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Professional Education Unit

Program Assessment Plan – Initial Preparation

Name of Preparation Program: Middle Grades Education for Initial Certification

Master of Arts in Teaching

Date Completed: February 15, 2013

Date Submitted: February 15, 2013

Submitted By: Janet L. Applin

WKU Professional Education Unit Wide Continuous Assessment Matrix – Initial Preparation

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| **WKU PROFESSIONAL EDUCATION UNIT WIDE CONTINUOUS ASSESSMENT MATRIX - INITIAL PREPARATION** |
|   | **Component 1:Admission Data** | **Component 2: Course Based Assessment Data** | **Component 3: Clinical Experiences Data** | **Component 4:Culminating Assessment Data** | **Component 5:Exit and Follow Up Data** |
| Conceptual FrameworkStandards/Values | FacultyRecs | KY REQ's | Critical Performances | Early Clinical Experiences | Final Clinical Experience | Final Clinical Evaluation | Capstone Assessment(TWS\*\*) | ExitSurvey | Praxis II | AlumniSurvey | EmployerSurvey |
| Content Knowledge |   | Various Data Required by State for Admission into Teacher Preparation Programs | Aligned to Kentucky Teacher Standards |   |   |  1a-d, Overall  | Capstone Assessment(TWS\*\*) | 1a-d | State Approved Certification Exams | 1a-d | 1a-d |
| Designs/Plans |   |   |   | 2a-e, Overall | LG4,DFI2,DFI4,ASL4 | 2a-e | 2a-e | 2a-e |
| Learning Climate |   |   |   | 3a-e, Overall | CF1,LG1,LG3,LG4,LG7,DFI1-2,DFI4-5,ASL2 |  3a-e |  3a-e |  3a-e |
| Implements/Manages |   |   |   | 4a-e, Overall |  CF1-3,LG2,LG5 | 4a-e | 4a-e | 4a-e |
| Assessment/Evaluation |   |   |   | 5a-d, Overall |  | 5a-e | 5a-e | 5a-e |
| Technology |  |  |  | 6a-d, Overall | LG6,LG8,LG9,DFI1,DFI5,ASL2 | 6a-d | 6a-d | 6a-d |
| Reflection |   |   |   | 7a-c, Overall | DFI3,ASL1 | 7a-c | 7a-c | 7a-c |
| Collaboration |   |   |   | 8a-b, Overall | ASL2-3, ROT2, ROT3 | 8a-d | 8a-d | 8a-d |
| Professional Development |   |   |   | 9a-c, Overall |   | 9a-d | 9a-d | 9a-d |
| Leadership |   |   |   | 10a, Overall | ROT1-3 | 10a-d | 10a-d | 10a-d |
| Dispositions | FR a-f\* |   | FX a-l |   | Disp a-l |   |   |   |   |   |
| Field Experiences & Clinical Practice |  |   | Summary Form | OTS Data |   |   |   |   |   |   |
| Diversity |   |   | Summary Form | OTS Data | Disp g |   |   |   |   |   |
| Impacts P-12 Student Learning |  |   |   |   |   | CF3,LG4,LG7,DFI1,DFI2 |   |   |   |   |
| **DATA MAINTAINED BY:** | OTS† | Faculty | STE Staff | OTS | OTS/EdTech | STE Staff/Ed Tech | Ed Tech | OTS | Ed Tech | Ed Tech |
| **DATA HOUSED IN:** | CEBS ACCSYS | CEBS ACCSYS | CEBS ACCSYS | CEBS ACCSYS | CEBS ACCSYS |
| **DATA REPORTING CYCLE:** | Semester | Yearly | Yearly | Yearly | Yearly | Yearly | Yearly | Yearly | Yearly | Biannually |
| **DATA REVIEWED BY:** | PEC† | Faculty/Programs/PEC | Programs/PEC | Programs/PEC | Programs/PEC | Programs/PEC | Programs/PEC | PEC | Programs/PEC | Programs/PEC |
| **TRANSITION POINTS:** | 1: Program Admission | 2: Admission to Culminating Assessment and Final Clinical Experience | 3: Program Exit |   |   |   |   |
| \* Cells reflect instruments or rubric/survey items keyed to CF Standards/Values. \*\*The revised TWS was administered Fall 2011 and Spring 2012 |  |  |  |  |  |  |  |
| †OTS = Office of Teacher Services; PEC = Professional Education Council; STE = School of Teacher Education |  |  |  |  |  |  |  |

 **How Data Fit and Are Used Within the Electronic Accountability System**

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|  |   |   | DEMOGRAPHICS |   | **WKU Professional Education Unit Electronic Accountability System Components** |   | REPORTS |   |   |
|  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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|  |   |   | COMPONENT 1 |   |   |   | COMPONENT 2 |   |   |   | COMPONENT 3 |   |   |   | COMPONENT 4 |   |   |   | COMPONENT 5 |   |   |
|  |   |   |   |   |   |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |  |   |   |   |
|  |   |   | Admission Data |   |   |   | Electronic Portfolio System |   |   |   | Early Clinical Experiences |   | Final ClinicalExperience |   |   |   | Culminating Assessment Data  |   |   |   | Certification & Praxis |   | Follow Up Surveys |   |   |
|  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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| INITIALPREPARATION |  |   | Data entered by Office of Teacher Services after Student Orientation |   |  |   | Course Based Critical Performances uploaded by candidates and scored by faculty |   |  |   | Data entered by Curriculum & Instruction staff after candidates submit Fieldwork Summary Form |  | Data entered by Office of Teacher Services  |   |  |   | Teacher Work Sample Scores entered electronically by faculty & Ed Technology  |   |  |   | Data entered by Office of Teacher Services |  | Electronic survey data merged into Accountability System  |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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| ADVANCEDPREPARATION |  |   | Data entered by Office of Teacher Services after Graduate Admission |   |  |   | Course Based Critical Performances uploaded by candidates and scored by faculty |   |  |   | *Data currently housed by each program* |  | *Data currently housed by each program* |   |  |   | Course Based Critical Performances uploaded by candidates and scored by faculty |   |  |   | Data entered by Office of Teacher Services |  | *Data currently housed by each program* |   |   |
|   |   |   |  |   |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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| TRANSITION POINTS |  |   | 1: Program Admission |   |  | 2: Admission to Culminating Assessment and/or Final Clinical Experience  | (Overlap in some AP Programs) | 3: Program Exit |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \**Italics indicates data currently housed elsewhere that will be added to Accountability System in the future.* |  |  |  |  |  |  |  |  |

**Critical Performance Assessment Alignment Matrix**

**Graduate Initial Preparation Program**

|  |  |
| --- | --- |
| **Core MAT****Initial Cert Courses** | **Kentucky Teacher Standards** |
| **I** | **II** | **III** | **IV** | **V** | **VI** | **VII** | **VIII** | **IX** | **X** |
| **Content Knowledge** | **Designs/Plans** | **Learning Climate** | **Manages Instruction** | **Assessment** | **Technology** | **Reflection** | **Collaboration** | **Professional Development** | **Leadership** |
| **EDU 520** | Demonstrate instructional strategies that are appropriate for content | Develop significant objectives aligned with standards | Value and support student diversity and address individual needs | Use variety of instructional strategies that engage students in active learning aligned with learning objectives | Uses pre/formative/and summative assessments |  |  | Collaborate with colleagues to design instruction |  |  |
| **LME 535** |  | Design learning activities for all Bloom’s levels and create lesson plan that incorporates technology and uses Instructional Design template |  |  |  | Write 4 part content and technology objectives given higher level thinking educational scenarios | Create unit of study which includes reflective piece |  | Instructional Design Project |  |
| **EDU 522** |  |  | Synthesize knowledge of diverse learners by creating unit of study incorporating strategies for multiple intelligences, disabilities, gifted or talented, gender sensitivities, and cultural awareness |  |  | Create unit of study which incorporates technology |  |  |  |  |
| **EDU 570** |  |  |  |  | Plan and create classroom assessments, construct effective test items, evaluate, interpret, and improve classroom assessments |  |  |  | Use, evaluate, and interpret standardized test scores | Disaggregate high-stakes assessment data |
| **LTCY 510** |  |  |  |  | Select and design appropriate materials, strategies ,and settings for literacy assessment and instruction | Utilize technology in their teaching and design lessons in which students use technology to learn |  |  |  |  |
| **TCHL 520** | Understand action research and its purpose in instruction | Design action research project |  |  |  |  |  |  | Become familiar with professional literature on chosen research topic | Write literature review on research topic |
| **EDU 589** |  | Design and plan viable instruction | Create a dynamic learning climate | Design/plan viable instruction | Assess learning and communicate results to students | Use technology to support instruction | Evaluate own performance with respect to modeling and teaching KY Learning Goals | Self Evaluate to determine strengths and weaknesses and identify opportunities for growth | Identify leadership opportunities to improve student cognitive and social emotional learning. |  |

**Standard Concentration**

**Delineation of Unit/Program Transition Points**

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| **Transition Point 1 for Standard Concentration: Admission to Education Preparation Programs***Note: Standard Concentration is for those for individuals with no prior teaching certification who are not employed and do not have verification of intent to employ by a school district as a teacher in their chosen content area. Two hundred hours of clinical experience and student teaching are required to complete this program.*  |
| **Data Reviewed** | **Minimal Criteria for Admission to the Standard Concentration** | **Review Cycle** | **Reviewed By** |
| **Unit Level Data:**  |  | Each Month | Professional Education Council |
| * Admission Application to Graduate Studies
 | * Completion of online application
 |
| * Admission to Professional Education Unit
 | * Submission of all transcripts documenting completion of appropriate degree.
 |
| * Documentation of completion of baccalaureate degree with a major, or equivalent in and approved certification area and from an accredited institution.
 | * Completion and submission of letter including professional goals.
 |
| * Recommendation for admission following a transcript review by an MAT advisor associated with the certification area sought (modern languages). (Deficiencies may warrant additional coursework).
 | * All transcripts from outside the U.S. must have course-by-course evaluation from the American Association of Registrars and Admission Officers as a member of NACES.
 |
| * Letter of application including professional goals
 | * 2.75+ average or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of coursework (counting all coursework, undergraduate and graduate.
 |
| * Cumulative GPA of 2.75 or above (counting all coursework, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of coursework (counting all course work, undergraduate and graduate).
 | * State (KY) minimum scores for Praxis II
 | Spring Semester | The Graduate School and School of Teacher Education MAT Advisors and Faculty |
| * Praxis II Scores on test in major content area (e.g. English): World Language
 | * State (KY) minimum passing scores.
 |
| * Successful KY Criminal Background Check
 | * Current KY Criminal Background Check
 |
| * Pre Professional Skills Test (PPST) or GRE Test Scores as demonstration of Critical Thinking, Communication, Creativity, and Collaboration.
 | * Minimum or higher required Praxis I or GRE Test Scores, Signed statement indicating that student understands and commits to upholding the Professional Code of Ethics for KY School Certified Personnel as per 704 KAR 20:680 and 16 KAR 5:020 and will abide by expected dispositions of the WKU College of Education and Behavioral Sciences.
* Test scores are utilized to demonstrate Critical Thinking and Communication Skills. Three letters of recommendation are required that can speak to a student’s potential success as a graduate student and their dispositions for teaching indicating their creativity and collaboration skills.
 |
| * 3 References, Physical including TB Test or Risk Assessment, and a signed code of ethics for KY School Personnel
 | * References must speak to candidate’s disposition to teach, Current Physical, Signed Code of Ethics, Signed Agreement to Abide by Program Expectations, including statements ensuring Character and Fitness for employment as a KY Professional Educator.
 |
|  |  |
| **Transition Point 2 for Standard Concentration: Admission to Final Experience (e.g. Internship, Student Teaching, Clinical Practice, Culminating Assessment)***Note: Standard Concentration is for those for individuals with no prior teaching certification who are not employed and do not have verification of intent to employ by a school district as a teacher in their chosen content area. Two hundred hours of clinical experience and student teaching are required to complete this program.*  |
| **Data Reviewed** | **Minimal Criteria for Continuation** | **Review Cycle** | **Reviewed By** |
| * Admission to Educator Preparation
 | * 3.0 overall as per Graduate School Policy for all graduate programs
* Admission approved by Professional Education Council
 | Each Semester | Program Advisors and Faculty |
| * GPA Cumulative and in Major
* 200 Hours of Documented Field Experience
 | * State Database and Professional Education Unit data base documenting all 200 hours based on 16 KAR 5:040 completed
* Transcript Review
 |
| * All courses completed up to Internship course
 | * Transcript review to verify 36 hours from program of study completed.
 |
| * Disposition Scores
 | * All dispositions average at standard – (3+). Display conduct and dispositions consistent with the KY Teacher Code of Ethics, discipline –specific ethical codes, the WKU Conceptual Framework, the WKU Student Handbook, and all rules and obligations of any school district in which student in involved, at all times on campus and in field settings.
 |
| * Critical Performance Scores
 | * All Critical Performance scores average 3.0+ overall

2.5+ per Kentucky Teacher Standard Measured |
| **Transition Point 3 for Standard Concentration: Program Exit***Note: Standard Concentration is for those for individuals with no prior teaching certification who are not employed and do not have verification of intent to employ by a school district as a teacher in their chosen content area. Two hundred hours of clinical experience and student teaching are required to complete this program.*  |
| **Data Reviewed** | **Minimal Criteria for Exit** | **Review Cycle** | **Reviewed By** |
| * Advanced Internship Grade
 | * C or higher based on Teacher Work Sample Holistic Score of 2+
 | Each Semester | The Graduate School, The Office of Teacher Services and Teacher Certification, and Program Advisors |
| * GPA
 | * 3.0 GPA as required by WKU for all graduate degrees
 |
| * GPA
 | * 2.75+ average or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of coursework (counting all coursework, undergraduate and graduate.
 |

**To be recommended for initial certification, an applicant must document:**

* Completion of an approved teacher preparation program in each desired certification area;
* Passing score(s) on the appropriate PRAXIS I (PPST) (or GRE Scores) and PRAXIS II exam(s) (e.g., Content, PLT) or other assessments required for each desired certification area;
* Achievement of at least a 3.0 GPA in program and cumulative for Graduate School requirement for graduation and awarding of degree.
* Achievement of at least a 2.75 overall graduate & undergraduate, in each major, and in professional education courses.
* Completion of a portfolio based on the Kentucky Teacher Standards.
* Students in the Alternate Route to Certification Concentration must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification.
* Students in the Standard Concentration, upon successful completion of the MAT for initial certification and satisfaction of all other certification requirements, will qualify for a Statement of Eligibility for Certification. Prior to the student teaching experience, students in the Standard Concentration must successfully complete 200 hours of prescribed field experience connected with their course work. The Internship course for these students must be a full semester or equivalent in length to complete the equivalent of the state required student teaching experience in an unpaid position within WKU’s approved service area.

**EPSB Disclaimer: Teacher Certification requirements are subject to change. Before registering for required tests, please refer to the Education Professional Standards Board (EPSB) website at** [www.epsb.ky.gov](http://www.epsb.ky.gov) **for current requirements or contact the Division of Professional Learning and Assessment at 502-564-4606 or toll free 888-598-7667.**

**Candidate’s Name (Printed) Advisor’s Name (Printed)**

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**Candidate’s Signature/Date Advisor’s Signature/Date**

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**Option 6/Alternate Route Concentration**

**Delineation of Unit/Program Transition Points**

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| **Transition Point 1 for Option 6/Alternate Route Concentration: Admission to Education Preparation Programs***Note: Option 6/Alternate Route Concentration is for individuals with no prior teaching certification who are employed and have verification of intent to employ by a school district as a teacher in their chosen content area under a temporary provisional teaching certificate.* |
| Unit Level Data:  |  |  |  |
| * Admission Application to Graduate Studies
 | * Completion of online application
 | Each Month | Professional Education Council |
| * Admission to Professional Education Unit
 | * Submission of all transcripts documenting completion of appropriate degree.
 |
| * Documentation of completion of baccalaureate degree with a major, or equivalent in and approved certification area and from an accredited institution.
 | * Completion and submission of letter including professional goals.
 |
| * Recommendation for admission following a transcript review by an MAT advisor associated with the certification area sought (modern languages). (Deficiencies may warrant additional coursework).
 | * All transcripts from outside the U.S. must have course-by-course evaluation from the American Association of Registrars and Admission Officers as a member of NACES.
 |
| * Letter of application including professional goals
 | * 2.75+ average or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of coursework (counting all coursework, undergraduate and graduate.
 |
| * Cumulative GPA of 2.75 or above (counting all coursework, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of coursework (counting all course work, undergraduate and graduate).
 | * State (KY) minimum scores for Praxis II
 | Spring Semester | The Graduate School and School of Teacher Education MAT Advisors and Faculty |
| * Praxis II Scores on test in major content area (e.g.English): World Language
 | * State (KY) minimum passing scores.
 |
| * Successful KY Criminal Background Check
 | * Current KY Criminal Background Check
 |
| * Pre Professional Skills Test (PPST) or GRE Test Scores as demonstration of Critical Thinking, Communication, Creativity, and Collaboration.
 | * Minimum or higher required Praxis I or GRE Test Scores, Signed statement indicating that student understands and commits to upholding the Professional Code of Ethics for KY School Certified Personnel as per 704 KAR 20:680 and 16 KAR 5:020 and will abide by expected dispositions of the WKU College of Education and Behavioral Sciences.
* Test scores are utilized to demonstrate Critical Thinking and Communication Skills. Three letters of recommendation are required that can speak to a student’s potential success as a graduate student and their dispositions for teaching indicating their creativity and collaboration skills.
 |
| * 3 References, Physical including TB Test or Risk Assessment, and a signed code of ethics for KY School Personnel
 | * References must speak to candidate’s disposition to teach, Current Physical, Signed Code of Ethics, Signed Agreement to Abide by Program Expectations, including statements ensuring Character and Fitness for employment as a KY Professional Educator.
 |
| **Transition Point 2: Admission to Final Experience (e.g. Internship, Student Teaching, Clinical Practice, Culminating Assessment)** |
| **Data Reviewed** | **Minimal Criteria for Continuation** | **Review Cycle** | **Reviewed By** |
| Unit Level Data: |  |  |  |
|  |
| * Admission to Education Preparation
 | * Admission approved by Professional Education Council
 | Each Semester | Professional Education Council |
| * GPAs
 | * 3.0 overall as per Graduate Studies Policy for all graduate programs
 |
| * Semester Hours Completed
 | * 36 hours
 |
| * Dispositions Scores
 | * All dispositions average “At Standard” (3+)
 |
| * Critical Performance Scores
 | * 2.5+ per Kentucky Teacher Standard measured
 |
| **Transition Point 3: Program Exit** |
| Unit Level Data:  |  |  |  |
| * Advanced Internship Grade
 | * C or higher – based on Teacher Work Sample holistic score of 2+
 | Each Semester | Office of Teacher Services |
|  | * See Notes below regarding internship for Alternate Route to Certification and Standard Concentrations
 |

**To be recommended for initial certification, an applicant must document:**

* Completion of an approved teacher preparation program in each desired certification area;
* Passing score(s) on the appropriate PRAXIS I (PPST) (or GRE Scores) and PRAXIS II exam(s) (e.g., Content, PLT) or other assessments required for each desired certification area;
* Achievement of at least a 3.0 GPA in program and cumulative for Graduate School requirement for graduation and awarding of degree.
* Achievement of at least a 2.75 overall graduate & undergraduate, in each major, and in professional education courses.
* Completion of a portfolio based on the Kentucky Teacher Standards.
* Students in the Alternate Route to Certification Concentration must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification.
* Students in the Standard Concentration, upon successful completion of the MAT for initial certification and satisfaction of all other certification requirements, will qualify for a Statement of Eligibility for Certification. Prior to the student teaching experience, students in the Standard Concentration must successfully complete 200 hours of prescribed field experience connected with their course work. The Internship course for these students must be a full semester or equivalent in length to complete the equivalent of the state required student teaching experience in an unpaid position within WKU’s approved service area.

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**Candidate’s Name (Printed) Advisor’s Name (Printed)**

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**Candidate’s Signature/Date Advisor’s Signature/Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Other Key Data Collection Matrix** |
| **Preparation Program: Initial Preparation** |
| **CF Values** | **Unit-Wide Assessment** | **Program Level Data Collection Points (Courses)** |
| **1** | **2** | **3** | **4** | **5** |
| **Dispositions** | **Dispositions Form** | EDU 520  | EDU 522  | EDU 589 |  |  |
| **Field Experiences & Clinical Practice** | **Early Clinical Experience Summary Information** | EDU 520  | EDU 522 |  |  |
| **Field Experiences & Clinical Practice** | **Final Clinical Experience Summary Information** | EDU 589 |  |
| **KTS/Impacts P-12 Student Learning** | **Capstone Assessment/Teacher Work Sample** | EDU 589 |
| **KTS/Dispositions** | **Final Clinical Experience Evaluation** | EDU 589 |
| **KTS** | **Exit Survey** | EDU 589 |
| **Diversity\*** | **Early Clinical Experience Summary Information** | EDU 522 and EDU 589 |

**\*Please indicate the course or experience your program uses to guarantee that all candidates work with diverse students.**

**Annual Program Assessment Report Outline (Due in the Fall)**

**Academic Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Present your continuous assessment results in the following areas:
	1. Admission Data
	2. Course Based Assessment Data
	3. Clinical Experiences Data – ***Be sure to include dispositions assessment results, P-12 student diversity statistics, and results of efforts to ensure all candidates work with diverse students.***
	4. Culminating Assessment Data – *Be sure to include impact on P-12 student learning data.*
	5. Exit and Follow Up Data
2. Summarize the above results by Kentucky Teacher (Initial Programs) OR Program Standards (Advanced Programs) AND other key Conceptual Framework values.  *Be sure to describe what the results tell you about your candidates’ progress toward/proficiency on each standard/CF value.*
3. Summarize your efforts to report and disseminate your results (Unit/College-wide meetings, department/program level meetings, written reports, presentations, etc.).
4. Summarize key discussions and/or decisions made based on assessment results:
	1. Describe any assessment or data collection changes you have made/will make based on your assessment results.
	2. Describe any program curriculum or experience changes you have made/will make based on your assessment results.
	3. Describe any decisions about group/individual student progress you have made/will make based on your assessment results.