

AGENDA
PROFESSIONAL EDUCATION COUNCIL
3:30 - Wednesday, February 11, 2015
GRH 3073

I. Consideration of the Minutes from the December 10, 2014 meeting
(Minutes can be found on the CEBS Main Web Page – click on Faculty & Staff and then Meetings
Minutes and Agendas).

II. New Business

A. Office of Teacher Services - CEBS

- Candidates Completing Requirements for Admission to the Professional Education Unit
December 11, 2014 to February 11, 2015
- Student Teacher Candidates for Spring 2015

B. Ogden College of Science and Engineering – Department of Mathematics

1. Revise Course Prerequisites/Corequisites – MATH 512, Geometry from an Advanced
Perspective
2. Revise a Program – 049, Master of Arts in Mathematics

C. College of Education and Behavioral Sciences – School of Teacher Education

1. Create New Endorsement Program – Teacher Leader Endorsement

III. Other Business

--Report from the Admission and Retention Subcommittee

--Literacy in the content area

--CAEP

--Vanguard/Kentucky Rising

Admission to Professional Education Unit

December 11, 2014 – February 11, 2015

Elementary

Jamie Avery
Whitney Beckner
Cassy Colburn
Leah Collins
Alyssa Frommeyer
Mallory Fulkerson
Kelsey Gregg
Stormi Lyon
Trace McGuire
Lindsey Overby
Haley Porter
LaDon Powell
Paige Ralston
Hannah Richards
Kristen Robertson
Todd Robertson
Stephanie Stillwell
Katrina Sturgill-Thompson
Ashley Welsh
Nicholas Willis
Natalie Wynn

Middle Grades

Joshua Hardison
Mary Hawk

K-12

Charles Price
Joseph M. Stone

SECONDARY

Jesse Bond
Rachel Carrier
Gabiella Crofford
Austin Hogue

Zachary Johnson
Ryan Mahoney
Abigail Potter
Brian Steiner
Let Jo Summer
Susan Towery

SPED

Sarah Bergen
Joni Gentry
Elizabeth Lansden
Rachel Stilwell
LeAnn Thrasher
Alexandria Wilcox

IECE

Brandy Davis
Whitney Pool

Graduate

Annee Simpson
Autumn Webb

**STUDENT TEACHER CANDIDATES FOR SPRING 2015
QUALIFIED**

*****STUDENT TEACHING APPLICATION ACCEPTED***2/11/15**

WKU ID	FIRST	LAST	MAJOR	
	NATALIE	MULLINS	5-12/FCS	
	HANNA	PHILPOT	5-12/FCS	
	ERICA	AUSBROOKS	ELEMENTARY	
	LATASHA	BABB	ELEMENTARY	
	DEBBORAH	BARCLAY	ELEMENTARY	
	JENNA	BURRIS	ELEMENTARY	
	REBECCA	CHARTOFF	ELEMENTARY	
	TABATHA	CLAYTON	ELEMENTARY	
	MALLORY	DePORTER	ELEMENTARY	
	PATRICIA	EMMICK	ELEMENTARY	
	HOLLY	FIELDS	ELEMENTARY	
	KIMBERLY	FRAIM	ELEMENTARY	
	KAYLA	GREENWELL	ELEMENTARY	
	HALEY Deanna	HAGAN	ELEMENTARY	
	JESSICA	HARBISON	ELEMENTARY	
	FAITH	HARRALSON	ELEMENTARY	
	JORDAN	HEIBERT	ELEMENTARY	
	CARRIE	HENRY	ELEMENTARY	
	SARA	ICE	ELEMENTARY	
	SHELBY	JANES	ELEMENTARY	
	TERRY	JONES	ELEMENTARY	
	KELLY	KEAN	ELEMENTARY	
	CASSANDRA	KEEN	ELEMENTARY	
	ANGELA	LANCASTER	ELEMENTARY	
	ASHELY	LETHCO	ELEMENTARY	
	MIRANDA	MALONE	ELEMENTARY	
	DARSHELL	MARTIN	ELEMENTARY	
	ADAM	MARTINEZ	ELEMENTARY	
	JOHNATHAN	MILLER, JR	ELEMENTARY	
	TERRI	ROBERTSON	ELEMENTARY	
	RACHEL	ROBINSON	ELEMENTARY	
	AMY	RODGERS	ELEMENTARY	
	SARAH	SHELL	ELEMENTARY	
	STEVEN	SCHROADER	ELEMENTARY	
	HILARY	SKAGGS	ELEMENTARY	
	SHEYENNE	SPRANKLE	ELEMENTARY	
	KELSEY	SYMPSON	ELEMENTARY	
	KELSEY	THOMAS	ELEMENTARY	

	BEVERLY	UPTON	ELEMENTARY	
	AMBER	WALTHER	ELEMENTARY	
	AMELIA	WATKINS	ELEMENTARY	
	ASHLEE	WEBB	ELEMENTARY	
	TARAH	HENDRIX	IECE	
	BIANCA	LUCOMBE	IECE	
	RACHEL	McLEAN	IECE	
	WHITNEY	POOL	IECE	
	KEELEY	SHAW	IECE	
	HILLARY	VINCENT	IECE	
	ANDREW	BOSTON	MGE/MATH	
	JORDAN	DANIEL	MGE/MATH	
	BRIDGETTE	DAVIS	MGE/MATH	
	ROBERT	DEASON	MGE/MATH	
	JOHN	DRANE	MGE/MATH	
	ANGELA	KELLEY	MGE/MATH	
	SHANNON	LAY	MGE/MATH	
	JODY	OWEN	MGE/MATH	
	JESSICA	PICKERELL	MGE/MATH	
	RYAN	RAMSEY	MGE/MATH	
	PATRICK	SHARTZER	MGE/MATH	
	KELLI	WARFORD	MGE/MATH	
	ADAM	BUCHERT	MGE/S.STUDIES/LA	
	STEPHANIE	CURRY	MGE/S.STUDIES/LA	
	MARLEY	EDMONSON	MGE/S.STUDIES/LA	
	AMY	GIBSON	MGE/S.STUDIES/LA	
	TAYLOR	HOUCHIN	MGE/S.STUDIES/LA	
	KATHERINE	KING	MGE/S.STUDIES/LA	
	JESSICA	PARSLEY	MGE/S.STUDIES/LA	
	E. McCALL	PIPER	MGE/S.STUDIES/LA	
	MEGAN	RICHARDSON	MGE/S.STUDIES/LA	
	HALIE	RILEY	MGE/S.STUDIES/LA	
	RICHARD	ROWLAND	MGE/S.STUDIES/LA	
	CHRISTOPHER	SEXTON	MGE/S.STUDIES/LA	
	DAVID ROSS	SMITH	MGE/S.STUDIES/LA	
	WILLIAM	TALBOTT	MGE/S.STUDIES/LA	
	RICHARD	WILKERSON	MGE/S.STUDIES/LA	
	CHAD	MONGOLD	MGE/SCIENCE	
	KATIE	WALLACE	MGE/SCIENCE	

	ERIN	BEATTIE	MGE/SEC/MATH	
	CAITLIN	BELCHER	P-12/MUSIC	
	EMILY	CURTIS	P-12/MUSIC	
	KELSYE	HIBBARD	P-12/MUSIC	
	ELLYN	KERCHENSKI	P-12/MUSIC	
	ISABELLE	LaBARGE	P-12/MUSIC	
	WILLIAM	LINDSEY	P-12/MUSIC	
	DOMINIC	PIEDMONTE	P-12/MUSIC	
	CHARLES	PRICE	P-12/MUSIC	
	JAMES	ROBINSON	P-12/MUSIC	
	JOSEPH	STONE	P-12/MUSIC	
	BLAKE	ALLEN	P-12/PE	
	MYLES	ALLEN	P-12/PE	
	MARTIN	CROSS	P-12/PE	
	CHELSEA	GIBBS	P-12/PE	
	STEVEN	JONES	P-12/PE	
	KIMBERLY	STINNETT	SEC/CHEMISTRY	
	MADALIENE	HUNT	SEC/EARTH SCIENCE	
	NATASHA	FATKIN	SEC/ENGLISH	
	MOLLY	KEEN	SEC/MATH	
	RICHARD	ROBERTS	SEC/MATH	
	JEREMIAH	STRINGER	SEC/MATH	
	MEGAN	WADE	SEC/MATH	
	JUSTIN	ALLEN	SEC/SOCIAL STUDIES	
			SEC/SOCIAL STUDIES	
	DRENNAN	BRAGG	SEC/SOCIAL STUDIES	
	JORDAN	CHAPMAN	SEC/SOCIAL STUDIES	
	JORDAN	FERGUSON	SEC/SOCIAL STUDIES	
	DAVID	FOUTS	SEC/SOCIAL STUDIES	
			SEC/SOCIAL STUDIES	
	ELLIE	GARRETT	SEC/SOCIAL STUDIES	
	ELISE	GIBSON	SEC/SOCIAL STUDIES	
	RACHEL	GIVENS	SEC/SOCIAL STUDIES	
	D'ARCY	REVLETT	SEC/SOCIAL STUDIES	
			SEC/SOCIAL STUDIES	
	VAUGHN	SKAGGS	SEC/SOCIAL STUDIES	

	PORSHIA	AUSTIN	SPECIAL EDUCATION	
	EMILY	BLYTHE	SPECIAL EDUCATION	
	DYLAN	CARTER	SPECIAL EDUCATION	
	SHAKIA	HARRIS	SPECIAL EDUCATION	
	JOHNNA	WOODWARD	SPECIAL EDUCATION	

		MAT		
	BRITTANY	PERRY	MGE/SCIENCE	
	CRYSTAL	COOK	SEC/BIOLOGY	
	ESTHER	ORNDORFF	SEC/SOCIAL STUDIES	
	ALICE	BYRNE	SPED/LBD	
	ASHLEY	CARRICO	SPED/LBD	
	NATHANIEL	MEDLEN	SPED/LBD	
	ANNEE	SIMPSON	SPED/LBD	

STUDENT TEACHER CANDIDATES FOR SPRING 2015
*****APPLICATION WITHDRAWN, 2/11/15*****

WKU ID	FIRST	LAST	MAJOR	DATE
	SHEENA	OATES	ELEMENTARY	1/5/15
	JONATHAN	BEARD	MGE/MATH	12/17/14
	TANNER	HALL	MGE/MATH	12/17/14
	BRANIGAN	LAWRENCE	P-12/MUSIC	12/16/14
	BENJAMIN	LUNA	P-12/MUSIC	12/17/14
	ANTHONY	EHEVESTE	P-12/SPANISH	1/8/15
			MAT	
	NATALIE	CRIMMINS	SEC/BIOLOGY	12/10/14
	DALETHA	BUTTS	SPED/LBD	12/18/14
	CHRISTINE	FINTA	SPED/LBD	1/6/15

**Ogden College of Science and Engineering
Department of Mathematics
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Hope Marchionda, hope.marchionda@wku.edu, 5-2961

1. Identification of course:

- 1.1 Course prefix (subject area) and number: MATH 512
- 1.2 Course title: Geometry from an Advanced Perspective

2. Current prerequisites/corequisites/special requirements:

Admission to the Master of Arts in Mathematics program or permission of instructor.

3. Proposed prerequisites/corequisites/special requirements:

MATH 511 with a C or better or permission of instructor.

4. Rationale for the revision of prerequisites/corequisites/special requirements:

Many of the concepts and notation used in MATH 511 are considered prerequisite knowledge for MATH 512. As a result, students will benefit from taking MATH 511 prior to MATH 512.

5. Effect on completion of major/minor sequence:

We offer at least two graduate level mathematics courses that students can choose to take each semester, so the change in the prerequisite should not delay completion of the program.

6. Proposed term for implementation:

Fall 2015

7. Dates of prior committee approvals:

Mathematics Department

10/24/14

Ogden College Graduate Committee

11/21/14

Professional Education Council

Graduate Curriculum Committee

University Senate

**Ogden College of Science & Engineering
Mathematics Department
Proposal to Revise a Program
(Action Item)**

Contact Person: Hope Marchionda, hope.marchionda@wku.edu, 5-2961

1. Identification of program:

- 1.1 Current program reference number: 049
- 1.2 Current program title: Master of Arts in Mathematics
- 1.3 Credit hours: 30-34

2. Identification of the proposed program changes:

- Replace TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) with TCHL 545: Classroom Instructional Strategies (3 hours).
- Replace TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours) with TCHL 555: School and Classroom Assessment (3 hours).
- Add new course TCHL 559 Action Research Design (1 hour)
- Increase the required number of Secondary Education hours from 12-16 to 13-16 and increase the total number of program hours from 30-34 hours to 31-34 hours.
- Reword the statement regarding proficiency evaluations to clarify what exams were now available because of the new course requirements listed above.
- Reword the secondary mid-point assessment requirements to align with a previous revision of the MAE program in 2012 and eliminate confusion for students enrolled in the MA in Mathematics program.

3. Detailed program description:

Current Program	Proposed Program (proposed revision are noted in bold text)
<p>This online program is intended for students who are secondary teachers who already hold teacher certification and are seeking rank change through attainment of a Master's degree. This degree does not give a student initial teacher certification, nor is it intended to prepare a student for doctoral studies in mathematics.</p> <p>To be admitted to the M.A. program, students must meet the following criteria:</p>	<p>This online program is intended for students who are secondary teachers who already hold teacher certification and are seeking rank change through attainment of a Master's degree. This degree does not give a student initial teacher certification, nor is it intended to prepare a student for doctoral studies in mathematics.</p> <p>To be admitted to the M.A. program, students must meet the following criteria:</p>

<p>(1) satisfy one of the following conditions:</p> <ul style="list-style-type: none"> • have a GAP score of at least 600, • have a GRE general score of at least 300, or • if students have graduated from WKU with a degree in mathematics, a GPA of at least 3.3 in their undergraduate major. <p>(2) a bachelor's degree in mathematics, OR the completion of the following undergraduate courses, with at most one deficiency:</p> <ul style="list-style-type: none"> (a) a calculus sequence through multivariable calculus, (b) linear algebra, (c) discrete mathematics, (d) probability or calculus-based statistics, (e) abstract algebra, and (f) geometry. <p>Applicants must also have or be eligible for a teaching certificate* for Secondary Mathematics (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.</p> <p>*Kentucky teachers whose certificates have expired may be admitted into the program, but they may enroll in no more than six hours before they must apply to the Kentucky Education Professional Standards Board 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. 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.</p> <p>Mathematics – 18 hours</p>	<p>(1) satisfy one of the following conditions:</p> <ul style="list-style-type: none"> • have a GAP score of at least 600, • have a GRE general score of at least 300, or • if students have graduated from WKU with a degree in mathematics, a GPA of at least 3.3 in their undergraduate major. <p>(2) a bachelor's degree in mathematics, OR the completion of the following undergraduate courses, with at most one deficiency:</p> <ul style="list-style-type: none"> (a) a calculus sequence through multivariable calculus, (b) linear algebra, (c) discrete mathematics, (d) probability or calculus-based statistics, (e) abstract algebra, and (f) geometry. <p>Applicants must also have or be eligible for a teaching certificate* for Secondary Mathematics (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.</p> <p>*Kentucky teachers whose certificates have expired may be admitted into the program, but they may enroll in no more than six hours before they must apply to the Kentucky Education Professional Standards Board 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. 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.</p> <p>Mathematics – 18 hours</p>
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1. The following courses are required:
MATH 501 Introduction to Probability and Statistics I
MATH 503 Introduction to Analysis
MATH 511 Algebra from an Advanced Perspective
MATH 512 Geometry from an Advanced Perspective
2. Six hours of elective mathematics courses from the following list: MATH 405G, 406G, 409G, 415G, 417G, 421G, 423G, 431G, 432G, 435G, 439G, 450G, 470G, 475G, 500, 504, 509, 510, 514, 517, 523, 529, 531, 532, 535, 536, 539, 540, 541, 542, 550, 560, 570, 590, 599, STAT 549.

A maximum of 9 hours at the 400G-level may be included in the entire program. Comprehensive exams in mathematics are required. A student who chooses to do a thesis is required to complete 6 hours of MATH 599 Thesis Research and Writing and to give an oral defense of the thesis.

Secondary Education – 12-16 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.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the Secondary Education portion of the degree.

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

1. The following courses are required:
MATH 501 Introduction to Probability and Statistics I
MATH 503 Introduction to Analysis
MATH 511 Algebra from an Advanced Perspective
MATH 512 Geometry from an Advanced Perspective
2. Six hours of elective mathematics courses from the following list: MATH 405G, 406G, 409G, 415G, 417G, 421G, 423G, 431G, 432G, 435G, 439G, 450G, 470G, 475G, 500, 504, 509, 510, 514, 517, 523, 529, 531, 532, 535, 536, 539, 540, 541, 542, 550, 560, 570, 590, 599, STAT 549.

A maximum of 9 hours at the 400G-level may be included in the entire program. Comprehensive exams in mathematics are required. A student who chooses to do a thesis is required to complete 6 hours of MATH 599 Thesis Research and Writing and to give an oral defense of the thesis.

Secondary Education – 13-16 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.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the Secondary Education portion of the degree.

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). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

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 30-34 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, at least one content course specific to their initial teaching certification areas, plus additional education-related or content courses.

1. Professional Education Core – 9-16 hours. Courses denoted with an asterisk are required courses.

~~*TCHL 500 – Foundations of Teacher Leadership (3 hours)~~

~~*TCHL 530 – Curriculum Development (3 hours)~~

~~TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)~~

~~TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)~~

~~TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)~~

~~TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)~~

~~TCHL 554 – Student Assessment II: Standardized Testing (1 hour)~~

~~TCHL 558 – Student Assessment III:~~

core courses they must take (see Important Note below). **All students must complete either TCHL 545 and 555 or pass proficiency evaluations for these courses.** TCHL 500, 530, **559**, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

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 **31-34** hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, at least one content course specific to their initial teaching certification areas, plus additional education-related or content courses.

1. Professional Education Core – 10-16 hours. Courses denoted with an asterisk are required courses.

~~*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)~~

2. Education Electives – 0-3 hours. **Students who successfully complete the proficiency examinations for TCHL 545 or TCHL 555 may graduate with 31 hours. However, students who successfully complete the proficiency examinations for TCHL 545 and TCHL**

~~Classroom Tests and Instruments (2 hours)~~

*TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours)

2. Education Electives – 0-3 hours. Students who successfully complete the proficiency examinations for ~~TCHL 540, TCHL 544, TCHL 548, TCHL 550, TCHL 554, and/or TCHL 558~~ may substitute another education course with advisor approval. TCHL 520 Principles of Action Research for Teacher Leaders is strongly recommended.

~~Secondary Education Mid-Point Assessment Requirements: To ensure that all master's candidates are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the above 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 may only complete 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 course work may be required based on the assessment results.~~

Secondary Education Completion Requirements:

1. Successfully complete TCHL 560 (Course grade of C or higher).
2. Give acceptable presentation of action research in approved venue.
3. Achieve a minimum 3.0 GPA overall and in secondary education course work.

555 must substitute at least one education course with advisor approval to have a minimum of 31 hours to graduate.

Secondary Education Mid-Point Assessment Requirements: **Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.**

Secondary Education Completion Requirements:

1. Successfully complete TCHL 560 (Course grade of C or higher).
2. Give acceptable presentation of action research in approved venue.
3. Achieve a minimum 3.0 GPA overall and in secondary education course work.

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

Contact Person: Dr. Lisa Murley, lisa.murley@wku.edu, 745-8822

1. Identification of program:

- 1.1 Program title: Teacher Leader Endorsement
- 1.2 Required hours in program: 16 hours
- 1.3 Special information: The proposed Teacher Leader Endorsement can be part of a Master's program, a Rank II, or a Rank I certification as well as a separate endorsement. The admission requirements will include admission to the WKU Graduate School and if counting the endorsement hours toward a master's degree or other graduate program, the applicant must meet the eligibility requirements of that program.
- 1.4 Catalog description: The Teacher Leader Endorsement is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. This endorsement is comprised of 16 hours of coursework that can count toward a master's degree, Rank II or Rank I certification, or other graduate program.
- 1.5 Classification of Instructional Program Code (CIP): 13.03 Curriculum and Instruction

2. Learning outcomes of the proposed endorsement program:

The Teacher Leader Endorsement learning outcomes are based on the Advanced Kentucky Teacher Standards and the Framework for Teaching Domains. The student will demonstrate proficiency in content knowledge, designing and planning instruction, assessing and reflecting upon learning results, technology, collaboration, leadership, and professional development as outlined by the Teacher Leader Endorsement required course critical performances. The student will demonstrate the accomplished level in planning and preparation, classroom environment, instruction, professional responsibilities, and student growth as outlined by the Teacher Leader Endorsement required course critical performances.

3. Rationale:

- 3.1 Reason for developing the proposed endorsement program:
This proposed endorsement program will complement the approved Teacher Leader programs as well as offer a separate endorsement for students who wish to add the Teacher Leader Endorsement to their credentials.
- 3.2 Relationship of the proposed endorsement program to other programs now offered by the department:
There are five endorsements currently offered in the School of Teacher Education: English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology, and Elementary Math Specialist. However, none of these endorsements include the Teacher Leader courses that will be required in the proposed Teacher Leader Endorsement and none include a curricular focus on teacher leadership.
- 3.3 Relationship of the proposed endorsement program to endorsement programs offered in other departments:
There are several endorsements offered in other departments in the College of Education and Behavioral Sciences, however, none include the Teacher Leader courses that will be required in the proposed Teacher Leader Endorsement and none include a curricular focus on teacher leadership. Other endorsements offered in the College of Education and Behavioral Sciences are:
 - The Counseling Department offers the Individual Intellectual Assessment (IIA) Endorsement, which is an endorsement built upon the student's basic certification

as a School Counselor. The purpose of this endorsement is to allow counselors to do individual intelligence testing.

- The Educational, Administration, Leadership, and Research Department offers three endorsements which include the Supervisor of Instruction Endorsement, Director of Pupil Personnel Services Endorsement, and the Superintendent Endorsement. These endorsements are designed to meet professional certification standards in school administration.

3.4 Projected enrollment in the proposed endorsement program:
Based upon enrollment in existing School of Teacher Education endorsement programs, the projected enrollment for the proposed Teacher Leader Endorsement is five to seven students per academic year.

3.5 Similar endorsement programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

Two universities in Kentucky offering a Teacher Leader Endorsement are:

- Eastern Kentucky University offers a separate Teacher Leader Endorsement which is designed to prepare teachers to be essential contributors to the shared leadership in the school. The 15 hour program includes the Teacher Leader Core courses.
- The University of Kentucky offers a 15 hour Teacher Leadership Endorsement designed to provide practicing teachers with specialized leadership development they can use in their classrooms and as leaders in schools, districts, and the wider context of education.

Two WKU benchmark universities offering a Teacher Leader Endorsement are:

- Ball State University offers a five-course certificate, the Elementary Math Teacher Leader Certificate that provides an additional depth of mathematics content and pedagogical knowledge intended for the elementary math teacher leader.
- Ohio University College of Education Teacher Leader Endorsement is a 10 hour program designed to meet the needs of teachers who aspire to leadership roles in their schools and districts.

Although several universities in the state and region offer a teacher leader endorsement, not all do. A Teacher Leader Endorsement at WKU will broaden the curricular offerings for future students.

3.6 Relationship of the proposed endorsement program to the university mission and objectives:
The proposed endorsement program supports the university mission by including course content focused on research designed to solve a problem of practice. This will prepare students to be engaged, productive, service-oriented, and responsible members of society.

Curriculum:

The proposed Teacher Leader Endorsement will be a 16 hour program that includes the following courses:

TCHL 500 Foundations of Teacher Leadership (3 hours)

TCHL 530 Curriculum Development (3 hours)

TCHL 545 Classroom Instructional Strategies (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 TCHL 545 and TCHL 555 or pass proficiency evaluations for these courses.

TCHL 500, 530, 559 and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses. While enrolled in TCHL 500, students will use several documents, including KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with endorsement advisors an individualized program of study related to Kentucky Teacher Standards, Framework for Teaching Components, and professional

goals. Students are expected to enroll in TCHL 500 at the beginning of the endorsement and in TCHL 560 toward the end. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals. Students must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue. Students must achieve a minimum 3.0 GPA overall and in endorsement course work.

5. Budget implications: Current staffing is adequate for the implementation of the proposed endorsement.

6. Proposed term for implementation: Fall 2015

7. Dates of prior committee approvals:

School of Teacher Education 12-10-14

College Curriculum Committee 02-03-15

Professional Education Council

Professional Education Council
Admission and Retention Subcommittee
January 22, 2015 Minutes & Report to PEC

Members Present:

Dr. Loretia Dye
Dr. Christina Noel
Dr. Jackie Pope-Tarrence
Dr. Fred Carter, Teacher Services
Dr. Janet Applin, Chair

The ARC met to consider 3 student cases:

1. A student who was appealing for an exception to be made for teacher admissions based on his GPA in his last 30 hours.
2. A student who was appealing to be reinstated to teacher education after being dismissed in 2010.
3. A student who was appealing a recommendation by the School of Teacher Education that his status be reviewed based on dispositional issues.
4. A fourth student has been recommended for dismissal by the School of Teacher Education due to plagiarism, however this case was deferred to provide the student time to participate. This case will be heard at the next ARC meeting.

Committee Recommendations for Each Case listed above:

1. Committee voted to recommend that an exception be made and the student be admitted to professional education based on his GPA for his last 30 hours of coursework.
2. Committee deferred recommendation on this case until the student meets with the Elementary Education faculty in person to appeal for their support for her reinstatement.
3. Committee made no recommendations regarding continuance in the program but two faculty members in STE will observe and mentor this student in the field to provide professional development.