

Evidence Plan

Rank I Program for Teachers of Exceptional Children and Youth - Communication Disorders

The Division of Communication Disorders is committed to preparing speech-language pathologists who are reflective decision makers and who can promote development of the individual in all areas of communication and can facilitate learning of all children in an increasingly pluralistic society. The communication disorders advanced preparation program is based on the Experienced Teacher Standards adopted in 1994 and 1999 by the Kentucky Education Professional Standards Board and in the academic expectations of the Kentucky Educational Reform Act passed into regulation in 1994. It also builds on the entry-level skills delineated in the Standards for the Certificate of Clinical Competence (effective January 1, 1993) adopted by the American Speech-Language-Hearing Association.

The Division is accredited by the American Speech-Language-Hearing Association's (ASHA) Council on Academic Accreditation (CAA). The program, which consists of 7 full-time faculty along with some part-time faculty and numerous off-site supervising teachers and clinicians, graduates approximately 20 students from its master's degree program annually. Of these students, all or nearly all, also complete the initial certification program. In addition, the Division offers the advanced preparation program for currently certified speech-language pathologists who do not possess the advanced Rank I certification and desire to attain it. Since students who complete the initial certification program in the Division of Communication Disorders also meet the qualifications for Rank I certification, the advanced program is intended for the occasional professional living in the region who graduated from another institution or who obtained certification prior to the time when the initial certification met Rank I certification requirements. The program faculty believe that the advanced preparation program is a valuable, though relatively seldom used, option that provides a valuable service to speech-language pathologists who wish to continue their education and improve services to students and their families.

The following evidence plan is divided into three sections. The first section includes information intended to provide a brief overview of the Division of Communication Disorders program. The second section provides general material concerning the program for the Rank I Program for Teachers of Exceptional Children and Youth – Communication Disorders.

The third section includes a list of portfolio items intended to provide evidence that the program is meeting the New Teacher Standards. The selection of courses for the advanced preparation is not prescribed, but individually selected based on the student's Professional Development Plan and defined goals. As a result, the specific relationship between coursework and Experienced Teacher Standards will vary. However, because each student is required to select one course which addresses technology, we can say for certain that each student will have one course which will address Standard X. Also, because each student must select a course dealing with diversity, we can predict that each student's program will contain at least one course that will provide information that will address the requirements of Standards III, IV, V, and VI for students from diverse backgrounds.

It should be noted that no students have enrolled in this program since its development in 1999. Consequently, no student materials are available for presentation in the third section at present.

Overview of the Division of Communication Disorders

- ◆ Vital Information
- ◆ Organizational chart
- ◆ ASHA Academic Accreditation Report and subsequent annual reports
- ◆ Vita of full-time faculty
- ◆ Course syllabi

Rank I Program for Teachers of Exceptional Children and Youth – Communication Disorders

- ◆ Folio (July 1999)
- ◆ Conceptual Framework
- ◆ Continuous Assessment Plan

Experienced Teacher Standards & Supporting Materials

Experienced Teacher Standard	Coursework, Portfolio Entries, and Other Materials
I. Demonstrates Professional Leadership	Portfolio entries 2 & 3
II. Demonstrates Knowledge of Content	Portfolio entries 2, 3, & 4
III. Designs and Plans Instruction	Diversity class; Entries 2, 3, & 4
IV. Creates/ Maintains Learning Climate	Diversity class; Entries 3 & 4
V. Implements/ Manages Instruction	Diversity class; Entries 3 & 4
VI. Assess & Communicate Learning Results	Diversity class; Entry 4
VII. Reflects/ Evaluates Teaching/ Learning	Entries 1, 4, & 5
VIII. Collaborates with Colleagues/ Parents/ Others	Entries 2, 3, & 8
IX. Engages in Professional Development	Entries 1 & 5
X. Uses Technology	Technology class; Entries 1, 3, 4, & 5

