



Pittsburg State University

Faculty Senate Meeting

Date: Monday, October 23, 2017
Time: 3:00 p.m.
Location: Sunflower Room, Overman Student Center

AGENDA

- I. Call to order**
- II. Approval of Sept 25,17 minutes**
- III. Announcements**
 - A. Provost and Vice President of Academic Affairs-Dr. Lynette Olson**
 - B. PSU/KNEA Remarks- Laura Washburn**
 - C. Student Senate Remarks- Nick Bartelli**
 - D. Unclassified Senate Remarks- Erin Sullivan**
 - E. University Support Staff Remarks- Michael Kloer**
 - F. General Education Review Team- Phil McNew**
 - G. Faculty Senate Report- Amy Hite**
- IV. Committee Reports**

(Reports from committees will begin with Undergraduate Curriculum committee followed by Academic Affairs)

 - A. Academic Affairs Committee—Chair: Maeve Cummings (Jorge Leon or Brian Moots)**
 - Undergraduate Curriculum Subcommittee—**Chair: James McBain, Clifford Morris**

- Library Services/Learning Resources Subcommittee—
Chair: Hazel Coltharp (Kevin Elliot or Jorge Leon to report)
- Information Systems Subcommittee—**Chair: Tracy Rampy**
- Continuing Studies Subcommittee— **Chair: Liz Mascher**
- Departmental Academic Honors Subcommittee—**Chair: Rion Huffman**
- Honors College Subcommittee—**Chair: James Greene**
- Writing Across the Curriculum Subcommittee—**Chair: Rebecca Book**
- Diversity and Multicultural Affairs Subcommittee—**Chair: Jonathan Dresner**

B. Student Faculty Committee—Chair: Barb McClaskey

C. All University Committee—Chair: James McBain

D. Faculty Affairs Committee—Chair: Michelle Hudiburg

E. Constitution Committee—Chair: Norman Phillip

F. General Education Committee—Chair: Mark Johnson

G. Budget Committee—Chair: Steve Polley

All University Committees or Other Appointments

- **Academic Honesty Committee—Chair: Clifford Morris**

V. Unfinished Business:

VI. New Business:

VII. Open Forum:

VIII. Adjournment

Next Faculty Senate Meeting: November 27, 2017

October 9, 2017

- I. New Member from SGA:** Samantha Wright, discussion of how to get documents to student member as she does not have Zimbra

- II. Proposal from McBain:**
Start w psych, then do Teaching & Leadership, then HHPR, then FCS

- III. Psych: Change to Emphasis – Explained by Dr. Wood**

Motion to approve by Nico Prelogar with minor changes
Seconded by Cliff Morris
Vote: Unanimously passed

- IV. Teaching & leadership: New program (Elementary Education Unified) & SPED 516 – Explained by Dr. Sagehorn**

Motion to approve by Nico Prelogar
Seconded by Cliff Morris
Vote: Unanimously passed

- V. HHPR: New Emphasis – Dr. Hardy explained – only voted on emphasis, not on the previous 13 tabled items**

Motion to approve new emphasis with amendments to (a) change course title for REC 320 & REC 406 and fill out separate form for the certificate proposal by Cliff Morris
Seconded by Eric Harris
Vote: Unanimously passed

- VI. FCS – Emphasis Deletion – No FCS member present, committee reviewed proposal documents**

Motion to approve by Nico Prelago
Seconded by Eric Harris
Vote: Unanimously passed

Request for Deletion of Curriculum

Deletion of: ☐ Major ☐ Minor ☒ Emphasis ☐ Certificate

Department: Family & Consumer Sciences College: Arts and Sciences

Submission Date: May 1, 2017

Revision Effective: Fall, 2017
(Year)

Contact Person: Duane Whitbeck

☐ Faculty member ☒ Chair

Name of Existing Major or Minor/Emphasis/Certificate: Interior Merchandising

Rationale for Deletion: There was an agreement with School of Construction that after the Interior Design program was moved and reached a succesful level of enrollment that the Interior Merchandising program would be discontinued. The Interior Design program now has 35 majors and the School of Construction has notified us that they are ready for us to discontinue the program.

Will this deletion affect any other department's/college's/unit's curricula or programs at Pittsburg State University?
☐ Yes ☒ No

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.

We will continue to teach all of the courses that were a part of this program for other emphasis areas. It is only this particular packaging of courses that is going away.

Will this deletion involve specific General Education courses? ☐ Yes ☒ No

If "yes," please realize that it will need to gain approval of the General Education Committee.

Will this deletion affect any education majors? ☐ Yes ☒ No

If "yes," please realize that it will need to have the approval of the Council for Teacher Education.

PITTSBURG STATE UNIVERSITY
LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Pittsburg State University

- ☐ Approved: Department Chairperson
Date 5-17-17 Signature, Department Chairperson Deane G. White
- ☒ Approved: College Curriculum Committee
Date 9/11/17 Signature, College Curriculum Committee Chair M. L. Smith
- ☒ Approved: Dean of College
Date 9/11/17 Signature, Dean M. L. Smith
- ☐ Approved: General Education Committee (if applicable)
Date _____ Signature, General Education Committee Chair _____
- ☐ Approved: Council for Teacher Education (if applicable)
Date _____ Signature, Council for Teacher Education Chair _____
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 10/16/17 Signature, Undergraduate Curriculum Committee Chair J. B. B.
- ☐ Approved: Faculty Senate
Date _____ Signature, Recording Secretary, Faculty Senate _____
- ☐ Final approved packet forwarded to Provost's office.
Date _____ Signature, Recording Secretary, Faculty Senate _____

Notification to COCAO/Kansas Board of Regents: _____ Date: _____

Each college curriculum representative will notify their respective college and department(s) of the completion of the deletion.

Originating Department(s): After completing this form, in its entirety, please upload it to the Zimbra Briefcase, "Undergraduate Curriculum Legislation" (within the appropriate College folder, "Preliminary Legislation"), to allow for review and questions. Any modifications should be saved as "original file name.version2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please print the final version of this form and a memo on department letterhead, apply the appropriate signatures, and forward to the Office of the Registrar.

Following Faculty Senate Approval, SUBMIT SIGN-OFF SHEET AND the MEMO TO THE OFFICE OF THE PROVOST (220 RUSS HALL)

Please Note: This is at least a 2-3 month process from the time of first submission and is designed to eliminate concerns and questions at the beginning of the process. Any questions/concerns not addressed prior to the review by the College Curriculum Committee and the Faculty Senate University Undergraduate Curriculum Committee, may result in an additional month added to the process, before it is sent to the Kansas Board of Regents for informational purposes.

Request for New Minor/Emphasis/Certificate

Proposal for a New: ☐ Minor ☒ Emphasis ☐ Certificate

Department: HHPR College: Education

Submission Date: 4/21/17

Effective: Fall, 2018
(Year)

Contact Person: Laura Covert ☒ Faculty member ☐ Chair

Title of Proposed Minor/Emphasis /Certificate: Hospitality Management

Purpose/Justification for Minor/Emphasis/Certificate: Such an emphasis has long been requested by students. Hospitality is often housed in Recreation departments and this emphasis aligns well with the strengths of two faculty members. One has a degree (with prior experience) specializing in Hospitality Management and the other a degree (with prior experience) in Event Planning and Management.

Is this new minor/emphasis/certificate proposal related to, and/or may affect, any degree program or minor/emphasis/certificate at any other Regent university?

☐ Yes ☒ No

Whether a "yes" or "no" response, please provide an explanation.

All changes are internal changes to the recreation degree program. These changes will not affect any other program on campus.

Is this new minor/emphasis/certificate proposal related to, and/or may affect, any other department's/ college's/ unit's curricula or programs at Pittsburg State University?

☐ Yes ☒ No

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.

All changes are internal changes to the recreation degree program. These changes will not affect any other program on campus.

Please complete the Kansas Board of Regent forms located at

http://www.kansasregents.org/academic_affairs/new_program_approval and list the proposed curriculum for the minor/emphasis/concentration, in section 3 (III) of the forms. Please input the proposed curriculum as you wish it to appear in the next catalog. If you have any questions about the KBOR forms, please contact the Provost's administrative officer at x4113.

Additional Questions

1. Additional resources required (e.g. library or multimedia resources, technology, space, major expense, etc.):
0

2. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)?
☐ Yes ☒ No *If "yes," please realize that it will need to gain approval of the President's Council.*

Please give the rationale for additional student fees:

3. Will this minor/emphasis/certificate have specific General Education courses required?
☐ Yes ☒ No

Please realize that it will need to gain approval of the General Education Committee.

4. Will this minor/emphasis/certificate affect any education majors? ☐ Yes ☒ No
If "yes," please realize that it will need to have the approval of the Council for Teacher Education.

5. What additional costs will be required for this minor/emphasis/certificate (e.g. staffing, equipment, etc.)?
0

Additional Questions for certificate only:

1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines? (minimum of 24 hours) ☐ Yes ☐ No
2. Does the course content contained within this certificate provide relevance to employment opportunities or meet professional objectives for the student? ☐ Yes ☐ No

If "yes," to both questions, it is the department's responsibility to send a copy of this legislation form to the Director of Financial Assistance to initiate Department of Education approval.

PITTSBURG STATE UNIVERSITY
LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

- ☒ Approved: Department Chairperson
Date 9/21/17 Signature, Department Chairperson John H. O'Connell
- ☒ Approved: College Curriculum Committee
Date 9/5/17 Signature, College Curriculum Committee Chair James Turelone
- ☒ Approved: Dean of College
Date 9/5/17 Signature, Dean James Turelone
- ☐ Approved: General Education Committee (if applicable)
Date _____ Signature, General Education Committee Chair _____
- ☐ Approved: Council for Teacher Education (if applicable)
Date _____ Signature, Council for Teacher Education Chair _____
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 10/16/17 Signature, Undergraduate Curriculum Committee Chair [Signature]
- ☐ Approved: Faculty Senate
Date _____ Signature, Recording Secretary, Faculty Senate _____
- ☐ Final approved packet forwarded to Provost's office.
Date _____ Signature, Recording Secretary, Faculty Senate _____

Approval at Kansas Board of Regents level:

☐ COCAO Date: _____

The Provost's Office will notify the department, college and Registrar of the completion of the approval process.

Originating Department(s): After completing this form, in its entirety, please upload it to the Zimbra Briefcase, "Undergraduate Curriculum Legislation" (within the appropriate College folder, "Preliminary Legislation"), to allow for review and questions. Any modifications should be saved as "original file name.version2.docx" and uploaded as well. Following final College Curriculum Committee approval, please print the final version of this form, apply the appropriate signatures, and forward to the Office of the Registrar.

Following Faculty Senate Approval, SUBMIT SIGN-OFF SHEET AND FINAL COMPLETE PACKAGE, in electronic format, TO THE OFFICE OF THE PROVOST (220 RUSS HALL) FOR FORWARDING TO THE KANSAS BOARD OF REGENTS FOR BOARD APPROVAL.

Please Note: This is at least a 2-3 month process from the time of first submission and is designed to eliminate concerns and questions at the beginning of the process. Any questions/concerns not addressed prior to the review by the College Curriculum Committee and the Faculty Senate University Undergraduate Curriculum Committee may result in an additional month added to the process, before it is sent to the Kansas Board of Regents for approval, which may result in a delay in implementation.

January 4, 2007

Kansas Board of Regents

**APPLICATION FOR APPROVAL
OF EMPHASIS**

Pittsburg State University
(NAME OF INSTITUTION)

1701 S. Broadway, Pittsburg, KS 66762
(ADDRESS)

620-235-4665 (HHPR Deparment)
(TELEPHONE)

Emphasis:
Hospitality Management
(Title and CIP)

☒ New
☐ Derived from Existing Program

4/21/17
(DATE SUBMITTED)

**(Signature of Vice-President
/or Provost)**

PROPOSAL FOR MINOR/CONCENTRATION
Kansas Board of Regents

Submitted by Dr. John Oppliger/Dr. Laura Covert

College of Education

Division of Health, Human Performance and Recreation

I. Indicate major in which concentration will be located:

Recreation Services, Sport, and Hospitality Management

II. Give the name and describe the purpose of the proposed concentration:

Name: Hospitality Management

Description of Purpose: The Hospitality Management emphasis provides students with the skills needed to be professionals in the hospitality field. Students completing this emphasis will be able to plan, execute, and evaluate events and meetings as well as begin the management track in casinos, resorts, spas, and other related travel and tourism enterprises. Upon completion of the program, students will be granted either a Hospitality Management Certificate or a degree (major or minor) indicating that they have met academic requirements making them eligible to practice as a professional in the hospitality field.

III. Provide curriculum for the major and indicate courses required for each concentration:

Recreation Services, Sport and Hospitality

Course Name & Number	Credit Hours
Core Courses	
REC 160: Introduction to Professions in Recreation, Sport and Hospitality	3
HHP 260: First Aid and CPR	2
REC 270: Field Study in Recreation Leisure and Fitness or REC 275: Recreation Practicum	2 2 - 6
REC 280: Methods and Leadership	3
REC 311: Program Design and Leadership	3
REC 317: Camping and Outdoor Education	3
REC 320: Promotion in Recreation, Sport and Hospitality	3
REC 419: Research in Recreation	3
REC 461: Professional Conference	1
REC 462: Pre-Internship Seminar	1
REC 470: Administration in Recreation, Sport and Hospitality	3

REC 426 Law of the Professions in Recreation, Sport
and Hospitality

3

Electives: N/A _____

Research: N/A _____

Practica: REC 498: Internship in Recreation 9
Total: 39 _____

Hospitality Management (Name of Emphasis)

	Course Name & Number	Credit Hours
Concentration:	REC 400: Event Planning and Management	3
	REC 402: Event Entertainment and Technology	3
	REC 404: Event Design	3
	REC 406: Resort, Spa, Lodging Operations	3
	REC 408: Casino, Food, and Beverage Operations	3
	REC 410: Tourism Planning Development	3
	REC 275: Recreation Practicum**	6
	**only taken by certificate seeking/nonmajors	
	Total:	24

Note: By Board of Regents definition concentrations are established within existing programs and are:

1. 24 hours or less at the undergraduate level
2. 12 hours or less at the master's level
3. 18 hours or less at the doctoral level

IV. Faculty resources:

- A. Number of FTE faculty who teach in the major, including all concentrations:
#4
- B. Rank of faculty:
Instr. _____; Asst. Prof. 3; Assoc. Prof. 1; Prof. _____;
GTAs _____.
- C. Preparation of faculty;
Indicate level of degrees: Bach. _____; Masters 1; Doctors 3.
- D. Explain other instructional responsibilities of faculty. (e.g. list service courses in school or for other schools/majors): All of the proposed courses have been

integrated into each professor's teaching load. This emphasis is within the Recreation Services, Sport and Hospitality Management department. It will not increase the teaching burden of the professors.

Request for Revision to Curriculum

Revision for: ☒ Major ☐ Minor ☐ Emphasis ☐ Certificate

Department: Psychology and Counseling College: Education

Submission Date: 03-22-17

Revision Effective: Fall, 2017
(Year)

Contact Person: Dr. Jamie Wood

☒ Faculty member ☐ Chair

Name of Existing Major or Minor/Emphasis/Certificate: B.S. Psychology (Developmental Disabilities Concentration)

If proposing a name change to major or minor/emphasis/certificate, indicate Proposed Name Change:

Description of Change: A revision of the Developmental Disabilities concentration under the B.S. in Psychology. Added FCS 390, HRD 596, PSYCH 357 (previously one of two choices, the other being PSYCH 430), REC 240, choose oen the following courses: HHP 462, REC 469, REC 441. Removed: MGMKT 327, MGMKT 629 or PSYCH 616, PSYCH 430, REC 311, SPED 738, SWK 344.

Rationale for Change (include changes to curriculum objectives): The suggested revisions are based upon student and employer surveys regarding the contemporary job skills needed by graduates from this emphasis.

Is this revision related to, and/or may affect, any degree program or minor/emphasis/certificate at any other Regent university?

☐ Yes ☒ No

Whether a "yes" or "no" response, please provide an explanation.

These changes impact only the major within PSU.

Is this revision related to, and/or may affect, any other department's/college's/unit's curricula or programs at Pittsburg State University?

☐ Yes ☒ No

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.

Courses added in the BIOL, FCS, HHP, HRD, NURS, and REC areas were made after consultation with appropriate faculty in each of the departments.

Existing Major or Minor/Emphasis/Certificate

Copy and paste the existing curriculum as it currently appears in the online catalog:

Area of Concentration (Replaces Requirements for a Minor)

Option I: Developmental Disabilities (27 hours)

MGMKT 327: Organizational Theory and Behavior (3 hours)

MGMKT 629: Human Resource Management (3 hours)

or PSYCH 616: Introduction to Group Processes (3 hours)

PSYCH 357: Educational Psychology (3 hours)

or PSYCH 430: Positive Psychology (3 hours)

PSYCH 736: Psychology of Family Development (3 hours)

PSYCH 741: Behavior Modification (3 hours)

REC 311: Recreation Program Design and Leadership (3 hours)
PSYCH 781: Psychology of Exceptional Children (3 hours)
SPED 738: Characteristics of Students with High-Incidence Learning Needs (3 hours)
SWK 344: Mental Health Theory and Practice (3 hours)

Proposed Major or Minor/Emphasis/Certificate:

List below, the proposed curriculum as you wish it to appear in the online catalog:

Area of Concentration (Replaces Requirements for a Minor)

Option I: Developmental Disabilities (24 hours)

FCS 390: Interacting with Children (3 hours)

HRD 596: Intro to Human Resource Development (3 hours)

PSYCH 357: Educational Psychology (3 hours)

PSYCH 736 Psychology of Family Development (3 hours)

PSYCH 741: Behavior Modification (3 hours)

PSYCH 781: Psychology of Exceptional Children (3 hours)

REC 240: Introduction to Therapeutic Recreation (3 hours)

Choose one of the following three courses:

HHP 462: Adapted Physical Education (3 hours)

Best for student planning to work with school age youth with disabilities

REC 469: Intervention in Therapeutic Recreation (3 hours)

Best for students who want further expertise in therapeutic recreation with hands-on experience

REC 441: Therapeutic Interventions for Older Adults (3 hours)

Best for students who plan on working with clients who are age 50+

Recommended General Education Course for this Concentration:

NURS 303: Introduction to Public Health (3 hours)

Additional Questions

1. Additional resources required (e.g. library or multimedia resources, technology, space, major expense, etc.):

None

2. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)?

☐ Yes ☒ No

If "yes," please realize that it will need to gain approval of the President's Council.

Please give the rationale for additional student fees:

3. Will this revision have specific General Education courses required? ☐ Yes ☒ No

Please realize that it will need to gain approval of the General Education Committee.

4. Will this revision affect any education majors? ☐ Yes ☒ No

If "yes," please realize that it will need to have the approval of the Council for Teacher Education.

5. What additional costs will be required for this modification (e.g. staffing, equipment, etc.)?

None

Additional Questions for certificate only:

1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines? (minimum of 24 hours) ☐ Yes ☐ No

2. Does the course content contained within this certificate provide relevance to employment opportunities or meet professional objectives for the student? ☐ Yes ☐ No

If "yes," to both questions, it is the department's responsibility to send a copy of this legislation form to the Director of Financial Assistance to initiate Department of Education approval.

PITTSBURG STATE UNIVERSITY
LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

- ☒ Approved: Department Chairperson
Date 6-6-17 Signature, Department Chairperson David P. Huxford
- ☒ Approved: College Curriculum Committee
Date 9/5/17 Signature, College Curriculum Committee Chair James T. Moore
- ☒ Approved: Dean of College
Date 9/5/17 Signature, Dean James T. Moore
- ☐ Approved: General Education Committee (if applicable)
Date _____ Signature, General Education Committee Chair _____
- ☐ Approved: Council for Teacher Education (if applicable)
Date _____ Signature, Council for Teacher Education Chair _____
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 10/14/17 Signature, Undergraduate Curriculum Committee Chair [Signature]
- ☐ Approved: Faculty Senate
Date _____ Signature, Recording Secretary, Faculty Senate _____
- ☐ Final approved packet forwarded to Provost's office.
Date _____ Signature, Recording Secretary, Faculty Senate _____

Notification to COCAO/Kansas Board of Regents (if required): _____ Date: _____

Each college curriculum representative will notify their respective college and department(s) of the completion of the approval process. If COCAO/KBOR approval is required, questions should be directed to the Provost's administrative officer at x4113.

Originating Department(s): After completing this form, in its entirety, please upload it to the Zimbra Briefcase, "Undergraduate Curriculum Legislation" (within the appropriate College folder, "Preliminary Legislation"), to allow for review and questions. Any modifications should be saved as "original file name.version2.docx" and uploaded as well.

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Following Faculty Senate Approval, SUBMIT (if required) SIGN-OFF SHEET AND FINAL COMPLETE PACKAGE, in electronic format, TO THE OFFICE OF THE PROVOST (220 RUSS HALL). Please check with the Provost's administrative officer at x4113 if unsure.

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Request for New Course

(Undergraduate Course Numbers through Course Number 699)

Department: TCHLS College: EDUCATIONSubmission Date: 08/14/17Contact Person: Alice Sagehorn, PhD☐ Faculty member ☒ Chair

Is this new course proposal related to, and/or affect, any other department's/college's/unit's curricula or programs at Pittsburg State University?

☐ Yes ☒ No*Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.*This course is specific to the Elementary Education Unified program. The content of this course is not offered outside of the Special Education programs housed in the Department of Teaching and Leadership. The prerequisites to this course are all housed in the Department of Teaching and Leadership.**Proposed Course:**Course Number: SPED 516Title of Course: Assessment and Individualized Education ProgrammingCredit Hours: 3Date first offered: FALL, 2018
(Semester/Year)☒ Fall ☐ Spring ☐ Summer
(check all that apply)Prerequisite: Prerequisites for Elementary Education Unified K-6: EDUC 261 Explorations in Education and ACT score of 22 or higher or passing score on a Basic Skills Test. Completion of EDUC 252 Children's Literature, EDUC 307 Clinical Experience, EDUC 320 Early Childhood Foundations, Curriculum, EDUC 360 Curriculum Development for Elementary Education, SPED 510 Overview of Special Education or SPED 511 Overview of Special Education (Birth thru 6th Grade), SPED 512 Characteristics of Students in Inclusive Settings, and SPED 513 Instructional approaches for the Inclusive Classroom.Course Description (as it will appear in the next catalog): This course will focus upon the special education evaluation process, specifically on the IEP evaluation, creation, and implementation. Emphasis will be on combining knowledge and practice from previous SPED courses. Students will administer test instruments, interpret data, and learn techniques including screening tests, formal and informal tests, normed and criterion referenced tests. Individual assessment of developmental milestones, academic achievement, adaptive behavior, and processes will be included. Informal methods of assessment including observation, transdisciplinary play based assessment, and response to intervention will also be explored. Students will write statements describing students' present levels of academic and adaptive functional performance (PLAAFP), writing effective IEP goals that align with curricular standards, and implementing the IEP.Purpose/Justification for Proposed Course: The course content is built upon the Elementary Education Unified state standards and outcomes and reflects best practices as found in current literature and research. Building the course on this foundation should enable candidates to develop skills such as independent thinking, effective communication (both oral and written), and making relevant judgments. Professional collaboration will be encouraged, as it is necessary when conducting assessments as part of a team process.

The study of assessment methods in this course will enable teachers to make instructional planning decisions and measure student progress. Candidates will gain skill in the interpretation and communication of test results. Assessment techniques and instruments will be evaluated for their usefulness in diagnosis and placement in special education remedial programs. Candidates will incorporate the principles of Universal Design for Learning in creating and adapting assessment techniques for all students in core and content areas.

Objectives/Student Learning Outcomes (as it will appear in the syllabus)

(The Kansas State Department of Education and the Council for the Accreditation of Educator Preparation requires syllabi include the appropriate Objectives/Student Learning Outcomes from the KSDE Elementary Education Unified Standards, the PSU Conceptual Framework Standards, and the KSDE Professional Education Standards. (Some of the objectives/student learning outcomes are similar in content.)

ELEMENTARY EDUCATION UNIFIED STANDARDS

Standard 1: Characteristics/Legal/Historical/Philosophical

Function 1.1- The Elementary Education Unified (EEU) K-6 teacher candidate understands the historical and philosophical foundations of general, special, and inclusive education.

Function 1.2 – The Elementary Education Unified (EEU) K-6 teacher candidate understands the development and characteristics all learners, including those with special needs.

Function 1.3 – The Elementary Education Unified (EEU) K-6 teacher candidate understands the impacts of individual differences on education.

Function 1.4 – The Elementary Education Unified (EEU) K-6 teacher candidate understands the legal parameters appropriate for each learner's education needs.

Standard 2 Assessment

Function 2.1 – The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of assessment instruments, procedures and technologies for learner screening, evaluation, and eligibility decisions.

Function 2.2 – The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of assessment instruments, procedures, and technologies for instructional planning.

Function 2.3 – The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of assessment instruments, procedures, and technologies to monitor learner progress.

Function 2.4 – The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of assessment instruments, procedures, and technologies to determine the efficacy of the inclusive learning environment for effective instructional planning and implementation.

Standard 3: Planning Instruction

Function 3.1 –The Elementary Education Unified (EEU) K-6 teacher candidate uses IEPs for instructional planning and implementation.

Function 3.2 – The Elementary Education Unified (EEU) K-6 teacher candidate understands how to create a learning environment that fosters an inclusive setting for all students.

Function 3.3 – The Elementary Education Unified (EEU) K-6 teacher candidate plans for the varied learning characteristics for effective instructional planning and implementation.

Function 3.4 – The Elementary Education Unified (EEU) K-6 teacher candidate uses assessment for effective instructional planning and implementation.

Standard 4: Evidence Based Instructional Strategies

Function 4.2 - The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates effective communication styles to enhance collaboration and consultation among school professionals, to implement the IEP, deliver instruction, and evaluate IEP implementation.

Function 4.3 – The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of evidence-based instructional strategies to facilitate learner transitions to promote learning and improve learner outcomes.

Function 4.4 -The Elementary Education Unified (EEU) K-6 teacher candidate includes and empowers families in general and special education program development and implementation.

Function 4.5 - The Elementary Education Unified (EEU) K-6 teacher candidate works to actively engage and empowers families as partners in the education of the learner in ways that are culturally responsive.

Function 4.6 - The Elementary Education Unified (EEU) K-6 teacher candidate understands the legal rights of the students and their families relative to special education, Title IX, gifted education, English as a second language learners.

Standard 5: Behavior & Classroom Management

Function 5.2 - The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates knowledge and skill in the use of problem solving models, including PBI, within NTSS framework.

Function 5.3 - The Elementary Education Unified (EEU) K-6 teacher candidate conducts Functional Behavioral Assessments (FBA) and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses.

Function 5.5. - The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates knowledge and skills to promote the self-determination skills of learners.

Standard 6 English Language Arts

Function 6.2. - The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses a variety of appropriate English/language arts assessments strategies to engage students in their own growth, monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.

Function 6.3. - The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of instructional strategies to plan and implement instruction that supports every student in meeting rigorous learning goals and encourage all learners to develop deep understanding of the English Language Arts and their cross-disciplinary connections and to build skills to apply knowledge in meaningful ways

Standard 7 Mathematics

Function 7.2- The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses a variety of assessment areas, appropriate to the field of mathematics counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data geometry ratios and proportional relationships, statistics and probability.

Function 7.3: Instruction - The Elementary Education Unified (EEU) K-6 teacher candidate plans instruction using a variety of instructional strategies that support all learners in meeting meaningful and rigorous learning goals by drawing upon knowledge of mathematical content areas counting and cardinality, operations, and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability, curriculum, cross-disciplinary skills, and pedagogy as well as knowledge of learners and the community context.

Function 7.5 - - The Elementary Education Unified (EEU) K-6 teacher candidate uses technology to meet the needs of individual learners.

Standard 8 Science

Function 8.2 - The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses a variety of appropriate assessment strategies appropriate to science and engineering fields to engage learners in their own growth, monitor learning progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.

Function 8.3 - The Elementary Education Unified (EEU) K-6 teacher candidate plans and implements instruction using a variety of instructional strategies that supports all learners to engage with curiosity, creativity, and increasing skill in science and engineering practices; that supports all learners in developing increasingly more sophisticated science and engineering core ideas and cross-cutting concepts; and that integrates other disciplines.

Function 8.5 - The Elementary Education Unified (EEU) K-6 teacher candidate uses technology to meet the needs of individual learners.

Standard 9 Social Studies

Function 9.2 -- The Elementary Education Unified (EEU) K-6 teacher candidate understands individual performance data to plan and implement, and assess learning experiences.

Function 9.3 -- The Elementary Education Unified (EEU) K-6 teacher candidate utilizes a multi-tiered integrated approach in content, behavior, instruction and assessment.

Function 9.5-- The Elementary Education Unified (EEU) K-6 teacher candidate uses technology to meet the needs of individual learners.

Standard 10 Creative Expression in Art, Music, and Physical Education

Function 10.1 - The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts, tools of inquiry, and the structures of the arts (music, visual arts, dance, and theatre) to plan, implement and assess (with adaptations as needed) artistic learning experiences.

Function 10.2 - The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts, tools of inquiry, and the structures of health, wellness and physical education to plan, implement and assess appropriate learning experiences.

PSU Knowledge Base (Conceptual Framework)

The Learner & Learning

3. The candidate understands and identifies differences in approaches to learning and performance and designs experiences that incorporate individuals' strengths to promote growth.

4. The candidate understands students with exceptional needs and knows how to use strategies and resources to meet these needs.

INSTRUCTIONAL PRACTICE

Professional educators understand and integrate assessment, planning and instructional strategies in coordinated and engaging ways for effective practice. They understand how to design, implement, interpret and communicate results from a range of assessments.

Indicators 15-24

15. The candidate knows how to engage learners in multiple ways of demonstrating knowledge and skills as part of the assessment process.

16. The candidate understands the positive impact of effective descriptive feedback and knows a variety of strategies for communicating this feedback.

17. The candidate knows how to engage learners actively in the assessment process and to develop each learner's capacity to reflect on and communicate about their individual progress.

18. The candidate understands the theories and processes of curriculum design (appropriate sequencing, developmentally appropriate instruction, builds on learners' prior knowledge and experiences).

19. The candidate understands the process for aligning instruction and assessment with learning targets

20. The candidate understands how theory, research and best practices impact ongoing planning and instructional practice.

21. The candidate knows how to engage learners in using technology tools and a range of skills to access, interpret, evaluate and apply information.

22. The candidate knows how to incorporate a variety of strategies that stimulate the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall).

23. The candidate knows how to apply a variety of developmentally, culturally and linguistically appropriate instructional strategies to achieve learning targets.

24. The candidate knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction and to provide meaningful feedback

Professional Responsibility

25. The candidate knows how to use information and technology ethically, legally and safely.

26. The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

27. The candidate understands laws related to learners' rights and teacher responsibilities (e.g., IDEA, FERPA, mandated reporting, etc.).

PROFESSIONAL EDUCATION STANDARDS

Standard 1: Learner Development

Function 1.1: The teacher recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.

Standard 2: Learning Differences

Function 2.1: The teacher uses an understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments.

Standard 3: Learning Environment.

Function 3.1: The teacher works with

others to create learning environments that support individual and collaborative learning.

Function 3.2: The teacher works with others to create environments that include teacher and student use of technology.

Function 3.3: The teacher works with others to encourage positive social interaction, active engagement in learning and self-motivation

Standard 6: Assessment.

Function 1: The teacher understands how to use multiple measures to monitor and assess individual student learning.

Function 2: The teacher understands how to engage learners in self- assessment.

Function 3: The teacher understands how to make informed decisions.

Standard 7: Planning for Instruction. Function 1: The teacher plans instruction that supports every student in meeting rigorous learning goals.

Function 2: The teacher plans instruction by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy.

Function 3: The teacher plans instruction based on knowledge of learners and the community context.

Standard 8: Instructional Strategies. Function 1: The teacher understands and uses a variety of instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections.

Function 2: The teacher understands and uses a variety of instructional strategies and resources to encourage learners to build skills to apply knowledge in relevant ways.

Standard 2: Leadership & Collaboration

Function 10.2: The teacher seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth

Assessment Strategies [e.g., exams, projects, university rubric, etc. **(as it will appear in the syllabus)**]

Assignments: Describing Behavior Exactly Assignment, Statistics Exam, Assessment Tool Comparison, Standardized Assessment Video, Evaluation Report Project, Interpret Aimsweb reports, Create and adapt subject area assessments, State Assessment Presentation, Assessment Analysis: Writing PLAAFP, Matching Needs to Services Identification , services, accommodations, modifications, The IEP Meeting - Defining the team roles and responsibilities and typical agenda, Planning for the IEP Meeting, Writing IEP Goals and Benchmarks, Implementing the IEP - Interventions and Strategies, and Progress Monitoring and Re-Evaluation.

If you wish to attach a syllabus, you may attach it to the end of this document as part of the packet.
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Additional Questions

1. Additional resources required (e.g. library or multimedia resources, technology, space, major expense, etc.):
NONE

2. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)?
☐ Yes ☒ No *If "yes," please realize that it will need to gain approval of the President's Council.*

Please give the rationale for additional student fees:

3. Is this course to be considered for General Education? ☐ Yes ☒ No

If "yes," please indicate the University's General Education Goals met by this course AND the assessment data that will be collected to measure these goals:

Please realize that it will need to gain approval of the General Education Committee.

4. Will this course be required of any education majors? ☒ Yes ☐ No
If "yes," please realize that it will need to have the approval of the Council for Teacher Education.

5. What additional costs will be required for this course (e.g. staffing, equipment, etc.)?
NONE

PITTSBURG STATE UNIVERSITY
LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

- ☒ Approved: Department Chairperson
Date 8/14/17 Signature, Department Chairperson Alice J. Fagerhan
- ☒ Approved: College Curriculum Committee
Date 9/15/17 Signature, College Curriculum Committee Chair James T. Moore
- ☒ Approved: Dean of College
Date 9/15/17 Signature, Dean James T. Moore
- ☐ Approved: General Education Committee (if applicable)
Date _____ Signature, General Education Committee Chair _____
- ☒ Approved: Council for Teacher Education (if applicable)
Date 9/16/17 Signature, Council for Teacher Education Chair James T. Moore
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 10/16/17 Signature, Undergraduate Curriculum Committee Chair [Signature]
- ☐ Approved: Faculty Senate
Date _____ Signature, Recording Secretary, Faculty Senate _____

Each college curriculum representative will notify their respective college and department(s) of the completion of the approval process.

Originating Department: Please complete this form and upload to the Zimbra Briefcase, "Undergraduate Curriculum Legislation" (within the appropriate College folder, "Preliminary Legislation"), to allow for review and questions. Any modifications should be saved as "original file name.version2.docx" (e.g. MATH 343.version 2.docx) and uploaded as well.

Please print the final version of this form, apply the appropriate signatures, and forward to the Office of the Registrar.

Please Note: This is a 2-3 month process, at least, and is designed to eliminate questions and concerns at the beginning of the process. Any questions/concerns not addressed prior to the College Curriculum Committee and the Faculty Senate University Undergraduate Curriculum Committee may result in an additional month added to the process.

**Pittsburg State University
College of Education**

**Department of Teaching and Leadership
SPED 516: Assessment and Individualized Education Programming**

Fall 2018

Credit Hours	3
Instructor:	Dr. Martha A. York
Course Time Schedule:	Meet 2 hours per week
Office:	Hughes Hall 210
Office Phone:	(620) 235-4965
Home Phone:	(620) 231-7254
Office Hours:	M& W 1-3 T/Th 9:30-11:30, 3-4
E-mail:	myork@pittstate.edu
FAX:	(620) 235-4520

Course Description

This course will focus upon the special education evaluation process, specifically on the IEP evaluation, creation, and implementation. Emphasis will be on combining knowledge and practice from previous SPED courses. Students will administer test instruments, interpret data, and learn techniques including screening tests, formal and informal tests, normed and criterion referenced tests. Individual assessment of developmental milestones, academic achievement, adaptive behavior, and processes will be included. Informal methods of assessment including observation, transdisciplinary play based assessment, and response to intervention will also be explored. Students will write statements describing students' present levels of academic and adaptive functional performance (PLAAFP), writing effective IEP goals that align with curricular standards, and implementing the IEP.

Purpose of the Course:

The course content is built upon the Elementary Education Unified state standards and outcomes and reflects best practices as found in current literature and research. Building the course on this foundation should enable candidates to develop skills such as independent thinking, effective communication (both oral and written), and making relevant judgments. Professional collaboration will be encouraged, as it is necessary when conducting assessments as part of a team process.

The study of assessment methods in this course will enable teachers to make instructional planning decisions and measure student progress. Candidates will gain skill in the interpretation and communication of test results.

Assessment techniques and instruments will be evaluated for their usefulness in diagnosis and placement in special education remedial programs. Candidates will incorporate the principles of

Universal Design for Learning in creating and adapting assessment techniques for all students in core and content areas.

Course Objectives

This course will focus on the following KSDE Elementary Education Unified standards.

PSU Knowledge Base (Conceptual Framework)	Elementary Education Unified Standards	Professional Education Standards
<p>The Learner & Learning</p> <p>3. The candidate understands and identifies differences in approaches to learning and performance and designs experiences that incorporate individuals' strengths to promote growth.</p> <p>4. The candidate understands students with exceptional needs and knows how to use strategies and resources to meet these needs.</p> <p>INSTRUCTIONAL PRACTICE</p> <p>Professional educators understand and integrate assessment, planning and instructional strategies in coordinated and engaging ways for effective practice. They understand how to design, implement, interpret and communicate results from a range of assessments.</p> <p>Indicators 15-24</p> <p>15. The candidate knows how to engage learners in multiple ways of demonstrating</p>	<p>Standard 1: Characteristics/Legal/Historical/Philosophical</p> <p>Function 1.1- The Elementary Education Unified (EEU) K-6 teacher candidate understands the historical and philosophical foundations of general, special, and inclusive education.</p> <p>Function 1.2 – The Elementary Education Unified (EEU) K-6 teacher candidate understands the development and characteristics all learners, including those with special needs.</p> <p>Function 1.3 – The Elementary Education Unified (EEU) K-6 teacher candidate understands the impacts of individual differences on education.</p> <p>Function 1.4 – The Elementary Education Unified (EEU) K-6 teacher candidate understands the legal parameters appropriate for each learner's education needs.</p> <p>Standard 2 Assessment</p> <p>Function 2.1 – The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of assessment instruments, procedures and technologies for learner screening, evaluation, and eligibility decisions.</p> <p>Function 2.2 – The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of assessment instruments, procedures, and technologies for instructional planning.</p> <p>Function 2.3 – The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of assessment instruments, procedures, and technologies to monitor learner progress.</p> <p>Function 2.4 – The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of assessment instruments, procedures, and technologies to determine the efficacy of the inclusive learning environment for effective instructional planning and implementation.</p> <p>Standard 3: Planning Instruction</p> <p>Function 3.1 –The Elementary Education Unified (EEU) K-6 teacher candidate uses IEPs for instructional planning and implementation.</p> <p>Function 3.2 – The Elementary Education Unified (EEU) K-6 teacher candidate understands how to create a learning environment that fosters an inclusive setting for all students.</p> <p>Function 3.3 – The Elementary Education Unified (EEU) K-6 teacher candidate plans for the varied learning characteristics for effective instructional planning and implementation.</p> <p>Function 3.4 – The Elementary Education Unified (EEU) K-6</p>	<p>Standard 1: Learner Development</p> <p>Function 1.1: The teacher recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.</p> <p>Standard 2: Learning Differences</p> <p>Function 2.1: The teacher uses an understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments.</p> <p>Standard 3: Learning Environment.</p> <p>Function 3.1: The teacher works with others to create learning environments that support individual and collaborative learning.</p> <p>Function 3.2: The teacher</p>

<p>knowledge and skills as part of the assessment process.</p> <p>16. The candidate understands the positive impact of effective descriptive feedback and knows a variety of strategies for communicating this feedback.</p> <p>17. The candidate knows how to engage learners actively in the assessment process and to develop each learner's capacity to reflect on and communicate about their individual progress.</p> <p>18. The candidate understands the theories and processes of curriculum design (appropriate sequencing, developmentally appropriate instruction, builds on learners' prior knowledge and experiences).</p> <p>19. The candidate understands the process for aligning instruction and assessment with learning targets</p> <p>20. The candidate understands how theory, research and best practices impact ongoing planning and instructional practice.</p> <p>21. The candidate knows how to engage learners in using technology tools and a range of skills to access, interpret, evaluate and apply information.</p> <p>22. The candidate knows how to incorporate a variety of strategies that stimulate the cognitive processes</p>	<p>teacher candidate uses assessment for effective instructional planning and implementation.</p> <p>Standard 4: Evidence Based Instructional Strategies</p> <p>Function 4.2 - The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates effective communication styles to enhance collaboration and consultation among school professionals, to implement the IEP, deliver instruction, and evaluate IEP implementation.</p> <p>Function 4.3 – The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of evidence-based instructional strategies to facilitate learner transitions to promote learning and improve learner outcomes.</p> <p>Function 4.4 -The Elementary Education Unified (EEU) K-6 teacher candidate includes and empowers families in general and special education program development and implementation.</p> <p>Function 4.5 - The Elementary Education Unified (EEU) K-6 teacher candidate works to actively engage and empowers families as partners in the education of the learner in ways that are culturally responsive.</p> <p>Function 4.6 - The Elementary Education Unified (EEU) K-6 teacher candidate understands the legal rights of the students and their families relative to special education, Title IX, gifted education, English as a second language learners.</p> <p>Standard 5: Behavior & Classroom Management</p> <p>Function 5.2 - The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates knowledge and skill in the use of problem solving models, including PBI, within NTSS framework.</p> <p>Function 5.3 - The Elementary Education Unified (EEU) K-6 teacher candidate conducts Functional Behavioral Assessments (FBA) and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses.</p> <p>Function 5.5. - The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates knowledge and skills to promote the self-determination skills of learners.</p> <p>Standard 6 English Language Arts</p> <p>Function 6.2. - The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses a variety of appropriate English/language arts assessments strategies to engage students in their own growth, monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.</p> <p>Function 6.3. - The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of instructional strategies to plan and implement instruction that supports every student in meeting rigorous learning goals and encourage all learners to develop deep understanding of the English Language Arts and their cross-disciplinary connections and to build skills to apply knowledge in meaningful ways</p>	<p>works with others to create environments that include teacher and student use of technology.</p> <p>Function 3.3: The teacher works with others to encourage positive social interaction, active engagement in learning and self-motivation</p> <p>Standard 6: Assessment.</p> <p>Function 1: The teacher understands how to use multiple measures to monitor and assess individual student learning.</p> <p>Function 2: The teacher understands how to engage learners in self-assessment.</p> <p>Function 3: The teacher understands how to make informed decisions.</p> <p>Standard 7: Planning for Instruction.</p> <p>Function 1: The teacher plans instruction that supports every student in meeting rigorous learning goals.</p> <p>Function 2: The teacher plans instruction by drawing upon knowledge of content areas, technology, curriculum, cross-</p>
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<p>associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall).</p> <p>23. The candidate knows how to apply a variety of developmentally, culturally and linguistically appropriate instructional strategies to achieve learning targets.</p> <p>24. The candidate knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction and to provide meaningful feedback</p> <p>Professional Responsibility</p> <p>25. The candidate knows how to use information and technology ethically, legally and safely.</p> <p>26. The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</p> <p>27. The candidate understands laws related to learners' rights and teacher responsibilities (e.g., IDEA, FERPA, mandated reporting, etc.).</p>	<p>Standard 7 Mathematics</p> <p>Function 7.2- The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses a variety of assessment areas, appropriate to the field of mathematics counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data geometry ratios and proportional relationships, statistics and probability.</p> <p>Function 7.3: Instruction - The Elementary Education Unified (EEU) K-6 teacher candidate plans instruction using a variety of instructional strategies that support all learners in meeting meaningful and rigorous learning goals by drawing upon knowledge of mathematical content areas counting and cardinality, operations, and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability, curriculum, cross-disciplinary skills, and pedagogy as well as knowledge of learners and the community context.</p> <p>Function 7.5 - - The Elementary Education Unified (EEU) K-6 teacher candidate uses technology to meet the needs of individual learners.</p> <p>Standard 8 Science</p> <p>Function 8.2 - The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses a variety of appropriate assessment strategies appropriate to science and engineering fields to engage learners in their own growth, monitor learning progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.</p> <p>Function 8.3 - The Elementary Education Unified (EEU) K-6 teacher candidate plans and implements instruction using a variety of instructional strategies that supports all learners to engage with curiosity, creativity, and increasing skill in science and engineering practices; that supports all learners in developing increasingly more sophisticated science and engineering core ideas and cross-cutting concepts; and that integrates other disciplines.</p> <p>Function 8.5 - The Elementary Education Unified (EEU) K-6 teacher candidate uses technology to meet the needs of individual learners.</p> <p>Standard 9 Social Studies</p> <p>Function 9.2 - - The Elementary Education Unified (EEU) K-6 teacher candidate understands individual performance data to plan and implement, and assess learning experiences.</p> <p>Function 9.3 - - The Elementary Education Unified (EEU) K-6 teacher candidate utilizes a multi-tiered integrated approach in content, behavior, instruction and assessment.</p> <p>Function 9.5- The Elementary Education Unified (EEU) K-6 teacher candidate uses technology to meet the needs of individual learners.</p>	<p>disciplinary skills, and pedagogy.</p> <p>Function 3: The teacher plans instruction based on knowledge of learners and the community context.</p> <p>Standard 8: Instructional Strategies.</p> <p>Function 1: The teacher understands and uses a variety of instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections.</p> <p>Function 2: The teacher understands and uses a variety of instructional strategies and resources to encourage learners to build skills to apply knowledge in relevant ways.</p> <p>Standard 2: Leadership & Collaboration</p> <p>Function 10.2: The teacher seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth</p>
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	<p>Standard 10 Creative Expression in Art, Music, and Physical Education</p> <p>Function 10.1 - The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts, tools of inquiry, and the structures of the arts (music, visual arts, dance, and theatre) to plan, implement and assess (with adaptations as needed) artistic learning experiences.</p> <p>Function 10.2 - The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts, tools of inquiry, and the structures of health, wellness and physical education to plan, implement and assess appropriate learning experiences.</p>	
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Required Reading:

All materials will be distributed through the use of Canvas.

Teaching Strategies:

Textbook reading, PowerPoint presentations, discussion board, websites and some group assignments will all be utilized during this class.

Class Assignments:

Candidates will be expected to complete assignments in a timely manner. If you are unable to complete a weekly assignment within the allotted time, please contact Dr. York and make arrangements to complete the assignment as quickly as possible. The instructor reserves the right to drop students who are not participating in the course.

I would like to meet with each of you individually at the end of the semester to discuss your final project. If distance is prohibitive, this conference can be done over the phone.

Lessons will be posted by 5:00 on Wednesday and assignments will be due at 11:00 pm on the following Wednesday unless otherwise specified.

Candidate Intervention Plan: A Candidate Intervention Plan is a process available to faculty members to assist students who lack the background, motivation, or professionalism required of a special educator. Faculty members meet with candidates and develop a written plan that outlines the steps that must be taken. If the outlined plan is not followed or if compliance is inadequate, the candidate may be asked to leave the special education program.

Candidates with Disabilities: Any candidate with a disability that requires accommodations should notify the instructor within the first two class sessions. Everything possible will be done to meet the needs of all candidates.

Mastery: In order to comply with the guidelines set by the Kansas State Department of Education, mastery has been set at 80%. In order for candidates to demonstrate mastery of the standards and indicators for this class, they must complete all assignments at that level of competency. Any assignments not meeting that criterion will be returned to the candidate to be redone. Any assignment scoring 80% or above may not be redone in order to receive additional points.

Academic Honesty and Integrity Policy The policies of Pittsburg State University will be strictly enforced. These policies can be found at:

<http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot>

Submitting Assignments All assignments must be submitted to the appropriate drop box on Canvas. Assignments submitted on paper or through email will not be accepted. This is for your protection—if the assignment was turned in on Canvas, you have documentation that shows that the assignment was submitted.

Additional PSU policies and information can be found on the PSU Syllabus Supplement at

<http://www.pittstate.edu/dotAsset/951abb38-06ee-4727-9356-fcdbf1bf497f.pdf>

Course Grading

Assignments will be given as described below—grades will be recorded in Canvas

90%-100% A

80%-89% B

70%-79% C

60%-69% D

Below 60% F

Class Modules (Assessment Portion; See page 12 for IEP Portion):

Module 1 Introduction to Assessment: Statistics and Observation Techniques

Module 2 Assignments	Description	PSU Knowledge Base (Conceptual Framework) Indicators	Elementary Education Unified Standards Functions	Professional Education Standards Functions
Describing Behavior Exactly Assignment	Observe and describe student behavior	15, 19, 24	2.1, 2.2, 2.3, 2.4, 3.4, 4.1	6.1, 6.3, 7.3
Statistics Exam	Demonstrate skill in interpreting evaluation results	17, 20, 21, 24	2.3	6.1, 6.3, 7.3

Module 2 Formal Assessments: Selection, Administration, and Interpretation of Standardized Assessments

Module 2 Assignments	Description	PSU Knowledge Base (Conceptual Framework) Indicators	Elementary Education Unified Standards Functions	Professional Education Standards Functions
Assessment Tool Comparison	Describe assessment tools and their functions	18, 20, 24	2.1, 2.3, 2.4, 3.4, 4.1	6.1, 6.3, 7.3
Standardized Assessment Video	Administer formal assessments according to guidelines provided by developers	15, 17, 24	2.1, 2.2, 2.3, 2.4, 3.4, 4.1	6.1, 6.3
Evaluation Report Project	Interpret results of formal assessments used in the identification of special education needs and use them to plan goals and instructional strategies.	15, 17, 18, 19, 21, 23, 24	2.1, 2.2, 2.3, 2.4, 3.4, 4.1	6.1, 6.3, 7.1, 7.2, 7.3, 8.1, 8.2

Module 3 Informal Assessments: Data Based Decision Making/MTSS

Module 3 Assignments	Description	PSU Knowledge Base	Elementary Education Unified	Professional Education Standards
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		(Conceptual Framework) Indicators	Standards Functions	Functions
Interpret Aimsweb reports	Demonstrate CBM techniques and interpret both benchmark and progress monitoring computerized results	15, 17, 18, 19, 22	2.1, 2.2, 2.3, 2.4, 3.4, 4.1, 6.2, 6.3, 6.5, 7.2, 7.3, 7.5	6.1, 6.3, 7.1, 7.2, 7.3, 8.1
Create and adapt subject area assessments	Describe ways to assess student performance in	15, 16, 17, 18, 20, 22, 23, 24	2.1, 2.2, 2.3, 2.4, 3.4 4.1, 4.2, 6.3, 6.5, 7.2, 7.3, 7.5, 8.2, 8.3, 8.5, 9.2, 9.3, 9.5, 10.2, 10.3, 10.5, 11.2, 11.3, 11.5, 12.2, 12.3, 12.5	6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 8.1, 8.2

Module 4 State Assessments: Accommodations for Students with Disabilities, Interpretation of Schoolwide Assessment Data

Module 4 Assignments	Description	PSU Knowledge Base (Conceptual Framework) Indicators	Elementary Education Unified Standards Functions	Professional Education Standards Functions
State Assessment Presentation	Create PowerPoint outlining the steps to successfully completing state assessments for both general education and special education student and interpreting results	15, 16, 17, 18, 20, 22	2.1, 2.2, 2.3, 2.4, 3.4 4.1, 4.2, 6.3, 6.5, 7.2, 7.3, 7.5, 8.2, 8.3, 8.5	6.1, 6.3, 7.1, 7.2, 7.3, 8.1, 8.2

Alignment of Standard 2 with Assignments

Assignment	Part of Standard 2			Function 1			2	3	4
	<i>Variety of</i>	<i>Variety of</i>	<i>Variety of</i>	<i>Screening</i>	<i>Evaluation</i>	<i>Eligibility</i>	<i>Planning</i>	<i>Progress</i>	<i>Implementation</i>

	<i>assessment instruments</i>	<i>Procedures</i>	<i>technologies</i>						
Describing Behavior Exactly Assignment		X							
Statistics Exam				X	X	X			
Assessment Tool Comparison	X	X	X	X	X	X			
Standardized Assessment Video	X	X	X	X	X	X			
Evaluation Report Project	X	X	X	X	X	X	X	X	X
Interpret Aimsw b reports	X	X	X		X		X	X	X
Classroom Assessment Project	X	X	X				X	X	X
State Assessment Presentation	X	X	X				X	X	X

Course Content (IEP Portion)

Module	Topics	Readings	Assignments	Due Dates
1	Assessment Analysis: Writing PLAAFP	<u>Characteristics of a Quality IEP</u>	Writing PLAAFPs (and aligning with standards)	
2	Matching Needs to Services – Identification, services, accommodations, modifications	<u>Team Members & Roles</u> <u>Sample team definitions from school district</u>	Matching Needs to Services	
3	The IEP Meeting – Defining the team, roles and responsibilities, and typical agenda		IEP Point Person Project	
4	Planning for the IEP Meeting		Planning and Communication	
5	Writing IEP Goals & Benchmarks	<u>Enhancing the quality of IEP goals and objectives.</u> <u>Sample Objective Banks: To use or not to use?</u>	SMART Goals and Objectives	
6	Implementing the IEP – Interventions and Strategies	<u>Do special educators use IEPs to guide instruction?</u>	Planning Packets	
7	Progress Monitoring & Re-Evaluation	<u>Regional Special Education Technical Assistance Support Center</u>	Progress Monitoring Plan	

Request for New Major

Department: Teaching and Leadership College: Education

Submission Date: August 18, 2017

Effective: Fall, 2018
(Year)

Contact Person: Alice Sagehorn, PhD

☐ Faculty member ☒ Chair

Title of Proposed Major: Elementary Education Unified (K-6)

Delivery Method:

- ☐ Face-to-Face
☐ On-line
☒ Hybrid

If face-to-face/hybrid, location offered: Pittsburg Campus

Purpose/Justification for Major: The Kansas Commissioner of Education's Blue Ribbon Task Force on Teacher Vacancies and Supply (August 8, 2016) identified recruiting elementary and special education teachers as a priority due to the high number of elementary and special education teaching positions left unfilled in previous school years. One of the immediate recommendations from the Task Force to the Kansas State Board of Education was to create a baccalaureate degree that resulted in both Elementary (K-6) and Special Education teaching licenses. On February 14, 2017, the Kansas State Board of Education approved the Elementary Education (K-6) Standards thereby approving a new program whereby teacher candidates can earn both Elementary (K-6) and Special Education teaching licenses.

The Department of Teaching and Leadership created a baccalaureate degree program that when approved will meet the Elementary Education (K-6) Unified (EEU) Standards resulting in a candidate earning both an Elementary and a Special Education Teaching License. The Elementary Education (K-6) program and the Inclusive Education minor serve as the basis for this new program. A curriculum crosswalk revealed the need for one additional course to meet the EEU standards.

The Department of Teaching and Leadership with the Department of Family and Consumer Sciences offer an Early Childhood Unified degree that results in both a Teaching and Special Education license for Birth-Grade 3. In conversation with Elementary Education majors with the Inclusive Education (Special Education) minor, these candidates indicated a strong preference for primary and intermediate age students rather than very young children (Birth to Age 5) which is a large part of the ECU program.

In a poll conducted by Kansas State Department of Education, few of the 25 Educator Preparation Programs in Kansas were going to offer this program. With the documented need for Elementary and Special Education teachers, this program will be a recruiting tool for Teacher Education at PSU and a good fit for the Department of Teaching and Leadership.

Is this new major proposal related to, and/or may affect, any major, degree, or program at any other Regent university?

☐ Yes ☒ No

Whether a "yes" or "no" response, please provide an explanation.

This program is not offered at any other Regent's University.

Is this new major proposal related to, and/or may affect, any other department's/college's/unit's curricula or programs at Pittsburg State University?

☒ Yes ☐ No

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.

The chairperson of FACS and Early Childhood faculty have met with the chairperson of TCHLS and Elementary and Special Education faculty to discuss the Elementary Education Unified program and how it could affect the Early Childhood Unified program. KSDE offers the Early Childhood Unified license as two different age/grade levels. The first is Birth through Grade 3 (the PSU program) and the second is Birth through Age 5. In our discussions, the FACS department indicated a strong interest in changing the ECU program from Birth to Grade 3 to Birth to Age 5. TCHLS is supportive of this change and would continue to offer the Special Education courses the ECU (Birth to Age 5) program would need.

Please complete the Kansas Board of Regent forms located at http://www.kansasregents.org/academic_affairs/new_program_approval and list the proposed curriculum for the major, in section 2 (II) under "Curriculum Outline" of the forms. Please input the proposed curriculum **as you wish it to appear in the next catalog**. If you have any questions about the KBOR forms, please contact the Provost's administrative officer at x4113.

Additional Questions

1. Additional resources required (e.g. library or multimedia resources, technology, space, major expense, etc.):
None

2. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)?
☐ Yes ☒ No *If "yes," please realize that it will need to gain approval of the President's Council.*

Please give the rationale for additional student fees:

3. Will this major have specific General Education courses required? ☐ Yes ☒ No
Please realize that it will need to gain approval of the General Education Committee.

4. Will this major affect any education majors? ☒ Yes ☐ No
If "yes," please realize that it will need to have the approval of the Council for Teacher Education.

5. What additional costs will be required for this major (e.g. staffing, equipment, etc.)?
None

PITTSBURG STATE UNIVERSITY
LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

- ☒ Approved: Department Chairperson
Date 8/14/17 Signature, Department Chairperson Glenn C. Sagerhorn
- ☒ Approved: College Curriculum Committee
Date 9/5/17 Signature, College Curriculum Committee Chair James Truefore
- ☒ Approved: Dean of College
Date 9/5/17 Signature, Dean James Truefore
- ☐ Approved: General Education Committee (if applicable)
Date _____ Signature, General Education Committee Chair _____
- ☒ Approved: Council for Teacher Education (if applicable)
Date 9/6/17 Signature, Council for Teacher Education Chair James Truefore
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 10/6/17 Signature, Undergraduate Curriculum Committee Chair [Signature]
- ☐ Approved: Faculty Senate
Date _____ Signature, Recording Secretary, Faculty Senate _____
- ☐ Final approved packet forwarded to Provost's office.
Date _____ Signature, Recording Secretary, Faculty Senate _____

Approval at Kansas Board of Regents level:

- | | |
|---|-------------|
| <input type="checkbox"/> COCAO (First Reading) | Date: _____ |
| <input type="checkbox"/> COCAO (Second Reading) | Date: _____ |
| <input type="checkbox"/> COPS | Date: _____ |
| <input type="checkbox"/> KBOR | Date: _____ |

The Provost's Office will notify the department, college and Registrar of the completion of the approval process.

Originating Department(s): After completing this form, in its entirety, please upload it to the Zimbra Briefcase, "Undergraduate Curriculum Legislation" (within the appropriate College folder, "Preliminary Legislation"), to allow for review and questions. Any modifications should be saved as "original file name.version2.docx" and uploaded as well. Following final College Curriculum Committee approval, please print the final version of this form, apply the appropriate signatures, and forward to the Office of the Registrar.

Following Faculty Senate Approval, SUBMIT SIGN-OFF SHEET AND FINAL COMPLETE PACKAGE, in electronic format, TO THE OFFICE OF THE PROVOST (220 RUSS HALL) FOR FORWARDING TO THE KANSAS BOARD OF REGENTS FOR BOARD APPROVAL. (MUST BE ENTERED INTO KBOR PI/CIP SYSTEM AT TIME OF SUBMISSION TO KBOR).

Please Note: This is at least a 2-3 month campus process from the time of first submission and is designed to eliminate concerns and questions at the beginning. Following this campus process, it will be an additional 4-5 months to obtain approval at the Board level. Any questions/concerns not addressed prior to the review by the College Curriculum Committee and the Faculty Senate University Undergraduate Curriculum Committee, may result in an additional month

added to the process, before it is sent to the Kansas Board of Regents for approval, which may result in a delay in implementation.

IMPORTANT: NEW MAJOR PROPOSALS SHOULD BE UPLOADED TO THE APPROPRIATE COLLEGE PRELIMINARY LEGISLATION BRIEFCASES NO LATER THAN THE OCTOBER LEGISLATION MONTH. THIS IS TO ALLOW FACULTY SENATE APPROVAL AT THE DECEMBER MEETING, AND KBOR REVIEW, APPROVAL, AND IMPLEMENTATION FOR THE FOLLOWING FALL SEMESTER.

FORMS TO ACCOMPANY PROPOSAL

The following items will be prepared and submitted with the proposal:

- A. PSU Request for New Major Form (preceding)
- B. PSU Legislative Process Authorization/Notification Sign-off Sheet (preceding)
- C. KBOR Application for New Program, located at
http://www.kansasregents.org/academic_affairs/new_program_approval requires the following:
 - 1. KBOR Program Proposal Narrative
 - 2. KBOR New Degree Request
 - 3. KBOR Curriculum Outline
 - 4. KBOR Fiscal Summary for Proposed Academic Program

**CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents**

I. Identify the new degree:

Bachelor of Science in Education: Elementary Education Unified (K-6)

II. Provide courses required for each student in the major:

	Course Name & Number	Credit Hours
Core Courses	<u>ENGL 101 English Composition</u>	<u>3</u>
	<u>SOC 100 Introduction to Sociology</u>	<u>3</u>
	<u>PSYCH 155 Introduction to Psychology</u>	<u>3</u>
	<u>BIOL 113 Environmental Life Science</u>	<u>4</u>
	<u>HHP 150 Lifetime Fitness</u>	<u>1</u>
	<u>ENGL 299 Introduction to Research Writing</u>	<u>3</u>
	<u>GEOG 106 World Regional Geography</u>	<u>3</u>
	<u>COMM 207 Speech Communication</u>	<u>3</u>
	<u>HIST 201 or 202 American History</u>	<u>3</u>
	<u>MATH 204 Math for Education I</u>	<u>3</u>
	<u>POLS 101 US Politics</u>	<u>3</u>
	<u>MATH 304 Math for Education II</u>	<u>3</u>
	<u>ENGL 113, 114 or 116 General Literature</u>	<u>3</u>
	<u>HHP 341 Elementary School PE and Health</u>	<u>3</u>
	<u>EDUC 321 Methods of Creative Expression</u>	<u>3</u>
	<u>SPED 510/511 Overview of Special Education</u>	<u>3</u>
	<u>ECON 191 Issues in Today's Economy</u>	<u>3</u>
	<u>PSYCH 263 Developmental Psychology</u>	<u>3</u>

<u>PHYS 171/172 Physical Science and Lab</u>	<u>4</u>
<u>EDTH 330 Technology for the Classroom</u>	<u>3</u>
<u>ART 311 Art Education</u>	<u>3</u>
<u>EDUC 551 Diversity in the Classroom</u>	<u>3</u>
<u>EDUC 252 Children's Literature</u>	<u>3</u>
<u>EDUC 320 Early Childhood Foundation/Curruc</u>	<u>3</u>
<u>EDUC 360 Curriculum Development El Ed</u>	<u>3</u>
<u>SPED 513 Instructional Approaches for IC</u>	<u>3</u>
<u>SPED 512 Characteristics of Students in IS</u>	<u>3</u>
<u>PSYCH 357 Educational Psychology</u>	<u>3</u>
<u>EDUC 362 Elementary School Science</u>	<u>3</u>
<u>SPED 515 Positive Behavior Support in IS</u>	<u>3</u>
<u>SPED 516 Assessment and Individualized Ed Prog</u>	<u>3</u>
<u>EDUC 361 Elementary School Math</u>	<u>3</u>
<u>EDUC 363 Elementary School Social Studies</u>	<u>3</u>
<u>EDUC 464 Foundations of Meas and Eval</u>	<u>2</u>

Electives	<u>NONE</u>	<u></u>
Research	<u>NONE</u>	<u></u>

Practica	<u>EDUC 261 Explorations in Education</u>	<u>3</u>
	<u>EDUC 307 Clinical Experience</u>	<u>1</u>
	<u>EDUC 366 Primary Reading and LA with Prac</u>	<u>4</u>

<u>EDUC 367 Intermediate Reading and LA with Prac</u>	<u>4</u>
<u>SPED 514 Professional Collaboration in IS</u>	<u>3</u>
<u>EDUC 345 Topics: Internship in EEU</u>	<u>3</u>
<u>EDUC 455 Elementary and Middle Level Ed</u>	<u>2</u>
<u>EDUC 458 Methods and Curriculum</u>	<u>3</u>
<u>EDUC 475 Supervised Teach in Elem School</u>	<u>3</u>
<u>EDUC 476 Supervised Teach in Elem School</u>	<u>5</u>
<u>EDUC 579 Supervise Teach and Follow-up</u>	<u>2</u>

Total

134

Elementary Education Unified General and Special Education Grades K-6

<u>Freshman Year</u>		<u>Freshman Year</u>	
UGS 100 Freshman Experience	2 hours	ENGL 299 Introduction to Research Writing	3 hours
SOC 100 Introduction to Sociology	3 hours	EDUC 261 Explorations in Education	3 hours
ENGL 101 English Composition	3 hours	GEOG 106 World Regional Geography	3 hours
PSYCH 155 Introduction to Psychology	3 hours	COMM 207 Speech Communication	3 hours
BIOL 113 Environmental Life/Lab	4 hours	HIST 201, or 202 American History	3 hours
HHP 150 Lifetime Fitness	1 hour	MATH 204 Math for Education I	3 hours
<i>(UGS 100 is not included in total hrs. for the program)</i>			
Total credits	16	Total credits	18
<u>Sophomore Year-Fall Semester</u>		<u>Sophomore Year-Spring Semester</u>	
POLS 101 US Politics	3 hours	ECON 191 Issues in Today's Economy or	3 hours
Math 304 Math for Education II	3 hours	FCS 230 Consumer Education	
ENGL 113, 114, or 116 General Literature	3 hours	PSYCH 263 Developmental Psychology	3 hours
HHP 341 Elementary School PE and Health*	3 hours	PHYS 171/172 Physical Sci. & Lab	4 hours
EDUC 321 Methods of Creative Expression	3 hours	EDTH 330 Technology for the Classroom *	3 hours
SPED 511 Overview of Special Ed (B-6) or	3 hours	ART 311 Art Education	3 hours
SPED 510 Overview of Special Ed		EDUC 551 Diversity in the Classroom*	3 hours
Total credits	18	Total credits	19
*(can be taken in summer online)			
• Must have ACT of 22 or higher or pass C-Base or CORE and completion of EDUC 261 prior to Block 1.			
<u>Professional Education BLOCK 1</u>		<u>Professional Education BLOCK 2</u>	
EDUC 252 Children's Literature	3 hours	EDUC 366 Primary Rdg/Lang Arts with Prac.	4 hours
EDUC 320 Early Childhood Foun/Curr.	3 hours	PSYCH 357 Educational Psychology	3 hours
EDUC 360 Curriculum Development El Ed	3 hours	EDUC 362 Elementary School Science	3 hours
EDUC 307 Clinical Experience	1 hour	SPED 515 Positive Behavior Support in IS	3 hours
SPED 513 Instructional Approaches for IC	3 hours	SPED 514 Professional Collaboration in IS	3 hours
SPED 512 Characteristics of Students in IS	3 hours	SPED 516 Assessment and Individualized EP	3 hours
Total credits	16 hours	Total credits	19 hours
<u>INTERNSHIP SEMESTER</u> Admission to Teacher Ed. Required. Must pass PLT and Elementary Content Tests prior to Professional Semester.		<u>PROFESSIONAL SEMESTER</u>	
EDUC 345 TOPICS: Internship in EEU	3 hour	EDUC 455 Elementary & Middle Level Ed.	2 hours
EDUC 361 Elementary School Math	3 hours	EDUC 458 Methods and Curriculum	3 hours
EDUC 363 Elem. School Social Studies	3 hours	EDUC 475 Supervised Teach in Elem. Sch.	3 hours
EDUC 367 Intermediate Rdg. & Language Arts with Practicum	4 hours	EDUC 476 Supervised Teach in Elem. Sch.	5 hours
EDUC 464 Found of Measurement & Ev	2 hours	EDUC 579 Supervised St. Teach & Follow-up	2 hours
Total credits	15	Total credits	15

NEW PROGRAM PORPOSAL
Bachelor of Science in Education
Elementary Education Unified (K-6)

BASIC PROGRAM INFORMATION

1. Proposing Institution: Pittsburg State University
2. Title of proposed program; Elementary Education Unified (K-6)
3. Degree to be offered; Bachelor of Science in Education
4. Anticipated date of implementation; August 2018
5. Responsible department(s) or unit(s); College of Education, Department of Teaching and Leadership
6. Center for Education Statistics, Classification of Instructional Program (CIP) code 13.1202

PROGRAM PROPOSAL NARRATIVE

(1) PROGRAM JUSTIFICATION

According to the U.S. Census, 2.8 million school-aged children with disabilities across the United States qualify for special education services. That is approximately 5.2 percent of America's youth aged 5 to 18. Increased awareness of various disabilities has caused higher enrollment in elementary and secondary special education programs. As more children are properly diagnosed, the number of special education teachers will grow. The Bureau of Labor Statistics predicts that employment of special education teachers will grow by six percent through 2024. This will open roughly 31,000 new jobs nationwide in special education. This demand is aided by the retirement of current special education teachers. Many school districts are already experiencing special education teacher shortages, so job prospects in the area are already proving strong.¹

The Kansas Commissioner of Education's Blue Ribbon Task Force on Teacher Vacancies and Supply (KSDE, 2016) identified recruiting elementary and special education teachers as a priority due to the high number of elementary and special education teaching positions left unfilled in recent years. One of the immediate recommendations from the Task Force to the Kansas State Board of Education was to create a baccalaureate degree that resulted in both Elementary (K-6) and Special Education teaching licenses.²

There are two pathways to a Special Education teaching license in Kansas. One requires a teaching license and the other is an initial teaching license. The first pathway requires the candidate to already hold a teaching license (elementary, middle or secondary) and enroll in a

¹ US Department of Labor, Bureau of Labor Statistics Occupational Employment Statistics Occupational and employment wages, May 2016 Retrieved from:
<https://www.bls.gov/oes/current/oes252052.htm>

² KSDE (2016). Final Report: Kansas Commissioner of Education's Blue Ribbon Task Force on Teacher Vacancies and Supply. retrived from
www.ksde.org/Portals/0/Communications/.../BRTF%20Final.pdf

graduate Special Education program. Most Special Education teachers enter the profession through this pathway. There are three significant concerns with this pathway. Teachers with little or no experience in special education classrooms are employed as Special Education teachers. Teachers have to take Special Education graduate courses while teaching students in Special Education settings in order to teach on a waiver from KSDE. Teachers have student loans/debt from the baccalaureate degree and have to incur additional graduate education debt to earn the Special Education teaching license.

The second pathway is to earn a Bachelor of Science in Education, Early Childhood Unified (ECU) degree and pass the required Praxis examinations. This pathway results in an Early Childhood teaching license and a Special Education teaching license for students from Birth to Age 5 or Birth through Grade 3. This initial program does not meet the needs of those teachers who want to teach both primary and intermediate elementary students. The ECU program fills a specific niche (Early Childhood Special Education), but does not produce teachers for grades K-6 at the numbers necessary to meet the needs of school districts across Kansas.

The Kansas State Department of Education following the recommendations of the Blue Ribbon Task Force worked with Elementary Teachers, Special Education Teachers, School Administrators, Teacher Education Professors and other stakeholders to create a new initial pathway for candidates to earn both Elementary and Special Education teaching licenses. On February 14, 2017, the Kansas State Board of Education approved the Elementary Education (K-6) Standards.

The PSU proposed Elementary Education Unified (K-6) program meets the KSDE Elementary Education Unified Standards. Graduates of the proposed program will earn an Elementary and Special Education teaching license, which will help fill the open Special Education teaching positions in Kansas. Additionally, the proposed program aligns with the Kansas Board of Regents Foresight 2020 Strategic Goal 2. Improve Economic Alignment, 2.2 Reduce workforce shortages in selected high demand fields.

(a) Program is Central to the Mission of the Institution

The KBOR approved mission of Pittsburg State University is to *provide transformational experiences for its students and the community*. The proposed Bachelor of Science in Education, Elementary Education Unified (K-6) program contributes to the mission of the university PSU Pathway to Prominence Strategic plan 2016-2022. The Core Values include:

Student-Focused: Teacher candidates in the Elementary Education Unified (K-6) EEU program feel a connection to the university by attending courses on the Pittsburg campus. The faculty make students the driving force behind instructional and assessment decisions.

Excellence: Program faculty strive for outcomes that are exemplary by including rigorous coursework and insisting on quality work products from candidates.

By Doing Learn: Candidates have multiple opportunities to participate in clinical experiences and fieldwork that engage candidates in real world activities.

Diversity: Teacher candidates have multiple opportunities to work with a variety of general and special needs students and teachers in rural, small town, and large city school settings.

Community: Teacher candidates have multiple opportunities to work with a variety of school districts in the four states region and throughout Kansas.

Innovation: The proposed degree program is a new program for Kansas.

Sustainability: Teacher candidates have limited financial resources and benefit from completing two licensure programs within one baccalaureate degree.

The mission statement of the College of Education is to *prepare competent, committed and caring professionals*. The proposed program furthers the mission of the College of Education because graduates of the program will complete the rigorous coursework and pass the Praxis licensure examinations. The graduates are committed to the program which is made evident by their persistence in taking coursework and are caring professionals as demonstrated by their work with students with special needs in clinical and fieldwork settings.

The mission statement of the Department of Teaching and Leadership is to *develop highly-qualified educators in partnership with educational organizations*. The Elementary Education Unified (K-6) program fulfills the mission statement through the department vision to:

- 1) Implement current research-based strategies and interventions in curriculum instruction, and assessment. Candidates in this program complete more than 83 hours of education courses and clinical experiences as part of this program.
- 2) Foster respect and empathy. Teacher candidates are evaluated on their ability to foster respect and empathy, one component of the PSU Teacher Education Conceptual Framework.
- 3) Advocate ethical behavior. Teacher candidates are assessed on their ability to demonstrate ethical behavior as part of the coursework and while working in a school setting as one component of the PSU Teacher Education Conceptual Framework
- 4) Promote continuous improvement based on data and best practices. Teacher candidates are required to reflect in writing to a set of standardized questions and prompts on their progress at regular intervals during their coursework.
- 5) Encourage critical thinking and problem solving. Teacher candidates are challenged to think critically and problem solve as demonstrated in assignments, such as the Teacher Work Sample, Reflection Submission I and II, and Professional Portfolio.
- 6) Enhance leadership strategies. Teacher candidates have a variety of opportunities to be leaders in student organizations, in classroom discussions, and in the schools where they are hired as teachers.
- 7) Create ongoing collaboration with educational organizations. While undergraduates teacher candidates work with area schools districts, professional educational organizations, and the Southeast Kansas Education Service Center (Greenbush.)

Locational and Comparative Advantages of the Program

The Kansas State Board of Education approved the Elementary Education Unified (K-6) Standards on February 14, 2017. As of the date of submission of this document, no Teacher Educator Preparation program in Kansas (either those associated with the Kansas Board of Regents or private institutions of higher education) has submitted to KSDE an Elementary Education Unified (K-6) program, therefore there are no other institutions in the Regents system with this program.

PSU has an Early Childhood Unified (Birth through Grade 3) program, which is an interdisciplinary program between the Department of Family and Consumer Sciences in the College of Arts and Sciences and the Department of Teaching and Leadership in the College of

Education. The Early Childhood Unified teacher education program results in an Early Childhood and Special Education Teaching License for children from Birth through Grade 3. In a survey of teacher candidates interested in earning a general and special education license, the results showed that candidates who wanted to work with very young children were not considering teaching positions that included elementary aged students. Those teacher candidates who were interested in working with elementary aged students were not considering teaching positions that included children from birth through pre-school.

After much discussion including the two departments, the PSU Special Education advisory board, teacher candidates, school district administrators and teachers, and Special Education Cooperative directors, it was decided to change the Early Childhood Unified-program from Birth to Grade 3 to Birth through Kindergarten and propose an Elementary Education Unified (K-6) program. The Early Childhood Unified program will have as its focus children in the earliest stages of development. Graduates of the Elementary Education Unified (K-6) (this proposed program) will focus their teaching on all grades associated with elementary education, Kindergarten through Grade 6.

Similar Programs in the Region

The Kansas State Board of Education approved the Elementary Education Unified (K-6) Standards on February 14, 2017. As of the date of submission of this document, no Teacher Educator Preparation program in Kansas (either those associated with the Kansas Board of Regents or private institutions of higher education) has submitted to KSDE an Elementary Education Unified (K-6) program.

Three Regent's Institutions have the Early Childhood Unified (Birth-Grade 3) program, WSU, FHSU, ESU, and Washburn University. Two Regent's Institutions, KSU and KU, have an Early Childhood Unified (Birth-Kindergarten) program. Newman University and Southwestern University have an Early Childhood Unified (Birth-Grade 3) program. These programs do not graduate enough special education and general education trained teachers to fill the shortage of special education teachers in Kansas for Birth-Grade 3 teaching positions. None of the programs fill the shortage for special education teachers in grades 4-6 because the graduates in these programs are not licensed for grades 4-6.

Program Located at the Proposing Institution

In 1903 Pittsburg State University was founded as a Normal and Manual Training School. It has Teacher Education at its core. PSU Teacher Education and Leadership graduates are recruited across the state because of their competence in teaching, commitment to life-long learning, and caring attitude to students and their community.

Since 2012 the Department of Teaching and Leadership has offered an Inclusive Classroom minor for the Elementary Education (K-6) program. The purpose of the minor is to provide general education classroom teachers the skills and knowledge necessary to teach and assess students with special needs who are integrated into the general education classroom. Teacher candidates who graduated with the Elementary Education (K-6) degree and the Inclusive Education minor often chose to accept a position as a Special Education teacher. They reported they felt better prepared than traditionally trained elementary teachers to be special education

teachers. Faculty in the PSU graduate Master of Science in Special Education found the first year special education teachers who graduated with the Inclusive Education minor were less anxious and understood concepts quicker than those elementary teachers who did not have the Inclusive Education minor.

The teacher candidates with the Inclusive Education minor, who choose to teach in a general education classroom (not special education), reported they were better prepared for working with the special needs students who were mainstreamed into their general education classrooms. These new elementary teachers worked more closely with the special education faculty in their schools and were more comfortable in IEP and parent meetings.

The proposed Elementary Education Unified (K-6) program is freestanding and based on the PSU Elementary Education program and Inclusive Education minor. A curriculum crosswalk was conducted using the new Elementary Education Unified standards and the learning outcomes of the courses in the Elementary Education program and Inclusive Education minor. One additional course was created to meet the Elementary Education Unified standards. This course will be taught in load by one of the Core faculty members.

PSU is in a unique position to offer the first Elementary Education Unified (K-6) program in Kansas. Because PSU has a history of a strong Elementary Education program, which is combined with a successful Inclusive Education program, the proposed program can build on this foundation and be effective from the first semester of coursework.

Priority

Since the publication of the KSDE Blue Ribbon Report on Teacher Vacancy and Supply in May 2016, the faculty of the Department of Teaching and Leadership has anxiously awaited the Kansas State Board of Education Standards for Elementary Education Unified. The chairperson of the department met with the College of Education leadership to identify this program as a priority in the departmental strategic plan for 2017-18 and the College of Education strategic plan for 2017-18. This is the only new, baccalaureate degree, teacher education program proposed by PSU for this academic year.

(b) Student Demand for the Program

Based on the number of teacher candidates who chose the Inclusive Education minor to add to their Elementary Education major, it is projected that within three years, the Elementary Education Unified program will have 35 majors. With the high demand for Elementary and Special Education teachers across the nation, graduating with this degree will make these teacher candidates very marketable.

Characteristics of Students in the Program

The students for this program will be high school graduates and transfer students who want to teach elementary aged students in both general and special education classroom settings. Each year freshman and transfer students identify both elementary and special education as their preferred major. A highly qualified special education teacher is best suited to help students face

and overcome challenges, while striving to be their personal best. Special education teachers embody the following characteristics:

1. **Organization.** One of the core skills that will help a teacher every day in the classroom is the ability to be highly organized. The confidence of children should stem from the structure of an orderly atmosphere provided by the teacher. Some common ways that special education teachers make a classroom well organized include using color coordinated folders and baskets, labeling all important areas of the classroom, and assigning each child a communication notebook that travels from home to school and back.
2. **Creativity.** Everyone has a different learning style. The best teachers are able to adapt their lessons in creative ways to highlight the learning strengths of each individual child. The special education teacher must be able to include all children in the learning process, which may involve teaching the same material in four or five different ways. In order to be prepared, a teacher must call upon new teaching techniques on a regular basis. This benefits all of the students as each will be able to capitalize on his or her own learning strengths while developing skills in other areas. For example, a student who learns best visually will also develop his or her own auditory and kinesthetic learning styles in a creative classroom.
3. **Highly intuitive.** Some children may find difficulty in properly expressing what they are feeling, due to their communication skill level. They may act out or withdraw because they are feeling confused, frustrated, or even overwhelmed. A special education teacher needs to have intuitive skills to sense underlying issues behind a child's behavior, along with helping them as situations occur.
4. **Calm nature.** The intensity of the classroom environment may also create stress. This is often magnified in a special education classroom where children may be dealing with behavioral and learning issues. A great teacher will have a calm nature to their countenance that helps reduce the level of stress in the room. Creating a safe classroom is characterized by maintaining a calm atmosphere and is a crucial skill for teachers to master.
5. **Detail-oriented.** One specific aspect of being a well-organized teacher is having the ability to pay close attention to detail. Special education teachers are consistently assessing students through formal and informal methods, where details make a difference.
6. **Deadline-oriented.** Sticking to a clear schedule helps children stay calm by creating expectations through a daily routine. Additionally, special education teachers play an important role in a child's goals for the year through their Individual Education Plan.
7. **Adaptability.** Teachers must be adaptable as you never know what may happen in the classroom. Children may have outbursts, meltdowns, and disruptions due to leaving the room to attend mainstream classes and meetings with therapists. A teacher has to be able to maintain order, keep to a schedule, and be flexible as all of these situations may arise. Modeling adaptability is important because children with special needs often need to learn how to adapt to their surroundings based on their disability. A teacher who demonstrates this effectively teaches the child how to do so in different situations.
8. **Even tempered.** All classroom environments can be stressful and is often heightened in special education settings where different learning situations in children may take place.

Special education teachers also work closely with parents, therapists and other professionals, which can bring added stress.

9. **Good sense of humor.** A great special education teacher should be able to recognize the appropriate times to have a good laugh and help shift the atmosphere of the classroom to a more cheerful one

(iv) Procedures and Criteria for Admission into the Proposed Program

Candidates will gain admission to Pittsburg State University following the accepted admission process. There are three Teacher Education Admission points for the Elementary Education Unified (K-6) program. Teacher Education Admission Point 1: The criteria for admission to the Professional Education courses includes: Completion of General Education courses, Completed Application form, 4 signed Recommendation Forms, Signed Statement of Disclosure, Background Check, Health Certification, Completion of EDUC 261 Explorations in Ed OR UGS 101 Transitions (for Transfer Students) with a grade of C or better, 2.8 GPA in Core Classes, 2.8 GPA in all coursework, Portfolio Submission 1 (pass), and successful Basic Skills test (ACT 22 or higher OR C-Base 235 OR CORE - WR 162, R 156, M 150).

Teacher Education Admission Point 2: Admission to Internship includes: Completed Application form, Portfolio Submission 2 (pass), Background Check #2, and 3.0 GPA in major and 3.0 GPA overall.

Teacher Education Admission Point 3: Admission to Professional Semester includes: Completed professional semester application, passing PLT and EEU Praxis examinations. Exit requirements are completed Professional Semester with no grade lower than C, Teacher Work Sample with a grade of C or better, and completed application for a Kansas teaching license.

(c) Demand for Graduates of the Program

According to the U.S. Census, 2.8 million school-aged children with disabilities across the United States qualify for special education services. That is approximately 5.2 percent of America's youth aged 5 to 18. Increased awareness of various disabilities has caused higher enrollment in elementary and secondary special education programs. As more children are properly diagnosed, the need for special education teachers grows. The Bureau of Labor Statistics predicts that employment of special education teachers will grow by six percent through 2024. This will open roughly 31,000 new jobs nationwide in special education. Special education is a demanding job, so job turnover and retirement will cause the need for additional new hires.³

Lynda Van Kuren, communications director for the Council for Exceptional Children stated, "In the U.S., more than 30,000 teachers without appropriate licenses teach students with disabilities. In some urban and rural schools, close to half of the teachers in special education are unqualified."⁴

³ US Census Bureau (2011) School Aged Children with Disabilities in US Metropolitan Statistical Areas:2010. Retrieved from <https://www.census.gov/prod/2011pubs/acsbr10-12.pdf>

⁴ US College Foundation of North Carolina, The Need Grows for Special Education Teachers in the U.S. Foundation of North Carolina Retrieved August 14, 2017 from https://www1.cfnc.org/Plan/For_A_Career/Career_Cluster_Profile/Cluster_Article

Van Kuren adds that universities prepare about 22,000 special education teachers each year, but that's only about half the number required. It is important to note, special education teachers are more likely than mainstream teachers to leave the profession.

The United States Department of Education Office of Postsecondary Education published The Teacher Shortage Areas Nationwide Listing 1990-1991 through 2016-17 (August 2016). The report shows the nation's teacher shortage areas by State. The Kansas Teacher Shortage Areas (pages 60-62) reveal the last time Special Education was NOT a teacher shortage area in Kansas was the 1991-1992 school year. **Beginning with the 1992-1993 school year through the 2016-17 school year, Special Education has been the number one teacher shortage area in Kansas.**⁵

The need for teachers who have both the knowledge and the ability to teach special-education students is more critical today than ever before. A national push to take students with disabilities out of isolation means most now spend the majority of their days in general-education classrooms, rather than in separate special-education classes. That means general-education teachers are teaching more students with disabilities.⁶

The expectation for shared responsibility between general and special education teachers has been part of the discourse in public education and teacher education since IDEA (Individuals with Disabilities Education Act) was first implemented in 1975. The most recent data reported by the federally funded Technical Assistance Coordination Center (TACC, 2011) indicate that in 2011, 94.9% of students with disabilities, ages 6 to 21, received their instruction in general education classrooms for some portion of the school day. Further, 61% of students in special education spent 80% or more of their time in general education classrooms. As such, the general education teacher is most often the teacher of record for students with disabilities and may be solely responsible for the instruction of all students in the classroom.⁷

Whether general education teachers have primary responsibility for students with special needs or they collaboratively work with special education teachers, their preparation for working with students with disabilities is essential. The Council for Exception Children reports about 80% of general education teachers report feeling challenged or very challenged in addressing the needs of the diversity of students in their classrooms and report that it is important to share responsibility among teachers for student achievement.⁷

⁵ US Department of Education, (2016). Teacher Shortage Areas Nationwide Listing 1990-1991 through 2016-2017. Retrieved from <http://www2.ed.gov/about/offices/list/oep/pol/tsa.doc>

⁶ JMader, J. (2017). *How Teacher Training Hinders Special-Needs Students* The Atlantic Daily [/www.theatlantic.com/education/archive/2017/03/how-teacher-training-hinders-special-needs-students/518286/](http://www.theatlantic.com/education/archive/2017/03/how-teacher-training-hinders-special-needs-students/518286/)

⁷ Blanton, L. P., Pugach, M. C., & Boveda, M. (2014). *Teacher education reform initiatives and special education: Convergence, divergence, and missed opportunities* (Document No. LS-3). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center: <http://ceedar.education.ufl.edu/tools/literature-syntheses/>

Other Post-Collegiate Experiences for Graduates of this Program.

According to the Bureau of Labor statistics of the U.S. Department of Labor, special education teachers can even find jobs outside PreK-12 schools in daycare centers, residential programs, hospitals, and students' homes. They can also find related positions in Individual and Family Service Offices, Offices of Other Health Practitioners, and as Educational Support Services providers.⁸

(2) CURRICULUM FOR THE PROPOSED PROGRAM

a) More Important Academic Objectives of the Proposed Program,

KSDE Elementary Education Unified (K-6) Standards

Standard 1: Characteristics/Legal/Historical/Philosophical Foundations

The Elementary Education Unified (EEU) K-6 teacher candidate understands the historical and philosophical foundations of general, special, and inclusive education, the development and characteristics of all learners including those with disabilities, the impacts of individual differences on education, and the legal parameters appropriate for each learner's educational needs.

Standard 2: Assessment

The K-6 unified teacher candidate uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring, and technology considerations.

Standard 3: Planning Instruction considering individual learner characteristics

The Elementary Education Unified (EEU) K-6 teacher candidate uses the Individual Educational Programs (IEPs), learning environments, consideration of individual learner characteristics, assessment, and technology for effective instructional planning and implementation.

Standard 4: Professional & Family Collaboration

The Elementary Education Unified (EEU) K-6 teacher candidate engages, empowers, and partners with families, professionals, and agencies using ethical and culturally responsive ways for effective communication and collaboration, IEP development and implementation, building relationships, program development and implementation, to fully meet the needs and rights of all students.

⁸ US Department of Labor, Bureau of Labor Statistics retrieved from [https://www.bls.gov/oes/current/oes252052.htm#st what-is-the-employment-outlook-for-special-education-teachers/](https://www.bls.gov/oes/current/oes252052.htm#st%20what-is-the-employment-outlook-for-special-education-teachers/)

Standard 5: Behavior and Classroom Management

The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates knowledge and skill in the effective organization of physical space, the establishment of classroom rules and routines to manage student behavior, and the provision of an environment conducive to learning; the use of problem solving models, including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) framework; conducts Functional Behavioral Assessments (FBA), and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrates cultural sensitivity in the development and use of social skills curricula; and promotes the self-determination skills of learners.

Standard 6: English Language Arts

The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts and structures of the English/language arts (Reading, Writing, Speaking, Listening, and Language) --as well as individual performance data to plan, implement, and assess language arts learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and supports through application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate.

Standard 7: Mathematics

The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts, tools of inquiry, and structures of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) as well as individual performance data to plan, implement, and assess mathematical learning experiences that engage all students to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and supports through application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate.

Standard 8: Science

The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage all elementary learners in curiosity, exploration, sense-making, conceptual development, and problem solving taking into account personalized learning needs and supports through application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate.

Standard 9: Social Studies

The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the major concepts of social studies (the integrated study of history, geography, people and places, economics, civics and government) as well as individual performance data to plan, implement, and assess learning experiences with the goal to engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and

supports through the application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate.

Standard 10: Creative Expression in Art, Music, and Physical Education

The Elementary Education Unified (EEU) K-6 teacher candidates understands and uses the central concepts, tools of inquiry, and structures of the arts (music, visual arts, dance, and/or theatre), physical education, and wellness to plan, implement, and assess (with adaptations as needed) learning experiences that engage all learners (including those with special needs) in critical thinking, creativity, and collaborative problem-solving.

Standard 11: Professional and Ethical Practice

The Elementary Education Unified (EEU) K-6 teacher candidates identify and conduct themselves as members of the elementary education profession. They know and use ethical guidelines and other professional standards. They are continuous, collaborative learners who engage in reflective practice, demonstrate critical perspectives, and make informed and ethical decisions. They are informed advocates for sound educational practices and policies.

Additional academic objectives come from the PSU Teacher Education Conceptual Framework. The framework includes four framing standards and thirty-one indicators. The four framing standards include: 1) Learner and Learning, 2) Content, 3) Instructional Practice, and 4) Professional Responsibility. The PSU Teacher Education Conceptual Framework is aligned with the KSDE Elementary Education Unified (K-6) Standards and the KSDE Professional Education Standards.

(b) The course work required of all students who major in this program

The proposed baccalaureate program totals 134 undergraduate credit hours. Most courses will be taught in a face-to-face format on the Pittsburgh campus.

Course Code	Course Title	Hours
Freshman Semester 1		
ENGL 101	English Composition	3
BIO: 113	Environmental Life Science	4
HHP 150	Lifetime Fitness	1
PSYCH 155	General Psychology	3
SOC 100	Introduction to Sociology	3
Freshman Semester 2		
GEOG 106	World Regional Geography	3
ENGL 299	Introduction to Research Writing	3
HIST 201 or 202	American History	3
MATH 204	Mathematics for Education I	3
COMM 207	Speech Communication	3
EDUC 261	Explorations in Education	3
Sophomore Semester 1		
POLS 101	U.S. Politics	3
MATH 304	Mathematics for Education II	3
ENGL 113	General Literature	3

HHP 341	Elementary School PE and Health	3
EDUC 321	Methods of Creative Expression	3
SPED 510 or 511	Overview of Special Education	3
Sophomore Semester 2		
ECON 191 or FCS 230	Issues in Today's Economy Consumer Education	3
PSYCH 263	Developmental Psychology	3
PHYS 171/172	Physical Science and Lab	4
EDTH 330	Technology for the Classroom	3
ART 311	Art Education	3
EDUC 551	Diversity in the Classroom	3
Professional Education Block 1		
EDUC 252	Children's Literature	3
EDUC 320	Early Childhood Foundation and Curriculum	3
EDUC 360	Curriculum Development for Elementary Education	3
EDUC 307	Clinical Experience	1
SPED 513	Instructional Approaches for the Inclusive Classroom	3
SPED 512	Characteristics of Students in Inclusive Settings	3
Professional Education Block II		
EDUC 366	Primary Reading and Language Arts with Practicum	4
PSYCH 357	Educational Psychology	3
EDUC 362	Elementary School Science	3
SPED 515	Positive Behavior Support in the Inclusive Setting	3
SPED 514	Professional Collaboration in the Inclusive Setting	3
SPED 516	Assessment and Individualized Education Programming	3
Internship Semester		
EDUC 345	Topics: Internship in Elementary Education Unified	3
EDUC 361	Elementary School Mathematics	3
EDUC 367	Intermediate Reading and Language Arts with Practicum	4
EDUC 363	Elementary School Social Studies	3
EDUC 464	Foundations of Measurement and Evaluation	2
Professional Semester (Student Teaching)		
EDUC 455	Elementary and Middle Level Education	2
EDUC 458	Methods and Curriculum	3
EDUC 475	Supervised Teaching in Elementary Schools	3
EDUC 476	Supervised Teaching in Elementary Schools	5
EDUC 579	Supervised Student Teaching and Follow-Up	2
TOTAL		134

(c) Internships and practica required of students in this program

The internship and practica total over 1,000 contact hours in an elementary and/or special education classroom working directly with Kindergarten through Grade 6 students, classroom, and special education teachers.

Internship/Practica	Description
EDUC 261	This course is designed as the "gateway" course into the Teacher Education program for students considering teaching as a profession. The course includes a survey of the historical, philosophical, and sociological foundations of education with an introductory emphasis given to common effective teaching methodologies. An overview of the Teacher Education program and knowledge base. Incorporated within this course is a supervised clinical experience to be conducted in area schools.
EDUC 307	Supervised clinical experience for students declaring teaching as a major, who have completed EDUC 261 Explorations in Education. This course includes lesson planning and presentation of at least two whole class lessons in a clinical setting. This field experience is required for students preparing to teach at the elementary level.
SPED 510/511	An introduction to the field of special education, types of children served, typical local and state programs that provide intervention for young children with disabilities from birth through sixth grade. Teacher candidates tutor a student with special needs in the classroom setting.
EDUC 366	The course provides a foundation of literacy instruction for birth through grade three in the areas of reading, writing, speaking, listening, viewing, handwriting, grammar, and spelling. The course is designed to prepare the teacher candidate to effectively organize a primary language arts program and assess, plan, teach, and monitor student progress. Additionally, this course provides hands-on teaching experiences at primary grades through a supervised, on-site practicum.
SPED 514	Designed to develop the knowledge, skills and abilities of pre-service teachers to collaborate with professionals, implement inclusive practices and instruct students with diverse learning needs. Course content includes theory and research related to inclusion, professional collaboration, Individuals with Disability Education Act (IDEA), implementation of instructional strategies, multi-tiered system of support, and a 30 hour clinical experience.
EDUC 367	The foundation of literacy instruction for grades 3 through 6. Includes the areas of reading, writing, speaking, listening, viewing, visually representing, handwriting, grammar and spelling. Provides hands-on teaching experiences at intermediate grade level through supervised, on-site practicum.
EDUC 345	This course is a guided field experience for students declaring teaching as a major, who have been admitted to Teacher Education. This course includes observing, working with small groups of students, grading papers, helping with tasks in the classroom, and near the end of phase two of the internship, teaching one subject for three to four weeks.
EDUC 455	Emphasizes the broad and complex field of public education in a democracy, purposes and philosophies of education, instructional

	sources, professional competence required for successful teaching, various organizational plans for grouping children, and the relationship of the teacher to administration
EDUC 458	Methods and techniques of teaching. Emphasis on implementation and curriculum construction, trends, and problems
EDUC 475	Directed observation, participation and responsible classroom teaching; taken as part of the professional semester by students in the regular elementary sequence.
EDUC 476	Directed observation, participation and responsible classroom teaching; taken as part of the professional semester by students in the regular elementary sequence.
EDUC 579	Departmental representatives will visit each student teacher during the professional semester. Additionally, departmental representatives will follow up with each area student during the first year of teaching with assistance and support.

(d) Sufficient Clinical Sites

The Director of Teacher Education, Dr. Jean Dockers, determined sufficient sites for clinical, internship, practica, and the professional semester are available for teacher candidates in the Elementary Education Unified (K-6) program.

(3) Program Faculty

Eight tenured/tenure-earning faculty, five full time faculty, and two part-time faculty currently teach in the Elementary Education and Inclusive Education minor. The proposed program includes the Elementary Education and Inclusive Education minor courses, which are fully staffed and have capacity. Therefore, no additional or new faculty are required for this program.

*Core Faculty

Faculty Member	Degree/ Appt Type	Time Allotted to EEU Program	Credentials and Role in the Program
Dr. Julie Samuels*	Ph.D. Tenured Assoc Prof	75%	Dr. Samuels teaches EDUC 261 and supervises the initial field experience for students in the field. She holds teaching credentials for elementary and middle level, and building leadership.
Dr. Kristi Stuck*	Ph.D Tenure Earning Assist Prof	100%	Dr. Stuck teaches EDUC 252 and EDUC 366 including the practicum. Her graduate degree is in reading. Her research is in the area of early teacher preparation.
Dr. Bridgette Fincher*	Ph.D Tenure Earning Assistant	100%	Dr. Fincher teaches EDUC 361 and 362. She coordinates the Math and Science Family Nights for local elementary schools where the PSU teacher

	Professor		candidates teach parents how to teach math and science at home with their children.
Ms. Angela Abbott*	MSEd Instructor	50%	Ms. Abbott teaches EDUC 367 including the practicum. She supervises students as they work with small groups of 4 th grade students at a local elementary school. She is currently pursuing a doctorate in Curriculum and Instruction.
Ms. Amy Bartlow*	MSEd Instructor	100%	Ms. Bartlow teaches EDUC 320, EDUC 307, and EDUC 464. Her area of research is early teacher induction. She is pursuing a doctorate in Educational Studies.
Dr. Marti York*	PhD Associate Professor	100%	Dr. York is an early childhood special education specialist. She has vast experience in public schools and teaches SPED 511 and SPED 516.
Dr. Gloria Flynn*	PhD Assistant Professor	35%	Dr. Flynn teaches SPED 510 and SPED 514, the collaborative special education practicum with a special education teacher. Her area of research is special education and poverty.
Dr. Brian Simms	PhD Assistant Professor	15%	Dr. Simms teaches SPED 515. His area of expertise is Classroom Management specifically, Positive Behavior Support
Dr. Marc Daszewitz*	PhD Assistant Professor	50%	Dr. Dacewitz teaches SPED 513. He is an elementary special education specialist. His area of research is social justice and special education.
MS. Debbie Restivo	MSEd Lecturer	100%	Ms. Restivo teaches EDUC 363. She is a former teacher of the year candidate and has served on numerous state-wide committees for KSDE.
MS. Renee Goostree	EdS Lecturer	100%	Ms. Goosetree is a curriculum specialist. She is a former assistant superintendent for curriculum and instruction in a large school district.
Dr. Tatiana Sildus	PhD Professor	25%	Dr. Sildus is an ESOL specialist. Her areas of research are ESOL instructional strategies.
Dr. Pam Sells	PhD Lecturer	100%	Dr. Sells supervises teacher candidates in the professional semester. She is a former building administrator and district superintendent.

Mr. Alan Roberts	MSEd Lecturer	50%	Mr. Roberts supervises teacher candidates in the professional semester. He is a former building administrator.
MS. Tracy Rampy	MSEd Lecturer	75%	Ms. Rampy teaches educational technology and is a consultant to several school districts in the area of technology in the classroom.

Number of Graduate Assistants Needed to Serve the Program

The Department of Teaching and Leadership is allotted 3 graduate assistants. These graduate assistants do not teach, but support the faculty in their teaching and research. No new graduate positions are requested for this proposed program.

(4) Academic Support.

Teacher Candidates in the proposed Elementary Education Unified (K-6) program have access to all of the PSU Academic Support services. A description of the academic support services (<https://www.pittstate.edu/campus-life/support/>) are below.

Academic Support Service	Description of the Service
Student Health Center	The mission of the Student Health Service is to provide quality health care that is accessible, affordable, culturally sensitive and student-focused. The Student Health Services supports the academic success of our students with supportive health education promoting lifelong health and well-being.
University Counseling Services	University Counseling Services (UCS) can help you resolve your personal concerns and manage your situation. Counseling can give you valuable feedback, a different perspective on your situation, and provide you with new ways of coping.
Legal Resource Center	Pittsburg State University's Legal Resource Center offers full-time students access to an array of current legal resources to assist them in their legal matters. Additionally, an attorney is housed at the Center for approximately six hours a week. The Center's legal counsel will not represent students, but will assist students who choose to represent themselves in their legal matters, or refer them to an attorney who may represent them for a fee. There is no cost for full-time students to visit the Legal Resource Center, or discuss their legal matters with its attorney. Appointments are required to meet with the attorney. To schedule an appointment, please call (620)235-6026.
Office of Student Diversity	The Student Diversity office is a hub for diversity on campus serving students, faculty and staff. They provide a wide range of services and events including diversity seminars and workshops; support for student organizations; celebration of nationally recognized heritage months; advisement; leadership training; and multimedia resources.
Technology Support	The Gorilla Geeks Help Desk assists students, faculty, and staff with various technological needs essential for successful university studies in

	today's world, while also providing a single point of contact for services offered through the Office of Information Services.
Tutoring	Getting help with your classes can mean the difference between passing and failing. Tutoring programs related to general education classes are listed here to assist you. Whether you are studying for a test, writing a paper or preparing a presentation, tutors can help you sharpen your skills and increase your knowledge.
The Writing Center	The Writing Center helps students with their writing concerns. It is operated by the English Department and collaborates with the Writing to Learn Program, including special programs for students in several departments from the sciences, business, and technology.
Student Advisement	Dr. Marti York and Dr. Gloria Flynn, two tenured faculty members, will serve as the academic advisors and mentors for the teacher candidates in this program. When the program grows, additional advisors from the TCHLS faculty will be assigned to advise teacher candidates in the proposed program.
Center for Student Accommodations	All student accommodations provided by PSU are channeled through the Center for Student Accommodations (CSA). The CSA office assists students with physical and learning related disabilities. The Office of Institutional Equity primarily assists faculty, staff and visitors with physical disability accommodations.
Student Success Program	The open door policy in Student Success Programs allows students to make a personal contact with a person who will work toward the betterment of the student's college experience. Staff members in Student Success Programs are available to help all students whatever their inquiry or problem. The goal is to assist, guide, advise, mentor or steer most students to the right person or place on campus to find an appropriate resolution to the situation. Student Success Programs is committed to helping students find their way so that they will be successful and return as sophomores and ultimately graduate from Pittsburg State University.
Axe Library	Classroom instruction is available on specific databases, and our Freshmen Experience classes introduce new students to our services and allow for some unique interaction between them and our staff. More than 100 public workstations allow for fast and easy access within the Axe or KTC libraries. Internet access provides library services to your home or office, and with a Gus PIN and ID, you may access the Library's sources from anywhere in the world.
Instructional Resource Center	An annex of Axe Library, the IRC is located in Hughes Hall and open 5 days and 4 evenings per week. The IRC houses Teacher Education manuals and teaching materials that can be checked out by students.
Career Services	Services for students include major and career counseling, resumes and cover letter assistance, student employment, jobs and internship search, interview preparation, professional clothes closet, and other events.
Computer Labs and Printing	Hughes Hall (Teacher Education Building) houses a computer lab open to all students five days per week. Printing services are available in this lab. Additional computer labs are found across campus.

(b) Library Materials and other Forms of Academic Support

No new or additional library materials and other forms of academic support are required beyond normal additions. The proposed program will use the library materials for Elementary Education and Special Education. The library already supports the Elementary Education program, the Inclusive Education minor, and the Master of Science and Master of Arts in Special Education programs.

(5) Facilities and Equipment

(a) Anticipated Facilities Requirements (Existing, Renovated or New)

No anticipated facilities (renovated or new) associated with this proposed program are requested or required.

(b) New Equipment will be Required Beyond Normal Additions

No new equipment is required beyond normal additions for this proposed program.

(6) PROGRAM REVIEW, ASSESSMENT, AND ACCREDITATION

PROGRAM REVIEW

As in all teaching at PSU, each academic department is responsible for monitoring the quality of the teaching and learning for courses. All degree programs are scheduled for program review, with attention to insuring that student assessment practices match the same assessments as mandated for face-to-face courses and programs. All degree programs, no matter the mode of delivery, are required to submit an annual assessment report. The Elementary Education Unified program will submit an annual report.

All degree programs go through a strenuous program review process on a regular basis. A critical feature of the program review process is the requirement that an external evaluation of the program occur, whether by a discipline-specific accrediting body or a qualified ad hoc external reviewer. This is a critical component of ensuring programs are current and require levels of performance appropriate to the degree. The Elementary Education Unified program will be subject to the program review process.

ACCREDITATION

The undergraduate and graduate teacher education programs at Pittsburg State University are accredited by the Kansas State Department of Education (KSDE) and the Council for the Accreditation of Educator Preparers (CAEP). The teacher education programs at PSU participate in the continuous improvement model of accreditation. Data from all teacher education programs are collected annually, reviewed, and changes are made based on the data. The Elementary Education Unified (K-6) program will also be subject to the accreditation review process by KSDE and CAEP. The Elementary Education Unified (K-6) program will also be subject to the accreditation review process by KSDE and CAEP.

ASSESSMENTS

Candidates are assessed at admission points in the program, assessed in courses and clinical experiences, assessed at completion of the program, and assessed for licensure. A comprehensive assessment system is in place that provides for the assessment of candidates for

the Elementary Education Unified program/license as they progress through the program. A series of checkpoints ensures that advisors and faculty monitor teacher candidate progress and provide assistance when necessary. Every candidate for the Elementary Education Unified program/license must have completed all requirements for the initial license. Checkpoints for assessing the progress of Candidates include:

1. Application for Teacher Education
2. Admission to Teacher Education
3. Application for Professional Semester
4. Completion of Teacher Education Program
5. Application for Licensure

The Elementary Education Unified program implements the same comprehensive assessment systems as do all other programs. All Field Experience evaluations are based on the KSDE Elementary Education Unified Standards, PSU Conceptual Framework (four standards and 31 indicators), and the KSDE Professional Education Standards.

Throughout the professional semester, Teacher Candidate progress is assessed during each supervisor visit (a minimum of four visits per semester), and at the conclusion of the student teacher experience University Supervisors and the Cooperating Teacher use the Professional Knowledge Base Assessment document, which assesses the Teacher Candidate's performance on each of the 31 indicators. The individual indicator score is calculated as a mean score for each of the four major teacher effectiveness standards for the final evaluation.

Assessment Instruments/Rubrics for candidate performance and program improvement meet KSDE EEU program standards. Assessments are administered throughout the program beginning in the sophomore year. These assessments include the Praxis Content test and Principles of Teaching and Learning examinations; Teacher Work Sample; Student Teaching Evaluation; Pre-Post Analysis in Primary Reading and Language Arts; Creative Expressions Portfolio; Universal Design for Learning Portfolio; and course grades. Data from all assessment instruments are used to evaluate the program and make changes when necessary in order to meet the PSU Teacher Education goal of "Preparing Competent, Committed, Caring Professional Educators."

(b) Student Learning Outcomes Measures Used to Assess the Program's Effectiveness

The KSDE Elementary Education Unified (K-6) Standards will be used to assess the program's effectiveness.

KSDE Elementary Education Unified (K-6) Standards

Standard 1: Characteristics/Legal/Historical/Philosophical Foundations

The Elementary Education Unified (EEU) K-6 teacher candidate understands the historical and philosophical foundations of general, special, and inclusive education, the development and characteristics of all learners including those with disabilities, the impacts of individual differences on education, and the legal parameters appropriate for each learner's educational needs.

Standard 2: Assessment

The K-6 unified teacher candidate uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring, and technology considerations.

Standard 3: Planning Instruction considering individual learner characteristics

The Elementary Education Unified (EEU) K-6 teacher candidate uses the Individual Educational Programs (IEPs), learning environments, consideration of individual learner characteristics, assessment, and technology for effective instructional planning and implementation.

Standard 4: Professional & Family Collaborations

The Elementary Education Unified (EEU) K-6 teacher candidate engages, empowers, and partners with families, professionals, and agencies using ethical and culturally responsive ways for effective communication and collaboration, IEP development and implementation, building relationships, program development and implementation, to fully meet the needs and rights of all students.

Standard 5: Behavior and Classroom Management

The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates knowledge and skill in the effective organization of physical space, the establishment of classroom rules and routines to manage student behavior, and the provision of an environment conducive to learning; the use of problem solving models, including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) framework; conducts Functional Behavioral Assessments (FBA), and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrates cultural sensitivity in the development and use of social skills curricula; and promotes the self-determination skills of learners.

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The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts, tools of inquiry, and structures of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) as well as individual performance data to plan, implement, and assess mathematical learning experiences that engage all students to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving taking into

account personalized learning needs and supports through application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate.

Standard 8: Science

The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage all elementary learners in curiosity, exploration, sense-making, conceptual development, and problem solving taking into account personalized learning needs and supports through application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate.

Standard 9: Social Studies

The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the major concepts of social studies (the integrated study of history, geography, people and places, economics, civics and government) as well as individual performance data to plan, implement, and assess learning experiences with the goal to engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and supports through the application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate.

Standard 10: Creative Expression in Art, Music, and Physical Education

The Elementary Education Unified (EEU) K-6 teacher candidates understands and uses the central concepts, tools of inquiry, and structures of the arts (music, visual arts, dance, and/or theatre), physical education, and wellness to plan, implement, and assess (with adaptations as needed) learning experiences that engage all learners (including those with special needs) in critical thinking, creativity, and collaborative problem-solving.

Standard 11: Professional and Ethical Practice

The Elementary Education Unified (EEU) K-6 teacher candidates identify and conduct themselves as members of the elementary education profession. They know and use ethical guidelines and other professional standards. They are continuous, collaborative learners who engage in reflective practice, demonstrate critical perspectives, and make informed and ethical decisions. They are informed advocates for sound educational practices and policies.

Additional academic objectives come from the PSU Teacher Education Conceptual Framework. The framework includes four framing standards and thirty-one indicators. The four framing standards include: 1) Learner and Learning, 2) Content, 3) Instructional Practice, and 4) Professional Responsibility. The PSU Teacher Education Conceptual Framework is aligned with the KSDE Elementary Education Unified (K-6) Standards and the KSDE Professional Education Standards.

In the summary table below, the multiple assessments used as evidence for meeting the Kansas Elementary Education Unified (K-6) standards are identified according to the standard and specific assessment.

KSDE Standard Elementary Education Unified (K-6)	Praxis Content & PLT	Teacher Work Sample Tasks 1 & 2	Student Teaching Evaluation	Teacher Work Sample Tasks 3 & 4	Course Grades	Assessment Analysis and Plan of Instruction	Artistic Learning Experience Assignment	Universal Design for Learning Portfolio
1) Characteristics/Legal/ Historical/ Philosophical Foundations	X	X	X	X	SPED 511/510			
2) Assessment	X	X	X	X	SPED 516	X		
3 Planning Instruction	X	X	X	X	EDUC 360	X		X
4) Professional and Family Collaborations	X			X	SPED 514			
5) Behavior and Classroom Management	X		X	X	SPED 515			
6) English Language Arts	X		X	X	EDUC 367	X		
7) Mathematics	X		X	X	EDUC 361			
8) Science	X		X	X	EDUC 362			
9) Social Studies	X		X	X	EDUC 363			
10) Creative Expressions	X		X	X	HHP 341		X	
11) Professional and Ethical Practice	X		X	X				

The following chart describes the eight different assessments used to evaluate the teacher candidates' written and oral performance and mastery of Student Learning Outcomes.

Assessment	Description
Praxis and Content PLT	The Principles of Learning and Teaching test assesses the beginning teachers' knowledge of a variety of job related criteria. The beginning teacher demonstrates an understanding of the importance of different aspects of teaching, the principles of learning and teaching, and the application of learning and teaching principles. The examinee is required to exhibit an understanding of areas as applied to teaching that include: Students as Learners; Instruction and Assessment; Teacher Professionalism; Communication Techniques, and Teacher Professionalism. The test includes 70 multiple choice items covering the areas of Students as Learners, Instructional Processes, Assessment, and Professional Development, Leadership and Community. In addition, the test includes two scenarios in which candidates must respond to two constructed response questions for each scenario. Responses are based on the same four categories, and candidates must effectively apply their knowledge based on information provided in the scenarios.
Teacher Work Sample Tasks 1 & 2	The PSU Teacher Work Sample is a pedagogical performance assessment completed during the student teaching experience as one part of candidates' professional evaluation. Candidates are required to develop and implement a 5 – 10 day unit plan. Although the Work Sample includes four major tasks, only Tasks 1 & 2 will be used for Assessment #2 because these two tasks demonstrate the candidates' ability to plan instruction based on contextual information related to the school, classroom and individual students. Rubric used for evaluation.
Student Teaching Evaluation	The Student Teacher Evaluation assessment is the final professional evaluation of student teaching by the university supervisor. The university supervisor completes a minimum of four visits to evaluate the candidates during the student teaching experience. During these visits, the university supervisors evaluate lessons taught by the candidates and discuss various aspects of the experience with the candidates and the cooperating teachers. Over the course of the student teaching experience, candidates are evaluated on the PSU Conceptual Framework consisting of four standards and 31 indicators. Upon the completion of the student teaching experience, the university supervisors provide a final rating, which is the average of ratings obtained throughout the semester. Rubric used for evaluation.
Teacher Work Sample Tasks 3 & 4	The PSU Teacher Work Sample is a pedagogical performance assessment completed during the student teaching experience as one part of candidates' professional evaluation. Candidates are required to develop and implement a 5 – 10 day unit plan. Although the Work Sample includes four major tasks, only Tasks 3 & 4 will be used for Assessment #4 because these two tasks demonstrate the candidates' ability to teach a unit, evaluate student performance, and reflect on their overall impact on student learning. Task 3, Teaching and Learning, includes daily lesson reflections, management strategies, strategies to foster student communication, engagement, and interaction, and a description of assessment results. Task 3 requires that the candidates implement effective strategies for the development of a collaborative and supportive learning environment. In addition,

	<p>candidates must reflect on their daily lessons to identify strengths, areas for improvement, and specific areas to target for future instruction. Task 3 also illustrates that candidates have acquired the ability to monitor and evaluate student progress. A variety of informal and formal assessment instruments are addressed as related to the development of assessment instruments that serve as diagnostic, formative, and summative evaluations of students. Candidates must discuss assessment results as they relate to each of their unit objectives for the overall class and for subgroups and focus students. The candidates must also indicate how the results were used to inform and improve instruction.</p> <p>Task 4, Reflection and Self-Evaluation, is centered on the teacher as a reflective practitioner who continually evaluates the effects of his or her choices and actions on others, actively seeks out opportunities to grow professionally and participates in the school improvement process. The candidate is evaluated on how well he or she reflects upon successful activities included in the unit and implications for future teaching of the unit with a focus on unsuccessful objectives. Candidates must identify specific goals for continued growth and discuss plans for attaining those goals... Rubric used for evaluation.</p>
Course Grades	<p>5A SPED 510/511 OVERVIEW OF SPECIAL EDUCATION (BIRTH-GRADE 3) DESCRIPTION OF THE ASSIGNMENT: The course grade is a composite of the assessments required in both SPED 510 and SPED 511. The assessments include: Course Examinations, Building Report Card Analysis of Disaggregated Assessment Data, and a Diversity Project.</p> <p>5B SPED 516 ASSESSMENT AND INDIVIDUALIZED EDUCATION PROGRAMMING DESCRIPTION OF THE ASSIGNMENT: The course is com[site of the assessments required in SPED 516 which focus on the special education evaluation process, specifically on the IEP evaluation, creation, and implementation. Emphasis will be on combining knowledge and practice from previous SPED courses. Students will administer test instruments, interpret data, and learn techniques including screening tests, formal and informal tests, normed and criterion referenced tests. Individual assessment of developmental milestones, academic achievement, adaptive behavior, and processes will be included. Informal methods of assessment including observation, transdisciplinary play based assessment, and response to intervention will also be explored. Students will write statements describing students' present levels of academic and adaptive functional performance (PLAAFP), writing effective IEP goals that align with curricular standards, and implementing the IEP.</p> <p>5C SPED 513 INSTRUCTIONAL APPROACHES FOR THE INCLUSIVE CLASSROOM DESCRIPTION OF THE ASSIGNMENT The course is a composite of the assessments required in SPED 513, which focus on the uses of the Individual Education Programs (IEPs), learning environments, consideration of individual learner characteristics, assessment, and technology for effective instructional planning and implementation.</p> <p>5D SPED 514 PROFESSIONAL COLLABORATION IN INCLUSIVE SETTINGS</p>

DESCRIPTION OF THE ASSIGNMENT: The course grade for SPED 514 is aligned with Standard 4 and requires successful completion of the following assessments: journal abstracts, presentations, interviews, reflections, online activities, collaboration assignments, lesson plans, and examinations.

5E SPED 515 POSITIVE BEHAVIOR SUPPORT IN INCLUSIVE SETTINGS

DESCRIPTION OF THE ASSESSMENT: The course grade for SPED 515 is aligned with EEU Standard 5 and requires successful completion of the following assessments: Tier Two Intervention Presentation, ABA quiz, Tier 1 List, Tier 2 Interventions Presentation, FBA Write-up, Written BIP and Quizzes and examinations.

5F EDUC 367 INTERMEDIATE READING AND LANGUAGE ARTS WITH PRACTICUM

DESCRIPTION OF THE ASSESSMENT: The course grade for EDUC 367 Intermediate Reading and Language Arts with Practicum is aligned with EEU Standard 6 and requires candidates to successfully complete the following assessments: Reading Interest Inventory with Reflection, Practicum Lesson Schedule Notes, Prewriting Mini-Lesson, Writing Lesson Plan, Nonfiction Lesson Plan, Comprehension Lesson Plan with Graphic Organizer, Assessments Administered to Practicum Students, Assessment Data Evaluation and Instructional Focus, Reading Skills Review, Reading Interactive Journal and Reflection, quizzes, tests, and a final examination. (This course builds on the knowledge, understanding and use of emerging literacy concepts assessed in EDUC 366 Primary Reading and Language Arts with Practicum, Assessment #6.)

5G EDUC 361 ELEMENTARY SCHOOL MATHEMATICS

DESCRIPTION OF THE ASSIGNMENT: The course grade for EDUC 361 Elementary School Mathematics is comprised of a variety of assessments, which include: Mathematics Concepts/Procedures/Reasoning Summaries, Illuminations Electronic Resource Report, Mathematics and Children Journal Reviews, candidate created Elementary Mathematics lesson plans, candidate created Elementary Mathematics Lesson plan with Children's Literature integration, a mid-term examination and a final examination.

5H EDUC 362 ELEMENTARY SCHOOL SCIENCE

DESCRIPTION OF THE ASSIGNMENT: The course grade for EDUC 362 Elementary School Science is composed of a variety of assessments, which include: Chapter and Article Quizzes, Exit Cards, Science Night Activities, Lesson Plan Reflections, Flipped Activities, Science Journals, and Final Project.

5I EDUC 363 ELEMENTARY SCHOOL SOCIAL STUDIES

DESCRIPTION OF THE ASSESSMENT: The course grade for EDUC 363 Elementary Social Studies encompasses these assessments: In-class and Written Assignments, American History Group Presentation, Social Studies Unit of Study, Social Studies Activities, Modified Lesson plans, professional journal article review and reflection, candidate created Handouts, and Course Review Activity.

	<p>5J HHP 341 ELEMENTARY SCHOOL PE AND HEALTH</p> <p>DESCRIPTION OF THE ASSESSMENT: The course grade for HHP 341 Elementary School Physical Education and Health is the product of the following assessments: an Experience Paper, Bulletin Board Project, Model Teaching, five Professional Journal critiques, and two examinations. The course involves history of Physical Education and Health in schools, current trends, review of national and state standards for PE and Health, and strategies to motivate students to develop a healthy active lifestyle.</p>
<p>Assessment Analysis and Plan of Instruction</p>	<p>Description of the Assessment- Assessment Analysis and Plan of Instruction:</p> <p>In EDUC 366 Primary Reading and Language Arts with Practicum, candidates demonstrate their understanding and use of central concepts and structures of English/language arts (reading, Writing, Speaking, Listening, and Language) as well as individual performance data to plan, implement, and assess language arts learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and supports through application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate in the Assessment Analysis and Plan of Instruction Assignment. Under the supervision of the course professor and working with first grade students in a local elementary school, candidates use a variety of assessment instruments' procedures and technologies for learner screening, evaluation, and instructional planning; plan for the varied learning characteristics for effective instructional planning and implementation; and use assessment data for effective instructional planning and implementation.</p>
<p>Artistic Learning Experience Assignment</p>	<p>DESCRIPTION OF THE ARTISTIC LEARNING EXPERIENCE</p> <p>The PSU Artistic Learning Experience assignment is a pedagogical performance assessment completed in the EDUC 321 Methods of Creative Expressions course, which is generally taken during the sophomore year. It is one of the required assessments for the Elementary Education Unified program. Candidates create five integrated lesson plans for any elementary grade level. Each lesson plan will integrate a fine arts topic (Music, Visual Arts, Dance and/or Theatre with a content area (English Language Arts/Literacy, Mathematics, Science or Social Studies.) Lesson plans will include appropriate time, materials, technology, instructional support, and adaptations (as appropriate). Candidates attribute (cite) lesson plans and ideas to the source using the APA Style Manual. Candidates use the approved Lesson Plan template provided by the instructor. Candidates submit the assignments using appropriate writing conventions (grammar, punctuation, spelling, syntax, etc.) An assignment specific rubric is used to assess the five integrated lesson plans.</p>
<p>Universal Design for Learning</p>	<p>The Universal Design for Learning (UDL) portfolio will consist of five (5) assignments chosen by the candidate from classes taken previously in the program. The portfolio will be submitted as part of the requirements for SPED 345 Topics (Internship/Resource Room). Each assignment will be regraded using the rubric below by the instructor for SPED 345 and candidates must provide a narrative section that describes how the assignment demonstrates his/her skills</p>

UDL Portfolio	in implementing UDL within a classroom structure. Assignments can include lesson plans and activities that were created in compliance with instructor direction for that previous course.
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The following rubrics are used to evaluate teacher candidates' written and oral performance and ensure mastery of the Student Learning Outcomes.

- Teacher Work Sample Rubric
- Student Teaching Evaluation Rubric
- Assessment Analysis and Plan of Instruction Rubric
- Artistic Learning Experience Rubric
- Universal Design for Learning (UDL) Portfolio Rubric

Teacher Work Sample Elements	Criteria Not Met (0)	Criteria Partially Met (1)	Criteria Met (2)
	Ineffective, minimal, vague, little or no evidence	Clear, adequate but limited, unevenness, limited evidence	Clear and Convincing, appropriate, consistent, effective
I. Contextual Information & Learning Environment Factors			
A. Background Characteristics (community, district, school, Class)	Vague or inappropriate information about the characteristics of the community, district, school, and/or class. Responses include: Incomplete or vague intellectual, social, and personal developmental influences on learning or only 1 characteristic addressed.	Limited information about the characteristics of the community, district, school, and/or class. Limited intellectual, social, and personal developmental influences on learning.	Detailed and appropriate information about the characteristics of the community, district, school, and/or class. Responses include: Multiple intellectual, social, and personal developmental influences on learning.
B. Implications for Teaching (Whole Class)	Vague or inappropriate implications for planning and instruction.	Limited, generalized, or non-specific implications for planning and instruction.	Specific, detailed and appropriate implications for planning and instruction.
C. Developmental Characteristics (Cognitive and non-cognitive factors) (Sub- groups/students)	Incomplete, vague or inappropriate references to student characteristics, including but not limited to prior learning, culture, language, exceptionality, family values, and community values.	Limited references to student characteristics, including but not limited to prior learning, culture, language, exceptionality, family values, and community values.	Detailed and appropriate references to student characteristics, including but not limited to prior learning, culture, language, exceptionality, family values, and community values.
D. Implications for Teaching (Sub-groups)	Vague or inappropriate implications for planning and instruction.	Limited, generalized, or non-specific implications for planning and instruction.	Specific, detailed and appropriate implications for planning and instruction.
II. Instructional Design			
A. Range in Selection of Objectives	There is no evidence of range/progression of objectives across domains or no description/rationale is presented to indicate selection is based on contextual information.	Objectives show range/progression across domains, but description/rationale for selection of objectives is not clearly related to contextual information.	Objectives selected demonstrate range from lower level to higher level and/or address multiple domains. Narrative provides description of and rationale for selection of objectives based on contextual information including: range in level of objectives and variety across domains (Bloom's Taxonomy).
B. Focus on Student Performance	Objectives do not focus on student performance and/or objectives simply state activity to be completed.	Objectives focus on what students will know or be able to do, but do not clearly identify the observable behaviors to be performed.	Objectives include observable and measurable behaviors which indicate what students will know or be able to do.
C. Alignment w/ State Standards	There is no evidence that objectives are aligned to State Standards or curriculum frameworks.	Objectives are grade/developmentally appropriate, but do not clearly align with State Standards or curriculum framework.	Objectives clearly aligned to State Standards or curriculum frameworks and are grade/developmentally appropriate.

Teacher Work Sample Elements	Criteria Not Met (0)	Criteria Partially Met (1)	Criteria Met (2)
	Ineffective, minimal, vague, little or no evidence	Clear, adequate but limited, unevenness, limited evidence	Clear and Convincing, appropriate, consistent, effective
D. Diagnostic Assessment	Description is limited. Fails to explain rationale for selection, alignment with objectives, or how assessment will be evaluated.	Description includes rationale for selection of assessment and alignment with objectives, BUT does NOT include the criteria or how the assessment will be scored.	Description includes rationale for selection of assessment, alignment with objectives, and a clear description of how the assessment will be scored and/or the criteria used for evaluation.
E. Progressively Sequenced	There is no evidence that the instructional design includes appropriate sequence of progression and/or provides no bridge between curriculum goals and students' experiences.	The instructional design includes natural sequence of progression BUT creates a limited connection between curriculum goals and students' experiences.	The instructional design includes natural sequence of progression and creates an effective bridge between curriculum goals and students' experiences.
F. Multiple Learning Strategies	The instructional design fails to include a variety of appropriate instructional activities and strategies and does not include both teacher-centered and student-centered models of instruction.	The instructional design identifies limited variety of appropriate instructional activities and strategies and may fail to include both teacher-centered and student-centered models of instruction.	The instructional design identifies a variety of appropriate instructional activities and strategies and includes both teacher-centered and student-centered models of instruction.
G. Critical Thinking/Problem Solving	The instructional design does not incorporate instructional strategies that require critical thinking and problem solving.	The instructional design incorporates instructional strategies that require critical thinking and problem solving, but they are not tied to the unit objectives.	The instructional design incorporates appropriate instructional strategies that require critical thinking and problem solving related to the unit objectives.
H. Formative Assessment	Variety of assessment techniques are not evident OR there is only one type of assessment used	More than one type of assessment is given, but limited information on alignment with the objectives.	Used a variety of informal and formal assessment techniques (i.e. portfolios, multiple choice, short answer, essay, observations, performance assessments, student self-reflections), AND assessments are clearly aligned to objectives.
I. Integration (technology, reading, other subjects/topics)	The instructional design does not integrate reading strategies or technology to enhance content; AND does not integrate content within or across subject areas.	There is limited evidence that the instructional design incorporates reading and technology strategies to enhance content; OR limited integration of content within and across subject areas.	There is clear evidence that the instructional design incorporates reading and technology strategies to enhance content; and creates learning experiences which integrate content within and across subject areas.
J. Adaptations/Differentiated Instruction	The instructional design contains no adaptations and differentiations.	The instructional design is limited in providing different or equitable approaches to learning. The instructional design includes inappropriate adaptations or differentiations.	The instructional design includes clear evidence of appropriate adaptations and differentiations to meet the needs of all students.

Teacher Work Sample Elements	Criteria Not Met (0)	Criteria Partially Met (1)	Criteria Met (2)
K. Summative Assessment	Ineffective, minimal, vague, little or no evidence	Clear, adequate but limited, unevenness, limited evidence	Clear and Convincing, appropriate, consistent, effective
	Description is limited. Fails to explain rationale for selection, alignment with objectives, or how assessment will be evaluated.	Description includes rationale for selection of assessment and alignment with objectives, BUT does NOT include the criteria or how the assessment will be scored.	Description includes rationale for selection of assessment, alignment with objectives, and a clear description of how the assessment will be scored and/or the criteria used for evaluation.
III. Teaching and Learning			
A. Daily Lesson Reflections	Reflection is vague; does not clearly identify strengths or areas for improvement; does not identify areas to target for future instruction.	Provides description of lesson strengths and areas for improvement; BUT does not identify areas to target for future instruction.	Clear description of lesson strengths and areas for improvement; AND specific areas to target for future instruction are identified.
B. Classroom Management Plan (routines and procedures)	Presents no evidence of a classroom management plan.	Classroom management plan is presented, but the plan includes fewer than three appropriate management strategies.	Classroom management plan is clearly described and includes at least three appropriate management strategies.
C. Student Interaction and Engagement (Describe how active and equitable participation of all students during this unit was ensured)	Vague, inappropriate or no strategies to encourage student to student interaction, encourage student motivation, or provide equitable engagement.	Limited strategies to encourage student-to-student interaction, motivation and equitable engagement, BUT strategies are not clearly linked to learning activities in this unit.	Detailed and appropriate strategies to encourage student-to-student interaction, motivation, and equitable engagement; AND a description of how they are integrated into the teaching of the unit is provided.
D. Student Communication	Vague, inappropriate or no strategies to foster positive communication, active inquiry, and collaboration.	Limited strategies to foster positive communication, active inquiry, and collaboration; BUT strategies are not clearly linked to learning activities in this unit.	Detailed and appropriate strategies to foster positive communication, active inquiry, and collaboration; AND a description of how they are integrated into the teaching of the unit is provided.
E. Diagnostic Assessment	Description of assessment results, BUT there is no evidence that results were disaggregated or used to inform or improve instruction.	Description of assessment results, and data is disaggregated by according to sub-groups/students identified in Contextual factors; BUT does not indicate how results were used	Description includes detailed analysis of disaggregated and overall assessment results, AND how results were used to inform and improve instruction.
F. Formative Assessment	There is no description of assessment results and how assessment data was used to inform or improve instruction.	There is a description of assessment results, but there is no evidence showing that resulting data were used to improve instructional practice	Provides a clear description of assessment results AND how results were used to inform and improve instruction.
G. Summative Assessment	Description of assessment results, BUT there is no evidence that results were disaggregated or used to inform or improve instruction.	Description of assessment results, and data is disaggregated by according to sub-groups/students identified in Contextual factors; BUT does not indicate how results were used to inform or improve instruction.	Description includes detailed analysis of disaggregated and overall assessment results, AND how results were used to inform and improve instruction.

Teacher Work Sample Elements	Criteria Not Met (0)		Criteria Partially Met (1)	Criteria Met (2)
	Ineffective, minimal, vague, little or no evidence	Data are displayed in charts/graphs, BUT are NOT disaggregated by subgroups or focus students identified in contextual factors.	Clear, adequate but limited, unevenness, limited evidence Data are displayed appropriately in charts or graphs, BUT data are disaggregated only for one subgroup identified in contextual factors.	Clear and Convincing, appropriate, consistent, effective Data are displayed effectively using charts/graphs AND data are disaggregated for EACH of the subgroups/students identified in contextual factors.
IV. Self-Evaluation and Reflection				
A. Most successful Activities; Implications for Future Teaching	Reflection does not identify learner objectives where students were successful and/or provides no rationale for success.	Reflection identifies one learner objective where students were successful and provides rationale for success.	Reflection identifies two learner objectives where students were successful and provides rationale for success.	
B. Least Successful Activities; Implications for Future Teaching	Reflection does not identify or discuss strategies to improve instruction on less than successful learner objectives.	Reflection identifies and discusses one strategy to improve instruction on less than successful learner objectives; includes limited adaptations for instructional changes.	Reflection identifies and discusses two or more strategies to improve instruction on less than successful learner objectives; includes multiple adaptations for instructional changes.	
C. Communication with Students, parents, colleagues and reflection	Provides limited or no information on communication with students, parents, and other professionals. Reflection on the impact of communications made in regard to student learning is insufficient or missing.	Provides a general description of communication with students, parents, and other professionals. Minimal reflection on the impact of communications made in regard to student learning is provided.	with students, parents, and other professionals. Insightful reflection on the impact of communications made in regard to student learning is provided.	
D. Professional Development	No goals for professional growth were identified, OR goals did not emerge from teaching the unit.	One goal for professional growth that emerged from teaching this unit was identified.	Two goals for professional growth that emerged from teaching this unit were identified.	

Student Teaching Evaluation Rubric

Student Teaching Evaluation Rubric				
The Learner and Learning				
<p>1=Novice: Candidate shows awareness and beginning skills</p> <p>2=Developing: Candidate skills and awareness levels are developing</p> <p>3=Effective: Candidate performed as a student teacher at the end of preparation</p> <p>4=Advanced: (Above Average) Candidate performed as an experienced teacher.</p>	1=Novice: Candidate shows awareness and beginning skills	2=Developing: Candidate skills and awareness levels are developing	3=Effective: Candidate performed as a student teacher at the end of preparation	4=Advanced: (Above Average) Candidate performed as an experienced teacher.
	The evidence indicates that the candidate does not or infrequently plans instruction that aligns with students' developmental levels and learning needs.	The evidence indicates that the candidate plans instruction that partially aligns with students' developmental levels and learning needs.	The evidence indicates that the candidate regularly plans instruction that aligns with students' developmental levels and learning needs.	The evidence indicates that the candidate consistently and effectively plans instruction that closely aligns with students' developmental levels and learning needs.
	The evidence indicates that the candidate does not or infrequently takes steps to learn about students as individuals and as learners.	The evidence indicates that the candidate takes partial steps to learn about students as individuals and as learners.	The evidence indicates that the candidate regularly takes steps to learn about students as individuals and as learners.	The evidence indicates that the candidate consistently and effectively takes steps to learn about students as individuals and as learners.
	The evidence indicates that the candidate does not or infrequently adapts plans and instruction, and/or the adaptation is often not appropriate to the students' learning needs.	The evidence indicates that the candidate provides some adaptation of plans and instruction that met some of the students' learning needs.	The evidence indicates that the candidate regularly adapts plans and instruction, when appropriate, to meet students' learning needs.	The evidence indicates that the candidate consistently and effectively adapts plans and instruction, when appropriate, to meet all students' learning needs.
	The evidence indicates that the candidate does not or infrequently take steps to help students achieve success.	The evidence indicates that the candidate takes some steps to help students achieve success.	The evidence indicates that the candidate regularly helps all students achieve success.	The evidence indicates that the candidate consistently and effectively helps all students achieve success.
	1. Plans and delivers developmentally appropriate instruction			
	2. Consults a variety of sources (e.g., student records, counselors, resource specialists, parent conferences, test results, and other diagnostic tools) to determine the learning needs and capabilities of individual students			
	3. Differentiates instruction appropriately for specific needs of learners			
	4. Persists in helping all students achieve success			
	5. Designs instruction to build on learners' prior knowledge and experiences			

6. Displays consistency in dealing with behavior in the least disruptive manner, utilizing appropriate positive and negative consequences	The evidence indicates that the candidate does not or infrequently deals with behavior in the least disruptive manner, utilizing appropriate positive and negative consequences.	The evidence indicates that the candidate occasionally deals with behavior in the least disruptive manner, utilizing appropriate positive and negative consequences.	The evidence indicates that the candidate regularly deals with behavior in the least disruptive manner, utilizing appropriate positive and negative consequences.	The evidence indicates that the candidate consistently and effectively displays consistency in dealing with behavior in the least disruptive manner, utilizing appropriate positive and negative consequences.
7. Demonstrates positive rapport with a diverse student population	The evidence indicates that the candidate does not or infrequently demonstrates positive rapport with a diverse student population.	The evidence indicates that the candidate occasionally demonstrates positive rapport with a diverse student population.	The evidence indicates that the candidate regularly demonstrates positive rapport with a diverse student population.	The evidence indicates that the candidate consistently and effectively demonstrates positive rapport with a diverse student population.
8. Understands and respects a diverse student/parent population and helps all students learn respect for the traditions and cultures of others	The evidence indicates that the candidate does not or infrequently shows understanding of and respect for diverse populations, helping all students learn respect for the traditions and cultures of others.	The evidence indicates that the candidate partially shows understanding of and respect for diverse populations, helping all students learn respect for the traditions and cultures of others.	The evidence indicates that the candidate regularly shows understanding of and respect for diverse populations, helping all students learn respect for the traditions and cultures of others.	The evidence indicates that the candidate consistently and effectively shows understanding of and respect for diverse populations, helping all students learn respect for the traditions and cultures of others.
9. Uses appropriate nonverbal communication	The evidence indicates that the candidate does not or infrequently uses nonverbal communication appropriately.	The evidence indicates that the candidate occasionally uses nonverbal communication appropriately.	The evidence indicates that the candidate regularly uses nonverbal communication appropriately.	The evidence indicates that the candidate consistently and effectively uses nonverbal communication appropriately.

10. Provides a learning environment which includes high time-on-task and active engagement	The evidence indicates that the candidate does not or infrequently collaborates with students to promote time-on-task and active engagement.	The evidence indicates that the candidate occasionally collaborates with students to promote time-on-task and active engagement.	The evidence indicates that the candidate regularly collaborates with students to promote time-on-task and active engagement.	The evidence indicates that the candidate consistently and effectively collaborates with students to promote time-on-task and active engagement.
11. Promotes a classroom environment that is caring and supportive to all students	The evidence indicates that the candidate does not or infrequently promotes a culture of respect and rapport across the student population.	The evidence indicates that the candidate occasionally promotes a culture of respect and rapport across the student population.	The evidence indicates that the candidate regularly promotes a culture of respect and rapport across the student population.	The evidence indicates that the candidate consistently and effectively promotes a culture of respect and rapport across the student population.
12. Organizes and maintains the physical environment of the classroom in a pleasant and orderly manner conducive to student learning and safety	The evidence indicates that the candidate does not or infrequently arranges the classroom environment for learning, including clear boundaries for varying activities, attention to student preference of physical arrangement, logical flow of walking traffic, and routines for moving through the classroom space.	The evidence indicates that the candidate attempts to arrange the classroom environment for learning, including clear boundaries for varying activities, attention to student preference of physical arrangement, logical flow of walking traffic, and routines for moving through the classroom space.	The evidence indicates that the candidate maintains the classroom environment for learning, including clear boundaries for varying activities, attention to student preference of physical arrangement, logical flow of walking traffic, and routines for moving through the classroom space.	The evidence indicates that the candidate consistently and effectively arranges and maintains the classroom environment for learning, including clear boundaries for varying activities, attention to student preference of physical arrangement, logical flow of walking traffic, and routines for moving through the classroom space.
13. Monitors students' behaviors and activities in the classroom at all times	The evidence indicates that the candidate does not or infrequently monitors students' behaviors and activities in the classroom.	The evidence indicates that the candidate inconsistently monitors students' behaviors and activities in the classroom.	The evidence indicates that the candidate regularly monitors students' behaviors and activities in the classroom.	The evidence indicates that the candidate effectively monitors students' behaviors and activities in the classroom at all times.

14. Handles multiple tasks, intrusions and distractions while maintaining the flow of the lesson	The evidence indicates that the candidate does not or infrequently maintains the flow of the lesson when faced with multiple tasks, intrusions and distractions.	The evidence indicates that the candidate inconsistently maintains the flow of the lesson when faced with multiple tasks, intrusions and distractions.	The evidence indicates that the candidate regularly maintains the flow of the lesson when faced with multiple tasks, intrusions and distractions.	The evidence indicates that the candidate consistently and effectively maintains the flow of the lesson when faced with multiple tasks, intrusions and distractions.
15. Teaches and reinforces classroom expectations, rules, routines and procedures fairly	The evidence indicates that the candidate does not or infrequently communicates classroom expectations, rules, routines and procedures clearly and/or infrequently enforces them fairly.	The evidence indicates that the candidate attempts to clearly communicate classroom expectations, rules, routines and procedures and enforce them fairly.	The evidence indicates that the candidate regularly communicates classroom expectations, rules, routines and procedures and enforces them fairly.	The evidence indicates that the candidate consistently and effectively communicates classroom expectations, rules, routines and procedures and enforces them fairly.
Content				
16. Demonstrates content area knowledge	The evidence indicates that the candidate does not or infrequently displays knowledge of the important content in the discipline.	The evidence indicates that the candidate displays limited knowledge of the important content of the discipline.	The evidence indicates that the candidate adequately displays knowledge of the important content of the discipline.	The evidence indicates that the candidate displays extensive knowledge of the important content of the discipline, including a wide variety of experiences.
17. Effectively uses multiple representations and explanations that capture key ideas in the discipline, guides learners through learning progressions, and promotes each learner's achievement of content standards	The evidence indicates that the candidate demonstrates little or no use of representations and explanations that capture key ideas in the discipline, and does not or infrequently identifies possible student misconceptions.	The evidence indicates that the candidate uses minimal representations and explanations that capture key ideas in the discipline, and inconsistently identifies possible student misconceptions.	The evidence indicates that the candidate regularly uses various representations and explanations that capture key ideas in the discipline, and identifies student misconceptions.	The evidence indicates that the candidate consistently and effectively uses multiple representations and explanations that capture key ideas in the discipline, and addresses student misconceptions.

18. Engages students in learning experiences in the discipline(s) that encourage learners to understand, question and analyze ideas from diverse perspectives using standards of evidence	The evidence indicates that the candidate does not or infrequently creates learning experiences that promote development of student perspectives.	The evidence indicates that the candidate attempts to create learning experiences that promote development of student perspectives.	The evidence indicates that the candidate regularly creates learning experiences that promote development of student perspectives.	The evidence indicates that the candidate consistently and effectively creates learning experiences that promote development of student perspectives.
19. Creates opportunities for students to learn and practice content language	The evidence indicates that the candidate does not or infrequently provides opportunities for students to understand and use content language/vocabulary.	The evidence indicates that the candidate provides limited opportunities for students to understand and use content language/vocabulary.	The evidence indicates that the candidate regularly provides opportunities for students to understand and use content language/vocabulary.	The evidence indicates that the candidate consistently and effectively provides opportunities for students to understand and use content language/vocabulary.
20. Provides a real world context for lesson content	The evidence indicates that the candidate does not or infrequently provides opportunities to students for authentic application of content.	The evidence indicates that the candidate provides limited opportunities to students for authentic application of content.	The evidence indicates that the candidate regularly provides opportunities to students for authentic application of content.	The evidence indicates that the candidate consistently and effectively provides opportunities to students for authentic application of content.
21. Demonstrates pedagogical knowledge relevant to the discipline	The evidence indicates that the candidate does not or infrequently demonstrates accurate and essential knowledge, understanding, and skill practice.	The evidence indicates that the candidate occasionally demonstrates accurate and essential knowledge, understanding, and skill practice.	The evidence indicates that the candidate regularly provides accurate and essential knowledge, understanding, and skill practice.	The evidence indicates that the candidate consistently and effectively provides accurate and essential knowledge, understanding, and skill practice.
Instructional Practice				

22. Creates lessons that encourage students to think creatively and critically and to solve problems	The evidence indicates that the teacher does not or infrequently engages students in thinking creatively and critically to solve problems.	The evidence indicates that the candidate attempts to engage students in thinking creatively and critically to solve problems.	The evidence indicates that the candidate regularly engages students in thinking creatively and critically to solve problems.	The evidence indicates that the teacher consistently and effectively engages students in thinking creatively and critically to solve problems.
23. Develops clear lesson plans which include objectives, materials, activities, adaptations/modifications and evaluation techniques based on the curriculum	The evidence indicates that the candidate does not or infrequently develops clear lesson plans which may or may not include objectives, materials, activities, adaptations/modifications and evaluation techniques based on the curriculum.	The evidence indicates that the candidate inconsistently develops clear lesson plans which may or may not include objectives, materials, activities, adaptations/modifications and evaluation techniques based on the curriculum.	The evidence indicates that the candidate regularly develops clear lesson plans which include objectives, materials, activities, adaptations/modifications and evaluation techniques based on the curriculum.	The evidence indicates that the candidate consistently and effectively develops clear lesson plans which include objectives, materials, activities, adaptations/modifications and evaluation techniques based on the curriculum.
24. Develops clear long-term instruction plans (e.g. units and/or modules) which include objectives, materials, activities, adaptations/modifications and evaluation techniques based on the curriculum	The evidence indicates that the candidate does not or infrequently develops clear long-term instruction plans which may or may not include objectives, materials, activities, adaptations/modifications and evaluation techniques based on the curriculum.	The evidence indicates that the candidate inconsistently develops clear long-term instruction plans which may or may not include objectives, materials, activities, adaptations/modifications and evaluation techniques based on the curriculum.	The evidence indicates that the candidate regularly develops clear long-term instruction plans which include objectives, materials, activities, adaptations/modifications and evaluation techniques based on the curriculum.	The evidence indicates that the candidate consistently and effectively develops clear long-term instruction plans which include objectives, materials, activities, adaptations/modifications and evaluation techniques based on the curriculum.
25. Selects materials and activities consistent with the objectives of the lesson and students' diverse abilities resulting in appropriate adaptations and modifications	The evidence indicates that the candidate does not or infrequently uses strategies for differentiating instruction.	The evidence indicates that the candidate inconsistently incorporates limited strategies to differentiate instruction.	The evidence indicates that the candidate regularly uses strategies to differentiate and scaffold information so it is accessible to all students.	The evidence indicates that the candidate consistently and effectively incorporates strategies to differentiate and scaffold information so it is accessible to all students.

26. Applies the appropriate scope and sequence of objectives for teaching the curriculum (national, state and/or local standards)	The evidence indicates that the candidate does not or infrequently applies the appropriate scope and sequence of objectives for teaching the curriculum (national, state and/or local standards).	The evidence indicates that the candidate inconsistently applies the appropriate scope and sequence of objectives for teaching the curriculum (national, state and/or local standards).	The evidence indicates that the candidate regularly applies the appropriate scope and sequence of objectives for teaching the curriculum (national, state and/or local standards).	The evidence indicates that the candidate consistently and effectively applies the appropriate scope and sequence of objectives for teaching the curriculum (national, state and/or local standards).
27. Uses available educational technologies for effective instruction	The evidence indicates that the candidate does not or infrequently uses available technologies to engage students in the learning process.	The evidence indicates that the candidate occasionally uses available technology to engage and challenge students.	The evidence indicates that the candidate regularly uses a variety of available technology to engage and challenge students in a variety of learning situations.	The evidence indicates that the candidate consistently and effectively uses a variety of available technology to engage and challenge students in a variety of learning situations.
28. Provides opportunities for all students to successfully apply or practice knowledge and skills learned	The evidence indicates that the candidate does not or infrequently provides relevant experiences for students to apply instruction.	The evidence indicates that the candidate provides limited relevant experiences for students to apply instruction.	The evidence indicates that the candidate regularly provides relevant experiences for students to apply instruction.	The evidence indicates that the candidate consistently and effectively provides relevant experiences for students to apply instruction.
29. Designs assessments that align with learning objectives	The evidence indicates that the candidate does not or infrequently designs assessments that align with learning objectives.	The evidence indicates that the candidate attempts to design assessments that align with learning objectives.	The evidence indicates that the candidate regularly designs assessments that align with learning objectives.	The evidence indicates that the candidate consistently and effectively designs assessments that align with learning objectives.

30. Effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences	The evidence indicates that the candidate does not or infrequently uses appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	The evidence indicates that the candidate attempts to use assessment data to identify each student's learning needs and to develop differentiated learning experiences.	The evidence indicates that the candidate regularly uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	The evidence indicates that the candidate consistently and effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
31. Makes changes in instruction based on feedback from multiple classroom assessment sources	The evidence indicates that the candidate does not or infrequently makes changes in instruction based on feedback from multiple classroom assessment sources.	The evidence indicates that the candidate occasionally makes changes in instruction based on feedback from multiple classroom assessment sources.	The evidence indicates that the candidate regularly makes changes in instruction based on feedback from multiple classroom assessment sources.	The evidence indicates that the candidate consistently and effectively makes changes in instruction based on feedback from multiple classroom assessment sources.
32. Gives constructive and frequent feedback to students on their learning	The evidence indicates that the candidate does not or infrequently provides feedback to students and/or provides non-constructive feedback.	The evidence indicates that the candidate provides some constructive feedback to students.	The evidence indicates that the candidate regularly provides timely feedback to encourage students to take responsibility for their own learning.	The evidence indicates that the candidate consistently and effectively provides timely feedback to encourage students to take responsibility for their own learning.
33. Balances the use of formative and summative assessment as appropriate to support, verify and document learning	The evidence indicates that the candidate does not or infrequently uses appropriate formative and/or summative assessments to document student learning.	The evidence indicates that the candidate attempts to use formative and summative assessments appropriately to document student learning.	The evidence indicates that the candidate appropriately balances the use of formative and summative assessments to document student learning.	The evidence indicates that the candidate consistently and effectively balances the use of formative and summative assessments to appropriately document student learning.

34. Accomplishes smooth and orderly transitions between parts of the lesson	The evidence indicates that the candidate does not or infrequently accomplishes smooth and orderly transitions between parts of the lesson.	The evidence indicates that the candidate occasionally accomplishes smooth and orderly transitions between parts of the lesson.	The evidence indicates that the candidate regularly accomplishes smooth and orderly transitions between parts of the lesson.	The evidence indicates that the candidate consistently and effectively accomplishes smooth and orderly transitions between parts of the lesson.
35. Communicates clearly to all students the objective and purpose of each lesson	The evidence indicates that the candidate does not or infrequently communicates the objective and purpose of each lesson to students.	The evidence indicates that the candidate attempts to communicate the objective and purpose of each lesson.	The evidence indicates that the candidate regularly communicates clearly the objective and purpose of each lesson.	The evidence indicates that the candidate consistently and clearly communicates to all students the objective and purpose of each lesson.
36. Conducts class with poise, confidence and enthusiasm	The evidence indicates that the candidate conducts class with little or no poise, confidence and enthusiasm.	The evidence indicates that the candidate conducts class with a growing level of poise, confidence and enthusiasm.	The evidence indicates that the candidate regularly conducts class with poise, confidence and enthusiasm.	The evidence indicates that the candidate consistently and effectively conducts class with poise, confidence and enthusiasm.
37. Maximizes instructional learning time by working with students individually as well as in small or whole groups	The evidence indicates that the teacher does not or infrequently increases instructional learning time by working with students individually, in small groups or whole groups.	The evidence indicates that the candidate occasionally increases instructional learning time by working with students individually, in small groups or whole groups.	The evidence indicates that the candidate regularly maximizes instructional learning time by working with students individually as well as in small or whole groups.	The evidence indicates that the teacher consistently and effectively maximizes instructional learning time by working with students individually as well as in small or whole groups.
38. Gives clear directions	The evidence indicates that the candidate does not or infrequently gives clear directions.	The evidence indicates that the candidate inconsistently gives clear directions.	The evidence indicates that the candidate regularly gives clear directions.	The evidence indicates that the candidate consistently and effectively gives clear directions.

39. Provides focus on important points and checks for understanding	The evidence indicates that the teacher does not or infrequently provides focus on important points and checks for understanding.	The evidence indicates that the candidate provides limited focus on important points and occasionally checks for understanding.	The evidence indicates that the candidate regularly provides focus on important points and checks for understanding.	The evidence indicates that the candidate consistently and effectively provides focus on important points and checks for understanding.
40. Uses a variety of effective and appropriate instructional strategies and resources	The evidence indicates that the candidate relies on a single teaching approach and resource.	The evidence indicates that the candidate incorporates some teaching approaches and resources.	The evidence indicates that the candidate uses a variety of teaching approaches and resources.	The evidence indicates that the candidate consistently and effectively uses a wide variety of teaching approaches and resources.
41. Encourages participation from all students through effective questioning strategies (e.g., equal distribution, level variation, adequate wait time, probing and clue giving, and appropriate correctives and feedback)	The evidence indicates that the teacher does not or infrequently encourages participation from all students through effective questioning strategies.	The evidence indicates that the candidate occasionally encourages participation from all students through effective questioning strategies.	The evidence indicates that the candidate regularly encourages participation from all students through effective questioning strategies.	The evidence indicates that the teacher consistently and effectively encourages participation from all students through effective questioning strategies.
42. Presents lessons in a clear, logical and sequential manner	The evidence indicates that the candidate does not or infrequently presents lessons in a clear, logical and sequential manner.	The evidence indicates that the candidate occasionally presents lessons in a clear, logical and sequential manner.	The evidence indicates that the candidate regularly presents lessons in a clear, logical and sequential manner.	The evidence indicates that the candidate consistently and effectively presents lessons in a clear, logical and sequential manner.
Professional Responsibility				
43. Models and teaches safe, legal and ethical use of information and technology	The evidence indicates that the candidate does not or infrequently models or teaches safe, legal and ethical use of information and technology.	The evidence indicates that the candidate inconsistently models and teaches safe, legal and ethical use of information and technology.	The evidence indicates that the candidate regularly models and teaches safe, legal and ethical use of information and technology.	The evidence indicates that the candidate consistently and effectively models and teaches safe, legal and ethical use of information and technology.

44. Demonstrates maturity and accepts constructive criticism in a positive manner	The evidence indicates that the candidate does not or infrequently demonstrates maturity and accepts constructive criticism in a positive manner.	The evidence indicates that the candidate demonstrates a growing to level of maturity and is learning to accept constructive criticism in a positive manner.	The evidence indicates that the candidate regularly demonstrates maturity and accepts constructive criticism in a positive manner.	The evidence indicates that the candidate consistently demonstrates maturity and accepts constructive criticism in a positive manner.
45. Knows and follows school policies and shares in the general responsibilities and duties associated with teaching (e.g., attendance, discipline, hall duty)	The evidence indicates that the candidate does not or infrequently follows school policies or shares in the general responsibilities and duties associated with teaching.	The evidence indicates that the candidate is beginning to learn and follow school policies and share in the general responsibilities and duties associated with teaching.	The evidence indicates that the candidate regularly follows school policies and shares in the general responsibilities and duties associated with teaching.	The evidence indicates that the candidate consistently and effectively follows school policies and shares in the general responsibilities and duties associated with teaching.
46. Listens carefully to all students then responds in a professional manner	The evidence indicates that the candidate does not or infrequently listens carefully to students and/or responds in a professional manner.	The evidence indicates that the candidate inconsistently listens carefully to students then responds in a professional manner.	The evidence indicates that the candidate regularly listens carefully to students then responds in a professional manner.	The evidence indicates that the candidate consistently and effectively listens carefully to all students then responds in a professional manner.
47. Keeps abreast of new ideas and understandings in the field	The evidence indicates that the candidate does not or infrequently seeks out new ideas and understandings in the field.	The evidence indicates that the candidate inconsistently seeks out new ideas and understandings in the field.	The evidence indicates that the candidate regularly keeps abreast of new ideas and understandings in the field.	The evidence indicates that the candidate consistently and effectively keeps abreast of new ideas and understandings in the field.
48. Practices self-evaluation and reflection	The evidence indicates that the candidate does not or infrequently reflects on his/her practice.	The evidence indicates that the candidate occasionally reflects on his/her practice and is becoming aware of opportunities for improvement.	The evidence indicates that the candidate regularly reflects on his/her practice and sees opportunities for improvement.	The evidence indicates that the candidate consistently reflects on his/her practice and actively seeks opportunities for improvement.

49. Maintains confidentiality at all levels	The evidence indicates that the candidate does not or infrequently maintains confidentiality.	The evidence indicates that the candidate inconsistently maintains confidentiality.	The evidence indicates that the candidate regularly maintains confidentiality at all levels.	The evidence indicates that the candidate consistently and effectively maintains confidentiality at all levels.
50. Implements the recommendations from evaluations of professional performance	The evidence indicates that the candidate does not or infrequently implements the recommendations from evaluations of performance.	The evidence indicates that the candidate partially and/or inconsistently implements the recommendations from evaluations of performance.	The evidence indicates that the candidate regularly implements recommendations from evaluations of performance.	The evidence indicates that the candidate consistently and effectively implements recommendations from evaluations of performance.
51. Demonstrates effective interpersonal skills	The evidence indicates that the candidate does not or infrequently demonstrates effective interpersonal skills.	The evidence indicates that the candidate inconsistently demonstrates effective interpersonal skills.	The evidence indicates that the candidate regularly demonstrates effective interpersonal skills.	The evidence indicates that the candidate consistently demonstrates effective interpersonal skills.
52. Maintains a consistently positive and professional demeanor	The evidence indicates that the candidate does not or infrequently presents a positive and professional demeanor.	The evidence indicates that the candidate occasionally presents a positive and professional demeanor.	The evidence indicates that the candidate regularly presents a positive and professional demeanor.	The evidence indicates that the candidate consistently and effectively presents a positive and professional demeanor.
53. Communicates effectively, appropriately and professionally in all forms and to all audiences	The evidence indicates that the candidate does not or infrequently communicates with colleagues about school issues.	The evidence indicates that the candidate occasionally meets and discusses school issues with colleagues and other stakeholders.	The evidence indicates that the candidate regularly collaborates with colleagues and stakeholders in leadership, school and professional activities using multiple communications.	The evidence indicates that the candidate consistently and effectively collaborates with multiple stakeholders in school and professional activities using a variety of methods of communication.

Primary Reading Assessment Analysis and Plan of Instruction Rubric

Reading Assessment Analysis Rubric

	Exceeds:	Meets:	Needs Improvement:	No Credit:
Miscues/Sources of Information	Project includes an in-depth analysis of the miscues and sources of information used by the child; Information included is correct and comprehensive; candidate demonstrates a complete understanding of the child's reading ability.	Project includes an analysis of the miscues and sources of information used by the child; A few important ideas may be missing or partially correct; candidate demonstrates an acceptable understanding of the child's reading ability.	Project includes a limited analysis of the miscues and sources of information used by the child and/or analysis information is not supported by the test results; candidate demonstrates an insufficient understanding of the child's reading ability.	Project does not include an analysis of the child's miscues and sources of information.
Dimensions of Fluency	Project includes an in-depth analysis of the dimensions of fluency used by the child; Information included is correct and comprehensive; candidate demonstrates a complete understanding of the child's reading fluency.	Project includes an analysis of the dimensions of fluency used by the child; A few important ideas may be missing or partially correct; candidate demonstrates an acceptable understanding of the child's reading fluency.	Project includes a limited analysis of the dimensions of fluency used by the child and/or analysis information is not supported by the test results; candidate demonstrates an insufficient understanding of the child's reading fluency.	Project does not include an analysis of the child's dimensions of fluency.
Comprehension Within the Text	Project includes an in-depth analysis of the child's comprehension within the text; Information included is correct and comprehensive; candidate demonstrates a complete understanding of the child's comprehension skills.	Project includes an analysis of the child's comprehension within the text; A few important ideas may be missing or partially correct; candidate demonstrates an acceptable understanding of the child's comprehension skills.	Project includes a limited analysis of the child's comprehension within the text and/or analysis information is not supported by the test results; candidate demonstrates an insufficient understanding of the child's comprehension skills.	Project does not include an analysis of the child's comprehension within the text.

Reading Assessment Analysis Rubric Continued

	Exceeds:	Meets:	Needs Improvement:	No Credit:
Comprehension Beyond and About the Text	Project includes an in-depth analysis of the child's comprehension beyond and about the text; Information included is correct and comprehensive; candidate demonstrates a complete understanding of the child's comprehension skills.	Project includes an analysis of the child's comprehension beyond and about the text; A few important ideas may be missing or partially correct; candidate demonstrates an acceptable understanding of the child's comprehension skills.	Project includes a limited analysis of the child's comprehension beyond and about the text and/or analysis information is not supported by the test results; candidate demonstrates an insufficient understanding of the child's comprehension skills.	Project does not include an analysis of the child's comprehension beyond and about the text.
Writing	Project includes an in-depth analysis of the child's writing about the text; Information included is correct and comprehensive; candidate demonstrates a complete understanding of the child's writing skills.	Project includes an analysis of the child's writing about the text; A few important ideas may be missing or partially correct; candidate demonstrates an acceptable understanding of the child's writing skills.	Project includes a limited analysis of the child's writing about the text and/or analysis information is not supported by the test results; candidate demonstrates an insufficient understanding of the child's writing skills.	Project does not include an analysis of the child's writing about the text.

Reading Instructional Goals Rubric

	Exceeds: Project includes specific learning goals that support the findings of the assessment analysis; all learning goals are correct and developmentally appropriate for the child; learning goals demonstrate the candidate's complete understanding of the child's learning needs.	Meets: Project includes specific learning goals that support the findings of the assessment analysis; a few learning goals may be missing or not developmentally appropriate; learning goals demonstrate the candidate has an acceptable understanding of the child's learning needs.	Need Improvement: Project includes learning goals that are vague and/or do not support the findings of the assessment analysis; many learning goals may be missing or developmentally inappropriate; learning goals demonstrate the candidate has an insufficient understanding of the child's learning needs.	No Credit: Project does not include learning goals for the child.
Miscues/Sources of Information				
Dimensions of Fluency				
Comprehension Within the Text				
Comprehension Beyond and About the Text				
Writing				

Reading Instructional Context/Strategies Rubric

	Exceeds: Project includes a thorough list of instructional contexts/strategies; all are appropriate for the instructional goals.	Meets: Project includes a list of instructional contexts/strategies; one or two may be missing; most are appropriate for the instructional goals.	Needs Improvement: Project includes a limited list of instructional contexts/strategies; contexts/strategies may or may not be appropriate for the instructional goals.	No Credit: Project does not include instructional contexts/strategies.
Miscues/Sources of Information				
Dimensions of Fluency				
Comprehension Within the Text				
Comprehension Beyond and About the Text				
Writing				

Reading Common Core Rubric

	Exceeds: Project includes a thorough and correct list of common core standards for the instructional goals.	Meets: Project includes a list of common core standards; one or two standards may be missing; most standards correspond correctly to the instructional goals.	Needs Improvement: Project includes a limited list of common core standards; the standards may or may not correspond correctly to the instructional goals.	No Credit: Project does not include common core standards.
Miscues/Sources of Information				
Dimensions of Fluency				
Comprehension Within the Text				

Comprehension Beyond and About the Text					
Writing					

Spelling Assessment Analysis Rubric

	Exceeds:	Meets:	Needs Improvement:	No Credit:
Known Letter/Spelling Feature/Word Knowledge	Project includes an in-depth analysis of the child's letter, spelling feature, and word knowledge; information included is correct and comprehensive; candidate demonstrates a complete understanding of the child's spelling knowledge.	Project includes an analysis of the child's letter, spelling feature, and word knowledge; a few important ideas may be missing or partially correct; candidate demonstrates an acceptable understanding of the child's spelling knowledge.	Project includes a limited analysis of the child's letter, spelling feature, and word knowledge and/or analysis information is not supported by the test results; candidate demonstrates an insufficient understanding of the child's spelling knowledge.	Project does not include an analysis of the child's letter, spelling feature, and word knowledge.
Letter/Spelling Feature/Word Confusions	Project includes an in-depth analysis of the child's letter, spelling feature, and word confusions; information included is correct and comprehensive; candidate demonstrates a complete understanding of the child's spelling confusions.	Project includes an analysis of the child's letter, spelling feature, and word knowledge; a few important ideas may be missing or partially correct; candidate demonstrates an acceptable understanding of the child's spelling confusions.	Project includes a limited analysis of the child's letter, spelling feature, and word knowledge and/or analysis information is not supported by the test results; candidate demonstrates an insufficient understanding of the child's spelling confusions.	Project does not include an analysis of the child's letter, spelling feature, and word confusions.

Spelling Instructional Goals Rubric

	Exceeds:	Meets:	Needs Improvement:	No Credit:
Spelling Feature Skill Lessons	Project includes 6 specific spelling feature skill lessons that support the findings of the assessment analysis; all spelling feature skill lessons are correct and developmentally appropriate for the child; spelling feature skill lessons demonstrate the candidate's complete understanding of the child's learning needs.	Project includes 6 specific spelling feature skill lessons that support the findings of the assessment analysis; one or two lessons may not use the correct spelling features or may not be developmentally appropriate; spelling feature skill lessons demonstrate the candidate has an acceptable understanding of the child's learning needs.	Project includes learning goals that are vague and/or do not support the findings of the assessment analysis; many learning goals may be missing or developmentally inappropriate; learning goals demonstrate the candidate has an insufficient understanding of the child's learning needs.	Project does not include learning goals for the child.
Letter/Word Confusions	Project includes specific instructional goals that support the findings of the assessment analysis; all learning goals are correct and developmentally appropriate for the child; learning goals demonstrate the candidate's complete understanding of the child's learning needs.	Project includes specific learning goals that support the findings of the assessment analysis; a few learning goals may be missing or not developmentally appropriate; learning goals demonstrate the candidate has an acceptable understanding of the child's learning needs.	Project includes learning goals that are vague and/or do not support the findings of the assessment analysis; many learning goals may be missing or developmentally inappropriate; learning goals demonstrate the candidate has an insufficient understanding of the child's learning needs.	Project does not include learning goals for the child.

Spelling Instructional Contexts/Strategies Rubric

	Exceeds: Project includes a thorough list of instructional contexts/strategies; all are appropriate for the instructional goals.	Meets: Project includes a list of instructional contexts/strategies; one or two may be missing; most are appropriate for the instructional goals.	Needs Improvement: Project includes a limited list of instructional contexts/strategies; contexts/strategies may or may not be appropriate for the instructional goals.	No Credit: Project does not include instructional contexts/strategies.
Spelling Feature Skill Lessons				
Letter/Word Confusions				

Spelling Common Core Rubric

	Exceeds: Project includes a thorough and correct list of common core standards for the instructional goals.	Meets: Project includes a list of common core standards; one or two standards may be missing; most standards correspond correctly to the instructional goals.	Needs Improvement: Project includes a limited list of common core standards; the standards may or may not correspond correctly to the instructional goals.	No Credit: Project does not include common core standards.
Spelling Feature Skill Lessons				
Letter/Word Confusions				

Phonological/Phonemic Awareness Assessment Analysis Rubric

	Exceeds:	Meets:	Needs Improvement:	No Credit:
Rhyming	Project includes an in-depth analysis of the child's rhyming knowledge; information included is correct and comprehensive; candidate demonstrates a complete understanding of the child's rhyming knowledge.	Project includes an analysis of the child's rhyming knowledge; a few important ideas may be missing or partially correct; candidate demonstrates an acceptable understanding of the child's rhyming knowledge.	Project includes a limited analysis of the child's rhyming knowledge and/or analysis information is not supported by the test results; candidate demonstrates an insufficient understanding of the child's rhyming knowledge.	Project does not include an analysis of the child's rhyming knowledge.
Initial Sounds	Project includes an in-depth analysis of the child's initial sound knowledge; information included is correct and comprehensive; candidate demonstrates a complete understanding of the child's initial sound knowledge.	Project includes an analysis of the child's initial sound knowledge; a few important ideas may be missing or partially correct; candidate demonstrates an acceptable understanding of the child's initial sound knowledge.	Project includes a limited analysis of the child's initial sound knowledge and/or analysis information is not supported by the test results; candidate demonstrates an insufficient understanding of the child's initial sound knowledge.	Project does not include an analysis of the child's initial sound knowledge.
Blending	Project includes an in-depth analysis of the child's sound blending knowledge; information included is correct and comprehensive; candidate demonstrates a complete understanding of the child's sound blending knowledge.	Project includes an analysis of the child's sound blending knowledge; a few important ideas may be missing or partially correct; candidate demonstrates an acceptable understanding of the child's sound blending knowledge.	Project includes a limited analysis of the child's sound blending knowledge and/or analysis information is not supported by the test results; candidate demonstrates an insufficient understanding of the child's sound blending knowledge.	Project does not include an analysis of the child's sound blending knowledge.

Segmenting	Project includes an in-depth analysis of the child's sound segmenting knowledge; information included is correct and comprehensive; candidate demonstrates a complete understanding of the child's sound segmenting knowledge.	Project includes an analysis of the child's sound segmenting knowledge; a few important ideas may be missing or partially correct; candidate demonstrates an acceptable understanding of the child's sound segmenting knowledge.	Project includes a limited analysis of the child's sound segmenting knowledge and/or analysis information is not supported by the test results; candidate demonstrates an insufficient understanding of the child's sound segmenting knowledge.	Project does not include an analysis of the child's sound segmenting knowledge.
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Phonological/Phonemic Awareness Instructional Goals Rubric

	Exceeds:	Meets:	Needs Improvement:	No Credit:
Rhyming	Project includes 2 specific phonological awareness activities that support the development of rhyming knowledge; activity explanations are in-depth/ detailed; activities demonstrate the candidate's complete understanding of the child's learning needs.	Project includes 2 specific phonological awareness activities that support the development of rhyming knowledge; activity explanations may lack some details; activities demonstrate the candidate has an acceptable understanding of the child's learning needs.	Project includes phonological awareness activities that are vague and/or do not support the development of rhyming; activities demonstrate the candidate has an insufficient understanding of the child's learning needs.	Project does not include rhyming phonological awareness activities for the child.
Initial Sounds	Project includes 2 specific phonemic awareness activities that support the development of initial sound knowledge; activity explanations are in-depth/ detailed; activities demonstrate the candidate's complete understanding of the child's learning needs.	Project includes 2 specific phonemic awareness activities that support the development of initial sound knowledge; activity explanations may lack some details; activities demonstrate the candidate has an acceptable understanding of the child's learning needs.	Project includes phonemic awareness activities that are vague and/or do not support the development of initial sound knowledge; activities demonstrate the candidate has an insufficient understanding of the child's learning needs.	Project does not include initial sound phonemic awareness activities for the child.

Blending	Project includes 2 specific phonemic awareness activities that support the development of sound blending knowledge; activity explanations are in-depth/detailed; activities demonstrate the candidate's complete understanding of the child's learning needs.	Project includes 2 specific phonemic awareness activities that support the development of sound blending knowledge; activity explanations may lack some details; activities demonstrate the candidate has an acceptable understanding of the child's learning needs.	Project includes phonemic awareness activities that are vague and/or do not support the development of sound blending knowledge; activities demonstrate the candidate has an insufficient understanding of the child's learning needs.	Project does not include sound blending phonemic awareness activities for the child.
Segmenting	Project includes 2 specific phonemic awareness activities that support the development of sound segmenting knowledge; activity explanations are in-depth/detailed; activities demonstrate the candidate's complete understanding of the child's learning needs.	Project includes 2 specific phonemic awareness activities that support the development of sound segmenting knowledge; activity explanations may lack some details; activities demonstrate the candidate has an acceptable understanding of the child's learning needs.	Project includes phonemic awareness activities that are vague and/or do not support the development of sound segmenting knowledge; activities demonstrate the candidate has an insufficient understanding of the child's learning needs.	Project does not include sound segmenting phonemic awareness activities for the child.

Phonological/Phonemic Awareness Instructional Goals Rubric Continued

	Exceeds:	Meets:	Needs Improvement:	No Credit:
Phoneme Deletion	Project includes 2 specific phonemic awareness activities that support the development of phoneme deletion knowledge; activity explanations are in-depth/detailed; activities demonstrate the candidate's complete understanding of the child's learning needs.	Project includes 2 specific phonemic awareness activities that support the development of phoneme deletion knowledge; activity explanations may lack some details; activities demonstrate the candidate has an acceptable understanding of the child's learning needs.	Project includes phonemic awareness activities that are vague and/or do not support the development of phoneme deletion knowledge; activities demonstrate the candidate has an insufficient understanding of the child's learning needs.	Project does not include phoneme deletion phonemic awareness activities for the child.

Phoneme Addition	Project includes 2 specific phonemic awareness activities that support the development of phoneme addition knowledge; activity explanations are in-depth/detailed; activities demonstrate the candidate's complete understanding of the child's learning needs.	Project includes 2 specific phonemic awareness activities that support the development of phoneme addition knowledge; activity explanations may lack some details; activities demonstrate the candidate has an acceptable understanding of the child's learning needs.	Project includes phonemic awareness activities that are vague and/or do not support the development of phoneme addition knowledge; activities demonstrate the candidate has an insufficient understanding of the child's learning needs.	Project does not include phoneme addition phonemic awareness activities for the child.
Phoneme Substitution	Project includes 2 specific phonemic awareness activities that support the development of phoneme substitution knowledge; activity explanations are in-depth/detailed; activities demonstrate the candidate's complete understanding of the child's learning needs.	Project includes 2 specific phonemic awareness activities that support the development of phoneme substitution knowledge; activity explanations may lack some details; activities demonstrate the candidate has an acceptable understanding of the child's learning needs.	Project includes phonemic awareness activities that are vague and/or do not support the development of phoneme substitution knowledge; activities demonstrate the candidate has an insufficient understanding of the child's learning needs.	Project does not include phoneme substitution phonemic awareness activities for the child.

Phonological/Phonemic Awareness Instructional Contexts/Strategies Rubric

	Exceeds: Project includes a thorough list of instructional contexts/strategies; all are appropriate for the instructional goals.	Meets: Project includes a list of instructional contexts/strategies; one or two may be missing; most are appropriate for the instructional goals.	Needs Improvement: Project includes a limited list of instructional contexts/strategies; contexts/strategies may or may not be appropriate for the instructional goals.	No Credit: Project does not include instructional contexts/strategies.
Rhyming				
Initial Sounds				
Blending				
Segmenting				
Phoneme Deletion				
Phoneme Addition				
Phoneme Substitution				

Phonological/Phonemic Awareness Common Core Rubric

	Exceeds: Project includes a thorough and correct list of common core standards for the instructional goals.	Meets: Project includes a list of common core standards; one or two standards may be missing; most standards correspond correctly to the instructional goals.	Needs Improvement: Project includes a limited list of common core standards; the standards may or may not correspond correctly to the instructional goals.	No Credit: Project does not include common core standards.
Rhyming				
Initial Sounds				
Blending				
Segmenting				
Phoneme Deletion				
Phoneme Addition				
Phoneme Substitution				

ARTISTIC LEARNING EXPERIENCES Rubric

	3 - Target	2 - Proficient	1 - Developing	0 - Unacceptable
	This is the level expected upon completion of pre-service teacher program. The assignment contains all of the elements in a final, well-developed lesson plan.	This is the level at which most pre-service teachers present. The basic elements of the assignment are there but the needs development and depth.	The assignment is developing but not yet at a level that could be considered basic.	Multiple parts of the unit plan are missing or incomplete.
Content and Standards 20%	Interesting, relevant, and rigorous content. Connected to other subject areas. Includes multiple perspectives or ways of thinking about content. Addresses ranges of ability and background knowledge.	Covers adequate content for thorough, accurate lesson. Includes activity and attempt is made to connect material to lived experience of students.	Some minor inaccuracies may be present. Material is moderately interesting or relevant. Some content may be repetitive or incomplete.	Content is uninteresting and not engaging. Breadth or depth of examination of content is inadequate. No apparent attempt to connect material to students' lives.
Instructional Strategies 20%	Multiple strategies used to engage individuals and groups to high performance and mastery through active learning. Strategies not only lead to knowledge of content but problem solving skills development.	Suitable strategy or -ies used to promote active learning and that allow for variation in activity, including independent and collective exploration of content. More than one representation of concept included.	A single, effective strategy is employed in a way that ensures that students are able to construct accurate understanding of concepts.	A single strategy is used that may not allow for independent or collective construction of knowledge accurately.
Assessment 20%	Lesson includes opportunities for formative assessment(s) that can enhance delivery. Post-lesson assessment not only accurately gauges mastery, but presents opportunity for enhancing understanding.	Assessment of lesson will likely accurately gauge mastery and understanding.	Assessment of lesson will likely gauge mastery and understanding of most of the material presented.	Assessment is inaccurate, too easy or too difficult. Will not provide opportunity for teacher to gauge understanding and change or revisit delivery method.
Organization/ Development 10%	Information is very organized; a very well-constructed and complete lesson.	Information is contained in solid, basic lesson plans.	Information is basically organized, but lessons lack an essential part.	The information is disorganized and incomplete. Is not age or grade appropriate.
Mechanics 10%	No grammatical, spelling, syntax or punctuation errors.	Three or fewer grammatical, spelling, or punctuation errors.	Four to six grammatical, spelling, or punctuation errors.	Many grammatical errors.
Adaptations Instructional Support 10%	Adaptations/Instructional Support in Lesson Plans are appropriate. Meets the needs of a variety of learners.	Adaptations and Instructional Support are included, but include one or two too many or too few or are not appropriate.	Some adaptations included, but are inappropriate to lesson. Little or no instructional support.	No adaptations or Instructional Support in lesson plans.
Resources 10%	Materials are completely listed. Other resources such as field trips, guest speakers, and supplementary artifacts are also included.	Materials are completely listed. Two other resources such as field trips, guest speakers, and supplementary artifacts are also included.	Materials are completely listed. One other resource such as a field trip, guest speaker, or supplementary artifact is also included.	Materials are not listed. Other resources such as field trips, guest speakers, and supplementary artifacts are not included.

Universal Design for Learning Portfolio Rubric
Used to Assess Each of Five (5) Activities

	Multiple Means of Presentation 1 point	Multiple Means of Action and Expression 1 point	Multiple Means of Engagement 1 point	Total
Activity Description <i>IEP Function 3.1</i>	Activity utilizes multiple means of presentation. The candidate clearly explains how multiple means of presentation will tie the activity to an individual student's IEP goals and objectives.	Activity utilizes multiple means of action and expression. The candidate clearly explains how multiple means of action and expression will tie the activity to an individual student's IEP goals and objectives.	Activity utilizes multiple means of engagement. The candidate clearly explains how multiple means of engagement to an individual student's IEP goals and objectives.	
Learning Environment <i>Function 3.2</i>	The candidate clearly explains how multiple means of presentation will be used in the development of the learning environment for that activity.	The candidate clearly explains how multiple means of action and expression will be supported in the development of the learning environment for that activity.	The candidate clearly explains how multiple means of engagement will be supported in the development of the learning environment for that activity.	
Individual Learner Characteristics <i>Function 3.3</i>	The candidate clearly explains how multiple means of presentation will support individual learner characteristics as the activity is developed.	The candidate clearly explains how multiple means of action and expression will support individual learner characteristics as the activity is developed.	The candidate clearly explains how multiple means of engagement will support individual learner characteristics as the activity is developed.	
Assessment <i>Function 3.4</i>	The candidate clearly explains how multiple means of presentation will be used in developing pre- and post-assessments for the activity.	The candidate clearly explains how multiple means of action and expression will be used in developing pre- and post-assessments for the activity.	The candidate clearly explains how multiple means of engagement will be used in developing pre- and post-assessments for the activity.	

Technology	The candidate clearly explains how multiple means of presentation will be used in determining the types of technology that will be used as part of the activity.	The candidate clearly explains how multiple means of action and expression will be used in determining the types of technology that will be used as part of the activity.	The candidate clearly explains how multiple means of engagement will be used in determining the types of technology that will be used as part of the activity.	
Assignment totals				

New Degree Request - *Pittsburg State University*

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	Elementary Education Unified (K-6) CIP Code: 13.1202
2. Academic Unit	Teaching and Leadership (College of Education)
3. Program Description	The proposed Elementary Education Unified (K-6) baccalaureate program meets the KSDE Elementary Education Unified Standards. Graduates of the program will earn an Elementary and Special Education teaching license for grades K-6, which will help to fill the shortage of Special Education teachers in Kansas.
4. Demand/Need for the Program	<p>According to the U.S. Census, 2.8 million school-aged children with disabilities across the United States qualify for special education services. That is approximately 5.2 percent of America's youth aged 5 to 18. Increased awareness of various disabilities has caused higher enrollment in elementary and secondary special education programs. As more children are properly diagnosed, the number of special education teachers will grow. The Bureau of Labor Statistics predicts that employment of special education teachers will grow by six percent through 2024. This will open roughly 31,000 new jobs nationwide in special education. This demand is aided by the retirement of current special education teachers. Many school districts are already experiencing special education teacher shortages, so job prospects in the area are already proving strong.</p> <p>The Kansas Commissioner of Education's Blue Ribbon Task Force on Teacher Vacancies and Supply (KSDE, 2016) identified recruiting elementary and special education teachers as a priority due to the high number of elementary and special education teaching positions left unfilled in recent years. One of the immediate recommendations from the Task Force to the Kansas State Board of Education was to create a baccalaureate degree that resulted in both Elementary (K-6) and Special Education teaching licenses.</p> <p>The Kansas State Department of Education following the recommendations of the Blue Ribbon Task Force worked with Elementary Teachers, Special Education Teachers, School Administrators, Teacher Education Professors and other stakeholders to create a new initial pathway for candidates to earn both Elementary and Special Education teaching licenses. On February 14, 2017, the Kansas State Board of Education approved the Elementary Education (K-6) Standards.</p>

<p>5. Comparative /Locational Advantage</p>	<p>The proposed Elementary Education Unified (K-6) program is freestanding and based on the PSU Elementary Education program and Inclusive Education minor. A curriculum crosswalk was conducted using the new Elementary Education Unified standards and the learning outcomes of the courses in the Elementary Education program and Inclusive Education minor. One additional course was created to meet the Elementary Education Unified standards. This course will be taught in load by one of the Core faculty members.</p> <p>PSU is in a unique position to offer the first Elementary Education Unified (K-6) program in Kansas. Because PSU has a history of a strong Elementary Education program, which is combined with a successful Inclusive Education minor the proposed program can build on this foundation and be effective from the first semester of coursework.</p>
<p>6. Curriculum</p>	<p>The program includes 48 credit hours of general education requirements and 86 credit hours of education courses and practica.</p>
<p>7. Faculty Profile</p>	<p>Eight tenured/tenure-earning faculty, five full time faculty, and two part-time faculty currently teach in the Elementary Education and Inclusive Education minor. The proposed program includes the Elementary Education and Inclusive Education minor courses, which are fully staffed and have capacity. Therefore, no additional or new faculty are required for this program.</p>
<p>8. Student Profile</p>	<p>The students for this program will be high school graduates and transfer students who want to teach elementary aged students in both general and special education classroom settings. Each year freshman and transfer students identify both elementary and special education as their preferred major.</p> <p>A highly qualified special education teacher is best suited to help students face and overcome challenges, while striving to be their personal best. Special education teachers embody the following characteristics: Organization, Creativity, Highly Intuitive, Calming Nature, Detail-Oriented, Deadline-Oriented, Adaptability, Even Tempered, and Good Sense of Humor.</p>
<p>9. Academic Support</p>	<p>The Academic Support provided by PSU has the capacity to meet the needs of the proposed program. No additional or new academic supports are necessary for the success of this program.</p>
<p>10. Facilities and Equipment</p>	<p>The Facilities and Equipment provided by PSU is sufficient to meet the needs of the proposed program. No additional, new or renovated facilities or equipment are necessary for the success of this program.</p>

11. Program Review,
Assessment,
Accreditation

PROGRAM REVIEW

As in all teaching at PSU, each academic department is responsible for monitoring the quality of the teaching and learning for courses. All degree programs are scheduled for program review, with attention to insuring that student assessment practices match the same assessments as mandated for face-to-face courses and programs. All degree programs are required to submit an annual assessment report. The Elementary Education Unified program will submit an annual report.

All degree programs go through a strenuous program review process on a regular basis. A critical feature of the program review process is the requirement that an external evaluation of the program occur, whether by a discipline-specific accrediting body or a qualified ad hoc external reviewer. This is a critical component of ensuring programs are current and require levels of performance appropriate to the degree. The Elementary Education Unified program will be subject to the program review process.

ACCREDITATION

The undergraduate and graduate teacher education programs at Pittsburg State University are accredited by the Kansas State Department of Education (KSDE) and the Council for the Accreditation of Educator Preparers (CAEP). The teacher education programs at PSU participate in the continuous improvement model of accreditation. Data from all teacher education programs are collected annually, reviewed, and changes are made based on the data. The Elementary Education Unified (K-6) program will also be subject to the accreditation review process by KSDE and CAEP.

ASSESSMENTS

Candidates are assessed at admission points in the program, assessed in courses and clinical experiences, assessed at completion of the program, and assessed for licensure. A comprehensive assessment system is in place that provides for the assessment of candidates for the Elementary Education Unified program/license as they progress through the program. A series of checkpoints ensures that advisors and faculty monitor teacher candidate progress and provide assistance when necessary. Every candidate for the Elementary Education Unified program/license must have completed all requirements for the initial license. Checkpoints for assessing the progress of Candidates include:

1. Application for Teacher Education
2. Admission to Teacher Education
3. Application for Professional Semester
4. Completion of Teacher Education Program
5. Application for Licensure

	<p>The Elementary Education Unified program implements the same comprehensive assessment systems as do all other programs. All Field Experience evaluations are based on the KSDE Elementary Education Unified Standards, PSU Conceptual Framework (four standards and 31 indicators), and the KSDE Professional Education Standards.</p> <p>Throughout the professional semester, Teacher Candidate progress is assessed during each supervisor visit (a minimum of four visits per semester), and at the conclusion of the student teacher experience University Supervisors and the Cooperating Teacher use the Professional Knowledge Base Assessment document, which assesses the Teacher Candidate's performance on each of the 31 indicators. The individual indicator score is calculated as a mean score for each of the four major teacher effectiveness standards for the final evaluation.</p> <p>Assessment Instruments/Rubrics for candidate performance and program improvement meet KSDE EEU program standards. Assessments are administered throughout the program beginning in the sophomore year. These assessments include the Praxis Content test and Principles of Teaching and Learning examinations; Teacher Work Sample; Student Teaching Evaluation; Pre-Post Analysis in Primary Reading and Language Arts; Creative Expressions Portfolio; Universal Design for Learning Portfolio; and course grades. Data from all assessment instruments are used to evaluate the program and make changes when necessary in order to meet the PSU Teacher Education goal of "Preparing Competent, Committed, Caring Professional Educators."</p> <p style="text-align: right;">MANDI'S MACBOOK PRO.USERS.MANDI.DOWNLOADS.PROSUMFM.DOC</p>
12. Costs, Financing	No additional costs are necessary to ensure the success of this program.

IMPLEMENTATION YEAR FY 18-19

Fiscal Summary for Proposed Academic Programs

Institution: Pittsburg State University Proposed Program: Elementary Education Unified (K-6)

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	20	5	28	6	35	7
B. Total SCH taken by all students in program	700 + 85 = 785		980 + 102 = 1,082		1225 + 119 = 1,344	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
No new General Use Costs are required or requested for this program. The program uses the coursework from the Elementary Education major and the Inclusive Education minor. These courses are approved and have been taught in previous semesters. One new 3 hour course is added and will be taught in load by a professor who is teaching other courses in the program.						
Base Budget	NA		NA		NA	
Salaries	NA		NA		NA	
OOE	NA		NA		NA	
Total	NA		NA		NA	

Indicate source and amount of funds if other than internal reallocation:

Revised: September, 2003

Approved: _____

BASIC PROGRAM INFORMATION

1. Proposing Institution: Pittsburg State University
2. Title of proposed program; Elementary Education Unified (K-6)
3. Degree to be offered; Bachelor of Science in Education
4. Anticipated date of implementation; August 2018
5. Responsible department(s) or unit(s); College of Education, Department of Teaching and Leadership
6. Center for Education Statistics, Classification of Instructional Program (CIP) 13.1202

Expedited Program Approval - *Justify the Need for Expedited Implementation*

According to the U.S. Census, 2.8 million school-aged children with disabilities across the United States qualify for special education services. That is approximately 5.2 percent of America's youth aged 5 to 18. Increased awareness of various disabilities has caused higher enrollment in elementary and secondary special education programs. As more children are properly diagnosed, the number of special education teachers will grow. The Bureau of Labor Statistics predicts that employment of special education teachers will grow by six percent through 2024. This will open roughly 31,000 new jobs nationwide in special education. This demand is aided by the retirement of current special education teachers. Many school districts are experiencing special education teacher shortages, so job prospects in the area are very strong.

The United States Department of Education Office of Postsecondary Education published *The Teacher Shortage Areas Nationwide Listing 1990-1991 through 2016-17* (August 2016). The report shows the nation's teacher shortage areas by State. The Kansas Teacher Shortage Areas (pages 60-62) reveal the last time Special Education was NOT a teacher shortage area in Kansas was the 1991-1992 school year. **Beginning with the 1992-1993 school year through 2016-17, Special Education has been the number one teacher shortage area in Kansas.**

The Kansas Commissioner of Education's Blue Ribbon Task Force on Teacher Vacancies and Supply (KSDE, 2016) identified recruiting elementary and special education teachers as a priority due to the high number of elementary and special education teaching positions left unfilled in recent years. One of the immediate recommendations from the Task Force to the Kansas State Board of Education was to create a baccalaureate degree that resulted in both Elementary (K-6) and Special Education teaching licenses.

The Kansas State Department of Education following the recommendations of the Blue Ribbon Task Force worked with Elementary Teachers, Special Education Teachers, School Administrators, Teacher Education Professors and other stakeholders to create a new initial pathway for candidates to earn both Elementary and Special Education teaching licenses. On February 14, 2017, the Kansas State Board of Education approved the Elementary Education (K-6) Standards.

The PSU proposed Elementary Education Unified (K-6) program meets the KSDE Elementary Education Unified Standards. Graduates of the proposed program will earn an Elementary and Special Education teaching license, which will help to fill the open Special Education teaching positions in Kansas. The first graduates of the program will be hired as Elementary/Special Education (K-6) teachers two years after program approval. This program will provide highly

qualified and uniquely trained teachers who will make a difference in the lives of children across the state of Kansas.

Distinct Within the State University Sector

The Kansas State Board of Education approved the Elementary Education Unified (K-6) Standards on February 14, 2017. As of the date of submission of this document, no Teacher Educator Preparation program in Kansas (either those associated with the Kansas Board of Regents or private institutions of higher education) has submitted to KSDE an Elementary Education Unified (K-6) program.

The proposed Elementary Education Unified (K-6) program is freestanding and based on the PSU Elementary Education program and Inclusive Education minor. A curriculum crosswalk was conducted using the new Elementary Education Unified standards and the learning outcomes of the current courses in the Elementary Education program and Inclusive Education minor. One additional course was created to meet the Elementary Education Unified (K-6) standards.

PSU is in a unique position to offer the first Elementary Education Unified (K-6) program in Kansas. Because PSU has a history of a strong Elementary Education program, which is combined with a successful Inclusive Education program, the proposed program can build on this foundation and be effective from the first semester of coursework.

Describe the Proposed Program

The goals and objectives of the proposed program are designed to provide teacher candidates with the knowledge, skills, and tools necessary to be 'Competent, Committed and Caring teachers of elementary aged students and students with special needs. The curriculum emphasizes conceptual understanding, synthesis, and application; research-based theories, skills and strategies; and performance-based assessments.

Elementary Education Unified (K-6) is a 134 hour baccalaureate degree program that includes 48 credit hours of general education courses and 86 credit hours of elementary education and special education courses. Teacher candidates spend over 1,000 hours in clinical, field, and practica experiences.

Required Resources and Funding.

The Academic Support provided by PSU has the capacity to meet the needs of the proposed program. No additional or new academic supports are necessary for the success of this program.

The Facilities and Equipment provided by PSU is sufficient to meet the needs of the proposed program. No additional, new or renovated facilities or equipment are necessary for the success of this program.

Fifteen Teaching and Leadership faculty members (full and part-time) currently teach in the Elementary Education and Inclusive Education minor. The proposed program includes the Elementary Education and Inclusive Education minor courses, which are fully staffed and have capacity. Therefore, no additional or new faculty are required for this program.