-12 Mathematics or EDU 566 Assessment in Early Childhood Education.

The University of Louisville takes a different approach for its Master of Arts in Teaching and Master of Education programs. For the MAT degrees, classroom assessment is embedded within methods courses; the MAT in Early Elementary Education, for example, requires EDTP 603 Language Arts Methods, EDTP 604 Math Methods, EDTP 605 Science Methods, and EDTP 606 Social Studies Methods. In contrast, the Master of Education in Early Elementary Education requires a general course in research, ELFH 600 Introduction to Research and Statistics in which validity and reliability are covered, in addition to a separate course that addresses social and ethical issues, EDAP 625 Social and Ethical Development of Teaching. A separate course, ECPY 540 Evaluation & Measurement is available from the Educational Counseling and Psychology Department but is not required for teachers.

Whichever route is taken, classroom assessment is generally considered a vital part of master's level teacher preparation. The specific content of the proposed new course, TCHL 558 Student Assessment III: Classroom Tests/Instruments (as well as TCHL 550 Student Assessment I: Test Validity and TCHL 554 Student Assessment II: Standardized Testing) is consistent with the EPSB Guidelines for the redesign of Teacher Leader Master's programs. The proposed TCHL 558 is also consistent with Standard 2 of Kentucky's Standards and Indicators for School Improvement. It is presumed that other institutions in Kentucky will address classroom assessment in their MAE redesign programs, but specifically how is unknown at this juncture.

### **3. Discussion of proposed course:**

- 3.1 Course objectives:

#### **At the conclusion of the course the students will be able to:**

- Explain the principles that guide educators in the process of selecting, developing, and using educationally meaningful assessments.
- Create assessments that align with the cognitive complexity and content articulated in state standards.
- Analyze the variety of assessments within a practitioner's classroom.
- Craft a formative and summative assessment plan for a unit of instruction.

- 3.2 Content outline:

- Designing Effective Assessments
  - Relation of assessment to instruction
  - Relation of assessment to the curriculum
  - Purpose and forms of classroom assessment
  - Process of planning a classroom assessment
  - Advantages and limitations of different types of questions and tests
  - Strategies for constructing effective test items
- Formative and Summative Assessment
  - Distinction between formative and summative assessment
  - Incorporating formative assessment into ongoing instructional improvement
  - Utilizing formative assessment to provide feedback and instructional supplements to students, both remedial “correctives” and accelerated “enrichments”
  - Utilizing summative assessments to monitor overall quality of outcomes

### 3.3 Student expectations and requirements:

#### **Kentucky Teacher Standards to be assessed in this course:**

Standard 5: The teacher assesses and communicates learning results. (5.1-5.6)

Standard 7: Reflects on and evaluates teaching and learning. (7.1-7.3)

Participants are expected to have access to a field setting during the course. A number of the assignments will be based on actual school/classroom settings. Assessment of student learning will be based on a combination of assignments and exams, including some or all of the following:

- Participation in a Professional Learning Community
- Discussion of selected journal articles on assessment
- Data analysis project
- Development of a written unit-test blueprint
- Development of an assessment plan
- Development of test items
- Development of scoring rubrics, rating scales, or other authentic assessment tools
- Portfolio construction and use
- Course content quizzes
- Research paper
- Final exam
- Regular class attendance
- Participation in class discussion and class activities

#### **The Critical Performances required:**

- Assessment Plan: Students will design formative and summative assessments for a unit of study. These assessments will be aligned to state standards both in content and cognitive complexity.

- Reflection: Based on content and assignments, write a reflection on: (a) personal growth in developing classroom assessments; (b) needed school improvement with respect to using classroom assessments to enhance instruction and increase student outcomes.

3.4 Tentative texts and course materials:  
Required Texts:

Nitko, A. J., & Brookhart, S. M. (2007). *Educational assessment of students* (5th ed). Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.

Association for Supervision and Curriculum Development. (2005). Assessment to promote learning [Special section]. *Educational Leadership*, 63(3), 10-80.

Recommended Texts:

Kentucky Department of Education. (2006). *Program of studies, core content for assessment, & academic expectations*. Frankfort, KY: Author.

Kentucky Department of Education. (2006). *Core content for assessment 4.1*. Frankfort, KY: Author.

**4. Resources:**

- 4.1 Library resources:  
The library has resources that are adequate to support this course.
- 4.2 Computer resources:  
Present resources are adequate

**5. Budget implications:**

- 5.1 Proposed method of staffing: Existing staff
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation:**

Spring, 2010

**7. Dates of prior committee approvals:**

School of Teacher Education	September 24, 2009
CEBS Curriculum Committee	_____
Professional Education Council	_____

Graduate Council

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University Senate

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**College of Education & Behavioral Sciences**  
**School of Teacher Education**  
**Proposal to Create a New Course**  
**(Action Item)**

Contact Person: Rebecca Stobaugh, [rebecca.stobaugh@wku.edu](mailto:rebecca.stobaugh@wku.edu), 745-4497

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: TCHL 560
- 1.2 Course title: Action Research
- 1.3 Abbreviated course title: Action Research
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: C (Lecture/Lab)
- 1.6 Prerequisite: TCHL 500
- 1.7 Course catalog listing:  
Fundamental principles of action research as it is applied to educational settings. Students will be required to conduct an action research project in their work settings. Course should be taken in the first 12 hours of the program.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:  
Based on a 2007 WKU College of Education Practitioner Survey, with a majority of the respondents being classroom practitioners (54.7%), respondents noted that it was important to make content knowledge relevant to the real world (34%), differentiate classroom instruction to address individual learners' needs (34%), and manage classrooms effectively (27%). These were the three key concerns. The teaching of action research methods as part of this proposed course is intended to effectively address all these areas. NCATE standards expect graduates to assume leadership roles and collaborate with colleagues for school improvement (1.d), which is one purpose of action research. This course connects to the mission statement of the university, as students will be more "productive, engaged, and socially responsible citizen-leaders" by improving schools as well as "provid[ing] research, service and lifelong learning opportunities" for the students. WKU's strategic plan calls for the university to "increase relevant sponsored research" and to promote student learning by "developing and empowering future leaders." The last decade has seen the emergence of action research as an approach to producing innovative solutions for school improvement. This experience-based approach to developing teacher leaders uses meaningful problems as

a way to learn. Students will be on the cutting edge of applied research as they address critical, real problems while explicitly seeking effective solutions.

2.2 Projected enrollment in the proposed course: All students pursuing advanced teacher certification, as well as those pursuing certification in specialty areas (e.g., educational administration) will be required to take this course. Based on this fact, it is estimated that 40 students per semester will enroll in the proposed new course.

2.3 Relationship of the proposed course to courses now offered by the department:

Students will take the proposed course relatively early in the revised master's programs. This will help students both to acquire/improve skills in reading research findings and to develop tentative plans to conduct an action research project; each student will be required to complete a satisfactory action research project to meet degree requirements. There are several current courses dealing with the foundations of research and applied research. The courses listed below, however, do not address conducting action research within K-12 schools.

- ELED 545 Investigations in Classroom Teaching
- MGE 545 Investigations in Classroom Teaching
- EXED 534 Seminar: Research in Exceptional Child Education
- LME 509 Investigations in Educational Technology

2.4 Relationship of the proposed course to courses offered in other departments:

There are research related courses available in programs focused on pure research, statistical analysis, and applied research. While the courses below do address research, their focus is not on implementing action research in K-12 schools.

- EDAD 697 Research in Administration and Supervision
- PSY 512 Experimental Design
- NURS 512 Research Application
- SOCL 513 Quantitative Research Methods
- SOCL 510 Qualitative Research Methods
- EDFN 601 Applied Statistical Techniques and Research
- EDFN 501 Educational Statistics Designs in Education
- EDFN 548 Research in Curriculum and Instruction
- EDFN 500 Research Methods – While this course met the objective of developing understanding of the conventions of education research, TCHL 560 will include the application of the research methods to promote solutions within their classroom, school, and/or district.

2.5 Relationship of the proposed course to courses offered in other institutions:

There are comparable action research courses available at the master's level at several universities in the United States. The University of Kentucky has an EDL 669 Leadership for School Problem Solving course focusing on action research with data-driven solutions for the improvement of practice in school settings. The University of Louisville has an EDSP 687 Practicum/Action Research course. George Mason University also has an EDCI 626 action research course.

### **3. Discussion of proposed course:**

#### **3.1 Course objectives:**

At the conclusion of this course the students will be able to

- Explore the use of action research as part of a school improvement strategy.
- Analyze and explore current topics in education research.
- Integrate theoretical and experiential knowledge into instruction.
- Frame questions appropriate for classroom and school inquiry.
- Gain skills in selected qualitative and quantitative research methods.
- Prepare to develop, pursue, document, and report on an action research inquiry
- Prepare to present their findings to a broader audience

#### **3.2 Content outline:**

Foundations to Action Research:

- Definition and understanding of the tenets of action research
- Exploring the various approaches to research
- Understanding the similarities and differences between action research and other educational research
- Exploring the historical and philosophical roots of action research
- Exploring how action research is a part of a school improvement strategy
- Review of current literature and development of a research question
- Defining what makes a researchable issue

Implementation Plan:

- Research ethics
- The IRB review process
- The strategies, procedures, and tools for effective action research
- Data and how they are used
- Communicating the results of action research
- The uses of reflection for educational practitioners
- Determining how action research impacts teaching and learning regarding instructional effectiveness



- Development and implementation of an action research project

### 3.3 Student expectations and requirements:

Kentucky Advanced Teacher Standards to be assessed in this course:

A minimum of three standards must be addressed in the Action Research Project to be completed by the conclusion of the degree program.

While attention to the components of the research enterprise will be an important part of the course, the emphasis will be on making sense of the situations with which course members are concerned rather than on acquiring decontextualized skills in research design and prosecution. Similarly, while course members will be expected to engage in systematic reading, the emphasis will be on readings related to the topic of inquiry rather than on reading from a preselected list on the topic of action research itself. Participants will be required to have access to a field setting during the course and to develop a project that leads to action research. For those outside of these experiences, opportunities for collaboration or for alternative projects may be approved.

Assessment of student learning will be based on a combination of assignments and exams, including some or all of the following:

- Course content quizzes
- Final exam
- Regular class attendance
- Participation in class discussion and class activities

The Critical Performances required:

- Completion of the proposed action research project.
- Presentation of the action research project and results to the appropriate audience.

### 3.4 Tentative texts and course materials:

- Sagor, R. (2000). Guiding school improvement with action research. Alexandria, VA: ASCD.
- Mills, G. E. (2006). Action research: A guide for the teacher researcher. Saddle River, NJ: Prentice Hall.

## 4. Resources:

### 4.1 Library resources: Present resources are adequate.

4.2 Computer resources: None needed

**5. Budget implications:**

5.1 Proposed method of staffing: Existing Staff

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

**6. Proposed term for implementation:** Spring, 2010

**7. Dates of prior committee approvals:**

School of Teacher Education: September 24, 2009

CEBS Curriculum Committee \_\_\_\_\_

Professional Education Council \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**