AGENDA
PROFESSIONAL EDUCATION COUNCIL
3:30 - Wednesday, May 13, 2009
Tate Page Hall 334

I. Consideration of the Minutes from the April 8, 2009 meeting (Minutes can be found on the CEBS Main Web Page—click on Faculty & Staff and then Meeting Minutes and Agendas)

II. New Business

A. COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
Office of Teacher Services

1. Presentation of Candidates Completing Requirements for Admission to the Professional Education Unit April 9, 2009 May 13, 2009
2. Student Teacher Candidates for Fall 2009
3. Revision of Teacher Admission Policy

B. OGDEN COLLEGE OF SCIENCE AND ENGINEERING
Department of Mathematics and Computer Science

1. Revise a Program – BA in Mathematics (528) – admission requirements
2. Revise a Program – BA in Mathematics (728) – admission requirements

C. POTTER COLLEGE OF ARTS AND LETTERS
Department of Art

1. Revise Course Title – Art 325, Asian, American and African Art
2. Create a New Course – ART 305, Ancient Greek and Roman Art

D. COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
Office of the Dean

1. Teacher Leader Masters and Planned Fifth Year Program Framework – First Reading

III. Other Business

Information Only -- Regarding the Proposal to Revise a Program – English and Allied Language Arts (547). This proposal passed at the April 8, 2009, PEC meeting with the understanding that the title of the program needed to be changed. It was agreed to change the title to either English for Secondary Teachers OR English for Secondary Education. The new title chosen by the Department of English will be English for Secondary Education.

CANDIDATES COMPLETING REQUIREMENTS FOR ADMISSIONS TO PROFESSIONAL EDUCATION UNIT

April 9, 2009 – May 13, 2009

Elementary P-5

Atcher, Tara
Blythe, Melissa
Carr, Crystal
Conrad, Tabitha
Everett, Marissa
Hardesty, Sarah
Haste, Chad
Haynes, Steven
Healey, Danielle
Kaelin, Travis
King, Jacqueline
Lees, William
McCoy, Christopher
Moore, Erica
Moser, Leslie
Peacock, Amy
Puckett, Becky
Reynolds, Maranda
Rickman, Melissa
Robinson, Tonya
Royalty, Emery
Self, Kelly
Sidebottom, Chrystal
Stone, Kristin
Vail, Katherine
Walker, Kellie
Wells, Emilee
Whittington, Dedra

Middle Grades

Boyer, Dustin	Math/Science
Everage, Steven	ENG/SS
Hambidge, Brian	Math/SS
Jenkins, Matthew	Math/SS
Logsdon, Farrah	ENG/SS
Pruden, Douglas	Math/SS
Simpson, Carrie	ENG/SS

5-12

Napier, Phillip	Business & Marketing
Self, Laura	Business & Marketing
Sholar, Heather	Business & Marketing
Wilson, Sonya	Business & Marketing

P-12

Biller, Andrea	EX. ED.
Gohman, Heather	Physical Education
Huggins, Eric	Spanish
Ritter, Adam	EX ED
Thorn, Daniel	Physical Education
Whitaker, Joshua	Physical Education
Williams, Sandra	EX ED
Wright, Buddy	Physical Education

Secondary

Cook, Arthur	Social Studies
Dethridge, Timothy	Math
Fulkerson, Jordan	English
Hutchinson, Gary	Math
Phillips, Scott	English
Richardson, Jessica	English
Schwartz, Derek	Social Studies
Snardon, Corbin	Social Studies
Stinson, Joey	Biology
Tinker, Elizabeth	English
Whelan, Randall	Social Studies

IECE

Lucas, Jerebeth
Mattingly, Lauren

Masters

Baker, Laura	LBD
Masbaugh, Autumn	LBD
Porter, Haven	CD
Vance, Brandon	LBD
Yates, Casey	LBD

Special Circumstance Masters

If there are any questions or concerns about the status of any candidate, the person with the question or concern should contact Dr. Fred Carter, Teacher Services (745-4611 or fred.carter@wku.edu) prior to the PEC meeting.

STUDENT TEACHER CANDIDATES FOR FALL 2009
- QUALIFIED – 5/13/09 –

5-12/CFS

KELLI	DICKSON	
LAURA	JESSIE	

5-12/VOCATIONAL TECH

KALEB	PAYTON	

ELEMENTARY

ELIZABETH	ADAMSON	
FRANCIS	ALLISON	
JESSICA	BAKER	
ALICIA	BANDAS	
SHANNON	BLACKBURN	
JAIME	BLANC	
JESSICA	BOBERG	
AMBER	BOWMAN	
LINDSEY	BROWN	
AMANDA	CALVERT	
LESLEY	CAMBRON	
KATHERYN	CAMPBELL	
KASI	CANNADY	
TARA	CARTER	
ASHLEY	CHRISTOPHER	
MELISSA	COFFEY	
BRANDE	COMMODORE	
BRANDI	COMPTON	*-WITHDREW FROM SPRING 2009-*
LESLIE	CORDER	
AMBER	CREEK	
CRYSTLE	DAVIS	
KRISTA	DAY	
TERRI	ELLINGSWORTH	
VICTORIA	FINCH	
KALYN	FLENER	
PAIGE	FRANCESCON	
ASHLEY	FULKERSON	
KATIE	GARLAND	

JENNY	GREENWELL
CHRISTY	GUENTHER
JESSICA	HAMPTON
RYAN	HARDIN
CHELSEA	HENDERSON
KATHRYN	HENDRICK
SARAH	HODGE
JENNIFER	HUGGINS
LINDSEY	HURST
JESSICA	HUSSUNG
ASHLEY	KLARE
SARAH	LAMMY
MARY DENISE	LANHAM
VANESSA	LAWSON
AMY	LEASGANG
JENNA	LEMILY
ERICA	LUSSIER
STACY	MALONEY
CAROLINE	MAYHEW
ASHLEE	MAYNARD
LAURA	McCLELLAN
MARGARET	McDADE
STEPHANIE	MEREDITH
SADIE	MOORE
RACHEL	NEWBURY
KYLE	NORRIS
JESSICA	PADGETT
JASMINE	PATTON
SHAWN	PERKINS
WHITNEY	PERRY
EDWINA	PHARIS
LINDSEY	POGUE
KIMBERLY	PORTER
JORDAN	PURSLEY

AMANDA	RAYMOND	
BRITTNEY	RECTOR	
MELISSA	ROBERTS	
HEATHER	RUSSELL	
AMANDA	SANTOS	
LAUREN	SCHOLL	
SAMANTHA	SCHROADER	
ERIN	SHARP	
KRISTEN	SHIVE	
JOYCE	SIMS	
MATTIE	SOUTH	
PATTY	STEINBERGER	
SARA	STEWART	
MARGARET	THORNTON	
REBECCA	VINCENT	
HOLLI	WADDLE-BUTLER	
COURTNEY	WAKEFIELD	
HANNAH	WEST	
JESSICA	WHELAN	
ANDREA	WHITLEY	
LESLIE	WILSON	
NATASHA	WOODRUM	
EXED		
SARAH	LAMBRECHT	
IECE		
MARY	BRACKEN	
HOLLY	CONLEY	
CHRISTY	HARRIS	
TRACIE	HOWARD	
LARA	ISING	*-WITHDREW FROM SPRING 2009-*
LAUREN	MATTINGLY	FILE COMPLETE 4/20/09
MGE/LA/S.STUDIES		
KRISTY	CAMBRON	*-WITHDREW FROM SPRING 2009-*
LAUREN	GEARY	
REBECCA	JACKSON	*-WITHDREW FROM SPRING 2009-*
NATHAN	STURTZEL	

MGE/MATH

JANELLE	BLEVINS
STEPHEN	MITCHELL

MGE/MATH/LA

KENDRA	HAMILTON
HALEY	JOHNSON

MGE/MATH/S.STUDIES

BETSY	BEATY
KELLY	JUSTIS
RAY	KENNEDY
SHAE	ROBINSON
MARY	SKUBE
ERIN	WISE
JULIE	WISE

MGE/MATH/SCIENCE

STEPHEN	GLENN
PAMELA	WALTERS

MGE/S.STUDIES/LA

MELANIE	HACKWORTH
REBECCA	MORTON
SABRINA	WHITE

MGE/S.STUDIES/MATH

ROBIN	BROWN
ASHLEY	CANNON

MGE/S.STUDIES/SCIENCE

LACY	COX

MGE/SCIENCE

CHRISTOPHER	HAY

P-12/ART

SARAH	MARTIN
SARAH	WYNN

P-12/MUSIC

ALLISON	GAILEY
COURTNEY	RICHARDSON

P-12/SPANISH

CYNTHIA	LOPEZ
LUCAS	PAGE

SEC/BIOLOGY

STEPHANIE	LANE
MARK	WOOD

SEC/ENGLISH

MARY	ADKISSON
J. BRIAN	BRASHEAR
HOLLY	BROOKS
JESSICA	CRAFTON
NATALIE	CRONEY
SARAH	GAMBLIN
ANDREA	HAYDEN
JEANNIE	KAYSINGER
ANGELA	MABRY
MARK	SHERFEY
NICHOLAS	STEWART
JESSICA	SUTHERLAND
KALEENA	THOMPSON
LEEANN	WEATHERHOLT

SEC/MATH

COREY	BEWLEY
JENNIFER	GRAY

SEC/SOCIAL STUDIES

DON	BACON
ELISSA	BELAK
KENDRICK	BRYAN
JEB	COE
PAUL	DAVIS
JORDAN	ELLIOTT
SHANNON	GOSNELL
WILLIAM	SPALDING
DANIEL	THOMAS

STUDENT TEACHER CANDIDATES FOR FALL 2009
- QUALIFIED IN SPRING 2009 -

ELEMENTARY

CARMON	BROOKS
ASHLEY	MAGNESS

P-12/PE

ANTHONY	GODBEY

STUDENT TEACHER CANDIDATES FOR FALL 2009
- NOT QUALIFIED – 5/13/09 –

MGE/LA/MATH

LINDSAY	PRICE	

MGE/MATH/S.STUDIES

EMILY	LEACH	LACKING CS 230 (SPRING 09 COURSE TRANSFER FROM KCTC)

MGE/MATH/SCIENCE

NATHANIAL	HARPER	LTCY 421 IN SUMMER
ERIN	PEARMAN	NEEDS TRANSFER COURSEWORK FROM KCTC

MGE/S.STUDIES/LA

TERRY	RICHEY	
JAIME	WHITELY	NEEDS TRANSFER COURSEWORK FROM OCC

MGE/S.STUDIES/SCIENCE

BRANDON	PHARIS	MGE 479 SUMMER 09 INDEPENDENT STUDY

MGE/SCIENCE/S.STUDIES

JORDAN	SPILLMAN	NEEDS TRANSFER COURSEWORK

P-12/MUSIC

DONALD	ADAMS
JESSICA	AUSBROOKS
JOSHUA	MORTON
EMILY	USELTON

P-12/PE

J. ORRY	STULL
KATIE	TRAVIS

SEC/SOCIAL STUDIES

JUSTIN	WHITE

STUDENT TEACHER CANDIDATES FOR FALL 2009
APPLICATION WITHDRAWN PER STUDENT

MGE/S.STUDIES /LA

ROY	INHULSEN	4/15/09

MGE/S.STUDIES /MATH

ADAM	BRITT	4/10/09

MGE/SCIENCE/S.STUDIES

DANIELLE	WELLS	4/25/09

SEC/SOCIAL STUDIES

ROBERT	FRECH	4/15/09

Teacher Admissions Policy

Formal application for admission to teacher education must be made while students are enrolled in EDU 250 or MGE 275, generally during the second semester sophomore year. Transfer students with junior standing must apply during the first semester of enrollment. To be eligible for admission to teacher education, the student must:

- attend a Teacher Education Admissions Orientation
- achieve an overall GPA of 2.5**;**
- complete 30 semester hours of course work outside of teacher education;
- earn a GPA of 2.5 in ENG 100 and ENG 300, with neither grade lower than a "C." English credit earned with an Advanced Placement score of 3 or higher, ACT English score of 29, SAT Verbal score of 620, or CLEP proficiency will be accepted as equivalent to a "B";
- complete COMM 145 or 161 with a grade of "C" or higher;
- receive a passing score on a specified standardized instrument (contact Office of Teacher Services for details);
- submit all required forms, including application for admission, authorization of criminal records check, statement of commitment to uphold the Professional Code of Ethics for Kentucky School Personnel, commitment to abide by teacher education policies and procedures, and other forms provided by the Office of Teacher Services;
- submit an appropriate photo;
- arrange for recommendations to be completed by three faculty members; and
- insure approved degree program is on ICAP or provide an approved written copy.

- **Highlighted items have been corrected/added since last revision in spring of 2004**

Proposal Date: February 20, 2009

Ogden College of Science and Engineering
Department of Mathematics and Computer Science
Proposal to Revise A Program
(Action Item)

Contact Person: David K. Neal, david.neal@wku.edu, 745-6213

1. Identification of program:

1.1 Current program reference number: 528
1.2 Current program title: Bachelor of Arts in Mathematics
1.3 Credit hours: 48

2. Identification of the proposed program changes: Establish admission requirements.

3. Detailed program description:

Current Admission Requirements	Proposed Admission Requirements
None	1. Completion of MATH 126, MATH 227, and MATH 307 or MATH 310. 2. A grade of C or better in each of the courses taken in item 1. 3. An overall GPA of at least 2.4 in the mathematics program courses completed prior to admission (MATH 126 and above). (If a course is repeated, then the second grade is used to compute the GPA. If a course is repeated multiple times, then the average of all grades after the first attempt is used to compute the GPA.)

4. Rationale for the proposed program change: The proposed course completion requirements will improve the retention rate of mathematics majors and ensure that all students entering the program are qualified and capable of studying upper-division mathematics. The grade and GPA requirements will create a uniform admission standard for students in the extended major (528) and general major (728).

5. Proposed term for implementation and special provisions (if applicable):

The proposed admission requirements will apply to students seeking admission to WKU for Fall 2010 and thereafter. Upon approval, the admission requirements will apply to all current students who seek to switch majors to mathematics. The requirements will not be retroactive to students who are already declared mathematics majors.

6. Dates of prior committee approvals:

Mathematics Department	April 17, 2009
Ogden Curriculum Committee	
Professional Education Council	
Undergraduate Curriculum Committee	
University Senate	

Attachment: Program Inventory Form

Proposal Date: February 20, 2009

Ogden College of Science and Engineering
Department of Mathematics and Computer Science
Proposal to Revise A Program
(Action Item)

Contact Person: David K. Neal, david.neal@wku.edu, 745-6213

1. Identification of program:

1.1 Current program reference number: 728
1.2 Current program title: Bachelor of Arts in Mathematics
1.3 Credit hours: 35

2. Identification of the proposed program changes: Establish admission requirements.

3. Detailed program description:

Current Admission Requirements	Proposed Admission Requirements
None	1. Completion of MATH 126, MATH 227, and MATH 307 or MATH 310. 2. A grade of C or better in each of the courses taken in item 1. 3. An overall GPA of at least 2.4 in the mathematics program courses completed prior to admission (MATH 126 and above). (If a course is repeated, then the second grade is used to compute the GPA. If a course is repeated multiple times, then the average of all grades after the first attempt is used to compute the GPA.)

4. Rationale for the proposed program change: The proposed course completion requirements will improve the retention rate of mathematics majors and ensure that all students entering the program are qualified and capable of studying upper-division mathematics. The grade and GPA requirements will create a uniform admission standard for students in the general option and secondary education (SMED) option.

5. Proposed term for implementation and special provisions:

The proposed admission requirements will apply to students seeking admission to WKU for Fall 2010 and thereafter. Upon approval, the admission requirements will apply to all current students who seek to switch majors to mathematics. The requirements will not be retroactive to students who are already declared mathematics majors.

6. Dates of prior committee approvals:

Mathematics Department	April 17, 2009
Ogden Curriculum Committee	
Professional Education Council	
Undergraduate Curriculum Committee	
University Senate	

Attachment: Program Inventory Form

Proposal Date: 03/08/09

Potter College of Arts and Letters
Department of Art
Proposal to Revise Course Title
(Consent Item)

Contact Person: Guy Jordan, guy.jordan@wku.edu, x58865

1. Identification of course:

1.1 Current course prefix (subject area) and number: Art 325
1.2 Current course title: Asian, American & African Art
1.3 Credit hours: 3

2. Proposed course title: Art of Asia, Africa, and the Americas

3. Proposed abbreviated course title: Asia, Africa, Americas
(max. of 30 characters including spaces)

4. Rationale for the revision of course title: The use of the term "American" in the current course title for Art 325 is confusing. The proposed change to the more expansive term "the Americas" eliminates the risk that someone will misconstrue "American" as a reference to the United States.

5. Proposed term for implementation: Spring 2010

6. Dates of prior committee approvals:

Art Department:	April 14, 2009
Potter College Curriculum Committee	May 7, 2009
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: April 14, 2009

Potter College of Arts and Letters
Department of Art
Proposal to Create a New Course
(Action Item)

Contact Person: Guy Jordan, guy.jordan@wku.edu, x58865

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: ART 305
1.2 Course title: Ancient Greek and Roman Art
1.3 Abbreviated course title: Ancient Greek and Roman Art
1.4 Credit hours and contact hours: 3
1.5 Type of course: L
1.6 Prerequisites/corequisites: ART 105 or Permission of Instructor
1.7 Course catalog listing: Investigation of the artistic heritage of Ancient Greece and Rome from the Bronze Age to 476 CE.

2. Rationale:

2.1 Reason for developing the proposed course: This course fills a major gap in the Art Department's curriculum which at present does not offer any upper-division courses that examine the art of classical antiquity.

2.2 Projected enrollment in the proposed course: 25. This course will serve growing numbers of majors and minors in the Art Department and will allow the faculty to offer a more varied array of electives that will increase the likelihood that students will be able to finish their programs on time. The course will also fulfill requirements for students majoring in interdisciplinary fields for which it may provide an appropriate fit in current or future curricula.

2.3 Relationship of the proposed course to courses now offered by the department: ART 305 will offer an in-depth examination of material that provides the foundation for much of the artistic production of Europe over subsequent centuries. As such, it will add an additional, valuable layer of context to ART 300: Early Medieval Art, ART 301: Romanesque and Gothic Art, ART 401: Italian Renaissance Art, ART 403: Northern Renaissance Art, ART 314: Southern Baroque Art, ART 302: Nineteenth Century Art, ART 312: Art of the United States to 1865, and ART 313: Art of the United States from 1865.

2.4 Relationship of the proposed course to courses offered in other departments: This course duplicates some material offered in HUM 191: Fine Arts of Ancient Greece and Rome, but is proposed here as an upper-division course that builds upon the Greco-Roman foundations covered in ART 105 and satisfies the particular elective requirements of majors and minors in the Art Department. ART 305 will complement other courses in the university curriculum that investigate in part or in whole the literature (ENG 354: History of Drama to 1640, ENG 385: World Literature, ENG 396: Mythology, ENG 412: History of Rhetoric), history (HIST 305: Ancient Greece, HIST 306: Ancient Rome), and

intellectual heritage (PHIL 302: History of Western Philosophy I: Ancient and Medieval) of the classical world.

2.5 Relationship of the proposed course to courses offered in other institutions: Courses covering Greek and Roman art are already offered at other institutions in the Commonwealth of Kentucky. These include those at the University of Kentucky (A-H 312: Studies in Greek Art, A-H 313: Studies in Roman Art), The University of Louisville (ART 351: Greek Art and Architecture, ART 352: Aegean Art and Architecture, Art 353: Roman Art and Architecture), Northern Kentucky University (ARTH 350: Ancient Art), Eastern Kentucky University (ARH 492: Greek and Roman Art), and Murray State University (ART 415: Greek & Roman Art).

3. Discussion of proposed course:

3.1 Course objectives: Students taking this course will gain a working knowledge of the formation and development of the visual arts in Ancient Greece and Rome including sculpture, ceramics, painting, architecture, and urban planning, all considered within their appropriate social, political, religious, and cultural contexts. Moreover, students will gain an appreciation of the critical and proactive role played by visual and material culture in the everyday lives of ancient peoples.

3.2 Content Outline: This course will examine the historical development of the visual arts in Ancient Greek and Roman civilizations from the Bronze Age until the fall of the Roman Empire in 476 CE. Topics to be covered include: the earliest examples of visual art from the Cycladic and Minoan civilizations, the Peloponnesian citadels of Tiryns and Mycenae, Archaic Greek sculpture and its relationship to the wider Mediterranean world, the development of Greek temples from the Archaic Period to the Hellenistic Age, Classical and Hellenistic Greek sculpture, styles of Greek pottery, gender and representation in Greek art, Greek funerary stele, Greek and Roman coinage, the visual art of the Etruscans as a model for Ancient Rome, the political and religious functions of Roman architecture, fresco painting in Pompeii and Herculaneum, Idealism and Verism as alternative strategies of representation in Roman sculpture, *spolia* as a decorative strategy on Roman monuments, Roman sarcophagi, and the ways in which the visual arts indicated the "decline" of Roman hegemony in the 3rd and 4th centuries CE.

3.3 Student expectations and requirements: In addition to gaining an understanding of the chronological development of the visual arts in the classical world from the Bronze Age through the fall of the Roman Empire in 476 CE, students will learn to think critically about the form and function of images produced in Greek and Roman societies. Student learning will be assessed through quizzes, a midterm, a final exam, and a research paper.

3.4 Tentative texts and course materials: Two textbooks: Pedley, John Griffiths, *Greek Art and Archaeology*, 4th ed. (New York: Prentice Hall, 2007), and Kleiner, Fred, *A History of Roman Art*, 1st ed. (New York: Wadsworth, 2007); and other books and materials drawn from the WKU libraries.

4. Resources:

4.1 Library resources: The library has adequate holdings in this area.

4.2 Computer resources: Free and reputable on-line resources that relate to Greek and Roman art are abundant. They include *The Perseus Project* at Tufts University (http://www.perseus.tufts.edu/art&arch.html) and the extensive classical topics covered by the Metropolitan Museum of Art's *Heilbrunn Timeline of Art History* (http://www.metmuseum.org/toah/).

5. Budget implications:

5.1 Proposed method of staffing: Current Faculty.

5.2 Special equipment needed: None.

5.3 Expendable materials needed: None.

5.4 Laboratory materials needed: None.

6. Proposed term for implementation: Spring 2010

7. Dates of prior committee approvals:

Art Department:	4/14/09
Potter College Curriculum Committee	5/7/09
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

ART 305 Bibliography

Campbell, Gordon, ed. ***The Grove Encyclopedia of Classical Art and Architecture*** **(New York: Oxford University Press, 2007).**

Kousser, Rachel Meridith, ***Hellenistic and Ideal Roman Sculpture: The Allure of the Classical*** **(New York: Cambridge University Press, 2008).**

Mattusch, Carol C., ***Pompeii and the Roman Villa: Art and Culture Around the Bay of Naples*** **(London: Thames & Hudson, 2008).**

Neer, Richard T., ***Style and Democracy in Athenian Vase Painting: The Craft of Democracy, c. 530-460 BCE*** **(New York: Cambridge University Press, 2002).**

Picaon, Carlos A., et. al. ***Greek and Roman Art in the Metropolitan Museum of Art*** **(New Haven: Yale University Press, 2007).**

Stansbury-O'Donnell, Mark, ***Pictorial Narrative in Ancient Greek Art*** **(New York: Cambridge University Press, 1999).**

Stewart, Peter, ***Statues in Roman Society: Representation and Response*** **(New York: Oxford University Press, 2003).**

Vassilika, Eleni, ***Greek and Roman Art*** **(New York: Cambridge University Press, 1998).**

Key journal titles:

Art Bulletin
Art History

TEACHER LEADER MASTER'S AND PLANNED FIFTH-YEAR PROGRAM FRAMEWORK

Western Kentucky University (WKU) has developed a Teacher Leader Master's and Planned Fifth-Year Program in accordance with the 2000 guidelines set out by the Kentucky Education Professional Standards Board (EPSB) leading to Kentucky certification rank change. Through this program, WKU is striving to close the gap between teacher preparation and teaching practice that directly impacts student learning.

The standards-based education reform movement has been an important and difficult paradigm shift for the K-12 population of educators (Pankratz & Petrosko, 2000). The research work of the universities is necessary to inform the work of practitioners (Grossman, 2008), as the theoretical foundation is crucial to the program. The integration of the research, along with sound pedagogical insights and outcome measures on how teachers make a difference and impact student learning, is an essential next step (Grossman, 2008; Wise, Ehrenberg, & Leibbrand, 2008). The transition from the world of theoretical knowledge to the translation of real-world classroom instruction often becomes disjointed. Connecting the dots between theory and practice is not an easy task for most novice and not-so-novice teachers. Therefore, in order to provide the necessary services for clientele, WKU has a responsibility and a commitment to its graduates to provide the resources and support needed to move them up the professional continuum to high quality, accomplished teaching practices.

The need to develop teachers as leaders is an essential component to improving the program at WKU. Teacher Leadership is not necessarily a formal role, responsibility, or set of tasks. Rather, it is a form of activity in which teachers are empowered to lead efforts and build grassroots capacity to directly impact the quality of teaching and learning. Teacher Leaders lead within and beyond the classroom through four core obligations upon which this program is conceived:

One: Teacher Leadership is grounded in knowledge of learners and subject matter.
WKU is committed to fostering teaching expertise through knowledge of content learners and how concepts are acquired. Exemplary teaching is the foundation of teacher leadership (Snell & Swanson, 2000, p.10). Therefore, this commitment involves the construction and implementation of curriculum that is based on a deep understanding of teaching, learning, and the real work of schools.

Two: Teacher Leadership is a professional commitment.
WKU is committed to providing leadership to advance high-quality teaching and learning, to close performance gaps among diverse students, and to raise public awareness of the teacher's critical role as a professional in designing curriculum and promoting student achievement. It is recognized that teacher leadership is "required if there is to be any lasting and meaningful change in teaching and learning" (Dole, 2000, p 12) and any substantial alignment of the key pedagogical and curricular elements of schooling (Crowther et al., 2002) to impact the learning of ALL students. The goal is to develop the potential in ALL teachers to be professionals, make decisions and choices in their classrooms, and ultimately have ownership of their teaching and the types of engagements they have with their students.

Three: Teacher Leadership is collaborative and inclusive.
WKU is committed to recognizing the value of the collaborative role that includes all stakeholders in the educational organizations and to providing experiences related to emerging models of teams or communities of practice. It is recognized that "the realities of working collaboratively with others, especially in large groups with varied participants, require dramatically different skills" (Killion, 1996, p. 71) than those employed in working with students in classrooms. Teachers need to walk in both the world of children and the world of schools as organizations. (Silva et al., 2000, p. 800).

Four: Teacher Leadership is transformative.
WKU realizes teacher leadership is paramount for classroom and school improvement. Teacher Leaders are the strongest link for transforming teaching practices (Doyle, 2000, p.4); for improving professional practice (Stone et al., 1997, p. 58); and for the improvement of student achievement (McKeever, 2003, p.84).

Given these principles, and in accordance with the Education Professional Standards Board (EPSB) Teacher Leader Master's and Planned Fifth-Year Program guidelines (2008), the following framework has been developed collaboratively with GRREC and Region 2 administrators and teachers, Potter College of Arts and Letters faculty, Ogden College of Science and Engineering faculty, and College of Education and Behavioral Sciences faculty. Meetings were held at WKU with teachers, district- and school-based administrators, and faculty from the College of Education and Behavioral Sciences and the Arts and Sciences colleges. During these meetings, the goal of partnerships was presented and small focus groups led by university instructors were conducted to solicit the needs of all stakeholders with regard to teacher preparation, continuing education, and job-embedded professional development. Along with these large group meetings, additional focus group meetings were held with stakeholders and college staff on specific topics including assessment issues, interpretation of standards, new course development, and professional development needs. The dean of the College of Education and Behavioral Sciences, along with one or two university faculty, visited numerous (Refer to Timeline Document) school superintendents and instructional supervisors to solicit support in a university-district partnership. These new levels of relationships forged between districts, the university, and P-12 teachers are leading to shared and collegial leadership where all can grow professionally and learn to view themselves on the same team with the same goal: "To positively impact student learning through better schools" (Hoerr, 2005). (Reference Progress Report) **NCATE Standard 3, Element 1; NCATE Standard 5, Elements 1, 2, & 5**

The program (see Overall Design, Diagram 1) is designed to measure candidates' levels of proficiency using the Kentucky Teacher Standards. It is intended to take candidates from the level of initial proficiency, based on the impact they have on student learning at the time they enter the program, and move them to advanced levels of teacher proficiency in teaching and learning; partnering with families and community stakeholders; and as leader/collaborators within their own classroom, team/department, across the school, and beyond the school (see Framework for Teacher Leadership Diagram 5, Danielson, C., 2006). **NCATE Standard 1**

The program is divided into two instructional levels. Level 1 provides pedagogy, leadership, and content applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas. The approach is an integrated core of concomitant skills focused on designing and implementing instruction that prepares the candidate to impact student learning through classroom research and leadership. Level 2 is global and directs the Teacher Leader Master's Degree or Planned Non-Degree Fifth-Year Program candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate (refer to Coursework Model). An Action Research Project focusing on a classroom, school, or district issue is the capstone for the completion of the Teacher Leader Master's Degree or Planned Non-Degree Fifth-Year Program.

The program requires a three-fold assessment protocol (see Assessment Protocols) that transitions candidates from one level to the next and is administered at strategic times to ensure its appropriateness and that it guides the professional growth of all candidates. The protocol begins with an Entry Assessment to determine the course of study and time duration for each concomitant skill addressed in Level 1. Critical Performance Assessments on the candidate's ability to develop and implement standards-based units of study, impact student learning through classroom instruction, assessment and analysis of student achievement, content knowledge, and professional growth, collaboration and leadership are administered and scored by the faculty throughout the coursework and uploaded to the Electronic Portfolio System (EPS). A monitoring system, Response to Intervention (RTI), also will be employed to assure that candidates not reaching full potential in coursework and assessment protocols are provided services in a timely manner.

At the end of the coursework, the assessment performances will be reviewed and assessed holistically by faculty members and practitioners. This assessment will determine if the candidate is proficient in the skills addressed in Level 1 and whether the candidate needs additional work in Level 1 topics and/or the course of study appropriate in Level 2. It provides feedback that allows the candidate and advisor(s) to alter the program of studies, if needed. Assessments in Level 2 are administered and scored by the faculty throughout the coursework and uploaded to the Electronic Portfolio System (EPS) as appropriate. At the end of Level 2, candidates will present a capstone Action Research Project.

Admission

Graduate Admissions Criteria

WKU Graduate: Automatic admission

Currently holds Kentucky teacher certification

Graduate of a KY higher education institution other than WKU:

GPA of 2.75 or higher or a qualifying GAP score

Currently holds Kentucky teacher certification

Submit a standards-based unit of study (for example, a Teacher Work Sample) or KTIP portfolio for admission credentials review.

Graduate of an out-of-state institution of higher education:

GPA of 2.75 or higher or a qualifying GAP score
Kentucky or certification from another state(s)
Submit a standards-based unit sample (for example, a Teacher Work Sample)

Entry Assessment Module (1 hour). Required. Prerequisite for Level 1 courses.

Rationale: This course has been developed to provide an orientation and entry level gate for candidates admitted to the Teacher Leader Master's programs at WKU. The purpose of the course is to facilitate intensive self-reflection and self-evaluation, with direction from faculty, to determine strengths, weaknesses, and areas for study for each candidate within the program. In order to assure that each candidate's needs are met, a series of assessment evaluation tools and supporting evidence will be used to determine the candidate's level of proficiency at admission in each concomitant skill addressed in the program's framework. The candidate will prepare, with the aid of a faculty advisor(s), the course of instruction needed to reach proficiency in these skills. An individualized plan of study will be developed. Therefore, the number of hours will vary according to the proficiency level and needs of the candidate. The duration of the Entry Assessment Course will be individualized based upon the submission and evaluation of required documents.

Content and documents included:

- Cycle 3 KTIP Assessment or in-kind example such as a developed standards-based unit of study or a Teacher Work Sample for candidates who did not participate in KTIP
- Self-survey based on the Kentucky Teacher Standards (Entry Level) and supported by self-reporting evidence and examples (Teacher Skills Assessment, Stronge, 2006)
- A Professional Growth Plan (PGP) that is relevant to the Teacher Leader Master's Degree or Planned Non-Degree Fifth-Year Program
- A completed Dispositions Survey (i.e., Borich Teacher Disposition Index, 200X, or Strength Finder, Gallup)
- A vitae of Professional Activities to date
- Two referrals from the following

    - School principal or designee referral listing:
        - Specific standards in which the candidate shows strength
        - Specific standards in which the candidate needs growth
        - Areas that would aid growth in collaboration efforts on a team and/or grade level
        - Areas that would aid the school/district in meeting School Improvement Plan (SIP) goals
    - Colleagues:
        - Specific standards in which the candidate shows strength
        - Specific standards in which the candidate needs growth

- Areas that would aid growth in collaboration efforts on a team and/or grade level
- Areas that would aid the school/district in meeting SIP goals

Level 1

Level 1 will be individualized based upon the candidate's level of proficiency upon entrance to the program. Proficiencies will be determined by use of documents from the Entry Assessment Module and faculty advisement. Candidates will be required to take a minimum of 10 out of 19 available hours. If found to be highly proficient based on submitted documentation, candidates will have the option of completing the performance-based assessments for Level 1 without the prescribed coursework. Candidates attempting this option must score a 3 on all performance assessments for Level 1.

The delivery options include face-to-face meetings, online instruction through Blackboard and other web-based delivery methods, and small group meetings.

Within courses, candidates will be assigned to Professional Learning Communities (PLC) designed to include teachers of diverse content and developmental levels in order to assure a global view of the entire education spectrum. This model will advocate a learning community demonstrated by people from multiple constituencies, at all levels, collaboratively and continually working together (Louis & Kruse, 1995 as reported by SEDL, 2009). This model embodies what the National Commission on Teaching and America's Future (NCTAF) espouses that teachers cannot teach well unless there are "Strong Learning Communities" as the core for improving schools and teaching (Dufour, 2008). Such collaborative work is grounded in what Newmann (reported by Brandt, 1995) and Louis and Kruse label "reflective dialogue," in which conversations are conducted about students, teaching, and learning and identifying related issues and problems. Participants in such conversations learn to apply new ideas and information to problem-solving techniques and are able to create new conditions for students. Key tools in this process are shared values and vision; supportive, physical, temporal, and social conditions; and a shared personal practice (SEDL, 1997). WKU is becoming a member of the Professional Learning Communities that are emerging in its constituent school districts. In order to be seen as partners and allies with the districts they serve, WKU administrators and faculty members are making concerted and focused efforts to (a) consistently dialogue in formal and informal settings with schools and districts to share visions and a sense of purpose; (b) actively demonstrate heightened interest and engagement in the learning process; (c) involve schools and districts in university decision making and becoming involved in decision making at the school district; (d) develop collegial relationships among teachers; and (e) foster positive, caring student-teacher-administrator-university relationships.

Additionally, Professional Learning Communities will be a working model at WKU in order to assure consistency and relevance in coursework, to serve as a monitoring system to assure that candidates not

reaching full potential in coursework and assessment protocols are provided services (RTI) in a timely manner, and to provide a conduit for an accountability and reliability system of analyzing candidate assessments. Teams of WKU faculty from the education units have been trained in the PLC model and are actively practicing it within the unit structure.

Level 1 Courses

1. **Teacher Leadership I** (3 hours) Required Course

Rationale for the Teacher Leadership Course

Danielson (p. 12) defines teacher leadership as "that set of skills demonstrated by teachers who continue to teach students but also have an influence that extends beyond their own classrooms to others within their own school and elsewhere." It entails teachers organizing and facilitating others with the goal of improving the school's performance in critical responsibilities involved in teaching and learning.

Teacher leadership also requires developing and recognizing leadership skills and dispositions in order to work in collaborative relationships with colleagues to mobilize when an opportunity or problem presents itself. Michael Fullan (2001) says, "The litmus test of all leadership is whether it mobilizes people's commitment to putting their energy into actions designed to improve things. It is individual commitment, but above all it is collective mobilization" (p. 9). The type of leadership a teacher displays can be formal or informal, direct or indirect. Teachers may have a title with specific job responsibilities, or they may demonstrate leadership through marshalling colleagues, students, and/or other stakeholders into accomplishing a goal. They may serve as the designated "head" of a team or as an active participant.

In this course, candidates will be provided with a definition, context, and the impact of teacher leadership. Candidates will explore the framework for teacher leadership and the relevant skills necessary to be leaders.

Course Objectives:
At the conclusion of the course, the candidates will be able to . . .

- Demonstrate an understanding of the importance of quality leadership in schools
- Elucidate how Teacher Leaders perform a variety of roles to help influence student learning
- Explicate different theories about motivating faculty and students
- Work more effectively with other teachers to help them grow as instructors and contributors to the profession
- Demonstrate basic leadership skills (e.g., communication, conflict management, group processes, etc.) necessary to lead effectively in education environments

- Help facilitate others in organizational improvement processes (i.e., effective change efforts)
- Demonstrate the ability to work effectively with others both inside and outside the school
- Plan effective professional development for individuals and groups in school settings
- Use self-reflection as a vehicle for all improvement efforts, both personal and organizational

Kentucky Teacher Standards Addressed:

Standard 8: Collaborates with colleagues/parents/others (8.1-8.4)
Standard 9: Evaluates teaching and implements professional development (9.1-9.4)
Standard 10: Provides leadership within school/community/profession (10.1-10.4)

Kentucky Teacher Standards Assessed:

Standard 8: Collaborates with colleagues/parents/others (8.1-8.4)
Standard 10: Provides leadership within school/community/profession (10.1-10.4)

Critical Performances or Evidence Required for Proficiency Assessment:

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

2 A-D. Integrated Core Courses (6-13 hours) Required

Hours determined by the Entry Assessment and a faculty advisor. Courses included in the integrated core focus are A) Curriculum Development, B) Classroom Instruction, C) Assessment and Data Analysis, and D) a specific content course. The Classroom Instructional course and the Assessment and Data Analysis course are divided into independent modules.

Rationale for the Integrated Core Courses

Robert Marzano (2003b) articulates a framework for understanding the characteristics of effective schools and effective teachers in these schools: 1) use of effective classroom strategies; 2) use of effective classroom management strategies; and 3) design of effective classroom curricula. Marzano summarizes the research of Nye and colleagues (2004):

> …indicates that students who have a teacher at the 75th percentile in terms of pedagogical competence will outgain students who have a teacher at the 25th percentile by 14 percentile points in reading and 18 percentile points in mathematics….indicates that students who have a

> 90th percentile teacher will outgain students who have a 50th percentile teacher by 13 percentile points in reading and 18 percentile points in mathematics. (p. 2)

In translation to real-world teacher preparation, it is imperative that teachers be skilled at high levels of proficiency. In order for students to learn at high levels, the teachers instructing them must do the same.

High stakes testing has resulted in acute measurement of student learning, and teachers have begun the quest to set high goals for student achievement based on assessment results. Through the work with the practitioners, administrators in particular, an identified need surfaced that teachers be adept at "unpacking" or disaggregating standards in order to articulate high learning goals relative to their particular curriculum and development level. Based on those results, teachers should design and implement instruction utilizing appropriate, research-based pedagogical skills.

In order for students to be moved consistently and appropriately along the learning continuum, teachers need to become researchers within their own classrooms, in that they need to raise questions relative to what they think and observe about their teaching and their students' learning (MacLean & Mohr, 1999 p. x). Teachers must be able to analyze educational research and policies and explain the implications for their own practice and for the profession. Instruction implemented by a teacher operating through a standards-based model becomes data driven based on effective, scientifically-based sound instruction, pedagogy, and content. The teacher assumes the role of researcher, in that he or she asks questions and evaluates the quality of instructional strategies/techniques and their effects on student learning. In essence, the teacher is able to critically evaluate the student outcomes, produce interventions, and use the information gained through analyses to plan for future instruction. In order to prepare teachers to be researcher-leaders, the focus of the Integrated Core Courses is to enable candidates to reach proficiency. The premise of this program is that it is job-embedded. Therefore, it is essential that teacher candidates be exposed to teaching situations beyond their present assignment. The PLC model will address two major exposure concerns: (1) the need for candidates to experience teaching situations representing various forms of diversity in students and teaching contexts, and (2) the need to better understand the parameters of teaching in a variety of content, developmental, and specialist areas in order to better participate in Response to Intervention (RTI) models for students representing learning difficulties.

1) Diversity

What constitutes diversity is based on several interpretations. Diversity can be measured by culture, ethnicity, economic levels, learning abilities, and language barriers. Payne (2005) further identifies the area of diversity related to poverty and gives the definition as "the extent to which an individual does without resources" (p. 8). Payne identifies these resources as being financial, emotional, mental, spiritual, physical, support systems, relationships/role models, and knowledge of the hidden rules of the class structures.

Two major sources of diversity in the classroom are exceptional needs inclusion policies and the growing number of immigrant students. Major changes in how special needs students are

educated in public schools have increased diversity in regular classrooms (MetLife, p. 60). Today, 43% of teachers agree that their classes have become so mixed in terms of student learning abilities that they can't teach them effectively (Metlife, p. 60). In addition, according to the National Center for Education Statistics (2006), one in five children (20%) between the ages of 5 and 17 in the U.S. spoke a language other than English at home, an increase from 9% in 1979. In 2006, one-quarter (25%) of students not speaking English at home spoke with difficulty (Planty et al., 2008). Yet, neither the educational experiences nor the backgrounds and attitudes of prospective teachers equip them to participate in the culture of schooling envisioned for an increasingly pluralistic society. These prospective teachers, overwhelmingly white, middle class, and typically monolingual, bring little intercultural experience from their largely suburban and small-town backgrounds (Zimpher, 1989).

In the *MetLife Survey of the American Teacher: Past, Present, and Future* (2008), the comparison to the past also reveals that some longstanding challenges have increased. Those six factors, that go beyond the reach of the classroom but can hinder students from learning to their full potential, include violence, English language facility, poor nutrition, lack of parental support or help, poor physical condition, and poverty. Today, half (49%) the teachers in the survey indicated that poverty hinders learning for at least one-quarter of their students, compared to 41% in 1992. More teachers (43%) agree that their classes have become so mixed in terms of student learning abilities that they can't teach effectively, as compared to 39% in 1988. In addition, nearly twice as many teachers today, as compared to 1992, say that a lack of facility in English hinders learning for at least one-fourth of their students (22% vs. 11%). The problem is even greater in urban schools (30%). Urban schools generally showed less progress in many areas when compared to rural and suburban schools in the five challenge areas of poverty, nutrition, English language facility, physical condition, and violence. Of those teachers who report that poverty is a problem for at least one-quarter of their students, 80% say that their training has prepared them very or somewhat well to deal with the issue.

More than a third (36%) of teachers in schools where one-quarter or more students have nutrition problems affecting learning do not feel their training prepared them well to deal with the issue. Of those teachers working in schools where at least one-quarter of the students face health related problems, nearly four in ten (38%) feel not well prepared, or poorly prepared, to deal with such issues; 15% of principals say that teachers are not well prepared by their training to deal with physical condition issues.

For those teachers who report that at least one-quarter of their students face lack of parental support or help as an obstacle to their learning, eight in ten (79%) say that their training and education have prepared them either very or somewhat well to deal with this lack of support. Teachers for whom at least one-quarter of their students are hindered in learning by violence disagree about their preparation: just under two-thirds (63%) feel very well or somewhat prepared, and just over one-third (36%) feel not well or poorly prepared (p. 121-128). To

address these issues, Banks (1991a) notes the importance of integrating multicultural education within the teacher education curriculum:

> An effective teacher education policy for the 21st century must include as a major focus the education of all teachers, including teachers of color, in ways that will help them receive the knowledge, skills, and attitudes needed to work effectively with students from diverse racial, ethnic, and social class groups. (pp. 135-136)

So how can these major issues for teaching be addressed in a program, as not all candidates are exposed to all of them issues and the major tenet of the proposed program is for the work to be job-embedded? Participation in the PLC groups will allow candidates to dialogue and share experiences from their classrooms with other candidates. Purposeful configuration of the PLC groups will allow teachers access through insights from other practitioners' experiences on pedagogy and outcome measures that may differ from their own.

2) Response to Intervention

The Individuals with Disabilities Education Act (IDEA, 2004) authorized local education agencies to use Response to Intervention (RTI) models. RTI is an integrated approach that includes general, remedial, and special education based on a three-tiered model that monitors student progress with different levels of intervention intensity. By providing scientifically-based interventions to students, monitoring progress on interventions, and using this information to determine those in need of more intensive services, RTI also builds on the requirements of No Child Left Behind (NCLB). There is a two-tiered implication for the master's program. Teacher candidates will be taught to understand the models for RTI in P-12 settings, and secondly, WKU will support teacher candidates through RTI models that identify and support candidates struggling to meet proficiency in coursework and assessment projects.

A major focus when designing the content for the Integrated Core was the deficit in assessment capabilities of teachers revealed in the survey and focus group data. Graduate candidates continue to have difficulty aligning assessments to the cognitive complexity and content articulated in state standards. According to the WKU Assessment Report for Initial Preparation Programs, 74% of pre-service teachers "passed" the assessment standard (Table 13), which had the lowest percentage of all standards. According to the student teaching evaluation proficiency rates noted in the same report, the assessment standard ranked as one of the lowest at 92% (Table 14). In the WKU College of Education and Behavioral Sciences Practitioner Survey, the average for "utilizing varied types of assessments" was 3.6 on a scale of one to five. Again, this ranked as one of the lowest items marked. These results suggest that more time in the Teacher Leader Master's Degree or Planned Non-Degree Fifth-Year Program needs to be devoted to crafting high quality assessments.

Stiggins (2002) writes that teachers need to be able to use classroom assessment processes and a constant flow of information about student achievement in order to advance student learning. They do this by:

- *understanding and articulating in advance of teaching the achievement targets that their students are to hit;*
- *informing their students about those learning goals, in terms that students understand, from the very beginning of the teaching and learning process;*
- *becoming assessment literate and, thus, able to transform their expectations into assessment exercises and scoring procedures that accurately reflect student achievement;*
- *using classroom assessments to build students' confidence in themselves as learners and help them take responsibility for their own learning, so as to lay a foundation for lifelong learning;*
- *translating classroom assessment results into frequent descriptive feedback (versus judgmental feedback) for students, providing them with specific insights as to how to improve;*
- *continuously adjusting instruction based on the results of classroom assessments;*
- *engaging students in regular self-assessment, with standards held constant so that students can watch themselves grow over time and, thus, feel in charge of their own success; and*
- *actively involving students in communicating with their teacher and their families about their achievement status and improvement. (p. 5)*

In short, the effect of assessment for learning, as it plays out in the classroom, is that students keep learning and remain confident that they can continue to learn at productive levels if they keep trying to learn (Stiggins*, 2002, p. 5).*

In its 2001 report, the Committee on the Foundations of Assessment of the National Research Council advanced recommendations for the development of assessment in American schools that included the following:

> *Recommendation 9: Instruction in how students learn and how learning can be assessed should be a major component of teacher preservice and professional development programs. This training should be linked to actual experience in classrooms in assessing and interpreting the development of student competence. To ensure that this occurs, state and national standards for teacher licensure and program accreditation should include specific requirements focused on the proper integration of learning and assessment in teachers' educational experience.* (Pellegrino, Chudowsky, Glaser*, p. 14)*

Henning (2006) recommended that instructors in the teacher-leadership program teach data manipulation and transformation strategies, i.e., histograms, charts, graphs, or frequency distribution charts. Henning further suggested instructors emphasize that conclusions drawn from data analysis must match the statistical procedure used. Therefore, in response to these works and the data collected from surveys and focus groups of practitioners in the WKU service area, a strong emphasis on assessment and data analysis has been included.

Instruction for the Level 1 courses will utilize a mixed delivery system of online, face-to-face, and hybrid combinations. Courses are divided into modules with separate hour designations to meet the needs of candidates not requiring all of the content of the courses. During instruction, candidates will utilize the information being explored in the modules/courses in their regular instructional setting. These job-embedded clinical experiences will be focused on real-time instructional activities in the classroom. In order to facilitate professional development and higher levels of teacher quality, candidates will be expected to continually analyze and reflect on the impact on student learning through Professional Learning Communities (PLC). Candidates will be assigned to Professional Learning Communities that will include P-12 teachers of diverse content and developmental grade levels and also ESL, Exceptional Needs, etc., in order to assure a more global view of the entire education spectrum. The PLC's will meet to exchange classroom experiences related to course content, discuss student progress, clarify and refine pedagogy, and analyze assessment data. Involvement in a PLC will also provide skill development of teacher leadership in a collegial atmosphere.. WKU faculty will assume the role of facilitators and team members of the small groups. These meetings will be held face-to-face or virtually according to the discretion of the group and instructor (see Instructional Model Diagram 3). All courses were designed by teams of WKU faculty and district practitioners.

A. Curriculum Development Course (3 hours) Required course
Professional Learning Community (PLC) participation required

Course Objectives:
At the conclusion of the course, the K-12 teacher will be able to . . .

- Organize curriculum for horizontal and vertical alignment
- Understand the elements of a standards-based unit
- Incorporate state curriculum guidelines
- Develop a standards-based instructional unit incorporating Depth of Knowledge (DOK) and taxonomies
- Develop, correlate, analyze, and provide appropriate assessment and feedback for individual units
- Integrate and sequence appropriate content knowledge into the unit
- Develop an awareness of instructional quality

Kentucky Teacher Standards Addressed:

Standard 1: The teacher demonstrates applied content knowledge (1.1-1.5)
Standard 2: The teacher designs and plans instruction (2.1-2.5)
Standard 3: The teacher creates and maintains learning climate
Standard 4: The teacher implements and manages instruction
Standard 5: The teacher assesses and communicates learning results
Standard 6: The teacher demonstrates the implementation of technology
Standard 7: The teacher reflects on and evaluates teaching and learning (7.1-7.3)

Kentucky Teacher Standards Assessed in this course:

Standard 1: The teacher demonstrates applied content knowledge (1.1-1.5)
Standard 2: The teacher designs and plans instruction (2.1-2.5)
Standard 3: The teacher creates and maintains learning climate
Standard 7: The teacher reflects on and evaluates teaching and learning (7.1-7.3)

Critical Performances or Evidence Required for Proficiency Assessment:

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

B. Classroom Instruction (three 1-hour modules)

Professional Learning Community (PLC) participation required

Classroom Instruction: Instructional Strategies (1 hour)

Course Objectives:

At the conclusion of the course, the K-12 teacher will be able to . . .

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

Classroom Instruction: Equitable Schools (1 hour)

Course Objectives:

At the conclusion of the course, the K-12 teacher will be able to . . .

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

Classroom Instruction: Classroom Management and Motivation (1 hour)

Course Objectives:

At the conclusion of the course, the K-12 teacher will be able to . . .

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

Kentucky Teacher Standards Addressed:

Standard 1: The teacher demonstrates applied content knowledge
Standard 2: The teacher designs and plans instruction
Standard 3: The teacher creates and maintains learning climate (3.1-3.5)
Standard 4: The teacher implements and manages instruction (4.1-4.5)

Standard 5: The teacher assesses and communicates learning results
Standard 6: The teacher demonstrates the implementation of technology (6.1-6.5)
Standard 7: The teacher reflects on and evaluates teaching and learning

Kentucky Teacher Standards Assessed in this course:

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

Critical Performances or Evidence Required for Proficiency Assessment:

All performances are required regardless of the number of modules the candidate takes.

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

C. Assessment and Data Analysis (one 2-hour module and two 1-hour modules)
Professional Learning Community (PLC) participation required

Assessment and Data Analysis: Analysis of Data to Improve Student Learning (2 hours)

Course Objectives:
At the conclusion of the course, the K-12 teacher will be able to . . .

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

Assessment and Data Analysis: Evaluating Classroom Assessments

Course Objectives:
At the conclusion of the course, the K-12 teacher will be able to . . .

- Explain the eight forms of validity evidence and the three types of reliability evidence
- Compute simple descriptive statistics for assessment data

- Understand and apply the principles of level of measurement to calculations on classroom and school data
- Articulate a philosophy for evaluating student progress
- Understand professional/legal/ethical issues involved in the assessment of students
- Utilize data from student results to improve classroom assessments

Assessment and Data Analysis: Utilizing Standardized Tests

Course Objectives

At the conclusion of the course, the candidate will be able to . . .

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

Kentucky Teacher Standards Addressed:

Standard 1: The teacher demonstrates applied content knowledge
Standard 2: The teacher designs and plans instruction
Standard 3: The teacher creates and maintains learning climate
Standard 4: The teacher implements and manages instruction
Standard 5: The teacher assesses and communicates learning results (5.1-5.6)
Standard 6: The teacher demonstrates the implementation of technology
Standard 7: The teacher reflects on and evaluates teaching and learning (7.1-7.3)

Kentucky Teacher Standards Assessed in this course:

Standard 5: The teacher assesses and communicates learning results (5.1-5.6)
Standard 7: The teacher reflects on and evaluates teaching and learning (7.1-7.3)

Critical Performances or Evidence Required for Proficiency Assessment:

All performances are required regardless of the number of modules the candidate takes.

- Contextual Factors: Provide a detailed evaluation of the student population using quantitative and qualitative data including a description of diverse needs of the students
- Analysis of Student Learning: Collect responses to three assignments/prompts from three students of representative diversity and analyze the growth of student learning giving details of the instructional methods employed
- Reflection: Write a reflection of personal growth or the need for growth as the result of the analysis

D. Content Course (3 hours) Required Course:

Students will select one existing content course specific to their initial teaching certification area that augments their knowledge of the content area based on entry level assessments.

Course Objectives:
At the conclusion of the course, the candidate will be able to . . .

- Gain additional content knowledge

Kentucky Teacher Standards Addressed:
Standard 1: The teacher demonstrates applied content knowledge

Kentucky Teacher Standards Assessed in this course:
Standard 1: The teacher demonstrates applied content knowledge

Critical Performances or Evidence Required for Proficiency Assessment:

- Open Response Questions: Complete open response questions designed by the content specific faculty that are based on content knowledge in candidate's teaching certification area and stem from the Kentucky Program of Studies and Core Content and/or other state curriculum documents

5. Action Research Module (2 hours) Required

An online course to prepare candidates for the capstone Action Research Project will be required. Candidates will begin reflecting on an area of general interest, begin collecting initial data, and prepare a preliminary prospectus for the action research project that can be conducted while taking or at the completion of Level 2 courses. This course ideally will be taken just prior to the initiation of the Participatory Action Research Project and may be taken during Level 1 or Level 2.

Course Objectives:
At the conclusion of the course, the candidate will be able to . . .

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

Kentucky Teacher Standards Addressed:
A minimum of three Kentucky Teacher Standards must be addressed in the capstone Action

Research Project to be completed by the conclusion of the degree program.

Kentucky Teacher Standards Assessed in this course:
Candidate may choose a minimum of three standards

Critical Performances or Evidence Required for Proficiency Assessment:

- Development of research question(s)
- Literature Review
- Outline for project
- Timeline for project
- Prospectus for an Action Research Project relevant to the candidate's work environment

At the conclusion of the Action Research Project:

- Presentation and scoring of the project by a university faculty member, school district/school representative, and any other stakeholders influenced by the project

Mid-Point Assessment

(See the Summary of the Assessments, Diagram 6)

During the prescribed individual coursework for Level 1, each candidate will complete assessments that evidence job-embedded proficiency in the concomitant skills. Assessments on the candidate's ability to develop and implement standards-based units of study, to impact student learning through class instruction, to assess and analyze student achievement, to grow professionally, and to collaborate and lead will be administered and scored by the faculty throughout the coursework and uploaded to the Electronic Portfolio System (EPS). The assessments include observations, videos, student work samples with analyses, presentations, interviews, Teacher Work Samples, and/or other standards-based unit formats. In addition, the Teacher Leader Master's Degree or Planned Non-Degree Fifth-Year Program candidate will submit an Analytical Reflection Summary of practice and revised Professional Goals based on Level 1 experiences and complete three (3) open response questions based on content knowledge in the candidate's teaching certification area and in alignment with the Kentucky Program of Studies. Also, the candidates will submit an analytical reflection summary of their progress since the Entry Assessment Seminar at the induction to the program. The candidate's Analytical Reflection Summary and revised professional goals will then guide the candidate and advisor in determining the course of study for Level 2.

Several districts have requested that they submit a mid-point check sheet similar to the Entry Level Referral to provide further feedback on the level of proficiency the teacher demonstrates.

At the end of Level 1, the assessment performances will be reviewed and assessed holistically by faculty and practitioners. The review will 1) determine if the candidate is proficient in the skills addressed in Level 1, 2) determine both if the candidate needs additional work in Level 1 topics and/or the course of study appropriate for the candidate in Level 2, and 3) validate and assure reliability. The review will

provide feedback that allows the candidate and advisor(s) to alter the program of studies, if needed. The successful results of the Level 1 assessments will be an overall score of 3.0, with no individual score less than 2.5. Success in the Level 1 assessments will determine movement to Level 2.

Level 2

Level 2 will be global, in that choices will be made available in areas pertinent to the professional career goals of each candidate.

Level 2 coursework will be determined based on the assessment at the conclusion of Level 1. Each program will be individualized based on the candidate's assessment results, professional goals, and growth plan. In the Level 2 program, candidates will (a) take additional courses to attain Level 1 proficiencies or (b) specialize in an area. Examples:

- Candidates could take a mix of content and pedagogy to improve P-12 classroom practice.
- Candidates could start taking leadership courses to fast track the Rank I for administration and to develop them for schoolwide teacher leader roles such as department head, school-based decision making member, etc.
- Candidates could work toward an endorsement, such as in technology or Gifted and Talented.

Level 2 Courses

Candidates will have flexibility in Level 2 coursework dependent upon the completion of Level 1, thus allowing more distance toward other certificates in Level 2 and/or Rank I. This would ultimately impact pre-service teachers by encouraging them to hone content and practice experiences throughout pre-service coursework, Student Teaching, and the Internship year in order. This approach will better prepare the candidate for the Teacher Leader Master's Degree or Planned Non-Degree Fifth-Year Program and the completion of Level 1 more effortlessly.

Level 2 instruction will utilize a hybrid system of online and face-to-face delivery. Courses will be content, pedagogy, and/or leadership specific based on each individual's prescribed program. A strong reliance will exist on the arts and sciences as well as on specialized areas in the College of Education and Behavioral Sciences. Courses also will come from existing courses in the College of Education and Behavioral Sciences, Potter College of Arts and Letters and Ogden College of Science and Engineering.

Assessments will be conducted within the course structures to determine the level of proficiency in each independent area. The results of these assessments will determine entry into the Action Research phase, which includes a module/course in the preparation for action research. After successful completion of the Action Research preparation, candidates will conduct an Action Research project (see the Summary of the Assessments, Diagram 6).

Action Research Capstone Project

An Action Research Capstone Project will be conducted throughout Level 2 or at the conclusion of coursework for Level 2. If the project is conducted at the conclusion of Level 2 coursework, the recommendation will be made that the Action Research module course be taken just prior to the initiation of the project. The Action Research Project requiring the candidate to employ the leadership skills the Teacher Leader Master's Degree or Planned Non-Degree Fifth-Year Program is designed to develop will be referred to as Participatory Action Research (PAR).

Teachers are subjective insiders involved in classroom instruction as they go about their daily routines of instructing students, grading papers, taking attendance, evaluating their performance, and reviewing the curriculum. Traditional educational researchers who develop questions, design studies around those questions, and conduct research within the schools are considered objective outside observers of classroom interaction. However, when teachers become teacher-researchers, the traditional descriptions of both teachers and researchers change. Teacher-researchers raise questions about what they think and observe relative to teaching and student learning. They collect student work in order to evaluate performance, but they also perceive student work as data to be analyzed for examining the resulting teaching and learning (MacLean & Mohr, 1999 p. x).

Action Research is a recognized form of experimental research focusing on the effects of the researcher's direct actions of practice within a participatory community with the goal of improving performance quality or an area of concern (Dick, 2002; Reason & Bradbury, 2001; Hult & Lennung, 1980; McNiff, 2002). Action research involves the utilization of a systematic cyclical method of planning, taking action, observing, evaluating (including self-evaluation), and critical reflecting prior to planning the next cycle (O'Brien, 2001; McNiff, 2002). The actions contain a set goal of addressing an identified problem in the workplace; for example, reducing the illiteracy of students through the use of new strategies (Quigley, 2000). A collaborative method is employed to test new ideas and implement action for change. Direct participation is involved in a dynamic research process while monitoring and evaluating the effects of the researcher's actions aimed at improving practice (Dick, 2002; Checkland & Holwell, 1998; Hult & Lennung, 1980). At its core, action research is a means to increase the understanding of how change in one's actions or practices can mutually benefit a community of practitioners (McNiff, 2002; Reason & Bradburym, 2001; Carr & Kremmis 1986; Masters, 1995).

> *Essentially, Participatory Action Research (PAR) is research which involves all relevant parties in actively examining together current action (which they experience as problematic) in order to change and improve it. They do this by critically reflecting on the historical, political, cultural, economic, geographic and other contexts which make sense of it. Participatory action research is not just research which is hoped will be followed by action. It is action which is researched, changed and re-researched, within the research process by participants. Nor is it simply an exotic variant of consultation. Instead, it aims to be active co-research, by and for those to be helped. Nor can it be used by one group of people to get another group of people to do what is thought best for them - whether that is to implement a central policy or an organizational or service change. Instead it*

> *tries to be a genuinely democratic or non-coercive process whereby those to be helped, determine the purposes and outcomes of their own inquiry.* (Wadsworth, 1998)

PAR proceeds through repeated cycles in which researchers and the education community start with the identification of major issues, concerns, and problems; initiate research; originate action; learn about this action; and proceed to a new research and action cycle. This process is a continuous one. Participants in Action Research projects continually reflect on their learning from the actions and proceed to initiate new actions on the spot. Outcomes are very difficult to predict from the outset, challenges are sizeable, and achievements depend to a very large extent upon the researcher's commitment, creativity, and imagination. If the repeated cycles are thoughtfully and systematically followed, preferably in a group context, then (a) issues and understandings and (b) the practices themselves will develop and evolve.

Districts have requested that they be apprised of the Action Research Projects being conducted by their candidate-teachers. To further encourage district inclusion, the results of the action research projects will be presented to the district stakeholders involved in the projects.

Completion of Teacher Leader Master's Degree or Planned Non-Degree Fifth-Year Program

OVERALL DESIGN

Diagram 1

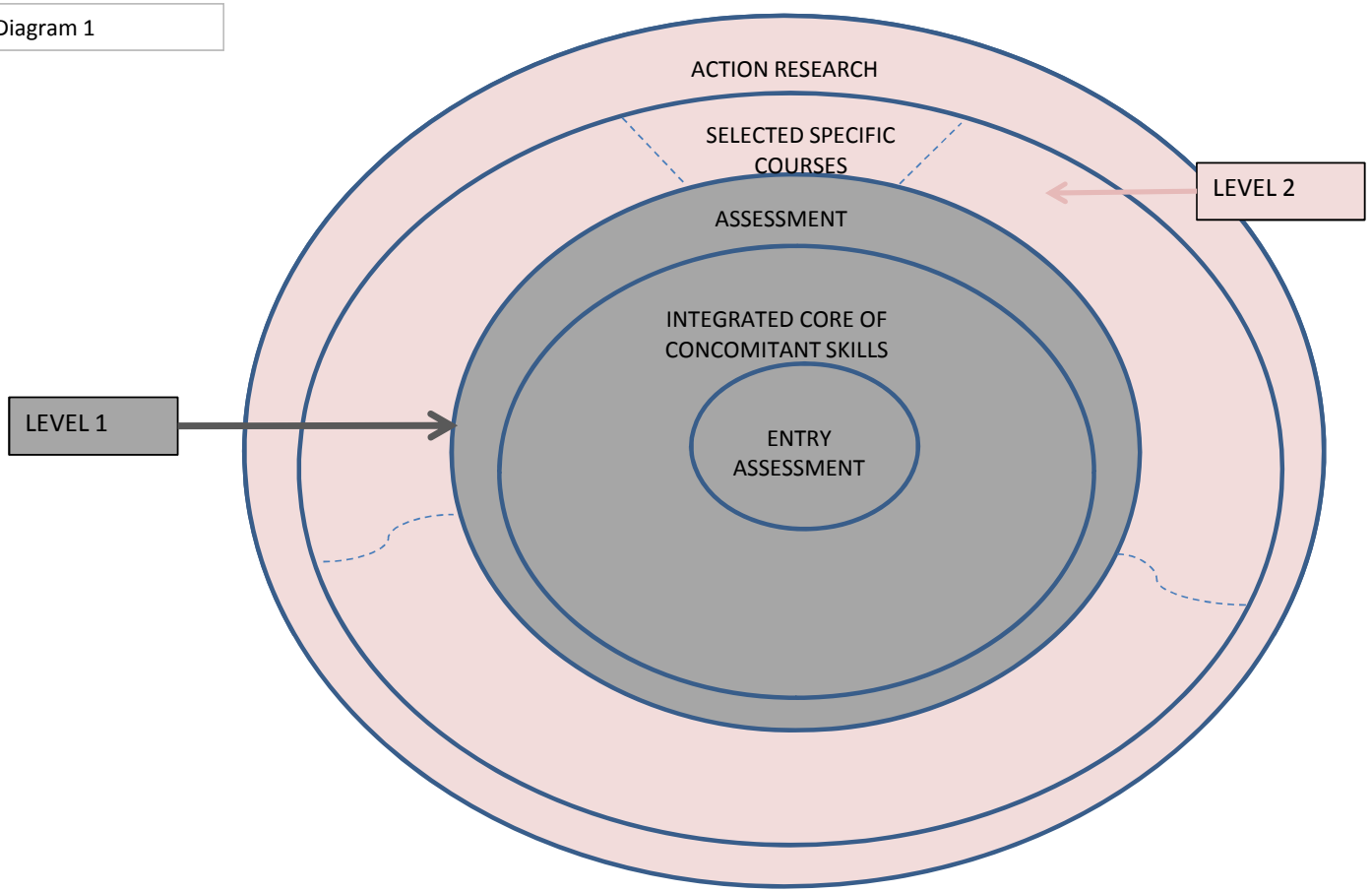
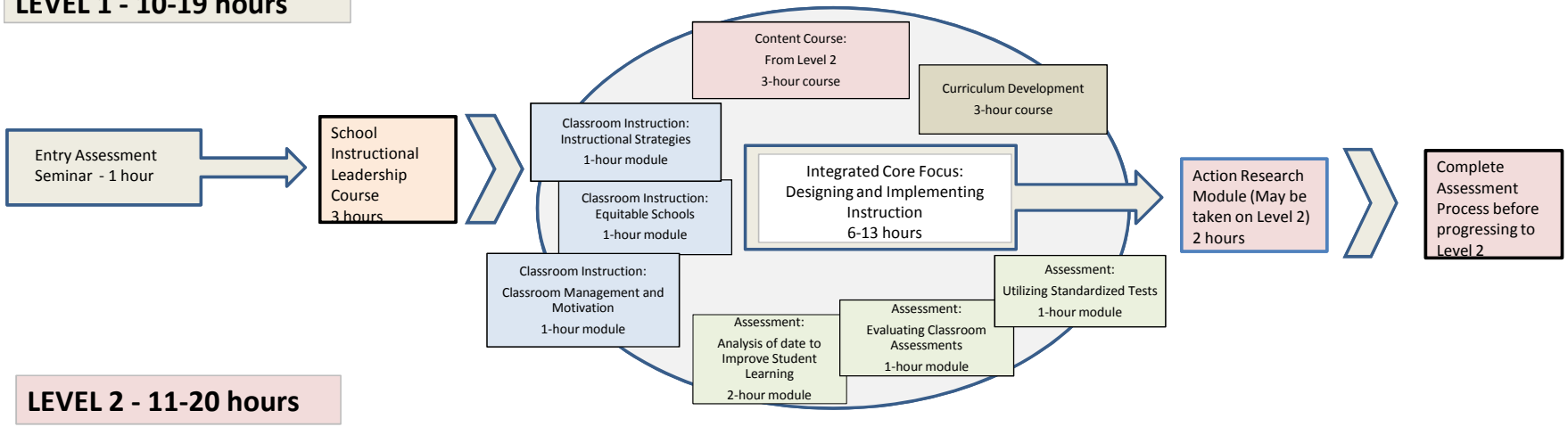


Diagram 2

COURSEWORK MODEL

LEVEL 1 - 10-19 hours



LEVEL 2 - 11-20 hours

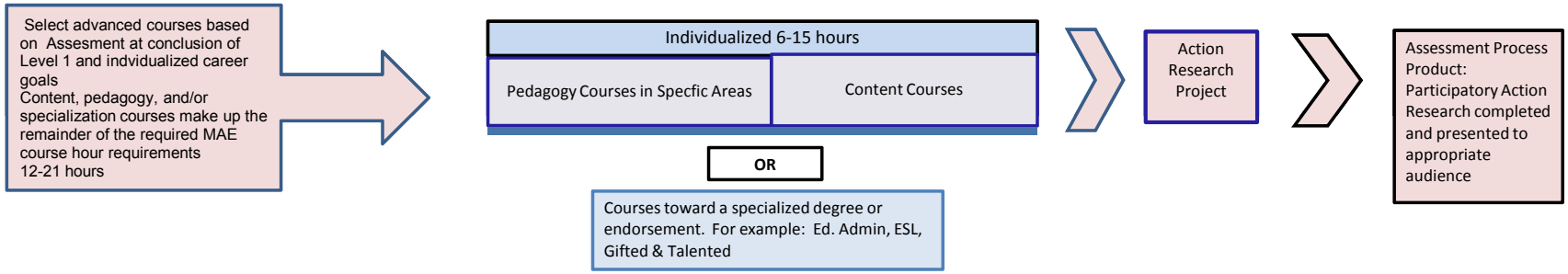


Diagram 3

INSTRUCTIONAL MODEL

LEVEL 1

Entry Assessment
Seminar
Transition to Level 1
Candidate

INTEGRATED CORE FOCUS : Designing and Implementing Instruction
6-13 hours

PROFESSIONAL GROWTH INSTRUCTIONAL MEETINGS
On-line, face-to-face, mixed delivery (to be determined by PLC groups and faculty facilitator). Instructors provide course content, assessment guidance, and facilitator support to small PLC group cohorts

EMBEDDED CLASSROOM PRACTICE of PROFESSIONAL GROWTH SKILLS - Groups composed of varying certification areas, content areas, and developmental levels providing diversity

- Professional Learning Communities
- Professional Learning Communities
- Professional Learning Communities
- Professional Learning Communities
- Professional Learning Communitie

Required Course during Level 1: **School Instructional Leadership**

Action Research Module: Course to be taken in Level 1 or 2 prior to beginning the Action Research

Up to 6 hours of Level 2 courses may be taken at Level 1

Following Level 1
Transition to Level 2
Assessment (Uploaded to EPS) and Reflective Summary

LEVEL 2

Content and/or Pedagogy Courses

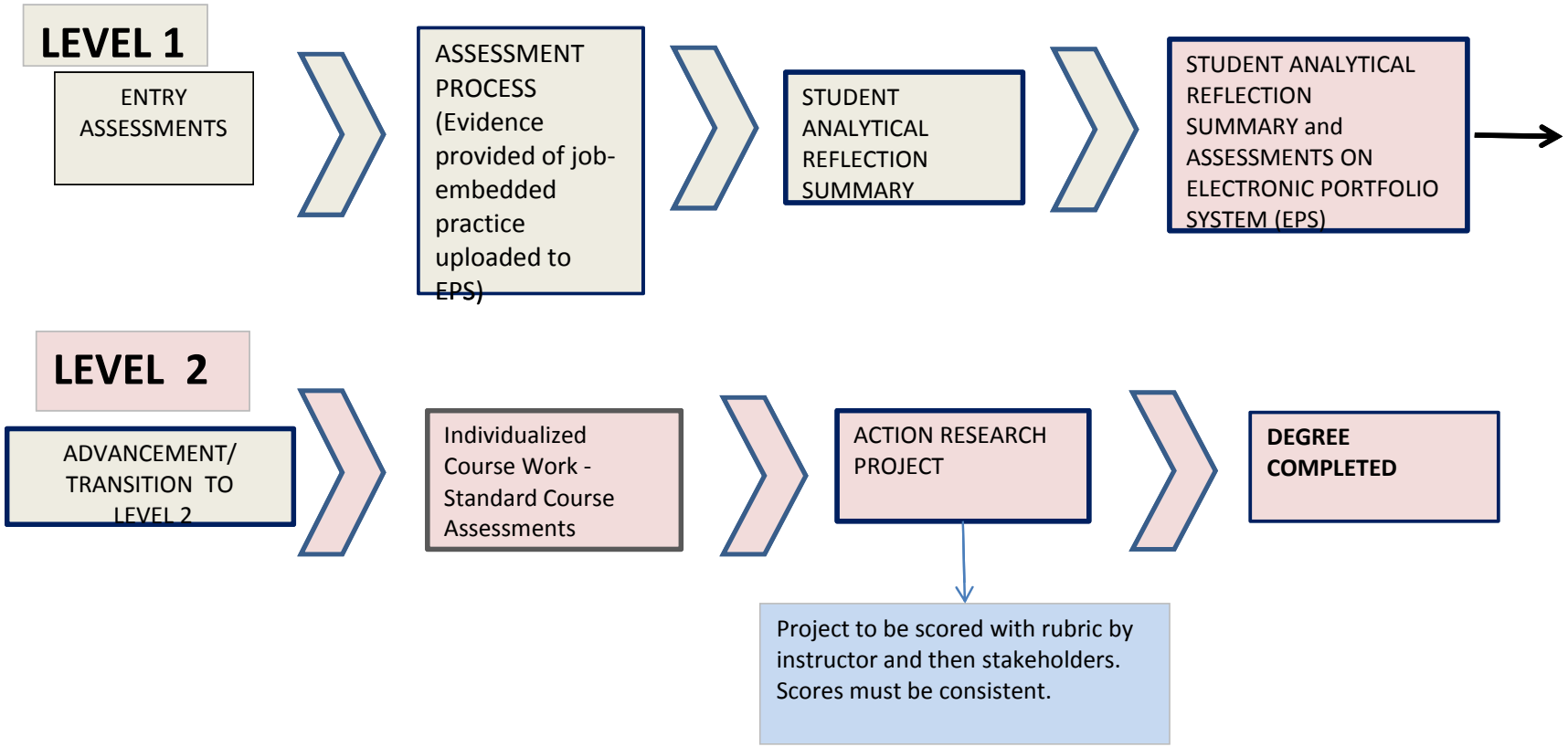
Courses toward a specialized degree or endorsement for certification. For example: Ed. Admin, ESL, Exceptional Needs

Instructors to act as Facilitators and Team Members to Indivdiual Teachers

Action Research - With presentation to appropriate stakeholders

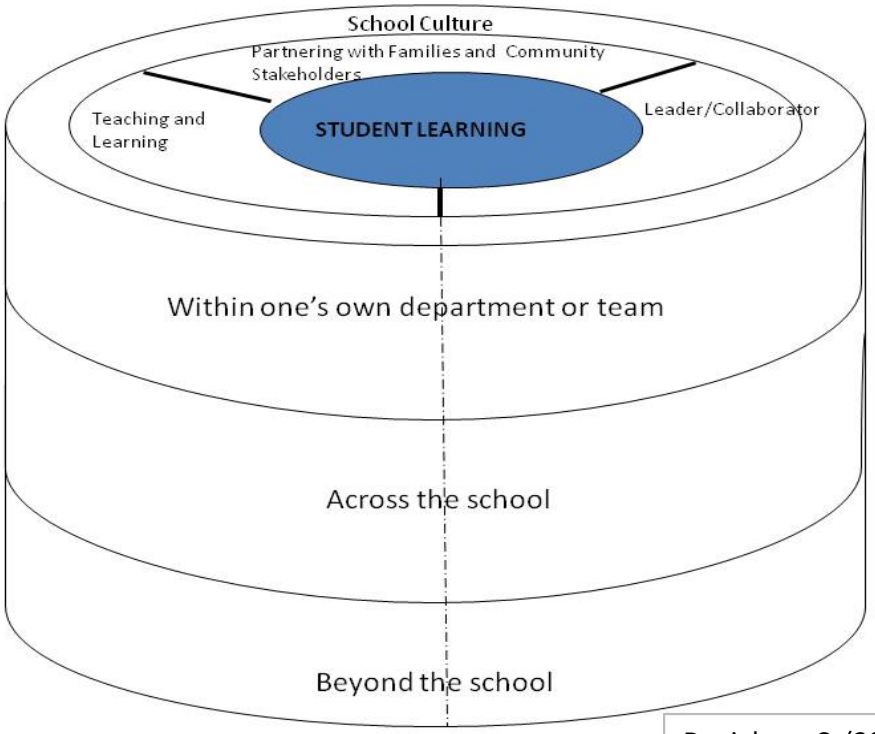
Diagram 4

ASSESSMENT PROTOCOL



PROGRAM ACCOUNTABILITY/RELIABILITY: Assessments rescored randomly - scores to be consistent or third score taken

FRAMEWORK FOR TEACHER LEADERSHIP



Danielson, C. (2006). *Teacher Leadership*. ALexandria, VA: ASCD.

TEACHER LEADER MASTER'S DEGREE

or PLANNED NON-DEGREE FIFTH YEAR PROGRAM

LEVEL 1

Course Title	Course Objectives	Content	Credit Hours	Standards # Met (BOLD indicates Standards Assessed with this performance)	Required	Critical Performance or Evidence Required for Proficiency Assessment
Teacher Leadership 1	**At the conclusion of the course, the students will be able to . . .** Demonstrate an understanding of the importance of quality leadership in schools Elucidate how Teacher Leaders perform a variety of roles to help influence student learning. Explicate different theories about motivating faculty and students. Work more effectively with other teachers to help them grow as instructors and contributors to the profession. Demonstrate basic leadership skills (e.g., communication, conflict management, group processes, etc.) necessary to lead effectively in education environments. Help facilitate others in organizational	**<u>Introduction:</u>** Definitions, Contexts, and Impact Self-assessments of Teaching and Leadership **<u>Framework for Teacher Leadership*:</u>** The "Lens" of Student Learning Domains of School Culture Communications and Community Relations Teaching and Learning School-wide Policies/Programs Contexts of Teacher Leadership Teacher's Department/Team Across the School Beyond the School **<u>Skills of Teacher Leadership:</u>**	**3**	**Standard 8: Collaborates with colleagues/parents/others (8.1-8.4)** Standard 9: Evaluates teaching and implements professional development (9.1-9.4) **Standard 10: Provides leadership within school/community/ profession (10.1-10.4)**	Required	Professional Activities Vitae: Using the Entry Level KY Teacher Standards supported by self-reported evidence and examples, submit a vitae that describes and documents teaching activities that involve (a) students' families and community, (b) collaboration with colleagues, and (c) growth as a learner. Provide evidence for each activity that demonstrates the direct or indirect effect on student learning.

	improvement processes (i.e., effective change efforts). Demonstrate the ability to work effectively with others both inside and outside the school. Plan effective professional development for individuals and groups in school settings Use self-reflection as a vehicle for all improvement efforts, both personal and organizational.	Interpersonal Effectiveness Motivating Others and Managing Conflict Group Processes and Teambuilding Problem Solving and Decision Making Facilitating Change and Dealing with Resistance School Culture and Professional Learning Communities Enhancing Student Learning through Collaboration with Others Effective Professional Development * Danielson, C. (2006). *Teacher leadership that strengthens professional practice.* Alexandria, VA: ASCD				
Action Research Course Preparation Module	**At the conclusion of the course, the students will be able to . . .** Explore the use of action research as part of a school improvement strategy Analyze and explore current topics in education research Integrate theoretical and experiential knowledge into instruction Frame questions appropriate for classroom and school inquiry	**<u>Foundations to Action Research:</u>** Definition and understanding of the tenets of action research Exploring the various approaches to research Understanding the similarities and differences between action research and other educational research Exploring the historical and philosophical roots of action research	**2**	A minimum of three Kentucky Teacher Standards must be addressed in the capstone Action Research Project to be completed by the conclusion of the degree program.	Required May be taken in Level 1 or Level 2	

	Gain skills in selected qualitative and quantitative research methods Enable students to develop, pursue, document, and report on an action research inquiry Enable students to present their findings to a broader audience	Exploring how action research is a part of a school improvement strategy Review of current literature and development of a research question Defining what makes a researchable issue **<u>Implementation Plan:</u>** Research ethics The IRB review process The strategies, procedures, and tools for effective action research Data and how they are used Communicating the results of action research The uses of reflection for educational practitioners Determining how action research impacts teaching and learning regarding instructional effectiveness				

Curriculum Development	**Professional Learning Community (PLC) participation required.** **At the conclusion of the course the K-12 Teacher will be able to . . .** Organize curriculum for horizontal and vertical alignment Understand the elements of a standards-based unit Incorporate state curriculum guidelines Develop standards-based instructional unit incorporating Depth of Knowledge (DOK) and taxonomies Develop, correlate, analyze, and provide appropriate assessment and feedback for individual unit Integrate and sequence appropriate content knowledge into the unit Develop an awareness of instructional quality	Organizing curriculum for horizontal and vertical articulation through a holistic perspective and implementation utilizing contextual awareness, curriculum maps, and crosswalk documents Understanding the elements of a standards-based unit that includes: Contextual factors and student achievement data that affect classroom instruction and design Setting appropriate goals for students Implementing instruction in alignment with the goals Evaluating student learning in light of the goals and the instruction Reflecting on student learning, the effectiveness of the instructional design, particular concerns, and issues Setting new high and worthwhile goals at the beginning of each curriculum sequence that are appropriate for the students Exploring state curriculum guidelines Using the Depth of Knowledge (DOK) and taxonomies to guide the development of	**3**	**Standard 1: The teacher demonstrates applied content knowledge (1.1-1.5)** **Standard 2: The teacher designs and plans instruction (2.1-2.5)** **Standard 3: The teacher creates and maintains learning climate.** Standard 4: The teacher implements and manages instruction Standard 5: The teacher assesses and communicates learning results Standard 6: The teacher demonstrates the implementation of technology **Standard 7: Reflects on and evaluates teaching and learning (7.1-7.3)**	Individualized based on Entry Assessment	1. Open Response Questions: Complete open response questions that are based on content knowledge in candidate's teaching certification area and stemming from the KY Program of Studies and Core Content 2. Standards-Based Unit: Design and implement a unit of study with a sequence of lessons, including all materials and samples of student work. Unit must also include use of integrated technology by teachers/students. Length of unit commensurate with Program of Studies, Core Content, and developmental level of candidate's students. 3. Comparison Analysis: Submit an analysis of a before-course and end-of-course unit of study, including (a) an analysis of the end-unit in terms of instructional soundness and evidence of student learning, (b) a reflection of personal growth or the need for growth as the result of teaching the unit.

		standards-based units of study Understanding assessment so as to be able to develop, correlate, analyze, and use appropriately with feedback for all stakeholders Understanding content in order to appropriately integrate and sequence in a unit Understanding the tenets of instructional quality				
Classroom Instruction: Module 1 – Instructional Strategies	**Professional Learning Community (PLC) participation required.** **At the conclusion of the course, the students will be able to . . .** Explore research-based best practices, analysis, and implication for use Describe the theoretical basis for each best practice Evaluate the influence of individual differences o of teaching and learning Evaluate sample lessons that utilize research-based best practices Identify ways in which best practices can enhanc	Some topics included in the proposed curriculum include understanding how the brain learns; examining research-based instructional strategies; analyzing case studies and critiquing strategies modeled; and designing, revising, and implementing research-based strategies that meet the needs of all learners. **How the Brain Learns:** Basic Brain Facts How the Brain Processes Information Memory, Retention, and Learning The Power of Transfer Brain Specialization and Learning	1	Standard 1: The teacher demonstrates applied content knowledge Standard 2: The teacher designs and plans instruction **Standard 3: The teacher creates and maintains learning climate (3.1-3.5)** **Standard 4: The teacher implements and manages instruction (4.1-4.5)** Standard 5: The teacher assesses and communicates learning results **Standard 6: The teacher demonstrates the implementation of technology (6.1-6.5)** Standard 7: Reflects on and evaluates teaching and	Individualized based on Entry Assessment	***All performances are required regardless of the number of modules the candidate takes.*** 1. Video Lesson: Video with analysis of candidate engaging students in a lesson that utilizes technology 2. Contextual Factors: A contextual summary of the school/classroom environment, the class makeup, and other factors that may influence instruction 3. Instructional Materials: Submission of instructional materials with explanation of use that supports a learning experience 4. Personal Commentary: A commentary analyzing personal teaching

	the learning of diverse students Demonstrate a working knowledge of the research-based best practices by developing lesson plans for these practices Implement lesson plans using selected best practices in a classroom and evaluate the succes of the implementation Develop familiarity with resources of educationa technology Utilize technology to communicate knowledge, ideas, and information about the instructional strategies with other class members	The Brain and the Arts Thinking Skills and Learning **Framework for Effective Instruction:** Teaching and Learning Context Establishing and Communicating Learning Goals Helping Students Effectively Interact With New Knowledge Helping Students Practice and Deepen Understanding of New Knowledge Helping Students Generate and Test Hypotheses About New Knowledge Engaging Students Developing Effective Lessons Organized int a Cohesive Unit **Case Studies of Effective Instructional Strategies:** The Role of Technology in Effective Instruction Collaboration With Parents, Peers, Others Examination of Effective and Ineffective Instructional Strategies		learning		

		Designing a Unit Incorporating Research-Based Instructional Strategies: Contextual Factors Establishing Goals Developing Effective Lessons That Incorporate Best Practice Implementation of Unit Analysis of Effectiveness of Unit Reflection				
Classroom Instruction: Module 2 – Equitable Schools	**Professional Learning Community (PLC) participation required.** **At the conclusion of the course, the students will be able to . . .** Examine the role of school and stakeholder partnerships both at the school and district level in student achievement Explore theory and research related to school and stakeholder partnerships Evaluate sample partnership plans that utilize research-based best practices Determine the components of successful school and stakeholder partnerships	Some topics included in the proposed curriculum include defining stakeholders and partnerships; analyzing case studies and real life school and stakeholder partnerships; and designing, revising, and implementing a school and stakeholder partnership design. **Framework for School and Stakeholder Partnerships:** Definition of Stakeholders Need and Purpose of School and Stake-Holder Partnerships Definition of Partnerships Examine Research on School and Stakeholder Partnerships	1			

	Analyze research relating to culturally diverse populations, school and stakeholder partnerships, and increased student achievement Identify ways in which school and stakeholder partnership can enhance the learning of diverse students Develop familiarity with resources of educational technology Develop methods in which technology will increase the likelihood of successful school and stakeholder partnerships Utilize technology to communicate knowledge, ideas, and information about school and stakeholder partnerships with other class members Create a school and stakeholder partnership plan for a selected school that is designed to enhance student success Enlist the input of school leaders and stakeholders to develop, revise, and possibly implement a school and stakeholder partnership plan	Student Achievement and School and Stake holder Partnerships **Case Studies of School and Stakeholder Partnerships:** Parenting Communicating and the Role of Technology Volunteering Learning at Home Community Collaboration Examination of Successful and Unsuccessful Partnerships **Designing a Partnership:** Planning a Partnership Enlisting Input of Stakeholders Developing a Partnership Plan Reviewing Partnership Plan Implementing of Partnership Plan				

Classroom Instruction: Module 3 – Classroom Management and Motivation	**Professional Learning Community (PLC) participation required.** **At the conclusion of the course, the students will be able to . . .** Discuss learning theories with application to classroom management in diverse classroom settings Demonstrate an understanding of classroom management in context: elementary, middle, and high school settings for diverse student populations Examine various ways to promote student motivation through productive classroom management, instruction, and assessment best practices Analyze the classroom teacher role as a teacher leader in the areas of classroom management and student motivation Utilize technology to support classroom management and student motivation initiatives to improve student achievement	Some topics included in the proposed curriculum include classroom management skills and processes for diverse student populations, motivational strategies for diverse learners and at-risk students, involvement of parents and community members, use of technology, and data-based decision making. **Proactive Classroom Management Efforts:** Establish Effective Rules and Procedures Classroom Organization and Schedules Curriculum Maps Managing Administrative Tasks Involvement of Parents and Community Use of Technology and Proactive Classroom Management Efforts **Student Behavior Management:** Conflict Prevention Student Responsibility and Self-Manageme Student Problem-Solving and Decision-Making Skills Use of Technology and Student Behavior Management **Positive Student Contributions to the Learning Environment:**	1			

		Productive Student-Teacher Relationships Role of Technology in Student Motivation Intrinsic and Extrinsic Student Motivation Strategies Use of Technology and Positive Student Contributions to the				

Assessment : Module 1 – Analysis of Data to Improve Student Learning	**Professional Learning Community (PLC) participation required.** **At the conclusion of the course, the students will be able to . . .** Explain the principles that guide educators in the process of selecting, developing, and using educationally meaningful assessments Create assessments that align to the cognitive complexity and content articulated in state standards Analyze the variety of assessments within a practitioner's classroom Craft a formative and summative assessment plan for a unit of instruction	**Designing Effective Assessments:** Relation of assessment to instruction Relation of assessment to the curriculum Purpose and forms of classroom assessment Process of planning a classroom assessment Advantages and limitations of different item types Strategies for constructing good test items **Formative and Summative Assessment:** Application to instructional units	2	Standard 1: The teacher demonstrates applied content knowledge Standard 2: The teacher designs and plans instruction Standard 3: The teacher creates and maintains learning climate Standard 4: The teacher implements and manages instruction **Standard 5: The teacher assesses and communicates learning results (5.1-5.6)** Standard 6: The teacher demonstrates the implementation of technology **Standard 7: Reflects on and evaluates teaching and learning (7.1-7.3)**	Individualized based on Entry Assessment	***All performances are required regardless of the number of modules the candidate takes.*** 1. Contextual Factors: Provide a detailed evaluation of the student population using quantitative and qualitative data including a description of diverse needs of the students 2. Analysis of Student Learning: Collect responses to three assignments/prompts from three students of representative diversity and analyze the growth of student learning giving details of the instructional methods employed 3. Reflection: Write a reflection of personal growth or the need for growth as the result of the analysis
Assessment: Module 2 – Evaluating Classroom Assessments	**Professional Learning Community (PLC) participation required.** **At the conclusion of the course, the students will be able to . . .** Explain the eight forms of validity evidence and the three types of reliability evidence Compute simple descriptive statistics for	**Validity:** Eight types of validity evidence Reliability (three types) as one of the eight types of validity evidence **Descriptive Statistics:** Simple calculations (mean, standard	1			

	assessment data Understand and apply the principles of level of measurement to calculations on classroom and school data Articulate a philosophy for evaluating student progress Understand professional/legal/ethical issues involved in the assessment of students Utilize data from student results to improve classroom assessments	deviation, etc.) Relation to inferential statistics Levels of measurement Statistical assumptions and violations **Evaluating and Grading Student Progress:** **Formative Assessment:** Using results to inform test improvement Informal diagnostic instruments				
Assessment Module 3 – Utilizing Standardized Tests	**Professional Learning Community (PLC) participation required.** **At the conclusion of the course, the students will be able to . . .** Explain the principles of psychometric analysis which underlie the construction of standardized assessment instruments Distinguish between and interpret norm-referenced and criterion-referenced assessments Analyze school and classroom data from standardized tests to inform school	**Standardized Assessments :** Criterion- and norm-referenced tests Principles of psychometric analysis Interpretation of standardized tests **Evidence-based School Improvement :** Disaggregation of data Connecting data to school improvement Utilizing school and classroom data Utilizing teacher tests and standardized	1			

	improvement efforts Incorporate results from standardized assessments into a school improvement plan Employ strategies that assist students in developing test taking skills Utilize data from student results to improve classroom assessments	assessments Improving Assessment Results Strategies for test taking Using results to inform test improvement				
Content Specific Course	**At the conclusion of the course, the students will be able to . . .** Demonstrate acquisition and application of content knowledge in the candidate's specific content area		3	Standard 1: The teacher demonstrates applied content knowledge	Individualized based on Entry Assessment	Open Response Questions: Complete open response questions that are based on content knowledge in candidate's teaching certification area and stemming from the KY Program of Studies and Core Content, and/or other state curriculum documents.

LEVEL 2

Course Title	Course Objectives	Content	Credit Hours	Standards # Met (BOLD indicates Standards Assessed with this performance.)	Required	Critical Performance or Evidence Required for proficiency assessment
Varied	**Advanced Coursework in Leadership, Pedagogy, and Content; Areas of Specialization**	**Based on course**	**11-20 hours**		**Required**	
Action Research Capstone	**SELECTION AND APPROVAL OF ACTION RESEARCH PROJECT:** Candidates will prepare a prospectus for an			Various: The project must address a minimum of three KY Teacher Standards in		1. Action Research Project : After presentation to the appropriate entities (i.e., school board, school

Project	Action Research Project relevant to the candidate's work environment that addresses the questions: 1. What is already known about the subject? 2. Why is candidate interested? 3. What information is available regarding the topic? 4. How will the project impact the work environment? 5. Are there other ways to describe the topic (synonyms and relationships)? What kinds of resources would be useful for the project? 6. What resources would be useful/needed for the project? 7. Who will be participating (collaborators and subjects)?			depth.		faculty, other education stakeholders) with a team of parties scoring the work, final project will be posted on EPS.

TEACHER LEADER MASTER'S DEGREE or PLANNED NON-DEGREE FIFTH YEAR PROGRAM
CONTINUOUS ASSESSMENT SUMMARY

TRANSITION POINT 1: Admission to the MAE

Note: Evaluation of the candidates' level of proficiency will be determined by the WKU instructor and a public school representative. Program advisement will be done during Entry Assessment course by the WKU instructor based on the results of the evaluation and professional growth plan.

REQUIREMENTS	ELECTRONIC PORTFOLIO CRITICAL PERFORMANCES	KENTUCKY ADVANCED TEACHER STANDARDS ASSESSED *(Critical Performance may address multiple standards, BUT standards listed are ASSESSED in the rubric).*	REQUIRED PROFICIENCY LEVEL BASED ON 4-PT SCALE
GRADUATE ADMISSIONS *WKU Graduate: Automatic admission* Currently holds Kentucky teacher certification *Graduate of a KY higher education institution other than WKU:* -GPA of 2.75 or higher or a qualifying GAP score -Currently holds Kentucky teacher certification -Submit a standards-based unit of study (for example, a Teacher Work Sample) or KTIP portfolio for admission credentials review. *Graduate of an out-of-state institution of higher education:* -GPA of 2.75 or higher or a	**N/A**	**N/A**	**N/A**

qualifying GAP score Kentucky or certification from another state(s) -Submit a standards-based unit sample (for example, a Teacher Work Sample)			
ENTRY ASSESSMENT COURSE 1. Submit the Cycle 3 KTIP Assessment OR an in-kind standards-based unit of study example (for students who did not participate in KTIP) 2. Submit a referral by a) the school principal or his designee and b) a professional colleague, i.e. team teacher, resource teacher listing i) specific standards/dispositions that the candidate shows strength, ii) specific standards the candidate needs growth, iii) areas that would aid growth in collaborative efforts on a team and/or grade level, and 4) areas that would aid the district in meeting SIP goals. (***A guided template provided.)*** 3. Submit a referral by a professional colleague, i.e. team teacher, resource teacher, listing a) specific standards/ dispositions that	1. "Analysis and Reflection" Critical Performance 2. Professional Growth Plan	1. Standard 7: Reflects on and Evaluates Teaching and Learning and Standard 9: Evaluates Teaching and Implements Professional Development 2. Standard 9: Evaluates Teaching and Implements Professional Development	Score of 3

the candidate shows strength b) specific standards/dispositions the candidate needs growth, and c) areas that would aid growth in collaborative efforts on a team, grade, or school level. 4. Submit the School Improvement Plan (SIP). 5. Complete a Dispositions Survey.			

Transition Point 2: Admission to Level 2 Note: Completed at the end of Level 1 course series. Proficiency required before admittance to Level 2. Additional course/module work during Level 2 may be required as the result of the assessments. In order to advance to Level II of the MAE program, the candidate must have an average score of 3.0 on all performances uploaded to the EPS. Deficiencies below 2.0 in specific areas will require additional course work commensurate with the deficiency.			
REQUIREMENTS	**ELECTRONIC PORTFOLIO CRITICAL PERFORMANCES**	**KENTUCKY ADVANCED TEACHER STANDARDS ASSESSED** ***(Critical Performance may address multiple standards, BUT standards listed are ASSESSED in the rubric).***	**REQUIRED PROFICIENCY LEVEL BASED ON 4-PT SCALE**
1. **Teacher Leadership Course 1 – three hour course**	1. Professional Activities Vitae: Using the Entry Level KY Teacher Standards supported by self-reported evidence and examples submit, a vitae that describes and documents teaching activities that involve a) students' families and community, b)collaboration with colleagues, and c) growth as a learner. Provide evidence for each activity that demonstrates the direct or indirect effect on student learning.	1. Standard 8: Collaborates with Colleagues/Parents/Others and Standard 10: Provides Leadership within School/Community/Profession	Score of 3
2. Curriculum Development Course	1. Open Response Questions: Complete open response questions that are based on content knowledge in candidates' teaching	1. Standard 1: Applied Content Knowledge 2. Standard 2: Designs and Plans	Score of 3 per Critical Performance

	certification area and stemming from the KY Program of Studies and Core Content 2. Standards-Based Unit: Design and implement a unit of study with a sequence of lessons, including all materials and samples of student work. Unit must also include use of integrated technology by teachers/students. Length of unit commensurate with Program of Studies, Core Content, and Developmental level of Candidate's Students. 3. Comparison Analysis: Submit an analysis of a before-course and end-of-course unit of study, including a) an analysis of the end-unit in terms of instructional soundness and evidence of student learning, b) a reflection of personal growth or the need for growth as the result of teaching the unit.	Instruction, Standard 3: Creates and Maintains Learning Climate, Standard 4: Implements and Manages instruction, and Standard 6: Implementation of Technology 3. Standard 5: Assesses and Communicates Learning Results and Standard 7: Reflects on and Evaluates Teaching and Learning	
3. Class Instruction- Best Practice Course with three one hour modules	***All performances are required regardless of the number of modules the candidate takes.*** 1. Video Lesson: Video with analysis of candidate engaging students in a lesson that utilizes technology. 2. Contextual Factors: A contextual summary of the school/classroom environment, the class makeup, and other factors that may influence instruction. 3. Instructional Materials: Submission of instructional materials with explanation of use that support a learning experience. 4. Personal Commentary: A commentary analyzing personal teaching.	1. Standard 6: Implementation of Technology 2. Standard 3: Creates and Maintains Learning Climate 3. Standard 4: Implements and Manages Instruction 4. Standard 7: Reflects on and Evaluates Teaching and Learning	Score of 3 per Critical Performance
4. Analysis of Data to Improve Student Learning **Course with one two hour module and**	***All performances are required regardless of the number of modules the candidate takes.*** 1. Contextual Factors: Provide a detailed	1. Standard 3: Creates and Maintains Learning Climate 2. Standard 5: Assesses and	Score of 3 per Critical Performance

two one hour modules	evaluation of the student population using quantitative and qualitative data including a description of diverse needs of the students. 2. Analysis of Student Learning: Collect responses to three assignments/ prompts from three students of representative diversity and analyze the growth of student learning giving details of the instructional methods employed. 3. Reflection: Write a reflection of personal growth or the need for growth as the result of the analysis.	Communicates Learning Results 3. Standard 7: Reflects on and Evaluates Teaching and Learning	

Transition Point 3: Program Exit			
REQUIREMENTS	**ELECTRONIC PORTFOLIO CRITICAL PERFORMANCES**	**KENTUCKY ADVANCED TEACHER STANDARDS ASSESSED** ***(Critical Performance may address multiple standards, BUT standards listed are ASSESSED in the rubric).***	**REQUIRED PROFICIENCY LEVEL BASED ON 4-PT SCALE**
Advanced Coursework in Leadership, Pedagogy, and Content; Areas of Specialization	**N/A**	**N/A**	**N/A**
SELECTION AND APPROVAL OF ACTION RESEARCH PROJECT: Candidates will prepare a prospectus for an Action Research Project relevant to the candidates' work environment that addresses the questions: 1. What is already known about the subject? 2. Why is candidate interested?	1. Action Research Project : After presentation to the appropriate entities (i.e., school board, school faculty, other education stakeholders) with a team of parties scoring the work, final project will be posted on EPS.	Various: The project must address a minimum of three KY Teacher Standards in depth.	Score of 3 (Additionally, KTIP rubrics will be used to measure each KTS addressed in the project. These scores will be entered

3. What information is available regarding the topic? 4. How will the project impact the work environment? 5. Are there other ways to describe the topic (synonyms and relationships)? What kinds of resources would be useful for the project? 6. What resources would be useful/needed for the project? 7. Who will be participating (collaborators and subjects)?			into the ACCSYS in a fashion similar to the IP TWS indicator scores.)