Minutes
Professional Education Council
Wednesday, June 08, 2016
GRH 3073

Voting Members Present: Janet Applin, Lauren Bland, Jeff Bright, Kathy Croxall, Carl Myers, Tony Norman, Beth Pyle, Tom Richmond, Janet Tassell, Huiqiang Zheng

Members Absent: Katie Algeo, Brent Askins, Miwon Choe, Sam Evans, Ashley Heady, Lynn Hines, Gary Houchens, Cindy Houston, Thomas Kingery, Rachel Leer, David Lenoir, Kerrie McDaniel, Christina Noel, Les Pesterfield, Alex Poole, Fred Stickle, Tamara VanDyken, Rui Zhang

Advisory Members Present (non-voting): Candace Lee

Guests: Janet Hurt

Janet Applin called the meeting to order at 2:05 p.m. The minutes from the May 11, 2016 meeting were approved as they appear on the web.

Dr. Applin moved to change the order of business to allow Dr. Norman time to present important information in preparation for the upcoming CAEP accreditation review process. There was no objection from the committee.

CAEP Report: Dr. Norman is responsible for facilitation of CAEP preparation work within the CEBS. He provided several handouts for faculty to use as reference tools as they prepare their programs for the CAEP review process. PEC members were asked to share the documents with their colleagues. All initial and advanced professional education programs will go through the state program review process prior to CAEP. Per Dr. Norman, program revisions will need to be completed by February 2017. A master list of professional education faculty will be compiled. CAEP reviewers will continue to use syllabi as a tool to measure program quality.

Dr. Norman indicated that assessment processes are changing. Critical Performances will be called Key Assessments and will be common across all programs. Critical Performances at the initial preparation level will be discontinued. Critical Performances at the advanced preparation level will continue. He (Norman) reviewed assessments 1-9 on the WKU CAEP/EPSB Key Assessment Data Collection and Reporting handout. A draft copy of Key Assessment 6: Design for Instruction was briefly discussed. Dr. Norman indicated that Key Assessments must be embedded in every professional education program beginning in the fall 2016 semester. Dr. Norman will post relevant information at the CAEP blog site, www.wku-caep.blog.wku.edu.
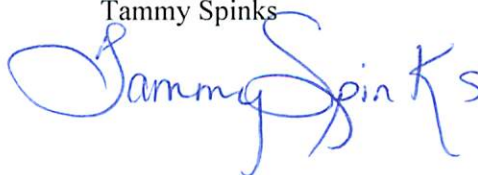
New Business

• Suspend meeting rules to allow the PEC committee to proceed with voting on business without a quorum of members present
Croxall/Bland motion to approve/second. The motion passed.

Dr. Applin later found out, according to Sturgis rules, that a vote cannot be conducted without a quorum. She (Applin) will seek a motion to conduct an electronic vote.

As there was no further business, the meeting adjourned at 3:10 p.m.

Respectfully submitted,
Tammy Spinks

INSTRUCTIONS: Please use the following template to construct key assessments. This template follows required criteria from the CAEP *Rubrics for Evaluation of EPP Instruments Used as Accreditation Evidence* document. Highlighted text provides guidance regarding how to complete each template section. Upon completion of this template, all highlighted sections should be removed or updated.

A. **ASSESSMENT TITLE:** Title of Assessment

B. **ASSESSMENT NUMBER/CATEGORY:** Use the following list to identify the key assessment number and category:

Assessment #1: Content Assessment	
Assessment #2: Other Assessment of Content Knowledge	
Assessment #3: Assessment of Professional Capabilities	
Assessment #4: Clinical Experiences Measure of Teaching Proficiency	
Assessment #5: Measure of Candidate Assessment Proficiencies	
Assessment #6: Candidate ability to diagnose and prescribe for personalized Student Learning	
Assessment #7: Application of Content Knowledge and Pedagogical Skills (Instructional Practice)	
Assessment #8: Assessment of Literacy Outcomes	
Assessment #9: Dispositions	

C. **ASSESSMENT TYPE:** Use the following list to identify the key assessment type: Key Assessment; Observation Protocol; Survey

D. **PURPOSE & USE:**

1. **Administration Point:** This assessment is administered (choose one) prior to Program Admission, prior to Student Teaching, during Student Teaching.

2. **Purpose:** This assessment provide candidates the opportunity to demonstrate their capacity to (describe knowledge, skills, or dispositions assessment measures). Standards specifically related to (and measured by the rubric for) this assessment are listed under "Alignment to Standards."

3. **Use:** Assessment results will be used to (choose one) advise program applicants regarding completing the application process, assess candidates' preparation to move into student teaching, assess candidates preparation to exit the program successfully. For assessments prior to student teaching, candidates receiving a holistic score of "1" will be required to repeat the assessment until successful (scoring at least "2") or will be advised out of the program; Candidates scoring "2" will be allowed to continue into the next stage of the program. For assessments associated with student teaching, candidates will not be able to exit the program without a holistic score of "3." See **H. Scoring Rubric** for description.

E. **ALIGNMENT TO STANDARDS:** Note that no standard should be listed that is not also "tagged" with in a rubric indicator.

1. **CAEP Standards**

Standard 1: Content and Pedagogical Knowledge
Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.	
Provider Responsibilities	
1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.	
1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies.	
1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards	
1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.	
Standard 2: Clinical Partnerships and Practice	
Partnerships for Clinical Preparation	
2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation	
Clinical Educators	
2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development.	
Clinical Experiences	
2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development.	
Standard 3: Candidate Quality, Recruitment, and Selectivity	
Plan for Recruitment of Diverse Candidates who Meet Employment Needs	
3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission.	
Admission Standards Indicate That Candidates Have High Academic Achievement And Ability	
3.2 **REQUIRED COMPONENT** The provider sets admissions requirements, including CAEP minimum criteria or the state's minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates.	
Additional Selectivity Factors	
3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program.	
Selectivity During Preparation	
3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion.	
Selection At Completion	
3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge	
3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.	
Standard 4: Program Impact	
Impact on P-12 Student Learning and Development	

4.1 **REQUIRED COMPONENT** The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth.	
Indicators of Teaching Effectiveness	
4.2 **REQUIRED COMPONENT** The provider demonstrates, through structured and validated observation instruments and/or student surveys that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.	
Satisfaction of Employers	
4.3 **REQUIRED COMPONENT** The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.	
Satisfaction of Completers	
4.4 **REQUIRED COMPONENT** The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.	
Standard 5: Provider Quality, Continuous Improvement, and Capacity	
Quality and Strategic Evaluation	
5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness.	
5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.	
Continuous Improvement	
5.3 **REQUIRED COMPONENT** The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.	
5.4 **REQUIRED COMPONENT** Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction	
5.5 The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.	
CAEP Crosscutting Theme – Diversity (D)	
CAEP Crosscutting Theme – Technology (T)	

2. INTASC Categories

The Learner and Learning (LL)	
Content Knowledge (CK)	
Instructional Practice (IP)	
Professional Responsibility (PR)	

3. Kentucky Teacher Standards

1 – Applied Content Knowledge	
2 – Design and Plans Instruction	
3 – Creates and Maintains Learning Climate	
4 – Implements and Manages Instruction	
5 – Assesses and Communicates Learning Results;	
6 – Implementation of Technology	

7 – Reflects on and Evaluates Teaching and Learning	
8 – Collaborates with Colleagues/Parent/Others	
9 – Evaluates Teaching and Implements Professional Development	
10 – Provides Leadership within School/Community/Profession	

F.   **ASSESSMENT DEVELOPMENT:** Describe the following elements:

1.   **Development, Piloting, and Refinement** – Be sure to discuss the role that faculty (including clinical faculty) as well as key P-12 partners played in instrument development;

2.   **Assessment Use and Training** – Who uses the assessment and how are they trained to use the assessment?

3.   **Integration into Curriculum** – How integrated into preparation curriculum and what stage of candidate progression the assessment assesses.

G.   **CANDIDATE INSTRUCTIONS:** Step-by-step description of what the candidate must do to complete and submit the assessment. As appropriate, remind candidates how certain portions of their work (and related assessment) are tied to particular KTS.

H.   **SCORING RUBRIC:** (See Attached). All key assessments use the following performance levels and descriptions (as appropriate for the teaching standards assessed):

1 – Beginning: The Beginning performance provides *little or no evidence* of the candidate's ability to plan, deliver, and assess a standards-based instructional sequence, analyze student learning, and reflect on his or her instruction and student learning to improve teaching practice.

2 – Developing: The Developing performance provides *limited but emerging evidence* of the candidate's ability to plan, deliver, and assess a standards-based instructional sequence, analyze student learning, and reflect on his or her instruction and student learning to improve teaching practice. This performance level is acceptable for candidate progress toward student teaching.

3 – Proficient: The Proficient performance provides *sufficient* evidence of the candidate's ability to plan, deliver, and assess a standards-based instructional sequence, analyze student learning, and reflect on his or her instruction and student learning to improve teaching practice. In order to exit the programs, *at least* this performance level must be achieved across all standards evaluated during the student teaching semester.

4 – Exemplary: The Exemplary performance provides *clear, consistent, and convincing* evidence of the candidate's ability to plan, deliver, and assess a standards-based instructional sequence, analyze student learning, and reflect on his or her instruction and student learning to improve teaching practice.

IMPORTANT NOTE: Please see the CAEP *Rubrics for Evaluation of EPP Instruments Used as Accreditation Evidence* document, sections B. Rubrics for Assessments, Assignments, and Observation Protocols and C. Rubrics for Scoring Guides for additional guidance on sound rubric development.

Standards Alignment*			Element/ Indicators	Performance Levels				Score
CAEP	InTASC	KTS		1 Beginning	2 Developing	3 Proficient	4 Exemplary	
1.1-5.5 D,T	LL, CK, IP, PR	1-10	Description of knowledge/skill assessed and any indicators (subcategories) associated with the knowledge/skills.	Note that this block SHOULD be completed and should provide a qualitative (yet measurable) description of this level of candidate performance.	Note that this block SHOULD be completed and should provide a qualitative (yet measurable) description of this level of candidate performance.	Note that this block **MUST** be completed and should provide a qualitative (yet measurable) description of this level of candidate performance.	Note that this block SHOULD be completed and should provide a qualitative (yet measurable) description of this level of candidate performance.	
1.1-5.5 D,T	LL, CK, IP, PR	1-10	Add additional rows as necessary.					
1.1-5.5 D,T	LL, CK, IP, PR	1-10	Add additional rows as necessary.					
1.1-5.5 D,T	LL, CK, IP, PR	1-10	Add additional rows as necessary.					

*See **E. Alignment to Standards** for more complete descriptions of standards abbreviations.

I.   **ASSESSMENT QUALITY ASSURANCE:**

1. **Establishing Validity**

    a. **Steps Taken:** Description of research based steps taken to ensure validity (including piloting prior to full administration).

    b. **Type of Validity Evidence:** Choose among the following: Content, Construct, Concurrent, and Predictive.

    c. **Research/Theoretical Base:** Description of research/theoretical base that supports content/importance of assessment as a measure of educator preparation performance

    d. **Results Analysis and Interpretation:** Description of how results are used/interpreted at candidate, program, and EPP level.

    e. **Validity Coefficient:** Not necessary for "adequate" rating on CAEP assessment rubric.

2. **Establishing Reliability**

    a. **Steps Taken:** Description of research based steps taken to ensure reliability.

    b. **Type of Reliability Evidence:** Choose among the following: Test-retest, Parallel forms, Inter-rater, Internal Consistency, etc.

    c. **Scorer Training:** Description of steps taken to train scorers.

    d. **Multiple Scoring:** Description of steps taken to establish inter-rater reliability.

    e. **Reliability Coefficient:** Not necessary for "adequate" rating on CAEP assessment rubric.

Key Assessment 6: Design for Instruction

Note: Teacher Candidates are to complete Key Assessment 6 prior to the student teaching semester.

Kentucky Teacher Standards Addressed:

1.1 Communicates concepts, processes and knowledge
1.2 Connects content to life experiences of students
1.3 Demonstrate instructional strategies that are appropriate for content and contribute to student learning.
2.1 States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.
2.2 Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.
2.4 Aligns instructional strategies and activities with learning objectives for all students.
2.5 Plan instructional strategies and activities that facilitate multiple levels of learning.
5.4 Describe, analyze and evaluate student performance data.
6.1 Use available technology to design and plan instruction.

Purpose: The purpose of this assignment is to learn to design instruction for specific learning goals, student characteristics and needs, and learning contexts.

Task:

- **Results of pre-assessment**
  - After administering the pre-assessment,* analyze student performance *relative to the learning goals.* Depict the results of the pre-assessment in a format that shows patterns of student performance relative to each Learning Goal. Describe the patterns that will guide instruction or modification of the learning goals.
    - How many students mastered each learning goal?
    - What types of questions/tasks were missed the most?
    - What is the content/skill within the incorrect responses?
    - For each of the above discussion, note implications for instruction for the Learning Goal.

A pre-determined data set may be used in place of pre-assessment results should the teacher candidate have limited or no access to authentic student data.

- **Unit overview**
  - Provide an overview of the 5 to 10 instructional days (excluding pre/post assessment) using a table or chart.
    - Indicate the Learning Goal(s) and objectives for each day.

- Relate each topic or activity to at least one Learning Goal.
- Design instructional strategies that address the content, revised Bloom's cognitive levels, real world connections, student engagement, and differentiate instruction to meet the needs of all students. Include a variety of research-based strategies (see Glossary), activities, assignments, resources, and technologies.
- List formative assessments that are appropriate for students, measure student performance on each Learning Goal, and help guide teaching.
- Identify specific adaptations and differentiated approaches to learning for each strategy that addresses the Contextual Factors and pre-assessment *(A pre-determined data set may be used in place of pre-assessment results should the teacher candidate have limited or no access to authentic student data.)*

- **Instructional Strategies**
  - Describe at least two instructional strategies from different learning goals that reflect research-based practices and differentiated instruction. Explain how each strategy moves every student toward attaining the Learning Goal. Profile one strategy that includes P-12 student use of technology supporting higher-level thinking activities on real world topics. Include the following in the discussion:
    - Identify how the content relates to the Learning Goal. Address how the strategy aligns to the revised Bloom's level of the Learning Goal. Justify how the strategy stems from pre-assessment information and Contextual Factors thus resulting in a differentiated approach to teaching and learning. (*A pre-determined data set may be used in place of pre-assessment results should the teacher candidate have limited or no access to authentic student data.*)
    - Describe real world connections.
    - Discuss the materials/technology needed to implement the strategy.

- **Formative Assessments**
  - Include an explanation of the formative assessments used with each strategy discussed above to measure student progress toward the Learning Goal. Include the following in the explanation:
    - Justify appropriateness for the content and developmental level of students.
    - Describe the assessment and its purpose.

Attach the formative assessments and scoring criteria as part of an appendix.

Key Assessment Six: Design for Instruction							
Scoring Guide							
CAEP	**InTASC**	**KTS**	**Criteria**	**Beginning**	**Developing**	**Proficient**	**Exemplary**
1.1 1.2 1.3 1.4 D	LL CK IP	1 2	DI 2 Unit Overview	Provides a limited description for 5 of the following criteria in unit overview: Learning goals and objectives for each day/lesson; Topic/activity per day related to at least one learning goal; Instructional strategies content aligned with Bloom's levels and differentiation of instruction. Variety of research-based strategies, activities, alignments/resources Student engagement Real world connections; Description multiple formative assessments that are appropriate and aligned to the Learning Goals; Specific adaptations and differentiation per strategy that address Contextual Factors and the pre- assessment.	Provides an adequate description for 6 following criteria in unit overview: Learning goals and objectives for each day/lesson; Topic/activity per day related to at least one learning goal; Instructional strategies content aligned with Bloom's levels and differentiation of instruction. Variety of research-based strategies, activities, alignments and resources Student engagement Real world connections; Description multiple formative assessments that are appropriate and aligned to the Learning Goals; Specific adaptations and differentiation per strategy that address Contextual Factors and the pre-assessment.	Provides thorough understanding of the following criteria in unit overview: Learning goals and objectives for each day/lesson; Topic/activity per day related to at least one learning goal; Instructional strategies content aligned with Bloom's levels and differentiation of instruction. Variety of research-based strategies, activities, alignments/resources Student engagement Real world connections; Description multiple formative assessments that are appropriate and aligned to the Learning Goals; Specific adaptations and differentiation per strategy that address Contextual Factors and the pre-assessment.	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level.
1.1 1.5 T	LL CK IP	6	DI 3 Integration of Technology	Minimal technology use in planning and instruction	Some technology use in planning and instruction	Demonstrate technology integration in planning and instruction and how P-12 student use of technology will be integrated in unit for higher level thinking activities and in a real world context.	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level.
1.1 1.3 1.4	LL CK IP	1 2	DI 4 Instructional Strategies	Provides a limited description for 1 of the following criteria in unit overview:	Provides an adequate description for 2 of the following criteria in unit overview:	Thorough and clear explanation of Formative Assessments including the following items:	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above

D				Description of assessment and purpose; Justify appropriateness for the content and developmental level of students; Inclusion of formative assessments and scoring criteria.	Description of assessment and purpose; Justify appropriateness for the content and developmental level of students; Inclusion of formative assessments and scoring criteria.	Description of assessment and purpose; Justify appropriateness for the content and developmental level of students; Inclusion of formative assessments and scoring criteria.	and beyond the Proficient level.
1.1 1.3 1.4 D	LL CK IP		DI 5 Formative Assessment	Provides a limited description for 1 of the following criteria in unit overview: Description of assessment and purpose; Justify appropriateness for the content and developmental level of students; Inclusion of formative assessments and scoring criteria.	Provides an adequate description for 2 of the following criteria in unit overview: Description of assessment and purpose; Justify appropriateness for the content and developmental level of students; Inclusion of formative assessments and scoring criteria.	Thorough and clear explanation of Formative Assessments including the following items: Description of assessment and purpose; Justify appropriateness for the content and developmental level of students; Inclusion of formative assessments and scoring criteria.	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level.

		Key Assessment Six: Design for Instruction Unit Template			
Day	Learning Goal	Learning Objective	Instructional Strategies	Assessment	Adaptations or Differentiated Instruction
1		*Must be student-centered, outcome-based, and measurable.	*Include research-based strategies & resources, real world connections, technology, student engagement, and Bloom's tasks aligned to Learning Goals.	*Use multiple formative assessments aligned to Learning Goals.	* Consider contextual factors and pre-assessment results. Remember to offer enrichment for those who demonstrated mastery on the Pre-assessment.
*A pre-determined data set may be used in place of pre-assessment results should the teacher candidate have limited or no access to authentic student data.					
2					
3					
4					
5					
6					
7					
8					

Instructional Strategy #1 –Student Use of Technology

- Connection to the Learning Goal and revised Bloom's level:

- Connection to pre-assessment information and Contextual Factors and explanation of differentiation approach:

- Describe real world connections:

- Materials/technology needed to implement strategy:

- Formative Assessments:

WKU CAEP/EPSB Key Assessment Data Collection and Reporting

For...	Key Performance Assessment Areas	Measure	Course/Place Collected
WKU (Internal)/EPSB (External) Annual Program Report	**Assessment #1:** Content Assessment	• Praxis Content Exam Results	Praxis Testing Report
	Assessment #2: Other Assessment of Content Knowledge	• Major GPA (for now)	Prior to Student Teaching
	Assessment #3: Assessment of Professional Capabilities	• Praxis PLT Exam Results	Praxis Testing Report
	Assessment #4: Clinical Experiences Measure of Teaching Proficiency	• WKU Student Teacher/Clinical Practice Evaluation	EDU 489/490 or equivalent
	Assessment #5: Measure of Candidate Assessment Proficiencies	• A: Learning Goals & Pre/Post Assessment • B: Analysis of Student Learning	Program Course(s) prior to Student Teaching
	Assessment #6: Candidate ability to diagnose and prescribe for personalized Student Learning	• Design for Instruction	Methods Course
	Assessment #7: Application of Content Knowledge and Pedagogical Skills (Instructional Practice)	• WKU TWS	EDU 489 or equivalent
	Assessment #8: Assessment of Literacy Outcomes	• Literacy Assessment	LTCY 421 or equivalent
	Assessment #9: Dispositions	• Dispositions (current in place/new in development)	Admission and Key Clinical Experiences

For...	Key Performance Assessment Areas	Measure	Course/Place Collected
CAEP EIGHT ANNUAL REPORTING MEASURES	**Program Impact Measure #1:** Impact that completers' teaching has on P-12 learning and development	• Value Added Measure • PGES	
	Program Impact Measure #2: Indicators of teaching effectiveness	• KTIP	
	Program Impact Measure #3: Results of employer surveys, and including retention and employment milestones	• WKU Principal/Employer Surveys	
	Program Impact Measure #4: Results of completer surveys	• EPSB Teacher Survey	
	Program Outcome/Consumer Information Measure #1: Graduation rates from preparation programs	• EPSB Candidate Cohort Data in new annual Program Approval process?	
	Program Outcome/Consumer Information Measure #2: Ability of completers to meet licensing (certification) and any additional state requirements (i.e., licensure rates)	• Same as Praxis Content /PLT Exam Results in new annual Program Approval process?	
	Program Outcome/Consumer Information Measure #3: Ability of completers to be hired in education positions for which they were prepared (i.e., hiring rates)	• EPSB Data (I have asked for similar data in past to calculate teacher persistence rates)	
	Program Outcome/Consumer Information Measure #4: Student loan default rates and other consumer information	• ?	