



MURRAY

STATE UNIVERSITY

**College of Education
and Human Services**

***Educator Preparation Program
Continuous Assessment Plan***



September 2015

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MURRAY STATE UNIVERSITY
Mission Statement and Goals

Murray State University serves as a nationally recognized residential comprehensive university, with a strong extended campus and online presence, offering high-quality associate, baccalaureate, masters, specialist and doctorate degrees. Academic programs are offered in the core areas of arts and sciences, agriculture, business, health and human services, teacher education, communications, engineering and applied technologies, and nursing. Teaching, research, and service excellence are core values and guiding principles that promote economic development and the well-being of the citizens of the Commonwealth of Kentucky and the region.

Murray State University places a high premium on academic outreach, collaborative relationships with alumni, the public schools, business and industry, governmental agencies, and other colleges and universities at home and abroad. The University is committed to international education as an integral dimension of the university experience.

Murray State University emphasizes student-centered learning and educational experiences that include first year experience, the honors program, internships, study-abroad programs, service learning, research and creative projects, residential colleges, and student organizations.

In sum Murray State University fosters an exciting and challenging learning environment.

The **values** of Murray State University administration, faculty, staff, and students include accessibility, academic freedom, accountability, diversity, excellence, integrity, nurturing environment, shared governance, and student-centered learning.

The excellence of the university's programs is best demonstrated by the **characteristics of the Murray State University graduates**. The university strives to provide academic experiences that ensures graduates

1. engage in mature, independent, and creative thought and express that thought effectively in oral and written communication;
2. understand and apply the critical and scientific methodologies that academic disciplines employ to discover knowledge and ascertain its validity;
3. apply sound standards of information gathering, analysis, and evaluation to reach logical decisions;
4. understand the roles and applications of science and technology in the solution of the problems of a changing world;
5. demonstrate a critical understanding of the world's historical, literary, philosophical, and artistic traditions;
6. understand the dynamics of cultural diversity, of competing economic and political systems, and of complex moral and ethical issues;
7. understand the importance of and engage in ethical behavior and responsible citizenship;
8. understand the importance of the behaviors necessary to maintain a healthy lifestyle;
9. demonstrate mastery of a chosen field of study; and
10. value intellectual pursuit and continuous learning in a changing world.

Murray State University - College of Education and Human Services

COLLEGE OF EDUCATION AND HUMAN SERVICES Mission Statement

The mission of the College of Education and Human Services is the preparation of leaders for successful careers that positively impact communities as advocates and practitioners, through student-centered, authentic, and engaging academic programs.

COLLEGE OF EDUCATION AND HUMAN SERVICES Educator Preparation Program Conceptual Framework

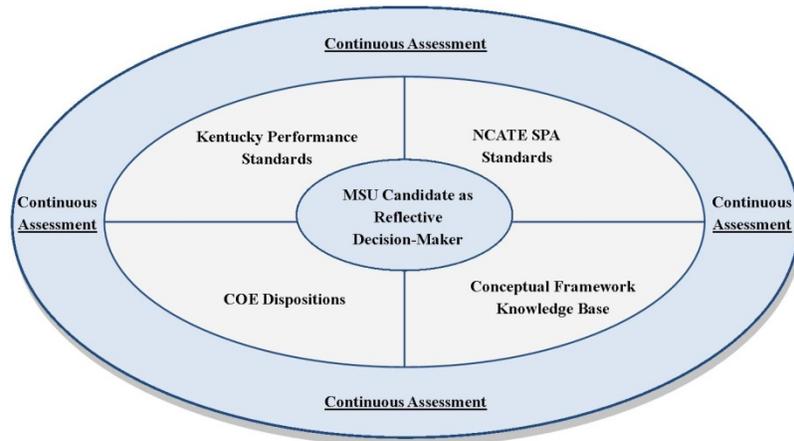
The mission of the College of Education and Human Services is the preparation of leaders for successful careers that positively impact communities as advocates and practitioners, through student-centered, authentic, and engaging academic programs. The college envisions it will be recognized for producing graduates who foster excellence in their communities. The college's education programs support that mission and vision by ensuring candidates exemplify the knowledge, skills, dispositions, leadership qualities, and decision-making skills necessary to serve as effective educators in their communities. The goal of the college's educator preparation program is to produce candidates who demonstrate the characteristics of a Murray State University graduate, the proficiencies delineated by Kentucky Teacher Standards and the knowledge required by learned societies. Program experiences equip candidates with the knowledge, skills, and dispositions to become reflective decision-makers. "Educator as a reflective decision-maker" is the unit's theme. Undergraduate candidates demonstrate professional dispositions throughout their course work, field experiences, and student teaching. Graduate candidates exhibit the same dispositions while developing their capacity as teacher leaders who foster excellence in their classrooms, schools, districts, and communities. Murray State University candidates will become educators who are:

1. Inclusive – Advocate for an inclusive community of people with varied characteristics, ideas, and worldviews.
2. Responsible – Consider consequences and makes decisions in a rational and thoughtful manner for the welfare of others. Act with integrity to pursue an objective with thoroughness and consistency.
3. Enthusiastic – Exhibit eagerness and passion interest in tasks that relate to beliefs about education.
4. Caring – Demonstrate regard for the learning and well-being of every student.
5. Confident – Exhibit certainty about possessing the ability, judgment, and internal resources needed to succeed as a teacher.
6. Ethical – Conform to accepted professional standards of conduct by making decisions based on standards and principles established by the education profession.

Educational research, theory, philosophy, and best practices create the knowledge base* that informs faculty and guides program goals. Program curricula, goals, and outcomes are aligned with and informed by the standards of learned societies, SPAs, and professional benchmarks including but not limited to the EPSB Kentucky Teacher Standards, EPSB, Kentucky Interdisciplinary Early Childhood Education Teacher Standards, National Council of Teacher Educator Standards, CAEP Standards, InTASC Standards, National Association of School Psychologists Standards, and the Council for Accreditation of Counseling and Related Educational Programs Standards. Candidates' standards-based knowledge, pedagogical proficiency, and professional dispositions are systematically monitored and formally evaluated through the education program's continuous assessment system. Each program uses student data to inform program improvement.

*See Appendix E for the complete text of the Conceptual Framework's knowledge base.

Murray State University - College of Education and Human Services



All educator preparation program activities are designed to instill the pedagogical and content knowledge, skills, dispositions and reflective skills necessary to produce effective educators to teach students to become global citizens of the 21st century. Program student learning outcomes, common course assignments, evaluation instruments, and classroom activities are aligned with state, national, and Specialty Professional Association standards, the professional dispositions delineated in the Conceptual Framework, and the unit's theme of *Educator as a Reflective Decision-Maker*.

Faculty designed a continuous assessment system to monitor content knowledge, pedagogical proficiency, and professional dispositions throughout the programs. Formative and summative candidate data are gathered at multiple checkpoints throughout their programs: pre-admission, admission to teacher education, admission to student teaching, program completion, and post-graduation. Faculty analyze and act upon these data to inform program improvement. The *Assessment Matrices of the Conceptual Framework for Initial/Advanced Programs* delineate how the unit assesses the Conceptual Framework.

Matrix headings identify key elements aligned with the Murray State University Mission, Values, and Characteristics of Graduates; the Unit Mission; and the educator preparation program's Conceptual Framework. The University "prepares graduates to function in a culturally diverse, technologically-oriented society and increasingly interdependent world" by becoming graduates who "engage in mature, independent, and creative thought; apply sound standards ...to reach logical decisions; understand the dynamics of cultural diversity; engage in ethical behavior; and demonstrate mastery of a chosen field of study. The Unit Mission prepares "leaders for successful careers that positively impact communities." The Conceptual Framework identifies the research-based and standards-aligned philosophical foundations, knowledge base, pedagogical skills, and dispositions necessary for teacher candidates to achieve the unit goal and to achieve the unit theme of *Educator as a Reflective Decision-Maker*. The unit's professional dispositions (inclusive, responsible, enthusiastic, caring, confident, and ethical) directly align with the university's Characteristics of Graduates. As reflective decision-makers, program graduates self-evaluate during and after lesson implementation to improve instruction, continuously seek to improve overall understanding and integration of theory into classroom practice, and strive to improve the education profession as teacher leaders. Reflection is a key attribute of graduates who "engage in mature, independent, and creative thought" (MSU Mission) and leaders who "positively impact communities as advocates and practitioners" (Unit Mission).

Assessment Matrix of the Conceptual Framework for Initial Programs

Mission of the College of Education and Human Services						
The mission of the College of Education and Human Services is the preparation of leaders for successful careers that positively impact communities as advocates and practitioners, through student-centered, authentic, and engaging academic programs. Unit programs develop candidates' abilities to become "reflective decision makers" who will become "leaders for successful careers that positively impact communities and advocates and practitioners."						
Courses and Activities	Signature Assignment	Dispositions	Philosophy	Reflection	Content Knowledge	Pedagogy
Check Point One: PreAdmission						
EDU 100 T Transitions		Self-evaluation of professional dispositions in EDU 103 or EDU 100T		Discuss why they want to enter the teaching profession		
EDU 103 Intro to Education [MUS 123/CTE 200/AED 380]	Philosophy of Education	KY Professional Code of Ethics (signed during orientation to teacher education)	Draft initial philosophy of education	Observe and compare teachers and students at different levels of schooling	Educational philosophies History of education Characteristics of Effective Teachers	Become aware of KCAS, KTS, and InTASC standards
EDU 303 Strategies MUS 301-4/ENG 329/HIS 361/CHEM 303/AED 583/MAT 550/ART 341	TPA lesson plan and unit plan	Flag Reports are issued for candidates who exhibit deficits in professional dispositions.	Develop philosophy by applying theory into micro-teaching practices	Reflect upon micro-teaching efforts	Effective lesson design	Design developmentally appropriate lessons aligned with KCAS
EPD 260 Development	CHAMPS Classroom Plan	Flag Reports are issued for candidates who exhibit deficits in professional dispositions.	Examine researchers' learning theories; apply to philosophies	Reflect upon observations development stages of preK-adult people	Stages of development Cognitive learning theory Sociolinguistic learning theory	Matching classroom activities to developmental stages of students
SED 300 Special needs	Mock ARC	Flag Reports are issued for candidates who exhibit deficits in professional dispositions.	Expand understanding to including students with special needs	Reflect upon Mock ARC experience	Response to Intervention Types of special needs	Strategies for identifying needs and assisting students with special needs
University Studies courses		Monitor candidates' success through <i>MapWorks</i> retention and student support system	Expand philosophy to include a wider world view based upon interacting with students and content outside the		Maintain GPA of 2.75	Observe instructors' efforts to learn how they do and don't want to teach one day

			field of education			
Check Point Two: Admission to Teacher Education						
Admission Application					GPA of 2.75 CASE scores Steps to becoming admitted to teacher education	
Interview with Advisor		All Unit Dispositions & Kentucky Code of Ethics		Discusses and defends educational ideas	Knowledge of professional dispositions of effective educators	
Field Experiences	Field Evaluation Forms	All Unit Dispositions KTS Field Evaluation Form Flag Reports can be issued for any student with lapses in Dispositions		Oral and written reflections about varying aspects of field experiences	Knowledge of best practices, assessment, student development, and research-based strategies	Participate in field experiences and observations for all levels of schooling with all ages of a diverse population of students
EDU 403 Foundations	Final educational philosophy	Flag Reports for any student with lapses in dispositions	Create a final philosophy of education	Reflect upon their growth, current skills, and future plans	Knowledge of learning theory, developmental stages, characteristics of effective teaching, and research-based practices	Vision of who they will become as teachers of their own classrooms
EDU 405 Evaluation [ELE 383, CTE 503, SED 400/HPE 409/ELE 439]	Assessment Projects	Flag Reports can be issued for any student with lapses in dispositions	Develop philosophy of purposes and effective formative and summative assessment practices	Reflect upon role of teacher in the assessment cycle Analyze data to identify achievement gaps Use data to inform instruction	Formative and summative assessments Data analysis Use of data to inform instruction Sharing data with students and parents	Design effective evaluation instruments Analyze data to inform instruction Address student needs
Methods Courses	Most courses have content-related signature assessments	All Unit Dispositions in those courses with field experiences	Develop philosophy of creating student-centered classrooms	Reflect upon field experiences and impact of research-based practices	Content-based, research-supported strategies Appropriate supportive resources	Content Pedagogy and Lessons designed to meet student needs

				upon student learning	Background content knowledge for effective lesson design	
Majors/Areas	KTS 1	Monitor candidates' progress through university's <i>MapWorks</i> , retention, and student support systems		Reflect upon how newfound knowledge can be conveyed to their future students	Maintain GPA of 2.75	Learn how they do and do not want to teach and motivate students by observing instructors
Check Point Three: Admission to Student Teaching						
Orientation to Student Teaching		KY Code of Ethics (signed)			Steps to be successful during student teaching and to attain licensure	
Student Teaching Interview	NTS 1-9 IECE 1-9	All COE Dispositions, KY Code of Ethics discussed		Create resume to share during interview	Steps to be successful during student teaching and to attain licensure	
Check Point Four: Program Completion						
Eligibility Portfolio	Eligibility portfolio measures all KTS and Unit Dispositions	Final Dispositions self-assessment	Philosophy of education	Reflect upon Teacher Performance Assessment project Reflect upon how program prepared them to become teachers	PRAXIS and PLT scores Background knowledge necessary to teach concepts	Demonstration of best practices during their co-teaching experiences
Evaluation form by university coordinator and cooperating teacher	KTS and Unit Dispositions	University supervisor and cooperating teachers assess Dispositions			Candidate content knowledge assessed during formal observations and at end of experience	Teaching and dispositions rated using KTIP-aligned instrument
Five Teaching Observations	KTS and Unit Dispositions	Dispositions exhibited during planning, collaborating, and teaching Remediation plans for candidates who	Philosophy evidenced through classroom instruction and everyday interactions with colleagues and students	Impact and Refinement on Teaching	Demonstrated content knowledge during lesson preparation and implementation	Teaching and dispositions formally rated Using KTIP-aligned instrument

		demonstrate lapses in dispositions				
PRAXIS PLT	National exams	Take exams on a timely basis Prepare in advance		Reflect upon results Seek support to address areas of perceived deficit knowledge	PRAXIS content exam PLT pedagogical content knowledge	Pass exam
EPSB Survey	Kentucky New Teacher Survey			Reflect upon program preparedness		
Check Point Five: Beyond Graduation						
KTIP Teaching Observation	All KTS and Unit Dispositions	Dispositions formally assessed	Philosophy evidenced through classroom instruction and professional activities	Impact and refinement of lessons Discussion of ways to continually grow in the profession	Evidenced content knowledge in lesson design and implementation	TPA and Portfolio
EPSB Survey	KTS			Reflection Item	Content Knowledge Items	Pedagogy Items

Assessment Matrix of the Conceptual Framework for Advanced Programs

Courses and Activities	Standards	Dispositions	Philosophy	Reflection	Content Knowledge	Pedagogy
Check Point One: Admission						
Admission Application Process	Planned Program of Studies				GPA 3.0, Degree, GRE	Degree/Certification
Check Point Two: Continuation						
Advancement to Candidacy					GPA Check/3.0 or higher	
Course Competency Assignments	Projects/work embedded assignments, practicum	Projects/work embedded assignments to measure disposition of <i>leadership</i> , professional development plans	Philosophy of Reading, Professional Vision Statement of Library Media, Theory of Teaching, Philosophy of the Young Child, Philosophy of CTE	Portfolio, Assignments include reflections on the quality of work, meeting standards and dispositions,	Exams, competency projects, action research projects, case studies	Lesson plans, unit plans, assessment plans, case studies, planned tutoring sessions, Research on instructional strategies, analysis of student data for assessment and diagnosis,

						school safety walk through
Practicum/ Internship	ETS, KY IECE ALA/AASL CEC/NAGC ISLLC, TSSA, IRA, NAAEE, CACREP	Able to accomplish assignments and interact in schools appropriately, professionally, ethically	Evidence philosophy through professional activities and interactions with others	On teaching, experiences in schools, course activities, content knowledge, theories of learning	Supervisor Evaluation	Lesson plans, unit plans, assessment plans, IEP monitoring
Check Point Three: Program Completion						
Portfolio or capstone research presentations or projects	Course artifacts w/ ETS, KY IECE ALA/AASL CEC/NAGC ISLLC, TSSA, IRA, NAAEE, CACREP	Self analysis		Reflect upon program and professional experiences Plans for future growth	Artifacts demonstrate content competency	
PRAXIS II					Pass exam	
Thesis				What learned through literature review and research activities	Completed study	Completed study
Comprehensive Exam					Pass exam	Pass exam
Exit Measures	Various capstone projects or presentations				GPA Check 3.0 or higher,	Verification of Program of Studies (coursework)
Check Point Four: Beyond Graduation						
Survey of graduates and employers		Dispositions Items			Content Knowledge Items	Pedagogy Items

ASSESSMENT SYSTEM AND UNIT EVALUATION

Rationale

The unit recognizes the importance of assessing a candidate's progress according to Kentucky and national program standards and unit dispositions. The unit has developed and maintains an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs. The unit's assessment system was developed collaboratively with the professional community over a number of years and reflects the unit's conceptual framework with an integrated set of evaluation tools that are used to monitor candidate's performance and manage and improve program outcomes and unit operations. Multiple indicators are used, along with multiple checkpoints, to assure the identification of candidates with the potential to become successful professionals.

Fairness, Accuracy and Consistency of Assessment Instruments

Throughout the process of continuous assessment, multiple measures and other strategies are used to ensure fair, accurate, and consistent assessments. As examples, for **fairness**, undergraduate candidates are informed during orientation sessions, in writing, and on advising sheets the requirements for admission to teacher education, student teaching, exit and other qualifying exams. Graduate candidates plan a program with an academic advisor using curriculum guidesheets that provide all needed information about course, assessment and exit requirement. For **accuracy**, the evaluation for admission to teacher education and for qualification to be recommended for certification, are national standardized and validated exams such as the GRE, CASE, and PRAXIS exams. The standards used to determine program mastery were developed by state (EPSB) and by professional societies and approved by NCATE. The use of state and national standards allows the unit to take advantage of research and development of those groups that operate on a much broader scale. For **consistency**, the scoring of the student teaching eligibility portfolio (a capstone assessment) is conducted by two independent scorers, who are trained every semester. Also, both the university coordinator and the cooperating teacher evaluate candidate progress twice during the student teaching experience and the university coordinator observes and evaluates teaching four times using the KTIP lesson plan and evaluation form.

To improve programs, continuous assessment provides feedback for continuous renewal and program evaluation. For faculty, continuous assessment provides evidence for course and program revisions. For the candidate, continuous assessment provides regular feedback of progress and maintains a record of growth through the preparation process and produces end products, such as portfolios, which are evidence that candidates have met the prescribed standards at initial and advanced preparation levels. For certification, continuous assessment provides documentation of the candidate's eligibility for teaching beyond a transcript of courses and completion of a degree. Candidate's data is tracked through a unit database and the *LiveText* web-based system.

Faculty have created continuous assessment plans for each program. They identified standards-aligned Student Learning Outcomes (SLO), delineated two formative and two summative measures per SLO, determined performance expectations, and responded to data results. Each September, program coordinators lead faculty efforts to analyze data from the prior academic year, reflect upon the results, invite advisory council input, use data to inform program improvement, and design academic plans for the current year. The COEHS Director of Assessment facilitates faculty efforts through annual Data Daze work sessions. The MSU Office of Assessment experts provide detailed feedback. An example of an annual Continuous Assessment Academic Plan is included in Appendix A. Academic Program Results Reports are housed on the unit's LiveText Exhibit Center.

Impact of Instruction on Student Learning

In an era of high accountability and in order to prepare teachers and other education professionals to assess the impact of their teaching on student learning, the unit provides program activities and experiences that develop an understanding of the role of the teacher in the assessment cycle. This role is to collect, analyze, and reflect upon student data in order to design instruction that improves student learning. Activities that model and encourage the learning of this process include the impact and refinement section of the unit's TPA, KTIP-aligned lesson plan, student case studies, and use of pre- and post-data for instructional improvement in an assignment for the EDU 405 assessment course, action research in EDU 639 to determine the effectiveness of an instructional package, diagnosis of reading problems in REA 638, diagnosis

of behavior problems in SED 552. To more thoroughly address the issue, the program faculty developed and included a TPA performance task in the Student Teacher Eligibility Portfolio. The COEHS Director of Assessment and administrative leaders are working with Kentucky University and EPSB colleagues to cooperatively design a systematic means for acquiring and analyzing data demonstrating candidates' impact on student learning. This is in accordance with best practices plus the new CAEP accreditation requirements.

Continuous Assessment System Feedback Loop

Step 1

Each fall faculty teams analyze program data. Qualitative and quantitative data include signature assessment results, EPP-wide assessments, national examination scores, course embedded data, survey data, flags, field experience evaluations, student teaching evaluations, and focus group commentary.

Step 2

With the data assembled, the program coordinator, program faculty in consultation and, advisory council discuss and analyze data to determine the strengths and weaknesses of the program. They cooperatively determine ways to continuously improve the program by addressing areas of concern, raising performance expectations, or developing new formative/summative assessments.

Step 3

Program faculty record data results in their Continuous Assessment Program Results Reports. They document how they will respond to the results to inform program improvement. The Results Report includes student learning outcomes, standards alignment, two formative and two summative instruments or activities per SLO, performance criteria, assessment results, a plan for program improvement, and a description of the people and actions involved in analyzing data and making decisions.

Step 4

Depending on the nature of the proposed change, the Continuous Assessment Program Result Report is submitted to the appropriate department, college, and university decision-making and approval bodies. Program faculty and the department chair approve minor changes such as changes in textbooks, course activities, assignments and evaluation methods. More substantial changes such as addition/deletion/revision of program courses, field experiences, and admission criteria are submitted to the Policy and Review Committee and/or other governing bodies of the College and the University. Faculty submit the Results Reports to the MSU Office of Assessment for their review, feedback, and approval. Plans document progress toward meeting the unit's and university's missions for various accrediting bodies including the Council on PostSecondary Education, Education Professional Standards Board, and regional SACS accreditation.

Step 5

Faculty adjust the Student Learning Outcomes, assessment instruments, and/or assessment practices for the current academic year. The process repeats each year.

The continuous assessment plans on the next pages present detail about program plan including the types of assessments and checkpoints for standards and dispositions that are used to inform candidate and program decision-making.

Continuous Assessment System - Initial Certification

Check Point One: PreAdmission

Dispositions 1-6 (Candidates become aware of and receptive to dispositions)

- Establish portfolio
- Self evaluation of dispositions
- EDU 103/Philosophy of education
- EDU 303/KTIP lesson plan
- EDP 260 Classroom management plan,
- SED 300 Mock ARC
- Flagging Forms (if required)

Check Point Two: Admission to Teacher Education

Kentucky Teacher Standards 1-10

Dispositions 1-6 (Candidates become aware of and receptive to dispositions)

- General Academic Proficiency (CASE Exam)
- Written and Oral Communication
- Completion of Specified Courses with B or higher
- Overall Grade Point Average (GPA – 2.75)
- Committee Review and Recommendation
- Completion of MAT 117 or Higher Math Course
- Interview with Advisor and Portfolio Check
- Flagging Forms (if required)

Check Point Three: Admission to Student Teaching

Kentucky Teacher Standards 1-10

Dispositions 1-6 (Candidates value and internalize dispositions)

- Overall GPA – 2.75
- GPA in Professional Preparation – 2.75
- GPA in Major and/or Area – 2.75
- Demonstration of Computer/Technology Skills
- Completion of 200 Field Hours and Field Evaluations
- Committee Review and Recommendation
- Attend Student Teaching Orientation
- Student Teaching Interview
- EDU 403 Philosophical Essay, EDU 405 (or equivalent) Assessment Project,
- Flagging Forms (if required)

Check Point Four: Program Completion

Kentucky Teacher Standards 1-10

Dispositions 1-6 (Candidates demonstrate dispositions during teaching and classroom interactions)

Successful Completion of Student Teaching, including satisfactory
Eligibility Portfolio, student study, evaluations, and observations of teaching
Confirmation of Degree/Completion of Program
PRAXIS II Specialty Exams
PRAXIS Principles of Learning and Teaching Exams

Check Point Five: Beyond Graduation

Kentucky Teacher Standards 1-10

EPSB Survey of Student Teachers, Cooperating Teachers, Interns, Resource
Teachers, Kentucky Teacher Internship Program and Teacher Performance
Assessment (TPA) with observations of teaching

Uses of Data

Unit data are collected and maintained using a unit database and *Livetext* database systems. Aggregated and disaggregated data from all five campuses are used to admit candidates to the Teacher Education Program, teaching, and graduation. Longitudinal data are used to track overall trends in the unit.

Admission to Teacher Education

Data used for admission to Teacher Education includes results of CASE exam, written and oral communication, B or higher in basic mathematics and English courses, and overall grade point averages. Determinations of dispositions and standards for teaching include individual interviews and the scores of key assignments in core courses. Dispositions exercises and instruments for defining and recognizing teaching dispositions are provided for candidate self-awareness and self-evaluation. Data are used for monitoring candidate progress and for preventing candidates from taking upper level education coursework until the admission process is completed. Data are also reviewed by each college's Teacher Education Admission Committee where a determination is made whether the candidate is eligible for admission to the teacher education program. Candidates and their academic advisors are informed by letter of admission or progress toward admission, and are informed of deficiencies. Admission also appears on their electronic advising RACR audits. If a candidate demonstrates deficiencies or problems with coursework, particularly field experiences, faculty may issue a Flag Form describing the deficiencies, and a Professional Growth Plan (PGP) may be required to remedy the issue. An Admission Committee reviews the Flags and PGP as part of the decision making process for admission.

Admission to Student Teaching

Data used for admission to student teaching include candidates' overall GPA, major GPA and or/area, GPA in professional education courses, and progress toward approved program completion (transcript review). Technology skills are judged by grades in basic computer courses or by scores on computer literacy examinations. Determinations of dispositions and standards for teaching include candidate scores in key assignments in core courses, evaluation during field experiences, and placement interview. These data are reviewed by each college's Teacher Education Admission Committee, and a determination is made whether the candidate is eligible for admission to student teaching. Candidates and academic advisors are informed of progress by checking on COESIS, with respect to admission and deficiencies. If a candidate demonstrates

deficiencies or problems with coursework, particularly field experiences, faculty may issue a Flag Form describing the deficiencies, and a Professional Growth Plan (PGP) written with the advisor may be required to remedy the issue. A COE Admission Committee reviews the Flags and PGP as part of the admission process.

Recommendation for Teacher Certification

Data used to determine qualification for teacher certification include a successful student teaching experience, Praxis II specialty area and Principles of Learning scores. Evidence for determining attainment of dispositions and standards include eligibility portfolio, student teaching evaluation, student teaching observations, student study assignment, and observations of teachers.

Additional Program Data

The EPSB provides survey data on program quality collected from student teachers, cooperating teachers, interns, and resource teachers. PRAXIS pass rates, course data for standards, field and student teaching evaluation reports and Flag reports are provided to the COE faculty and program advisory council as part of program assessment. Committees examine these data for trends in strengths and weaknesses of program and report each year to the College Administrative Council (CAC) in the form of program CAPs.

On the following pages, flow charts depict the process of admission and admission requirements throughout the Teacher Education program, to exit from the program, graduation and certification. Program checkpoints and continuous assessment planning are noted elements of the process.

FLOWCHART 1: OVERVIEW OF TEACHER PREPARATION AND CERTIFICATION MURRAY STATE UNIVERSITY, 7/07

ADMISSION TO THE TEACHER CERTIFICATION PROGRAM: *REQUIREMENTS, STANDARDS AND CONTINUOUS ASSESSMENT PROCEDURES.*

<p><u>Requirements:</u></p> <ol style="list-style-type: none"> 1. Attend an Admissions Orientation 2. Register with Teacher Education Services 3. Submit one of the passing GAP test scores 4. Provide a current transcript verifying an overall undergraduate GPA of 2.75 5. Meet all applicable admission standards and continuous assessment checks 6. Submit completed online application 7. Formal Admission to Teacher Education by appropriate college admission committee 	<p><u>Standards:</u></p> <ol style="list-style-type: none"> 1. CASE exam scores 2. Writing communication skills (“B” or better in College English Composition Course) 3. Oral communications skills (“B” in Public Speaking Course) 4. A “B” or better in MAT 117 or higher math 5. Successful Individual Interview with Academic Advisor 6. Knowledge of Current Trends in Public Education as verified by completion of approved Introduction to Education course 7. No criminal or ethics violation background
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Continuous Assessment:

1. Adherence to Code of Ethics
2. Evidence of academic skills and attitudes
3. Success in field experiences
4. Academic proficiency as demonstrated by a 2.75 minimum GPA in all required areas

TEACHER CERTIFICATION: *FORMAL PROGRAM REQUIREMENTS*

<p><u>The University Studies Program</u></p> <ol style="list-style-type: none"> 1. Mathematics and Communications Skills 2. Fine Arts & Humanities 3. Physical & Biological 	<p><u>The Subject Matter Preparation Program</u></p> <ol style="list-style-type: none"> 1. Certifiable Major or 2. Certifiable Academic Area 	<p><u>The Teacher Preparation Program</u></p> <ol style="list-style-type: none"> 1. College of Education Core Courses 2. Specialized Methods and Practicum courses for each certificate program 3. Computer literacy
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BACHELOR’S DEGREE FROM A REGIONALLY ACCREDITED INSTITUTION, SUCH AS MSU.

CONTINUOUS ASSESSMENT:

1. Progress toward meeting the Kentucky New Teacher Standards (including development of portfolio)
2. Continued success in field & clinical aspects of program and Framework for Teaching-inspired Pedagogical Skills and Attitudes
3. Continued academic success in the University Studies Program, major/area, and professional education courses.

ADMISSION TO STUDENT TEACHING STATUS

1. File Approved Program Forms
2. Demonstrate 2.75 minimum GPA’s
3. File Application Packet for Admission to Student Teaching
4. Demonstration of Computer/Tech. Skills
5. Formal Admission to Student Teaching by committee action

PROGRAM COMPLETION AND KENTUCKY CERTIFICATE RECOMMENDATION

1. Full & Complete Admission to Teacher Education & Student Teaching status
2. Successful Student Teaching
3. Attainment of Bachelor’s Degree
4. Passes required PRAXIS II/PLT/ Specialty Exams
5. Filed Application for KY Certificate

I.

II.

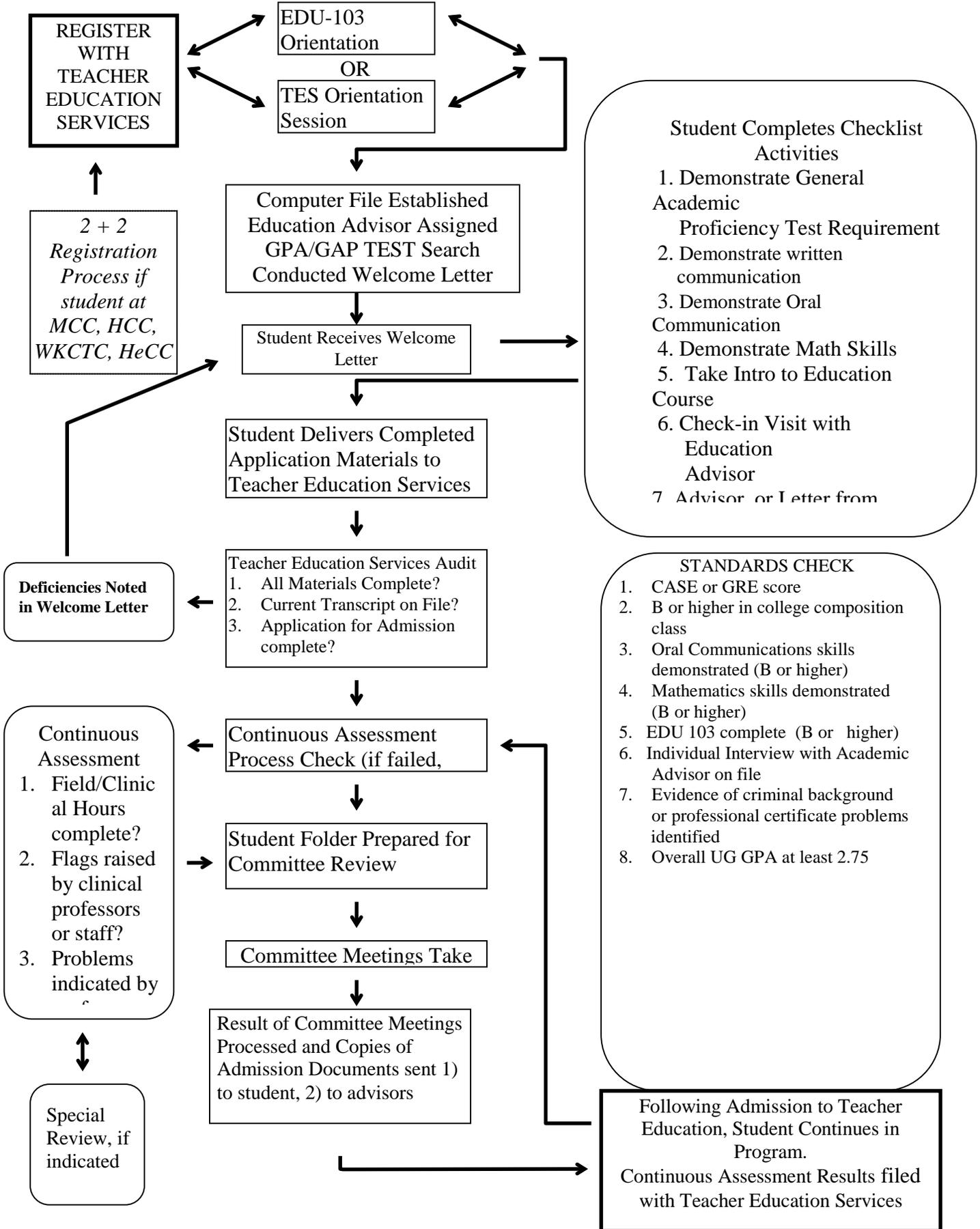
III.

IV.

V.



ADMISSION TO TEACHER EDUCATION REQUIREMENTS, STANDARDS AND CONTINUOUS ASSESSMENT PROCEDURES.



Continuous Assessment System – Advanced Programs

Continuing professional preparation programs specify different admission and exit requirements. Each program is designed to meet the needs of advanced candidates and is supervised by program faculty. The continuous assessment plan and data collected to meet standards, dispositions, and program requirements are described for each program:

Program: Educational Administration

Check Point One: Admission to Program or Continued Certification

- Grade Point Average (GPA) 3.0 or higher
- Required Undergraduate Degree and Teacher Certification
- Graduate Record Examination (GRE) 800 or higher for masters; 700 or higher for Rank II
- Filing of Candidate's Program of Studies

Check Point Two: Continuation in Degree Program or Continued Certification

Candidates develop and refine disposition of Leadership for continuous growth and development as a professional; Candidates work to master SPA Standards as determined by course competency assignments

- Advancement to Candidacy (after nine credit hours)
- Course Competency Assignments designated by program ADM 600,ADM 624 (,ADM 645 (I, II, , ADM 650
- Disposition (Leadership growth plan, school profile, reflection on leadership after assignments)

Check Point Three: Recommendation for Degree and/or Continuing Certification

Candidates present refined disposition of Leadership and mastery ISLLC Standards as evaluated by a portfolio, comprehensive exam, PRAXIS exam and School Leader exam

- Portfolio/Practicum – ADM 668 (I, II, III, IV, V, VI)
- Comprehensive Exam
- PRAXIS School Leaders Licensure Assessment Test
- Kentucky Principal Test
- Completion of coursework with a GPA of 3.0 or higher
- Verification of Program of Study

Check Point Four: Beyond Graduation

- Survey of Graduates and Employers

Use of Data for Program Improvement:

Aggregated candidate data is presented by the program coordinator to program faculty and advisory council consisting of local administrators who meet for program review and feedback.

Program: School Guidance and Counseling

Check Point One: Admission to Program or Continued Certification

- Grade Point Average (GPA) 3.0 or higher
- Required Undergraduate Degree
- Filing of Candidate's Program of Studies

Check Point Two: Continuation in Degree Program or Continued Certification

and Candidates Demonstrate the Dispositions to be a Counselor and to CACREP Standards as Determined by Course Competency Assignments

- Advancement to Candidacy (after nine credit hours) 3.0 or higher
- Course Competency Assignments in GUI 619
- Disposition (Practicum evaluations, skills tape review, ASCA model)

Check Point Three: Recommendation for Degree and/or Continuing Certification

Candidates present refined disposition of leadership and demonstrate mastery of all KSGC Standards as presented in a portfolio and evaluated by a comprehensive exam

- Portfolio
- Comprehensive Exam
- Practicum – GUI 620)

Internship for Rank I – GUI 679
Completion of coursework with a GPA of 3.0 or higher
Verification of Program of Study

Check Point Four: Beyond Graduation

Survey of Graduates and Employers

Use of Data for Program Improvement:

The program coordinator meets with advisory council consisting of local school for program review and feedback.

Program: School Psychology

Check Point One: Admission to Program or Continued Certification

Grade Point Average (GPA) 3.0 or higher
Required Masters Degree
Graduate Record Examination (GRE) 800 or higher
Filing of Candidate's Program of Studies

Check Point Two: Continuation in Degree Program or Continued Certification

Candidates develop and refine disposition of Leadership for continuous growth and development as a professional; Candidates work to master National Association of School Psychologists' (NASPS) standards as demonstrated by course competency assignments.

Advancement to Candidacy (after nine credit hours) 3.0 or higher
Course Competency Assignments in GUI 677 , GUI 683 , GUI 689 , GUI 690
Disposition (Practicum rating form, internship rating form, ethics of consultation)

Check Point Three: Recommendation for Degree and/or Continuing Certification

Candidates present refined disposition of Leadership and master Kentucky School Counseling and NASPS Standards as determined by field evaluations and PRAXIS exam

Supervisor's Evaluation Practicum – GUI 622
Completion of coursework with a GPA of 3.0 or higher
PRAXIS Specialty Exam
Verification of Program of Study

Check Point Four: Beyond Graduation

Survey of Graduates and Employers
Supervisor's Evaluation Internship – GUI 792, GUI 793 (for final certification)

Use of Data for Program Improvement:

The program coordinator meets with advisory council consisting of three regional school psychologists at the end of the spring semester for program review and feedback. See minutes of most recent meeting.

Program: Elementary, Middle and Secondary Teacher Education

Check Point One: Admission to Program or Continued Certification

Grade Point Average (GPA) 3.0 or higher
Required Undergraduate Degree and Teacher Certification
Filing of Candidate's Program of Studies

Check Point Two: Continuation in Degree Program or Continued Certification

Candidates develop and refine disposition of Leadership for continuous growth and development as a professional; Candidates work to master Kentucky Experienced Teacher Standards as demonstrated by course competency assignments.

Advancement to Candidacy (after nine credit hours) 3.0 or higher
Course Competency Assignments in EDU 639 , EDU 631, EDU 637, EDU 633, EDU 600, EDU 640, ELE 647, EDU 620 , EDP 675
Disposition (Professional growth plan, action research project, case study)

Check Point Three: Recommendation for Degree and/or Continuing Certification

Candidates present refined disposition of Leadership and mastery Kentucky Experienced Teacher Standards

EdS Thesis
Teacher Leader Capstone Presentation
Completion of coursework with a GPA of 3.0 or higher
Verification of Program of Study

Check Point Four: Beyond Graduation

Survey of Graduates and Employers

Use of Data for Program Improvement:

The elementary program coordinator meets with advisory council for program review and feedback.

The middle program coordinator meets with an advisory council consisting of regional teachers, MSU arts and sciences faculty, unit faculty at a spring meeting for program review and feedback.

The secondary program coordinator meets with an advisory council consisting of arts and sciences faculty and unit faculty at meetings each semester to discuss program changes and teacher certification issues.

Program: Interdisciplinary Early Childhood

Check Point One: Admission to Degree Program or Continued Certification

Grade Point Average (GPA) 3.0 or higher
Required Undergraduate Degree and Teacher Certification (if no previous certification)
Filing of Student's Program of Studies (beginning of program)

Check Point Two: Continuation in Degree Program or Continued Certification

Candidates develop and refine disposition of Leadership for continuous growth and development as a professional; Candidates work to master IECE Teacher Standards as demonstrated by course competency assignments.

Advancement to Candidacy (after nine credit hours) 3.0 or higher
Course Competency Assignments in FCS 525
Dispositions

Check Point Three: Recommendation for Degree and/or Continuing Certification
Candidates present refined disposition of Leadership and mastery of IECE Teacher Standards as determined by practicum evaluation, portfolio, and IECE exam.

Practicum – SED 640
Portfolio
IECE Exam (when reinstated)
Completion of courses with a GPA of 3.0 or higher
Verification of Program of Study

Check Point Four: Beyond Graduation

Survey of Graduates and Employers

Use of Data for Program Improvement:

The program coordinator and IECE faculty meet with advisory council made up of Head Start administrator, preschool coordinators, preschool principal, early childhood teachers, and IECE students. Suggestions are made about the program and these are used to make program changes.

Program: Reading and Writing

Check Point One: Admission to Degree Program or Continued Certification

- Grade Point Average (GPA) 3.0 or higher
- Required Undergraduate Degree and Teacher Certification
- Filing of Student's Program of Studies (beginning of program)

Check Point Two: Continuation in Degree Program or Continued Certification

Candidates develop and refine disposition of Leadership for continuous growth and development as a professional; Candidates work to mastery Experienced Teacher Standards 1-10 as demonstrated by course competency assignments

- Advancement to Candidacy (after nine credit hours) 3.0 or higher
- Course Competency Assignments in REA 612,, REA 638
- Course Capstone Experiences
- Portfolio
- Practicum
- Disposition (Designing a workshop, writing and publishing professional paper, leadership project)

Check Point Three: Recommendation for Degree and/or Continuing Certification

Candidates present refined disposition of Leadership and mastery of Experienced Teacher Standards 1-10 and ILA Standards for Reading Professionals

- Portfolio
- Thesis
- Completion of courses with a GPA of 3.0 or higher
- Verification of Program of Study

Check Point Four: Beyond Graduation

- Survey of Graduates and Employers

Use of Data for Program Improvement:

The reading program coordinator meets annually with advisory council made up of local teachers, reading specialists, principals, and former reading and writing graduate students students. Members are asked to submit suggestions for program review and evaluation.

Program: Special Education

Check Point One: Admission to Degree Program or Continued Certification

- Grade Point Average (GPA) 3.0 or higher
- Required Degree and Certification
- Filing of Student's Program of Studies (beginning of program)

Check Point Two: Continuation in Degree Program or Continued Certification

Candidates develop and refine disposition of Leadership for continuous growth and development as a professional; Experienced Teacher Standards 1-10; Council for Exceptional Children Standards (CEC)

- Advancement to Candidacy (after nine credit hours) 3.0 or higher
- Course Competency Assignments – SED 615
- Disposition (Presentation to board, observations of teachers)

Check Point Three: Recommendation for Degree and/or Continuing Certification

Candidates present refined disposition of Leadership and mastery of Experienced Teacher Standards 1-10 and Counsel for Exceptional Children Standards (CEC)

- Portfolio – SED 690
- PRAXIS Specialty Test (if obtaining a new certification)
- Completion of courses with a GPA of 3.0 or higher
- Verification of Program of Study

Check Point Four: Beyond Graduation

- Survey of Graduates and Employers

Use of Data for Program Improvement:

The special education program coordinator meets annually with an advisory council made up of local special education teachers, faculty, students and school district directors of special education, and building principals. The program is discussed and suggested are used to make program changes.

Program: Library Media

Check Point One: Admission to Certification Program

Grade Point Average (GPA) 3.0 or higher
Master's Degree and Teacher Certification Required
Filing of Student's Program of Studies (beginning of program)

Check Point Two: Continuation in Certification Program

Candidates develop and refine disposition of Leadership for continuous growth and development as a professional; Experienced Teacher Standards 1-10; American Library Association & American Association of School Librarians Standards (ALA/AASL)
Supervised Practicum – LIB 621, LIB 626, LIB 636, LIB 646, (including 150 hours of work experience in a library)
Disposition (Creates a cataloging policy and procedures manual, technology project, vision statement)

Check Point Three: Recommendation for Certification

Candidates present refined disposition of Leadership and mastery of Kentucky Teacher Standards 1-10 and American Library Association & American Association of School Librarians Standards (ALA/AASL)

Portfolio
PRAXIS Specialty Test
Completion of courses with a GPA of 3.0 or higher
Verification of Program of Study

Check Point Four: Beyond Graduation

Survey of Graduates and Employers

Use of Data for Program Improvement:

The library media coordinator meets each spring with an advisory council made up of school librarians and faculty members. The program is discussed and suggested are used to make program changes.

Program: Gifted and Talented Endorsement

Check Point One: Admission to Degree Program or Continued Certification

Grade Point Average (GPA) 3.0 or higher
Required Degree and Certification
Filing of Student's Program of Studies (beginning of program)

Check Point Two: Continuation in Degree Program or Continued Certification

Candidates develop and refine disposition of Leadership for continuous growth and development as a professional; Experienced Teacher Standards 1-10 and Council of Exceptional Children (CEC) and National Association for Gifted Children (NAGC) standards.

Course Competencies: Evaluation of EDU 691 with a 2.0 GPA or higher, Evaluation of EDU 691 with a 2.0 GPA or higher, Portfolio Artifacts from EDU 691 and 692
Disposition (teaches GT curriculum at Super Saturday or own classroom)

Check Point Three: Recommendation for Degree and/or Continuing Certification

Candidates present refined disposition of Leadership and mastery of Experienced Teacher Standards 1-10 and Council of Exceptional Children (CEC) and National Association for Gifted Children (NAGC) standards.

Summative Portfolio
Practicum – EDU 694
Completion of courses with a GPA of 3.0 or higher

Verification of Program of Study
Graduate Program Survey

Check Point Four: Beyond Graduation

Survey of Graduates and Employers

Use of Data for Program Improvement:

The gifted and talented program coordinator meets each fall with an advisory council made up of G/T district coordinators and two faculty members. The program is discussed and suggested are used to make program changes.

Program: Environmental Education Endorsement

Check Point One: Admission to Degree Program or Continued Certification

Grade Point Average (GPA) 3.0 or higher

Required Degree and Certification

Filing of Student's Program of Studies (beginning of program)

Check Point Two: Continuation in Degree Program or Continued Certification

Candidates develop and refine disposition of Leadership for continuous growth and development as a professional; Experienced Teacher Standards 1-10 and North American Association for Environmental Education Standards (NAAEE)

Course Competency Assignments: Milestone evaluation is completed in every class using interviews, conferences, and performances on skills-based activities and simulations

Check Point Three: Recommendation for Degree and/or Continuing Certification

Kentucky Teacher Standards; Interstate School Leader Licensure Standards; Counselor Standards; School Psychology Standards; IECE Teacher Standards; Dispositions 1-6 (Candidates continue to develop and refine dispositions for continuous growth and development as a professional.)

Individual project or unit of study

Conferences/interviews with individuals

Conferences/interviews with groups

Post Instrument

Completion of courses with a GPA of 3.0 or higher

Verification of Program of Study

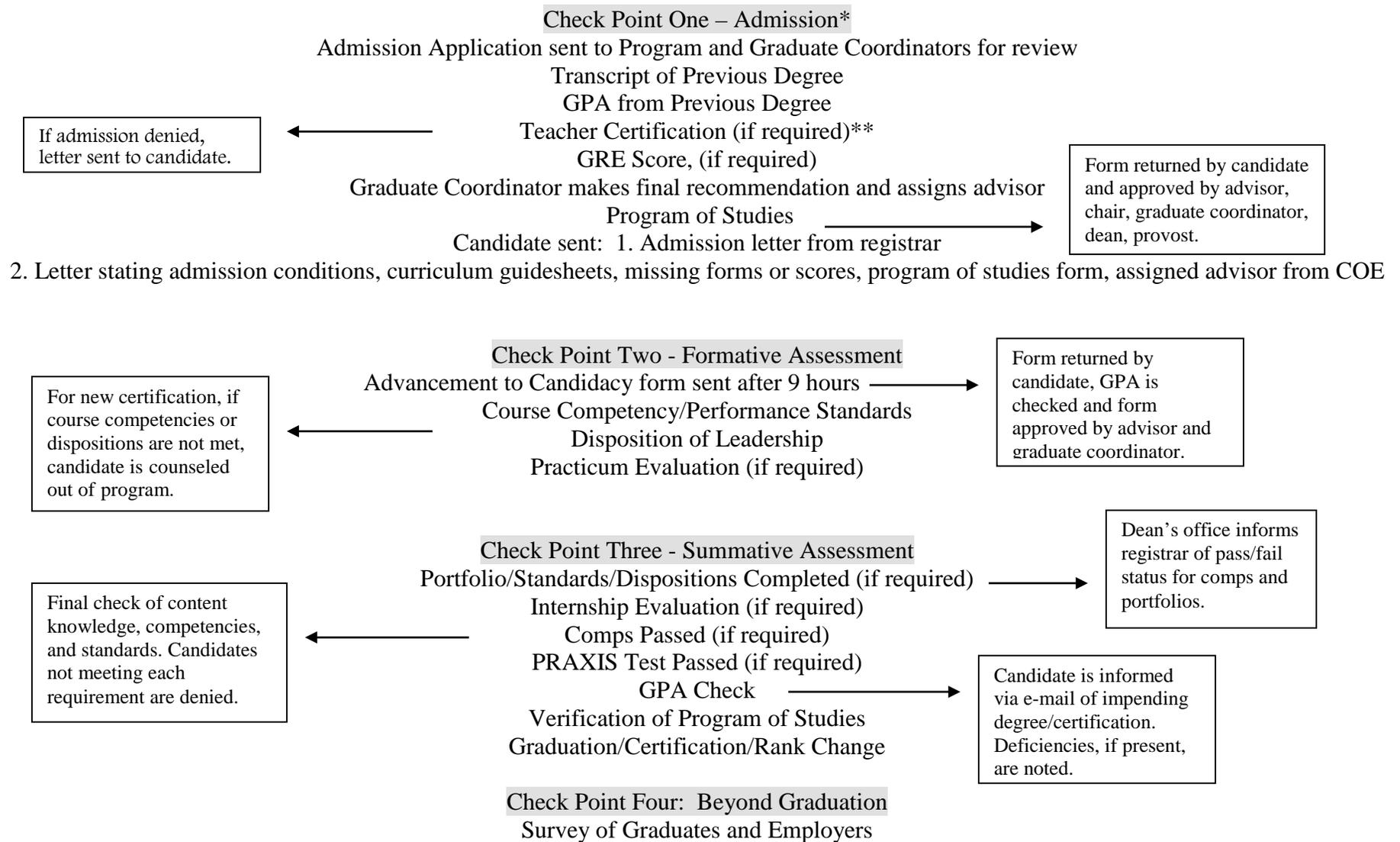
Check Point Four: Beyond Graduation

Survey of Graduates and Employers

Use of Data for Program Improvement:

The West Kentucky Environmental Education Consortium an advisory council meets annually to provide program feedback and discover ways the program can help support environmental education within the their programs.

Flow Chart of Continuous Assessment Checkpoints for Graduate Programs



*Initial certification at the graduate level is subject to undergraduate admission process and requirements.

**Regarding the "if required" designation, since programs vary in requirements, check individual program continuous assessment plans for program specifics

Technology Used to Support Continuous Assessment

To share and track candidate data, the unit worked with members of the professional community to develop a high-end relational database student information system. This is currently being re-envisioned in conjunction with university technology experts. The unit has also used the LiveText web-based system to design portfolios and signature assessments designed to collect candidate data. A number of professional groups were involved in the design and development of the systems including Murray State University Information Systems, the Murray State Registrar's Office, unit faculty and unit leadership. Necessary collaboration has included identification and implementation of strategies to address current needs including long-term data goals and immediate data needs for the unit and the university. The existing data system is in the process of being replaced by a new, integrated technology system that imports data from the Registrar's Office, online *Recruiter* applications, and *LiveText* data management systems. A team of department chairs, assistant dean, LiveText director, and Director of Teacher Education have been working with university technology experts to explore and design a new system. The online application system has been recently piloted. The team has been using enhanced LiveText analytics to attain disaggregated and aggregated data to inform program improvement. They piloted the use of the Field Experience Module system last fall. Candidates, cooperating teachers, and course instructors use the FEM feature to log the number and nature of field experience hours, share course information and assignments, communicate with one another, and evaluate students' efforts. The FEM system was fully implemented spring 2015 for all field and clinical experiences. Faculty now have access to instant field experience data to monitor candidates' progress. The existing system allows the unit to generate reports and student information for the data-driven decisions required to continuously assess, support, refine, and implement the unit's programs. The reports include web-based access to information for candidates and advisers that track candidate performance and for faculty to make candidate and program decisions. In addition, the web-based database LiveText is used to collect program embedded data such as course assignments, signature assessments, rubrics, reflective writing, portfolios, and other candidate data that is aligned to Kentucky Standards and Unit Dispositions. Program faculty use LiveText data to aggregate student data from course competency assessments in order to make immediate candidate and long-range program decisions. Since the last EPSB program review, the University has implemented a Banner mainframe system that allows the integration of student information across campus. They continue to explore ways to interconnect all data systems to better serve faculty and students. The University has recently adopted a new university-wide assessment software program that will allow faculty to input data one time to generate multiple reports for multiple constituencies.

Appendix A
Example Continuous Assessment Program Results Report

Program: Reading and Writing, MAED
CIP Number: 13.1315
Department: Department of Early Childhood and Elementary Education
College: College of Education and Human Services
Accreditation (if applicable):
Program Director: Chhanda Islam
Contact Name: Sharon Gill

Continuous Assessment Planning Process:

The Reading and Writing Program utilizes a continuous assessment system designed to assess candidate proficiency and program effectiveness. Continuous assessment of candidates involves a developmental approach to educator preparation in which candidates are expected to progress toward mastery of standards as they practice and gain competence with increasingly complex pedagogical and professional tasks. The faculty uses candidate data to measure the progress of individual candidates throughout the program and then uses aggregated candidate data in the process of determining the effectiveness of the program. The analysis of candidates' performance on the International Literacy Association (ILA) standards also informs the continuous assessment system. These data are an essential element of the program evaluation component of the continuous assessment system. Finally, a wide range of basic data items, i.e., grade point averages (GPAs), practicum courses evaluations, and PRAXIS 5301 examination pass rates, is reviewed by the Faculty. These data sets constitute important information for program development.

The program coordinators meet annually with an advisory council made up of local teachers, reading specialists, principals, and former reading and writing graduate students. Members are asked to submit suggestions for program review and evaluation. Surveys of program graduates and their employers are analyzed to determine if the graduate reading professional courses have an effect on students' learning and to determine if the course content and assignments support their needs and concerns. The program coordinators maintain yearly Continuous Assessment Plans which document data collection instruments, evaluation criteria, assessment results, and plans for program improvement.

In REA 638 and REA 639 practicum courses, the cooperating teachers are asked to respond to a field experience evaluation form to assess the impact of the class as well as progress and needs of students.

Assessment data are collected in *Livertext* and distributed to faculty at annual retreats. Program coordinators meet with program faculty and advisory council members to review student data and make suggestions for program improvement.

Participants in the Planning Process:

Program Coordinators, program faculty, university students, teachers, former students, and school administrators.

Learning Outcome 1: Candidates demonstrate understanding of the theoretical and evidence-based foundations of reading and writing processes and instruction.(ILA 1, KTS 1, 2, &3)

**FORMATIVE
INSTRUMENT/TEST 1:**

Literacy Project/ REA 612 Foundations of Literacy

Instrument/Test Procedures and Description:	<p>The candidates provide key theoretical underpinnings to research and instruction in literacy (comprehension, fluency, emergent literacy, developmental spelling/phonics, writing, reader response theory, schema theory, etc.) and investigate current theories of reading/literacy and their historical roots as well as current trends in practice.</p> <p>The artifact measures candidates' ability to understand current theory and research in the areas of learning theory, language and literacy acquisition, reading theory, emergent literacy, writing, and phonics. Data are collected in <i>LiveText</i> and distributed to faculty at annual retreats. Program coordinators meet with program faculty and advisory council members to review student data and make suggestions for program improvement.</p>
Criteria for Success:	85% of candidates will score satisfactory or outstanding on this project for criteria related to the learning outcome.
Results and Analysis:	100% of candidates scored satisfactory or outstanding on this project. The area with the highest portion of satisfactory ratings was candidates' familiarity with the major theories and processes in literacy development.
Changes Made in Response to the Assessment Process or Results:	<p>Data from the Literacy Theory Project indicated that most students successfully demonstrated understanding of the theoretical and evidence-based foundations of reading and writing processes and instruction.</p> <p>Faculty analyzed the Literacy Theory Project and decided to include theoretical and research foundations that support the "five pillars" of reading instruction, as well as instruction of diverse students, including issues such as first and second language acquisition, and poverty, ethnicity, race, culture, and gender as they relate to literacy acquisition.</p> <p>The faculty decided that all graduate students must include either REA 624/Kentucky Reading Project or REA 612/Foundations of Literacy in their program as specified under the Specific Requirements for the degree title.</p>

**FORMATIVE
INSTRUMENT/TEST 2:**

Discussion Board Assignments/ REA 612 Foundations of Literacy

Instrument/Test Procedures and Description:	<p>The candidates discuss important questions regarding conceptions of literacy and its impact on society and the individual. They reflect on broad trends in scholarly approaches to the study of literacy and its past and future role in society. They discuss the three major theoretical perspectives within which scholars conceptualize literacy processes and practices: the cognitive, sociocultural, and critical perspectives.</p> <p>The discussion board measures candidate's responses to literacy research and ability to understand foundational knowledge and balanced curriculum.</p>
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Criteria for Success: 90% of candidates will score satisfactory or outstanding on this assignment for criteria related to the learning outcome.

Results and Analysis: 100% of candidates scored satisfactory or outstanding on this assignment. The area receiving the highest portion of satisfactory ratings was recording findings.

Changes Made in Response to the Assessment Process or Results: Faculty decided to evaluate candidates on the frequency and quality of their discussion board participation. Candidates are required to post a minimum of two substantial postings each session, including one that begins a new thread and one that responds to an existing thread. Postings that begin new threads are reviewed based on their relevance, demonstrated understanding of course concepts, examples cited, and overall quality. Postings that respond to other participants are evaluated on relevance, degree to which they extend the discussion, and tone.

SUMMATIVE INSTRUMENT/TEST 1:

Instrument/Test Procedures and Description:

Literacy Specialist Endorsement Praxis 5301- at the end of the program.

Praxis Reading Specialist Exam Scores

Twenty percent of the exam covers assessment and diagnostic teaching; 45 % covers **theories of reading and writing development**, and 15% covers leadership skills and **specialized knowledge of pedagogical principles and instructional practices**. The test is in multiple-choice, with 2 constructed response questions, one on literacy leadership and one in respond to a case study. The Praxis measures candidate’s knowledge, skills, and dispositions in teaching literacy.

Data are collected in *LiveText* and distributed to faculty at annual retreats. Program coordinators meet with program faculty and advisory council members to review Employer data and make suggestions for program improvements.

Criteria for Success: 85% of candidates will score 530 or above the state-designated cut scores on the Praxis 5301 Reading Specialist Exam.

Results and Analysis: 96% of candidates scored 530 or higher. Average performance range was 585-789 with a median score of 685.

Changes Made in Response to the Assessment Process or Results: All reading courses have been redesigned to address exactly what is expected of candidates in order to pass the praxis exam. The faculty identified courses that addressed areas of academic needs and gathered and shared test preparation resources. Students in REA 639 provided with information and test preparation materials.

SUMMATIVE INSTRUMENT/TEST 2:

Instrument/Test Procedures and Description:

Employer’s Survey/Principals are asked to rate the teachers in their schools at the end of the program

The survey asks employers of program graduates to rate the program’s ability to prepare candidates for teaching literacy, and in particular, meet the International Literacy Associations Standards (ILA).

Employers of program graduates are surveyed to assess graduates’ competencies in ILA Standards 1 – 6: foundational knowledge, instructional approaches, assessment practices, diversity, literate environment, and professional leadership.

Program coordinators meet with program faculty and advisory council members to review Employer data and make suggestions for program improvements.

Criteria for Success: At least 85% of surveys will assess graduate students as competent or better in the area of foundational knowledge.

Results and Analysis: Hundred percent of principals said that the candidates are extremely competent who understand the theoretical and evidence-based foundations of reading and writing processes and instruction. Hundred percent of principals said that the candidates are extremely competent to use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. Eighty-seven percent of principals said that the candidates are extremely competent and 13% of principals said that the candidates are very competent to use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. Hundred percent of principals said that the candidates are extremely competent to create and engage their students in literacy practices that develop awareness, understanding, respect and a valuing of differences in our society. Hundred percent of principals said that the candidates are extremely competent to create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. Hundred percent of principals said that the candidates are extremely competent and who view professional learning and leadership as a career-long effort and responsibility.

Changes Made in Response to the Assessment Process or Results: Results indicated that the program is successfully preparing students to meet the ILA Standards.

Faculty decided to change the program requirement to include REA 618 Literacy and Learning in the Content Areas K-12 as a required course.

The required literacy courses **now** consist of fifteen hours of coursework in foundations of literacy, literacy assessment, **literacy and learning in the content areas**, assessment and instruction of children with reading difficulties, and supervised practicum in reading. REA 618 addresses research-based teaching methods, study strategies, and technology aimed to help learners use language processes (reading, writing, speaking, listening) to learn subject matter across the curriculum.

The faculty decided that all graduate students must include either REA 624/Kentucky Reading Project or REA 612/Foundations of Literacy in their program as specified under the Specific Requirements for the degree title. The graduate students should be able to use either REA 612/Foundations of Literacy or REA 624/Kentucky Reading Project as a required course for their program.

The REA 624/Kentucky Reading Project (KRP) is a professional development initiative of the Collaborative Center for Literacy Development. The yearlong, graduate-level literacy course consists of a two-week summer institute, four follow-up sessions during the year, and at least one coaching visit to each teacher. During KRP, teachers learn best practices in literacy instruction while participating in a professional learning community that positions them for **leadership roles** in their school, district and the state. They increase their effectiveness as teachers by expanding their knowledge base and deepening their understanding of best practices in literacy instruction as they develop and implement a Literacy Action Plan in their classrooms.

All syllabi for the professional education, required literacy courses, and elective courses are **recoded** to show how each course meets Kentucky Teacher Standards (KTS), the Interstate Teacher Assessment and Support Consortium (InTASC), and the International Literacy Association (ILA) standards. The Faculty discussed that reflections should be the focus of course activities by which candidates integrate course experience with Kentucky Teacher Standards, the Interstate Teacher Assessment and Support Consortium standards, and the International Literacy Association Standards.

Learning Outcome 2: Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading, writing, and listening instruction for all P-12 learners in inclusive classrooms. (ILA standard 2, 4; KTS Standards 4, 5, 6, & 7)

FORMATIVE INSTRUMENT/TEST 1:

ESL Project/ REA 638 Assessment and Instruction of Children with Reading Difficulties.

Instrument/Test Procedures and Description:

The candidates gain experience in critically reviewing the existing literature and reflect on effective advanced literacy instruction for ESL and gifted ESL students. The artifact enables students to explore literacy theories, pedagogical considerations and current methodology in the teaching of ESL students. The artifact measures candidate's knowledge of the role of Literacy Specialist/Coach in helping teachers work with diverse learners. Data are collected in *LiveText* and distributed to faculty at annual retreats. Program coordinators meet with program faculty and advisory council members to review Employer data and make suggestions for program improvements.

Criteria for Success:

90% of candidates will score "meet expectations" or above on the course artifact for criteria related to the learning outcome.

Results and Analysis:

100% of candidates scored meet expectations or above on this course artifact. The area receiving the highest portion of meet expectations was candidates' effort to implement literacy strategies that address the needs of a diverse student population.

Changes Made in Response to the

The data seem to indicate that our candidates have positive views of inclusive classrooms and recognize a need to learn more about

Assessment Process or Results: English Language Learners (ESL) and gifted ESL learners. Faculty have added additional reading in REA 638 to help students construct assessments and instruction for ESL students and gifted ESL students as part of the ESL Project. In REA 638, the candidates are required to review the latest research related to literacy development for ESL students. The graduate students are now required to discuss five critical components of reading instruction (phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension) as they relate to the learners of second languages and gifted ESL learners.

FORMATIVE INSTRUMENT/TEST 2:

REA 626 Organization and Management of Word Study Project

Instrument/Test Procedures and Description:

Candidates organize and manage a word study program in their own classrooms. The artifact measures candidates' ability to understand current theory and research in literacy and their ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading, writing, and listening instruction. Data are collected in *LiveText* and distributed to faculty at annual retreats. Program coordinators meet with program faculty and advisory council members to review student data and make suggestions for program improvement.

Criteria for Success: 85% of candidates will score "meets expectations" or above for criteria related to the learning outcome for this course artifact.

Results and Analysis: 100% of candidates scored meet expectations or above on this course artifact. The area receiving the highest portion of meet expectations was candidates' reflection on the results of assessments and implementation of word study instruction.

Changes Made in Response to the Assessment Process or Results:

Data from the Word Study Project indicated that most candidates successfully demonstrated understanding of the theoretical perspectives of word knowledge and its relationship to reading/literacy development. Faculty added additional reading on word study in REA 626 to build word knowledge that can be applied to both reading and spelling.

Faculty decided to change the program requirement to exclude REA 626 as a required class. However, the graduate students can take REA 626 as an elective and learn how to organize and manage a word study program in their own classrooms.

SUMMATIVE INSTRUMENT/TEST 1:

REA 638 - ESL Application Project

REA 628 – Application Project for ESL Learners

Instrument/Test Procedures and Description:

The artifacts measure graduate students' ability to prepare equitable learning environments for all ESL learners. The purposes of these assignments are to provide graduate students with the theoretical framework for the teaching of ESL; (a) include opportunities to plan and develop instructional activities that help English learners' improve listening, speaking, reading and writing skills; and (b) promote students' abilities to create a learning environment where students, parents, and teacher work together to develop a diverse community.

Data are posted on *LiveText* and distributed to faculty at annual retreats. Program coordinators meet with program faculty and advisory council members to review student data and make suggestions for program improvements.

Criteria for Success: 85% of graduate students will be rated proficient on the rating scale for criteria related to the learning outcome.

Results and Analysis: 100 % of candidates scored proficient on the rating scale. The area with the highest portion of proficient ratings was candidates' ability to implement strategies for involving parents, families, and communities in providing enrichment experiences for culturally and linguistically diverse students.

Changes Made in Response to the Assessment Process or Results: Faculty have added additional readings in REA 628 and REA 638 to help candidates construct assessments and instruction for ESL students and gifted ESL students as part of the ESL Projects. The candidates are required to document how they address the problem of the inadequacies in identifying giftedness among culturally and linguistically diverse students.

**SUMMATIVE
INSTRUMENT/TEST 2:**

Employer's Survey/Principals are asked to rate the teachers in their schools at the end of the program

**Instrument/Test
Procedures and
Description:**

The survey asks employers to rate the program's ability to prepare candidates for teaching literacy, and in particular, meet the International Literacy Associations Standards (ILA).

Employers of program graduates are surveyed to assess graduates' competencies in ILA Standards 1 – 6: foundational knowledge, instructional approaches, assessment practices, diversity, literate environment, and professional leadership. Program coordinators meet with program faculty and advisory council members to review Employer data and make suggestions for program improvements.

Criteria for Success: At least 85% of surveys will assess students as competent or better in the areas of instruction and diversity.

Results and Analysis: Hundred percent of principals said that the candidates are extremely competent who understand the theoretical and evidence-based foundations of reading and writing processes and instruction. Hundred percent of principals said that the candidates are extremely competent to use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. Eighty-seven percent of principals said that the candidates are extremely competent and 13% of principals said that the candidates are very competent to use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. Hundred percent of principals said that the candidates are extremely competent to create and engage their students in literacy practices that develop awareness, understanding, respect and a valuing of differences in our society. Hundred percent of principals said that the candidates are extremely competent to create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the

**Changes Made in
Response to the
Assessment Process or
Results:**

appropriate use of assessments. Hundred percent of principals said that the candidates are extremely competent and who view professional learning and leadership as a career-long effort and responsibility.

Results indicated that the program is successfully preparing students to meet the ILA Standards.

Faculty decided to change the program requirement to include REA 618 Literacy and Learning in the Content Areas K-12 as a required course.

The required literacy courses **now** consist of fifteen hours of coursework in foundations of literacy, literacy assessment, **literacy and learning in the content areas**, assessment and instruction of children with reading difficulties, and supervised practicum in reading. REA 618 addresses research-based teaching methods, study strategies, and technology aimed to help learners use language processes (reading, writing, speaking, listening) to learn subject matter across the curriculum.

The faculty decided that all graduate students must include either REA 624/Kentucky Reading Project or REA 612/Foundations of Literacy in their program as specified under the Specific Requirements for the degree title. The graduate students should be able to use either REA 612/Foundations of Literacy or REA 624/Kentucky Reading Project as a required course for their program. The REA 624/Kentucky Reading Project (KRP) is a professional development initiative of the Collaborative Center for Literacy Development. The yearlong, graduate level literacy course consists of a two-week summer institute, four follow-up sessions during the year, and at least one coaching visit to each teacher. During KRP, teachers learn best practices in literacy instruction while participating in a professional learning community that positions them for **leadership roles** in their school, district and the state. They increase their effectiveness as teachers by expanding their knowledge base and deepening their understanding of best practices in literacy instruction as they develop and implement a Literacy Action Plan in their classrooms.

All syllabi for the professional education, required literacy courses, and elective courses are **recoded** to show how each course meets Kentucky Teacher Standards (KTS), the Interstate Teacher Assessment and Support Consortium (InTASC), and the International Literacy Association (ILA) standards. The Faculty discussed that reflection should be the focus of course activities by which candidates integrate course experience with Kentucky Teacher Standards, the Interstate Teacher Assessment and Support Consortium standards, and the International Literacy Association Standards.

Learning Outcome 3: Graduate students demonstrate leadership in the field of literacy. (ILA 6, KTS 9 & 10)

FORMATIVE INSTRUMENT/TEST 1:

Coaching Project and Planning Conference/ REA 628 Literacy Assessment

Instrument/Test Procedures and Description:

The assignment measures candidates' knowledge of the role of Reading Specialists and Literacy Coaches in the field of literacy. Data are collected in *LiveText* and distributed to faculty at annual retreats. Program coordinators meet with program faculty and advisory council members to review student data and make suggestions for program improvement.

Criteria for Success:

90% of candidates will score satisfactory or outstanding on the coaching project for criteria related to the learning outcome.

Results and Analysis:

100% of candidates scored satisfactory or above on their coaching project. The areas with the highest portion of satisfactory ratings were candidates' familiarity with their roles as reading specialist/literacy coach and their abilities to design and implement specific literacy professional development activities.

Changes Made in Response to the Assessment Process or Results:

Faculty added additional reading in REA 628 to help candidates understand coaching principles and strategies related to improvements and innovations in classroom teaching and literacy instruction and to facilitate reform in teaching within school settings.

FORMATIVE INSTRUMENT/TEST 2:

Leadership Project/REA 639 Supervised Practicum in Reading

Instrument/Test Procedures and Description:

The candidates extend and refine learning from previous graduate level reading courses by designing a **leadership project** which demonstrates proficiency in one or more of the ILA Standards for Reading Professionals.

The artifact measures candidates' ability to demonstrate leadership in the field of literacy and proficiency in one or more of the ILA Standards for Reading Professionals. Data are collected in *LiveText* and distributed to faculty at annual retreats. Program coordinators meet with program faculty and advisory council members to review student data and make suggestions for program improvement.

Criteria for Success:

88% of candidates will score satisfactory or outstanding on the leadership project for criteria related to the learning outcome.

Results and Analysis:

100% of candidates scored satisfactory or above on their leadership project. The areas with the highest portion of satisfactory ratings were candidates' perceived abilities to collaborate/coach and lead organizational change.

Changes Made in Response to the Assessment Process or Results:

Data indicated that candidates demonstrated leadership in literacy. Faculty included a review of the literature on teacher leadership in professional development. Faculty added additional reading in REA 639 to help candidates understand the principles of educational

change, best practices in literacy education, and effective coaching practices.

**SUMMATIVE
INSTRUMENT/TEST 1:**

Supervisor's Evaluation/REA 639 Supervised Practicum in Reading

**Instrument/Test
Procedures and
Description:**

The supervisor's evaluation measures the academic and professional expertise and leadership of reading graduate students. Program coordinators meet with program faculty and advisory council members to review data and make suggestions for program improvement.

Criteria for Success: 88% of candidates will score excellent (4) or outstanding (5) on ILA leadership standard for criteria related to the learning outcome.

Results and Analysis: 100 % of candidates scored excellent and outstanding performance on rating scale items related to ILA's leadership standard. The areas with the highest portion of outstanding ratings were candidates' perceived abilities to collaborate/coach and lead organizational change.

**Changes Made in
Response to the
Assessment Process or
Results:**

Data indicated that candidates demonstrated leadership in literacy. Faculty added additional readings in REA 639 to help candidates understand the **responsibilities of a reading specialist**. Emphasis is directed toward developing coaching practices, planning professional development programs, and facilitating evidence-based reading programs. In addition to the texts, candidates are required to read research articles which are posted to CANVAS.

**SUMMATIVE
INSTRUMENT/TEST 2:**

Employer's Survey/Principals are asked to rate the teachers in their schools at the end of the program

**Instrument/Test
Procedures and
Description:**

The survey asks employers to rate the program's ability to prepare candidates for teaching literacy, and in particular, meet the International Literacy Associations Standards (ILA).

Employers of program graduates are surveyed to assess graduates' competencies in ILA Standards 1 – 6: foundational knowledge, instructional approaches, assessment practices, diversity, literate environment, and professional leadership. Program coordinators meet with program faculty and advisory council members to review student data and make suggestions for program improvement.

Criteria for Success: At least 85% of surveys will assess students as competent or better in the area of professional leadership.

Results and Analysis: Hundred percent of principals said that the candidates are extremely competent who understand the theoretical and evidence-based foundations of reading and writing processes and instruction. Hundred percent of principals said that the candidates are extremely competent to use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. Eighty-seven percent of principals said that the candidates are extremely competent and 13% of principals said that the candidates are very competent to use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. Hundred percent of principals said

that the candidates are extremely competent to create and engage their students in literacy practices that develop awareness, understanding, respect and a valuing of differences in our society. Hundred percent of principals said that the candidates are extremely competent to create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. Hundred percent of principals said that the candidates are extremely competent and who view professional learning and leadership as a career-long effort and responsibility.

**Changes Made in
Response to the
Assessment Process or
Results:**

Results indicated that the program is successfully preparing students to meet the ILA Standards.

Faculty decided to change the program requirement to include REA 618 Literacy and Learning in the Content Areas K-12 as a required course. The required literacy courses **now** consist of fifteen hours of coursework in foundations of literacy, literacy assessment, **literacy and learning in the content areas**, assessment and instruction of children with reading difficulties, and supervised practicum in reading. REA 618 addresses research-based teaching methods, study strategies, and technology aimed to help learners use language processes (reading, writing, speaking, listening) to learn subject matter across the curriculum.

The faculty decided that all graduate students must include either REA 624/Kentucky Reading Project or REA 612/Foundations of Literacy in their program as specified under the Specific Requirements for the degree title. The graduate students should be able to use either REA 612/Foundations of Literacy or REA 624/Kentucky Reading Project as a required course for their program. The REA 624/Kentucky Reading Project (KRP) is a professional development initiative of the Collaborative Center for Literacy Development. The yearlong, graduate level literacy course consists of a two-week summer institute, four follow-up sessions during the year, and at least one coaching visit to each teacher. During KRP, the teachers learn best practices in literacy instruction while participating in a professional learning community that positions them for **leadership roles** in their school, district and the state. They increase their effectiveness as teachers by expanding their knowledge base and deepening their understanding of best practices in literacy instruction as they develop and implement a Literacy Action Plan in their classrooms.

All syllabi for the professional education, required literacy courses, and elective courses are **recoded** to show how each course meets Kentucky Teacher Standards (KTS), the Interstate Teacher Assessment and Support Consortium (InTASC), and the International Literacy Association (ILA) standards. The

Faculty discussed that reflection should be the focus of course activities by which candidates integrate course experience with Kentucky Teacher Standards, the Interstate Teacher Assessment and Support Consortium standards, and the International Literacy Association Standards.

Learning Outcome 4: *Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. (ILA 3, KTS 5)*

**FORMATIVE
INSTRUMENT/TEST 1:**

Lesson Plan, Tutoring, and Case Study/REA 638 Assessment and Instruction of Children with Reading Difficulties.

**Instrument/Test
Procedures and
Description:**

This is a multiple part assignment that offers the candidates the opportunity to apply and demonstrate knowledge of reading assessment and responsive instructional planning and delivery with an elementary, middle, and secondary student in the school setting throughout the span of the course.

Data are collected in *LiveText* and distributed to faculty at annual retreats. Program coordinators meet with program faculty and advisory council members to review student data and make suggestions for program improvement.

Criteria for Success:

90% of candidates will score satisfactory or outstanding on the tutoring and case study project for criteria related to the learning outcome.

Results and Analysis:

100% of candidates scored satisfactory or above on the tutoring, lesson plan design, and case study project. The areas receiving the highest portion of satisfactory and outstanding ratings were intervention practices and lesson plan design.

**Changes Made in
Response to the
Assessment Process or
Results:**

Faculty added additional readings in REA 638 to help candidates understand and apply techniques for improving their students' comprehension through teacher modeling, peer-to-peer work, and independent reading. They are required to explore strategies for helping struggling readers to become more engaged with text, more independent as readers, and more proficient at finding ways to monitor their reading.

The faculty continues to monitor candidates' progress on the development of their differentiated instructional plan and intervention practices.

**FORMATIVE
INSTRUMENT/TEST 2:**

Writing Project/REA 628 Literacy Assessment

**Instrument/Test
Procedures and
Description:**

For this artifact, the candidates collect writing samples from students at different levels of skill and understanding, analyze writing development, and provide recommendations. The artifact measures candidates' knowledge in selecting and interpreting writing assessment tools that provide a systemic framework for assessing the writing and language growth of all students.

Data are collected in *LiveText* and distributed to faculty at annual retreats. Program coordinators meet with program faculty and

	advisory council members to review student data and make suggestions for program improvement.
Criteria for Success:	90% of candidates will score satisfactory or outstanding on the artifact for criteria related to the learning outcome.
Results and Analysis:	100% of candidates scored outstanding or above on their writing sample projects. The areas receiving the highest portion of satisfactory and outstanding ratings were writing samples documentation and reflection on strategies for helping students move from oral language to writing.
Changes Made in Response to the Assessment Process or Results:	The data indicated that the program is successfully preparing candidates to use the writing process theory and related assessment and instruction practices. The faculty continues to monitor candidates' progress on the design, creation, and development of their writing sample project. The faculty added additional reading in REA 628 to help candidates identify strategies for diverse student populations in the areas of phonemic awareness, phonics, spelling, fluency, vocabulary development, comprehension, study skills, and composing.
SUMMATIVE INSTRUMENT/TEST 1:	University Coordinator's Evaluation/REA 638 Assessment and Instruction of Children with Reading Difficulties
Instrument/Test Procedures and Description:	The university coordinator's evaluation measures candidates' competencies in using assessment information to plan and evaluate instruction. The university coordinator assesses graduates' competencies in ILA Standards 1 – 6: foundational knowledge, instructional approaches, assessment practices, diversity, literate environment, and professional leadership. Program coordinators meet with program faculty and advisory council members to review student data and make suggestions for program improvement.
Criteria for Success:	90% of candidates will score very competent or extremely competent on the university coordinator's evaluation and meet ILA standards for criteria related to the learning outcome.
Results and Analysis:	92% of candidates scored very competent and extremely competent on rating scale items related to ILA 1-6 standards. The area with the highest portion of extremely competent ratings was candidates' abilities to model and scaffold literacy strategies emphasized by the National Reading Panel.
Changes Made in Response to the Assessment Process or Results:	Results indicated that the program is successfully preparing students to meet the ILA Standards. The program faculty continues to monitor candidates' progress towards leadership and <i>intervention of students with severe literacy related difficulties</i> . Faculty added additional readings in REA 638 to facilitate candidates' knowledge and skills needed to provide the intensive instruction for struggling readers.
SUMMATIVE INSTRUMENT/TEST 2:	Employer's Survey/Principals are asked to rate the teachers in their schools at the end of the program
Instrument/Test Procedures and Description:	The survey asks employers to rate the program's ability to prepare candidates for teaching literacy, and in particular, meet the International Literacy Associations Standards 1-6 (ILA).

Employers of program graduates are surveyed to assess graduates' competencies in ILA Standards 1 – 6: foundational knowledge, instructional approaches, assessment practices, diversity, literate environment, and professional leadership. Program coordinators meet with program faculty and advisory council members to review Employer data and make suggestions for program improvement.

Criteria for Success: At least 90% of surveys will assess students as competent or better in the area of assessment.

Results and Analysis: Hundred percent of principals said that the candidates are extremely competent who understand the theoretical and evidence-based foundations of reading and writing processes and instruction. Hundred percent of principals said that the candidates are extremely competent to use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. Eighty-seven percent of principals said that the candidates are extremely competent and 13% of principals said that the candidates are very competent to use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. Hundred percent of principals said that the candidates are extremely competent to create and engage their students in literacy practices that develop awareness, understanding, respect and a valuing of differences in our society. Hundred percent of principals said that the candidates are extremely competent to create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. Hundred percent of principals said that the candidates are extremely competent and who view professional learning and leadership as a career-long effort and responsibility.

**Changes Made in
Response to the
Assessment Process or
Results:**

Results indicated that the program is successfully preparing students to meet the ILA Standards.

Faculty decided to change the program requirement to include REA 618 Literacy and Learning in the Content Areas K-12 as a required course.

The required literacy courses **now** consist of fifteen hours of coursework in foundations of literacy, literacy assessment, **literacy and learning in the content areas**, assessment and instruction of children with reading difficulties, and supervised practicum in reading. REA 618 addresses research-based teaching methods, study strategies, and technology aimed to help learners use language processes (reading, writing, speaking, listening) to learn subject matter across the curriculum.

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All syllabi for the professional education, required literacy courses, and elective courses are **recoded** to show how each course meets Kentucky Teacher Standards (KTS), the Interstate Teacher Assessment and Support Consortium (InTASC), and the International Literacy Association (ILA) standards. The Faculty discussed that reflection should be the focus of course activities by which candidates integrate course experience with Kentucky Teacher Standards, the Interstate Teacher Assessment and Support Consortium standards, and the International Literacy Association Standards.

Appendix B

Initial Certification Programs: Specialty Professional Association Standards

Specialty Professional Association Standards

Programs	Standards
I. E. C. E. (Birth-Primary)	KTS National Association for the Education of Young Children; Division of Early Childhood
Elementary Education (P-5)	KTS Association of Childhood Education International
Middle School Education (5-8)	
English	KTS National Council of Teachers of English National Middle School Association
Mathematics	KTS National Council of Teachers of Mathematics National Middle School Association
Social Studies	KTS National Council for Social Studies National Middle School Association
Science	KTS National Science Teachers Association National Middle School Association
Special Education (P-12)	
Communication Disorders	KTS American Speech- Language-Hearing Association
Learning Behavior Disorder Elementary Middle School English, Math, Social Studies, Science	KTS Council of Exceptional Children
Moderate and Severe Disabilities	KTS Council of Exceptional Children
Art (P-12)	KTS National Visual Arts Standards
Modern Languages	
French	KTS American Council on the Teaching of Foreign Languages

German	KTS American Council on the Teaching of Foreign Languages
Spanish	KTS American Council on the Teaching of Foreign Languages
Health/Physical Education	KTS American Association for Health Education, National Association for Sport and Physical Education
Music	KTS National Standards in Arts Education (music)
Career and Technical Education	
Business and Marketing	KTS American Association for Business Teacher Education
Family and Consumer Science	KTS National Association of State Administrators for Family and Consumer Sciences
Industrial Education	KTS Association of Industrial and Technical Teacher Educators Standards of Quality for the Preparation of and Certification of Trade and Industrial Education Teachers
Technology Education	KTS International Technology Educational Association/ Council on Technology Teacher Education
Agriculture	American Association for Agricultural Education
Biology	KTS National Science Education Standards
English	KTS

	National Council for Teachers of English
History	KTS National Council for the Social Studies
Mathematics	KTS National Council for Teachers of Mathematics
Chemistry	KTS National Science Education Standards
Earth Science (Physical/Geoscience)	KTS National Science Education Standards
Physics	KTS National Science Education Standards

Appendix C

Advanced Programs: Specialty Professional Association Standards

Specialty Professional Association Standards for Advanced Programs

Programs	Standards
Endorsement for English as a Second Language	NCTE National Council of Teachers of English
Endorsement for Gifted Education	KTS National Association for Gifted Children, Standards for Graduate Programs in Gifted Education
Endorsement for Individual Intellectual Assessment	Kentucky School Counselor Standards
Endorsement for Reading & Writing	KTS, International Literacy Association, National Council of Teachers of English
Endorsement for Environmental Education	NAAEE National Standards of the North American Association for Environmental Education
Endorsement for Instructional Computer Technology	KTS, ISTE International Society for Technology in Education
Endorsement for School Safety	KTS, New School Counselor Standards, Interstate School Leaders Licensure Consortium Standards
Master of Arts in Elementary Education	KTS
Master of Arts in Middle School Education	KTS
Master of Arts in Secondary Education	KTS
Master of Arts in Teaching – Math	KTS, NCTM

	National Council of Teachers of Mathematics
Master of Arts/Rank I in Learning & Behavioral Disorders /w Initial Certification	KTS & ETS, CEC Council for Exceptional Children
Master of Music Education	KTS, National Standards in Arts Education (Music)
Advanced Studies in Learning and Behavior Disorders (M.A. and Rank I)	KTS, CEC Council for Exceptional Children
Moderate to Severe Disabilities (M.A. and Rank I)	KTS, CEC Council for Exceptional Children
Master of Arts in Interdisciplinary Early Childhood Education /w Initial Certification	KTS National Association for the Education of Young Children, Division of Early Childhood
Master of Science in Agriculture /w Initial Certification	KTS AAAE American Association for Agricultural Education
Master of Science in Industrial Education/Vocational Principal & Supervision and Coordination	KTS, NAITTE National Association of Industrial and Technical Teacher Educators
Master of Science in Career and Technical Education	American Association for Agriculture Education, National Association for Business Teacher Education, NASAFACS

	Family and Consumer Sciences Education, Standards for Technological Literacy National Association of Industrial and Technical Teacher Educators Standards
5th Year Non-Degree in Elementary Education	KTS
5th Year Non-Degree in Middle School Education	KTS
5th Year Non-Degree in Secondary Education	KTS
Rank I in Elementary Education	KTS
Rank I in Middle School Education	KTS
Rank I in Secondary Education	KTS
Rank I in Interdisciplinary Early Childhood Education	KTS National Association for the Education of Young Children, Division of Early Childhood
Director of Pupil Personnel	Interstate School Leaders Licensure Consortium Standards, Education Leaders Constituent Council
Director of Special Education	Interstate School Leaders Licensure Consortium Standards, Education Leaders Constituent Council
School Principal	Interstate School Leaders Licensure Consortium Standards, Education Leaders Constituent Council
School Superintendent	Interstate School Leaders

	Licensure Consortium Standards, Education Leaders Constituent Council
Supervisor of Instruction	Interstate School Leaders Licensure Consortium Standards, Education Leaders Constituent Council
Masters of Arts in Education in Guidance & Counseling	Kentucky Beginning and Experienced School Counselor Standards, American School Counselor Association
School Counseling (Rank I)	Kentucky Beginning and Experienced School Counselor Standards, American School Counselor Association
School Psychology (Rank I)	Kentucky State Curriculum Standards for School Psychologists, National Association of School Psychologists
School Media Librarian (Rank I)	KTS American Library Association/ American Association of School Librarians

Appendix D
Initial Candidates: Evaluation Instruments

Explore the unit's assessment instruments for initial candidates by clicking on these hyperlinks.

[Interview Instrument](#)

[Eligibility Portfolio](#)

[FE Assessment of Dispositions](#)

[Observation Instrument – Standards and Dispositions](#)

[Lesson Plan](#)

[K12 Evaluation by Cooperating Teacher](#)

[K12 Evaluation by University Supervisor](#)

[IECE Evaluation by Cooperating Teacher](#)

[IECE Evaluation by University Supervisor](#)

[Student Teacher Survey](#)

Murray State University - College of Education and Human Services

“FLAGS” FOR EVALUATION OF STUDENT PERFORMANCE IN PROFESSIONAL EDUCATION COURSEWORK/FIELD EXPERIENCE

STUDENT: _____ SS: _____

COURSE: _____ SECTION: _____ SEM/YR: _____

PROFESSOR: _____

I. I perceive this student demonstrating particular problems in this course that potentially could interfere with success as a teacher in Kentucky classrooms. Entries that are checked indicate observed problems with Kentucky New Teacher Standards, MSU Dispositions or Professional Behaviors. Additional information or needed explanation can be recorded on back or attached to this form.

Kentucky New Teacher Standards

- 1. Designs/plans instruction and learning climates;
2. Creates/maintains learning climates;
3. Implements/manages instruction;
4. Assesses/communicates learning results;
5. Reflects/evaluates teaching and learning;
6. Collaborates with colleagues, peers, students, and others;
7. Engages in professional development;
8. Demonstrate knowledge;
9. Utilize technology.

College of Education Dispositions

- 1. Tolerant - Considers new ideas, alternative possibilities, different perspectives, and people representing a variety of differences without prejudice or bigotry.
2. Responsible - Considers consequences and makes decisions in a rational and thoughtful manner for the welfare of others; acts with integrity to pursue an objective with thoroughness and consistency.
3. Enthusiastic - Is eager and passionately interested in tasks that relate to beliefs about education.
4. Caring - Demonstrates devotion, compassion, and regard for the welfare of others.
5. Confident - Exhibits certainty about possessing the ability, judgment, and internal resources needed to succeed as a teacher.
6. Ethical - Conforms to accepted professional standards of conduct by making decisions based on standards and principles established by the education profession.
7. Demonstrates becoming a reflective decision-maker.

Professional Behaviors

- 1. Attends class
2. Is punctual for class
3. Is prepared for class
4. Participates and demonstrates effort in class
5. Uses appropriate (standard) writing in professional settings
6. Uses appropriate (standard) spoken grammar in professional settings
7. Uses courteous, appropriate and professional modes of communication
8. Dresses appropriately in professional settings
9. Maintains personal hygiene
10. Other - Explain _____

II. I perceive this student demonstrating particular problems in field experience that potentially could interfere with success as a teacher in Kentucky classrooms (attach copy of Observation Instrument Assessing Standards and Dispositions).

III. Rather than perceiving problems with this student, I have identified an unusually high level of effort or ability in coursework for this student. Include comments on back, if desired.

I HAVE DISCUSSED THESE MATTERS WITH THIS STUDENT - Date: _____

Professor Signature: _____ Date: _____

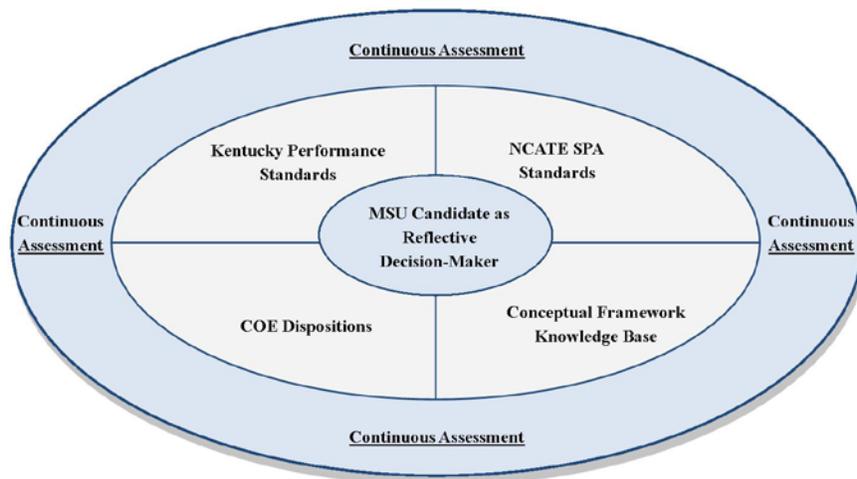
Appendix E
Unit's Knowledge Base for Conceptual Framework

EDUCATION PROGRAM'S CONCEPTUAL FRAMEWORK

The mission of the College of Education and Human Services is the preparation of leaders for successful careers that positively impact communities as advocates and practitioners, through student-centered, authentic, and engaging academic programs. The college envisions it will be recognized for producing graduates who foster excellence in their communities. The college's education programs support that mission and vision by ensuring candidates exemplify the knowledge, skills, dispositions, leadership qualities, and decision-making skills necessary to serve as effective educators in their communities. The goal of the college's educator preparation program is to produce candidates who demonstrate the characteristics of a Murray State University graduate, the proficiencies delineated by **Kentucky Teacher Standards** and the knowledge required by learned societies. Program experiences equip candidates with the knowledge, skills, and dispositions to become **reflective decision-makers**. "Educator as a reflective decision-maker" is the unit's **theme**. Undergraduate candidates demonstrate professional dispositions throughout their course work, field experiences, and student teaching. Graduate candidates exhibit the same dispositions while developing their capacity as **teacher leaders** who foster excellence in their classrooms, schools, districts, and communities. Murray State University candidates will become educators who are:

1. **Inclusive** – Advocate for an inclusive community of people with varied characteristics, ideas, and worldviews.
2. **Responsible** – Consider consequences and makes decisions in a rational and thoughtful manner for the welfare of others. Act with integrity to pursue an objective with thoroughness and consistency.
3. **Enthusiastic** – Exhibit eagerness and passion interest in tasks that relate to beliefs about education.
4. **Caring** – Demonstrate regard for the learning and well-being of every student.
5. **Confident** – Exhibit certainty about possessing the ability, judgment, and internal resources needed to succeed as a teacher.
6. **Ethical** – Conform to accepted professional standards of conduct by making decisions based on standards and principles established by the education profession.

Educational research, theory, philosophy, and best practices create the **knowledge base** that informs faculty and guides program goals. Program curricula, goals, and outcomes are aligned with and informed by the standards of learned societies, SPAs, and professional benchmarks including but not limited to the **EPSB Kentucky Teacher Standards, EPSB, Kentucky Interdisciplinary Early Childhood Education Teacher Standards, National Council of Teacher Educator Standards, CAEP Standards, InTASC Standards, National Association of School Psychologists Standards, and the Council for Accreditation of Counseling and Related Educational Programs Standards**. Candidates' standards-based knowledge, pedagogical proficiency, and professional dispositions are systematically monitored and formally evaluated through the education program's **continuous assessment** system. Each program uses student data to inform program improvement.



KNOWLEDGE BASE

I. Action Research

Practitioners often question the role that research should have in school decision-making and policies. Hitchcock and Hughes (1993) defined action research as, "...inquiry conducted into a particular issue of current concern, usually undertaken by those directly involved, with the aim of implementing a change in a specific situation" (p. 7). Kennedy (1997) and others (Hitchcock & Hughes, 1993; Strickland, 1988) suggest action research as a solution to the problems quoted above. As teachers conduct and share investigations of their own classroom problems, action research attempts to make research both available and relevant. Strickland (1988) explains that, in addition to action research being carried out by a local practitioner, its design process evolves as the research develops, and it is conducted to produce conclusions for the local setting which need not be generalized to other populations and settings. Furthermore, she states that the empowerment of teachers as decision-makers is the principle benefit of action research. For these reasons, action research is the primary methodology advocated for educators by Murray State University's educator preparation faculty.

II. Theory

Cognitive Theory

Piaget's theoretical framework supports the understanding of cognition as an active and interactive process that progresses through developmental stages. Thus, cognition is the active and constant process of the individual interacting with the environment. Through this interaction the individual forms dynamic systems of conceptualization – schemata – that become both a repository of cognition and a resource for future conceptualization (Piaget, 1970). Schemata are cognitive constructs that organize and structure the concepts in memory and thus allow the adaptation, generalization and refinement of knowledge (Anderson, 1976; Gagné, 1965; Piaget, 1970). Schema theory helps explain how humans acquire, store, manipulate and retrieve information; develop specific academic skills, and adapt to environmental demands. Educators apply this theory as they develop, adapt, and provide lessons for a diverse student population.

In his book *Frames of Mind* (1985), leading cognitive psychologist, Gardner that the conceptualization of human intelligence as comprised of only the linguistic and logical faculties is too limited. He suggests that the additional human abilities of spatial, musical, bodily-kinesthetic and personal intelligences should be considered - among others - on the same level as the linguistic and logical faculties. In *The Unschooled Mind* (1991), Gardner describes three types of knowledge – surface knowledge, scholastic knowledge and dynamic knowledge. Traditionally, elementary schools promote the attainment of surface knowledge, while high schools and universities encourage scholastic knowledge. Gardner contends that formal schooling rarely supports the attainment of dynamic knowledge, the type of knowledge necessary for decision-making in professions such as classroom teaching, school psychology, counseling, school administration and speech language pathology. By using Kentucky Standards

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as the foundation for a well-informed Conceptual Framework, Murray State University's educator preparation program facilitates the attainment of dynamic knowledge in its graduates.

Developmental Psychology

Effective educators consider students' cognitive development as well as their personal and emotional growth. Erikson's work provides an overview of the developmental stages, crises, and resolutions that accompany human growth and development. His *epigenetic principle* is the ground plan for psychosocial development consisting of stages, each of which involves the resolution of conflicting tendencies. The successful resolution of the conflict at each stage results in the acquisition of positive constructs (e.g., hope, will, purpose) which contribute to the individual's psychological health and subsequent development. Marcia (1987), Havighurst (1972), and Super (1957) also inform an understanding of adolescence and beyond. In addition to the concept of critical stages and the mastery of environmental personal demands by individuals, these theorists suggest that people are lifetime learners and require information to make informed decisions throughout their lives.

Social and Behavioral Learning

Operant learning theorists who employ applied behavior analysis techniques believe that behavior is learned and therefore can be unlearned. Thus, students can be taught new behaviors. The principles of operant learning focus on identifying observable behaviors and manipulating the antecedents and consequences of these behaviors to change behavior. Reinforcement is used to increase desirable behaviors and punishment is used to decrease undesirable behaviors. The importance of these principles is that they are applied to everyday situations and settings (Baer, Wolf, & Risley, 1968), applications that are essential in contexts where behavior impedes learning and development.

Bandura's Social Cognitive Learning theory is a descriptive paradigm that captures the dynamics of reciprocal interaction among the individual's cognitive and other personal factors, behavior, and the human environment. In Bandura's model, three elements - cognitive/personal, behavioral, and environmental - reciprocally influence one another in a successive fashion (Bandura, 1986). In social cognitive learning, "psychological functioning is a continuous reciprocal interaction between personal, behavioral and environmental determinants" (Bandura, 1977, p. 194). This reciprocal dynamic underscores the importance of creating learning environments that respond to individual cognitive and behavioral needs, while also acknowledging and responding to the individual's influence on the learning environment.

The importance of social learning also echoes in the words of Vygotsky, who emphasized, "The most significant moment in the course of intellectual development, which gives birth to the purely human forms of practical and abstract intelligence, occurs when speech and practical activity, two previously completely independent lines of development, converge" (Vygotsky, 1978). The importance of learning within the social context girds the belief that the

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practitioner must create and maintain learning climates that facilitate the social cognitive development of the learner.

Contextually, Minuchin's (1974) Family System Theory provides an additional framework to assist educators in understanding family functioning. The family is seen as a system of interacting subsystems where an event or intervention with one family member is likely to impact other family members and their interactions within and outside the family. Turnbull (1984) proposed that educators must be aware that family characteristics such as cultural background, religious beliefs, and socioeconomic status will influence the family's response to issues such as educational progress or disability status. Interventions requiring family participation should take into account the family's values, priorities, boundaries and comfort with persons outside the home.

III. Philosophy

Foundations of Education

With the study of the educational foundations, candidates learn that education is grounded in philosophies that facilitate the growth and development of individuals whose learning enriches their societies and their world. Social change occurs when one person or a few individuals look at old ways differently and have the courage and intelligence to envision a new social reality; the school is the primary institution whose sole purpose is to nourish, enrich, and renew the culture of the group that established it. This unique cultural role of the school puts it and its teachers in a position to both support and to reform the status quo, if children are to be prepared to live in a rapidly expanding world of interdependent and diverse cultures. Candidates need to draw upon their understanding of educational foundations as they learn and practice pedagogy and develop dispositions that enable them to be positive change agents in their communities.

Progressivism

Progressivism as a philosophy of education has been one of the most influential and controversial forces in education during the 20th century. Dewey, who synthesized the pragmatic tenets of his predecessors, selected education as the crucible to test the real-life application of his progressive ideas (Ozmon & Craver, 1990). This testing began at the Laboratory School at the University of Chicago, but Dewey's ideals live on as one philosophical underpinning of the College of Education. These ideals include the notion of education as learner-centered and experiential, with the view of the learner as a unique individual who requires relative freedom in order to create his or her own truth and knowledge. The role of the educator becomes one of guiding the learner's activities and creating a supportive environment for learning. The progressive curriculum is concerned with instructing students in problem-based learning, within social, democratic, and moral contexts. Subject matter is connected to the student's own experiences, culture, and community (Ozmon & Craver, 1990). In *Experience and Education*

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(1938), Dewey states, "To imposition from above is opposed expression and cultivation of individuality; to external discipline is opposed free activity; to learning from texts and teachers, learning through experience; to acquisition of isolated skills and techniques by drill, is opposed acquisition of them as means of attaining ends which make direct vital appeal; to preparation for a more or less remote future is opposed making the most of opportunities of present life; to static aims and materials is opposed acquaintance with a changing world" (p. 19-20).

Social Reconstructionism

The College of Education and Human Services education program faculty ascribe to a range of beliefs with regard to the extent to which the institution of schooling should promote the status quo or act as an institutional agent of change and social reform. Dewey (1959), in addition to being considered a pragmatist philosopher and a progressive educator, proclaimed himself a social reconstructionist when he stated, "I believe that education is the fundamental method of social progress and reform" (p. 30). In *Pedagogy of the Oppressed* (1970), Paulo Freire challenges educators and their pupils to become powerful advocates of social change. To grow in literacy and knowledge advances the democratic principles of a free society. To accomplish this, teachers and students alike need to question existing knowledge. Differences among faculty members regarding educational philosophy create an appropriate intellectual tension that reflects the differing values of a pluralistic society.

IV. Practice

Learner-Centered

Belenky and colleagues (1986) outlined a model of *connected teaching*, which reflects in the beliefs and practice of teacher educators at Murray State. The following are tenets of the model which are manifested in this unit's practice.

Incorporating personal individual experience. Because students need to assimilate new information with prior knowledge, good practitioners create opportunities for students to reflect and write about how new learning helps them to understand previous experiences more fully.

Nurturing each other's thoughts to maturity through consensus. Practitioners use discussion and open-ended questions to prompts learners to refine and organize higher-level thinking.

Respecting each other's unique perspective. Connected teachers realize the importance of recognizing all learners have unique perspectives and styles of thinking.

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Basing teacher's authority on cooperation, not subordination. As adult learners, college students have reached the last stage in a developmental discipline model (Sprinthall, Sprinthall, & Oja, 1998). At this stage, teacher and learners acknowledge and act on basic democratic principles, such as tolerance, equity, and fairness.

Midwife paradigm of education versus banker education. Rather than the depositor of knowledge, the connected teacher promotes individual and group proactive, positive problem solving (Sprick, 1998). At this stage teachers and learners acknowledge and act on basic democratic principles, such as tolerance, equity, fairness, and collaboration.

Higher education instruction and the teaching of adult students require special instructional considerations such as postmodern approaches that adapt to the changes of behavior and attitudes of the current generation by focusing more on the learning environment. This calls for the allowance of more ownership of information and ideas by students (Taylor, 2004; Barr & Tagg, 1995). Such a model promotes self and group efficacy, which in turn directly influences achievement and goal setting. Maslow's hierarchy of needs (1970) and Bloom's taxonomy of educational objectives (1956) are the last components of a learner-centered framework. Rather than a behavioral view, in which human will and actions are controlled by stimuli and reinforcement, Maslow posited that, as humans move through the different levels of a pyramid of needs, they strive to reach their highest levels of achievement and actualization. Reflective, deliberate, practitioners recognize the necessity of promoting learning through tapping into the individual's intrinsic human motivation and, whether working with students who work with adults or children, education faculty ensure that students continue to proceed toward the self-actualizing process. To assist in developing instruction and questions at complex levels, Bloom's taxonomy is used in pedagogy courses throughout the program to create the learner-centered practice that is fundamental to the College of Education and Human Service's mission.

Experiential

Dewey (1938) proposed the need for education to turn away from traditional, classroom-based education in which mind and world are separated. Rather, he argued, effective education should be integrative, allowing the student the opportunity to find (and construct) meaning in experiences that reflect life outside of school. Kolb (1984) in *Experiential Learning: Experience as the Source of Learning and Development*, was explicit in stating, "Learning is the process whereby knowledge is created through the transformation of experience." As with Bruner's (1969) active learning, this unit's framework reflects the importance of experiential learning through collaborative inquiry, problem-posing and problem-solving, service learning, practicum and field experiences. In addition, education program faculty acknowledge that it may be appropriate on some occasions to deliver content through direct instruction. Direct instruction methods, such as lecture, can be an efficient means to deliver content knowledge while paired with other instructional methods that facilitate deep understanding of concepts, problem solving and reflective decision-making

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The eco-behavioral framework guides much of the practice of mental health practitioners and school psychologists. This model suggests that most personal-social, educational, vocational, and emotional issues children and adults face stem from the environment and the individual's interaction with the environment (e.g. family, schools, peers, culture). Thus, the solution to and prevention of most problems can be found within the environment (Bergan, 1977; Glasser, 1961; Minuchin, 1974; Skinner, 1971). However, practitioners and psychologist also consider a disease or medical model of maladaptive behavior and concede that, for some individuals, their problems (and subsequent solutions) stem from biochemical dysfunction and require different interventions.

The use of instructional technology is also a critical component of educator preparation as students are expected to take leadership positions in a technological society. To prepare for that eventuality, many course experiences are provided which are designed to allow students to explore the use of technology as aids to learning, research, and for personal productivity. These experiences are designed to use a range of traditional, interactive, and emerging technology tools to enhance learning as well as to compose and produce artifacts using technology resources.

Reflection

Reflection has increasingly been recognized by educators as an important process for facilitating pre-service professionals to engender good classroom practices. Dewey's definition of reflection is often cited as, "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and future conclusions to which it tends..." (1933, p. 9). According to Rodgers (2002) Dewey offered the following traits as elements supporting teacher reflection – whole-heartedness, open-mindedness, and responsibility. These traits serve as the basis for the College of Education's Educator Dispositions. Dewey was interested in replacing the folklore, customs, and traditions of education with scientific problem solving resulting from a perspective shift that occurred as the professions moved from technical rationality in decision-making to *reflection-in-action* (Schon, 1983, 1987). Schon argued that reflection-in-action represented a style of problem solving necessary when recipe solutions fail and the professional acts as a researcher to solve difficult and complex social problems. Reflection-in-action is a process of inquiry, based on a prior understanding of a situation where solutions serve to resolve the problem at hand as well as to generate new understanding that will be applied to future situations. The unit supports an analytical-pluralistic approach to reflection where teachers develop a repertory of research-based strategies as they prepare for their teaching careers (Cooper, 2003). Reflective practice affords teachers the ability to make decisions that will best address students' needs. Murray State faculty recognize the importance of documenting and promoting student reflection. Reflection is one of the Kentucky Standards. Furthermore, educators who possess this critical quality approach learning as a life-long endeavor.

Professional Resources

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Cooperating with the main university library, education program faculty engage students in appreciating and learning to use the professional teaching materials that are available in the COE's Curriculum Materials Center's Resources. These are provided in accordance with the highest national standards – Guidelines of the Association of College and Research Libraries. Teaching incorporates the specialized knowledge of academic librarians and thus facilitates professional performance with research and lifelong learning skills that are necessary, and acquired beyond the traditional classroom, practicum and student teaching.

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