CEBS CURRICULUM COMMITTEE
3:00 pm – April 7, 2015
GRH 3073

I.   Approval of Minutes of the February 3, 2015 CEBS Curriculum Committee. (These minutes can be located on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)

II.   **New Business**

        Psychology

        1.   Revise Course Catalog Listing, PSY290 – Supervised Study in Psychology
        2.   Create New Course – PSY 651, Biological Bases of Behavior for the Applied Psychologist
        3.   Create New Course – PSY 862, Advanced Psychotherapy Intervention

        School of Teacher Education

        1.   Revise Program – 0435, MAE: Secondary Education for Teacher Leaders
        2.   Revise Program – 0438, MAE: Special Education for Teacher Leaders: MSD
        3.   Revise Course Title – LTCY 199, Analysis and Critical Reading
        4.   Revise Course Catalog Listing – LTCY 199, Analysis and Critical Reading

III.   **Other Business**

        ▪Proficiency Evaluations for Teacher Leader Programs (included in agenda packet)

        ▪Announcement of Outstanding Graduate Student for CEBS

College of Education and Behavioral Sciences
Department of Psychology
Proposal to Revise Course Catalog Listing
(Consent Item)

Contact Person: Steve Wininger, steven.wininger@wku.edu, 5-4421

1. **Identification of course:**
   1.1   Course prefix (subject area) and number: PSY 290
   1.2   Course title: Supervised study in psychology

2. **Current course catalog listing:**
PSY 290. SUPERVISED STUDY IN PSYCHOLOGY. (1-3) Prerequisite: PSY 100.
Directed readings or research under faculty supervision. Students must make their
own arrangements in advance for supervision by a faculty member. May be
repeated for a total of up to six hours, with no more than three hours counted in the
first 36 hours of a psychology major or the first 37 hours of the psychological
science major. Equivalent to PSYS 290.

3. **Proposed course catalog listing:**
   (aim for 25 words or less)
PSY 290. SUPERVISED STUDY IN PSYCHOLOGY. (1-3) Prerequisite: PSY 100.
Directed readings or research under faculty supervision. Students must make their
own arrangements in advance for supervision by a faculty member. May be repeated for a total of
up to six hours, with no more than three hours counted in the psychology major.

4. **Rationale for revision of the course catalog listing:**
The current catalog listing refers to "the first 36 hours of a psychology major." There are
currently only 31 required hours for the psychology major. The new wording makes the
description consistent with the current number of required hours in psychology. The
Psychological Science department recently made PSYS290 unequivalent to PSY290.
Consequently, references to their major should be deleted.

5. **Proposed term for implementation:**
       Fall 2015

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

Department of Psychology	**11/21/2014**
CEBS College Curriculum Committee	
Department of Psychological Sciences	
Ogden College Curriculum Committee	
Undergraduate Curriculum Committee	
University Senate	

College of Education and Behavioral Science
Department of Psychology
Proposal to Create a New Course
(Action Item)

Contact Person: Rick Grieve, rick.grieve@wku.edu, 745-4417

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: PSY 651
    1.2   Course title: Biological Bases of Behavior for the Applied Psychologist
    1.3   Abbreviated course title: Biological Bases of Behavior
    1.4   Credit hours: 3   Variable credit: No
    1.5   Grade type: Standard letter grade
    1.6   Prerequisite: Acceptance to a graduate program in the Department of Psychology or by permission of instructor.
    1.7   Course description: Basic neural anatomy and functioning and biological systems will be presented along with the effect those systems have on behavior. Effective applied interventions for people who have problems with these areas will be covered.

2. **Rationale:**
    2.1   Reason for developing the proposed course: An understanding of the biological bases of behavior is fundamental to functioning as an applied psychologist. This course will expose master's students to clinically-significant issues in the study of physiological psychology. Further, the state Board of Examiners in Psychology requires that those who wish to be licensed in Psychology in the state of Kentucky must have a course on the biological bases of behavior. This course fulfills the requirement. Further, given the applied focus of the program, there is a need for a course that moves beyond simple recitation of the physical systems of neuroanatomy. The National Institute of Mental Health approach has adopted a symptom cluster approach to the study of mental disorders such that disorders with similar underlying biological strata are grouped together. This course will follow the NIMH approach.
    2.2   Projected enrollment in the proposed course: 10 to 20. This course will be a core course for the clinical psychology MA program; therefore, all students will take it. We admit about 10 students in the program per year. If there are students from other programs interested in the course, enrollment could be higher than 10.
    2.3   Relationship of the proposed course to courses now offered by the department: The Department of Psychology does not offer a similar course at the graduate or undergraduate level.
    2.4   Relationship of the proposed course to courses offered in other departments: At the graduate level, the Department of Psychological Sciences offers **PSYS 567 Advanced Physiological Psychology**, which provides an overview of the functioning of the brain from a research perspective. The current class will focus on application and treatment for those who have various neurological conditions (e.g., brain injury) and have disorders that

are treated via psychotropic medication and will be designed for psychological practitioners.

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

An applied biological bases of behavior offering is common at institutions in Kentucky. Eastern Kentucky University has PSY 853 Biological Bases of Behavior. Murray State University has PSY 621 Biological Bases of Behavior. The University of Kentucky has PSY 780 Broad Training in Physiological Psychology.

Of our benchmark institutions with clinical psychology programs, a course examining biological/physiological functioning is a fairly common offering. East Carolina University has PSYC 6414 Biological Basis of Behavior. Illinois State University has PSY 463 Brain & Behavioral Relationships (note that 400-level classes are graduate courses at this institution). Indiana State University has EPSY 628 Biological Bases of Behavior. Central Michigan University has PSY 585 Psychophysiology. Middle Tennessee State University has PSY 5780 Human Neuropsychology. Northern Illinois University has PSYC 629 Neurophysiological Bases of Behavior. The University of Southern Mississippi has PSY 729 Psychophysiology.

3. Discussion of proposed course:

3.1 Schedule type: L (standard lecture)

3.2 Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to describe:
- the basics of neural structure and formation;
- the basic anatomy and function of the central nervous system;
- the functional impact on behavior for various biological systems, including: perceptual systems (vision), motor systems, and homeostatic and reproductive systems;
- the impact of physiological function on such behaviors as emotion, learning and memory, and selected psychological disorders;
- the NIMH symptom cluster approach

3.3 Content outline:
The following is the general outline this course will follow.
- Introduction—Major Issues
  - Evolution
  - Philosophies
  - NIMH symptom cluster approach
- Function of neurons
  - Neuron structure and function
  - Ions and electrical properties
  - Resting and action potentials
- Communication between neurons
  - Nerve synapses and neurotransmitters
  - Neurotransmitter storage and use
  - Postsynaptic receptors

- o Neurotransmitter removal
- Neural anatomy
  - o Central Nervous System
  - o Peripheral Nervous System
  - o Autonomic Nervous System
  - o Sympathetic and Parasympathetic Nervous Systems
- Symptom Clusters and Biology
  - o Sleep
    - Circadian rhythms and stages
    - Abnormalities of sleep
  - o Enteric System
  - o Sexual Disorders, Sexual Dysfunction, and Reproductive behaviors
    - Basic organ systems and genetics
    - Hormonal control
    - Neural control
  - o Intellectual Deficiency, Learning Disorders, and Memory
  - o Language Development and Language Disorders
  - o Schizophrenia and Affective Disorders
  - o Anxiety and Mood Disorders
  - o ADHD
  - o Substance Use Disorders

3.4   Student expectations and requirements: Students will be evaluated on their:
• performance in completing assignments, quizzes, and examinations;
• quality of oral presentations, and
• ability to organize and synthesize material in a written term paper.

3.5   Tentative texts and course materials:
Required texts could be drawn from the following, or similar textbooks:
- Carlson, N. R. (2013). *Physiology of behavior* (11th ed.). Essex, England: Pearson Education Limited.
- Parsons, M. W., & Hammeke, T. E. (2014). *Clinical neuropsychology: A pocket handbook.* Washington, D.C.: American Psychological Association.
- Sussman, R. W. (1999). *The biological bases of human behavior*. New York: Allyn & Bacon.
- Zilmer, E. A. (2007). *Principles of neuropsychology.* New York: Cengage.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as *American Psychologist, Journal of Clinical and Consulting Psychologists, Behavioral Neuroscience, Experimental and Clinical Psychopharmacology, Clinical Psychology: Research and Practice, Neuropsychology,* and *Psychological Bulletin*.

4.   Resources:
4.1   Library resources: Adequate
4.2   Computer resources: Adequate

5. **Budget implications:**

    5.1   Proposed method of staffing: Currently, there is a faculty member on the Elizabethtown Campus who will teach the course as an interactive television course. We will be hiring four new faculty members in clinical and school psychology. It is anticipated that one of these hires will have the requisite expertise to offer the course as well.

    5.2   Special equipment needed: None

    5.3   Expendable materials needed: None

    5.4   Laboratory materials needed: Not applicable

6. **Proposed term for implementation:** Spring, 2015

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

Department of Psychology	March 20, 2015
CEBS Curriculum Committee	
Professional Education Council	
Graduate Council	
University Senate	

College of Education and Behavioral Science
Department of Psychology
Proposal to Create a New Course
(Action Item)

Contact Person: Rick Grieve, rick.grieve@wku.edu, 745-4417

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: PSY 862
    1.2   Course title: Advanced Psychotherapy Interventions
    1.3   Abbreviated course title: ADV PSYCHOTHERAPY
    1.4   Credit hours: 3   Variable credit: No
    1.5   Grade type: Standard letter grade
    1.6   Prerequisite: Acceptance to the Doctor of Psychology in Applied Psychology program or by permission of instructor.
    1.7   Course description: Practice in evidence-based, contemporary psychotherapy techniques. Students will learn advanced techniques to complement existing therapeutic skills.

2. **Rationale:**
    2.1   Reason for developing the proposed course: Psychotherapy is an integral component in the career of Licensed Psychologists who work in the community. This course will allow students in the Doctor of Psychology in Applied Psychology program to practice sophisticated psychotherapy techniques under supervision to more extensively develop their therapy skills.

    2.2   Projected enrollment in the proposed course: 5 to 10. This course will be required for students in the Clinical Specialization of the Doctor of Psychology in Applied Psychology program. We admit about 5 students into the specialization per year. If there are students from other programs interested in the course, enrollment could be higher than 5.

    2.3   Relationship of the proposed course to courses now offered by the department: This course is similar to PSY 592 Internship, which is taken by students in the clinical psychology MA program and the school psychology EdS program; however, the proposed class is intended to serve as advanced practice for doctoral-level students. In addition, the proposed class is similar to PSY 662, Practicum in Psychology; again, however, the proposed class is designed for doctoral-level students. It is also similar to PSY 791, Advanced Psychological Practice, which is a practicum class, and PSY 895 Pre-doctoral Internship. However, the proposed course will specifically focus on advancing psychotherapy skills, whereas the preceding courses focus on the entirety of clinical practice.

    2.4   Relationship of the proposed course to courses offered in other departments: Many applied programs within the university offer graduate level therapy or intervention courses at the Masters level designed to enhance skills and performance within each discipline (e.g., CNS 558 Theories of Counseling, CNS 554 Group Counseling, CNS 568 Counseling Children and Adolescents, CNS 583 Marriage Therapy, CNS 569 Play Therapy, SWRK

620 Advanced Psycho-Social Approaches for Rural Practice, SWRK 622 Advanced Social Work Practice with Families). However, these courses are not designed for doctoral-level students. The goal of the proposed course is to develop therapy skills at a higher level than is typically done at the master's level of training.

2.5 Relationship of the proposed course to courses offered in other institutions: Of our benchmark institutions with clinical psychology programs, psychotherapy is a common offering. All benchmark institutions have at least one psychotherapy course offering, and most have two or more courses in psychotherapy, with one that serves as a beginning course and one that involves more advanced topics. Below are listed the advanced courses at our benchmark institutions

Appalachian State University has PSY 5715 Psychotherapy Interventions II. Ball State University has PSYS 653 Advanced Psychotherapy. Central Michigan University has PSY 653 Intervention I: Adult, PSY 662 Intervention II: Child and Adolescent, and PSY 662 Advanced Therapeutic Interventions. East Carolina University has PSY 6467 Psychotherapeutic Interventions with Children and Families. East Tennessee State University has PSYC 6870 Evidence-based Interventions. James Madison University has PSYC 861 Advanced Counseling Techniques and PSYC 865 Integrative Psychotherapy for Adults. Middle Tennessee State University has PSY 6170 Group Counseling and Psychotherapy. Northern Illinois University has PSY 647 Psychological Intervention with Children and Their Families. Ohio University has PSY 7742 Child and Adolescent Therapy. Towson University has six advanced courses, including PSYC 609 Advanced Counseling Techniques, and PSYC 756 Cognitive Therapy II. The University of South Alabama has PSY 554 Cognitive Behavioral Therapy. The University of Southern Mississippi has PSY 713 Intermediate Counseling Theory and PSY 742 Empirically Supported Therapy for Adults.

Within the state of Kentucky, an advanced psychotherapy course is virtually ubiquitous. Eastern Kentucky University has PSY 860 Behavior Change II: Advanced Techniques and Theories. Morehead State University has PSY 665 Child and Adolescent Psychotherapy and PSY 674 Psychotherapy II. Murray State University has PSY 671 Behavior Therapy, PSY 672 Family Therapy, and PSY 686 Group Therapy Techniques. The University of Louisville has PSYC 684 Interventions II.

3. **Discussion of proposed course:**

3.1 Schedule type: A (Applied Learning)

3.2 Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:
- describe advanced intervention procedures for mental health disorders;
- explain advanced intervention techniques;
- perform advanced intervention techniques;
- measure client progress while using advanced intervention techniques;
- describe ethical considerations for the use of advanced intervention techniques;
- develop appropriate treatment plans that incorporate the advanced therapy techniques.

3.3   Content outline:
        Students in this course will be expected to carry a client case load, so the majority of the
        instruction will be done via a supervision setting. The following is a general outline of the
        didactic material to be presented.
        - Overview/Expectations
        - Review of Basic Therapy Techniques
        - Instruction on Advanced Therapy Techniques (i.e., Motivational Interviewing,
          Mindfulness, Acceptance and Commitment Therapy, Dialectical Behavioral
          Therapy)
        - Evaluation of the Effectiveness and Client Progress
        - Ethics and Supervision Issues

3.4   Student expectations and requirements: Students will be evaluated on their ability to:
        • conceptualize the underlying issues behind a client presenting for therapy;
        • create appropriate treatment plans for client issues;
        • deliver appropriate advanced psychotherapy techniques;

        • complete appropriate documentation for the client while incorporating the advanced
          psychotherapy techniques into the documentation;

        • appropriately assess client progress toward goals set using the advanced psychotherapy
          techniques.

3.5   Tentative texts and course materials:
        Required texts could be drawn from the following, or similar textbooks:
        - Hayes, S. C. (2005). *Get out of your mind and into your life: The new acceptance
          and commitment therapy.* Oakland, CA: New Harbinger Publications.
        - Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2011). *Acceptance and
          commitment therapy: The process and practice of mindful change* (Second
          Edition). New York: Guilford Press.
        - Koerner, K. (2011). *Doing dialectical behavior therapy: A practical guide.* New
          York: Guilford Press.
        - Miller, W. R., & Rollnick, S. (2012). *Motivational interviewing: Helping people
          change* (Third Edition). New York: Guilford Press.
        - Pollack, S. M., Pedulla, T., & Siegel, R. D. (2014). *Sitting together: Essential
          skills for mindfulness-based psychotherapy.* New York: Guilford Press.
        - Rollnick, S., & Miller, W. R. (2008). *Motivational interviewing in health care:
          Helping patients change behavior.* New York: Guilford Press.
        - Van Dijk, S. (2013). *DBT made simple: A step-by-step guide to dialectical
          behavior therapy.* Oakland, CA: New Harbinger Publications.

        Additional readings will be supplied from a number of sources, including appropriate
        journal articles from such journals as *American Psychologist, Behavior Therapy; Clinical
        Psychology: Research and Practice; Journal of Clinical and Consulting Psychologists,
        Psychological Bulletin,* and *Psychotherapy*.

4. Resources:
    4.1   Library resources: Adequate
    4.2   Computer resources: Adequate

5. Budget implications:
    5.1   Proposed method of staffing: Currently, there are two clinical psychology faculty members and two school psychology faculty who could teach this course; all of these faculty are licensed as Psychologists with the Health Service Provider designation. The department is in the process of hiring four additional faculty for the Doctor of Psychology in Applied Psychology program. These faculty could teach this class if interested. However, even without additional faculty, this course could be taught every two years, combining two cohorts of students. This could be arranged by current faculty teaching one less undergraduate course every two years.
    5.2   Special equipment needed: None
    5.3   Expendable materials needed: None
    5.4   Laboratory materials needed: Not applicable

6. Proposed term for implementation: Fall, 2015

7. Dates of prior committee approvals:

Department of Psychology   March 20, 2015

CEBS Curriculum Committee   _____

Professional Education Council   _____

Graduate Council   _____

University Senate   _____

Revise a Program
(Action)

Date: 2/19/15
College: College of Education and Behavioral Sciences
Department: School of Teacher Education
Contact Person: Rebecca Stobaugh, Rebecca.stobaugh@wku.edu, 270-745-4497

1.   **Identification of program:**
  1.1   Reference number: 0435
  1.2   Program title: Master of Arts in Education: Secondary Education for Teacher Leaders

2.   **Proposed change(s):**
  2.1   ☐ title:
  2.2   ☐ admission criteria:
  2.3   ☐ curriculum:
  2.4   ☒ other: Correct error in hours for Specialization Component

3.   **Detailed program description:**

Existing Program	Revised Program
Admission Requirements Criteria vary, depending on the student's undergraduate institution and GPA: • _Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Secondary (Grades 8-12, 5-12, or P-12). • _Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for secondary education. A copy of the certificate must be submitted with the application. • _Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75(undergraduate and graduate) must achieve a GAP score [(GRE-V + GRE-Q) + (GPA x 100)] of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative Reasoning score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score (GRE x undergraduate GPA) of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate. A copy of the teaching certificate or statement of eligibility must be submitted with the application. • _Applicants to the MAE program in Secondary Education must hold or be eligible to hold a teaching certificate at the secondary level OR have a valid	**Admission Requirements** Criteria vary, depending on the student's undergraduate institution and GPA: • _Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Secondary (Grades 8-12, 5-12, or P-12). • _Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for secondary education. A copy of the certificate must be submitted with the application. • _Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75(undergraduate and graduate) must achieve a GAP score [(GRE-V + GRE-Q) + (GPA x 100)] of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative Reasoning score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score (GRE x undergraduate GPA) of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate. A copy of the teaching certificate or statement of eligibility must be submitted with the application. • _Applicants to the MAE program in Secondary Education must hold or be eligible to hold a teaching

secondary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.)

Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.

Degree Requirements (30 -37 hours)

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program. During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). Students must complete either a major or a minor in secondary education, and they typically complete a major or a minor in their respective certification disciplines. The following majors are permitted: art, biology, chemistry, history, music, and secondary education. This program permits minors in the following areas: agriculture, art, biology, business and marketing education, chemistry, earth and space science, English, family and consumer science, French, German, health, history, technology education, mathematics, physical education, physics, secondary education, and Spanish. The program may also be planned to include a certification endorsement for gifted education, English as a second language, environmental education, instructional computer technology, or other approved endorsements. This program requires 30-37 hours. Courses below in boldface are required.

Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with

their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.	*respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.*
Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.	*Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.*
Professional Education Core - 10-16 hours TCHL 500 Foundations of Teacher Leadership (3 hours) TCHL 530 Curriculum Development (3 hours) *TCHL 545 Classroom Instructional Strategies and Management (3 hours) *TCHL 555 School and Classroom Assessment (3 hours) TCHL 559 Action Research Design (1 hour) TCHL 560 Action Research Capstone for Teacher Leaders (3 hours) *All students must complete these courses or pass proficiency evaluations for these courses.* *Specialization Component 21 hours* Advisor-approved content-focused courses (6 hours) Electives (15 hours) With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology); and courses identified as prerequisites for Instructional Leader programs.	*Professional Education Core - 10-16 hours* TCHL 500 Foundations of Teacher Leadership (3 hours) TCHL 530 Curriculum Development (3 hours) *TCHL 545 Classroom Instructional Strategies and Management (3 hours) *TCHL 555 School and Classroom Assessment (3 hours) TCHL 559 Action Research Design (1 hour) TCHL 560 Action Research Capstone for Teacher Leaders (3 hours) *All students must complete these courses or pass proficiency evaluations for these courses.* *Specialization Component -15- 21 hours* Advisor-approved content-focused courses (6 hours) Electives (9-15 hours) With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology); and courses identified as prerequisites for Instructional Leader programs.

4.   **Rationale:** This corrects a range of hours that was missing in the Specialization Component.

5.   **Proposed term for implementation:** Summer 2015

6.   Dates of committee approvals:

Department	<u>**03/20/2015**</u>
College Curriculum Committee	
Professional Education Council (if applicable)	
Graduate Council	
University Senate	

Revise a Program
(Action)

Date: April 7, 2015
College: College of Education and Behavioral Sciences
Department: School of Teacher Education
Contact Person: E. Gail Kirby, 745-3746, gail.kirby@wku.edu

1.   Identification of program:
1.1   Reference number: #0438
1.2   Program title: Master of Arts in Education: Special Education for Teacher Leaders:
Moderate and Severe Disabilities

2.   Proposed change(s):
2.1   ☐ title:
2.2   ☐ admission criteria:
2.3   ☒ curriculum: 1) Revising admission requirement to include those students
holding Learning and Behavior Disorders Certification; 2) revising program
curriculum to include two specific pathways depending on whether applicants
already hold MSD or LBD certification, and; 3) To revise the TCHL courses
according to the new TCHL curriculum as revised in 2014.
2.4   ☐ other:

3.   Detailed program description:

Existing Program	Revised Program
(Insert existing program language) Master of Arts in Education: Special Education for Teacher Leaders: Moderate and Severe Disabilities, Ref. #0438	(Identify deletions by strike-through and highlight additions.) Master of Arts in Education: Special Education for Teacher Leaders: Moderate and Severe Disabilities, Ref. #0438
Admission Requirement: *(Criteria vary, depending on the student's undergraduate institution and GPA):* ***The Exceptional Education program area offers courses and experiences for the advanced preparation of Exceptional Education teachers in Moderate and Severe Disabilities and for those seeking additional certification in Moderate and Severe Disabilities.***	Admission Requirement: *(Criteria vary, depending on the student's undergraduate institution and GPA):* ***The Exceptional Education program area offers courses and experiences for the advanced preparation of Exceptional Education teachers in Moderate and Severe Disabilities and for those seeking additional certification in Moderate and Severe Disabilities who already hold LBD certification.***
• Teaching certificate in Exceptional	• Teaching certificate in Exceptional Education

Education MSD * must be submitted or statement of eligibility with their applications.
2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.
3. Applicants who completed their initial certification program at an accredited out-of state institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.

*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.
**Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching certificate must be submitted with the application. GAP Score = GRE-V + GRE-Q plus undergraduate GPA multiplied by

MSD or Exceptional Education LBD must be submitted or statement of eligibility with their applications.
2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.
3. Applicants who completed their initial certification program at an accredited out-of state institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.

*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.
**Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching certificate must be submitted with the application. GAP Score = GRE-V + GRE-Q plus undergraduate GPA

100.	*multiplied by 100.*
~~Degree Requirements—37- 40 hours~~	==Degree Requirements—30- 37 hours==
Teacher Leader Professional Education Core Courses 9-16 hours	Teacher Leader Professional Education Core Courses 9-16 hours
TCHL 500 Foundations of Teacher Leadership (3 hours)	**TCHL 500** – Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)	*TCHL 500 is a required course and is a prerequisite to all other courses*
TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)	**TCHL 530** – Curriculum Development (3 hours)
~~TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)~~	==TCHL 545 Classroom Instructional Strategies and Management (3 hours)==
~~TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)~~	==TCHL 555 School and Classroom Assessment (3 hours)==
~~TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)~~	==TCHL 559 Action Research Design (1 hour)==
~~TCHL 554 Student Assessment II: Standardized Testing (1 hour)~~	**TCHL 560** – Action Research Capstone for Teacher Leaders (3 hours)
~~TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)~~	*==TCHL530 and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.==*
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)	*==TCHL 545 and TCHL 555 are required for all students OR the student must pass proficiency evaluations for these Courses. Note that all programs must be at least 30 hours for a master's degree.==*
NOTE: TCHL 540, 544, 548, 550, 554, and 558 are required for all students OR the student must pass proficiency evaluations for these courses.	
~~Specialization Component 18 hours~~	Core Specialization Component ==for all students in the MSD Teacher Leader Program== 9 hours
~~SPED 518 Issues in Behavior Management (3 hours)~~	SPED 530 Advanced Assessment Techniques (3 hours)
~~SPED 530 Advanced Assessment Techniques (3 hours)~~	SPED 630 Special Education Law (3 hours)
~~SPED 531 Advanced Prescriptive Teaching (3 hours)~~	Internship (3 hours)
~~SPED 532 Families, Professionals, and Exceptionalities (3 hours)~~	SPED 595 Advanced Preparation Capstone SPED (3 hours)
~~SPED 533 Seminar: Curriculum in LBD (3 hours)~~	
~~SPED 630 Special Education Law (3 hours)~~	==12 Hours Advanced Certification Pathway for those holding MSD Certification:==
~~Internship (3 hours)~~	SPED 615 Instructional Strategies and Design in ASD (3 hours0
~~SPED 595 Advanced Preparation Capstone~~	

~~SPED (3 hours)~~	SPED 618 Social Skills Instruction and Behavioral Programming in ASD (3 hours) SPED 612 Collaboration with Schools and Agencies for Individuals with ASD (3 hours) SPED 619 Assistive Technology and Communication Interventions for Students with ASD (3 hours) ==12 Hours Additional Certification Pathway for those holding LBD Certification:== SPED 535 Curriculum for MSD (3 Hours) SPED 518 Seminar: Contemporary Challenges in Special Education (3hours) SPED 532 Families, Professionals, and Exceptionalities (3 hours) SPED 619 Assistive Technology for ASD (3 hours)
Students must submit a passing score on the Praxis II PRIOR to enrollment in SPED 595 and should take SPED 595 as their final course in their program. Students currently teaching may use their current teaching position to meet this requirement IF they are teaching in the subject area and grade level for which they are seeking certification.) Students not currently teaching in a setting serving students with Learning and Behavior Disorders must complete an internship experience that consists of field experience hours in an approved setting serving students with disabilities consistent with the subject area and grade level for which they are seeking certification	Students must submit a passing score on the Praxis II PRIOR to enrollment in SPED 595 and should take SPED 595 as their final course in their program. Students currently teaching may use their current teaching position to meet this requirement IF they are teaching in the subject area and grade level for which they are seeking additional certification. Students not currently teaching in a setting serving students with ==Moderate and Severe Disabilities== must complete an internship experience that consists of field experience hours in an approved setting serving students with disabilities consistent with the subject area and grade level for which they are seeking certification
Mid-Point Assessment Requirements To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the TCHL courses must be completed, even if a candidate's program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, candidates are encouraged to take only 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an	Mid-Point Assessment Requirements To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the TCHL courses must be completed, even if a candidate's program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, candidates are encouraged to take only 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional

average score of 3 on dispositions. Additional course work may be required based on the assessment results.	course work may be required based on the assessment results.
Program Completion Requirements _ Students must successfully complete TCHL560 Action Research Capstone for Teacher Leader (course grade of C or higher) and present research results in an approved venue _Students must achieve a minimum 3.0 cumulative GPA overall and in program course work.	Program Completion Requirements _ Students must successfully complete TCHL560 Action Research Capstone for Teacher Leader (course grade of C or higher) and present research results in an approved venue _Students must achieve a minimum 3.0 cumulative GPA overall and in program course work.

4. **Rationale:** The faculty in special education is revising the program for MAE in MSD to include a pathway for those already certified in Learning and Behavior Disorders to add an additional certification of Moderate and Severe Disabilities. This will allow our undergraduate graduates in the upcoming new Elementary Education/Special Education dual certification program to enter our MAE program and add an additional certification in special education.

5. **Proposed term for implementation:**
   Fall 2015

6. **Dates of committee approvals:**

   School of Teacher Education _____

   CEBS College Curriculum Committee _____

   Professional Education Council (if applicable) _____

   Graduate Council _____

   University Senate _____

Proposal Date: 11/20/2014

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Course Title
(Consent Item)

Contact Person: Pamela Petty, pamela.petty@wku.edu, 270 745-2809

1.   Identification of proposed course:
  1.1   Course prefix (subject area) and number: LTCY 199
        1.2   Course title: Analysis and Critical Reading
        1.3   Credit Hours: 3

2.   Proposed course title: Reading for Evidence and Argument

3.   Proposed abbreviated course title: Reading: Evidence & Argument
        (maximum of 30 characters/spaces)

4.   Rationale for the revision of course title: New title better reflects the course's
        contribution to the university emphasis on evidence and argument as part of the Quality
        Enhancement Plan.

5.   Proposed term for implementation: Fall 2015

6.   Dates of prior committee approvals:

Department/ Unit	**12/10/2014**
College Curriculum Committee	
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	
University Senate	

Proposal Date: 11/20/2014

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Course Catalog Listing
(Consent Item)

Contact Person: Pamela Petty, pamela.petty@wku.edu 745-2809

1. **Identification of course:**
   1.1   LTCY 199
   1.2   Course title: Analysis and Critical Reading

2. **Current course catalog listing:**
   Emphasis on developing higher level analysis of complex text including vocabulary and
   strategic approaches to deep comprehension. Required for incoming freshmen who scored 18
   or 19 on the reading portion of the ACT. Must be paired with approved heavy reading content
   course.

3. **Proposed course catalog listing:**
   (aim for 25 words or less)
   Prepares students to successfully meet the rigorous reading and other literacy
   requirements of college. Emphasis on refining skills necessary to extract factual evidence
   from text and make sound arguments through various modes of literacy.

4. **Rationale for revision of the course catalog listing:**
   Course description previously reflected a perceived restriction of targeted students.
   Institutional research data indicates that the course can be of significant benefit to a much
   larger population of students than just those scoring an 18 or 19 on the reading portion of
   the ACT. New description is also written using more explicit language regarding the
   benefits and purposes of the course.

5. **Proposed term for implementation:**
   Fall 2015

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

Department/ Unit	**12-10-2014**
College Curriculum Committee	
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	
University Senate	

School of Teacher Education
Proficiency Evaluation Policies and Procedures for Students

Purpose:

To provide the School of Teacher Education Master of Arts in Education for Teacher Leaders graduate students an opportunity to demonstrate proficiency for all course objectives and/or core course assessment items in the following courses:

- TCHL 545 Classroom Instructional Strategies
- TCHL 555 School and Classroom Assessment

When proficiency is demonstrated in any of the above courses, the course may be substituted for another course on the student's Program of Study. Because the student must complete at least 30 hours to earn a MAE degree, then the student must add a course (s) to the Program of Study to meet the 30 hour MAE degree or individual program requirements. The student and the student's advisor will determine the course(s) to be substituted on the Program of Study based upon the results of the Proficiency Evaluation, the student's program and university requirements needed for degree completion. For additional information see *Successful Completion of the Proficiency Evaluation Process* in the Procedures Section, item D below.

Policy:

A. *Demonstrating Proficiency*

1. The student will demonstrate proficiency by creating a passing portfolio for the selected of the following MAE Teacher Leader courses:
   TCHL 545 - 3 hours and TCHL 555 – 3 hours.

2. The student may apply to demonstrate proficiency in any of the courses listed above in which the student has <u>not</u> been previously enrolled.

3. The student must complete the Proficiency Evaluation process <u>before</u> registering for the course in which the student is seeking to demonstrate proficiency.

4. Submit your portfolio electronically on BlackBoard organization under proficiency evaluation.
   Note: Do not include your name. You are only required to include your 800 umber.

5. The student must create a passing portfolio to demonstrate proficiency.

6. The student must score a "pass" to demonstrate proficiency on the portfolio.

7. The student may attempt to take the Proficiency Evaluation only once per course.

8. A demonstration of proficiency is valid for the same amount of time that graduate courses are accepted to fulfill program requirements. If you are pursuing a master's or specialist degree, you must complete all requirements within six years from the starting date of the first course. If the course is over

six years old, the course will not count towards the MAE degree. With xtenuating circumstances, request an exception from the Dean of Graduate Studies. There is no guarantee the exception will be granted. If pursuing a non-degree program (e.g., Planned Fifth-Year or Sixth-Year, endorsement, certification-only, etc.), some courses may count that are over six years old,, as long as they meet current standards. See the policy on expiration of graduate courses and programs leading to teacher certification.

B. *Application*
1. Students must be admitted to the WKU School of Teacher Education Master of Arts in Education Teacher Leaders graduate program prior to submitting an application to take a Proficiency Evaluation.
2. The student will complete an online application which will be submitted to the School of Teacher Education.

C. *Successful Completion of the Proficiency Evaluation Process*
1. Once proficiency is demonstrated by a pass on the portfolio, the School of Teacher Education will contact the student and the student's advisor of the results.
2. See Section D below for specific advisor and student procedures following the demonstration of proficiency.

Procedures:

A. *Application*
The submission window for the portfolio is the first full business week of September and February the semester prior to the Proficiency Evaluation process.

B. *Evaluation*
Portfolio for each course (TCHL 545/555) will be completed and submitted only once.

C. *Results*
1. The portfolio will be read by graduate faculty.
2. After two readers agree on the final score, no more reading or appeal is permitted.
3. The student will receive notification from the School of Teacher Education of the results.

D. *Procedures for Successful Completion of the Proficiency Evaluation Process*
1. Once proficiency is demonstrated by a pass on portfolio, the School of Teacher Education will contact the student and the student's advisor of the results.
2. The advisor must complete and submit the Course Change Form found at: http://www.wku.edu/teacherservices/teacher_cert/forms/
3. The advisor and student will decide upon the content of the Course Change Form which will include substituting and/or adding appropriate courses

based upon the proficiency evaluation course results and the student's Program of Study.

4. The advisor will submit the completed Course Change Form after the student electronically signs the form. http://www.wku.edu/teacherservices/teacher_cert/forms/form_submissions.php

Electronic Signature_____

TCHL 545 Classroom Instructional Strategies Proficiency Evaluation Portfolio

Task Overview

Course Alignment to Relevant Standards:
This TCHL 545 Proficiency Evaluation aligns to the following indicators with the Kentucky Framework for Teaching:

- Demonstrating Knowledge of Content and Pedagogy (1A)
- Demonstrating Knowledge of Students (1B)
- Selecting Instructional Outcomes (1C)
- Designing Coherent Instruction (1E)
- Creating an Environment of Respect and Rapport (2A)
- Establishing a Culture of Learning (2B)
- Managing Student Behavior (2D)
- Maintaining Accurate Records (4B)
- Communicating with Families (4C)

Requirements:
This proficiency evaluation includes three parts:
1. Biographic Information
2. Digital Portfolio
3. Evidence

Part I: Biographical information:
Provide a short statement with the following information:
- Job placement: grade level/content
- Certification area
- Number of years teaching

Part II: Digital Portfolio:
Write a 15-20 page narrative that defines mastery of each of the required components, including demonstrating knowledge of content, pedagogy, and students, selecting instructional outcomes, planning coherent instruction, establishing a respectful learning environment, creating a culture of learning, managing the classroom environment, maintaining accurate records, and communicating with families.

Part III: Evidence
Include up to ten (10) pieces of job-embedded evidence that clearly support mastery of the Components addressed in the Digital Portfolio; this evidence is not to exceed 25 pages total. See

the *Framework for Teaching document for suggestions of evidence of your ability to plan instruction, manage the classroom environment, maintain accurate records, and communicate with families. ***Each piece of evidence must be hyperlinked to the corresponding Component.***

 *Kentucky Framework for Teaching (Adapted from Danielson Framework) at
http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf

TCHL 545 Proficiency Evaluation Portfolio

Task Instructions

Part I: Biographic Information
Using the template provided, relate the following information:
- Student ID number
- Current job placement (grade level/content)
- Certification area
- Number years teaching experience

Part II: Digital Portfolio
Develop a digital portfolio that demonstrates meeting the **Accomplished or Exemplary** standards for the Framework for Teaching for the following indicators:
- Demonstrating Knowledge of Content and Pedagogy (1A)
- Demonstrating Knowledge of Students (1B)
- Selecting Instructional Outcomes (1C)
- Designing Coherent Instruction (1E)
- Creating an Environment of Respect and Rapport (2A)
- Establishing a Culture of Learning (2B)
- Managing Student Behavior (2D)
- Maintaining Accurate Records (4B)
- Communicating with Families (4C)

Required Components:

Using the template provided, explain how the evidence provided supports meeting each Component listed at the **Accomplished or Exemplary** level. Your discussion must fully address all Guiding Questions included under each Component.

Guiding Questions:
- Demonstrating Knowledge of Content and Pedagogy
    1. How do you display extensive and current content knowledge?
    2. What intra- and interdisciplinary content relationships do you incorporate?

3. What content-specific pedagogical approaches are utilized? How are these selected?

- Demonstrating Knowledge of Students
  1. How do you obtain and utilize knowledge of individual student developmental level and background, cultures, skill, language proficiency, interests, **and** special needs in your planning?
  2. How do you actively engage students in content?
  3. How do you use ongoing assessments to assess students' skills level and adapt instruction?

- Selecting Instructional Outcomes
  1. Explain how you determine the content and cognitive level of learning outcomes.
  2. How do you ensure your outcomes are rigorous, clear and balanced?
  3. Relate how outcomes reflect the varying needs of individual students.

- Designing Coherent Instruction
  1. Explain how you coordinate knowledge of content, of students, and of resources, to design learning experiences.
  2. Relate how these experiences are aligned to instructional outcomes and address different students' needs.
  3. How do you ensure your unit structure is designed for clarity and varied use of instructional groups?

- Creating an Environment of Respect and Rapport
  1. Examine teacher-student, student-teacher and student-student interactions in your classroom in terms of respectfulness, caring, and age appropriateness.
  2. Explore the connections among teacher and students in your classroom.
  3. Relate how you respond to disrespectful behavior in your classroom.

- Establishing a Culture of Learning
  1. Discuss how your classroom is a "culture of learning", promoting the value of hard work and perseverance in relation to content and activities.
  2. How do you covey high expectations for learning and achievement for **all** students in your classroom?
  3. Relate student pride in work is fostered and exhibited in your classroom.

- Managing Student Behavior
  1. Describe how you establish a classroom atmosphere conducive to learning.
  2. How are standards of conduct established and monitored?
  3. Describe interventions used for misbehavior and responses for appropriate behavior.

- Maintaining Accurate Records

1.   Explain your record-keeping system for student completion of assignments, including student access to the information.
2.   Define your system for documenting student progress in learning. How are students informed of progress?
3.   How do you document noninstructional information?

- Communicating with Families
  1.   Relate how you communicate with **all** families about the instructional program.
  2.   Explain how you inform families about individual student progress.
  3.   How do you invite/engage families in the instructional program?

Part III. Evidence

Include up to ten (10) pieces of job-embedded evidence to support mastery of the Components addressed in Part II. See the Framework for Teaching document for suggestions of evidence of your ability to demonstrate knowledge of content, pedagogy, and students, select instructional outcomes, plan coherent instruction, establish a respectful learning environment, create a culture of learning, manage the classroom environment, maintain accurate records, and communicate with families. ***Each piece of evidence must be hyperlinked to the corresponding Component.***

Bookmarking within the Proficiency Evaluation Template document is required between discussion and corresponding items of evidence.

How to Create Bookmarks
1. Click inside the document or select the text where you want the link to direct users when they click it.
2. Go to the "Insert" menu in Word and select "Bookmark."
3. Go to the "Insert" tab in Word
4. Enter a name for the bookmark into the "Name" box of the "Bookmark" dialog box. Omit any spaces in the name, as a bookmark cannot include these.
5. Click the "Add" button to add the bookmark to the selected text or area of the document.
6. Repeat this for all areas to which you would like to create a hyperlink.

*This process can be used to create a back button.

Scoring Rubric

	Ineffective	Developing	*Accomplished	*Exemplary
Demonstrating Knowledge of Content and Pedagogy	• In planning and practice, teacher makes content errors or does not correct errors made by students. • Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. • Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	• Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. • Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. • Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	• **Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.** • **Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.** • **Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline**	• **Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.** • **Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.** • **Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.**
Demonstrating Knowledge of Students	• Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	• Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	• **Teacher understands the active nature of student learning and attains information about levels of development for groups of students.** • **The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students**	• **Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.**
Selecting	• Outcomes	• Outcomes	• **Most**	• **All outcomes**

	disarray, resulting in errors and confusion.	activities are adequate but require frequent monitoring to avoid errors		records
Communicating with Families	• Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate. • Teacher makes no attempt to engage families in the instructional program.	• Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.	• **Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.** • **Teacher makes some attempts to engage families in the instructional program.** • **Information to families is conveyed in a culturally appropriate manner.**	• **Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.** • **Response to family concerns is handled with professional and cultural sensitivity.** • **Teacher's efforts to engage families in the instructional program are frequent and successful.**

Source: Kentucky Framework for Teaching (Adapted from Danielson Framework) at
http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching
.pdf

*Every indicator must be met at either the **Accomplished or Exemplary** level in order to receive a holistic score of "Pass."

Proficiency Evaluation Holistic Scoring Guide

	Not Pass	*Pass*
Biographical Data	One or more components omitted or inappropriate.	**Biographical data included and appropriate.**
Digital Portfolio (Components with	One or more components addressed below the	**Demonstrates Accomplished or Exemplary performance**

Guiding Questions)	Accomplished level. Narrative length does not meet the 15-20 page requirement. .	**according to the Kentucky Framework for Teaching standards through narrative and job-embedded evidence for all indicators (1A, 1B, 1C, 1E, 2A, 2B, 2D, 4B and 4C)** **Narrative length meets the 15-20 page requirement.**
Evidence	Included fewer than 10 pieces of job-embedded evidence that clearly support mastery of few standards. Exceeds 25 pages total. OR One or more pieces of evidence inadequately supports mastery of standards. Exceeds 25 pages total.	**Included 10 or more pieces of job-embedded evidence that clearly support mastery of a variety of standards. Evidence does not exceed 25 pages total.**
Professional Language	Limited use of rich, scholarly language.	**Rich, scholarly language from the field is utilized throughout.**
Writing Mechanics	Typographical, spelling or grammatical errors noted.	**Used template provided; deleted guiding questions (red print).** **Relatively free of typographical, spelling and/or grammatical errors.** **Formatting includes: Times New Roman 12 Font, double-spacing**

TCHL 555 School and Classroom Assessment Proficiency Evaluation Portfolio

Course Alignment to Relevant Standards:
This TCHL 555 Proficiency Evaluation aligns to the following indicators with the Framework for Teaching:

- Designing Student Assessment (1F)
- Using Assessment in Instruction (3D)
- Demonstrating Flexibility and Responsiveness (3E)
- Reflecting on Teaching (4A)
- Growing and Developing Professionally (4E)

Requirements:
This proficiency evaluation includes two parts:

1. Biographic information
2. Digital Portfolio
3. Evidence

Part I: Biographical information:
Provide a short statement with the following information:

- Job placement: grade level/content
- Certification area
- Number of years teaching

Part II: Digital Portfolio:
Write a 15-20 page narrative that defines mastery of each of the required components, including demonstrating knowledge of content, pedagogy, and students, selecting instructional outcomes, planning coherent instruction, establishing a respectful learning environment, creating a culture of learning, managing the classroom environment, maintaining accurate records, and communicating with families.

Part III: Evidence
Include up to ten (10) pieces of job-embedded evidence that clearly support mastery of the Components addressed in the Digital Portfolio; this evidence is not to exceed 25 pages total. See the *Framework for Teaching document for suggestions of evidence of your ability to plan instruction, manage the classroom environment, maintain accurate records, and communicate with families. ***Each piece of evidence must be hyperlinked to the corresponding Component.***

 *Kentucky Framework for Teaching (Adapted from Danielson Framework) at
http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf

TCHL 555 Proficiency Evaluation Portfolio
Task Instructions

Part I: Biographic Information
Using the template provided, relate the following information:
- Student ID number
- Current job placement (grade level/content)
- Certification area
- Number years teaching experience

Part II: Digital Portfolio
Develop a digital portfolio that demonstrates meeting the **Accomplished or Exemplary** standards for the Framework for Teaching for the following indicators:
- Designing Student Assessment (1F)
- Using Assessment in Instruction (3D)
- Demonstrating Flexibility and Responsiveness (3E)
- Reflecting on Teaching (4A)
- Growing and Developing Professionally (4E)

Required Components:

Using the template provided, explain how the evidence provided supports meeting each Component listed at the **Accomplished or Exemplary** level. Your discussion must fully address all Guiding Questions included under each Component.

Guided questions:
- Designing Student Assessments
    1. How was your plan for student assessment aligned with instructional outcomes?
    2. What adaptations, if any, were necessary for groups of students?
    3. What assessment criteria and standards were used? Why?
    4. What was your plan for formative assessments? Why were these assessments chosen?
    5. How was your assessment plan results used to drive future instruction?
- Using Assessment in Instruction
    1. How was assessment used during the lesson to monitor learning progress?
    2. How was feedback to students provided?
    3. How did you assure students new the assessment criteria?
    4. Did you use student self-assessment? How?
    5. Explain how questions, prompts, and assessments were used to diagnose and measure student learning.
- Demonstrating Flexibility and Responsiveness

1. How was your instruction adjusted to adapt to student inquiry and interests?
2. What strategies were employed to assist students having difficulty with concepts?
- Reflecting on Teaching
    1. Citing specific assessment examples, explain the effectiveness of a lesson in achieving instructional outcomes?
    2. How have you adjust your lessons based on assessment data and reflecting on the effectiveness of your assessment?
- Growing and Developing Professionally
    1. Describe ways you have engaged in professional development to extend your knowledge about assessment.
    2. Provide, if any, examples of feedback you have received from colleagues and/or supervisors in regards to assessment. Explain how you have used that feedback to improve your assessment practices.
    3. Describe specific examples of professional collaboration with colleagues and supervisors to support research-based practices of assessment**.**

A. Include at least ten (10) pieces of job-embedded evidence to support mastery of standards. See the Framework for Teaching document for suggestions of evidence of your ability including formative/summative assessments, scoring guides, etc.

Bookmarking within the Proficiency Evaluation Template document is required between discussion and corresponding items of evidence.

How to Create Bookmarks
1. Click inside the document or select the text where you want the link to direct users when they click it.
2. Go to the "Insert" menu in Word and select "Bookmark."
3. Go to the "Insert" tab in Word
4. Enter a name for the bookmark into the "Name" box of the "Bookmark" dialog box. Omit any spaces in the name, as a bookmark cannot include these.
5. Click the "Add" button to add the bookmark to the selected text or area of the document.
6. Repeat this for all areas to which you would like to create a hyperlink.
*This process can be used to create a back button.

Scoring Rubric

	Ineffective	**Developing**	***Accomplished**	***Exemplary**
Designing Student Assessments	• Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. • Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.	• Some of the instructional outcomes are assessed through the proposed approach, but others are not. • Assessment criteria and standards have been developed, but they are not clear. • Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. • Teacher intends to use assessment results to plan for future instruction for the class as a whole.	• **Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.** • **Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.** • **Teacher intends to use assessment results to plan for future instruction for groups of students.**	• Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. • Assessment methodologies have been adapted for individual students, as needed. • The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. • Teacher intends to use assessment results to plan future instruction for individual students.
Using Assessment in Instruction	• There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. • Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	• Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. • Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their	• **Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.** • **Students appear to be aware of the assessment criteria; some of them engage in self-assessment**	• Assessment is fully integrated into instruction through extensive use of formative assessment. • Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria • Students self-assess and monitor their progress. • A variety of feedback, from both their teacher and their peers, is

Source: Kentucky Framework for Teaching (Adapted from Danielson Framework) at
http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf

*Every indicator must be met at either the **Accomplished or Exemplary** level in order to receive a holistic score of "Pass."

Proficiency Evaluation Holistic Scoring Guide

	Not Pass	*Pass*
Biographical Data	One or more components omitted or inappropriate.	Biographical data included and appropriate.
Prompt	One or more components addressed below the Accomplished level.	Demonstrates Accomplished or Exemplary performance according to the Kentucky Framework for Teaching standards through narrative and job-embedded evidence for **all** indicators (1F, 3D, 3E, 4A, and 4E)
Evidence	Included fewer than 10 pieces of job-embedded evidence that clearly support mastery of standards. OR One or more pieces of evidence inadequately supports mastery of standards.	Included 10 or more pieces of job-embedded evidence that clearly support mastery of standards.
Professional Language	Limited use of rich, scholarly language.	Rich, scholarly language from the field is utilized throughout.
Writing Mechanics	Typographical, spelling or grammatical errors noted.	Used template provided; deleted guiding questions (red print). Relatively free of typographical, spelling and/or grammatical errors. Formatting includes: Times New Roman 12 Font, double-spacing

TCHL 555 School and Classroom Assessment Proficiency Evaluation Portfolio Templates

Bookmarking within the Proficiency Evaluation Template document is required between discussion and corresponding items of evidence.

How to Create Bookmarks
1. Click inside the document or select the text where you want the link to direct users when they click it.
2. Go to the "Insert" menu in Word and select "Bookmark."
3. Go to the "Insert" tab in Word
4. Enter a name for the bookmark into the "Name" box of the "Bookmark" dialog box. Omit any spaces in the name, as a bookmark cannot include these.
5. Click the "Add" button to add the bookmark to the selected text or area of the document.
6. Repeat this for all areas to which you would like to create a hyperlink.
   *This process can be used to create a back button.

Part I: Biographical Information	
WKU Student ID#	**800-**
Current Job Placement (grade level/content)	
Certification Area:	
Number Years Teaching Experience	

Part II: Digital Portfolio
Develop a digital portfolio that demonstrates meeting the Accomplished or Exemplary standards for the Framework for Teaching for the following indicators: • Designing Student Assessment (1F) • Using Assessment in Instruction (3D) • Demonstrating Flexibility and Responsiveness (3E) • Reflecting on Teaching (4A) • Growing and Developing Professionally (4E)
Write a narrative (10-15 pages using the guided questions to demonstrate your ability to effectively utilize assessments (10-15 pages). Job-embedded sources of evidence must be provided.

Designing Student Assessments
1. *How was your plan for student assessment aligned with instructional outcomes?*
2. *What adaptations, if any, were necessary for groups of students?*
3. *What assessment criteria and standards were used? Why?*
4. *What was your plan for formative assessments? Why were these assessments chosen?*
5. *How was your assessment plan results used to drive future instruction?*

Using Assessment in Instruction
1. *How was assessment used during the lesson to monitor learning progress?*
2. *How was feedback to students provided?*
3. *How did you assure students new the assessment criteria?*
4. *Did you use student self-assessment? How?*
5. *Explain how questions, prompts, and assessments were used to diagnose and measure student learning.*

Using Assessment in Instruction
1. *How was assessment used during the lesson to monitor learning progress?*
2. *How was feedback to students provided?*
3. *How did you assure students new the assessment criteria?*
4. *Did you use student self-assessment? How?*
5. *Explain how questions, prompts, and assessments were used to diagnose and measure student learning.*

Demonstrating Flexibility and Responsiveness
1. *How was your instruction adjusted to adapt to student inquiry and interests?*
2. *What strategies were employed to assist students having difficulty with concepts?*

Reflecting on Teaching
1. *Citing specific assessment examples, explain the effectiveness of a lesson in achieving instructional outcomes?*
2. *How have you adjust your lessons based on assessment data and reflecting on the effectiveness of your assessment?*

Growing and Developing Professionally
1. *Describe ways you have engaged in professional development to extend your knowledge about assessment.*
2. *Provide, if any, examples of feedback you have received from colleagues and/or supervisors in regards to assessment. Explain how you have used that feedback to improve your assessment practices.*
3. ***Describe specific examples of professional collaboration with colleagues and supervisors to support research-based practices of assessment.***

Part III: Evidence

Include up to six (6) pages of job-embedded evidence to support mastery of standards. See the Framework for Teaching document for suggestions of evidence including formative/summative assessments, scoring guides, etc. ***Each piece of evidence must be hyperlinked to the corresponding Component.***

*Kentucky Framework for Teaching (Adapted from Danielson Framework) at http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf

TCHL 545 Classroom Instructional Strategies Proficiency Evaluation Portfolio Templates

Bookmarking within the Proficiency Evaluation Template document is required between discussion and corresponding items of evidence.

How to Create Bookmarks
1. Click inside the document or select the text where you want the link to direct users when they click it.
2. Go to the "Insert" menu in Word and select "Bookmark."
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Part I: Biographical Information	
WKU Student ID#	**800-**
Current Job Placement (grade level/content)	
Certification Area:	
Number Years Teaching Experience	

Part II: Digital Portfolio
Components with Guiding Questions

Demonstrating Knowledge of Content and Pedagogy
  1. *How do you display extensive and current content knowledge?*
  2. *What intra- and interdisciplinary content relationships do you incorporate?*
  3. *What content-specific pedagogical approaches are utilized? How are these selected?*

Demonstrating Knowledge of Students
  1. *How do you obtain and utilize knowledge of individual student developmental level and background, cultures, skill, language proficiency, interests, **and** special needs in your planning?*
  2. *How do you actively engage students in content?*
  3. *How do you use ongoing assessments to assess students' skills level and adapt*

instruction?

Selecting Instructional Outcomes
1. *Explain how you determine the content and cognitive level of learning outcomes.*
2. *How do you ensure your outcomes are rigorous, clear and balanced?*
3. *Relate how outcomes reflect the varying needs of individual students.*

Designing Coherent Instruction
1. *Explain how you coordinate knowledge of content, of students, and of resources, to design learning experiences.*
2. *Relate how these experiences are aligned to instructional outcomes and address different students' needs.*
3. *How do you ensure your unit structure is designed for clarity and varied use of instructional groups?*

Creating an Environment of Respect and Rapport
1. *Examine teacher-student, student-teacher and student-student interactions in your classroom in terms of respectfulness, caring, and age appropriateness.*
2. *Explore the connections among teacher and students in your classroom.*
3. *Relate how you respond to disrespectful behavior in your classroom.*

Establishing a Culture of Learning
1. *Discuss how your classroom is a "culture of learning", promoting the value of hard work and perseverance in relation to content and activities.*
2. *How do you covey high expectations for learning and achievement for **all** students in your classroom?*
3. *Relate student pride in work is fostered and exhibited in your classroom.*

Managing Student Behavior
1. *Describe how you establish a classroom atmosphere conducive to learning.*
2. *How are standards of conduct established and monitored?*
3. *Describe interventions used for misbehavior and responses for appropriate behavior.*

Maintaining Accurate Records
1. *Explain your record-keeping system for student completion of assignments, including student access to the information.*
2. *Define your system for documenting student progress in learning. How are students informed of progress?*
3. *How do you document noninstructional information?*

Communicating with Families
1. *Relate how you communicate with **all** families about the instructional program.*
2. *Explain how you inform families about individual student progress.*
3. *How do you invite/engage families in the instructional program?*

Part III: Evidence
Include up to ten (10) pieces of job-embedded evidence to support mastery of the components addressed in Part II; this evidence is not to exceed 25 pages total. See the *Framework for Teaching document for suggestions of evidence of your ability to effectively plan instruction, manage the classroom environment, maintain accurate records, and communicate with families. ***Each piece of evidence must be hyperlinked to the corresponding Component.***

*Kentucky Framework for Teaching (Adapted from Danielson Framework) at
http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf