

August 2011

Latest revision: August 2011

## **CONCEPTUAL FRAMEWORK**

# **MIDWAY COLLEGE TEACHER EDUCATION PROGRAM**

**Undergraduate and Graduate Level Programs**

**Teachers: Professional Leaders Making a Difference**

**REVISED August 2011**

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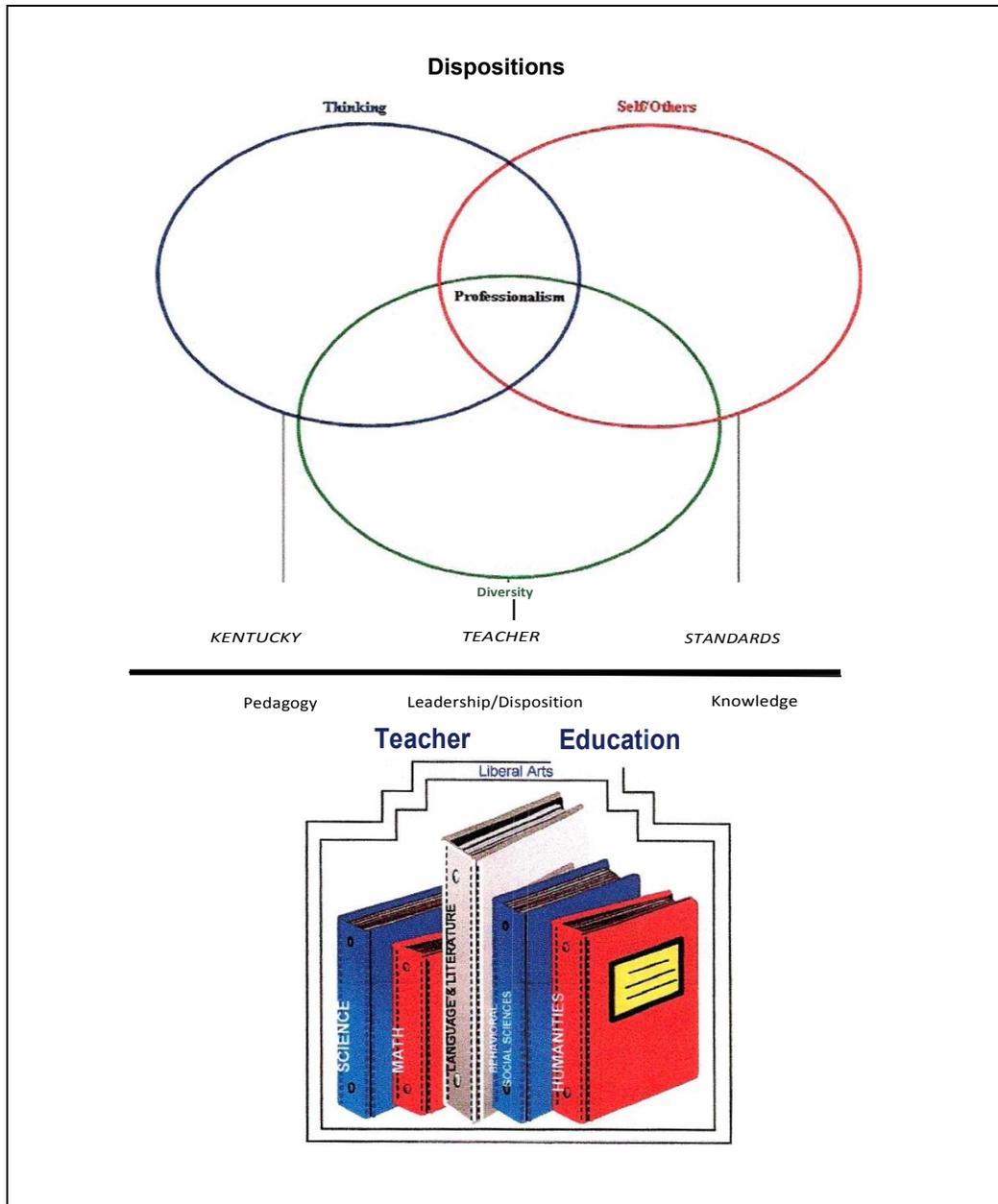
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Midway College  
Teacher Education Program  
Conceptual Framework Schematic

**TEACHERS-PROFESSIONAL LEADERS  
MAKING A DIFFERENCE**



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Theme

**Teachers: Professional Leaders Making a Difference**

Midway College's teacher education program seeks to produce professional leaders as described in the Kentucky Teacher Leadership Standard 10. To this end, the teacher education program promotes professional leadership through encouraging

- a) knowledge of self and the ability to think critically, solve problems and act decisively
- b) commitment to confront intellectually and think critically about cultural values, attitudes and diversity
- c) effective communication skills

The teacher education program develops teachers who can lead in the classroom, school district, and community and make a difference in the learning of their students.

**Mission**

College Program

The Midway College mission statement is as follows: As Kentucky's only college for women and as a forerunner in coeducational adult accelerated learning, Midway College empowers undergraduate and graduate students as leaders through a professionally-oriented liberal arts education.

In support of its mission, Midway College aims to:

- Create and maintain a student-centered intellectual environment that supports leadership development
- Integrate diversity into the general curriculum so that students will confront, intellectually and critically, some key issues concerning gender, sexual orientation, ethnicity, race, religion, socioeconomic and Americans with disabilities

- Prepare graduates with knowledge required in their professional field for meaningful careers or advanced study
- Enhance the communication skills, analytical perspectives, and critical thinking abilities, of all students
- Provide advising for students so that they meet their academic goals and upon request provide assistance with their personal needs
- Encourage development of faculty members as teachers and scholars
- Provide financial aid in the form of scholarships, grants, and loans to qualified students, while responsibly managing the resources of the institution

The liberal arts curriculum is designed to create an environment of inquiry and to help students acquire a basic core of knowledge in the arts, humanities, mathematics, natural and social sciences, and computer technology.

### **Midway College Teacher Education Program Mission**

The Teacher Education Program is predicated on the belief that there are four important roles its graduates should reflect in the world of practice. *First*, graduates must demonstrate mastery of a body of knowledge consisting of conceptual and pedagogical constructs. *Second*, graduates must demonstrate leadership and critical thinking. Leadership is developed through higher level problem solving and decision making skills, involving mentoring, modeling, and facilitating. Leadership requires attention to diversity along with receptivity and understanding of varied cultural values and attitudes. *Third*, graduates must demonstrate positive dispositions towards self and others, towards purpose and towards their frame of reference. Accordingly, the program emphasizes collaborative and cooperative learning, self-reflection, and attention to life experiences as a means of demonstrating dispositions. They seek to understand human diversity

and continually refine teaching practices to deliver enriched learning. *Finally*, graduates will show a mastery of professional knowledge. Professional knowledge incorporates thinking through action research, problem solving, and decision making. Knowledge embraces diversity through interdisciplinary learning, multiple intelligences, ways of knowing and learning styles. These combined dispositions contribute to the formation of a true professional educator. They will enable graduates to make a difference embodied by inclusive classrooms, encouragement of high achievement from all students, self-actualization as a model, and positive change in the lives of individual students.

In order for candidates to become competent learners as "critical consumers of knowledge as well as knowledge producers" and to "acquire the understandings and skills needed to function in the complex and diverse world of tomorrow," they must receive a broad and liberal multicultural education (Banks, 1993). The concepts, theories, paradigms, and themes of mainstream academic knowledge are sometimes challenged, and the historical and literary knowledge is expanded to include diverse perspectives. When candidates are given the responsibilities of a classroom, they need the knowledge and skills to work effectively with a culturally diverse population. Those educational concepts that address cultural diversity and equality are called multicultural education. The following concepts undergird multicultural education (Sleeter & Grant, 1994; Gollnick & Chinn, 1994). First, the relationships and interactions among individuals and groups are essential to understanding and working effectively with different cultural groups. Second, candidates need to understand racism, sexism, prejudice, discrimination, oppression, powerlessness, power, inequality, and stereotyping. Third, the total environment of the school reflects a commitment to multicultural education from faculty to curriculum.

With this foundation, graduates will be prepared to make a positive difference in inclusive classrooms through encouragement of high achievement from all students. The schematic (page 2) represents the philosophy of Midway's Teacher Education Program. The liberal arts in the general core courses provide a basic foundation for preparing teachers to be leaders who make a difference in the classroom. Midway College faculty in the general and professional core courses provide a foundation of diverse learning experiences in an academic program. This diversity prepares the candidates to be leaders in classrooms who are collaborative, flexible problem-solvers in many

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different educational environments. The liberal arts are reflective of the general studies requirement of approximately forty three hours of broad- based studies in a variety of disciplines.

Within the professional education program courses, education college faculty model the leadership role of the teacher. Each aforementioned function (pedagogy, leadership, dispositions, and professional knowledge) intertwines with the three strands of thinking, self/others and diversity that impact the fourth strand of professionalism as depicted by the schematic (page 2) and the matrix (page 12). The strands encompass the performance outcomes within the Kentucky Teacher Standards. These standards comprise the design and implementation of an instructive and positive learning climate, classroom management, student assessment, student cooperation, teacher collaboration and leadership, professional self- evaluation, content knowledge, and technology.

The four strands of the conceptual framework are delivered through a process of teacher training based on the four functions: pedagogy, leadership, dispositions, and professional knowledge. Pedagogy and professional knowledge are evidenced by performance criteria of the Kentucky Teacher Standards, the KERA Initiatives (Learner Goals and Academic Expectations, Core Content for Assessment, and Program of Studies), EPSB themes, and themes of the appropriate professional society.

**Pedagogy:** Pedagogy is the first function. It is defined as the art or profession of teaching according to Merriam-Webster (2004). Midway College's pedagogical approach is grounded in the constructivist theory. This research based theory is characterized by a belief that students construct their own knowledge using prior experiences and the desire to make sense of their environment (Jenson & Kiley, 2005). The constructivist theory is built primarily on the research of Piaget and Vygotsky This constructivist approach is integrated into the three strands of thinking, self/others and diversity. Pedagogical concepts of thinking employ the use of active participation, action research, problem posing and inquiry, critical analysis, self reflection, the use of higher level thinking skills and use of scaffolding in order to build on students' prior

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knowledge (Sadker & Sadker, 2005). Pedagogical concepts surrounding self and others consist of cooperative learning, reflective thinking and writing processes, reaffirmation of identity, the use of praise, the setting of high expectations, and multiple and alternative ways of assessment. In regard to pedagogical concepts of diversity educators must be aware of and sensitive to the diverse backgrounds of their students including race/ethnicity, gender, socio-economic status, disability as well as the stereotypes and bias regarding these factors in particular settings (Banks, 2008). The aim of multicultural pedagogy is to develop culturally responsive students to enable them to become socially active problem solvers within the community with the ability to construct knowledge that relates to the perspectives of diverse individuals.

**Leadership:** The second function, leadership, includes an ethic of care regarding ethical and moral issues. Leadership is made up of the reciprocal learning processes that enable participants to construct and negotiate meanings leading to a shared purpose of schooling (Lambert, 1998). Leadership and thinking intersect to foster higher level thinking skills and problem solving and decision making skills, much of which are based on leadership styles of self and others. Leadership involves mentoring, modeling, and facilitating democratic principles in a learning environment. Leadership of self and others centers moral development around the understanding of responsibility and relationships (Gilligan, 1993). Leadership and diversity include understanding of the sociocultural context of the learning environment as well as the sociocultural context of the learner's home and community. Leadership and diversity entail an understanding of equity and the application of equity within a democratic school and classroom setting. Lambert states, "The key assumptions about leadership are that everyone has the right, responsibility and capability to be a leader, and that it is in the adult learning environment that teacher leadership truly develops" (2003, p.33).

**Dispositions:** Dispositions make up the third function. The National Council for Accreditation of Teacher Education, NCATE (2006) defines dispositions as, "the values, commitments, and professional ethics that influence behaviors towards students, families,

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colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth." The Midway College Dispositions are inherent in the Conceptual Framework and theme, Teachers: Professional Leaders Making a Difference, and are embedded in the Midway Curriculum. They reflect attitudes, values and beliefs that are foundational to the program at Midway and are clearly related to the expectations in the P-12 education work place. Teachers assume roles as reflective practitioners who have perceptions of both self and others as empowered human beings. They seek to understand human diversity and continually refine teaching practices to deliver enriched learning. They lead in collaborating with others to solve problems.

Midway College Teacher Education graduate is expected to demonstrate dispositions through a deepening knowledge of self and the ability to think critically, solve problems and act decisively; and a commitment to cultural values, attitudes and diversity.

#### **Midway College Dispositions**

- MCD 1 The teacher leader initiates and supports positive educational change.
- MCD 2 The teacher leader demonstrates skills of a reflective educational leader who perceives both self and others as empowered.
- MCD 3 The teacher leader commits to a deepening understanding of human diversity.
- MCD 4 The teacher leader seeks and continually refines teaching practices that communicate high expectations and generate enriched learning for all students.
- MCD 5 The teacher leader promotes student learning through active knowledge construction.
- MCD 6 The teacher leader collaborates in critical thinking for the purpose of instructional improvement

Candidates within the undergraduate program are evaluated by faculty and P-12 partners at three checkpoints as detailed in the Continuous Assessment Plan. Appendix 1 includes the sources used for evaluating these dispositions. The plan for Master of Arts candidates has been expanded to include a fourth checkpoint. A detailed description is included in the Continuous Assessment Plan.

**Professional Knowledge:** The fourth function, professional knowledge, incorporates thinking through action research, problem solving, and decision making in the use of the Conceptual Framework. Knowledge embraces diversity through interdisciplinary learning, multiple intelligences, and ways of knowing and learning styles (Gardner, 1983), child-centered curricula within a social context (Dewey, 1897), and transformative academic knowledge (Banks, 1993). Transformative academic knowledge embodies the concepts, paradigms, perspectives, and explanations that challenge mainstream assumptions about knowledge being neutral. Knowledge is a social construction that includes alternative interpretations of ethnic, gender, and social groups' history, life, and culture, and expands the canon to encompass cultural pluralism.

Knowledge exists in the mind of the individual. This knowledge has to be constructed, or reconstructed, by each individual through the process of acquiring new information and making sense of it in terms of what the person already knows (Wells, 1992). Acquiring knowledge is an active process of making meaning. The interaction with other individuals is part of the active process of constructing knowledge as one adjusts and extends his or her own conceptual framework on feedback from other individuals. As knowledge is constructed in the social context, it is verified by one's own experiences and by aligning with the beliefs of others. Knowledge can be co-constructed in a collaborative, dialogic setting.

The Vygotskian approach to collaboration and problem solving involves an analysis of the sociocultural and historical context of a particular setting and the individual's goals. The cognitive development of children is integrated with their social and emotional development (Vygotsky, 1978). This approach implies that by using collaboration that includes diverse perspectives, children's schemata change in their ability to communicate and solve problems.

Knowledge is viewed as constructed in an effort to reclaim the self by integrating what the individual feels intuitively to be important (Belenky et al., 1986). This knowledge is a blend of rational and emotive thought as well as an integration of the objective and subjective knowing. As a result, constructivists develop a high tolerance for ambiguity. Establishing truth is a rriatter

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of the context in which it is situated and the perspectives of each individual. Constructivists make connections to the knowledge for themselves and may also use procedural, systematic knowing. Connected become invested and excited about the learning. They shape their learning and elicit a caring for their own learning and that of others in a decentered, nurturing environment (Belenky et al., 1986).

The four functions of Pedagogy, Leadership, Dispositions, and Knowledge are clarified by the four strands: Critical Thinking, Positive Dispositions of Self and Others, Diversity and Professionalism. Both content and knowledge are taught in each strand. Refer to the chart of "Thematic Strands of the Professional Curriculum" on the next page for the matrix of the teaching process of Midway's teacher preparation program. The courses within each of these grouping are found on pages 13 and 14. A companion matrix (beginning on page 29) is included that correlates the Conceptual Framework, with both effective teaching and theorists, to the Kentucky Teacher Standards.

**Teachers: Professional Leaders Making a Difference**  
**MIDWAY COLLEGE**  
**Thematic Strands of the Professional Curriculum**  
 Matrix of Relationship Between Thematic Strands, Functions and  
 2008 Kentucky Teacher Standards (KTS)

<i>FUNCTIONS</i>	<i>PROFESSIONALISM (LEADERSHIP, BEST PRACTICES, AND CONSTRUCTIVISM)</i>	<i>SELF/OTHER</i>	<i>CRITICAL THINKING</i>	<i>DIVERSITY IN TEACHING</i>
PEDAGOGY	II. Human Development  III. Teaching and Learning (KTS 2-8)	II. Human Development  III. Teaching and Learning (KTS 2-8)	I. Foundations (KTS 1-9)  III. Teaching and Learning (KTS 2-8)  VI. Teaching in Content Areas (KTS 1-9)	II. Human Development  III. Teaching and Learning (KTS 2-8)  IV. Classroom Management (KTS 4)
LEADERSHIP	III. Teaching and Learning (KTS 2-8,10)  IV. Classroom Management (KTS 4,10)	III. Teaching and Learning (KTS 2-8, 10)  IV. Classroom Management (KTS 4,10)	III. Teaching and Learning (KTS 2-8, 10)  IV. Classroom Management (KTS 4, 10)	III. Teaching and Learning (KTS 2-8, 10)  IV. Classroom Management (KTS4,10)
DISPOSITIONS	I. Foundations (KTS 1-9)  III. Teaching and Learning (KTS 2-8)  IV. Classroom Management (KTS 4)	I. Foundations (KTS 1-9)  III. Teaching and Learning (KTS 2-8)  IV. Classroom Management (KTS 4)	III. Teaching and Learning (KTS 2-8)  IV. Classroom Management (KTS 4)	II. Human Development  III. Teaching and Learning (KTS 2-8)  IV. Classroom Management (KTS 4)
KNOWLEDGE	V. Teaching in Content Areas (KTS 1-9)	V. Teaching in Content Areas (KTS 1-9)	J. Foundations (KTS 1-9)  III. Teaching and Learning (KTS 1-9)  V. Teaching in Content Areas (KTS 1-9)	V. Teaching in Content Areas (KTS 1-9)

Course Listing for Thematic Strands of the Professional Curriculum

- I. Foundations
  - EDU 100 - Introduction to the Teaching Profession
  - EDU 103 - Introduction to Education
  - EDU 105 - Introduction to Elementary Education
  - EDU 106 - Introduction to Middle School
  - EDU 130 - Introduction to Secondary Education
- II. Human Development
  - PSY 180 - General Psychology
  - PSY 260 - Human Growth and Development
- III. Teaching and Learning
  - EDU 104 - Diversity in Teaching
  - EDU 201- Technology/Education
  - EDU 206 - Societal Issues in Today's Schools
  - EDU 210 - Teaching and Learning I
  - EDU 360 - Teaching and Learning II
  - EDU 315 - The Exceptional Child and Legal Aspects of Special Education
  - EDU 321- Characteristics of Learning & Behavior Disorders
  - EDU 332 - Educational Evaluation Techniques
  - EDU 350 - Instructional Technology, Materials, Community Resources for  
Children/Youth with Learning/Behavior Problems
  - EDU 390 - Inclusion of Students with Special Needs in Regular Education
- IV. Classroom Management
  - EDU/ENG 240 - Children's Literature
  - EDU 314 - Integrating Culture and Diversity into Curriculum
  - EDU 316 - Language Arts Teaching Methods
  - EDU 317 - Reading Teaching Methods
  - EDU 318 - Science and Mathematics Teaching Methods
  - EDU 319 - Social Studies Teaching Methods
  - EDU 340 - Classroom and Behavior Management for Children/Youth  
and Learning and Behavior Disorders
  - EDU 360 - Teaching and Learning II
  - EDU 495/497/498 – Practicum/Student Teaching

**V. Teaching in Content Areas**

- EDUIENG 240 - Children's Literature
- EDU 314 - Integrating Culture and Diversity into Curriculum
- EDU 316 - Language Arts Teaching Methods
- EDU 317 - Reading Teaching Methods
- EDU 318 - Science and Mathematics Teaching Methods
- EDU 319 - Social Studies Teaching Methods
- EDU 329- Characteristics and Educational Programming for Secondary Learning Behavior Disorder Students
- EDU 331- Secondary School Language Arts
- EDU 336- Secondary School Reading
- EDU 380 - Education Programming for Elementary Students with LBD
- EDU 401 - Methods in Secondary Math and Science Education
- MA 201 - Mathematics for Teachers I
- MA 302 - Mathematics for Teachers II
- EDU 495/497/498 - Practicum/Student Teaching

### Knowledge Base

The theme "Teachers: Professional Leaders Making a Difference" encompasses the theoretical assumptions of constructivist theory and multicultural education theory. These theories center on the teacher as constructing knowledge with students in a collaborative, interactive, caring environment. Knowledge is shared, transformed, discovered, and mastered based on the perspectives of the individual, whether male or female, traditional or non-traditional in age.

In order for candidates to become competent learners as "critical consumers of knowledge as well as knowledge producers" and to "acquire the understandings and skills needed to function in the complex and diverse world of tomorrow, " they must receive a broad and liberal multicultural education (Banks, 1993). The concepts, theories, paradigms, and themes of mainstream academic knowledge are sometimes challenged, and the historical and literary knowledge is expanded to include diverse perspectives. When candidates are given the responsibilities of a classroom, they need the knowledge and skills to work effectively with a culturally diverse population. Those educational concepts that address cultural diversity and equality are called multicultural education. The following concepts undergird multicultural education (Sleeter & Grant, 1994; Gollnick & Chinn, 1994). First, the relationships and interactions among individuals and groups are essential to understanding and working effectively with different cultural groups. Second, candidates need to understand racism, sexism, prejudice, discrimination, oppression, powerlessness, power, inequality, and stereotyping. Third, the total environment of the school reflects a commitment to multicultural education from faculty to curriculum.

### **Candidate Proficiencies Aligned with Professional and State Standards**

The unit's goals and objectives are aligned with the appropriate program standards as defined by the Kentucky Education Professional Standards Board and the Midway College Dispositions. In addition, each program is aligned with the specialized professional association's guidelines for that subject area. Each candidate must demonstrate proficiency of the appropriate standards, i.e., all must demonstrate proficiency with the EPSB themes, KERA initiatives, Kentucky Teacher Standards, Midway College Dispositions, and their appropriate specialty professional association. The specialty professional associations used in the development of the Conceptual Framework and Programs at Midway College are: Association for Childhood Education International (ACEI), National Council of Teachers of

Mathematics (NCTM, National Science Teachers Association (NSTA), International Reading Association (IRA), National Council of Teachers of English (NCTE) , National Council for the Social Studies (NCSS), National Middle School Association (NMSA); and the Council for Exceptional Children (CEC).

**Alignment of Midway Programs to Specialty Professional Organizations**

<b>P-5 Elementary</b>	<b>5-9 Middle School</b>	<b>8-12 Biology</b>	<b>8-12 English</b>	<b>8-12 Mathematics</b>	<b>P-12 LBD</b>
NCTE ACEI NCTM NSTA IRA	NCTE NCTM NSTA NCSS NMSA IRA	NSTA	NCTE IRA	NCTM	CEC

*Candidate performance, program assessment, and unit effectiveness are judged by a variety of assessment and evaluation procedures that are consistent with the unit's mission, philosophy, and goals. A detailed description of these procedures is included in the Continuous Assessment Plan.*

**Relationship of Teacher Education Program to the Conceptual Framework**

It is by purposeful design that the Midway Teacher Education Program has chosen the constructivist theory to support the instruction of candidates. Three major implications for alignment with these multiple frameworks are as follows:

- 1) Learners organize information and ideas in ways that are uniquely meaningful to them
- 2) What is learned depends on the learner's level of self-awareness and self-concept
- 3) New information moves through a schema of prior knowledge, personal thoughts, beliefs, and experiences that affect the perspective and interpretation of the learners. Thus candidates will experience a combination of such theories and practice that will prepare them to become leaders in a diverse classroom setting

The flowchart in the appendix illustrates the relationship among all of the components of Teacher Education Undergraduate and Graduate Programs.

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## **Coherence**

All the components of the Teacher Education Program are coherent starting with the mission of the college and leading to the mission of the teacher education program. Both the methods courses and the faculty focus on the theoretical foundations of the constructivist theorists within the content of a liberal arts general education.

In addition the methods classes deal with the National Standards for Curriculum in Reading, Language Arts, Social Studies, Science, Mathematics, and Arts and Humanities. Each program folio has a structured matrix aligning all courses within that program to their respective professional standards (reading, math, science, social studies, language arts).

The Midway teacher education curriculum aligns the four functions (pedagogy, leadership, dispositions and knowledge), the Kentucky Education Reform Act and the Kentucky Teacher Standards.

Candidates demonstrate content knowledge as evidenced in field and clinical experiences and culminating in student teaching experiences. Candidates in MAT Programs demonstrate content knowledge through passing scores on Praxis II content area tests, interviews with unit faculty, content area faculty, and school district partners. Grade point averages from all undergraduate and prior graduate work are also used as indicators of content knowledge. The infusion of the leadership model throughout the curriculum shapes and empowers teachers as professional leaders who make a difference. Finally, coherence is maintained through assessment and feedback after reflection utilizing the unit's database as well as items for discussion in monthly unit meetings. This ensures that field experiences (including clinical practice), teaching assignments, assessment, evaluation, curriculum and instruction are in place for all education experiences. The following table illustrates the sources of data for alignment of unit goals and objectives to the conceptual framework. These are expanded in the Continuous Assessment Plan (CAP).

Matrix: Sources of Data for Coherence to Conceptual Framework and Alignment to Candidate Proficiencies on KTS

Curriculum	Instruction	Field Experiences	Clinical Practice	Candidate Assessment	Program Evaluation	Standards
Syllabi	<ul style="list-style-type: none"> <li>- Course evaluations</li> <li>- Instructor evaluations</li> </ul>	Evaluations offield placement by: <ul style="list-style-type: none"> <li>- candidates</li> <li>- supervising teachers</li> <li>- field placement coordinator</li> </ul>	Evaluations of clinical practice by: <ul style="list-style-type: none"> <li>- candidates</li> <li>- supervising teachers</li> <li>- by field placement coordinator</li> </ul>	<ul style="list-style-type: none"> <li>-Measure of Academic Proficiency and Progress -MAPP (entry and exit to program)</li> <li>- Entry to program: PPST or ACT/SAT</li> <li>- Entry to student teaching - content area(s): PL T</li> <li>- dispositions assessments</li> <li>- portfolios (3 checkpoints)</li> <li>- interviews (3 checkpoints)</li> </ul>	<ul style="list-style-type: none"> <li>- Measure of Academic Proficiency and Progress -MAPP (entry and exit to program)</li> <li>- Entry to program: PPST or ACT/SAT</li> <li>- Entry to student teaching - content area(s): PLT</li> <li>- dispositions assessments</li> <li>- portfolios (3 checkpoints)</li> <li>- interviews (3 checkpoints)</li> <li>- follow-up survey of graduates/KTIP</li> </ul>	<ul style="list-style-type: none"> <li>-KTS 1</li> <li>-KTS 1</li> <li>- KTS 1-5, 7</li> <li>- KTS 7 &amp; 8</li> <li>- Midway College Dispositions</li> <li>- KTS 1-10</li> <li>-Midway College Dispositions</li> <li>- KTS 1-10</li> <li>-Midway College Dispositions</li> <li>- KTS 1-10</li> </ul>

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## **Assessment Overview**

### **Undergraduate Programs**

The Continuous Assessment Plan for Midway College's Teacher Education Program has been submitted under separate cover. All candidates follow the same pathways as described in the document.

Midway College believes the purpose of general education is to offer students excellent opportunities to acquire a common core of knowledge and basic life and learning skills, and to expose them to a diversity of views and attitudes. Academic experiences within a general education curriculum are intended to shape informed thought and action; thus, after completing the general education requirements, each student should be able to:

1. Gain knowledge of and engage in dialogue about human diversity
2. Acquire a basic core of knowledge in the arts, humanities, mathematics, natural and social sciences, and computer technology
3. Develop an understanding of the connections among the disciplines
4. Think critically about any subject, content or problem by skillfully taking charge of instructions inherent in the thinking
5. Communicate effectively demonstrating competence in speaking, reading, writing, and information and technology literacy

These goals are supported by objectives and intended outcomes that students are expected to achieve before graduation, as indicated in the Midway College Catalog.

All candidates follow the general education requirements for Midway College:

1. The student must have developed a major in one of the programs of study offered by the college
2. A minimum grade of "C" must have been achieved in ENG 101 and ENG 102, in COM 205, in CT 101, and in any mathematics course(s) required of a student for graduation in their respective major
3. The student must have completed six hours from the reading intensive disciplines with minimum grades of "C"

Function	Checkpoint 1	Checkpoint 2	Checkpoint 3
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4. All required general education or core courses and all courses in the major must have been completed to meet the standards of the college and the major. The minimum acceptable cumulative grade point average for a graduating student is 2.0
5. The candidate must have met the college's residency requirement 27 of the last 30 semester hours for the associate of arts degree or 36 of the last 40 semester hours for a Bachelor of Arts/Science degrees must have been completed at Midway College
6. The candidate for a degree must complete, on a regularly scheduled testing date, an assessment and academic profile, evaluation prior to graduation
7. The candidate must be recommended for the degree by the faculty and such recommendation must be accepted by the Board of Trustees
8. Candidates entering after July 2007 must submit a completed leadership portfolio prior to graduation

In the EDU 100 Introduction to the Teaching Profession course, candidates may declare Teacher Education as a major and make application to be formally admitted into the Teacher Education Program. Candidates are required to meet a certain level of performance on the Kentucky Teacher Standards 1-10 and the Midway College Dispositions at each of the progress checkpoints:

- Entry to Teacher Education (Checkpoint 1)
- Entry to Student Teaching (Checkpoint 2)
- Program Completion (Checkpoint 3, mastery criterion)

These are outlined on page 10 of the Continuous Assessment Plan.

**Assessment of Conceptual Framework Functions at each Undergraduate Checkpoint**

Function	Checkpoint 1	Checkpoint 2	Checkpoint 3
Pedagogy	<ul style="list-style-type: none"> <li>• Interview</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Coursework Verification</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Student Teacher Evaluations</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>• *Teacher Leadership Proposal</li> </ul>	<ul style="list-style-type: none"> <li>• *Teacher Leadership Review of Literature</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• *Teacher Leadership Implementation and Reflection</li> <li>• Portfolio</li> </ul>
Dispositions	<ul style="list-style-type: none"> <li>• *Row Boat Reflection</li> <li>• Interview</li> </ul>	<ul style="list-style-type: none"> <li>• *Row Boat Reflection Expanded</li> <li>• Interview</li> </ul>	<ul style="list-style-type: none"> <li>• *Row Boat Reflection Finalized</li> <li>• Interview</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• Checkpoint 1 Quiz</li> <li>• GPA</li> <li>• ACT score</li> <li>• Interview</li> </ul>	<ul style="list-style-type: none"> <li>• PRAXIS II</li> <li>• Interview</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> </ul>

\* Explanations of the Teacher Leadership Project and Row Boat Assignment including Rubrics are located in the Continuous Assessment Plan.

**Master of Arts in Teaching Programs**

The continuous assessment plan for Midway College’s Master of Arts in Teaching Programs has also been submitted under separate cover. All candidates in the MAT Programs follow the same pathways as described in the document.

Midway’s unit faculty believe that nontraditional students who hold undergraduate degrees in areas other than education and who enroll in a teacher preparation program may be one solution to drastic teacher shortage issues in the state. Unit faculty believe that nontraditional students who return to college to earn teacher certification after pursuing other career options are mature, committed, passionate, and focused enough to hand the demands of a blended (on-line and face-

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to-face) mode of delivery. Unit faculty believe that the blended delivery approach requires candidates to be accountable and faculty to possess the knowledge, skills, and dispositions to work effectively with adult learners.

Faculty who teach in this program are those who have demonstrated through practice that they know the nature and needs of adult learners, have strong pedagogical knowledge, respect the constructivist approach to teaching and learning, and believe in the tenets of the unit's conceptual framework and continuous assessment plan. They are organized individuals who understand how to use advancement in technology to create an instructional delivery system to meet the needs of nontraditional students of the twenty-first century. Individuals entering Midway's MAT programs must progress through three transitional checkpoints to complete their teacher preparation program. Checkpoint I (admission to the MAT program) requires candidates to submit documentation of successful undergraduate work and participate in interviews to substantiate their readiness for graduate level work.

Checkpoint II (entry into clinical practice) requires candidates to demonstrate the knowledge, skills, and dispositions to help all children learn. This is achieved through documentation of successful completion of coursework and field experiences, as well as demonstration of Midway's professional dispositions. Candidates must receive passing scores on artifacts that document (through a formative portfolio and through interviews with clinical faculty):

- Proficiency in the ten Kentucky Teacher Standards,
- Knowledge of specialty professional agency standards
- Pedagogical knowledge (age and developmentally appropriate practices)
- Formative assessment of professional dispositions

Candidates in the Alternate route programs must participate in a mentoring support program that requires a three-member support team to mentor, observe, and provide feedback to candidates

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for a minimum of 50 hour of mentoring support, 18 hours of observations, and 9 hours of post-observation conferences during the academic year.

Checkpoint III (exit from clinical practice) requires candidates to demonstrate the knowledge, skills, and dispositions required of Midway graduates through a summative portfolio and interviews from clinical faculty. This demonstration includes:

- Satisfactory evaluations from cooperating and supervising teachers
- Satisfactory score on summative disposition evaluation
- Satisfactory performance during an exit interview by clinical faculty
- Passing scores on a portfolio defense

The fourth checkpoint of the program is designed to ensure that candidates complete their program with all necessary paperwork for graduation, certification, and the Kentucky Teacher Internship Program submitted to appropriate authorities. This checkpoint is also one of the feedback loops for gathering data on program and candidate effectiveness. Items needed from candidates to complete checkpoint IV include:

- Advisor's recommendation for graduation
- TC1 recommendation for certification if all Praxis tests are passed
- KTIP form if all Praxis tests are passed (alternate route program)
- End-of-Program Evaluations

See the Continuous Assessment Plan schematic on transitions points of the continuous assessment plan for more detail.

### **Commitment to Diversity**

Midway College and the Teacher Education Program are committed to diversity. This is reflected in many ways. First, Midway College is Kentucky's only women's college. Second, diversity courses are required of all students, including a diversity course specifically designed for education candidates. Diversity is one of the thematic strands intertwined within the four functions of teacher education. Diversity is part of all the Midway College teacher

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dispositions. The teacher leader commits to a deeper understanding of human diversity. This is demonstrated in our candidates' efforts at differentiating instruction to meet the needs of individual students. Evidence of this is assessed at the checkpoints as part of the standards based Continuous Assessment Plan.

All education candidates must complete EDU 104 (Diversity in the Classroom). This class has been designed to address the diversity issues that teachers may encounter in the classroom. Various types of diversity are addressed. These include multiple intelligences/learning styles, socioeconomic status, learning disabilities, physical disabilities, race, gender, religion, ethnicity, and culture. Candidates are required to write papers and reflections-pieces within this class on how they will deal with diversity in their classrooms. All education candidates are also required to take EDU 206 Societal Issues in Today's Schools, an additional class dealing with diversity issues faced by teachers.

Teacher Education Program candidates are required to complete a minimum of fifteen (15) hours of field placement in a diverse setting as designated by the Teacher Education Department. Six (6) of the required fifteen (15) multicultural hours must be conducted within a school that is ethnically and/or racially diverse. To qualify as multicultural, schools must meet the following criteria:

1. A school that has 30% of students who are diverse learners (ethnicity or limited English)
2. A classroom with students identified as having a disability, gifted/talented or at- risk
3. A classroom with a minority teacher/teacher aide or a special education teacher (resource or collaborative)
4. A school that has 30% of students on free or reduced lunch or low socioeconomic students

The following table shows the classes in which diversity is addressed.

*Courses and Assignments that Address Diversity in the Teacher Education Program*

<b>Course</b>	<b>Major Topics Addressed</b>	<b>Performance Assessment</b>
EDU 100	Contents in handbook and conceptual framework on diversity and dispositions	Written Assignment- Disposition Assignment
EDU 103, 105, 106, 130	Addressing the diverse learner in the school settings, multicultural education	Written reflection on public school report cards including diverse populations
EDU 104	Student knowledge of the cultural differences that shape the world, confronting prejudice/discrimination	Written reflection on the role of teacher in a diverse classroom
EDU 201	Understand/describe commonly used application software, electronic portfolio, computer security/ethical issues	Software evaluation
EDU 206	Agents of socialization of child - school, media, peers, family, community, cultural values, attitudes, and diversity; practical living skills	Interview children and teachers, community resources for working effectively with culturally diverse populations
EDU 210	Designing appropriate instructional activities based on learning theorists, needs & characteristics of student population that is culturally, academically & linguistically diverse, constructivism, collaborative learning	Field Placement, Community Resource Information Collaboration Project, Discussions on diversity
EDU ENG 240	Traditional and modern literature to meet the diverse needs of learners; literature representing diverse cultures; genre in children's literature; multimedia materials	Storytelling with children, literature representing diverse populations; multicultural annotations
EDU 314	Candidates explore topics in cultural diversity through integrated curriculum development manifested in the arts	Integrated Unit addressing diverse populations; Resource notebook on issues of diversity and culture & how they shaped candidates lives
EDU 315	Exceptionalities and accommodation Instructional and life span issues	Task assignments with children; observations and lesson plans with accommodation; Disposition assignments related to leadership in working with diverse learners
EDU 316	Teaching language arts to diverse learners; identify based on theories and research the impact of language and culture on how children learn Language Arts, constructivism, collaborative learning	Rubrics/lesson plans, field experience reflective responses; Family Literacy Night
EDU 317	Teaching reading to diverse learners (i.e. linguistic, sociocultural, intellectual, physical), diagnosis/correction reading instruction, constructivism, collaborative	Field experience reflections, case study of a child; Learning Centers for students from diverse backgrounds and with exceptionalities; lesson plan

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	learning understanding how culture and literacy intersect	
EDU 318	Instructional practices for teaching math and science, constructivism, collaborative learning	Field experience reflections, Unit Plans
EDU 319	Understanding of human relationships & cultural diversity, civic responsibility, critical thinking, civics, cultures & societies, economics, geography & historical perspectives, constructivism, collaborative learning	Field experience reflections, instructional unit

Course	Major Topics Addressed	Assessment
EDU 321, 332,340, 380,329, 350,390, 495/497	Special Education curriculum addresses diverse learners	Field placement reflections; Lesson plans; ARCs; IEPs; Research problems and challenges in the areas of diversity, Task assignments with children
EDU 360	Strategies for motivation, classroom management for meeting needs of diverse learners, violence prevention, parent communication & collaboration, constructivism, collaborative Learning	Field Placement, classroom management, report! reflection, develop personal philosophy related to classroom management, motivational techniques, parent communication
EDU 495 and EDU 497	Student Teaching	Student Teaching Experience
EDU 498	Student Teaching	Student Teaching Experience
PSY 260	Human development across the lifespan	Personal development overview, observation paper

### Expected Proficiencies Associated with Diversity

Assessed Diversity Proficiency	Courses
Identify, apply, analyze, reflect on Midway College Dispositions.	EDU 100, EDU 495/497/498
Review, reflect, analyze philosophies of learning and education and develop a philosophy of education.	EDU 103, EDU 105, EDU 106, EDU 130, PSY 260, EDU 210

Compare and contrast diversity among individuals.	EDU 105, EDU 104, EDU 130
Identify differences and similarities among people stemming from race, nationality, ethnicity, geography, socio-economic class, gender, religion, sexual orientation, culture, age, learning styles and handicapping conditions.	EDU 104
Apply critical thinking strategies to recognize cultural assumptions underlying societal attitudes towards perceived differences among people.	EDU 104
Explain the importance of the teacher's role and program dispositions on diversity within the classroom.	EDU 104
Identify, apply, evaluate, and implement classroom management, assessment, material selection, curriculum, technology and teaching methods of diverse learners.	EDU 105, EDU 106, EDU 130, EDU 201, EDU 315, EDU 321, EDU 332, EDU 340, EDU 350, EDU 380, EDU 329, EDU 390, EDU 316, EDU 317, EDU 318, EDU 319, EDU 360
Locate community resources and services that are available to work effectively with culturally diverse populations.	EDU 206
Identify diversity relevant teaching materials and pedagogy pertaining to culture, language, gender, social economic class, religion and health education and/ or diverse learning needs.	EDU 206, EDU 315
Identify literature that accurately depicts diverse populations.	EDU 240
Based on theories and research, identify the impact of culture and diversity on how children learn are, music, drama and movement education.	EDU 314
Demonstrate knowledge of key vocabulary associated with music composition and theory, theater, art criticism, aesthetics, elements of design and the cultural influences on music, art, dance and theater.	EDU 314
Apply principles of differentiated learning and accommodations to assist the exceptional student in accessing the general curriculum and being an engaged learner in the regular classroom.	EDU 315
Describe exceptional students, the conditions under which a child is determined to be an exceptional student, and the characteristics of	EDU 315

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exceptional students as defined by state and federal laws and regulations and as encountered in the classroom.	
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**The chart for the Courses and Assessments that Address Diversity in the MAT Programs is in the appendix.**

**Commitment to Technology**

Technology is an integral part of the majority of education classes as seen on the table on page 28. All candidates are required to meet a competency requirement. They develop skills such as word processing and development of a PowerPoint presentation which they use in succeeding education classes. EDU 201 Technology in an Educational Setting is the foundation for much of the work done in these classes. Candidates in EDU 201 develop a technology plan which is one of the required components of their portfolios to address Kentucky Teacher Standard 6. Candidates pursuing the Learning Behavior Disabilities (LBD) certification are required to take EDU 350 which acquaints them with assistive technology devices. All candidates are afforded the opportunity to take courses online. The Kentucky Teacher Standard Matrix on pages 29-30 illustrates that all education courses include Standard 6 within their course objectives.

The Teacher Education Program makes extensive use of technology in evaluating its program. As described in the Continuous Assessment Plan, a database is maintained of all assessments of candidates. This includes PRAXIS scores, portfolio rubric scores, and clinical field experience hours completed. These records are examined individually by the advisors to ensure that the candidates are on track in their program. They are also examined as an aggregate to identify strengths or areas of improvement within the program. If and when areas of improvement are found in a single course or longitudinally in the course sequence then they are discussed in faculty meetings. Outcomes of these meetings are included in the division minutes.

**How Technology is Integrated into Teacher Education Courses (Undergraduate and MAT)**

Categories	Types and/or Uses			
Teacher Tools	Excel , Gradebook	Publisher brochures Letters	Access student data base	LiveText, portfolios
Communication	Email, advising	Microsoft Word Electronic Data Submission of assignments	Phone	Fax
Data	College data base	Internet & intranet	Excel spreadsheets	Campus Web
Instruction	Overheads Smart Boards eCampus	PowerPoint Publisher	Videos TV eLearning , DVD	Web Searches Research Webinars

## **Proficiencies Associated with Technology by Course**

### **EDU 201 Technology in the Educational Setting**

#### Student Learning Outcomes:

1. Describe how commonly used application software can be used to support classroom management.
2. Locate and evaluate web sites that could be used to support classroom instruction and administrative functions.
3. Design, create and format word processing documents, electronic spreadsheets and presentations to support classroom instruction and administrative functions.
4. Demonstrate knowledge of common hardware, multimedia technology and how to incorporate them into the educational curriculum.
5. Demonstrate computer security and ethical issues related to technology.
6. Create and maintain an electronic portfolio using LiveText.

### **EDU 350 INSTRUCTIONAL TECHNOLOGY, MATERIALS and COMMUNITY RESOURCES for CHILDREN and YOUTH with LEARNING/BEHAVIOR DISABILITIES**

#### Student Learning Outcomes:

- 1) Understand and define terminology associated with microcomputer technology, assistive technology, augmentative communication, text readers, computer assisted learning, computer assisted testing, state accommodations, and other technological systems used in instruction of students with mild to moderate disabilities.
- 2) Identify types of computer-assisted instruction and testing and describe ways to utilize them within the educational setting.
- 3) Identify age-appropriate instructional software and resources and their use for students with learning and/or behavior disabilities, especially related to the Kentucky Program of Studies, Kentucky Core Content for Assessment, and Kentucky Academic Expectations/Learning Goals.
- 4) Describe effective strategies for working with the IEP team on implementation of technological tools to achieve individual instructional goals and objectives.
- 5) Identify resources for information, funding and expertise pertaining to computer hardware, software and assistive technology for individuals with disabilities.
- 6) Discuss current trends in the development and application of technology with students with disabilities.

MATRIX OF KENTUCKY TEACHER STANDARDS AND COURSES OFFERED

This listing matches each Kentucky Teacher Standard and the performance criteria for that standard to one or more specific courses. A Standard is appropriate for attention in any course, even if it is not a primary or secondary focus. Successful completion (a passing grade) of the methods courses (EDU 314, 316, 317, 318, 319) should also signify that the student has mastered at a minimally acceptable level the competency or skill within the content area or discipline involved.

In the Continuous Assessment Plan, the criteria for performance on the standards are specifically delineated in each checkpoint criterion and rubric/scoring sheet

Kentucky Teacher Standards

\*Course syllabi indicate how each standard is assessed

EDU COURSES	I	II	m	IV	v	VI	VII	VIII	IX	X	M C D
EDU 100	X	X	X	X	X	X	X	X	X	X	X
EDU 10311 05/1 06/130	X					X				X	X
EDU 104	X		X			X		X		X	x
EDU201	X		X	X	X	X					
EDU206	X	X	X	X	X	X	X	X	X	X	X
EDU210	X	X	X	X		X	X	X		X	X
EDU240	X	X	X	X		X	X	X			X
EDU314	X	X	X		X	X	X	X	X		X
EDU 315	X	X	X	X	X	X	X	X			X
EDU 316	X	X	X	X	X	X		X			X
EDU 317	X	X	X	X	X	X	X	X		X	X
EDU318	X	X		X	X	X	X	X			
EDU319	X	X	X	X	X	X	X	X		X	X
EDU321	X	X	X	X		X			X		X
EDU 329	X	X	X	X		X		X			X
EDU331	X	X	X	X		X	X	X			X
EDU332	X	X			X	X					X
EDU336	X	X	X	X	X	X	X	X		X	X
EDU340	X	X	X	X	X	X		X			X
EDU 350	X	X				X	X			X	X
EDU360	X		X	X			X	X			X
EDU380	X	X	X	X	X	X	X	X			X
EDU 390	X	X	X	X	X	X	X	X	X	X	X
EDU 401	X	X		X	X	X		X			X
EDU 495/497/498/499	X	X	X	X	X	X	X	X	X	X	

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- Standard I: Demonstrates Applied Content Knowledge
- Standard II. Designs/Plans Instruction
- Standard III. Creates/Maintains Learning Climate
- Standard IV. Implements/Manages Instruction
- Standard V. Assesses/Communicates Learning Results
- Standard VI. Demonstrates Implementation of Technology
- Standard VII. Reflects On/Evaluates Teaching and Learning
- Standard VIII. Collaborates With Colleagues/Parents/Others
- Standard IX. Evaluates Teaching/Implements Professional Development
- Standard X. Provides Leadership within School/Community/Profession
- MCD: Midway College Dispositions

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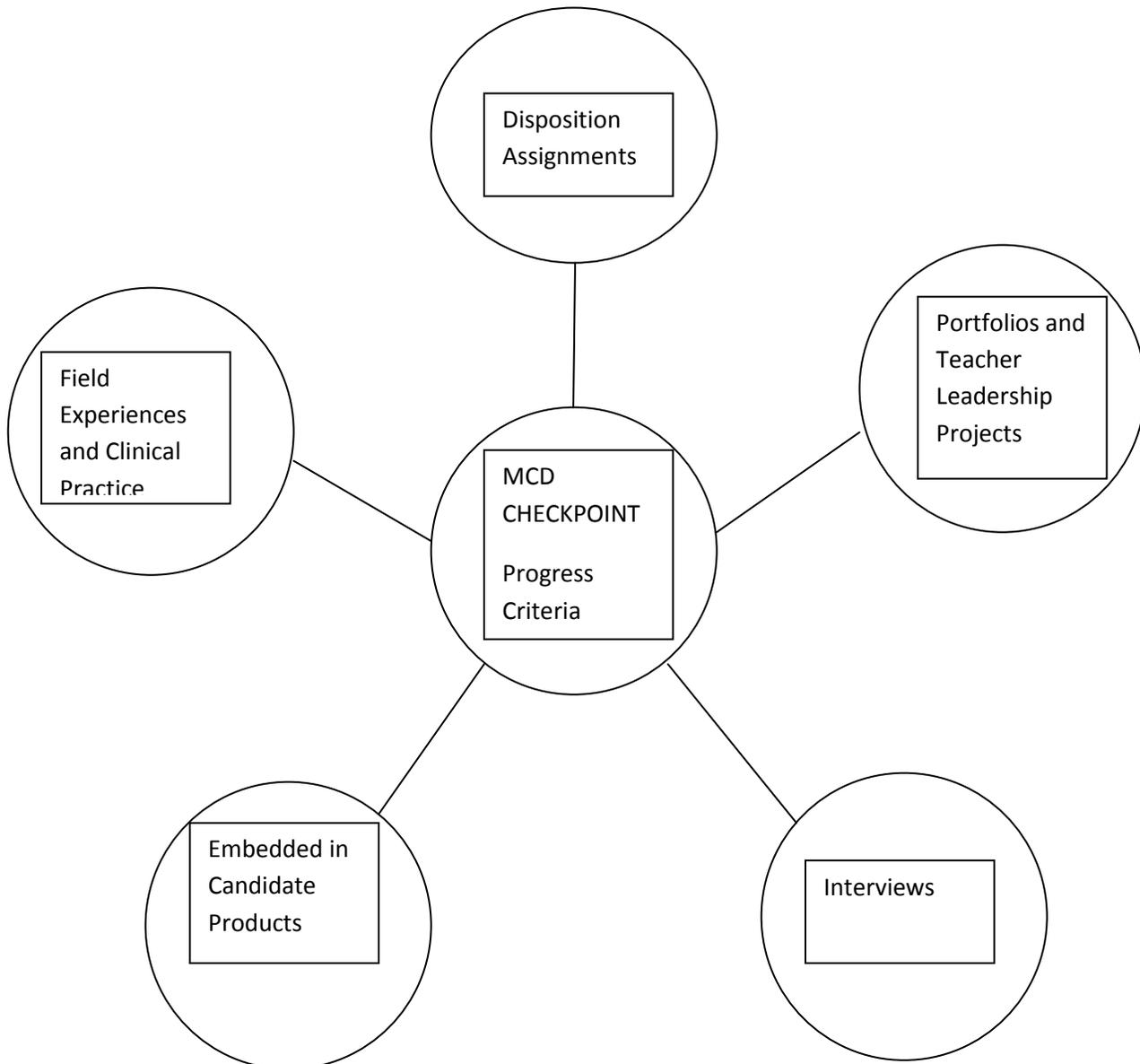
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# Appendices

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## Appendix 1: Evaluations of Dispositions

The teacher demonstrates leadership dispositions through a deepening knowledge of self and the ability to think critically, solve problems and act decisively; and a commitment to cultural attitudes, values, and diversity.



## Appendix 2: Thematic Strands and Functions of the Conceptual Framework and Kentucky Teacher Standards

*Thematic strands are elements of the conceptual framework that are threaded throughout the curriculum that are necessary to fulfill the functions (purposes) of the unit's teacher preparation*

<b>Strands →</b>  <b>Functions</b>	<b>Professionalism</b> <i>(leadership, best practices, and constructivism)</i>	<i>Positive Dispositions towards</i> <b>Self &amp; Others</b>	<b>Critical Thinking Skills</b>	<b>Diversity in Teaching</b>
<b>Pedagogy</b>	<i>Curriculum and Methods Methods &amp; Collaboration</i> <i>KTS 1, 2, 3, 4, 5, 6, 7</i>  <i>Student Teaching &amp; Capstone Seminars</i> <i>KTS 1, 3, 4, 5, 6</i>  <i>Human Growth and Development thru the Lifespan</i> <i>KTS 2, 3, 4</i>  <i>Reading Theories</i> <i>KYS 1, 2, 3, 4</i>  <i>Assessment for Teaching and Learning</i> <i>KTS 5</i>  <i>Classroom Management</i> <i>KTS 2, 3, 4</i>  <i>Integrating Instructional Technology and Media into Teaching</i> <i>KTS 1, 2, 3, 4, 5, 6</i>  <i>Assistive and Adaptive Technology</i> <i>KTS 2, 3, 4, 5, 6</i>  <i>Introduction to Special Ed</i> <i>KTS 1, 2, 3, 4, 5, 6</i>  <i>Special Ed Assessment and Evaluation</i> <i>KTS 1,2,3,4,5</i>	<i>Human Growth and Development thru the Lifespan</i> <i>KTS 1-10</i>  <i>Student Teaching &amp; Capstone Seminars</i> <i>KTS 1-10</i>  <i>Classroom Management</i> <i>KTS 2, 3, 4</i>  <i>Introduction to Education</i> <i>KTS 2, 3, 4, 5, 7</i>  <i>Transition</i> <i>KTS 8</i>  <i>LBD Characteristics</i> <i>KTS 1, 2, 3, 4, 5</i>  <i>Introduction to Special Ed</i> <i>KTS 1, 2, 3, 4, 5, 6</i>	<i>Student Teaching &amp; Capstone Seminar</i> <i>KTS 7, 8, 9, 10</i>  <i>Curriculum and Methods</i> <i>KTS 1, 2, 3, 4, 5,</i>  <i>Assessment for Teaching and Learning</i> <i>KTS 4, 5, 7, 8, 9, 10</i>  <i>Applied Behavior Analysis</i> <i>KTS 5, 6</i>  <i>Introduction to Special Ed</i> <i>KTS 1, 2, 3, 4, 5, 6</i>	<i>Student Teaching &amp; Capstone Seminar</i> <i>KTS 1-10</i>  <i>Classroom Management</i> <i>KTS 1-8</i>  <i>Teaching Students with Special Needs in the Regular Classroom or Intro to Special Edu</i> <i>KTS 1, 2, 3, 4, 5, 6, 7</i>  <i>Integrating Instructional Technology and Media into Teaching</i> <i>KTS 1, 2, 3, 4, 5, 6</i>  <i>Assessment for Teaching and Learning</i> <i>KTS 4, 5, 7-10</i>  <i>Applied Behavior Analysis</i> <i>KTS 5, 6</i>  <i>Assistive and Adaptive Technology</i> <i>KTS 6</i>  <i>Introduction to Special Ed</i> <i>KTS 1, 2, 3, 4, 5, 6</i>  <i>Special Ed Assessment and Evaluation</i> <i>KTS 1,2,3,4,5</i>

<b>Strands</b>  <b>Functions</b> →	<b>Professionalism</b> <i>(leadership, best practices, and constructivism)</i>	<i>Positive Dispositions towards</i> <b>Self &amp; Others</b>	<b>Critical Thinking Skills</b>	<b>Diversity in Teaching</b>
<b>Leadership</b> ↓	Student Teaching & Capstone Seminar KTS 10  Foundations of Education KTS 10  Introduction to Education KTS 10  <i>Introduction to Special Ed</i> <i>KTS 1, 2, 3, 4, 5, 6</i>  <i>LBD Methods and Collaboration</i> <i>KTS 2, 3, 4, 5, 8</i>	Student Teaching & Capstone Seminar KTS 10  Foundations of Education KTS 10  Introduction to Education KTS 10	Student Teaching & Capstone Seminar KTS 10  Foundations of Education KTS 10  Introduction to Education KTS 10  <i>Introduction to Special Ed</i> <i>KTS 1, 2, 3, 4, 5, 6</i>	Student Teaching & Capstone Seminar KTS 10  Foundations of Education KTS 10  Introduction to Education KTS 10  <i>Introduction to Special Ed</i> <i>KTS 1, 2, 3, 4, 5, 6</i>
<b>Dispositions</b>	<i>Introduction to Education</i> <i>KTS 2, 4</i>  <i>Foundations of Education</i> <i>KTS 2, 3, 4, 5</i> <i>Classroom Management</i> KTS 3  <i>Education Capstone</i> <i>KTS 1-10</i>	<i>Classroom Management</i> <i>KTS 3, 4, 5, 7</i>  <i>Adolescent Learning and Development</i> <i>KTS 2-10</i>  <i>Student Teaching &amp; Capstone Seminar</i> <i>KTS 4, 5, 7</i>  <i>Introduction to Education</i> <i>KTS 3, 7</i>  <i>Introduction to Special Ed</i> <i>KTS 1, 2, 3, 4, 5, 6</i>	<i>Classroom Management</i> <i>KTS 3, 4, 5, 7</i>  <i>Curriculum and Methods</i> <i>KTS 1, 4</i>  <i>Student Teaching &amp; Capstone Seminar</i> <i>KTS 4, 5, 7</i>  <i>Introduction to Education</i> <i>KTS 2</i>  <i>Introduction to Special Ed</i> <i>KTS 1, 2, 3, 4, 5, 6</i>	<i>Classroom Management</i> <i>KTS 3, 4, 5, 7</i> <i>Curriculum and Methods</i> <i>KTS 1, 4</i> <i>Student Teaching &amp; Capstone Seminar</i> <i>KTS 4, 5, 7</i> <i>Introduction to Education</i> <i>KTS 2</i> <i>Classroom Management</i> <i>KTS 3</i> <i>Assessment for Teaching and Learning</i> <i>KTS 5</i> <i>LBD Methods and Collaboration</i> <i>KTS 2, 3, 4, 5, 8</i> <i>Special Ed Assessment</i> <i>KTS 1, 2, 3, 4, 5</i>
<b>Professional Knowledge</b>	<i>Curriculum and Methods for Middle and High Schools</i> <i>KTS 4</i>  <i>Literacy/Reading in the Content Areas</i> <i>KTS 1, 2, 3, 4, 5, 6, 8</i>  <i>Reading Theories</i> <i>KTS 1, 2, 3, 4, 5</i>  <i>Applied Behavior Analysis</i> <i>KTS 2, 3, 4, 5,</i>	<i>Curriculum and Methods for Middle and High Schools</i> <i>KTS 4</i>  <i>Teaching and Learning Seminar</i> <i>KTS 7</i>  <i>Literacy/Reading in the Content Areas</i> <i>KTS 1,2,3, 4, 5, 6, 8</i>  <i>Reading Theories</i> <i>KTS 1, 2, 3, 4, 5</i>	<i>Curriculum and Methods for Middle and High Schools</i> <i>KTS 4, 5, 7</i>  <i>Teaching and Learning Seminar</i> <i>KTS 1-10</i>  <i>Literacy/Reading in the Content Areas</i> <i>KTS 1,2,3,4,5,6,8</i>  <i>Reading Theories</i> <i>KTS 1, 2, 3, 4, 5</i>	<i>Curriculum and Methods for Middle and High Schools</i> <i>KTS 4, 5, 7</i>  <i>Teaching and Learning Seminar</i> <i>KTS 1-10</i>  <i>Literacy/Reading in the Content Areas</i> <i>KTS 1,2,3,4,5,6,8</i>  <i>Assistive and Adaptive Technology</i> <i>KTS 5, 6</i>

## **Appendix 3: Listing for Thematic Strands of the Professional Curriculum**

### **Traditional Route Graduate Programs**

#### **I. Professionalism- (*leadership, best practices, and constructivism*)**

- a. Curriculum and Methods for Middle and High Schools
- b. Student Teaching and Capstone Seminars
- c. Elements of Adolescent Literacy
- d. Reading in the Content Areas
- e. Foundations of Education
- f. Adolescent Learning and Development
- g. Assessment for Teaching and Learning
- h. Classroom Management
- i. Introduction to Education

#### **II. Positive Dispositions for Self and Others**

- a. Introduction to Education
- b. Foundations of Education
- c. Student Teaching and Capstone Seminar
- d. Integrating Technology and Media into Teaching
- e. Adolescent Learning and Development
- f. Classroom Management
- g. Introduction to Education
- h. Curriculum and Methods for Middle and High School
- i. Reading in the Content Areas
- j. Elements of Adolescent Literacy

#### **III. Critical Thinking Skills**

- a. Student Teaching and Capstone Seminars
- b. Curriculum and Methods
- c. Assessment for Teaching and Learning
- d. Classroom Management
- e. Elements of Adolescent Literacy
- f. Reading In the Content
- g. Introduction to Education

#### **IV. Diversity in Teaching**

- a. Curriculum and Methods
- b. Student Teaching and Capstone Seminars
- c. Teaching Special Needs Students in the Regular Classroom
- d. Reading in the Content Areas
- e. Adolescent Learning and Development
- f. Introduction to Education
- g. Foundations of Education
- h. Integrating Technology and Media into Teaching

## **Appendix 4: Alignment of Master of Arts in Teaching Curriculum with EPSB Themes**

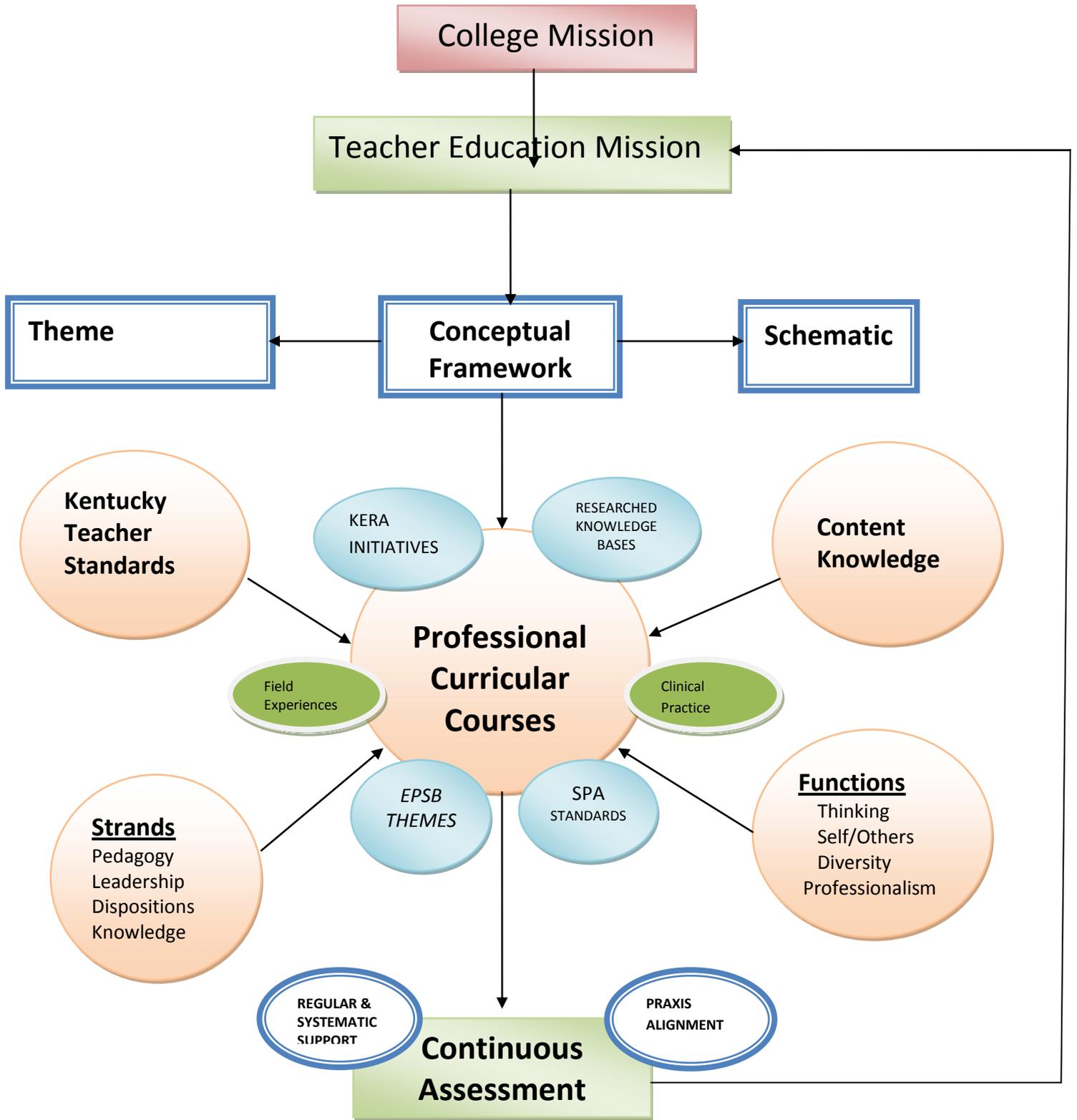
(literacy, assessment, diversity, and closing the achievement gap)

### Traditional Route Programs

<b>Literacy</b>	<b>Assessment</b>	<b>Diversity</b>	<b>Closing the Achievement Gap</b>
Elements of Adolescent Literacy	Assessment for Teaching and Learning	Classroom Management	Teaching Students with Special Needs in the Regular Classroom
Reading in the Content Areas	Student Teaching and Capstone Seminars	Teaching Students with Special Needs in the Regular Classroom	Curriculum and Methods for Middle and High Schools
	Curriculum and Methods for Middle and High Schools	Adolescent Learning and Development	Assessments for Teaching and Learning
		Student Teaching and Capstone Seminars	Student Teaching and Capstone Seminars
		Introduction to ED	Foundations of Education

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# Midway College Traditional Route MAT



**Appendix 6: Sources of Data for Coherence to Conceptual Framework and Alignment to Candidate Proficiencies**

**Matrix: Sources of Data for Coherence to Conceptual Framework and Alignment to Candidate Proficiencies on KTS for Traditional Route Master of Arts in Teaching Programs**

Curriculum	Instruction	Field Experiences	Clinical Practice	Candidate Assessment	Program Evaluation	Kentucky Standards
<ul style="list-style-type: none"> <li>• Syllabi</li> <li>• Course descriptions</li> <li>• P-12 partners</li> <li>• Advisory committee</li> <li>• Praxis alignment documents</li> <li>• Faculty meetings and professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Course evaluation by candidates</li> <li>• Instructor evaluations by the chair</li> <li>• Faculty peer evaluations</li> <li>• Program director evaluations</li> <li>• Advisory committee</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate evaluations</li> <li>• Evaluations by clinical faculty</li> <li>• Checkpoints 1 &amp; 2 (portfolios and interviews)</li> <li>• Reflective Journals</li> <li>• Portfolios/TPA binders</li> <li>• Field placement officer evaluations from the unit</li> <li>• Field placement evaluations by school district placement officers</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluations by candidates, P-12 partners, and field placement officers from unit and school districts</li> <li>• Portfolios/binders</li> <li>• Checkpoints 2 &amp; 3 of CAP (interviews and binders)</li> <li>• Student performance data</li> <li>• Video tapes of teaching</li> <li>• Reflective journals</li> <li>• Follow up surveys with recent graduates and employers</li> </ul>	<ul style="list-style-type: none"> <li>• GPA from coursework</li> <li>• Candidate self-assessments</li> <li>• Praxis II and PLT results</li> <li>• GRE results</li> <li>• Dispositions assessment form</li> <li>• MAPP Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Survey data from</li> <li>• P-12 partners, recent graduates, unit faculty, advisory committee, and candidates</li> <li>• Student performance data</li> </ul>	<ul style="list-style-type: none"> <li>• Data about candidates' ability to demonstrate proficiency in meeting indicators for the KTS as outlined on the Intern Performance Records used by clinical faculty to observe and provide feedback</li> </ul>

**Appendix 7: Courses Assignments that Address Diversity in MAT Education Programs**

<b>Course</b>	<b>Major Topic Addressed</b>	<b>Assessment</b>
Introduction to Education	Student performance data from middle and high schools in the area	Identify gap groups from data presented
Foundations of Education	racial and language differences in schools	Paper: How do schools in my district address racial and language differences?
Human Growth & Development Through the Lifespan	Age and developmentally appropriate practices	Using your content area, assigned grade level, and the combined document, write five appropriate objectives and assessments and describe how you will address diverse learning needs
Elements of Adolescent Literacy	Becoming a culturally competent teacher	Paper: What characteristics to culturally competent teachers possess?
Reading in the Content Areas	Multicultural teaching and learning	Research and report on three approaches to teaching reading in your content area.
Teaching Students with Special Needs in Regular Classrooms	Alternate ways of assessing	Create three different assessment strategies for measuring one learning objective. One assessment strategy should be for students who are performing at grade level, one for students below grade level, and one for student performing above grade level. Explain why you chose the test for each performance level
Integrating Technology and Media into Teaching	Using technology to document attention to diversity	Using a digital journal, document how you ensure that you address learning needs of all students.
Curriculum and Methods for Middle and High Schools	Learning styles and multiple intelligence	Create a lesson plan that incorporates four of the multiple intelligences in your specific content area
Classroom Management	Behavior strategies	Identify one strategy and discuss the advantages and disadvantage of implementing that strategy
Assessment for Teaching and Learning	Achieving desired outcomes	Reviewing the contextual factors of a classroom and given four types of measures from which to choose, decide which type of measurement would provide you with the most valid and reliable data about the students' comprehension.
Seminars in Teaching & Learning	Diversity in the classroom	Using case studies, identify diversity issues that appear in the case studies and suggest ways to address the issues
Capstone Seminar	Documenting diversity in the standards	Look at each standard and the indicators highlight the elements in each standard that address diverse
Supervised Student Teaching	Addressing diversity	Maintain a student teaching journal that has two entries per week that address diversity

**Appendix 8: MAT Course Alignment with Kentucky Teacher Standards**

Standard → Course	1 Knowledge	2 Planning	3 Management	4 Implementation	5 Assessment	6 Technology	7 Reflection	8 Collaboration	9 Professional growth	10 Leadership
Introduction to Education		X	X	X					X	
Foundation of education		X		X		X	X			
Classroom management	X	X		X						
Curriculum and Methods	X	X	X	X	X	X	X			
Integrating Technology		X	X	X	X	X				
Assessment: Teaching/Learning	X	X		X	X	X	X		X	
Literacy and Reading in the Content Areas	X	X	X	X	X	X				
Teaching Students with Special Needs in the Regular Classroom	X	X	X	X	X	X	X			
Human Growth & Develop	X	X	X	X	X	X	X			
Teaching & Learning Seminars I & II	X	X	X	X	X	X	X		X	X
Supervised Student Teaching	X	X	X	X	X	X	X		X	X
Capstone Seminar	X	X	X	X	X	X	X		X	X
Into to Special Education	X		X	X	X	X	X		X	
Reading Theories	X	X	X	X	X	X	X		X	
Teaching Math to children with special Needs	X	X	X	X	X	X	X		X	
Methods of Collaboration	X	X	X	X	X	X	X	X	X	X
Methods/ Behavior Man`	X	X	X	X	X	X	X	X	X	
Assistive & Adaptive	X	X	X	X	X	X	X	X	X	
Special Ed Assessment and Evaluation	X	X	X	X	X	X	X	X	X	
Characteristics of Autism	X	X	X	X	X	X	X	X	X	
Transition Planning	X	X	X	X	X	X	X	X	X	

**Appendix 9: KERA Initiatives Integrated in Coursework**

## **Graphic view of alignment with KERA Initiatives**

### **B. KERA Initiatives:**

Show detailed alignment of the Kentucky Curriculum and Assessment requirements listed below within the coursework. Include a description how the KERA initiatives are integrated into the coursework. This description should explain where the necessary content knowledge is delivered in the curriculum (general and professional studies). A general matrix will no longer be acceptable.

1. Learner Goals based on Academic Expectations
2. Program of Studies
3. Core Content/Commonwealth Accountability Testing System (CATS)

### **Key to Understanding the Table**

**Activities in columns 1-3 are examples of how the college incorporates KERA initiatives in the teacher preparation curriculum. Activities in columns 4-5 (shaded columns) are examples of how candidates APPLY their knowledge of KERA initiatives to prepare for their students.**

**Below each activity is the broad goal of the lesson OR an indication of whether the lesson addresses the program of study, core content for assessment, or learner goals.**

**LG = Learner Goals**

**POS = Program of Study**

**CCA = Core Content for Assessment**

**EPSB Theme = EPSB Themes (Literacy, Closing the Achievement Gap, Diversity, Assessment)**

**Learner goals and expectations:**

1. Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.
2. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.
3. Students shall develop their abilities to become self-sufficient individuals.\*
4. Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.\*  
*\*Goals 3 and 4 are included in Kentucky statute as learning goals, but they are not included in the state's academic assessment program.*
5. Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.
6. Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

**Program of Studies**

**Big Ideas for Social Studies:** Government and Civics, Cultures and Societies, Economics, Geography and Historical Perspective

**Big Ideas for Mathematics:** Number Properties and Operations, Measurement, Geometry, Data Analysis and Probability and Algebraic Thinking

**Big Ideas for Science:** Structure and Transformation of Matter, Motion and Forces, The Earth and the Universe, Unity and Diversity, Biological Change, Energy Transformations and Interdependence.

**Big Ideas for Language Arts:** (Reading) Forming a Foundation for Reading, Developing an Initial Understanding, Interpreting Text, Reflecting and Responding to Text and Demonstrating a Critical Stance (Writing) Writing Content, Structure, Conventions and Process, (Speaking, Listening, and Observing) gathering and sharing information, persuading others, expressing and understanding ideas, and selecting and critically analyzing messages.

**Alignment of MAT Coursework with KERA Initiatives –**

The proposed program is an MAT Program. Candidates enter the program with degrees or their equivalence in the content but do not have teacher certification. Candidates' content knowledge is assessed prior to program entry by obtaining state-required scores on the Praxis II content tests. In addition to passing the content area tests, candidates must be interviewed by content area specialists from the College and by experienced and effective teachers from local school districts.

Candidates from various content areas will take the same courses; therefore, it is imperative that courses address the programs of study, core content for assessment, and learner goals in a way that candidates are able to identify and use teaching tools and assessments appropriate for their content areas. It is imperative that instructors differentiate instruction to accomplish this goal. Below is a sampling of activities that will occur in each course to address the competencies and, yet, ensure that all content areas are addressed.

**Activities 1-3 are examples of how the college incorporates KERA initiatives in the teacher preparation curriculum. Activities 4-5 (shaded columns) are examples of how candidate APPLY their knowledge of KERA initiatives to prepare for their students. Below each activity is the broad goal of the lesson OR an indication of whether the lesson addresses the program of study (POS), core content for assessment (CCA) or learner goals (LG).**

**Attention to KERA Initiatives (Kentucky Core Content for Assessment, Program of Studies, and Learner Goals and Expectations)**

Course	Activity I	Activity II	Activity III	Activity IV	Activity V
<p><b>EDU 500</b>  <b>Introduction to Education</b></p> <p><b>1 Credit Hour</b></p>	<p><b>Effective teachers</b>  <b>Brainstorm:</b> characteristics of effective teachers  <b>Share:</b> effective teachers in your life and tell why you think he/she was effective?  <b>Read-</b> Text on effective teachers  <b>List</b> researched-based characteristics of effective teachers.  <b>Match</b> the researched based characteristics with characteristics of the teacher you identified as effective.  <i>Standards-based education</i>  <i>Effective teachers operate from high goals and expectations for students</i></p>	<p>What are Kentucky’s learner goals and expectations?            What is the program of study and how is it used?            What is the core content for assessment and how is it used?</p> <p><i>Kentucky Dept of Ed provides tools to help teachers effectively deliver instruction.</i></p> <p><i>Familiarity with KERA Initiatives</i></p>	<p>Discussion and examination of the combined document</p> <p>Candidates locate the big ideas for their content area for each grade level?</p> <p><i>Candidates use POS to become familiar with the content they are to teach.</i></p>	<p>Candidate design a plan for their content area and connect the goals and lesson objective(s) to appropriate Kentucky Core Content and/or Program of Studies. Candidates explain how each objective is related to the Program of Studies and/or Core Content.</p> <p><i>College prepares candidates to use tools to address KERA initiatives</i></p> <p><i>Model preparing a lesson using the combined document.</i></p>	<p>Candidate groups discuss and assess each others’ plans for appropriateness of use of the combined document.</p> <p><i>Candidates use KERA initiatives to prepare for their students</i></p>

<b>Course</b>	<b>Activity I</b>	<b>Activity II</b>	<b>Activity III</b>	<b>Activity IV</b>	<b>Activity V</b>
<p><b>EDU 505</b></p> <p><b>Foundations of Education</b></p> <p><b>2 Credit Hours</b></p>	<p>Discussion of “How KERA changed education in Kentucky”</p> <p>KERA-follow up discussion on KERA Initiative and goals of education.</p> <p><b>KI-POS, CCA</b></p>	<p>Candidates read about, discuss, compare, and contrast the six basic philosophies of education</p> <p>Candidates write their own philosophy of education including a section on “standards-based education”. (learner goals 1 and 6)</p> <p><b>KI-POS, CCA</b></p>	<p>Discussion of high stakes testing and education. Use combined curriculum document to identify “tested” items in their content area.</p> <p><b>KI-POS, CCA</b></p>	<p>Candidates write learning objectives and activities to prepare their students for two tested items from each big idea for their content area.</p> <p><b>POS</b></p>	<p>Candidates write open response questions for students to discuss their views on issues in education.</p> <p><b>LG-1</b></p>
<p><b>EDU 575</b></p> <p><b>Classroom Management</b></p> <p><b>3 Credit Hours</b></p>	<p>Candidates will outline plans for organizing their classroom structure, climate, and routines.</p> <p><b>LG-4</b></p>	<p>Design a unit from one of the big ideas to determine how the class will be organized for one of the hands-on activities of the unit</p> <p><b>LG-4</b></p>	<p>Design a detailed classroom management plan that addresses: classroom structure, climate, routines, instructional strategies, planning, signaling, reinforcement techniques, affective strategies, social skills, intervening skills, etc (See attached outline)</p> <p><b>LG-3, 4</b></p>	<p>Given academic, physical, and social characteristics of a list of students, candidates design activities using cooperative learning groups and define the role of each member of the group.</p> <p><b>LG- 3,4,5</b></p>	<p>Candidates design a plan (with scoring guide) for their students to demonstrate learning goal 6 through a presentation</p>

					<b>LG-6</b>
<b>Course</b>	<b>Activity I</b>	<b>Activity II</b>	<b>Activity III</b>	<b>Activity IV</b>	<b>Activity V</b>
<b>EDU 630</b>  <b>Integrating Instructional Technology and Media into Teaching</b> <b>2 Credit Hours</b>	Locate the combined curriculum document on the web. Identify academic expectations for your content area.  <b>POS, CCA</b>	Model using technology to enhance instruction of a lesson addressing one of the big ideas from each content area.  <b>POS</b>	Design an assessment in which candidates identify the technology provided and describe how it can be used to enhance instruction of one of the big ideas.  <b>POS</b>	Candidates do a powerpoint presentation on how they plan on applying KERA initiatives in their planning  <b>POS</b>	Candidates design a multiple choice assessment for their content area that requires their students to use technology  <b>CCA</b>
<b>EDU 600</b>  <b>Assessment for Teaching and Learning</b>  <b>3 Credit Hours</b>	Using pre-designed lesson plans, the instructor provides opportunities for candidates to determine validity of the assessment based on lesson objectives.  <b>POS, CCA</b>	Discussion of differences in on demand and open response questions  Guided practice with writing each.  <b>CCA</b>	Candidates identify from a list of test items the ones are “tested items”  <b>POS, CCA</b>	Candidate practice developing well-written on-demand and multiple choice questions for their content areas and grade levels  <b>POS, CCA</b>	Candidates develop questions for a big idea in their content areas and grade levels with different depths of knowledge.  <b>POS, CCA</b>
<b>EDU 620</b>  <b>Teaching Students with Special Needs in the Regular Classroom</b>	Read and discuss characteristics of students with special needs  <b>LG-4</b>	Model lessons that would be inclusive and identify special needs being targeted.  <b>LG-4</b>	Use case studies to explore methods and strategies of creating an inclusive classroom environment.  <b>LG-4</b>	Candidates design plans that include linguistically and culturally diverse students  <b>LG-4</b>	Given characteristics of diverse students, candidates identify effective and inclusive grouping strategies  <b>LG-4</b>

2 Credit Hours					
Course	Activity I	Activity II	Activity III	Activity IV	Activity V
<b>EDU 520</b> <b>Human Growth and Development thru the Lifespan</b> <b>2 Credit Hours</b>	Candidates describe and justify lesson ideas and activities that are age and developmentally appropriate for each big idea in their content area. <b>POS</b>	Candidates describe and justify lesson ideas and activities that are age and developmentally appropriate for each grade level of your certification <b>POS</b>	Discussions about the physical and social needs of middle and high school students.  <b>LG-4</b>	Candidates describe plans for helping students to become self-sufficient  <b>LG-3</b>	Candidates design a school problem for students to solve in cooperative groups.  <b>LG-5</b>
<b>EDU 640</b> <b>Literacy Reading in the Content Areas</b> <b>2 Credit Hours</b>	Discussion about the need for reading activities in the content areas <b>EPSB theme and LG-1-6</b>  Read and discuss ways of “Becoming an Effective Literacy Teacher”  <b>EPSB theme and LG-1-6</b>	Discussion of strategies for reading for different purposes  <b>EPSB theme and LG-1-6</b>  Read and discuss ways of “Examining the Reading and Writing Processes”  <b>EPSB theme and LG-1-6</b>	View video on incorporating reading in the content areas  <b>EPSB theme and LG-1-6</b>  Read and discuss ways of “Assessing Literacy Learning”  <b>EPSB theme and LG-1-6</b>	Candidates design a lesson that incorporates using reading in their content areas  <b>EPSB theme and LG-1-6</b>  Design two lessons in your content area that involve teaching writing <b>EPSB theme and LG-1-6</b>	List five reading strategies they could use in their content area  <b>EPSB theme and LG-1-6</b>  Design a unit that incorporates reading comprehension skills <b>EPSB theme and LG-1-6</b>
<b>EDU 515</b> <b>Teaching &amp; Learning Seminar I</b> <small>Nature and Needs of Diverse Learners (learning theory)</small>	Discussion and research on Characteristics of effective middle and high schools? <b>LG 3, 4</b>	Identify characteristics of P-12 LBD, middle, and high school students	Design a chart outlining characteristics of four learning theories: cognitivist, behaviorist, humanist, social/situational	Design a strategy for a lesson in your content area that demonstrates each theory’s <i>view the learning process</i>	Candidates describe the educator’s role in each learning theory and describe their role in each learning theory.

3 Credit Hours		LG 3, 4	LG 3, 4	LG 3, 4	LG 3, 4
Course	Activity I	Activity II	Activity III	Activity IV	Activity V
<p><b>EDU 615</b>  <b>Teaching &amp; Learning Seminar II</b>  <small>Nature and Needs of Diverse Learners II (behavior management)</small></p> <p><b>3 Credit Hours</b></p>	<p>Continue discussions on the P-12 LBD, middle, and high school child</p> <p><b>LG 3, 4</b></p>	<p>Instructor facilitates discussions on real-life experiences for those candidates who are teachers of record and from field experiences from those taking the traditional route.</p> <p><b>LG 3, 4</b></p>	<p><i>The Role of Formative Evaluation in Monitoring Student Performance</i></p> <p><b>LG 3, 4</b></p>	<p>Select a student who would benefit from a behavior Design a behavior change plan for one of your students who demonstrates behavioral problems                      STEP 1. Assess the student’s behavior                      Step 2. Propose a hypothesis                      Step 3. Assess the validity of the hypothesis</p> <p><b>LG 3, 4</b></p>	<p>Continue to design a behavior change plan for one of your students who demonstrates behavioral problems                      Step 4. Design and intervention                      Step 5. Collect data on intervention effectiveness and adjust the plan as needed                      Step 6. Write short and long term objectives</p> <p><b>LG 3, 4</b></p>
<p><b>EDU 608</b>  <b>Capstone Seminar</b></p> <p><b>2 Credit Hours</b></p>	<p>Discuss and model each Task A1-C (Classroom teaching) of the Teacher Performance Assessment</p> <p><b>POS, CCA, EPSB THEMES</b></p>	<p>Discuss and model each Tasks D-E (Professional Responsibilities) of the Teacher Performance Assessment</p> <p><b>POS, CCA, EPSB THEMES</b></p>	<p>Discuss and model each Task G-J2 (Instructional Unit) of the Teacher Performance Assessment</p> <p><b>POS, CCA, EPSB THEMES</b></p>	<p>Complete follow up tasks A-1 through F of teacher performance assessment</p> <p><b>POS, CCA, EPSB THEMES</b></p>	<p>Complete tasks G through J-2 by end of the school year</p> <p><b>POS, CCA, EPSB THEMES</b></p>

Activity I	Activity II	Activity II)	Activity IV	Activity V
Identify the characteristics of students with learning disabilities.  <b>LG 2</b>	Examine the components of a well-designed IEP.  <b>EPSB THEME (CLOSING THE GAP)</b>	Discuss IDEA.  <b>EPSB THEME (DIVERSITY)</b>  <b>LG 5</b>	Write an IEP for math.  <b>EPSB THEME (DIVERSITY) LG 4</b>	Write a lesson plan with accommodations and modifications for students with special needs.  <b>LG 6</b>
Read and discuss ways of “Becoming an Effective Literacy Teacher”  <b>EPSB theme (Literacy) and LG-1-6</b>	Read and discuss ways of “Examining the Reading and Writing Processes”  <b>EPSB theme (literacy) and LG-1-6</b>	Read and discuss ways of “Assessing Literacy Learning”  <b>EPSB theme (literacy) and LG-1-6</b>	Design two lessons in your content area that involve teaching reading  <b>EPSB theme (literacy) and LG-1-6</b>	Design a unit that incorporates reading comprehension skills  <b>EPSB theme (literacy) and LG-1-6</b>
Identify different ways to teach mixed numbers.  <b>POS AND LG 1</b>	Using real-life math to engage students in counting money. <b>POS AND LG 1, 2</b>	Discuss how to make decisions about cooperative group work for problem solving. <b>POS, LG 1</b>	Design a lesson the involves locating geometric shapes in the classroom <b>POS, LG 1, 2</b>	Design a unit using real-life math.  <b>POS, LG 1</b>
Identify the role of the special educator in the collaborative classroom  <b>EPSB THEME</b>	Role play the different models of collaboration  <b>EPSB THEME (CLOSING THE</b>	Identify ethical ways to assist students on an English test.	Using the objectives of the content area teacher, design a plan to assist a student with reading comprehension	Write plans for helping a student complete a book report.  <b>LG 1, POS</b>

<b>(CLOSING THE GAP)</b>	<b>GAP)</b>	<b>POS, LG 1</b>	<b>LG 1, POS</b>	
<b>Activity I</b>	<b>Activity II</b>	<b>Activity II)</b>	<b>Activity IV</b>	<b>Activity V</b>
<p>Identify strategies for managing the behavior of students who constantly yells out responses.</p> <p><b>LG 4</b></p>	<p>Identify strategies for managing the behavior of a student who is constantly off task.</p> <p><b>LG 4</b></p>	<p>Identify strategies for working with students with anger issues</p> <p><b>EPSB THEME (DIVERSITY)</b></p>	<p>Develop a behavior management plan for a student who yells out responses.</p> <p><b>LG 4</b></p>	<p>Using Task A1 identify the behavior issues in an assigned scenario.</p> <p><b>LG 4</b></p>
<p>What resources are available at the regional assistive technology resource centers?</p> <p><b>EPSB THEME (ASSESSMENT)</b></p>	<p>What are some of the factors associated with providing assistive technology services and devices in the educational setting?</p> <p><b>LG 3, 4</b></p>	<p>Demonstrate how a student will use an assigned device to address a learning need.</p> <p><b>LG 5</b></p>	<p>Write a plan to assist an English language learner.</p> <p><b>EPSB THEME (DIVERSITY)</b></p>	<p>Write a plan for a student to use technology to assist with writing a essay about himself.</p> <p><b>LG 2, 3, 4</b></p>

<b>Activity I</b>	<b>Activity II</b>	<b>Activity II)</b>	<b>Activity IV</b>	<b>Activity V</b>
<p>Read and discuss the evaluation principles of academic, social, and personal characteristics of children and youth.</p> <p><b>EPSB THEME (ASSESSMENT)</b></p>	<p>Interpret the data from an informal reading assessment</p> <p><b>POS</b></p>	<p>Discussion: What is the purpose of the re-evaluation?</p> <p><b>EPSB THEME (ASSESSMENT)</b></p>	<p>Write an instructional intervention for a student with mild mental disabilities.</p> <p><b>LG 6</b></p>	<p>Write an IEP based on information provided from a formal assessment</p> <p><b>LG 6.</b></p>
<p>Identify some intervention strategies to enhance communication skills for students with autism</p> <p><b>LG 1</b></p>	<p>Identify some intervention strategies to improve behavior skills for students with autism</p> <p><b>EPSB THEMES (DIVERSITY, ASSESSMENT, CLOSING THE GAP)</b></p>	<p>Develop a resource file on available support for teachers, parents, and students</p> <p><b>EPSB THEME (CLOSING THE GAP)</b></p>	<p>Develop a plan for teaching a student with autism more conventional social behavior.</p> <p><b>LG 4</b></p>	<p>Develop a plan for using technology to help students with autism to communicate more effectively</p> <p><b>LG 1</b></p>
<p>Define what is meant by transitioning in special education.</p>	<p>What are some strategies for documenting transition needs?</p>	<p>Are there educational opportunities beyond high school for students with mild moderate learning</p>	<p>Write a transition plan for a student moving from elementary to middle school.</p>	<p>Identify possible employment opportunities for a student with who does not read.</p> <p><b>POS</b></p>

<b>POS VOCATIONAL</b>	<b>LG 2</b>	disabilities. <b>LG 2</b>	<b>LG5</b>		
<b>Course</b>	<b>Activity I</b>	<b>Activity II</b>	<b>Activity III</b>	<b>Activity IV</b>	<b>Activity V</b>
<b>EDU530</b>  <b>Curriculum &amp; Methods for M &amp; High Schools</b>  <b>3 Credit Hours</b>	Instructor discusses SPAs and their roles. Candidates locate SPA standards for their content areas & grade levels and compare SPA standards w KY standards.  <b>POS</b>	Candidate identify, contrast, and compare what Kentucky believes students should know and be able to do for each grade for which they will be certified  <b>POS</b>	The instructor models ways of differentiating instruction for one of the big ideas.  <b>POS</b>	Candidates work in pairs and use student data and case studies to make decisions about instructional and assessment strategies  <b>POS, LG -6</b>	Candidates model a lesson and design a CATS-like assessment built around one of the “tested” big ideas of their content. Cohort members use IPR to assess content knowledge, plans, implementation, and assessment  <b>POS, CCA, LG-6</b>

## **Appendix 10: Course Descriptions**

### **Middle Grades (5-9), Secondary Grades (8-12), dual Middle and High Grades (5-12) and Learning and Behavior Disorders (P-12)**

#### **EDU 520 - Growth and Development through the Lifespan 2 credit hours**

Candidates will describe, explain, and interpret theories and perspectives of typical and atypical adolescent development. Throughout the course, candidates will discuss, research, role play, critique, investigate, and hypothesize on the physical, perceptual, and cognitive development of adolescents. They will also observe, summarize, and compare and contrast language and personality development in different cultures and at different ages. They will examine age and developmentally appropriate practices. Candidates will use their assigned classrooms to examine the adolescent's development of social relationships and concepts of self, gender and sex roles. They will be able to distinguish roles within the family system and the impact of the broader culture on learning and development.

#### **EDU 600 - Assessment for Teaching and Learning 3 credit hours**

Candidates will investigate, construct, administer, score, and interpret results of various forms of assessments. They will differentiate among types of assessments and select appropriate assessments for their students. Topics included in course discussions and projects include but are not limited to: 1. The Teacher's Assessment Options, 2. Creating Pencil and Paper, Free Response, Performance, and Product Assessments, 3. Improving Classroom Assessments, 4. Group and Individual Assessment Performance, 5. Using Portfolios in the Classroom, 6. Creating and Using Grading Systems, 7. Reliability and Validity, 8. Preparing Students for and Administering Assessments, and 9. Interpreting and Using the Results of Standardized Assessments.

#### **EDU 608 - Education Capstone (alternate route programs) 2 credit hours**

This course will provide a culminating experience to the professional preparation of teacher candidates. A major focus of the course is the creation of a three-cycle professional binder documenting knowledge skills, and dispositions related to Kentucky Teacher Standards. The binder is modeled after the Kentucky Teacher Internship Program's Performance Assessment Tasks. The presentation of the professional binder to a community of learners is an important part of the exit procedures.

**EDU 505 - Foundations of Education**

**2 credit hours**

Candidates will examine the historical and philosophical bases of education. They will also develop their own philosophy of education after studying: 1. Teaching as a Career, 2. American Educational Heritage, 3. School Organization and Curriculum, 4. Challenges Teachers and Schools Face, 5. Teacher Unions, 6. Academic Freedom and Public Schools, 7. Church and State in Public Education, 8. Policy Development in Public Education, Administration of Local Public Schools, 9. Selection, Placement, and Induction of Teachers, 10. Performance Evaluations, and 11. Legal Liability of Teachers.

**EDU 630 - Integrating Instructional Technology and Media into Teaching**

**2 credit hours**

This course will provide teachers with knowledge and skills necessary to create an environment in which technology will enhance teaching and learning. It will include topics on: Roles of Technology and Media in Learning, Instructional Strategies for Integrating Technology and Media, Computers and Multimedia in the Classroom, Learning Through the Internet and Computer Networks, Using Media to Engage Students, Enhancing Learning with Visuals, Enhancing Learning with Audio, Enhancing Learning with Video, Trends in Technology, and Legal and Ethical Use of Technology.

**EDU 530 - Curriculum and Methods for Teaching Middle and High Schools**

**3 credit hours**

This course is designed to engage candidates in necessary learning experiences that will enable them to develop knowledge and skills necessary for successful completion of Kentucky's teacher certification requirements. Emphasis is placed on curriculum, assessment, and instructional methods for effective teaching in specific core content areas that is in alignment with the Kentucky New Teacher Standards.

**EDU 515 - Teaching & Learning Seminar (Nature and Needs of Diverse Learners (Learning Theories)**

**3 credit hours**

This course will focus on realistic examinations of the nature and needs of P-12-LBD, middle, and high school students, developmentally responsive teaching practices, and learning theories and their application to educational practice. Issues of readiness, motivation, problem-solving, and the social context of learning will be addressed through seminar and case study approaches in which the professor guides the discussions of issues related to school challenges. Candidates will examine their daily actions in context to the Code of Ethics. They will examine their Impact on student

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learning. Candidates will compare and contrast theories of: Gagne, Piaget, Vigotsky, Bandura, Thorndike, Skinner, Tolman, Estes, Guthrie, and Pavlov. They will explore how the human brain works, define what learning is, and discuss early and current notions about learning.

**EDU 615 - Teaching & Learning Seminar II - (Nature and Needs of Diverse Learners (Behavior Management))**  
**3 credit hours**

This course will continue to focus on understanding the nature and needs of diverse learners in P-12 LBD, middle, and high schools. Behavior management strategies will be an integral part of this course. Topics addressed will include: Basic Principles of Child Management and Behavior Modification, General Behavior Reduction Strategies, Specific Behavior Strategies, Administrative Support of Behavior Management Plans, Designing an Appropriate Behavior Management Plan, Management of Behavior Excesses in the Classroom, Monitoring Student Progress, and Evaluating Intervention Efforts.

**EDU 575 - Classroom Management for Middle and High School**  
**3 credit hours**

This course helps teachers plan, implement, and manage classroom tasks. The course includes activities and case studies that help teachers to organize the classroom and materials, choose rules and procedures, manage student work, plan instruction, manage cooperative learning groups, communication skills for teaching, and managing special groups. Although the Teaching Methods Seminar will focus on behavior management, some attention will be given to this topic.

**EDU 620 - Teaching Students with Special Needs in General Classroom**  
**2 credit hours**

This course will focus on establishing a classroom that addresses the learning needs of students with and without identified special learning needs in the regular classroom. Topics to be covered include: The Foundation for Educating Students with Special Needs, Special Education and Inclusive Schooling, Collaborating and Coordinating with other Professionals and Family, Teaching Students with ADHD, Communication Disorders, Emotional and Behavioral Disorders, Autism, Developmental Delays, Hearing Loss; Managing Student Behavior and Promoting Social Acceptance, Promoting Success for All Students, Facilitating Reading, Writing, and Mathematics, Teaching in the Content Areas, and Developing Independence in Learning (self-advocacy).

**EDU 640 - Literacy and Reading in the Content Areas**

**2 credit hours**

Candidates will begin the course by discussing, thinking about, and writing about the question –“What is literacy?” The course focuses on five aspects of literacy—Literacy and the Mind, Literacy and Culture, Literacy and Class, Literacy and Work, and Literacy and Technology. This course provides candidates with a framework that focuses on the ability to use reading, writing, speaking, and listening processes to learn subject matter across the curriculum. Methodology presented in the text helps candidates develop a foundation that can be applied across disciplines. Topics addressed include: Teaching and Learning with Texts, Reading as a Meaning-Making Process, Reading as a Strategic Process, Text Comprehension and Content Areas, Prior Knowledge and Comprehension, Culturally and Linguistically Diverse Learners, From Struggling to Striving Readers, Developing Vocabulary Knowledge and Concepts, Activating Prior Knowledge, Text Interactions, Writing to Learn, and Study Strategies and Guides. Candidates will create a file of age and developmentally appropriate literacy strategies.

**EDU 680 - Supervised Clinical Practice (Student Teaching) with Capstone Seminar**

**8 Credit Hours (traditional program)**

This course focuses on strategies for successful student teaching experiences and the nature and needs of middle and high schools students. It will provide a review of learning theories and specific behavior management strategies. It focuses on age and developmentally appropriate instructional strategies, becoming involved in school activities, how to work with parents, managing paperwork, grading scales, reflective practice, and understanding standards-based education. It will allow candidates opportunities to share experiences from their placements and prepare their professional portfolios. Candidates will examine the Code of Ethics, document incorporation of EPSB themes, SPA standards, Kentucky Teacher Standards, and KERA Initiatives. One primary focus is on impact on P-12 learning. Sessions will be devoted to honing interview skills with school district human resource departments.

**EDU 500 - Introduction to Education (SUMMER IMMERSION)**

**1 credit hour**

All candidates MUST take this course prior to taking any others in MAT Program. Candidates will be introduced to policies, procedures, and practices necessary to enter a classroom. Preliminary study of each topic will occur during this initial course of the program. All material introduced in the course will be addressed throughout the teacher preparation program at a more in-depth level. Midway Program Goals and Expectations, Conceptual Framework, and Dispositions; Kentucky’s Program of Study, Teacher Standards, and Core Content for Assessment; Entering the Teaching Profession,

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The Challenges of Teaching, Nature and Needs of Middle and Secondary Students, Effective Use of Instructional Technology and Media, Lesson and Unit Planning, Grading Scales, Rubrics, The Secondary Student, Contextual Factors and Learning, Understanding CSIPs, Interpreting Standardized Test Results

### **ECE 510- Introduction to Special Education**

#### **3 Credit Hours**

This foundational course focuses on special education as a field and teaching as a profession. Introduction to Special Education is designed to provide a cross-categorical survey of current knowledge concerning the identification, evaluation, education, learning characteristics, and academic/social needs of exceptional children and youth. Course content includes historical factors, legislation, etiology, characteristics, needs, educational strategies, assessment, and support services of and for individuals with disabilities.

### **ECE 515 Characteristics of Children with Autism**

#### **2 Credit Hours**

This course is designed to help the student achieve a better understanding of Autism Spectrum Disorder, of intervention strategies to enhance communication and learning, and of methods for teaching more conventional behaviors. Autism Spectrum Disorder provides information on the characteristics of the disorder, learning styles associated with the disorder, communication weaknesses, and various intervention strategies that have proven to be successful when working with students with Autism Spectrum Disorders. The course helps you comprehend why individuals with Autism Spectrum Disorders act the way they do, and what you can do to enhance more appropriate behavior. This course also lists resources for educators, related service personnel, and parents who would like more help or information on Autism Spectrum Disorder.

### **ECE 610 - Special Education Assessment & Evaluation**

#### **3 Credit Hours**

This course is a study of evaluation principles relative to academic, social and personal characteristics of children and youth. Student will develop, administer, analyze, interpret, and evaluate formal/informal assessment for planning and implementing a variety of instructional interventions across the life span of students with Learning Disabilities, Mild Mental Disabilities and Behavioral Disorders. The information will be used as a basis for writing Individual Education Programs (IEPs).

**ECE 5XX ASSISTIVE AND ADAPTIVE TECHNOLOGY**

**2 Credit Hours**

The focus of this course is the utilization of instructional technology, appropriate materials, and community resources available for remediating/reinforcing skills and influencing positive behavior changes. This course is designed to introduce educators to assistive technology in the classroom. It will address the various factors associated with providing assistive technology services and devices in the educational setting. Students will be introduced to various technologies ranging from non-electronic solutions to low technology to sophisticated high technology strategies for implementation within any curriculum. Course participants will demonstrate technology competencies through discussions, assignments, tests, and hands-on experience.

**ECE 530- Transition Planning for Student w/Disabilities**

**1 Credit Hour**

Transition in special education programs is the movement from one program to another. Transitioning also occurs from one grade classroom to another; from one school to another; from one program to another; or from school to postsecondary, college, vocational program, or other program. The purpose of this course is to provide a background on transition education and services for individuals with disabilities from childhood through adulthood. Emphasis is placed on identification and documentation of transition skills needs of youths, the nature of the transition process, and curricular implications. The knowledge base for the course content is career and vocational guidance, rehabilitation, vocational education, and vocational evaluation.

**ECE 620- Methods and Strategies in Behavior Management**

**3 Credit Hours**

This course will focus on effective behavioral management techniques that will help the diverse group of children with disabilities succeed inside and outside of the classroom. It will emphasize the study of management techniques based on applied behavioral analysis principles for modifying inappropriate behaviors and maintaining appropriate behaviors of exceptional students. Student will identify observable behaviors, perform task analysis, structure the learning environment, select and implement behavior management strategies and utilize methods for monitoring behavior changes.

**ECE 625- LBD Methods and Collaboration in Elementary (P-5 grades)**

**2 Credit Hours**

This course emphasizes educational programming in academic areas of reading, writing, language and math for elementary students experiencing learning and behavior

problems. Course content activities will include reviewing skill sequences, analyzing evaluation data, writing academic objectives for IEP's, constructing lesson plans, utilizing alternative teaching strategies, and planning effective management of classroom time, space and instruction. This course will prepare students to interact with parents, conduct successful parent conferences and design appropriate interventions for parents to implement at home.

**ECE 630 - LBD Methods and Collaboration in Content Areas (6-12 grades)**

**2 Credit Hours**

This course provides an in-depth study of specific characteristics and needs of secondary students (grades 6-12) who experience learning and/or behavior problems. Course content will emphasize factors to consider in planning and providing appropriate educational programs for students integrated into regular classroom settings. Activities will include evaluation, design, and implementation of alternative approaches/strategies for LBD students in basic skill areas of reading, writing, and mathematics. Discussion will also include preparation of LBD secondary students into the work world.

**ECE 540- Teaching Math to Students with Disabilities**

**3 Credit Hours**

The primary focus of this course is on teaching of mathematics to children and youth with learning and behavior disorders. As a component of special education certification, it will concentrate on the structure and accommodations necessary for diverse learners with an emphasis on understanding and retention of concepts and application of concepts to solve problems. The course will provide tools to individualize instruction in a variety of school environments based on assessment and effective planning.

**ECE 580- Reading Theories**

**3 Credit Hours**

This course will focus on learning to read, reading to learn, and an introduction to reading assessment. As part of these two key areas of reading instruction, the five elements of effective reading instruction will be highlighted, including definitions, implications for instruction, and future directions. These five elements include instruction in: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Further, we discuss information on teacher preparation in learning about comprehension strategy instruction and reading instruction, as well as how to integrate computer technology into the classroom. Additionally, the course will provide information on important assessment terms and definitions and will explore how reading assessment fits within the Reading First Program. This analysis includes specific recommendations on 29 reading assessments. Finally, the course describes how teachers can conduct pivotal curriculum-based measurement procedures in their classrooms