

# Lindsey Wilson College EPP Quality Assurance System Plan for Continuous Improvement

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## TEACHER AS LEADER FOR THE 21<sup>ST</sup> CENTURY



The Education Division incorporates the mission of Lindsey Wilson College, the institutional goals, and the student learning outcomes. The Teacher Education Program is committed to the Conceptual Framework theme “Teacher as Leader For the 21<sup>st</sup> Century.”

The standards for admission into the Education Program are inclusive of those for admission to Lindsey Wilson College and the criteria as outlined in this document. Therefore, admission to the College does not automatically qualify the candidate for admission to the Teacher Education Program and/or student teaching. Any candidate desiring to graduate from Lindsey Wilson College with eligibility for a Kentucky teaching certificate must follow the guidelines as stated in this Handbook. These requirements are subject to change in order to be in compliance with current regulations for teacher certification in Kentucky. Certification requirements are dependent on the date of graduation, not the date of entry to the Teacher Education Program. Candidates who do not complete the degree in a timely manner may be subject to additional requirements to meet Kentucky certification regulation guidelines.

### **Conceptual Framework**

#### **The Mission of the Teacher Education Unit**

The Unit’s mission is derived from the values central to the Institution’s mission, the evolving needs of P-12 learners, and 21<sup>st</sup> century instructional practice reflecting education standards.

*“The mission of the Education Division is to prepare candidates in a Christian learning environment with the knowledge, skills, and dispositions required to be successful, reflective teacher-leaders in the 21st century.”*

#### **The Vision of the Education Division**

The Unit’s mission statement is the root of the vision Lindsey Wilson Unit faculty share: “To prepare teachers who are effective leaders and reflective educators in 21<sup>st</sup> century educational settings.” This vision is realized in the education conceptual framework theme “Teacher as Leader for the 21<sup>st</sup> Century.”

### **Goals**

Based on the Kentucky Teacher Standards (KTS), candidate learning goals are derived from the Institution and Unit Mission Statements, developed from the Conceptual Framework’s four Key Concepts, and reflect the Institutional Goals. The Kentucky Teacher Standards and the four Key Concepts give context, cohesion and focus, guiding the program’s course work, field experiences, and assessments. Within each of the four Key Concepts, program goals and outcomes have been identified to assure that as candidates complete program requirements their performance will demonstrate the knowledge, skills, and dispositions of a teacher leader and mastery of the Kentucky Teacher Standards.

**Education Candidate Outcomes:**

1. **Knowledge:** Candidates demonstrate in-depth understanding of processes, concepts, knowledge, and 21<sup>st</sup> century skills in their content area(s) by:
  - a. Demonstrating a theoretical and practical understanding of the current knowledge base of their content area(s). (KTS 1, 5, 6)
  - b. Demonstrating the ability to communicate current and accurate content knowledge that impacts student performance and contributes to learning of all students. (KTS 1, 2, 3, 4, 5, 6, 7, 8)
  - c. Demonstrating critical thinking skills germane to the content area(s) and incorporating critical thinking in classroom learning. (KTS 1, 2, 4, 5, 6, 7)
2. **Pedagogy:** Candidates effectively plan and implement classroom strategies including research-based best practice that foster 21<sup>st</sup> century skills and effective learning by:
  - a. Demonstrating knowledge of effective learning strategies/techniques for all students that address 21<sup>st</sup> century skills. (KTS 1, 2, 3, 4, 5, 6, 7, 8)
  - b. Designing and implementing effective classroom instruction employing research-based best practices that promote student achievement. (KTS 1, 2, 3, 4, 5, 6, 7, 8)
  - c. Self-assessing their performances based on data and the Kentucky Teacher Standards. (KTS 5, 7, 8, 9)
3. **Leadership:** Candidates provide leadership in the school and in the community fostering the development of 21<sup>st</sup> century skills through collaboration:
  - a. Demonstrating ability to lead instructional programs to promote student learning through developing the professional skills of colleagues and improving the quality of the school. (KTS 2, 8, 9, 10)
  - b. Demonstrating leadership in community-based projects that enhance the School learning climate. (KTS 3, 5, 8, 9, 10)
4. **Reflective Best Practice:** Candidates develop dispositions as caring, reflective, self-assessing thinkers and professional teachers by:
  - a. Demonstrating ethical and dependable behaviors in roles and responsibilities (KTS 2, 3, 4, 5, 6)
  - b. Demonstrating behaviors and instructional practices that model for students the value of learning. (KTS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
  - c. Demonstrating respect for students and colleagues as individuals in order to positively affect student learning. (KTS 3, 8, 10)
  - d. Responding competently and maturely to all students/peers. (KTS 3, 8)
  - e. Reflecting on feedback and assessment of their teaching and identifying areas for growth. (KTS 5, 7, 9)
  - f. Committing to professional growth through critical reflection for improvement, reading of research-based literature and by seeking professional growth opportunities. (KTS 7, 9)

**CAEP Standard 5.1**

*The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, complete achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.*

To meet CAEP standard 5.1, the LWC EPP has created and maintained a three-stage assessment system that measures state and federal standards. These assessments measure the LWC goals and outcomes stated above. The EPP requires teacher candidates to move through the following three stages of assessment (multiple measures) during their preparation for teaching:

Table 1 - Stage Assessments

## Stage 1 Program Key Assessment (Entry)

Requirement	Artifact	Benchmark	KTS	InTASC	Location
Criteria for Admission	Outlined in Candidate Handbook	All criteria met	N/A	N/A	EDUC 3413 EDUC 3403
GPA	Banner	Minimum 2.75	1	4	N/A
Entrance Exam Praxis 1	Exam	Current cut score	1	4,5	EDUC 3413 EDUC 3403
Dispositions	Stage 1 & 2 Disposition Assessment Form Completed by 2 content area and 1 education faculty member	Disposition Assessment Score of 2 or higher	N/A	N/A	EDUC 2123 EDUC 3413 EDUC 3403 All Methods classes EDUC 4263 EDUC 4463 EDUC 4600
Entry Portfolio	Content Assignment	Average rubric score of 2 or higher	1	1	Class from Emphasis/Major
	On-Demand Writing	Average rubric score of 2 or higher	7	9	EDUC 3413 EDUC 3403
	Lesson Plan	Average rubric score of 2 or higher	1,2,5,6	1,4-10	EDUC 3413 EDUC 3403
	Philosophy	Average rubric score of 2 or higher	1,3,7,9	1,2,3,9	EDUC 2123
	Field Experience Reflection	All rubric criteria met	1-10	1-10	EDUC 2123 EDUC 3413 EDUC 3403
	Field Experience Logs	All rubric criteria met	1-10	1-10	EDUC 2123 EDUC 3413 EDUC 3403
Interview	Interview Questions	Average rubric score of 2 or higher	1-10	1-10	Summative
	Oral Skills Assessment	AAC&U Oral Communication Rubric score of 2 or higher	7	6,9	Summative
	On Demand Writing	AAC&U Written Communication Rubric score of 2 or higher	7	6,9	Summative

## Stage 2 Key Assessment (Mid-Point)

Requirement	Artifact	Benchmark	KTS	InTASC	Location
Admission Criteria	St Teach Handbook	All rubric criteria met	N/A	N/A	EDUC 4600
GPA	Banner	Minimum 2.75	1	4	N/A
Dispositions	Stage 1 & 2 Disposition Assessment Form Completed by 2 content area, 1 education faculty member, and candidate self-assessment	Average rubric score of 3 or higher	N/A	N/A	All Methods courses EDUC 4263 EDUC 4463
Electronic Portfolio	Demographic Sheet	All rubric criteria met	N/A	N/A	EDUC 4263 EDUC 4463
	Letter to Reviewer	All rubric criteria met	1,2,7	6,7,9	EDUC 4263 EDUC 4463
	Praxis II and PLT Exams	Registration for exams required	1	4,5	EDUC 4263 EDUC 4463
	Revised Philosophy	All rubric criteria met	1,3,7,9	1,2,3,9	EDUC 4263

					EDUC 4463
	Planning and Preparation	Average rubric score of 3 or higher	1,2,3,4,5,6	1,4-10	All methods courses
	Classroom Environment	Average rubric score of 3 or higher	3	6,8	All methods courses
	Instruction	Average rubric score of 3 or higher	2,3,4,5	1,2,3,4,5,7,8	All methods courses
	Professional Responsibility	Average rubric score of 3 or higher	7,8,9,10	7,8,9,10	Varies/Advisor
	Ethical Case Study/On-Demand Writing	Average rubric score of 3 or higher	1,7	1,9	EDUC4263 EDUC4463
Presentation	Oral Presentation Rubric	Average rubric score of 3 or higher	1-10	1-10	Summative

**Stage 3 Key Assessment (Program Exit)**

Requirement	Artifact	Benchmark	KTS	InTASC	Location
GPA	Banner	Minimum 2.75	1	4	N/A
Electronic Exit Portfolio	Demographic Sheet	All rubric criteria met	N/A	N/A	EDUC 4600
	Student Teaching Unit & Design	Average rubric score of 3 or higher	1-8	1-10	EDUC 4600
	Professional Growth Plan	Average rubric score of 3 or higher	9	9	EDUC 4600
	Professional Leadership Plan	Average rubric score of 3 or higher	10	7,10	EDUC 4600
	Dispositions	Average rubric score of 3 or higher	N/A	N/A	EDUC 4600
	Ethical Case Study /Rubric	Average rubric score of 3 or higher	1,2,5,6,7	1,2,3,6,7,9	EDUC 4600
	Reflections	Average rubric score of 3 or higher	1,7	1,2,6,9	EDUC 4600
IPR	Includes KTS Standards and Dispositions	Average rubric score of developing or higher	1-10	1-10	EDUC 4600
Capstone Prescribed Action Research Presentation	Presentation	Average rubric score of 3 or higher	1-10	1-10	Summative

**Final Key Assessment (Completers)**

Follow Up Data	Artifact	Benchmark	KTS	InTASC
Survey	Completers		1-10	1-10
	Principals		1-10	1-10
	Resource Teachers		1-10	1-10
Praxis II & PLT	Standardized test	State Benchmark Score or above	1-10	1-10
EPSB Survey	New Teacher Survey		1-10	1-10

**Data Management**

Stage Assessments	Data Maintained By:	Data Reporting Cycle:	Data Reviewed By:	Transition Points:
Stage 1	Data Manager	Biannually	EPP	Program Admission (1)
Stage 2	Data Manager	Biannually	EPP	Admission to student teaching (2)
Stage 3	Data Manager	Biannually	EPP	Program Exit (3)
Completers	Data Manager	Annually	EPP	Program Impact (CAEP 4)

**Stage 1: Entry into the Program****Criteria for Admission (Taken from the Pre-Service Candidate Handbook)**

Each candidate must:

1. Submit an application for admission to the Teacher Education program.
2. Have completed or be in the process of completing a minimum of 30 semester hours of college coursework or have sophomore standing.
3. Have completed or be in the process of completing an academic semester of college coursework at Lindsey Wilson College.
4. Have a cumulative overall grade point average of 2.75, or 3.0 on the last 30 hours of completed coursework.
5. Be a person whose moral, social, and ethical behavior is acceptable in the school and wider community by meeting the Lindsey Wilson College Code of Conduct and have a signed Kentucky Code of Ethics Declaration form on file in the Education division.
6. Have successfully completed or be in the process of completing Fundamentals of Elementary & Middle Grades Education (EDUC 3413) or Fundamentals of Secondary Education (EDUC 3403) with a grade of C or above.
7. Meet pre-professional requirements by taking the Praxis Core Academic Skills for Educators (CASE) exams with minimum scores for Reading (5712) of 156; Writing (5722) of 162; and Math (5732) of 150.
8. Have completed the following required courses with a grade of C or above:
  - a. ENGL 1013 or ENGL 1023 (or ENGL equivalent) Demonstration of Communication competency,
  - b. COMM 2103 Demonstration of Communication competency, and
  - c. MATH course for general education requirement determined by major.
9. Have a LWC Teacher Education Program Candidate Handbook Acknowledgment form signed and on file in the Education division.
10. Have obtained three disposition recommendations which indicate satisfactory performance in the areas of professional integrity; caring, respect, compassion; and critical reflection. One recommendation will be completed by the instructor of EDUC 2123 (The Teaching Profession). A second recommendation will be completed by the instructor of EDUC 3403 (Fundamentals of Elementary & Middle Grades Education) or EDUC 3413 (Fundamentals of Secondary Education). The candidate is responsible for obtaining one additional recommendation from a faculty member in the candidate's emphasis area. Middle Grades candidates who have two emphasis areas may choose which emphasis area faculty member to complete the third recommendation. The letters of recommendation must be completed on the LWC Disposition Assessment Instrument.
11. Have scores at the acceptable (2), target (3), or exceeds target (4) level on the Recommendation/Disposition Assessment Instrument. If a candidate does not have this minimum score, he/she must meet with an education faculty member, as designated by the Chair, to develop and implement a remediation plan for improving dispositions appropriate for a professional educator as adopted by the Education division. The candidate may reapply after one semester. The candidate must obtain three new recommendations from three new instructors: one from a professor in the candidate's emphasis area; one from a liberal arts faculty member; and one from the candidate's professional education teacher/adviser/program coordinator. The score on these three new recommendations must be at the acceptable, target, or exceeds target level to be eligible for admission to the Teacher Education program. The candidate will not be allowed to repeat this process again.
12. Demonstrate competency in critical thinking, creativity, communication, and collaboration and in the ability to demonstrate competency in content knowledge and professional standards by obtaining an overall acceptable score on the Stage 1 Entry Portfolio as assessed through the Entry Portfolio Rubric & Criteria based on the Kentucky Teacher Standards.
13. Demonstrate satisfactory performance in the Stage 1 portfolio and interview as scored on rubrics based on the Kentucky Teacher Standards.

14. Demonstrate satisfactory performance on an On-Demand Writing sample at the time of the interview. (Communication competency)
15. Have completed or be in the process of completing 30 field hours with positive teacher recommendation (acceptable level or above) and a disposition rating at the acceptable level or above on the Cooperating Teacher Field Experience Evaluation form.

**Note:** A candidate who has completed items 1, 2, 3, 8, and 9 of the Admission Criteria and who has completed 60 hours of coursework but who has not been able to meet the remaining Admission Criteria will be advised to withdraw the application to the program and consider another major. If the candidate still seeks admission to the program, the Education division must make a recommendation to the Teacher Education Committee for program admission or denial based on the listed criteria. If all criteria cannot be met within the next semester, the division may recommend denial without an interview.

When criteria for admission into teacher education have been met, the student's name will be presented to the Teacher Education Committee, which has final jurisdiction on approving or denying candidate's admission into the Teacher Education program. The Education division chair will advise students on the decisions of the Committee.

### **Students Who Do Not Meet Application Requirements**

A student who has completed items 1, 2, and 3 of the Admission Criteria, and has completed 60 hours of course work, but has not been able to meet the remaining Admission Criteria will be advised to withdraw the application to the program and consider another major. If the candidate still seeks admission to the program within the next semester, the Division of Education must make a recommendation to the Teacher Education Committee for program admission or denial based on the listed criteria. The Division may recommend denial without an interview.

### **Retention**

After admission to the Teacher Education Program, candidates must maintain the standards of the Division of Education to remain in the program. Candidate progress through the program is monitored. To remain in good standing in the Teacher Education Program candidates must:

- Follow the prescribed course of study and be enrolled in an education course or courses required in the program each semester as prescribed by the program contract. Students who do not enroll in an education course for three consecutive semesters will be removed from the education program as required by Kentucky Education Professional Standards Board.
- Maintain a cumulative GPA of 2.75, a 2.75 GPA in professional education coursework and a 2.75 GPA in coursework in the content major.
- Receive scores of "target" on interim disposition assessments
- Pass all professional education courses and required courses in the major / interdisciplinary emphasis area with a C or better (Courses in which the candidate has a final grade of "D" or "F" must be repeated at the earliest opportunity and a grade of "C" or better earned. The grade earned the last time the course is repeated becomes the official grade for the course. The candidate will be on probation until the course is completed successfully. Candidates who receive a "D" or "F" in two or more Education courses or receive a "D" or "F" in a course when repeated are subject to dismissal from the program.)
- Meet all requirements for professional conduct as stated in the Kentucky Code of Ethics
- Meet all field experience requirements
- Meet all course, field, and program requirements in a timely manner
- Meet attendance requirements in all courses.

Failure to meet any of the standards will result in a one semester probation period in which the candidate meets with his/her advisor to develop and implement a remediation plan for improvement. No education courses may be taken during probation unless it is a required retake of a course. If the deficiencies are not corrected during the one semester probation period or adequate progress is not made, the candidate will be removed from the

Teacher Education Program by recommendation of the faculty and vote of the Teacher Education Committee. One semester after dismissal the candidate may reapply for admission. To be readmitted, the candidate must correct the deficiency or demonstrate the potential to correct the deficiency and meet all initial admission requirements. Candidates who violate the Kentucky Code of Ethics will be dismissed without a probationary period and may not apply for readmission to the program. Candidates who have been readmitted to the Teacher Education Program and fail to meet any of the standards will be removed from the program without probation and may not apply for readmission.

Any candidate who has not been enrolled in at least one (1) course required for program completion within an eighteen (18) month period will be exited from the Program as prescribed by Education Professional Standards Board regulation (September, 2011). Students who desire to re-enter the education program must complete the full admission process and meet all requirements that are currently in place at the time readmission is sought.

### ***Grade Point Average (GPA)***

Failure to maintain a 2.75 GPA (2.5 for candidates who entered prior to Fall 2012) will result in the candidate being placed on probation for one semester. The candidate must meet with his/her education advisor to develop and implement a remediation plan for improving his/her GPA. If the deficiency is not corrected during the one semester probation, he/she may appeal to the TEC for an extension of the probationary semester through a letter of support from his/her education advisor. Failure to correct the deficiencies may result in immediate dismissal from the Teacher Education Program. Any candidate who has been dismissed at any time from the program may reapply according to the **Criteria for Admission** on pages 7 -8.

### ***Dispositions***

Candidates must also possess and exhibit at all times dispositions appropriate for a professional educator as adopted by LWC Division of Education. Candidates are assessed periodically throughout the program by education and content faculty as well as by field experience mentors and / or cooperating teachers. These assessments are based on the approved Disposition Instrument. For program entry, Stage 1, candidates must score at the acceptable level. The candidate must have a mean score at the target level or above on all interim disposition assessments to be allowed to continue in the program. If scored below the target level, the candidate must meet with his/her Education advisor or education faculty member to develop a remediation plan for improving dispositions appropriate for a professional educator. If the action/behavior of the candidate is a violation of the Kentucky Code of Ethics, the candidate may be immediately removed from the Teacher Education Program. Disposition assessment scores for Stage 2 & 3 must be at the target level.

### **Due Process Policy**

#### **For Candidates Who Do Not Pass *Stage 1 or Stage 2***

**Who is eligible to appeal:** Candidates who:

- (1) Were not recommended for admission to the program following the Stage 1 entrance portfolio and interview,
- (2) Have been removed from the Teacher Education program, or
- (3) Have not been recommended for student teaching following the Stage 2 portfolio and interview.

**Grounds for appeal:** The candidate can appeal on the basis of violations of education division policy or procedure that resulted in a decision that the candidate believes was inaccurate and a decision less than “pass.”

#### **Procedure for appeal:**

- a. Following the non-recommendation notice, candidates who wish to appeal will meet with a) the education faculty interviewer, or b) the chair of their Interview Committee, two school days following notification of the interview results. The candidate will sign a form stating that they have received a copy of the results. If the candidate fails to meet with a) the education faculty interviewer, or b) the chair of the Interview Committee, a registered letter will be sent to the candidate's college address and receipt will serve as proof of notification.
- b. If the candidate does not agree with the “pass with conditions” or “not pass” decision on the grounds of violations of Education or College policy or incorrect procedure in a) conducting the interview, or b)

reviewing / scoring the portfolio, he/she must appeal the decision by writing a letter to the Education Division Chair within two school days of receipt of the registered notification letter. The Education Division Chair will forward the appeals letter to the Appeals Committee within school two days. The appeal letter must state specifically what part(s) of policies or procedures of the a) interview, or b) portfolio process he/she feels is unjust. Only issues raised in the appeal letter will be considered by the Appeals Committee.

- c. The Appeals Committee will meet with the candidate, normally within one week of receipt of the appeals letter. The Appeals Committee consists of the candidate's adviser, the VP for Academic Affairs, a Student Government President or designee, and the Chair of the Division of Education. If the Chair is the candidate's adviser or served on the Interview Committee, another member of the Education Division who was not previously involved will be appointed by the Division Chair.
- d. Testimony during the appeals meeting must address only issues raised in the appeal letter. The candidate is entitled to have a campus representative present, however, only the candidate, members of the interview committee (if applicable), and employees and students of LWC may provide testimony. Testimony is recorded and all information is confidential. The candidate and members of the Appeals Committee may question anyone making statements to the appeals committee. If further investigation is needed, the appeals meeting will recess until the appeals meeting can reconvene.
- e. Following the meeting, members of the Appeals Committee will meet in executive session to determine if the allegations were adequately investigated or the original judgment was arbitrary. Once the investigation is judged complete, the appeals committee will render a decision by majority vote. This decision will be written by a member of the Appeals Committee based on written and oral testimony and will be sent by certified/registered mail to the candidate normally within three school days. A copy of the appeal and decision must be forwarded to the Chair of the Education Division and the candidate's adviser.

## **Application Process**

### **Stage 1 Completion: Entry to the Teacher Education Program**

#### **Process**

In the semester that the student is qualified to seek candidacy in the Teacher Education Program, the student will follow the admission process as outlined on pages 5 - 6 of the Candidate Handbook meeting all deadlines as noted. Failure to meet deadlines may delay the interview and program admission. The candidate will:

1. Meet with the Education Division Data Manager to be sure that all required forms are in the student's file by deadline,
2. Ask appropriate faculty members to complete a Disposition Recommendation form and submit to the Education Division Office by deadline,
3. Compile an Entry Portfolio and submit by deadline, and
4. Schedule an interview by contacting the Division of Education Data Manager

#### **Entry Portfolio**

Prepare an Entry Portfolio and submit it to the Division of Education prior to the scheduled interview. The Entry Portfolio should be submitted in a 3-ring binder (no staples or page protectors, please) that contains:

1. Title page with name, major, content area, and contact information
2. A copy of the Philosophy of Education completed in EDUC 2123 The Teaching Profession
3. Artifact for content knowledge KTS 1. This can be an assigned research paper, essay, project, demonstrating content knowledge.
4. A copy of a lesson plan completed in EDUC 3403 or 3413 that is a sample of the candidate's best work. Include handouts, Power Points, and assessments.
5. Two evidences of effective Field Experience which can include:
  - Evidence 1: Selected log entries or course assignment demonstrating valid field experience



- Evidence 2: A written reflection of what student has learned during all field experiences

The Entry Portfolio will be assessed according to the Entry Portfolio Rubric (page 17 Candidate Handbook). Scoring is based on the quality of responses on the following scale:

4 = Exceeds Target    3 = Target    2 = Acceptable    1 = Unacceptable

An On-Demand Writing Assessment that measures communication and grammatical skills as well as the ability to integrate knowledge of teaching and philosophical views concerning education will be scheduled during the week of interviews.

### **Entrance Presentation**

The entrance interview will be scheduled for 2 hours. Arrive at the Education Division office five minutes before the scheduled time. Dress professionally. Two Education faculty members will conduct the interview. Interview questions relate to the candidate's insight and knowledge of instructional design, content, learning climate, and professional dispositions. Scoring is based on the quality of responses on the following scale:

4 = Exceeds Target    3 = Target    2 = Acceptable    1 = Unacceptable

To pass the interview a candidate must have a holistic score of 2 or above on the interview rubric.

## **Stage 2 Completion: Portfolio Assessment and Interview**

### **Admission to Student Teaching**

In order to be eligible to Student Teach Candidates must have:

- been admitted into the Teacher Education Program through the Stage 1 process and in good standing,
- attained senior status,
- met or be in the process of meeting all program requirements for course work including overall, content, and professional GPA of 2.75. Each candidate must complete by the end of the semester:
  - a. all professional preparation courses;
  - b. all courses in the area(s) of emphasis/major
  - c. all general education requirements.
  - d. all elective hours.
- completed or in the process of completing field experience (200 hours prior to student teaching), and
- met criteria for student teaching listed in the Student Teaching Section of the Candidate Handbook

Candidates who meet these requirements must make application to student teach by August 31 or January 31 in the year prior to student teaching. The application is obtained and submitted by the deadline in the Division of Education Office. The application is placed in the Candidate's file and a copy is given to the Coordinator of Student Teaching.

Following the submission of the application, the teacher candidate will complete the Stage 2 Assessment Process.

### **Application and Stage 2 Assessment Timeline / Requirements and Procedures**

1. Application to Student Teach submitted one year prior by August 31 for fall student teaching or January 31 for spring student teaching.
2. An audit will be completed by Data Manager to ensure the Candidate is qualified for Student Teaching
3. All Candidates for Admission to Student Teaching must attend scheduled Stage 2 Seminars.
4. The Stage 2 Portfolio will be submitted by the Monday prior to fall or spring break in the semester immediately prior to student teaching by 12:00 noon.

5. Disposition Assessment: All interim and field dispositions in the candidate's file will be included in the disposition assessment at Stage 2. Dispositions will routinely be assessed in the following courses: Principles of Lifelong Learning, Exceptional Learner / Adaptive Physical Education and methods course for each certification.  
Any education or arts / science faculty member may complete an interim disposition assessment if there is a concern that needs to be addressed. In the Stage 2 semester a disposition assessment will be completed in Classroom Management and by a professor in the certification content area.
6. An interview is scheduled for the week following fall or spring break.

A candidate must have a successful Stage 2 interview scored holistically at the Target level with a Portfolio scored holistically at the target level or above. If a candidate does not successfully complete the Stage 2 process, the candidate may revise any conditions cited in the Portfolio or interview (usually two weeks from the interview date). If the stipulated conditions are not met by that date, the candidate will not student teach and must participate in the Stage 2 process again when interviews are normally scheduled in a subsequent semester.

The Division of Education will present the recommendations to the Teacher Education Committee for admission or denial to Student Teaching. Candidates are notified of the decision by letter. All application materials are filed with the Education Division.

Following the Stage 2 process, candidates for Student Teaching will meet with the Director for Student Teaching to complete all criteria for the Student Teaching experience.

### **Stage 3 Completion: Student Teaching**

Candidates who have attained senior status and met all criteria for admission into student teaching may be permitted to student teach. Each candidate must have been admitted into the Teacher Education Program. All requirements for student teaching must be met prior to the student teaching semester, including a grammar class/seminar, if applicable. Candidate account will be charged \$155.00 for Student Teaching fee.

A formal application for admission into student teaching is available in this handbook. The Registrar and the Division Data Manager will complete the checklist to see all criteria have been met. When all criteria have been met, the candidate application will be presented to the Teacher Education Committee for approval.

Applications for fall and spring student teaching must be submitted by August 31 or January 31 in the year prior to student teaching. This is done by filing an application to student teach in the Division of Education Office. The application is placed in the Candidate's file and a copy is given to the Coordinator of Student Teaching.

Assignments for student teaching are the responsibility of the Coordinator of Student Teaching. The Coordinator of Student Teaching will place student teachers in cooperation with local school district personnel. Contracts must be secured with the local school boards. Candidates may not secure their own placements with public school officials or individual classroom teachers and may be placed outside Adair County. All transportation to placements and associated costs are the responsibility of the candidate.

The Student Teacher Handbook is available on-line on the Education Division website. All policies and procedures relevant to student teaching are contained in this handbook. Student teachers are strongly advised to become familiar with all policies and guidelines in the Handbook before student teaching. The Student Teacher Handbook is also provided for the cooperating teacher.

A candidate may not student teach:

- a. in a school outside a 50-mile radius from Lindsey Wilson College;
- b. in a school where their own children, step-children, or foster children, etc. are students;

- c. in a county in which they have relatives (i.e. mother, father, siblings, spouse, significant other, etc.) in an administrative position;
- d. or in a school building in which they have a relative (i.e. mother, father, siblings, spouse, significant other, etc.) or significant other, employed or as a student there;
- e. or in a high school from where they were graduated (applicable to secondary candidates only)

Student teachers who fail the student teaching experience must reapply for student teaching to the Education Division. Reapplication does not assure acceptance.

**NOTES:**

Student teachers must follow the school calendar of the school district in which they are placed. They will NOT be on Lindsey's Calendar schedule. Taking Practicum before student teaching requires an early start each semester.

**Criteria for Admission into Student Teaching**

1. Senior standing shall be prerequisite for admission to student teaching. In addition, each candidate must have been admitted to the Teacher Education Program at Lindsey Wilson College.
2. Each candidate for student teaching must be approved by the LWC Teacher Education Committee. Acceptance into the Teacher Education Program does not mean automatic approval for student teaching.
3. Official transcripts on all college work must be on file in the Registrar's Office.
4. Each candidate must have a current criminal check and a copy of a current medical examination including a tuberculosis test or screening in their file.
5. Candidates must have a current KEA-SP membership or proof of liability insurance.
6. Beginning September 1, 2013 each candidate must have completed 200 hours of clinical and field-based experiences prior to student teaching. Transfer candidates must provide documentation of field and clinical hours earned at other colleges/universities. Of the 200 hours, 90 hours of field/clinical experiences will be documented through Practicum.
7. Each candidate must have a cumulative grade point average of 2.75 on all college work attempted.
8. Each candidate must have a cumulative grade point average of 2.75 on professional education courses with no grade less than "C."
9. Each candidate must have a cumulative grade point average of 2.75 in each area of emphasis/major with no grade less than "C."
10. Each candidate must have completed the following courses:
  - A. All professional preparation courses;
  - B. All courses in the area(s) of emphasis/major
  - C. All general education requirements.
  - D. All elective hours.
11. A candidate may earn no more than 15 hours credit during the student teaching semester, which is limited to 12 hours of student teaching and three hours of practicum. A candidate may not be gainfully employed for more than 20 hours per week during the semester of student teaching.
12. The student teacher candidate must be a person whose moral, social, and ethical behavior is acceptable in the school and wider community.
13. Applications for fall student teaching and spring student teaching must be returned to the Coordinator of Student Teaching and submitted to the Education Division Office two semesters prior to student teaching.
14. Candidates must have a HOLISTIC SCORE of TARGET on the Recommendation /Disposition assessment instrument which is completed by the Classroom Management faculty member and by the Chair of the Portfolio committee. (If the Chair of the Portfolio committee is the same as the Classroom Management faculty member, the Portfolio chair will appoint another member of the Portfolio committee to complete the recommendation.)
15. A candidate must have a successful Stage 2 interview with a Portfolio holistic score at the target level or above. If a candidate does not successfully complete the Stage 2 process, the candidate may remediate any conditions cited in the Portfolio or interview (usually two weeks from the interview date). If the stipulated

conditions are not met by that date, the candidate will not student teach and must participate in the Stage 2 process again when interviews are normally scheduled in a subsequent semester.

16. The Stage 2 interview and portfolio is to be completed in the semester immediately prior to student teaching. If unforeseen circumstances occur that prevent student teaching in the designated semester, the candidate must take a leave of absence for no more than one semester and must reenter to complete student teaching the following semester. Student teaching must be completed within two semesters following initial approval for student teaching.
17. Failure to complete student teaching within the time frame outlined in #16 will result in the requirement to re-interview and submit a new or revised Stage 2 portfolio that adheres to any updated Kentucky or LWC Division of Education guidelines.
18. Candidates who fail to complete student teaching within the time frame outlined in #14 and fail to request a leave of absence will be required to apply for readmission to the Education Program. After readmission, the candidate will be required to:
  - Complete any new Education Program requirements including additional course work and field experience
  - Reapply for Student Teaching completing the Stage 2 portfolio and interview as outlined at the time of their readmission
19. In the semester prior to Student Teaching, Candidates will be required to complete Positive Behavior Intervention & Support training online (PBIS) and provide a copy of the participation certificate for their personal file.
20. Candidates must complete a state and federal criminal background check in the semester prior to their Student Teaching.
21. Candidates must complete a physical examination and TB assessment/screening in the semester before student teaching.
22. When the application for student teaching is filed and during the Stage 2 assessment process, the candidate must clearly state all areas for certification, i.e. Secondary content adding middle school certification, single or dual emphasis in middle grades, middle adding elementary certification. A student teacher cannot change the certification they are seeking during the student teaching semester or drop a certification.

When all criteria have been met, the candidate application will be presented to the Teacher Education Committee for approval. Applications for Fall and Spring student teaching should be submitted to the Division's Data Manager at least one year prior to the projected student teaching semester. Assignments for student teaching are the responsibility of the Coordinator of Student Teaching and Clinical Practices. Student teachers will be placed by the Coordinator of Student Teaching and Clinical Practices in a cooperative effort with the local school district personnel and/or school principals. Contracts must be secured with the local school boards. Student teachers may not secure their own placements with public schools, officials, or individual classroom teachers. Student teachers may not student teach in a school district in which a relative (i.e., mother, father, sibling, spouse, significant other, etc.) is employed in a supervisory role at the district level. Student teachers may be allowed to teach in a school in which a relative is employed provided the following conditions are met:

- The relative is not in the position of school principal, assistant principal, or another position with supervisory responsibilities over personnel in that school;
- Previous field experience placements in that school indicate that the student teacher has performed in an excellent manner with no difficulties arising;
- Placement is available in a grade level where the relative is not working;
- Approval by the school principal, district supervisor, LWC Coordinator of Student Teaching and Clinical Practice and the Teacher Education Committee.
- A student teacher may not be placed for student teaching in a school where his/her child is enrolled.

The student teacher should be aware that being admitted to student teaching does not guarantee the successful completion of student teaching. Student teachers who do not pass the student teaching experience may reapply for student teaching to the Education Division. Reapplication does not assure acceptance.

## **Praxis II**

It is required that candidates complete the Praxis II exams as required by Kentucky for certification prior to student teaching to demonstrate the candidate's readiness for student teaching. Candidates are required to pass all Praxis II exams prior to graduation. All teacher candidates who have not yet passed the Praxis exams will be required to attend tutoring sessions for the Praxis exams during your student teaching semester. These will be scheduled in conjunction with weekly meetings on campus. When the exams have been passed, candidate will no longer be required to attend the sessions, and will receive credit. Candidates must pass all Praxis II exams required by Kentucky before they will receive their letter of eligibility for certification.

## **KENTUCKY'S TEACHER STANDARDS**

**LWC EPP candidates are assessed using scoring guides and rubrics created based on the following standards (KTS/InTASC/Danielson Framework (IPR):**

### **STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE**

*The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.*

- 1.1 Communicates concepts, processes and knowledge
- 1.2 Connects content to life experiences of students
- 1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning
- 1.4 Guides students to understand content from various perspectives
- 1.5 Identifies and addresses students' misconceptions of content

### **STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION**

*The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

- 2.1 Develops significant objectives aligned with standards
- 2.2 Uses contextual data to design instruction relevant to students
- 2.3 Plans assessments to guide instruction and measure learning objectives
- 2.4 Plans instructional strategies and activities that address learning objectives for all students
- 2.5 Plans instructional strategies and activities that facilitate multiple levels of learning

### **STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE**

*The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

- 3.1 Communicates high expectations
- 3.2 Establishes a positive learning environment
- 3.3 Values and supports student diversity and addresses individual needs
- 3.4 Fosters mutual respect between teacher and students and among students
- 3.5 Provides a safe environment for learning

### **STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION**

*The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

- 4.1 Uses a variety of instructional strategies that align learning objectives and actively engage students
- 4.2 Implements instruction based on diverse student needs and assessment data
- 4.3 Uses time effectively
- 4.4 Uses space and materials effectively
- 4.5 Implements and manages instruction in ways that facilitate higher order thinking

**STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS**

*The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

- 5.1 Uses pre-assessments
- 5.2 Uses formative assessments
- 5.3 Uses summative assessments
- 5.4 Describes, analyzes, and evaluates student performance data
- 5.5 Communicates learning results to students and parents
- 5.6 Allows opportunity for student self-assessment

**STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY**

*The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.*

- 6.1 Uses available technology to design and plan instruction
- 6.2 Uses available technology to implement instruction that facilitates student learning
- 6.3 Integrates student use of available technology into instruction
- 6.4 Uses available technology to assess and communicate student learning
- 6.5 Demonstrates ethical and legal use of technology

**STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING**

*The teacher reflects on and evaluates specific teaching/learning situations and/or programs.*

- 7.1 Uses data to reflect on and evaluate student learning
- 7.2 Uses data to reflect on and evaluate instructional practice
- 7.3 Uses data to reflect on and identify areas for professional growth

**STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS**

*The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

- 8.1 Identifies students whose learning could be enhanced by collaboration
- 8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort
- 8.3 Implements planned activities that enhance student learning and engage all parties
- 8.4 Analyzes data to evaluate the outcomes of collaborative efforts

**STANDARDS 9: EVALUATES TEACHING & IMPLEMENTS PROFESSIONAL DEVELOPMENT**

*The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.*

- 9.1 Self assesses performance relative to Kentucky's Teacher Standards
- 9.2 Identifies priorities for professional development based on data from self-assessment, student performance, and feedback from colleagues
- 9.3 Designs a professional growth plan that addresses identified priorities
- 9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning

**STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION**

*The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.*

- 10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school
- 10.2 Develops a plan for engaging in leadership activities
- 10.3 Implements a plan for engaging in leadership activities
- 10.4 Analyzes data to evaluate the results of planned and executed leadership efforts

**Table 2 - KTS/InTASC/Danielson Framework (IPR) Alignment**

Framework for Teaching Component	Kentucky Teacher Standard	Characteristics of Highly Effective Teaching and Learning	Interstate Teacher Assessment and Support Continuum (InTASC)
1A	Standard 1 Part 1, 1.2, 1.3, 1.4, 2.1, 2.2	1C, 4B, 4C	1, 2, 7
1B	1.2, 2.2, 3.3, 4.2, 5.4	1D, 2E, 3I	1
1C	1.1, 2.1, 2.3, 2.4, 2.5, 3.3, 4.1, 4.2, 4.5	1F, 3F, 4D, 4G	
1D	4.3, 4.4, 6.1, 6.3, 6.4	1H, 3A, 3B, 3D, 3E, 4A, 4D, 5C, 5F	1, 4, 7
1E	1.3, 2.4, 2.5, 3.3, 4.1, 4.2, 4.5, 5.6, 6.1, 6.2	2A, 2B, 2C, 2D	6
1F	1.1, 1.5, 2.3, 3.1, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 7.1, 7.2, 7.3	1B	3
2A	1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 6.5	1A, 2F	
2B	3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5	1E, 1G	
2C	3.2, 3.4, 3.5, 4.3, 4.4	1G	
2D	3.4, 3.5	1B	
2E	4.4, 6.2, 6.3, 6.4	3B, 3I	
3A	1.1, 1.2, 1.3, 1.4, 1.5, 2.5, 3.2, 4.1, 4.3, 4.5	3C, 3E, 3G	5
3B	3.2, 3.3, 3.4, 3.5, 4.1, 4.5, 5.6	3H	8
3C	1.3, 2.4, 3.2, 3.3, 3.5, 4.1, 5.6	5E	1, 3, 4, 5, 8
3D	1.3, 2.3, 3.5, 5.2, 5.4, 5.5, 5.6	1D, 1I, 2A, 2B, 2C, 2D, 2I, 2J	6
3E	1.2, 1.3, 1.4, 2.2, 2.4, 2.5, 4.1, 4.2		5
4A	7.1, 7.2, 7.3, 9.4	2A, 2B, 2C	9
4B			
4C	5.5, 8.1, 8.2, 8.3, 8.4	2G	10
4D	10.1		10
4E	9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3	4F	9
4F	8.1		9, 10

**CAEP Standard 5.2:**

*The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.*

The EPP has identified evidence to support the program's effort to meet CAEP standard 5.2. The table below represents the EPP's understanding of the CAEP standard and evidence alignment.

**Table 3 - EPP Evidence and CAEP Alignment**

	CAEP St. 1:					CAEP St. 2			CAEP St. 3						CAEP St. 4					CAEP St. 5				Di v	Te c	SI P
	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	3.1	3.2	3.3	3.4	3.5	3.6	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4	5.5			
Pre-service Candidate Handbook	X	X	X	X	X					X	X	X		X					X	X				X	X	X
Dispositions Stage 1, 2, & 3	X				X	X					X								X	X				X		X
Stage 1 Entry Portfolio				X	X	X						X							X	X	X			X	X	X
Stage 1 Interview				X	X	X						X							X	X	X			X	X	
Code of Ethics Stage 1,3		X												X												

[illegible]

## Assessment development, piloting and finalizing

The EPP uses stage assessments that have been in place for many years. As federal/state standards and guidelines change and new research is developed, the EPP and TEC update the assessments to reflect these changes. The EPP realized through the CAEP process that these revisions need to be piloted and finalized after each revision to ensure reliability and validity of the instruments. Therefore, the EPP has developed a plan to systematically revise, pilot and finalize these instruments. As the EPP reviews research and receives new standards and guidelines, stage assessments will be reviewed during division meetings and revised accordingly. The EPP will then score the division created assessments using the *CAEP Evaluation Framework for EPP-Created Assessments*. The revised assessments will be presented to the TEC for recommendations, validity scoring, approval, data analysis and program improvements.



## Validity of Assessments (CVR-Lawshe)

Content validity is the extent to which communality or overlap exists between (a) performance on the test under investigation and (b) ability to function in the defined job performance domain. In summary, content validity procedures are appropriate only when the behavior under scrutiny in the job performance domain falls at or near the “observation” end of the continuum: here, those who “know the job” are normally competent to make the required judgements (Lawshe, 1975, p.566). The EPP relies on multiple measures to assess teacher candidate preparedness. The EPP has created a consistent and well-defined plan for developing, piloting, revising, and implementing stage assessments by collecting data for validation of each stage assessment. The development/reevaluation of assessment items include current research, revised standards and state/federal guidelines. Each assessment the EPP uses is validated by outside sources (e.g. state measures) or is currently being validated by the EPP through the use of Lawshe’s content validity ratio (CVR). The EPP, TEC, and stakeholders have reviewed assessment standards and rated each stage assessment item using the following scale: Essential, Important but not essential, or Unimportant. The CVR proposed by Lawshe is a linear transformation of a proportional level of agreement on how many “experts” within a panel rate an item “essential.” A ratio of content validity will be calculated by:  $CVR = [(E - (N/2)) / (N/2)]$ . N represents the total number of experts and E represents the number who rated the object as meeting the criteria (essential). (Ayre and Scally, 2015). Each time new research, updated standards, and/or state/federal guidelines are disseminated, assessments will be revised by the EPP and TEC. Content validity ratio will then be run on each assessment item to determine the percentage of exact agreement among “experts” to establish validity of each stage assessment. Ayre and Scally (2015) state, “Lawshe suggested that based on ‘established psychophysical principles,’ a level of 50% agreement gives some assurance of content validity” (p.79). Therefore, the EPP and TEC have determined a baseline of 65% and a goal to increase the content validity each year by 5% until validity reaches 80% or higher by the year 2022.

## Reliability of Assessments (Inter-rater)

The term reliability refers to the degree to which a measure is consistent in producing the same readings when measuring the same thing. The EPPs goal is to utilize educational measures that produce similar outcomes across different time periods, students, observers, and items intended to assess state/federal guidelines and standards (Slavin, 2007). The EPP has designed consistent and well-defined procedures for establishing reliability for each stage assessment. “Internal consistency measures (e.g. coefficient alpha) tend to show lower reliability than do correlational measures of reliability” (Slavin, 2007, p.179). The EPP uses inter-rater reliability to determine the generalizability of the assessment measures and the extent of the agreement among raters. The table below illustrates the difference between inter-rater “reliability” and “agreement.” Agreement measures how frequently two rates give the exact same rating. Reliability measures the relative similarity between two or more sets of ratings (Graham, Milanowski, & Miller, 2012). Based on this research, the EPP believes that inter-rater reliability measures are being met throughout the stages, as each stage assessment requires at a benchmark rating or higher for students to move forward to the next stage. Therefore, raters must have similar ratings but do not have to have exact matching scores.

### Table 4 - Example of Differences Between Reliability and Agreement

**Table 1: Example of Differences Between Reliability and Agreement**

	Low Agreement, High Reliability		High Agreement, High Reliability	
	Rater 1	Rater 2	Rater 3	Rater 4
Teacher A	1	2	1	1
Teacher B	2	3	2	2
Teacher C	3	4	3	3
Teacher D	4	5	4	4
Agreement	0.0		1.0	
Reliability	1.0		1.0	

Based on Tinsley & Weiss (2000).

The EPP will use absolute agreement to determine whether inter-rater agreement is sufficient when scoring stage assessments. According to the Standards for Educational and Psychological Testing (AERA/APA/NCME, 1999), there is no specific criterion for agreement or reliability, only a requirement that appropriate measures be calculated and reported. The EPP however, will use absolute agreement with exact and adjacent agreement (rating one level above or below) being close to 90% by the year 2022.

## Training and Reduction of Bias

The EPP realizes the importance of improving inter-rater reliability among faculty, staff, and clinical partners. Reliability data is provided by the department of education for instruments required by the state and nationally normed assessment for licensure. In order to raise agreement among raters, the EPP will provide calibration training (bringing evaluators in-line with expert ratings or one another) annually to those participating in scoring stage assessments. Annual rater training will emphasize the development of common understanding between raters to ensure consistent ratings. “This common understanding, often called Frame of Reference training addresses the main sources of observer disagreement... lack of overlap among what is observed, discrepant interpretations of descriptor meanings, and personal beliefs or biases” (Graham, Milanowski, & Miller, 2012, p.15). Calibration training for stage assessments will be done annually during the fall semester when students are moved from one stage to the next. Raters must score 80% adjacent agreement (within one scale point) on each stage assessment calibration on a four-point scale. Raters who do not meet these requirements will be re-trained. If the rater does not pass the second training, the rater will be removed from the stage assessment.

## CAEP Standard 5.3 REQUIRED COMPONENT

*The provider regularly and systematically assesses performance against its goals and relevant standards, track results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.*

## Storage and Reporting of Data (QAS Databases)

Data are collected from the four key assessments as part of the stage assessment system. The data manager enters data into the QAS after faculty determine results of stage assessments. Prior to 2015, QAS data were stored in an Access database. Beginning in 2015, the EPP began using an Excel database that is housed on the EPP’s shared drive to store QAS data. Data are reported by faculty to stakeholders at TEC meetings, to candidates during individual meetings with the faculty member who chaired the stage review, to CAEP via the Annual Report, and to EPSB at Stage 1 and Stage 3 completion as required by state rule.

## Analysis and Dissemination of Data (EPP, TEC, webpage)

QAS data is systematically analyzed during EPP division meetings. However, the EPP realizes that a structured system for reporting the data analysis and program improvements needs to be improved. Therefore, the EPP developed consistent and well-defined procedures for analyzing, and disseminating QAS data. The EPP will

systematically assess data for each stage bi-annually during division meetings. The EPP will meet prior to the start of each semester, analyze stage data, look for trends, areas of improvement and areas of need. The EPP will share this data with the TEC at each semester meeting and request input for stage assessment and department improvements. The EPP disseminates data to CAEP via the Annual Report, the EPSB through Stage 1 and 3 requirements, and to the federal government via the Title II report. The CAEP 8 measures are included in the Annual Reports evidenced above. However, the EPP realizes that these measures are not provided for public viewing. Therefore, measures will be available on the LWC EPP webpage to share with the public.

### **CAEP Standard 5.4 REQUIRED COMPONENT**

*Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.*

The state requires that first year teachers complete a nine-month internship. During this time, completers are assessed through state measures and required to take the Kentucky New Teacher Survey. However, research supports the need to look beyond the first year in developing an adequate picture of teacher preparation. Therefore, the EPP developed and implemented its own survey for completers, principals, and resource teachers to supplement the Kentucky New Teacher Survey. In the spring of 2017, the EPP mailed the In-Service Candidate Survey to first, second, and third year teachers. Moving forward, the EPP will collect survey data from first, second, and third year teachers and clinical partners to rate how well the EPP prepared completers to meet each of the Kentucky Teacher Standards. The new survey is designed with a Likert Scale of 5 with 5 being “Strongly Agree” and 1 being “Strongly Disagree.” In addition, those completing the survey are asked to provide written comments regarding promotion, program improvements and additional comments.

In addition to surveys, the EPP faculty are required to become College Supervisors to collect data on completers, including technology and diversity data. This will include KTIP data from our clinical partners and interns. The EPP will also request redacted KPREP scores from our partners/stakeholders to determine the impact completers have on student growth. The EPP also has access to KCEWS Educator Preparation and EPSB PGES report which show data for program impact which is used to assist in the creation of the CAEP Annual Report.

### **CAEP Standard 5.5**

*The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.*

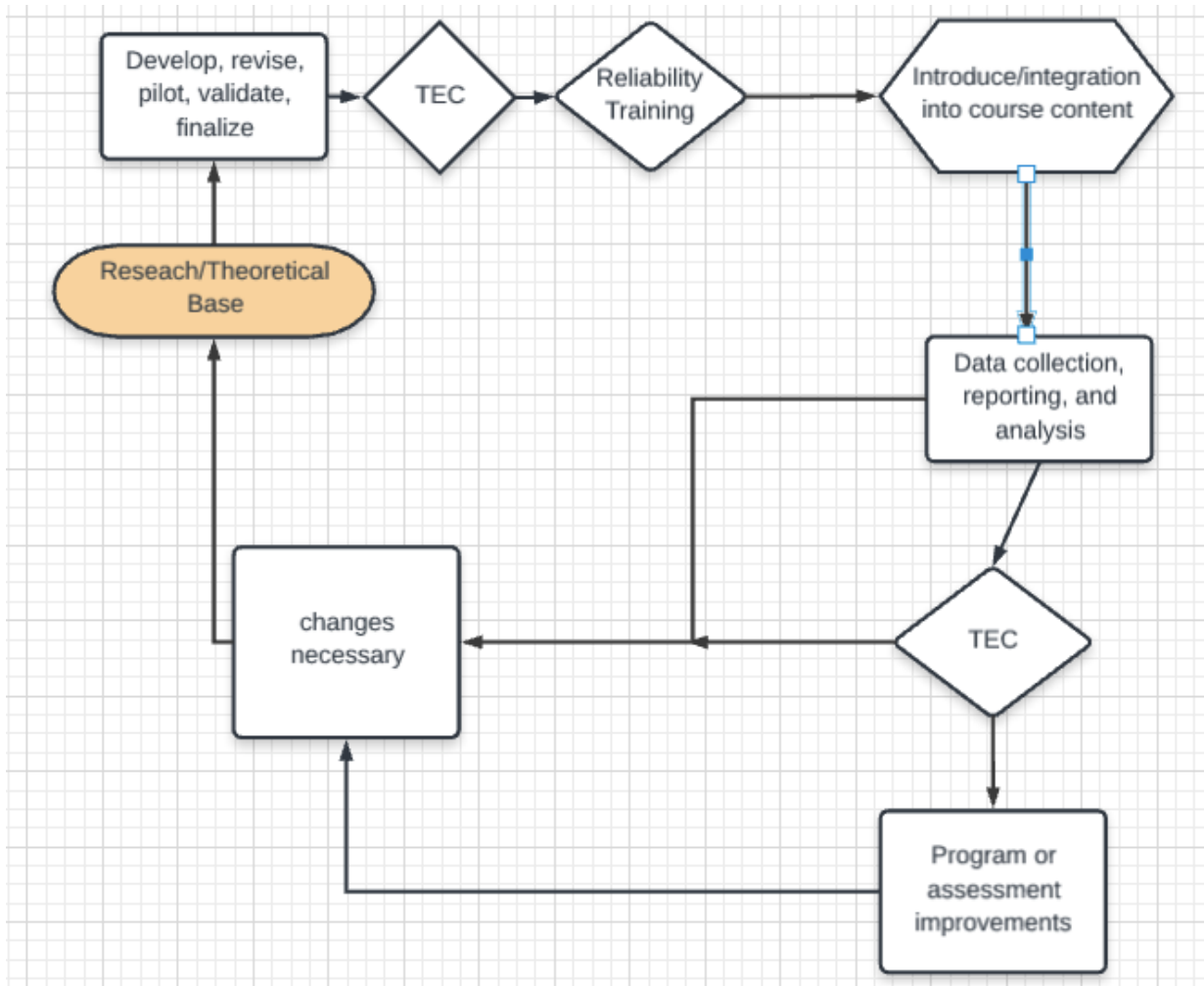
The EPP consistently hosts Teacher Education Committee (TEC) meetings twice a year, on the first Thursday of the fall and spring semesters. Participants include: P-12 teachers, principals, superintendents, a teacher candidate, an instructional supervisor, a DPP, the Vice President for Academic Affairs, completers, EPP division chair, EPP faculty, and content-area faculty. The EPP shares information, seeks input, and obtains needed approvals at the TEC meetings to make program improvements to increase effectiveness. The TEC minutes capture stakeholders’ analysis of data, concerns, and suggestions. The minutes from the TEC demonstrate stakeholder input. Through the Teacher Education Committee (TEC), the EPP seeks stakeholders’ input to make decisions in improving the program and to enhance evaluation instruments. The current make-up of the LWC is organized in the table below:

**Table 5 - Description of the Current TEC**

Stakeholder Role	Stakeholder Name	Stakeholder Title	Gender	Ethnicity
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Current Education Division Student Representative	Logan McMahan	Current LWC Student	Male	Caucasian
Recent Education Division Graduate Representative	Sydney Fleurdelys	Taylor Co. School Instructor	Female	Caucasian
Adair County Schools	Dawn Baker	Public School Instructor/Site Coordinator	Female	Caucasian
Adair County Schools	Sarah Burton	LWC Site Coordinator	Female	Caucasian
Adair County Schools+	Phyllis Curry	Public Instructional Supervisor	Female	Caucasian
Adair County Schools	Wendell Froedge	Public School Instructor/Site Coordinator	Male	Caucasian
Adair County Schools	Robbie Harmon	Public School DPP	Male	Caucasian
Adair County Schools	LaChana Scholl	Public School Instructor	Female	Caucasian
Russell County Schools	Laura Davidson	Public School Instructor/Site Coordinator	Female	Caucasian
Russell County Schools	Michael Ford	Public School Superintendent/Site Coordinator	Male	Caucasian
Russell County Schools	Jennifer Hardwick	Public School Instructor/Site Coordinator	Female	Caucasian
Caverna Schools	Cornelius Faulkner	Public School Superintendent/Site Coordinator	Male	African-American
Education Division Program Coordinators/Faculty	Tim Allen	LWC Assistant Professor/Integrated Music Program Coordinator	Male	Caucasian
Education Division Program Coordinators/Faculty	Jennifer Antoniotti-Neal	LWC Assistant Professor/Middle Grades Program Coordinator	Female	Caucasian
Education Division Program Coordinators/Faculty	Melissa Saunier-Arnold	LWC Assistant Professor/Elementary Program Coordinator	Female	Caucasian
Education Division Program Coordinators/Faculty	Cindy Clark	LWC Assistant Professor/Physical Ed & Health Program Coordinator	Female	Caucasian
Education Division Program Coordinators/Faculty	Gera Nelson	LWC Assistant Professor/Secondary Ed Program Coordinator/Graduate Program Coordinator	Female	Latina
Education Division Program Coordinators/Faculty	Mike Bosela	LWC Assistant Professor/Biology Ed Program Coordinator	Male	Caucasian
Education Division Clinical Coordinators/Faculty	Judy Bradshaw	LWC Clinical Coordinator	Female	Caucasian
Education Division Clinical Coordinators/Faculty	Rita Marshall	LWC Clinical Coordinator	Female	Caucasian
Ex-Officio Members+	Patricia Parrish	LWC VP Academic Affairs	Female	Caucasian
Ex-Officio Members	Michele Fruth	LWC Data Manager	Female	Caucasian
Ex-Officio Members	Jennie Shelpman	LWC Office Associate	Female	Caucasian
<b>TOTAL: 23</b>			<b>Male: 7 (30%)</b>	<b>African-American: 1 (4.35%)</b>
			<b>Female: 16 (70%)</b>	<b>Latina: 1 (4.35%)</b>
				<b>Caucasian: 21 (91.3%)</b>

Figure 1 - QAS Diagram



### Advanced Candidate Learning Goals:

**Knowledge:** Teacher Leader master's candidates demonstrate in-depth knowledge and understanding of instructional leadership, collaboration, interpersonal / leadership skills, professional learning communities, assessment, and content expertise that address 21<sup>st</sup> century skills by:

- A. Demonstrating a theoretical and practical understanding of the current research base that supports teacher leadership and quality instruction. (KTS 1, 2, 3, 4, 5, 6, 8)
- B. Recognizing quality instruction and communicating current accurate knowledge that enhances instruction and contributes to the learning of all students. (KTS 1, 2, 3, 4, 5, 6, 9, 10)
- C. Contributing to the knowledge, understanding and performance of

teachers within the school learning community. (KTS 1, 2, 3, 4, 5, 10)

- D. Demonstrating critical thinking skills in all areas of teacher leadership and content knowledge. (KTS 1, 2, 4, 5, 10)
- E. Conducting knowledgeable and insightful research to pinpoint instructional needs within the learning community and school structure. (KTS 1, 2, 4, 5, 9, 10)

**Pedagogy:** Teacher Leader master's candidates demonstrate the skills to effectively collaborate, plan, and implement professional development based on research-based best practice that foster 21<sup>st</sup> century skills and positively impact student learning by:

- A. assessing teacher performance and conducting program evaluation based on data to improve instructional practices and student learning. (KTS 1, 2, 3, 4, 5, 6, 7, 9, 10)
- B. working with colleagues to identify, assess, and implement high quality learning and growth experiences for students and teachers within the school community. (KTS 2, 3, 5, 6, 8, 9, 10)
- C. giving instructional leadership in the area of content expertise. (KTS 1, 2, 3, 4, 10)

**Leadership:** Teacher Leader master's candidates provide leadership in the school and the community incorporating 21<sup>st</sup> century skills by:

- A. taking professional leadership responsibilities within the learning community and/or in community based projects that enhance the school culture. (KTS 3, 5, 6, 8, 9, 10)
- B. demonstrating skills for leadership which include interpersonal, collaborative, coaching, and mentoring skills. (KTS 3, 6, 8, 10)
- C. leading instructional programs by developing the professional skills of colleagues. (KTS 1, 2, 3, 5, 6, 8, 9, 10)
- D. implementing, analyzing, and evaluating professional leadership development. (KTS 10)

**Reflective Best Practice:** Teacher Leader master's candidates exhibit the leadership dispositions of a caring, reflective, self-assessing, critical thinking professional that promote equitable schools for students and families by:

- A. Demonstrating ethical and dependable behaviors in roles and responsibilities. (KTS 2, 3, 4, 5, 6)
- B. Demonstrating behaviors and leadership skills that model for colleagues the value of quality teaching and effective student learning. (KTS 1, 2, 3, 4, 5, 6, 8, 9, 10)
- C. Demonstrating respect for students and colleagues as individuals in order to positively affect student learning and the learning community. (KTS 1, 2, 3, 8, 10)
- D. Responding competently and maturely to all students/peers. (KTS 3, 4, 8)
- E. Reflecting effectively on feedback and self-assessment of their teaching, and then identifying priority areas for growth.  
(KTS 1, 2, 5, 7, 9)

- F. Committing to professional growth through critical reflection for improvement, reading of research-based literature and by seeking professional growth opportunities. (KTS 1, 2, 9)

**Table 6 - Advanced Candidate Outcome Alignment**

Advanced Candidate Learning Outcome	Kentucky Teacher Standards
<b>Knowledge: Teacher Leader master's candidates demonstrate in-depth knowledge and understanding of instructional leadership, collaboration, interpersonal / leadership skills, professional learning communities, assessment, and content expertise that address 21<sup>st</sup> century skills by:</b>	
A. Demonstrating a theoretical and practical understanding of the current research base that supports teacher leadership and quality instruction.	1.Demonstrate applied content knowledge 2. Designs and plans instruction 3.Creates and maintains learning climate 4. Implements and manages instruction 5.Assesses and communicates learning results 6.Demonstrates the implementation of technology 7. Reflects / evaluates teaching & learning 8. Collaborates
B. Recognizing quality instruction and communicating current accurate knowledge that enhances instruction and contributes to the learning of all students.	1.Demonstrate applied content knowledge 2. Designs and plans instruction 3.Creates and maintains learning climate 4. Implements and manages instruction 5.Assesses and communicates learning results 6.Demonstrates the implementation of technology 9. Evaluates teaching /implements professional development 10. Leadership
C. Contributing to the knowledge, understanding and performance of teachers within the school learning community.	1.Demonstrate applied content knowledge 2. Designs and plans instruction 3.Creates and maintains learning climate 4. Implements and manages instruction 5.Assesses and communicates learning results 10. Leadership
D. Demonstrating critical thinking skills in all areas of teacher leadership and content knowledge.	1.Demonstrate applied content knowledge 2. Designs and plans instruction 4. Implements and manages instruction 5.Assesses and communicates learning results 10. Leadership
E. Conducting knowledgeable and insightful research to pinpoint instructional needs within the learning community and school structure.	1.Demonstrate applied content knowledge 2. Designs and plans instruction 4. Implements and manages instruction 5.Assesses and communicates learning results 9. Evaluates teaching /implements professional development 10. Leadership
<b>Pedagogy: Teacher Leader master's candidates demonstrate the skills to effectively collaborate, plan, and implement professional development based on research-based best practice that foster 21<sup>st</sup> century skills and positively impact student learning by:</b>	
A. Assessing teacher performance and conducting	1.Demonstrate applied content knowledge

program evaluation based on data to improve instructional practices and student learning.	2. Designs and plans instruction 3. Creates and maintains learning climate 4. Implements and manages instruction 5. Assesses and communicates learning results 6. Demonstrates the implementation of technology 7. Reflects / evaluates teaching & learning 9. Evaluates teaching /implements professional development 10. Leadership
B. Working with colleagues to identify, assess, and implement high quality learning and growth experiences for students and teachers within the school community.	2. Designs and plans instruction 3. Creates and maintains learning climate 5. Assesses and communicates learning results 6. Demonstrates the implementation of technology 8. Collaborates 9. Evaluates teaching /implements professional development 10. Leadership
C. Giving instructional leadership in the area of content expertise.	1. Demonstrate applied content knowledge 2. Designs and plans instruction 3. Creates and maintains learning climate 4. Implements and manages instruction 10. Leadership
<b>Leadership: Teacher Leader master's candidates provide leadership in the school and the community incorporating 21<sup>st</sup> century skills by:</b>	
A. Taking professional leadership responsibilities within the learning community and/or in community based projects that enhance the school culture.	3. Creates and maintains learning climate 5. Assesses and communicates learning results 6. Demonstrates the implementation of technology 8. Collaborates 9. Evaluates teaching /implements professional development 10. Leadership
B. Demonstrating skills for leadership which include interpersonal, collaborative, coaching, and mentoring skills.	3. Creates and maintains learning climate 6. Demonstrates the implementation of technology 8. Collaborates 10. Leadership
C. Leading instructional programs by developing the professional skills of colleagues.	1. Demonstrate applied content knowledge 2. Designs and plans instruction 3. Creates and maintains learning climate 5. Assesses and communicates learning results 6. Demonstrates the implementation of technology 9. Evaluates teaching /implements professional development 10. Leadership
D. Implementing, analyzing, and evaluating professional leadership development.	10. Leadership
<b>Reflective Best Practice: Teacher Leader master's candidates exhibit the leadership dispositions of a caring, reflective, self-assessing, critical thinking professional that promote equitable schools for students and families by:</b>	



A. Demonstrating ethical and dependable behaviors in roles and responsibilities.	2. Designs and plans instruction 3. Creates and maintains learning climate 4. Implements and manages instruction 5. Assesses and communicates learning results 6. Demonstrates the implementation of technology
B. Demonstrating behaviors and leadership skills that model for colleagues the value of quality teaching and effective student learning. (KTS 1, 2, 3, 4, 5, 6, 8, 9, 10)	1. Demonstrate applied content knowledge 2. Designs and plans instruction 3. Creates and maintains learning climate 4. Implements and manages instruction 5. Assesses and communicates learning results 6. Demonstrates the implementation of technology 8. Collaborates 9. Evaluates teaching /implements professional development 10. Leadership
C. Demonstrating respect for students and colleagues as individuals in order to positively affect student learning and the learning community. (KTS 1, 2, 3, 8, 10)	1. Demonstrate applied content knowledge 2. Designs and plans instruction 3. Creates and maintains learning climate 10. Leadership
D. Responding competently and maturely to all students/peers. (KTS 3, 4, 8)	3. Creates and maintains learning climate 4. Implements and manages instruction 8. Collaborates
E. Reflecting effectively on feedback and self-assessment of their teaching, and then identifying priority areas for growth.	1. Demonstrate applied content knowledge 2. Designs and plans instruction 4. Implements and manages instruction 5. Assesses and communicates learning results 7. Reflects / evaluates teaching & learning 9. Evaluates teaching /implements professional development
F. Committing to professional growth through critical reflection for improvement, reading of research-based literature and by seeking professional growth opportunities.	1. Demonstrate applied content knowledge 7. Reflects / evaluates teaching & learning 9. Evaluates teaching /implements professional development

### Advanced Program Key Assessments

Three Key Assessments are used to determine candidate development and successful completion of the Teacher Leader Program. While these Key Assessments are assigned within course work and job embedded, they allow the candidate to incorporate learning from all course work and field experiences to create culminating assessments that are not limited by specific assessments. The candidate designs each project in conjunction with graduate faculty, school administration, each teacher colleagues. Each assessment project is authentic and is implemented in the school setting.

- 1) Leadership Professional Growth Plan (LPGP)
- 2) Professional Leadership Development Project (PLDP)
- 3) Action Research Project (ARP)

### Advanced Continuous Assessment Stages

The Continuous Assessment Model for Advanced programs also consists of three stages that serve as checkpoints at which candidate performances are assessed. These stages follow Stage 1-3 at the bachelor's level. The Master of Education also contains three stages. Stage 4 is a checkpoint for candidates before they may enter into the program. Stage 5 is a midway checkpoint to monitor candidates' progress toward proficiency, while Stage 6 is a checkpoint for candidates before they may graduate from Lindsey Wilson College with a Master of Education. This model also depicts how candidates are assessed (through coursework, dispositions, formative and summative assessments, standardized tests, portfolios) with regard to the Key Concepts from the Conceptual Framework.

#### Stage Four – Entrance to Program

Stage Four denotes entrance into the Master of Education – Teacher Leader program. Candidates must meet all of the requirements to be accepted into the program. The entrance requirements are designed to identify practicing teachers who demonstrate leadership potential and would benefit from extensive training in how to lead students, peers, administration, and community. Entrance assessments use the Kentucky Teacher Standards as performance criteria.

**Table 7 - Stage Four Criteria and Kentucky Teacher Standards**

Kentucky Teacher Standard	Criteria
1	Undergraduate GPA
2, 3, 4, 5, 6	KTIP (If Applicable) or Evidence of Successful Classroom Instruction
7	Recommendation/Disposition Assessments; Interview Disposition Assessments; Signed Code of Ethics
10	Recommendation Letters; Entrance Interview

#### Stage Five – Completion of 15 Credit Hours

Stage Five is at the mid-point or after the completion of 15 semester credit hours. At this Stage, candidates are assessed to assure they are meeting coursework standards, implementing Key Assessments, and addressing dispositions indicative of a teacher leader thus demonstrating growth in each Kentucky Teacher Standard.

**Table 8 - Stage Five Criteria and Kentucky Teacher Standards**

Kentucky Teacher Standard	Criteria
1	Cumulative GPA
2, 3, 4, 5, 6	Job-Embedded Assessments
7	Leadership Reflection Journals; Mid-Point Disposition Assessment
9	Leadership Reflection Journals; Professional Growth Plan
10	Leadership Reflection Journals; Leadership Philosophy

#### Stage Six

Stage 6 is exit from the program or graduation. Candidates are assessed on leadership in the schools through Key Assessments and on disposition growth. They are also required to present their action research project to LWC education faculty, Arts & Science faculty, school administrators, and peers. This is their culminating activity for the program and demonstrates leadership knowledge in their content area as well as leadership in

pedagogy best practice, research, and presentation. Scoring rubrics for all Key Assessments are based on the Kentucky Teacher Standards.

**Table 9 - Stage Six Criteria and the Kentucky Teacher Standards - Advanced**

<b>Kentucky Teacher Standard - Advanced</b>	<b>Criteria</b>
1	Cumulative GPA
2, 3, 4, 5, 6	Job-embedded Assessments
7	Leadership Reflection Journals; Final Disposition Assessment
8	Leadership Reflection Journal
9	Leadership Reflection Journal
10	Leadership Reflection Journal; Leadership Development Project; Exit Interview/Presentation

The three Key Assessments for the Advance Program are, the Leadership Professional Growth Plan, Action Research Project, and Leadership Growth Plan. All projects are assessed in specific graduate courses through specified criteria and a rubric specifically developed for each.

Both the Leadership Growth Plan and the Professional Leadership Development Project are initiated or created in the first course of the program, EDUC 5103 Learning to Lead. Both Key Assessments are developed in coursework throughout the program with the final products completed in the last course of the program, EDUC 5163 Leadership and Professional Learning Communities. They are assessed upon completion.

The Action Research Project is initiated in the first research course, EDUC 5113 Conducting Action Research. In this course, candidates complete the formal proposal for their research and obtain IRB Human Subjects approval. The proposal may be revised as they progress through the coursework of the program. The final project is implemented and submitted as the signature assignment of EDUC 5153 Action Research for Teacher Leadership.

The three Key Assessments culminate in a Capstone Assessment at program exit. Candidates design a presentation for the Stage 6 review to be presented to a committee of graduate faculty, Arts & Science representatives, administrators from their schools and SCKEP representative(s). Copies of the PGP, PLDP, and ARP will be distributed to committee members a week prior to the presentations. The capstone presentation consists of a summary paper citing the impact of the three Key Assessments on their teaching, leadership skills, improvement of student learning in their immediate classroom, and improvement of teaching practice / student learning in the their school. This includes documentation from all projects that demonstrate impact on student learning. The candidate's presentation includes a PowerPoint, summarizing the three key assessments, overview of research methodology and findings of the Action Research Project, and presenting the design and plan for implementation of the Professional Development Project in a school setting. The Capstone assessment is not tied to a specific course, but is completed at the end of the program, Stage 6.

## Teacher as a Leader - Stage Assessments

## Advanced Program

Table 10 - Stage 4 - Program Entry

Requirement	Artifact	Benchmark	KTS Advanced	Location
Criteria for Admission	Outlined in Candidate Handbook	All criteria met	N/A	N/A
GPA	Banner	Minimum 3.0	1	N/A
Entrance Exam Praxis II	Exam	Current cut score	1	N/A
Dispositions	Stage 4 - Disposition : ▪ Recommendations/ Assessment of Dispositions (Dept. Form)	Disposition Assessment Score of 3 or higher	N/A	N/A
	▪ Interview / dispositions assessed	Average rubric score of 3 or higher	7	N/A
	KTIP (If Applicable) or Evidence of Successful Classroom Instruction	Average rubric score of 3 or higher	2, 3, 4, 5, 6	N/A
Interview	Interview Questions	Average rubric score of 3 or higher	1-10	Summative
	Oral Skills Assessment	AAC&U Oral Communication Rubric score of 3 or higher	7	Summative

Table 11 - Stage 5 (Mid-Point)

Requirement	Artifact	Benchmark	KTS Advanced	Location
15 Hours			N/A	
GPA	Banner	Minimum 3.0	1	N/A
Dispositions	Stage 5 ▪ Dispositions Assessment by Faculty ▪ Disposition Reflection in Leadership Logs	Average rubric score of 3 or higher	N/A	EDUC 5103 EDUC 5163 Capstone
<b>Key Assessment: Leadership Professional</b>	Job-embedded course assignments	All rubric criteria met	N/A	EDUC 5103 EDUC 5113

<b>Growth Plan</b>				EDUC 5123 EDUC 5133 EDUC 5143 EDUC 5153 EDUC 5163 EDUC 5213 EDUC 5223 EDUC 5233
	Approval of Action Research Project	All rubric criteria met	1,2,7	EDUC 5113
	Action Research Project - Proposal		1	EDUC 5153
	Approval of Leadership Development Project	All rubric criteria met	1,3,7,9	EDUC 5103 EDUC 5163
	<b><u>Key Assessment:</u></b> <b>Leadership Professional Growth Plan</b>	All rubric criteria met	1,2,3,4,5,6	EDUC 5103
	Assessments	Average rubric score of 3 or higher	3	EDUC 5103 EDUC 5113 EDUC 5123 EDUC 5133 EDUC 5143 EDUC 5153 EDUC 5163 EDUC 5213 EDUC 5223 EDUC 5233

**Table 12 - Stage 6 Key Assessment (Capstone)**

Requirement	Artifact	Benchmark	KTS Advanced	Location
GPA	Banner	Minimum 3.0	1	EDUC 5103 EDUC 5113 EDUC 5123 EDUC 5133 EDUC 5143 EDUC 5153 EDUC 5163 EDUC 5213 EDUC 5223 EDUC 5233
	Stage 6: <ul style="list-style-type: none"> <li>Final Disposition Assessment by faculty</li> <li>Disposition Assessment Instrument - administrator and collaborating teachers</li> <li>Self-reflection on Disposition Growth</li> </ul>	All rubric criteria met	7	EDUC 5233
	Coursework Performance	Average rubric score of 3 or higher	1-8	EDUC 5103 EDUC 5113 EDUC 5123 EDUC 5133 EDUC 5143 EDUC 5153 EDUC 5163 EDUC 5213 EDUC 5223 EDUC 5233
	Job-embedded course assignments	Average rubric score of 3 or higher	2, 3, 4, 6	EDUC 5103 EDUC 5113 EDUC 5123 EDUC 5133 EDUC 5143 EDUC 5153 EDUC 5163 EDUC 5213 EDUC 5223 EDUC 5233
	Action Research Project	Average rubric score of 3 or higher	10	EDUC 5153

	<b><u>Key Assessment:</u></b> <b>Professional Leadership Development Project</b>	Average rubric score of 3 or higher	10	EDUC 5163
	Final Disposition Assessment	Average rubric score of 3 or higher	7	EDUC 5163
<b>Capstone Presentation</b>	Presentation	Average rubric score of 3 or higher	1-10	N/A
Diversity Scores	Self-reflection on Diversity	Average rubric score of 3 or higher	1, 3, 4, 5, 6, 7, 8	EDUC 5143
	Diversity Professional Development Plan			
	Diversity Lesson Plan			
Interview	Interview Questions	Average rubric score of 3 or higher	1-10	Summative
	Oral Skills Assessment	AAC&U Oral Communication Rubric score of 3 or higher	7	Summative

**Figure 2 - Advanced Program Key Concepts Embedded at Assessment Stages**

