

ABSTRACT OF CAPSTONE

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Morehead State University

March 22, 2023

MOREHEAD STATE UNIVERSITY'S CAEP ACCREDITATION HANDBOOK

Abstract of Capstone

A capstone submitted in partial fulfillment of the
Requirements for the degree of Doctor of Education in the
Ernst and Sara Lane Volgenau College of Education
At Morehead State University

By

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Salyersville, Kentucky

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Morehead, Kentucky

March 22, 2023

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ABSTRACT OF CAPSTONE

MOREHEAD STATE UNIVERSITY'S CAEP ACCREDITATION HANDBOOK

The crux of this project involved creating an accreditation handbook for the Council for the Accreditation of Educator Preparation (CAEP) accreditation process for the Educator Preparation Program (EPP) at Morehead State University (MSU). CAEP is a nationally recognized accrediting body that reviews and ensures quality in teacher education programs. The EPP at MSU has received accreditation for many years, including the latest from CAEP in 2019.

Often, faculty and staff feel underprepared and without appropriate resources to fully participate in the accreditation process. Indeed, inaccurate information regarding course activities used in various aspects of the accreditation process are the only resource available. With the increase in employment turnover, changes in processes and requirements, along with the employment of adjunct faculty and lecturers, it is difficult to ensure everyone has the necessary, updated accreditation information (Danley-Scott & Scott, 2017; Scott & Danley-Scott, 2015; Zubrow, 2012).

A review of the literature was conducted to understand the many facets of accreditation. This literature review took a deep examination of accreditation, analyzed new developments with assessments and program evaluations, investigated faculty's thoughts, feelings and concerns about accreditation, and searched for possible improvements to the process (Danley-Scott & Scott, 2017; Hogan et al., 2017; Scott & Danley-Scott, 2015; Zubrow, 2012). The researcher used the existing

aggregate of information to develop a CAEP accreditation handbook for the EPP at MSU. This handbook provides policies and procedures, as well as background information to make the accreditation process more familiar and manageable. CAEP standards for initial programs are encompassed in the handbook. In addition, lists of key assessment and field experience courses, guides and instructions for course and associated assessments, along with data and reporting information make up the content of the handbook.

The handbook provides a more comprehensive picture of accreditation and how each component fits within the process. An online version will be available on the Volgenau College of Education webpage, <https://moreheadstate.edu/academics/colleges/education/>. There will also be an option for a printed format, available to those that request it.

KEYWORDS: (CAEP, accreditation, teacher education, assessment, educator preparation)

Candidate Signature

Date

MOREHEAD STATE UNIVERSITY'S CAEP ACCREDITITION HANDBOOK

By

Kristie R. Williams

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DEDICATION

This capstone is dedicated to my niece, nephew, and grandson. Zoey, Bub, and Kai – you were a main source of motivation and inspiration during this journey. You were the three faces I focused on when things got tough, and I wondered if I would even finish. I want to show you that you can achieve anything and that is why I persisted. You have the world at your fingertips, but you must work for it. I want you to see that growing up in a small town in eastern Kentucky in a family where many have not attended college does not hold you back. You can do anything. Zoey, Bub, and Kai – I want you to know that the sky is the limit. Hard work and perseverance pay off. If I can do it, so can you!

I also dedicate this work to the rest of my family. My husband, parents and sisters have been so supportive during this process. They have been especially understanding when plans were cancelled or changed; and I have not been around as much. You were all there when I needed you, cheering me on. Thank you.

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Next, I want to thank my sister, Becky Jenkins. Officially, you have been my editor, but you are so much more. You have been a cheerleader when I needed it most. You celebrated when I finished a paper or got an A in a tough class. You always reminded me that I could do it.

I also want to thank Dr. Jeannie Justice. You have talked me off the ledge more times than I can count. When I was ready to give up and throw in the towel, you were there to tell me how far I had come and how close I was getting to the end. You have helped me make sense of things when I could not. You were a shoulder to cry on when I desperately needed it. I cannot thank you enough for all the times you have been there for me. You have made this journey an easier mountain to climb.

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Executive Summary

Terminology

- **Assessment Administrator** – a staff position in the Office of Quality Assurance and Accreditation responsible for collecting and distributing accreditation data, aiding faculty and staff in the process of completing evaluations and assessments, works with student on key assessment and field experience submissions, and administers Taskstream.
- **Candidate** – a learner in an educator preparation program (EPP) (Council for the Accreditation of Education Preparation, 2020b).
- **Council for the Accreditation of Educator Preparation (CAEP)** – a professional organization that reviews teacher preparation programs to ensure the program meets the guidelines set by the organization that represents the academic community, education professionals and other stakeholders (Council for the Accreditation of Educator Preparation, 2020f).
- **Clinical Practice** – also known as student teaching and the culminating experience for most teacher education programs. Students are placed with a mentor teacher for in-school placements and are supervised by university personnel (Morehead State University Office of Quality Assurance and Accreditation, 2022).
- **Clinical Experience** – also known as field experience. A vital part of the teacher education program designed so students observe and participate in

classroom learning prior to clinical practice under the supervision of the classroom teacher and course instructor (Morehead State University Office of Quality Assurance and Accreditation, 2022).

- **Dispositions** – how values, commitments, and professional ethics manifest themselves in professional practice (Morehead State University Office of Quality Assurance and Accreditation, 2022).
- **Education Preparation Program (EPP)** – any program preparing students for teacher certification or licensure (Council for the Accreditation of Educator Preparation, 2020f).
- **Education Professional Standards Board (EPSB)** – Kentucky's official governing body responsible for determining standards of performance for preparation programs and practitioners; approving and accrediting educator preparation programs; selecting assessments for education preparation programs; managing internships for new teachers and principals; administering certification for Kentucky's National Board for Professional Standards certification; and issuing, renewing, suspending and revoking Kentucky teaching certificates (Education Professional Standards Board, n.d.).
- **Field Experience** – also known as clinical experience. A vital part of the teacher education program designed so students observe and participate in classroom learning prior to clinical practice under the supervision of the

classroom teacher and course instructor (Morehead State University Office of Quality Assurance and Accreditation, 2022).

- **Key Assessments** – evaluations that mark candidate progress throughout the program. These assessments inform both the candidate and the EPP the level of preparedness achieved and the likelihood of candidates having a positive impact on the growth of P-12 students (Morehead State University Office of Quality Assurance and Accreditation, 2022).
- **Student** – a P-12 school learner, not a learning in an educator preparation program (Council for the Accreditation of Educator Preparation, 2020b).
- **Taskstream** – The EPP's online assessment system used to collect and report accreditation data (Morehead State University Office of Quality Assurance and Accreditation, 2022).
- **The Office of Educator Licensure and Effectiveness (OELE)** – an organization that is part of the Kentucky Department of Education, created to support the EPSB in carrying out its daily functions (Kentucky Department of Education, 2020).
- **Teacher Education Program (TEP)** – an educator preparation program offered at an institution of higher education (Morehead State University Office of Quality Assurance and Accreditation, 2022).

- **Quality Assurance and Accreditation (QUAA)** – an administrative office in the Volgenau College of Education responsible for clinical experience, clinical practice, Taskstream, data collection and analysis, and accreditation.

What is the core of the capstone?

Morehead State University (MSU) has a long, rich history of preparing the region's top teachers. This history began with Cora Wilson in a one-room teacher college, a legacy that has continued (Flatt, 1997). Today, Morehead State University boasts a top-rated teacher education program with more than 100 degrees conferred each year with 62% of these graduates employed five years after graduation (Council on Postsecondary Education, 2021). The teacher education programs at MSU are accredited at the national and state levels by the Council for the Accreditation of Educator Preparation (CAEP) and the Educational Professional Standards Board (EPSB) respectively.

CAEP (2020f, para. 2) defines accreditation as “quality assurance through external peer review.” The definition sounds simple; however, the process is a monumental task. The Educator Preparation Program (EPP) at MSU strives to meet CAEP and EPSB standards to maintain quality teacher education programs. Accreditation is an important part of an EPP. Obtaining accreditation signifies the program has met these standards and is providing quality program for teacher candidates. CAEP is one of the top leading accrediting agencies in the country, according to the Council for the Accreditation of Educator Preparation (2020a). As

with any accreditation system, continuous improvement is the major benefit of the process. Insight gained from writing reports, working with other faculty throughout the programs, and receiving feedback from the accreditation team allow EPPs to make critical program improvements. These improvements are pivotal in an era when teacher education programs are being scrutinized so heavily (Aronson & Anderson, 2013; Cochran-Smith, 2021).

This scrutiny includes the effectiveness of many teacher education programs being called into question. Policymakers and lawmakers are using this question of effectiveness to add additional regulations and requirements, usually without the input of any stakeholders. This creates a cycle of more being asked of teacher educators, teacher educator programs and teacher candidates (Cochran-Smith, 2021).

Faculty are an essential part of the accreditation process. Many factors lead to low or poor faculty participation in the accreditation process. These determinants include lack of motivation, shortage of time to devote to the process, and scarcity of information about the process (Danley-Scott & Scott, 2017; Scott & Danley-Scott, 2015, Zubrow, 2012). Muljana et al. (2020) indicate faculty are not receiving clear communication. Faculty in this research revealed they want and need information and to be provided with feedback on things ranging from student and program progress to student and employer satisfaction. Another vital piece of the accreditation puzzle missing for faculty is improved resources (Muljana et al., 2020).

It is important that EPPs find means to improve faculty involvement so maximum benefits can be fostered from the accreditation process. Professional

development, inclusion, information sharing, and supportive leadership are all suggestions found from research to augment faculty involvement (Hail et al., 2019; Germaine & Spencer, 2016).

What is CAEP Accreditation?

CAEP accreditation is the nationally recognized process of review for an institution of higher education to provide evidence the EPPs they provide are meeting standards and are of excellent quality. CAEP (2020f, para. 2) has the following mission: “CAEP advances equity and excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.” MSU pursues CAEP accreditation because our state regulatory agency, EPSB, has a state partnership with this accrediting body. This allows the continued pursuit of quality in educator preparation and eradicates duplication of efforts for EPPs (Council for the Accreditation of Educator Preparation, 2020d).

CAEP accreditation is a rigorous process that includes a peer review every seven years. This review entails EPPs providing evidence of meeting the seven CAEP standards, writing reports, and completing an onsite review (Council for the Accreditation of Educator Preparation, 2020c).

The seven CAEP standards include the following:

Standard 1: Content and Pedagogical Knowledge

Standard 2: Clinical Partnerships and Practice

Standard 3: Candidate Recruitment, Progression, and Support

Standard 4: Program Impact

Standard 5: Quality Assurance System and Continuous Improvement

Standard 6: Fiscal and Administrative Capacity

Standard 7: Record of Compliance with Title IV of the Higher Education Act

Changes to the standards were made in 2022 for clarification and consolidation purposes. Standards were also added to address technology since online learning has seen a robust increase in recent years (Council for the Accreditation of Educator Preparation, 2020; Aguilera-Hermida, 2020). Furthermore, the standard directed toward equity and diversity was removed and redirected to throughout the components of all the standards. This allowed EPPs to demonstrate the recruitment and graduation of candidates that more closely represent the P-12 students within their service region or area. It also creates additional flexibility in detailing content knowledge and teacher candidate impact on student learning (Council for the Accreditation of Education Preparation, 2020c).

Currently, CAEP has granted accreditation to approximately 700 EPPs across the United States and Puerto Rico (Council for the Accreditation of Educator Preparation, 2021). The MSU EPP received accreditation in 2019 (Council for the Accreditation of Educator Preparation, 2019). Receiving accreditation is based on passing a review on the now five CAEP standards, which are based on two principles. The first principle is, "Solid evidence that the provider's graduates are competent and caring educators." The second is, "Solid evidence that the provider's educator staff have the capacity to create a culture of evidence and use it to maintain and enhance

the quality of the professional programs they offer” (Council for the Accreditation of Educator Preparation, 2021, para. 5).

There are consequences for failing to meet CAEP standards. An institution may be cited with an area for improvement or a stipulation, both are identified weaknesses in the evidence of one or more standards. However, the EPP will have up to two years to make necessary improvements to retain accreditation (Council for the Accreditation of Educator Preparation, 2020b). If an EPP falls short of the expectations of CAEP and does not meet even one of the standards, it is placed on a two-year probationary period. This probationary status allows the EPP to rectify any issues and meet all standards. During this period, institutions are still considered accredited, but will lose that status if necessary changes are not made, and evidence presented to meet the failed standards (Council for the Accreditation of Educator Preparation, 2021).

History of CAEP Accreditation

Accreditation has a long history in higher education. The accrediting body began as the National Council for Accreditation for Teacher Education (NCATE) in 1954. It was a non-profit, non-governmental accrediting body (Council for the Accreditation of Educator Preparation, 2020c). After being recognized by the U.S. Department of Education, the value of having a neutral third-party assess the quality of teacher education in the United States was realized. This instigated NCATE to adopt the motto: “The Standard of Excellence in Teacher Preparation” (Youngstown State University, 2020, para. 2).

Then, in 1997, the Teacher Education Accreditation Council (TEAC) was formed, dedicated to improving academic degree programs for professional educators in schools, pre-K through 12. In 2010, the boards of NCATE and TEAC accepted a report by the Design Team recommending the formation of CAEP. New accreditation standards were approved in 2013 and in 2016 CAEP accreditation standards were fully implemented. Both TEAC and NCATE legacy standards are no longer used for accreditation. Now there is a singular goal: to improve teacher education degree programs and create competent, qualified, caring professional educators (Council for the Accreditation of Educator Preparation, 2020c).

The core of the capstone is accreditation in higher education. Specifically, the project focused on the creation of an accreditation handbook for the CAEP accreditation process for the EPP at Morehead State University. This handbook provides information on accreditation, guides and instructions for courses and associated assessments, and data and reporting information. It also contains resources to help those faculty and staff involved in the accreditation process complete their portion of the puzzle and provides insight into how it fits into the larger picture.

Literature Review

Accreditation is a process most higher education institutions face with trepidation. Nearly all institutions participate in some form of accreditation process, whether at the level of the entire institution, college, or individual program. Accreditation is predominantly awarded by a nationally recognized organization, such as the Council for the Accreditation of Educator Preparation (CAEP) or the Southern

Association of Colleges and Schools Commission on Colleges (SACSCOC, also known as SACS). A governing agency, such as the Kentucky Department of Education or the Education Professional Standards Board (EPSB), may also endow accreditation. At Morehead State University, the entire institution has been granted accreditation by SACSCOC. The Educator Preparation Program (EPP) has received accreditation from CAEP for all teacher education programs. EPSB has also approved all programs within the MSU EPP.

The progression of work to ready a college or program for an accreditation review/visit can be overwhelming. These steps involve administrators, faculty and staff, as well as students. Through various changes in higher education, promotions, and normal job vacancies, keeping all the participants informed and engaged about the process of accreditation can be challenging. The creation of an accreditation handbook can alleviate some of the problems and frustrations by having all the information readily available.

This literature review takes a deep examination of accreditation, analyzes new developments with assessments and program evaluations, investigates faculty's thoughts, feelings and concerns about accreditations, and looks for possible improvements to the process (Danley-Scott & Scott, 2017; Hogan et al., 2017; Scott & Danley-Scott, 2015; Zubrow, 2012). The researcher used the existing aggregate of information in the development of the accreditation handbook, specific to Morehead State University's EPP to provide policies, procedures, background information,

standards and accreditation details specific to courses to make the accreditation process more familiar and manageable.

What is Accreditation? Accreditation is a process whereby institutions receive official authorization or approval recognizing the EPP is maintaining standards that qualify graduates for professional practice (Merriam-Webster, 2022). More specifically, the Council for the Accreditation of Educator Preparation (CAEP, 2020f, para. 1) defines accreditation as “quality assurance through external peer review”. For Colleges of Education, accreditation indicates programs that prepare teachers are scrutinized and approved as capable of preparing quality educators. This process routinely consists of reviewing policies, procedures, student assessments, field experience, and clinical practice information (Council for the Accreditation of Educator Preparation, 2020).

In their pursuit to determine of teacher education, through accreditation is preparing teachers to face today's classrooms, Aronson and Anderson (2013) and Cochran-Smith (2021) discovered these programs are unquestionably falling short. Accreditation is the process that identifies these shortcomings and labor with the institution to propel the college and/or program into functioning well again. While a portion of most accreditation agencies' focus is diversity, this research found insufficiencies within teacher education that rendered educators unsuccessful in facing the global and multicultural classrooms of today and the future (Aronson & Anderson, 2013; Cochran-Smith, 2021).

In addition to being eligible to continue preparing teachers, one of the major purposes of accreditation is receiving feedback that encourages and influences program and teaching changes (Council for the Accreditation of Educator Preparation, 2020f). Research conducted regarding accreditation in higher education establishes the invaluable knowledge gained by institutions and subsequent avenues for improvement during the process (Holzweiss et al., 2016; Cheng, 2015; Powell, 2013; Stensaker et al., 2011). In addition, it was revealed that an aspirational approach to accreditation is more focused on useful feedback and program enhancement, as well as continuous improvement. Other approaches center more on “checking boxes” or doing the minimum to barely meet standards and exercise minimal effort in order to simply complete the process (Davis & Peck, 2020; Cheng, 2015).

One means of improving programs and ensuring the creation of quality teachers (which, in theory, should meet accreditation standards) is to elevate student experiences. This requires constant program analysis and revision. Volkwein et al. (2007, as cited in Kumar et al., 2020) found that through program improvements influenced by accreditation, students' learning outcomes were strengthened. These developments included more ways for student to be engaged in learning, which resulted in increased learning and better student outcomes all around.

Along with reaffirming accreditation as a key element for continuous improvement for many educator preparation programs, Hasbun and Rudolph (2016) identify must haves for accreditation. An effective assessment system, a focus toward

a culture of accountability, and buy-in from invested, supported relationships are all integral components of a successful accreditation process. They found an assessment system needs to be established and in use long before the actual accreditation process begins. Dedicated faculty or staff that monitors and manages this system is key, as they aid faculty and staff in its use. A culture of accountability and buy-in are very congruent ideas. In order to maintain a culture of accountability wherein programs and assessments are evaluated for efficiency, buy-in from faculty is required. Without their active participation, no real, accurate data can be collected for analysis. To facilitate buy-in faculty need support. Information should be shared, monetary support should be provided, and collective participation engaged in order to develop or revise programs (Hasbun & Rudolph, 2016).

Faculty Perceptions. Faculty are major contributors to the accreditation process in higher education. Through student assessments, writing reports, changing curriculum, and a host of other activities, faculty have a large influence on the culture of assessment at an institution. Faculty perspectives on the accreditation process proves vitally important to its success (Hail et al., 2019).

Faculty recognize both positive and negative implications of accreditation. The positives include added and improved professional development, worthwhile program improvements and increased faculty collaboration (Hail et al., 2019; Germaine & Spencer, 2016). Faculty see the accreditation process as difficult, but not without advantages. Faculty simply want the time and effort put into accreditation to be well worth the cost (Germaine & Spencer, 2016).

Positives. One positive aspect of accreditation is giving faculty additional opportunities to work together to make changes to programs and curriculum. Often, these changes are recognized as needed, but do not have the occasion to come into fruition (Germain & Spencer, 2016). Working together on these enhancements builds trust and ensures everyone can provide feedback. These are important for the success of accreditation efforts. Building trust establishes a sense of equitable work and input of ideas. With everyone feeling on the same level, more sincere communication happens, and more work is completed.

An additional advantage faculty perceive for completing the accreditation process, according to research completed by Hail et al., (2019) is a good reputation. An institution or program can recognize an increase in their prominence and prestige among peers, prospective faculty and staff, and, most importantly, prospective students. Accreditation may be a deciding factor for students when choosing a college or university to attend. It may also attract faculty and staff looking for an exceptional teacher education program with which to work (Hail et al., 2019).

Negatives. The negatives, or areas needing work, encompass attempts at associating accreditation standards with the day-to-day work of faculty, creating time for face-to-face meetings and making time accommodations for faculty to complete the necessary work. Some faculty have noted accreditation standards are not always readily linked to the typical work completed by faculty. Indeed, it is difficult to make change to show this alignment of standards to faculty's everyday work (Hail et al., 2019; Germaine & Spencer, 2016). The MSU CAEP Accreditation Handbook will

show the faculty of the EPP how their work relates to the standards to complete the accreditation narrative.

Time is always an area of concern with the accreditation process. Not only when to begin the process, but the amount of time accreditation takes is also a source of apprehension. Faculty must spend a lot of their time in meetings, writing reports and doing other tasks during this process (MacDonald et al., 2014). Often, this is overlooked and deemed “normal” activities for faculty. Nevertheless, they are not (MacDonald et al., 2014).

Faculty also cite interference with academic freedom as another negative implication for accreditation (Bahous & Nabhani, 2015). Academic freedom is the faculty's ability to decide what and how to teach without outside intrusion. Accreditation and the subsequent standards, guidelines and assessments often lead faculty to feel that their ability to decide how their course should be taught is diminished. This lack of control can lead to a push back against the accreditation process and poorer performing programs and students (Bahous & Nabhani, 2015).

The research of Bahous and Nabhani (2015) also found another negative aspect of accreditation by faculty is change itself. Accreditation means change to most faculty, many of whom oppose change. This resistance to change characteristically slows progress. This is specifically present with change regarding improvements to programs. Even though changes to augment programs could increase the ability of an institution to educate better teachers for tomorrow, some faculty are still resistant (Bahous & Nabhani, 2015).

Promoting Faculty Involvement. The perceptions of faculty can change drastically, given the appropriate evidence, as demonstrated by research conducted by Hogan et al., (2017). Their research followed one university's process of data analysis, problem recognition, efforts to solve the problem, implementation of a solution and re-evaluation. This case study demonstrated how much faculty can embrace a process once they are adequately informed, involved in the process of discovering solutions and employing change (Hogan, et al., 2017).

Several other studies have explored faculty perceptions of accreditation. The research has shown both positive and negative attitudes toward accreditation. The information also identified methods for improving these negative attitudes and perceptions. Training about accreditation, better resources, faculty rewards and improved communications were these found withing much of the research (Graves, 2021; Hail et al., 2019; Germaine & Spencer, 2016).

The accreditation process relies heavily on the work of faculty (Hail et al., 2019). At many institutions, MSU included, few staff positions are dedicated or even remotely involved in accreditation. Therefore, faculty are given much of the responsibility of this process.

The faculty mentioned are not only full-time, tenured faculty, but also include adjunct instructors, lecturers and non-tenure track faculty. As budgetary constraints push colleges and universities to reduce expenditures, more part-time instructors are being hired to teach courses that are part of accreditation analysis and study (Danley-Scott & Scott, 2017). Unfortunately, many of these part-time instructors are not

included in the larger discussions regarding accreditation, nor are they asked for input regarding assessments or evaluations of students (Danley-Scott & Scott, 2017; Scott & Danley-Scott, 2015; Zubrow, 2012).

Creating a role in accreditation for part-time instructors would open a world of possibilities. Primarily, buy-in for the process would certainly increase (Danley-Scott & Scott, 2017). Additional assessments and evaluations would be completed, creating supplemental data to analyze for a more in-depth view of the efficacy of programs and curriculum. Inclusion of part-time instructors would also provide additional opinions and thoughts on current processes and subsequent revisions that may be needed. These instructors are a large bracket of the faculty, one that has potential to provide great benefits to the accreditation process (Scott & Danley-Scott, 2015; Zubrow, 2012). According to the National Center for Educational Statistics (2019), the latest data shows 54% of faculty in higher education were full-time and 46% as part-time. At MSU, full-time faculty are 76% of the employed population, with 24% being part-time. Specifically, within the Volgenau College of Education, 78% are full-time faculty and 22% are part-time faculty (Morehead State University, 2022).

In addition, another means of promoting faculty involvement in accreditation procedures is inclusion. Faculty want to be involved, but they want to be included in a process they understand and believe in. One way of facilitating this is by sharing the benefits directly related to their work; specifically, student assessments (MacDonald et al., 2014; Grunwald & Peterson, 2003). The main job responsibility of faculty is to teach students, which often includes completing various assessments and evaluations.

Revealing the culmination of their efforts – or that additional revision could help – would certainly strengthen the relationship between faculty and their accreditation related work.

The sharing of information is another means for increasing faculty involvement in the accreditation process. Faculty want to be informed. They want to know that their academic efforts are what is needed and are correct (MacDonald et al., 2014; Graves, 2021; Hail et al., 2019). Administrators and others responsible for accreditation efforts need to focus on providing more information than simple standards and guidelines. An overview of the entire process should be shared so everyone understands the broader view of accreditation, as well as, how everyone can benefit from the process (MacDonald et al., 2014). The MSU CAEP Accreditation Handbook delves into the specifics for EPP courses.

Institutions need to provide additional training for assessment (Marrs, 2009; Peterson, 2022). Training will ensure more faculty are assessing students in the same manner, regardless of course or program. While faculty may be considered experts in their respective fields, their training may not have included specifics about pedagogy (Marrs, 2009; Peterson, 2022). Training could allow faculty to learn about aspects of teaching for which they were never professionally educated. It could also grant faculty, tenured and non-tenured alike, readily available information.

Along with training, professional development opportunities also need to be provided to faculty. They have indicated such opportunities are one of the benefits they recognize and appreciate (Hail et al., 2019; Germain & Spencer, 2016). This

type of development allows faculty members to continue learning and to stay current in their areas of specialty (MacDonald et al., 2014; Grunwald & Peterson, 2003).

According to McCullough and Jones (2014), another way to facilitate the accreditation process more willingly with faculty include stronger leadership.

According to the research, faculty “think of leadership in evaluation and assessment as an effort by all concerned to create, sustain, and improve the systems we use to determine merit and worth” (McCullough & Jones, 2014, p.99). This type of leadership would supervise the accreditation process; one department/office or individual coordinating all efforts (McCullough & Jones, 2014).

An additional suggestion was an assessment office that would be the central hub for accreditation efforts. This office could be the principle location for faculty to seek information, training or additional resources to successfully complete accreditation tasks (McCullough & Jones, 2014; Zubrow, 2012). Peterson (2022) is an assessment professional that researched how to better support faculty with her institution's Assessment and Accreditation Office. The research found that many faculty have limited understandings of how their daily assessment of students fit into the larger accreditation process. However, creating leadership with this office was a suggestion for combating this issue (Peterson, 2022).

Summary. The findings from this review indicate a need for additional resources available to faculty for accreditation purposes. Faculty are an integral part of the accreditation process (Danley-Scott & Scott, 2017; Peterson, 2022). They teach, evaluate, analyze data, and write reports during the review process. Some do

these things without adequate information to understand the full scope of the process and therefore are not fully invested. Sharing information and providing resources are critical to this ever-present process.

An accreditation handbook could be an extremely useful resource for faculty. This handbook contains written documentation of this accreditation process. This includes standards, policies, the specific institutional plan, assessments, rubrics, and instructions. This handbook is an initial step for anyone seeking information about the accreditation process. It contains specific information for each course, as well as, general information for the entire EPP. MSU faculty, both full-time and part-time, will be able to view assessment requirements for their course in one document.

It also serves another need that is not currently addressed at MSU: part-time instructors and accreditation. While many adjunct and part-time professors are experts on the subject matter of their courses, there is not a formal process or document to share assessment or accreditation requirements for these courses. Specifics concerning accreditation, such as key assessment, field experience, and disposition information, are not shared (T. Simpson, personal communication, November 2, 2022). Also, the researcher currently holds the position of Assessment Administrator within the EPP at MSU. She is responsible for the electronic assessment system where data from key assessments, dispositions and field experiences are submitted, assessed, and maintained. Often, adjunct and part-time faculty contact the researcher for specifics about what is required within their course.

An accreditation handbook can provide the basic material to familiarize adjunct and part-time faculty with accreditation procedures.

Who is the capstone meant to impact?

The accreditation handbook has an intended audience within all faculty and staff affiliated with the EPP at MSU. Everyone that is a part of the EPP will be able to draw information from the handbook. However, the group that will find the accreditation handbook that most helpful will be faculty. This will include adjunct and part-time faculty as well.

As the trend of the employment of lecturers and adjunct faculty grows, this handbook will receive much beneficial use (Danley-Scott & Scott, 2017). Unfortunately, there is not a systematic approach to sharing course information with lecturers and adjunct faculty in the EPP at MSU. The Associate Dean of the Volgenau College of Education shared his process for orienting lecturers and adjunct faculty. He meets with the new hire to familiarize them with the course, program and MSU, discussing the role and purpose of the course and sharing previous syllabi. The syllabus is discussed, paying close attention to student learning outcomes, books and other student-specific information. It is then suggested the new hire speak to the program coordinator or a faculty member from the program to discuss specific assessments and other items collected for accreditation and reporting. However, there is no formal collection of course information currently available for new hires, either part-time or full-time (T. Simpson, personal communication November 2, 2022).

The MSU CAEP Accreditation Handbook will be a valuable resource available to all new hires, but adjunct and part-time faculty will find a tremendous benefit within it. Assessment and evaluation information for accreditation and program reviews will be in one location, accessible at any time. These part-time instructors will now have a handbook full of the accreditation information they need, instead of relying on other faculty within the program or department. The information they need will be readily available.

How will the capstone project be implemented?

The implementation process of the accreditation handbook will consist of approval by the Volgenau College of Education Dean and Associate Dean, along with the Director of Quality Assurance and Accreditation. Though the MSU CAEP Accreditation Handbook will have an overall impact on the entire EPP, it will not need approval by the Teacher Education Council (TEC), the governing body of the EPP. The approval process will be an informal review by the Deans and Director. Once the handbook is approved, it will be available for use.

A successful implementation of the handbook could lead to a less complicated accreditation process. The information presented in the handbook has the potential to educate faculty on course assessment specifically. This could create additional beneficial data and a better informed EPP. The culmination could consist of a successful visit, less stress for administrators, faculty and staff involved in the process, and improvement within our programs. The overall goal of accreditation,

whether the focus is the entire institution, college or program, is program improvement for preparing candidates.

Once the MSU CAEP Accreditation Handbook is available, a follow up study will be completed. This study will investigate faculty thoughts on the handbook, suggested edits, and other general areas for improvement. With these results, modifications will be made to increase the use and efficacy of the handbook.

Why were this capstone and related strategies selected?

CAEP accreditation is a rigorous process. Having gone through two prior accreditation processes, the researcher has firsthand knowledge of the labor required for its successful completion. As the Assessment Administrator with the EPP at MSU, the researcher holds the staff position in the Office of Quality Assurance and Accreditation responsible for collecting and distributing accreditation data, aid faculty and staff in the process of completing evaluations and assessments, works with students on key assessment and field experience submissions and administers Taskstream. The position works with data collection daily, specifically working with faculty and students on course-based assessments. The frustration is evident with faculty when they are not provided adequate information to complete the accreditation related processes in their courses. It is also recognized when lecturers and adjunct faculty are hired to teach courses with these activities but often do not receive the same information as their full-time counterparts.

An accreditation handbook is essential to an accreditation process. In the 2018 accreditation process, the preparation was difficult. Many times, faculty were

completing assessments and other accreditation activities without understanding how they fit into the overall process. This accreditation handbook fulfills the need for complete and correct assessment and accreditation information to be readily available for faculty. The handbook provides information, clarification, and instructions to help give everyone equal footing, making the accreditation process easier. Having the correct information for key assessments, field experiences, and dispositions will allow faculty to understand what the accreditation expectations are associated with their courses. This will help make data collection easier, and in turn, will help writing accreditation reports and providing evidence that much easier.

As the researcher considered a topic for the capstone project, a conversation with former Volgenau College of Education and current MSU Provost, Dr. Antony Norman occurred. He expressed the need for an accreditation handbook. Dr. Norman oversaw many processes and assessments during the year he served as the Volgenau College of Education Dean. He also had been the CAEP Coordinator at his previous institution, Western Kentucky University. He recognized the lack of congruent information to share with faculty and staff regarding the accreditation activities (A. Norman, personal communication, July 24, 2020).

Once the researcher realized the great need for an accreditation handbook and work began, a survey was designed to gather information from faculty and staff. The Accreditation Handbook Survey (Appendix B) was designed to get the opinion of the EPP members at Morehead State University. The researcher wanted to find out the thoughts and perceptions toward the CAEP accreditation process. Thoughts on the

benefits or lack thereof of a handbook was also researched. The survey gathered demographic data to reflect years of service and previous participation in CAEP accreditation. The EPP members are the faculty and staff that work each day with teacher candidates and come together to complete the accreditation process. Their opinions on these matters were invaluable.

The Accreditation Handbook Survey was created in SurveyMonkey, and a link was emailed to 71 EPP members. This occurred on October 12, 2021, and the survey remained open for 16 days. The researcher received 37 complete responses, 51%, revealing EPP members with nearly 500 years of educational experience and over 130 years of that being with MSU.

The researcher found 73% of the faculty and staff of the EPP at MSU have been involved with the CAEP accreditation process. Of those responding to the survey, 59% indicated they viewed CAEP as being helpful to the EPP. They reflected the following positive thoughts: streamlines curriculum, provides opportunities for program improvement, shows value to current and future students and faculty, and develops and strengthens partnerships with local schools. These same participants identified several barriers to their participation in the accreditation process. The most prominent was lack of time. Other barriers included deficiency of appropriate support, disbelief in the process, shortage of experience and misunderstanding the accreditation process. Thoughts were shared to overcome these barriers that included: release time, providing information and training, better communication, and better organization.

The final few survey questions asked if an accreditation handbook would aid in overcoming these barriers to engagement and what aspects of the process should be covered in the handbook. An overwhelming 89% of respondents thought a handbook would be beneficial. The aspects of CAEP accreditation requested to become part of a handbook included: defined standards, rubrics, timelines, requirements and how standards are met.

The handbook addresses many of the concerns found by the survey. Having the course accreditation and assessment requirements compiled into one handbook will save time and effort for the faculty. The handbook also provides general information about the overall CAEP accreditation process. While the handbook cannot address every barrier to faculty participation in the CAEP process, it is a step toward making the process less daunting.

Research supports the notion that faculty want to participate in the accreditation process. They desire this participation to result from being well informed and knowing their efforts are essential and accurate (MacDonald et al., 2014; Muljana et al., 2020). The handbook that has been created contains information that will aid all EPP faculty in participation, providing useful resources in an organized fashion. Indeed, an overwhelming 89.2% of the survey respondents felt a handbook could be a pragmatic force to prevail over these impediments.

When will the capstone be implemented?

The MSU CAEP Accreditation Handbook will be implemented in the Fall 2023 semester. Upon review and approval, the handbook will be available online to

all EPP faculty and staff on the QUAA website. The researcher will also send an email with a link to the handbook to faculty and staff with a brief description. The MSU CAEP Accreditation Handbook will be updated each summer for the upcoming academic year. The updated book will be available online at the beginning of each fall semester. An email will be sent to all EPP faculty and staff at the beginning of each academic year, reminding them of the existence and location of the handbook.

Impact of the capstone

The MSU CAEP Accreditation Handbook will have a comprehensive impact on the entire EPP. A successful implementation of the handbook would include a smoother, less complicated accreditation process, including a successful visit, less stress for administrators, faculty and staff involved in the process, and improvement within our programs. With the handbook information available to all, more data should be available for analysis and more faculty should be available to analyze this data and take part in writing accreditation reports. The ultimate goal of accreditation, whether the focus is entire institution, college or program, is program improvement for preparing students (Muljana et al., 2020; Peterson, 2022). Our students will also benefit with programs that will ready them for successful careers in teaching.

Specific impacts will be observable with faculty. Information pertaining to accreditation items located in courses will be readily available. No longer will newly hired faculty be fully reliant upon program coordinators or other faculty that have previously taught their courses. The information will be available when they need it,

in a format that will be easily understood. To ensure this, during the development of the handbook, the researcher sought the opinion of several current faculty.

Limitations of the study

The limitations of developing this MSU CAEP Accreditation Handbook focuses on the project being designed specifically for the EPP at MSU. The handbook contains information that is particular to assessments, data collection, standards, and other aspects of the accreditation process in educator preparation at MSU. Therefore, the MSU CAEP Accreditation Handbook cannot be used at other institutions.

Because the handbook was generated to provide guidance and documentation of the accreditation process, which relies on current CAEP standards and requirements, along with current assessments and evaluative methods, maintenance of the handbook creates another limitation. As indicated previously, maintenance and/or edits of the handbook will occur over the summer months in preparation for the beginning of the new school year in the fall semester. Some alterations to CAEP or state standards or regulations may not be reflected until the next update of the handbook.

Reflections

The creation of the MSU CAEP Accreditation Handbook has been in incredibly eye-opening experience. Toward the beginning of the process, I viewed the handbook simply as a resource to help new faculty with the questions surrounding accreditation activities, a reference for faculty and staff directly involved in accreditation work. I quickly realized this handbook encompassed the potential to be so much more. This handbook could be the beginning of the inclusion of all faculty

and staff in the process, as well as, finding ways to make the process more attractive and less daunting. With research illuminating specific problems faculty experience with accreditation work, the MSU CAEP Accreditation Handbook could be a means to overcome some of these obstacles.

Not only has the handbook evolved into more than a solitary resource, it has also established a sense of renewal and reinvestment into accreditation on my behalf. The survey results and additional research conducted to support this project has enlightened me on the attitudes and beliefs of faculty and staff regarding accreditation. It has revealed faculty have serious issues that prohibit them from participating in an effective way in the accreditation process. These issues include lack of time and information, which the handbook can help alleviate to a degree. It is much more than dodging additional duties. This, in turn, has refocused my efforts in my work with faculty. This new knowledge has invigorated me to find additional ways to be of assistance and help faculty understand accreditation and contribute to the process. Overall, this will make the accreditation process a more productive and efficient process, which would be a factor in the success and value of MSU's teacher education programs.

Having completed this project, I look back and consider how things could have been done differently. The thoughts and attitudes of MSU faculty and staff were largely neglected. I completed a survey, the Accreditation Handbook Survey, which barely scratched the surface of these attitudes and beliefs. If I were beginning this project again, I would choose to interview more individuals than only the Volgenau

College of Education Dean and Associate Dean and the Director of Quality Assurance and Accreditation. These interviews provided beneficial information, but faculty interviews would have allowed a more substantial look into the additional resources and assistance faculty need for involvement in the accreditation process.

This project has allowed me to grow, not only as a student, but as a professional in the education field. I have a better understanding of the accreditation process, which the EPP should recognize, growing their trust in my professional abilities. I have been forced to step outside my routine and preconceived ideas and consider opinions and ideas from all sides of the accreditation issue. I have been able to develop skills to understand one project will not change the world, but it can be a start. My work on accreditation and the provision of resources and assistance to those involved will ensure the teacher education programs at Morehead State University continue to be exceptional.

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Appendix A

Morehead State University's Council for Accreditation of Educator Preparation Handbook



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Foreword

What is accreditation?

The Council for the Accreditation of Educator Preparation (CAEP) (2020a) defines accreditation as “quality assurance through external peer review”. This peer review evaluates educator preparation programs at the bachelor, masters, doctoral and post-baccalaureate levels. This includes any programs that lead to a certificate, license or endorsement for teacher certification.

The review process assesses educator preparation programs based on evidence showing how standards have been met. The standards set forth by CAEP are representative of the academic community, educational professional and other stakeholders. The review process typically happens for institutions every seven (7) years (Council for the Accreditation of Educator Preparation, 2020a).

Why is Accreditation important?

CAEP accreditation is a symbol that indicates a quality educator preparation program. Accreditation illustrates distinction for all stakeholders, including students, faculty and staff and community members. CAEP (2020b, para. 2) indicates, “accreditation is a seal of approval that assures quality in educator preparation, ensuring new teachers know their subjects, their students, and have the clinical training that allows them to enter the classroom ready to teach effectively”.

Accreditation provides a structure that requires educator preparation programs to conduct self-analysis of the effectiveness of their programs. These self-analyses are required to be evidence-based, focusing on continuous improvement. The goal of CAEP accreditation is to produce good quality, effective teachers (Council for the Accreditation of Educator Preparation, 2020b).

Accreditation and SACSCOC

CAEP accreditation is a part of the University's overall accreditation. Morehead State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC). Program reviews, Educator Preparation Programs accreditation, and a collection of other variables from across the campus community, figure into the formula used by SACSCOC to grant accreditation to MSU at large (Quality Assurance and Accreditation, 2022).

Handbook Purpose

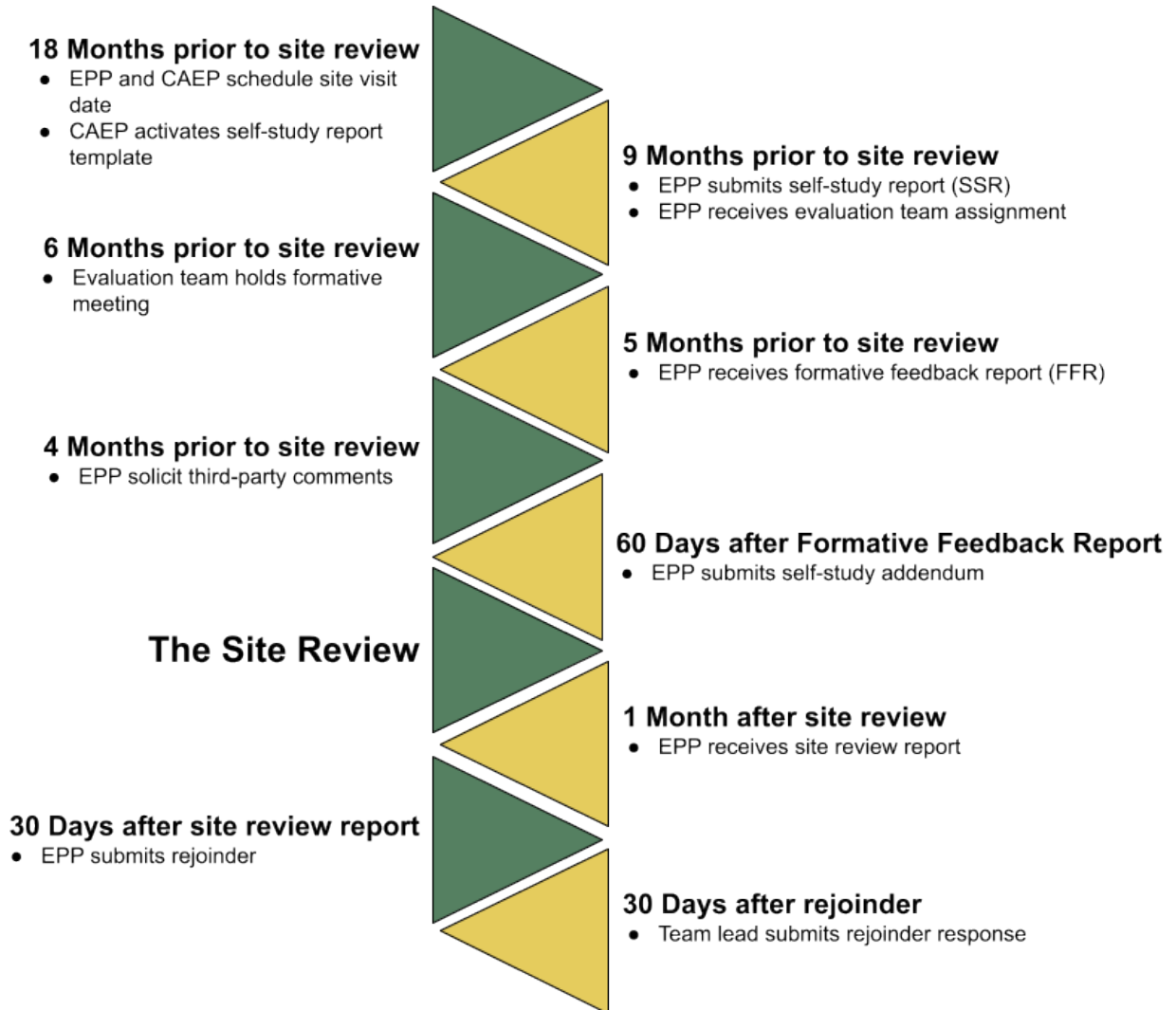
The CAEP Accreditation Handbook was created to provide an additional resource to faculty. A need was observed for a document that housed information regarding the accreditation process, how the Educator Preparation Program (EPP) met the standards set forth by the accrediting body, and the requirements of faculty on how their work fits into the accreditation process. The handbook is meant to be a tool used in addition to the diligent work of the faculty, staff and administrators of the MSU EPP.

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CAEP Accreditation Process Timeline

This timeline is proposed by CAEP to give institutions a projection of the timing of the different aspects of the accreditation process.



Following the submission of the rejoinder response, the Accreditation Council will meet in either the Fall or Spring semester after the site review.

Morehead State University's CAEP Timeline

This timeline is a brief description of the MSU EPP CAEP schedule, including data collection, reporting deadlines and site visit predictions.

2022-2023	
Fall 2022	Cycle 1 Data Collection
Spring 2023	Cycle 2 Data Collection
2022-2023	CAEP /AIMS Report
2023-2024	
Fall 2023	Cycle 3 Data Collection
January 2024	Self-Study report template opens: Confirm with CAEP to go through accreditation Process
2023-2024	CAEP Aims Report
2024-2025	
Spring 2025	Rejoinder and Report
2025-2026	
Fall 2025	Site visit
Spring 2026	Receive Accreditation Decision

MSU Undergraduate Initial Certification Programs CAEP Standards





CAEP Revised Initial Standards

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

R1.1 The Learner and Learning

The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.

R1.2 Content

The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Outcome data can be provided from a Specialized Professional Associations (SPA) process, a state review process, or an evidence review of Standard 1.

R1.3 Instructional Practice

The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression level. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure candidates model and apply national or state approved technology standards to engage and improve learning for all students.

R1.4 Professional Responsibility

The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence

provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

Standard 2: Clinical Partnerships and Practice

The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

R2.1 Partnerships for Clinical Preparation

Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.

R2.2 Clinical Educators

Partners co-select, prepare, evaluate and support high-quality clinical educators, both provider- and school- based, who demonstrate a positive impact on candidates' development and diverse P-12 student learning and development.

R2.3 Clinical Experiences

The provider works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on diverse P-12 students' learning and development as presented in Standard R1.

Standard 3: Candidate Recruitment, Progression, and Support

The provider demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides support services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

R3.1 Recruitment

The provider presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission. The provider demonstrates efforts to know and address local, state, regional or national needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress towards a candidate pool which reflects the diversity of America's P-12 students.

R3.2 Monitoring and Supporting Candidate Progression

The provider creates and monitors transition points from admission through completion that indicate candidates' developing content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, professional responsibilities, and the ability to integrate technology effectively in their practice. The provider identifies a transition point at any point in the program when a cohort grade point average of 3.0 is achieved and monitors this data. The provider ensures knowledge of and progression through transition points are transparent to candidates. The provider plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the EPP's mission, so candidates meet milestones. The provider has a system for effectively maintaining records of candidate complaints, including complaints made to CAEP, and documents the resolution.

R3.3 Competency at Completion

The provider ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought. Multiple measures are provided, and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.

Standard 4: Program Impact

The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

R4.1 Completer Effectiveness

The provider demonstrates that program completers:

- Effectively contribute to P-12 student learning growth AND
- Apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided.

R4.2 Satisfaction of Employers

The provider demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families.

R4.3 Satisfaction of Completers

The provider demonstrates program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparations are effective.

Standard 5: Quality Assurance System and Continuous Improvement

The provider maintains a quality assurance system that consists of valid data from

multiple measures and supports continuous improvement that is sustained, and evidence based. The system is developed and maintained with input from internal and external stakeholders. The provider uses results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

R5.1 Quality Assurance System

The provider has developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to document operational effectiveness. The provider documents how data enter the system, how data are reported and used in decision making, and how the outcomes of those decisions inform programmatic improvement.

R5.2 Data Quality

The provider's quality assurance system from R5.1 relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent.

R5.3 Stakeholder Involvement

The provider includes relevant internal (e.g., EPP administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers) stakeholders in program design, evaluation and continuous improvement processes.

R5.4 Continuous Improvement

The provider regularly, systematically, and continuously assesses performance against its goal and relevant standards, tracks results over time, documents modifications and/or innovations and their effects on EPP outcomes.

Standard 6: Fiscal and Administrative Capacity

The EPP has the fiscal and administrative capacity, faculty, infrastructure (facilities, equipment, and supplies) and other resources as appropriate to the scale of its operations and as necessary for the preparation of candidates to meet professional, state, and institutional standards. For EPPs whose institution is accredited by an accreditor recognized by the U.S. Secretary of Education (e.g., SACSCOC, HLC), such accreditation will be considered sufficient evidence of compliance with Standard 6. If an EPP's institution is not accredited by an accreditor recognized by the U.S. Secretary of Education, the EPP must address each component of ST 6 in narrative support by evidence.

R6.1 Fiscal Resources

The EPP has the fiscal capacity as appropriate to the scale of its operations. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the EPP and its school partners for the preparation of professional educators.

R6.2 Administrative Capacity

The EPP has administrative capacity as appropriate to the scale of its operations, including leadership and authority to plan, deliver, and operate coherent

programs of study so that their candidates are prepared to meet all standards. Academic calendars, catalogs, publications, grading policies, and advertising are current, accurate, and transparent.

R6.3 Faculty Resources

The EPP has professional education faculty that have earned doctorates or equivalent P-12 teaching experience that qualifies them for their assignments.

The EPP provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.

R6.4 Infrastructure

The EPP has adequate campus and school facilities, equipment, and supplies to support candidates in meeting standards. The infrastructure supports faculty and candidate use of information technology in instruction.

(Council for the Accreditation of Educator Preparation, 2020a).

Updated InTASC (Interstate New Teacher Assessment and Support Consortium) Core Teaching Standards

InTASC Standards are presented because of their close association with CAEP Standards.

The standards have been grouped into four general categories to help users organize their thinking about the standards.

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development.

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences.

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments.

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge.

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content.

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment.

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction.

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies.

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice.

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration.

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

(COCSSO, 2013)

How the MSU EPP Meets CAEP Standards

Assessments, Reports, Surveys and other documentation used to meet standards

Standard 1:

Key Assessments EdTPA

Clinical Practice Observations Content GPA

Administrative Information/Reports - Program Reviews, SPA reports, and other documentation of the work completed by the EPP.

Standard 2:

Key Assessments

Clinical Practice Application, Placements, and semester assessments (Observations, Dispositions, Timecard info, Summary of KY Teacher Standards Assessment)

Field Experience Placements and Reporting Information

Administrative Information/Reports – Teacher Education Academic and Professional Standards Committee Records

Standard 3:

Key Assessments Field Experience Disposition

Administrative Information/Reports -Support office information, TEP Admissions data, Advising/Mentoring Information, Program Completion Data

Standard 4:

EdTPA

Administrative Information/Reports – Surveys (New Teacher, Exit, Clinical Practice, KCEWS, Employer Satisfaction)

Standard 5:

Key Assessments Dispositions

Administrative Information/Reports – Program Reviews, Focus Groups, Surveys, WEAVE data

MSU Undergraduate Initial Certification Programs Data Collection Points

(Key Assessments, Field Experience and Dispositions)



Field Experience (Clinical Experience)

Clinical Experiences, also known as Field Experiences, are a vital part of the teaching curriculum established by Morehead State University and the Kentucky Department of Education. Field Experience is an integral part of each course in which it is assigned. To receive field experience credit for hours and categories, candidates must pass field experience courses with a grade of C or higher. Candidates who receive a D or E in a field experience course must repeat the course and the field experience.

Planned Field Experience Sequence

Clinical Experience Level	Courses	Primary Activity
Level I	Education/Theory Classes	General observations, tutoring, aiding, grading, attending school board meeting and site-based council meeting
Level II	Applied Theory Classes and Introductory Pedagogy Classes	Content specific observation, tutor small groups, whole class instruction
Level III	Advanced and Content-Based Methods Courses	Guided observation, tutoring, working with small groups, whole class and large group teaching, teaching full period
Level IV	Clinical Practice Semester	Full responsibility for the classroom

The MSU Instructors for Level II and Level III Courses are to:

Contact the teacher(s) with whom they partner to plan clinical experiences. Arrange the specific activities, dates, and times for their students.

Communicate to the public-school teachers very clearly the clinical experience activity. Clinical Experiences should be meaningful for our MSU candidates while meeting the instructional needs of the students in the public school (Morehead State University - QUAA, 2022).

Each candidate is required to complete 200 field experience hours and specified categories as indicated by KAR 5:040 Admission, Placement, and Supervision in Student Teaching.

Prior to admission to student teaching, each teacher candidate shall complete a minimum of 200 clock hours of field experiences in a variety of primary through grade 12 (P-12) school settings which allow the candidate to participate in the following:

- (a) Engagement with diverse populations of students which include:
 1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;
 2. Students from different socioeconomic groups;
 3. English language learners;
 4. Students with disabilities; and

- 5. Students from across elementary, middle school, and secondary grade levels;
- (b) Observation in schools and related agencies, including:
 - 1. Family Resource Centers; or
 - 2. Youth Service Centers;
- (c) Student tutoring;
- (d) Interaction with families of students;
- (e) Attendance at school board and school-based council meetings;
- (f) Participation in a school-based professional learning community; and
- (g) Opportunities to assist teachers or other school professionals

(Kentucky General Assembly, 2021).

Key Assessments

The Initial Teacher Education Programs have embarked on a familiar but new journey, beginning Fall semester 2018. Candidates participating in the Clinical Practice or Student Teaching semester will participate in the EdTPA summative assessment as a measurement of their knowledge, skills, and dispositions. Candidates will still be measured on their abilities to plan, implement, and analyze an instructional sequence. EdTPA utilizes its own set of rubrics and is graded by content experts from all over the country.

As a result, adjustments have been made to the Key Assessments that mark candidate progress. These assessments are part of an accountability system that includes entrance into the Teacher Education Program through the methods courses and the Clinical Practice semester. These Key Assessments provide data, both to the candidates and to the programs, about the preparedness and likelihood that our student teachers will be successful with the EdTPA and thus positively impact the growth of the P-12 students with whom they interact.

Table 1 below shows our (MSU) Key Assessments along with the EdTPA tasks. They are presented in their assessment cycle(s) and alignment with the Interstate Teacher Support and Assessment Consortium (InTASC) Standards for measuring teachers' knowledge, skills, and dispositions and KY Teacher Performance Standards.

Singular Key Assessments	On-Going Key Assessments	EdTPA Tasks	Cycle 3 Clinical Practice EdTPA	InTASC Standards				*KTF
			Rubrics by TASK	1-3	4-5	6-8	9-10	Domains
Praxis Content & GPA	Lesson Plan & Contextualized Learning Plan	PLANNING	1•Planning for Content Understanding	2,3	4	7,8		1A, 1E
			2•Planning to support varied student needs	1,2	4	7,8		1B, 1D
			3•Using knowledge of students to inform teaching and learning	1,2	4	7		1B
			4•Identifying and supporting language demands	1,2	4,5	8		
			5•Planning assessments to monitor and support student learning	1		6,8		1C, 1F
Praxis PLT	Observation Tool & Contextualized Learning Plan	INSTRUCTION	6•Learning environment	2,3		8		2A, 2B, 2C, 2D, 2E
			7•Engaging student in learning	2,3	4,5	8		3A, 3B, 3C
			8•Deepening student learning	3	4,5	8		3D
			9•Subject-specific pedagogy	3	4,5	8		1A
			10•Analyzing teaching effectiveness				9	3E, 4A
Literacy Proficiency	Assessment Plan & Contextualized Learning	ASSESSMENT	11•Analysis of student learning			6		1C, 1F, 3D
			12•Providing feedback to guide learning			6		3D
			13•Student use of feedback			6		1B, 2B
			14•Analyzing students' language use and content learning	1,2	4,5			1A, 3D, 4A
			15•Using assessment to inform instruction			6, 7, 8		3D, 1F

(Morehead State University - QUAA, 2022).

Dispositions

It is the responsibility of the Educator Preparation Program at Morehead State University to successfully prepare candidates to become effective teachers. The initial licensure program requires candidates to demonstrate the knowledge, skills, and dispositions outlined in the conceptual framework of the Volgenau College of Education as they align with the expected behaviors of beginning teachers. Each candidate will be evaluated on these dispositions by faculty and school personnel and provided with feedback to assist with their progress.

Dispositions are defined as how values, commitments, and professional ethics manifest themselves in professional practice. According to InTASC (2013) dispositions “indicates that habits of professional action and moral commitments that underlie the performances play a key role in how teachers do, in fact, act in practice.”

Dispositions evaluated below the acceptable scores generate consequences. Consequences range from letters of warning to meetings with the Teacher Education Academic and Professional Standards Committee. Complete information regarding consequences can be found in the Teacher Education Handbook.

The following courses require dispositions:

ART 121	EDF 207	EDSP 360	MUSE 207
ART 300	EDF 211	EDSP 363	MUSE 215
ART 301	EDF 311	EDSP 365	MUSE 222
ART 321	EDMG 306	EDSP 367	MUSE 325
BIS 499C	EDMG 330	EDSP 371	MUSE 375
CTE 207	EDMG 332	EDSP 372	MUSE 376
CTE 388	EDMG 341	EDSP 373	SCI 490
CTE 392	EDMG 342	EDSP 374	SCI 491
CTE 470	EDMG 343	EDSP 375	THEA 370
CTE 496	EDMG 347	EDUC 476	THEA 375
EDEC 253	EDSE 312	EDUC 482	THEA 475
EDEC 254	EDSE 451	ENG 381	UTCH 100
EDEC 255	EDSE 483	ENG 382	UTCH 150
EDEC 412	EDSE 499D	ENG 400	UTCH 300
EDEE 305	EDSP 230	HLTH 301	UTCH 410
EDEE 321	EDSP 320	IECE 301	
EDEE 322	EDSP 350	IECE 311	
EDEE 323	EDSP 353	IECE 345	
EDEE 327	EDSP 355	IECE 360	
EDEE 331	EDSP 356	IECE 361	
EDEL 302	EDSP 357	IECE 416	
EDEM 330	EDSP 359	IECE 418	

(Morehead State University - QUAA, 2022).

Course Prefix Descriptions

ART - ART	EDEL – Elementary Education	ENG – English	THEA – Theatre
BIS – Business Information Systems	EDEM – Early Elementary and Middle Grades Education	HLTH – Health	UTCH - MSUTeach
CTE – Career and Technical Ed.	EDF – Education Foundations	IECE – Interdisciplinary Early Childhood Education	
EDEC – Early Childhood Education	EDMG – Middle Grades Education	MUSE – Music Education	
EDEE – Early Elementary/P-5 Education	EDUC – Education Professional	SCI - Science	

Candidate Disposition Inventory

Dispositions are operationally defined as tendencies or beliefs that are conveyed or made public through observable behaviors. Identify your choice by selecting the appropriate level. Complete the following inventory using the excel sheet provided in accord with the following scale as a means to describe the manner in which each behavior has been exemplified. Please remember that students are graded with respect to their level of acceptable behavior or their deviation from it. A score of 3 is given to students for whom you have not observed any behaviors that would lead you to believe that their dispositions are anything other than acceptable. Scores that approach 1 should be given to students whom exhibit less than acceptable behaviors and scores that approach 5 should be reserved for students who exhibit exceptional behaviors.

Strongly Disagree	1
Somewhat Disagree	2
No evidence to believe otherwise	3
Agree	4
Strongly Agree	5

Professional Commitment and Responsibility: The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it. The student:

1. Maintains appropriate confidentiality	1	2	3	4	5
2. Demonstrates compliance with laws/regulations/ policies/standards	1	2	3	4	5
3. Maintains professional appearance	1	2	3	4	5
4. Is prepared for class or appointments	1	2	3	4	5
5. Is punctual for class or appointments	1	2	3	4	5
6. Demonstrates honesty/academic integrity	1	2	3	4	5

Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger society. The student:

7. Demonstrates high expectations for others	1	2	3	4	5
8. Demonstrates respect for the beliefs of others	1	2	3	4	5
9. Demonstrates and/or promotes effective collaboration skills (e.g., with colleagues, instructors, students)	1	2	3	4	5
10. Demonstrates respect for cultural differences	1	2	3	4	5
11. Demonstrates Patience with and/or compassion for those experiencing difficulty in the learning process	1	2	3	4	5
12. Demonstrates flexibility during the learning process	1	2	3	4	5

Critical Thinking and Reflective Practice: The candidate demonstrates a commitment to continuous development within the profession. The student:

13. Demonstrates critical thinking in written or verbal form	1	2	3	4	5
14. Addresses issues of concern professionally (with instructors/colleagues/ students)	1	2	3	4	5
15. Responds positively to constructive criticism	1	2	3	4	5
16. Takes responsibility for his or her learning by actively seeking out new information	1	2	3	4	5
17. Demonstrates personal progress through professional development to improve content and pedagogical knowledge	1	2	3	4	5
18. Demonstrates reflective practice in written or verbal form	1	2	3	4	5

(Morehead State University - QUAA, 2022)

MSU Course Specific Assessments

ART 121 – School Art 1	
Introduction to art and to the teaching of art in the lower (1-3) elementary grades. Field experience required.	
Field Experience Requirements:	
Hours:	Categories:
4 hours	No specific categories
Dispositions Required	
Key Assessments	
No requirements	

ART 300 – Teaching Elementary and Middle School Art	
Philosophical and curricular aspects of art for elementary and middle school. This course includes field experience.	
Field Experience Requirements	
Hours:	Categories:
30 hours	Middle Grades, High School, Students with Disabilities, Assisting School Personnel, Ethnic/Cultural Group 1, Ethnic/Cultural Group 2
Dispositions Required	
Key Assessments	
Contextual Factors – Rubric on page 54.	

ART 301 – Field Experience in Art Education	
<i>Admission to TEP is required.</i> Clinical and field experiences required in the P-12 setting. Two full days of weekly field experiences in public schools in nearby communities.	
Field Experience Requirements	
Hours:	Categories:
30 hours	Middle Grades, High School, Students with Disabilities, Student Tutoring, Assisting School Personnel
Dispositions Required	
Key Assessments	
No Requirements	

ART 321 – Materials and Methods for Secondary Art	
<i>Admission to TEP is required.</i> Presentation of the background, philosophy, and techniques for the teaching of art in the secondary school. Field experience is required.	
Field Experience Requirements	
Hours:	Categories:
20 hours	Middle Grades, High School, Students with Disabilities, Student Tutoring, Assisting School Personnel
Dispositions Required	
Key Assessments	
Assessment Analysis – Rubric on page 58.	

CTE 207 – Foundations of Career and Technical Education	
Orientation for students enrolled in a career and technical teaching program in agricultural education or industrial education. Course will provide an overview of career and technical education. Field experience required.	
Field Experience Requirements	
Hours:	Categories:
32 hours	Elementary, Middle Grades, High School, ELL, Family Resource/Youth Service Center, School Board, Site Based Council, Professional Learning Community (PLC), Ethic/Cultural Group 1, and Ethic/Cultural Group 2
Dispositions Required	
Key Assessments	
No requirement	

CTE 388 – Methods of Curriculum Development	
A comprehensive study of current curriculum content in career and technical education. Emphasis on modifying and developing new curricula. Field experience required.	
Field Experience Requirements	
Hours:	Categories:
40 hours	Interactions with Families, Student Tutoring and Assisting School Personnel
Dispositions Required	
Key Assessments	
Assessment Analysis – Rubric on page 58 and Contextual Factors – Rubric on page 54.	

CTE 392 – Methods of Instructional Technology	
Holistic approach to curriculum development with an introduction to the use of technology to develop and enhance curriculum and instruction. Field experience required.	
Field Experience Requirements	
Hours:	Categories:
40 hours	Student Tutoring and Assisting School Personnel
Dispositions Required	
Key Assessments	
No requirements	

CTE 470 – Methods of Instruction	
The principles of instructional methods which apply to the teaching of career and technical education subject matter. Field experience required.	
Field Experience Requirements	
Hours:	Categories:
20 hours	Interactions with Families, Student Tutoring and Assisting School Personnel
Dispositions Required	
Key Assessments	
Observation – Rubric on page 110 and Lesson Plan – Rubric on page 56.	

CTE 496 – Organization and Management of the Laboratory	
Principles of shop and class organization and management, including program planning and development of shops and laboratories; selecting and purchasing equipment and supplies; and organizing and administering the instructional program. Field experience required.	
Field Experience Requirements	
Hours:	Categories:
40 hours	Student Tutoring and Assisting School Personnel
Dispositions Required	
Key Assessments	
No requirement	

EDEC 253 – Child Growth and Development	
Behavioral characteristics in growth and development; positive approach to child guidance; importance of the role of parents and childcare givers. Directed practicum in observation of preschool children.	
Field Experience Requirements	
Hours:	Categories:
8 hours	Elementary, Middle Grades
Dispositions Required	
Key Assessments	
No requirement	

EDEC 254 – Preschool Administration	
The study of the organization and administration of preschool programs; role of parenthood education; supervised experiences in planning and guiding children's activities in a preschool program. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
10 hours	Professional Learning Community (PLC) and Student Tutoring
Dispositions Required	
Key Assessments	
No requirement	

EDEC 255 – Assessment of Young Children	
An introduction to formal and informal assessment techniques to be used with young children (0-5). This course includes assessment of all developmental domains for children with and without disabilities. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
10 hours	Students with Disabilities
Dispositions Required	
Key Assessments	
Assessment Analysis – Rubric on page 58.	

EDEC 412 – Kindergarten Curriculum	
This course investigates educational needs and interests of kindergarten children and provides optimal learning experiences through a variety of context. Designing and implementing an authentic kindergarten curriculum that utilizes KY Core Academic Standards for Kindergarten children through developmentally appropriate activities (best practices) are integral parts of the course. Completion of the field experience hours at kindergarten is required.	
Field Experience Requirements	
Hours:	Categories:
15 hours	Elementary and Student Tutoring
Dispositions Required	
Key Assessments	
No Requirement	

EDEE 321 – Teaching Math in Early Elementary Grades	
<i>Admission to TEP is required.</i> An exploration of elementary mathematics instruction methods, assessment and materials. Emphasis is on connecting physical models, appropriate spoken dialog and mathematics symbols to help children construct an understanding of essential number concepts. Fifteen hours of field experiences in P-5 are an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
15 hours	Interactions with Families, Student Tutoring and Assisting School Personnel
Dispositions Required	
Key Assessments	
Assessment Analysis – Rubric on page 58.	

EDEE 322 – Teaching Social Studies in Early Elementary Grades	
<i>Admission to TEP is required.</i> This course will explore the scope and sequence of understandings, attitudes, and skills taught in early elementary social studies programs; and will examine various methodologies used in the early elementary grades of P-5. Field experiences in P-5 are an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
16 hours	Assisting School Personnel
Dispositions Required	
Key Assessments	
No Requirement	

EDEE 323 – Language Arts for Early Elementary Grades	
<i>Admission to TEP is required.</i> Role of language arts in the early elementary curriculum. Diagnosis of children's communication skills, needs, and subsequent teaching techniques are central to the course. Areas of emphasis include language development, listening and thinking skills, speaking, written expression, spelling and handwriting. Field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
15 hours	ELL, Ethnic/Cultural Group 1, and Ethnic/Cultural Group 2
Dispositions Required	
Key Assessments	
No Requirement	

EDEE 327 – Literature and Materials for Young Readers	
A survey of children's literature from oral tradition through contemporary times, including all types of literature and media appropriate for early elementary P-5. Emphasis is on criteria for evaluation, selection and use of books and materials as related to the developmental needs and interests of children. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
5 hours	No Requirement
Dispositions Required	
Key Assessments	
No Requirement	

EDEE 331 – Reading for Early Elementary Grades	
<i>Admission to TEP is required.</i> Material and methods of teaching basic reading skills in grades P-5. Students are taught how to teach subskills of reading readiness, vocabulary development, comprehension, and study skills. Assessment and interpretation of reading abilities will be utilized in designing classroom instruction. Field experiences in P-5 are an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
15 hours	Elementary and Interactions with Families
Dispositions Required	
Key Assessments	
No Requirement	

EDEL 302 – Integrating Technology into the Classroom	
Focus on the principles of instructional technology and the appropriate integration of technology into the classroom for both teaching and learning. Production projects will be required. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
5 hours	No Requirement
Dispositions Required	
Key Assessments	
No Requirement	

EDEM 330 – Foundations of Reading	
An explanation of the developmental aspects of the reading process in grades P-9 in terms of instruction, assessment, materials, and classroom organization. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
10 hours	No Requirement
Dispositions Required	
Key Assessments	
Observation – Rubric on page 110.	

EDF 207 – Foundations of Education	
Orientation for students considering teaching as a career. Course will survey the scientific, historic, philosophic, political and social foundations of the teaching profession. Field experiences are an integral part of the course. This course satisfies the Level 2 Knowledge SBS requirement for general education.	
Field Experience Requirements	
Hours:	Categories:
16 hours	Elementary, Middle Grades, High School, Family Resource/Youth Service Center, School Board, and Site Based Council
Dispositions Required	
Key Assessments	
No Requirement	

EDF 211 – Human Growth and Development	
Survey of developmental patterns from birth to adolescence and their implications for improving the quality of life for the community of lifelong learners. Eight hours of field experience (observation and participation) is required and is a foundational element of the course.	
Field Experience Requirements	
Hours:	Categories:
8 hours	Elementary and High School
Dispositions Required	
Key Assessments	
No Requirement	

EDF 311 – Learning Theories, Assessment, and Diversity	
<i>Admission to TEP is required.</i> This course considers the principles of learning and cognition, motivation, individual differences and adjustment of students, especially as they are applied to the classroom. This course includes study related to culturally diverse and exceptional populations, including significant study of theoretical frameworks and examples of ways in which schools and societies maintain oppression of particular learner groups while privileging others. Theories, principles and concepts of human development, learning, motivation, and assessment are presented and applied to the interpretation and explanation of human behavior in relation to classroom practices and the teaching profession, focusing on ways in which educators can advocate for equity in education via effective use of principles of learning and assessment. Field experiences in varied school settings are required and considered to be a foundational element of the course, as this advances candidates' applied and reflective understanding of the rich diversity represented in social groups and school organizations in America.	
Field Experience Requirements	
Hours:	Categories:
12 hours	Ethnic/Cultural Group 1
Dispositions Required	
Key Assessments	
Contextual Factors – Rubric on page 54.	

EDMG 306 – Development and Learning in Middle Grades	
A study of the principles of learning and motivation as they are applied in the middle grades. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
24 hours	Middle Grades, Family Resource/Youth Service Center, Student Tutoring, and Assisting School Personnel
Dispositions Required	
Key Assessments	
No Requirement	

EDMG 330 – Foundations of Reading for Middle Grades	
An explanation of the developmental aspects of the reading process with particular emphasis on grades 5-9 skills and strategies needed for school and lifelong reading and learning. Included are instructional, assessment, materials, and management as they pertain to middle grades reading instruction. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
24 hours	Middle Grades, Student Tutoring, and Assisting School Personnel
Dispositions Required	
Key Assessments	
Contextual Factors – Rubric on page 54.	

EDMG 332 – Teaching Reading in the Middle Grades Content Area	
<i>Admission to TEP is required.</i> (Orientation/exploration, preparation level industrial education and vocational family and consumer science students are exempt from prerequisites not required in their program. EDMG 330 is a prerequisite for all students.) An explanation and evaluation of materials and methods of teaching the advanced reading skills in grades 5-9. The students are taught how to teach the skills needed for comprehension, study skills and content area reading. Assessment and interpretation of reading abilities will be utilized to design classroom instruction. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
24 hours	Middle Grades, Interactions with Families, Professional Learning Community (PLC), Student Tutoring, and Assisting School Personnel
Dispositions Required	
Key Assessments	
Observation – Rubric on page 110.	

EDMG 341 – Teaching Math in Middle Grades	
<i>Admission to TEP is required.</i> Presentation of essential number concepts for middle grade learners with emphasis upon functional arithmetic and its application. The course will examine various methodologies used in the middle grades. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
24 hours	Middle Grades, Student Tutoring, Assisting School Personnel, Ethnic/Cultural Group 2
Dispositions Required	
Key Assessments	
Lesson Plan – Rubric on page 56.	

EDMG 342 – Teaching Social Studies in Middle Grades	
<i>Admission to TEP is required.</i> Course will explore the scope and sequence of understandings, attitudes and skills taught in middle grade social studies programs; and will examine various methodologies used in grades 5-9. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
24 hours	Middle Grades, Student Tutoring, Assisting School Personnel, Ethnic/Cultural Group 2
Dispositions Required	
Key Assessments	
Lesson Plan – Rubric on page 56.	

EDMG 343 – Teaching Language Arts in Middle Grades	
<i>Admission to TEP is required.</i> Course will explore the scope and sequence of understandings, attitudes and skills taught in middle grade social studies programs; and will examine various methodologies used in grades 5-9. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
24 hours	Middle Grades, Student Tutoring, Assisting School Personnel, Ethnic/Cultural Group 2
Dispositions Required	
Key Assessments	
Lesson Plan – Rubric on page 56.	

EDMG 347 – Literature and Materials for the Middle Grades	
A survey of literature for the middle grades in which students will examine materials across the different genres, as well as various types of media appropriate for levels of certification in grades 5-9. Emphasis on criteria for evaluation and selection of materials, reading interest, needs and abilities of preadolescence. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
24 hours	Middle Grades, ELL, Ethnic/Cultural Group 1
Dispositions Required	
Key Assessments	
Lesson Plan - Rubric on page 56.	

EDSE 312 – Educational Methods and Technology	
<i>Admission to TEP is required.</i> Introduction to classroom teaching skills and methods. The instructional process is covered with emphasis upon lesson preparation and presentation, including mediation of instruction; long-term and short-term instructional planning; human interaction skills. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
33 hours	Family Resource/Youth Service Center, Professional Learning Community (PLC), Student Tutoring and Assisting School Personnel
Dispositions Required	
Key Assessments	
Lesson Plan - Rubric on page 56.	

EDSE 451 – Educational Methods and Technology	
<i>Admission to TEP is required.</i> Immerses students in social studies curriculum and instruction in preparation for the professional semester. Paired with EDSE 499D, this course provides intense emphasis and preparation for teaching core content and implementation of content teaching skills. Fifteen field hours required at Rowan County Senior High School, including at least two hours of whole class teaching. Credits not applied to history major or minor.	
Field Experience Requirements	
Hours:	Categories:
23 hours	No Requirement
Dispositions Required	
Key Assessments	
Observation – Rubric on page 110 and Assessment Analysis – Rubric on page 58.	

EDSE 483 – Classroom Organization and Management for Secondary Teachers	
<i>Admission to TEP is required.</i> Designed to provide assistance in establishing organized, well managed regular classrooms, labs and other settings in secondary schools (8-12). Emphasis is placed upon developing procedures, adaptations, and rules for class organization and management. Various models of classroom management will be studied and options for dealing with disruptive students will be described. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
23 hours	No Requirement
Dispositions Required	
Key Assessments	
Observation – Rubric on page 110 and Assessment Analysis – Rubric on page 58.	

EDSE 499D – Teaching Social Studies	
<i>Admission to TEP is required.</i> Analysis of contemporary strategies and methods for secondary social studies instruction. Course will emphasize KDE standards and education reform. Teaching portfolio initiated with 15 hours spent in collaboration with a secondary school teacher. At least three field hours will be spent in whole class instruction. Completion of the field experience requirement is an integral part of this course. Credits are not applied to history major or minor.	
Field Experience Requirements	
Hours:	Categories:
30 hours	Ethnic/Cultural Group
Dispositions Required	
Key Assessments	
No Requirement	

EDSP 230 – Education of Exceptional Children	
Procedures for identification, education, and treatment of exceptional children - the gifted, those with low intelligence, and handicapped - including behavioral deviations. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
16 hours	Students with Disabilities
Dispositions Required	
Key Assessments	
No Requirement	

EDSP 320 – Language Development and Intervention for Young Children	
Introductory course in language development for educators working with young children. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
10 hours	Elementary, ELL, Assisting School Personnel, and Ethnic/Cultural Group 1
Dispositions Required	
Key Assessments	
No Requirement	

EDSP 350 – Intellectual and Developmental Disabilities	
Biological, physical, etiological, psychological, and educational characteristics of individuals with intellectual and developmental disabilities. The likely needs of these individuals discussed in light of their underlying conditions. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
10 hours	Students with Disabilities, Assisting School Personnel
Dispositions Required	
Key Assessments	
No Requirement	

EDSP 353 – Language Art Teaching LBD	
<i>Admission to TEP is required.</i> Designed to prepare the teacher of students with learning and behavior disorders in curriculum development and specialized procedures for teaching language arts, including reading, spelling, handwriting, language and written composition. Level III field experience is integral to this course.	
Field Experience Requirements	
Hours:	Categories:
10 hours	Students with Disabilities, Student Tutoring, and Assisting School Personnel
Dispositions Required	
Key Assessments	
No Requirement	

EDSP 355 – Teaching Students with LBD	
<i>Admission to TEP is required.</i> This course is designed to train teachers in instructional planning, management, and delivery of instruction. It includes strategic program planning incorporating due process procedures as specified in federal legislation, as well as systematic teaching methodology in learning disabilities, behavioral disorders and mild disabilities in public schools. The course also addresses classroom management and organization practices as they pertain to establishing optimal learning environments for all students. Level III field experience for this course completed in corequisite practicum.	
Field Experience Requirements	
Hours:	Categories:
10 hours	Students with Disabilities, Student Tutoring, and Assisting School Personnel
Dispositions Required	
Key Assessments	
Lesson Plans – Rubric on page 56.	

EDSP 356 – Applied Behavior Analysis	
Provides students with an introduction to applied behavior analysis procedures. The design and implementation of specific strategies that will support the establishment of effective instructional environments will be examined. Topics will include behavior management and training strategies, data- based programming, and field-based teacher research methods. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
20 hours	Students with Disabilities, Student Tutoring, and Assisting School Personnel
Dispositions Required	
Key Assessments	
No Requirement	

EDSP 357 – Math and Content Teaching LBD	
<i>Admission to TEP is required.</i> This course is designed to train teachers in the areas of learning disabilities and behavior disorders in curriculum development and modification, and in the planning, implementation, and evaluation of specially designed instruction, as required on a students' Individual Education Program, in mathematics, content areas and social-emotional skills. Level III field experience is integral to this course.	
Field Experience Requirements	
Hours:	Categories:
10 hours	Students with Disabilities, Student Tutoring, and Assisting School Personnel
Dispositions Required	
Key Assessments	
No Requirement	

EDSP 359 – Practicum in Teaching for Students with LBD	
<i>Admission to TEP is required.</i> This practicum is designed to provide trainee teachers with supervised experience in instructional planning, management and systematic delivery of specially designed instruction for individuals with learning disabilities, behavior disorders and mild mental disabilities in public schools.	
Field Experience Requirements	
Hours:	Categories:
20 hours	Students with Disabilities, Student Tutoring, and Assisting School Personnel
Dispositions Required	
Key Assessments	
Observation – Rubric on page 110.	

EDSP 360 – Characteristics of Individuals with Learning Disabilities and Behavior Disorders	
Biological, physical, etiological, psychological, and educational characteristics of individuals demonstrating significant deviations in learning and behavior disorders. The likely needs of learning disabled and behavior disordered individuals discussed in light of their presenting problems. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
10 hours	Students with Disabilities
Dispositions Required	
Key Assessments	
No Requirement	

EDSP 363 – Assistive Technology	
This course develops basic knowledge and skills using assistive technology as a fundamental resource and support for people with disabilities. It is focused on the needs of the beginning professional in education or other human service fields. Legal mandates, funding sources, information resources, the range of available devices and software will be examined. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
10 hours	Students with Disabilities, Student Tutoring, and Assisting School Personnel
Dispositions Required	
Key Assessments	
No Requirement	

EDSP 365 – Including Students with Diverse Needs in the Classroom	
<i>Admission to TEP is required.</i> This course will develop the skills and information needed by teachers to build inclusive learning communities within the schools. Crucial to achieving this end is: 1) the development of the skills needed to work with colleagues to create a classroom environment that accommodates the full range of diversity found in today's schools, and 2) a working knowledge of the legal requirements related to meeting the needs of diverse students. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
10 hours	Students with Disabilities, Professional Learning Community (PLC), Student Tutoring, Assisting School Personnel, and Ethnic/Cultural Group 2
Dispositions Required	
Key Assessments	
Contextual Factors – Rubric on page 54.	

EDSP 367 – Educational Assessment	
The purpose of the course is to train teachers to appropriately select, use, and interpret a variety of valid educational assessment instruments, both standardized and informal, in the following areas: initial identification of individuals with disabilities, instructional planning, monitoring of student progress, and in the evaluation of student performance and program effectiveness. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
10 hours	Students with Disabilities, Student Tutoring, and Assisting School Personnel
Dispositions Required	
Key Assessments	
Contextual Factors – Rubric on page 54.	

EDSP 371 – Field Experiences in Transdisciplinary Assessment and Services for Students with Moderate and Severe Disabilities	
This field placement in programs serving students with moderate and severe disabilities will provide the student with an opportunity to understand the relevant characteristics of this group, understand the roles of various personnel working with these students, and apply the assessment strategies being studied in the corequisite course.	
Field Experience Requirements	
Hours:	Categories:
20 hours	Students with Disabilities, Interactions with Families, and Assisting School Personnel
Dispositions Required	
Key Assessments	
No Requirement	

EDSP 372 – Transition to Adult Life	
Prepares teachers of students with moderate and severe disabilities to effectively plan for and support students moving from school to adult life. This entails skill development in the area of planning processes, vocational training, support development, developing functional skills and preparation of Individualized Transition Plans (ITPs). Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
10 hours	No Requirement
Dispositions Required	
Key Assessments	
Contextual Factors – Rubric on page 54.	

EDSP 375 – Practicum in Education of Students with Moderate and Severe Disabilities	
Admission to TEP is required. Field placement in programs serving students with moderate and severe disabilities will provide the student with an opportunity to understand the physically, behaviorally and educationally relevant characteristics of this group and apply planning and teaching strategies being studied in the corequisite course.	
Field Experience Requirements	
Hours:	Categories:
60 hours	Students with Disabilities and Assisting School Personnel
Dispositions Required	
Key Assessments	
Observation – Rubric on page 110.	

EDUC 476 – Content Area Literacy	
<i>Admission to TEP is required.</i> Effective practices for addressing the literacy needs of elementary through high school students will be addressed in this course and will include reading and writing across the content areas, listening, speaking, visual literacy, and other related topics. Field experiences are an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
32 hours	ELL
Dispositions Required	
Key Assessments	
No Requirement	

EDUC 482 – Classroom Management and Assessment	
<i>Admission to TEP is required.</i> Designed to provide assistance in establishing an organized, well managed classroom in grades P-9 and to develop an understanding of educational assessment terms and methods. Field experience in P-5 is an integral part of this course and is required.	
Field Experience Requirements	
Hours:	Categories:
25 hours	Students with Disabilities, Student Tutoring and Assisting School Personnel
Dispositions Required	
Key Assessments	
Assessment Analysis – Rubric on page 58.	

ENG 381 – Teaching Literature in Secondary Schools	
This course focuses on preparing secondary English teaching candidates to teach literature in the high school classroom. Field experience required.	
Field Experience Requirements	
Hours:	Categories:
28 hours	No Requirement
Dispositions Required	
Key Assessments	
No Requirement	

ENG 382 – Teaching Writing in Secondary Schools	
A study of composition theory, research, and practice in a context of a student's own writing. Through workshops and classroom demonstrations, students learn to apply sound writing-based instructional techniques in their secondary classrooms. The course focuses on issues related to how older adolescents develop their writing abilities and the classroom practices which facilitate that development. Field experience required.	
Field Experience Requirements	
Hours:	Categories:
28 hours	No Requirement
Dispositions Required	
Key Assessments	
Assessment Analysis – Rubric on page 58.	

ENG 400 – Studies in English for Teachers	
English 400 is designed to meet National Council of Teachers of English and Kentucky Department of Education guidelines to prepare candidates for the clinical semester in the areas of dispositions, content knowledge, pedagogy, curriculum and assessment. Field experience required.	
Field Experience Requirements	
Hours:	Categories:
29 hours	ELL
Dispositions Required	
Key Assessments	
Observation – Rubric on page 110.	

HLTH 301 – Health, Safety and Nutrition for Early Elementary	
Educational theory and methods as applied to teaching health education to young children. Focuses upon content, resources, and methodologies. Laboratory experiences are an integral part of the course.	
Field Experience Requirements	
Hours:	Categories:
6 hours	No Requirement
Dispositions Required	
Key Assessments	
No Requirement	

IECE 301 – At-Risk Infants and Toddlers	
<i>Admission to TEP is required.</i> Development and causes of difficulties experienced by at-risk infants and toddlers, as well as early intervention approaches to be used with these children and their families. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
10 hours	Students with Disabilities, Interactions with Families, and Assisting School Personnel
Dispositions Required	
Key Assessments	
Observation – Rubric on page 110.	

IECE 311 – Introduction to Early Childhood	
How the learning environment is established to provide optimal learning experiences and to guide children in developing responsible behavior. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
10 hours	Assisting School Personnel and Ethnic/Cultural Group 2
Dispositions Required	
Key Assessments	
Observation – Rubric on page 110.	

IECE 345 – Preschoolers with Special Needs	
<i>Admission to TEP is required.</i> This course will encompass the characteristics, needs and assessment of exceptional children during the preschool years. Needs and involvement of families will be an important emphasis. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
15 hours	Elementary, Students with Disabilities, Interactions with Families, School Board, Professional Learning Community (PLC), Student Tutoring, Assisting School Personnel and Ethnic/Cultural Group 1
Dispositions Required	
Key Assessments	
Lesson Plans – Rubric on page 56.	

IECE 360 – Families in Early Childhood Education	
This course provides theoretical and practical approaches to working with families in early childhood education programs, including families of at-risk and special needs children. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
10 hours	Elementary, Interactions with Families, and Ethnic/Cultural Group 2
Dispositions Required	
Key Assessments	
No Requirement	

IECE 361 – Positive Child Guidance	
This course provides positive strategies for guiding the behavior of young children. Candidates will learn both preventive and corrective discipline measures. Completion of the required field experience is an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
10 hours	Students with Disabilities
Dispositions Required	
Key Assessments	
No Requirement	

IECE 416 – Infant/Toddler Program Planning	
<i>Admission to TEP is required.</i> This course investigates the needs and interests of infant and toddlers and develops professional views in selecting, implementing and designing appropriate teaching materials as well as instruction that can foster children's growth in each developmental area-cognitive, aesthetic, emotional, social, and physical. Laboratory experiences are an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
15 hours	Interactions with Families, Student Tutoring and Assisting School Personnel
Dispositions Required	
Key Assessments	
No Requirement	

IECE 418 – Preschool Program Planning	
<i>Admission to TEP is required.</i> Investigates needs and interests of early childhood and provides opportunities to explore objectives, materials and techniques of instruction for this age group. Laboratory experiences are integral parts of this course.	
Field Experience Requirements	
Hours:	Categories:
15 hours	Students with Disabilities, Professional Learning Community (PLC), Student Tutoring and Assisting School Personnel
Dispositions Required	
Key Assessments	
Contextual Factors – Rubric on page 54.	

MUSE 207 – Foundations of Music Education	
Orientation for students considering music teaching as a career. Course will introduce the history of music education in the public schools while including the philosophic, political and social foundations of teaching in the public schools. Field experiences are an integral part of the course. Required for admission into the Teacher Education Program (TEP).	
Field Experience Requirements	
Hours:	Categories:
15 hours	Students with Disabilities, Professional Learning Community (PLC), Student Tutoring and Assisting School Personnel
Dispositions Required	
Key Assessments	
No Requirement	

MUSE 215 – Microcomputers and Music	
Students must be able to read music in all clefs. Applications of microcomputers in music. An introduction to the current usage, implementation and software.	
Field Experience Requirements	
Hours:	Categories:
20 hours	Ethnic/Cultural Group 1 and Ethnic/Cultural Group 2
Dispositions Required	
Key Assessments	
No Requirement	

MUSE 222 – Music for the Elementary Teachers	
Rudiments of music theory and methods for teaching music to elementary school children.	
Field Experience Requirements	
Hours:	Categories:
3 hours	No Requirement
Dispositions Required	
Key Assessments	
No Requirement	

MUSE 325 – Materials and Methods for Elementary Grades	
Materials and methods for the elementary school with emphasis on the teaching of musical concepts through developmental techniques.	
Field Experience Requirements	
Hours:	Categories:
50 hours	Student Tutoring and Assisting School Personnel
Dispositions Required	
Key Assessments	
Observation – Rubric on page 110 and Contextual Factors – Rubric on page 54.	

MUSE 375 – Vocal Materials and Methods	
Instructional procedures and materials used in vocal teaching from the elementary grades through high school.	
Field Experience Requirements	
Hours:	Categories:
50 hours	ELL, Interactions with Families
Dispositions Required	
Key Assessments	
Assessment Analysis – Rubric on page 58 and Lesson Plans – Rubric on page 56.	

MUSE 376 – Instrumental Materials and Methods	
Instructional procedures and materials used in instrumental teaching from the elementary grades through high school.	
Field Experience Requirements	
Hours:	Categories:
50 hours	ELL, Interactions with Families
Dispositions Required	
Key Assessments	
Assessment Analysis – Rubric on page 58 and Lesson Plans – Rubric on page 56.	

SCI 490 – Science for the Elementary Teacher	
This course focuses on the development of competencies in materials and methods for teaching science to elementary children. Emphasis is placed on writing curriculum, learning the elementary science theory base, questioning strategies, best practices, science process skills, cooperative learning, technology and assessment. Fifteen hours of field experiences are an integral part of this course.	
Field Experience Requirements	
Hours:	Categories:
15 hours	No Requirement
Dispositions Required	
Key Assessments	
Lesson Plans – Rubric on page 56.	

SCI 491 – Science for the Middle School Teacher	
A study of pedagogy, science content and techniques applicable to the teaching of science to middle school or junior high children.	
Field Experience Requirements	
Hours:	Categories:
24 hours	Middle Grades
Dispositions Required	
Key Assessments	
Lesson Plans – Rubric on page 56.	

THEA 370 – Children's Theatre	
A concentrated study of the problems involved in the organization and production of plays for and with children.	
Field Experience Requirements	
Hours:	Categories:
17 hours	Ethnic/Cultural Group 2
Dispositions Required	
Key Assessments	
Lesson Plans – Rubric on page 56.	

THEA 375 – Creative Dramatics	
An analysis and application of principles of creative dramatics as applied to classroom curricular activities. Field experience required for theatre majors pursuing the teaching option.	
Field Experience Requirements	
Hours:	Categories:
35 hours	No Requirement
Dispositions Required	
Key Assessments	
Observation – Rubric on page 110 and Assessment Analysis – Rubric on page 58.	

THEA 475 – Theatre Education Secondary Methods	
<i>Restriction: TEP Admission.</i> This course will prepare students who plan to pursue a career in teaching theatre at the K-12 level. Specifically, this course will target best practices and methods for teaching, assessing, coordinating theatre classes, and coordinating theatre programs at the secondary level. It is recommended that a student have completed one of the following: THEA 321, THEA 322, or THEA 326.	
Field Experience Requirements	
Hours:	Categories:
10 hours	No Requirement
Dispositions Required	
Key Assessments	
Contextual Factors – Rubric on page 54.	

UTCH 100 – Step 1: Inquiry Approaches to Teaching	
Students who want to explore teaching careers become familiar with lesson plan development by writing, teaching, and observing lessons in an elementary school class. While students build and practice inquiry-based lesson design skills, they also become familiar with and practice classroom management in the elementary school setting. As a result of the Step 1 experiences, students are able to decide to continue to explore teaching as a career by registering for Step 2, and ultimately, the remainder of the MSUTeach curriculum leading to teacher certification. Clinical experiences are integral to this class.	
Field Experience Requirements	
Hours:	Categories:
39 hours	Elementary, Student Tutoring, Assisting School Personnel, Ethnic/Cultural Group 1
Dispositions Required	
Key Assessments	
No Requirement	

UTCH 150 – Step 2: Inquiry-Based Lesson Design	
In Step 2, students who want to explore teaching careers become familiar with the middle school setting by observing and discussing the middle school environment, and by teaching lessons to middle school students. Step 2 students build upon and practice inquiry-based lesson design and questioning skills that were developed in Step 1. The focus shifts to middle school (rather than elementary school) curricula and students. Step 2 students will experience teaching with technology. Step 2 students, generally team-teaching with a partner, are assigned to either a mathematics or science Mentor Teacher in a local middle school to observe and teach inquiry-based lessons. Field experiences are integral to this course.	
Field Experience Requirements	
Hours:	Categories:
45 hours	Middle Grades, Students with Disabilities, Interactions with Families, Student Tutoring, Assisting School Personnel, Ethnic/Cultural Group 1
Dispositions Required	
Key Assessments	
Assessment Analysis – Rubric on page 58.	

UTCH 300 – Classroom Interactions	
<p><i>Restriction: Admission to TEP.</i> Classroom Interactions continues the process of preparing you to teach mathematics, science, and engineering by providing opportunities to apply theories of learning developed in Knowing and Learning in instructional settings. You will design and implement instructional activities informed by your own understanding of what it means to know and learn mathematics and science, and then evaluate the outcomes of those activities on the basis of student artifacts (i.e. what students say, do, or create). An important focus of the course is on building your awareness and understanding of equity issues and their effects on student learning. Providing accommodations to meet the needs of all students is the heart of good teaching. Classroom Interactions is centered on a close examination of the interplay between teachers, students, content, and the world beyond schools, and how such interactions enable students to develop deep conceptual understanding. You will learn how content and pedagogy combine to make effective teaching.</p>	
Field Experience Requirements	
Hours:	Categories:
54 hours	High School, ELL, Students with Disabilities, Family Resource/Youth Service Center, School Board, Site Based Council Meeting, Professional Learning Community (PLC), Student Tutoring, Assisting School Personnel, Ethnic/Cultural Group 1
Dispositions Required	
Key Assessments	
Contextual Factors – Rubric on page 54 and Lesson Plans – Rubric on page 56.	

UTCH 410 – Apprentice Teaching	
<p><i>Restriction: TEP Admission.</i> Registration is limited to MSUTeach students who have met the MSUTeach Program requirements. Apprentice Teaching course is a culminating experience for MSUTeach students that provides them with the tools needed for their first teaching position. In Apprentice Teaching, students are immersed in the expectations, processes, and rewards of teaching. Apprentice Teaching is comprised of teaching in local public secondary schools and a weekly seminar (that meets once every three weeks on campus and all other meetings are online), which brings apprentice teachers together with university master teachers to share experiences and work on solutions to problems they encounter in the field.</p>	
Field Experience Requirements	
Hours:	Categories:
80 hours	High School, Student Tutoring, Assisting School Personnel, Ethnic/Cultural Group 1
Dispositions Required	
Key Assessments	
Observation – Rubric on page 110.	

MSU Undergraduate Initial Certification Key Assessment Rubrics



Key Assessment: Content for Learning (Contextual Factors)

KY Teacher Standards (KTS): 1, 2 InTASC Standards: 1, 2, 9 Score Target: 6-9

	Unacceptable 0	Emerging 1	Exploring 2	Engaging 3	Exemplary 4
KTS: 1 InTASC: 1 Learner Development <i>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas and designs and implements developmentally appropriate and challenging learning experiences.</i>	Candidate does not describe and explain contextual factors OR Candidate expresses a negative summation of students' abilities, families, or personal situations. OR Agrees with Classroom teacher without making any personal plans for either classroom or focus student.	Candidate mentions or lists factors of either the classroom students', the focus student's or the community's IED (inclusion, ethnicity, and diversity) and the cognitive, social, physical and emotional needs. Explanation is either minimal or stereotypical and reflects little insight or thought.	Candidate discusses factors of either the classroom students', the focus student's, or the community's IED (inclusion, ethnicity, and diversity) and the cognitive, social, physical and emotional needs, but the explanations are uneven in understanding.	Candidate discusses factors of the classroom students', the focus students', AND the community's IED (inclusion, ethnicity, and diversity) and the cognitive, social, physical and emotional needs, using examples to support discussion.	Meets Engaging level AND Candidate explains how supports will provide the focus student with independence. Candidate makes strong connections to research and/or theory. All connections are referenced.
KTS: 2 InTASC 2: Learning Differences <i>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i>	There is no evidence of addressing any IEP, GSSP, or 504 Plan requirements for focus student or classroom students	Adaptation for social, emotional, physical, and Cognitive strengths and needs are generic and weakly connected to learning needs and contextual factors of the classroom or focus student. May be copied from The Classroom teacher.	Adaptation for social, emotional, physical, and Cognitive strengths and weaknesses are connected to the learning needs of either the whole class OR the focus student.	Adaptation for social, emotional, physical, and Cognitive strengths and weaknesses are connected to the learning needs of the whole class, small groups, and the focus student.	Meets Engaging Level AND: Adaptation for social, emotional, physical, and Cognitive strengths and weaknesses are addressed with specific, research-based supports for preconceptions, common errors, and misunderstandings for classroom and focus student.

KTS: 9 InTASC: 9 Professional Learning and Ethical Practice <i>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others learners, families, other professionals and the community), and adapts practice to meet the needs of each learner</i>	Contextual factors do not address research.	Candidate mentions either research/theory AND Candidate does not make connection to theory/research beyond mentioning the theory. May or may not cite the reference OR Candidate's use of theory or research demonstrates a clear misunderstanding	The Candidate mentions research and/or theories. Makes an attempt to connect to context, but may be imprecise, with weak connections. Reference citations may be provided	The Candidate clearly connects contextual plan to appropriate research or theories. The explanation is clear and logical. All references are cited appropriately.	Meets the Engaging Level AND The Candidate's discussion is specific to personal strategies to improve skills or knowledge AND Plans are <i>justified</i> with principles from research and/or theory.
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Key Assessment: Lesson Plan

KY Teacher Standards: 7,8,10

InTASC Standards: 7,8, 10

Score Target: 6-9

Standard	Unacceptable 0	Emerging 1	Exploring 2	Engaging 3	Exemplary 4
KTS 7; InTASC 7: Planning for Instruction <i>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</i>	The candidate does not connect students' knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. Does not include pre-assessment data. AND The Candidate does not address IEP, 504, ELL, or GSSP needs,	Candidate lists pre-assessment data but does not use it in planning. Candidate mentions prior knowledge and context, but it does not impact the lesson plan. AND The Candidate mentions IEP, 504, ELL, or GSSP needs, but does not address all students' needs.	Candidate connects the pre-assessment data, prior knowledge, community context, and content, to lesson. AND The Candidate addresses IEP, 504, ELL, or GSSP needs, but does not integrate accommodations, Enrichment, or modifications, into all parts of the plan.	Candidate connects pre-assessment data, prior knowledge, and uses the community context and knowledge of students' culture and interests to make connections to the lesson content. AND The Candidate addresses IEP, 504, ELL, or GSSP needs, Integrating accommodations, Enrichment, or modifications, into all areas of the plan.	Candidate plans provide for students to make connections to prior knowledge and community context to make connections to the lesson content.

<p>KTS: 8 InTASC 8: Instructional Strat <i>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</i></p>	<p>Candidate's lesson plan is skill based with no connections to concepts, problem solving, or attempts to apply knowledge in meaningful ways. OR Candidate's lesson plan shows their content knowledge is or incorrect and student misconceptions will occur. OR There is no alignment between standards, objective, instructional strategies, and assessment.</p>	<p>Instructional strategies in the Candidate's lesson plan are based on low level facts and procedures. There may be a weak connection to understanding concepts and knowledge application. There is an attempt at some alignment between standards, objective, instructional strategies, and assessment,</p>	<p>The Candidate's lesson plan shows some evidence of instructional strategies to scaffold content to build understanding of concepts through facts, skills, and knowledge application. . And Candidate's lesson plan shows alignment between standards, objective, instructional strategies, and assessment,</p>	<p>Candidate's lesson plans demonstrate a variety of instructional strategies to scaffold instruction in order to build understanding of concepts through facts, application and analysis. And Candidate's lesson plan shows strong alignment between standards, objective, instructional strategies, and assessment,</p>	<p>Engaging Level AND Candidate's lesson plans demonstrate a clear path for student discovery and evaluation of concepts.</p>
<p>KTS: 10 INTASC 10 <i>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</i></p>	<p>Candidate does not take responsibility for student learning: Relies on teacher to provide all directions and lessons. OR Candidate does not collaborate with professionals or colleagues to plan lessons</p>	<p>Candidate may ask mentor teacher about student needs but ignores implications of student needs in lesson plan. Or the candidate collaborates but plans do not reflect the collaboration.</p>	<p>Candidate demonstrates collaboration, even if it is unevenly addressed in the lesson plan by only addressing information in one portion of the plan or with one group of students.</p>	<p>Candidate collaborates with several professionals. The lesson plan demonstrates collaboration throughout the plan.</p>	<p>Candidate collaborates with several professionals and makes plan to take leadership role during co- teaching of the lesson.</p>

Exemplary/Exceptional: Candidates not only meet the Engaging level criteria, but demonstrate outstanding skills in understanding student learning, instructional delivery, analysis of assessment, or planning. Candidate encourages student led development, discovery, and discussion when appropriate. Candidate is responsive to learning needs.

Key Assessment: Assessment Analysis

KY Teacher Standards: 6, 9 InTASC Standards: 6,9

Score Target: 7-9

Standard	Unacceptable 0	Emerging 1	Exploring 2	Engaging 3	Exemplary 4
KTS: 6 InTASC 6: Assessment <i>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</i>	<p>The analysis does not provide explanations of Students' strengths and misconceptions. There is minimal discussion of the assessment.</p> <p>OR</p> <p>Focus analysis is perfunctory and incomplete.</p>	<p>The Candidate addresses incorrect responses but does not address and provides little or no analysis of misconceptions. May blame student for misunderstanding content.</p> <p>OR</p> <p>Candidate's plan to improve student learning lists improving behavior or repeating instruction rather than addressing conceptual misunderstandings. Focus students' needs are unevenly addressed.</p>	<p>The Candidate assesses incorrect responses and examines both class and focus students' strengths and weaknesses.</p> <p>The Candidate attempts to address students' conceptual understanding at a factual and application level.</p>	<p>The Candidate's analysis is supported by examples from classroom and focus student's work. The summary of the classroom explains common misconceptions or strengths.</p> <p>The Candidate's plan to address conceptual misunderstandings at a factual, applicative, and analytic stage are specific to the class or small groups.</p>	<p>Engaging level AND the Candidate's analysis of the focus students' learning includes a plan to address conceptual misunderstandings at a factual, applicative, and analytic stage. As applicable, the plan includes relevant connections to GSSP, IEP, 504, or ELL Plan.</p>
	<p>Candidate's feedback to focus students is superficial and does address learning objectives or how students can use feedback to improve <i>student learning</i>.</p> <p>OR</p> <p>Feedback is not included.</p>	<p>Feedback is superficial: smiley faces, check marks/ It may provide correct answers, but no explanation for student learning or growth in Understanding. The Candidate's explanation of how student will improve learning using feedback is not clear.</p>	<p>The Candidate provides clear feedback that helps students see either their strengths or misconceptions,</p> <p>The Candidate explains how the students will use the feedback to improve student understanding of learning</p>	<p>The Candidate provides clear, targeted feedback that helps students understand both strengths or misconceptions</p> <p>The Candidate explains how the students will use the feedback to improve student understanding of the learning objectives.</p>	<p>Meets the Engaging Level AND. The Candidate the Helps one or more focus student's access prior learning to clarify misconceptions or develop strengths.</p>

	<p>OR Feedback is not appropriate to the individual needs of the student.</p> <p>OR The Candidate's feedback is inaccurate, and content is incorrect.</p>		objectives.		
<p>KTS: 9 InTASC: 9 Professional Learning and Ethical Practice <i>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals and the community) practice to meet the needs of each learner.</i></p>	Analysis does not address candidates' personal growth in content knowledge or instructional skills.	Candidate's personal growth discussion is focused on changes in specific student behavior or the Students' level of engagement.	<p>The Candidate's personal growth discussion includes student growth related to the improvement of student learning of the lesson's learning objectives and instruction.</p> <p>The plan mentions research and or theories.</p>	<p>The Candidate's personal growth discussion include a plan to improve student understanding of concepts embedded within the lesson content.</p> <p>The plan is clearly connected to appropriate research or theories.</p>	Meets the Engaging Level AND The Candidate's professional growth is specific to personal instructional strategies to improve instructional skills AND next steps are justified with principles from research and/or theory.

Key Assessment: Observation

KY Teacher Standards: 3,4,5 InTASC Standards: 3,4,5

Score Target: 7-9

Standard	Unacceptable 0	Emerging 1	Exploring 2	Engaging 3	Exemplary 4
KTS: 3 InTASC 3: Learning Environments <i>The teacher works with others to create an environments that supports individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</i>	The Candidate does not show respect to students. The candidate allows students to be insolent. OR The Candidate does not address student misconduct. OR The Candidate does not establish and enforce a safe physical environment.	The Candidate models Respect to students and establishes a learning environment that controls behavior but does not allow students appropriate Interaction or active engagement.	The Candidate develops relationships with students and creates a respectful undemanding learning environment where students comfortably interact with each other.	The Candidate develops relationships with students and creates a respectful, stimulating learning environment where students support each other in learning.	Meets Engaging Level AND Students meet Candidate's expectations to respect each other's ideas, thoughts, and beliefs. Students are accepting of IED: Inclusion, ethnicity, and diversity, Students are self-motivated to learn.
KTS: 4 InTASC 4: Content Knowledge <i>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</i>	The Candidate's discussions demonstrate a lack of depth and understanding of the content. Students may involve in activities that have limited connections to the learning objectives or content concepts.	The Candidate's discussions and instruction show limited understanding of the content or concepts.	The Candidate leads discussions and uses instructional strategies and /or instructional activities that builds foundational content knowledge.	The Candidate leads discussions and uses instructional strategies and instructional activities that scaffolds conceptual knowledge to be accessible and meaningful	Meets the Engaging Level AND The Candidate provides opportunities for students to analyze and evaluate concepts.

KTS: 5 InTASC 5: Application of Content <i>The teacher knows how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues</i>	Candidate's instruction does not provide opportunities for students to engage in content beyond a fact or procedural level. OR The Candidate uses instructional materials that are inaccurate or will develop misconceptions.	Candidate's discussions and instruction materials that provide students with a weak or confusing level of understanding of content concepts.	Candidate's discussions and instruction materials that provide students with a very basic level of understanding of content concepts.	Candidate's discussions and instruction materials that provide students with the ability to connect concepts <i>or</i> apply critical thinking skills or creativity to understanding content concepts.	Meets Engaging Levels AND Candidate provide students with instruction that provides opportunities to collaboratively problem solve.
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MSU Clinical Practice (Student Teaching)

Another data collection point is clinical practice. Clinical practice, also known as student teaching, is the culminating experience for candidates in the teacher education program. It is a supervised semester in which candidates are paired with a cooperating teacher. They will use their knowledge and skills developed throughout courses to begin their teaching journey (Morehead State University - QUAA, 2022).

The educator preparation institution shall provide opportunities for the student teacher to assume major responsibility for the full range of teaching duties, including extended co-teaching experiences, in a real school situation under the guidance of qualified personnel from the educator preparation institution and the cooperating elementary, middle, or high school. The educator preparation institution and the school district shall make reasonable efforts to place student teachers in settings that provide opportunities for the student teacher to develop and demonstrate the practical skills, knowledge, and professional dispositions essential to help all P-12 students learn and develop (Kentucky General Assembly, 2021).

MSU Clinical Practice Assessment Rubrics



Observation Rubric

	Emerging/ Ineffective	Exploring/ Developing	Engaging/ Accomplished	Exceptional / Exemplary
Lesson Foundation				
Lesson Introduction: Established Purpose and Assessed Prior Knowledge. Standards InTASC: 2a, b, c, f, g, l; KY Teacher 2	Delivered the lesson without establishing a purpose or creating interest. Prior knowledge may have been addressed, but not in a meaningful way.	Attempted to establish a purpose and create interest with poor or uneven results. And Prior knowledge was mentioned.	Established a purpose and created interest with positive results. Student interest was captured, and lesson was clearly tied to introduction. Prior knowledge was used in lesson	
Instructional Resources Standards InTASC: 4g; KY Teacher 4	Provided inappropriate instructional resources.	Provided and used instructional resources that were sometimes inappropriate .	Provided and used instructional resources that were appropriate	
Technology Use Standards InTASC: 8g, j, n, o, r; KY Teacher 8	Did not use technology for instruction when it would have been appropriate.	Used technology for instruction (only candidate usage). Used technology that did not enhance and/or distracted from the lesson objectives.	Provided opportunities for students to use and interact with the technology (<i>Beyond pointing to a smartboard</i>). Used technology that facilitated student learning .	
Lesson Delivery				
Scaffold Use of Essential Vocabulary <i>Introduction of vocabulary does not have to be at the start of the lesson.</i> Standards InTASC: 1, 4c, h, j, l; KY Teacher 4, 1	Provided no introduction to vocabulary at any time during the lesson. Definitions or examples are confusing , and definitions may be incorrect. Students were not provided with an opportunity to interact with vocabulary or language. Did not model use of vocabulary	Introduced or reviewed essential vocabulary within the lesson. Some definitions or examples may be confusing or mildly incorrect . Students were provided with a limited opportunity to interact with the vocabulary or language. Inconsistently modelled use of vocabulary.	Introduced essential vocabulary and academic language with student-friendly definitions during the lesson or provided students the opportunity to discover vocabulary. All definitions and examples are correct. Provided an opportunity for students to interact with vocabulary and language. Modeled use of vocabulary.	

Content Knowledge Standards InTASC: 4e, f, 5a, b; KY Teacher 4, 5	Inaccurately explained content. Made no attempt to link to important content or essential skills.	Explained content accurately , but either was too verbose or lacked examples/ elaboration . Made vague or superficial links to important content and essential skills.	Explained content accurately and clearly. Made clear links to important content and essential skills. <i>(Lesson may have covered a difficult concept, but candidate guided students' understanding.</i>	
Multiple Representations and Diverse Students' Needs Standards InTASC: 2a, g, h 4a, b; KY Teacher 2, 4	Specific learner needs were not addressed in the presentation of content or main idea. Represented content one way , or the representations and explanations of the key concepts in the content standards were not appropriate to the content.	Presented main ideas and concepts to meet the needs of one group (teaching to the middle). Provided limited representations or explanations of the key concepts in the content standards.	Clearly and effectively presented main ideas and concepts using strategies to meet diverse students' needs . Provided multiple representations and explanations of key concepts in the content standards being covered. Guided learners along a learning progression, and encouraged learners to understand, questions, and/or analyze ideas.	
Directions and Transitions Standards InTASC 1b; KY Teacher 1	Did not provide any directions. Procedures were not mentioned or were vague or unclear, causing students to be confused . Procedures were not followed . Students did not move to the next activity or lesson without confusion or significant time loss .	Provided unclear directions . Procedures were reviewed but explanations or examples may have been provided but were unclear or vague. Released students to the next activity before directions were given .	Provided clear specific directions . Clearly Established or reviewed procedures with Students, including examples or explanations as appropriate. Released students to the next activity after directions were given .	
Delivery Process Standards InTASC: 8f, h, i; KY Teacher 8	Allowed no opportunity for input or responses from students. Repetitive . May have talked above or below students' level of understanding and did not appear to be aware of discrepancy. Students showed clear signs of disengagement or boredom .	Allowed minimal input/ responses from students. Asked surface-level questions (yes/no, recall, identify, define, name).	Provided opportunities for students to explore concepts/big ideas through discussion . Asked probing questions throughout the lesson and encouraged students to ask questions.	

Questions and Wait Time Standards InTASC:3, 8f; KY Teacher 3, 8	Called on few individual or the same individuals over and over. No wait time was provided. Questions the candidate asked were often answered by the candidate. There were no open-ended questions during instruction. Student misunderstandings were not addressed.	Called only on individuals who drew attention to themselves (e.g. raising hands, calling out) and did not use appropriate wait time . Asked few, if any, open ended questions and provided limited attention to misunderstandings .	Called on a variety of individuals and often allowed wait time for students to process thoughts. Asked open ended questions and asked questions of variety of students. Guided students to think or explain answers, listened, and responded appropriately . Clarified misunderstandings .	
Fostering Student Involvement and Engagement Standards InTASC: 3d, i, j, p; KY teacher 3	Did not redirect or monitor students who were not completing assignments. Disregarded students' lack of engagement in the lesson. Delivery and lesson were not aligned to student interests and did not promote learning or engagement.	Frequently redirected students to complete assignments. Addressed students who appeared disengaged but did not adjust activities/instruction. Delivery of the lesson was somewhat aligned to student interest and attempted to promote student learning and engagement through an activity .	Monitored students' work and acknowledged students for taking responsibility for completion. Promoted student engagement through whole group, small group and/or individual activities, adjusting the lesson as needed. Delivery of the lesson was aligned to create or connect to student interest and used a strategy to promote student interest, learning, curiosity, and/or engagement .	
Individual and Group Facilitation Standards InTASC: 8c, e, q; KTS: 8	Did not facilitate individual (guided practice) or group learning opportunities, when appropriate. Activities or materials were boring or did engage students or may not have been aligned to objectives.	Ineffectively facilitated individual or group learning opportunities (e.g., Activities were disorganized; not enough scaffolding - provided). Activities were random or only partially supported objective and are only partially challenging.	Effectively facilitated individual and group learning opportunities. (E.g., students were engaged and had opportunities to practice concepts on their own and/or in groups). Activities provided higher level thinking, matched objectives, and challenged students.	
Classroom Management Awareness Standards InTASC: 3a, c, d, e, f, j, k, l, r; KY teacher 3	Provided no rules or routines so the classroom was chaotic and disorganized. Expected or waited for other adults to assist with handling student misbehavior and problems. Permitted distractions and misbehaviors to	Provided unclear rules and/or routines or enforced them inconsistently . Inconsistently addressed students' misbehaviors and problems. (<i>Over-relied on the use of punitive or negative discipline techniques.</i>) Inconsistently responded to distractions and misbehaviors.	Provided clear rules and routines and enforced them consistently . Monitored the class for misbehavior/problems and addressed them quickly and positively . (<i>Used a variety of non-punitive strategies to address student behavior in a timely manner</i>)	

	continue. Classroom and materials are unsafe, or students do not have access to them.	Classroom and materials are safe and somewhat accessible to all.	(<i>nonverbal cues, proximity, seating, etc.</i>). Logically applied appropriate consequences for distractions and misbehaviors. Classroom and materials are safe and physical arrangement is suitable to students' needs.	
Pacing Standards InTASC: 2b; KY Teacher 2	Was unaware of time . Did not finish the lesson.	Was aware of time . Facilitated instruction at a rate that was too fast/ slow . Completed lesson.	Facilitated instruction at an appropriate rate . Completed lesson on time or was deliberate in changing scheduled lesson time.	
Lesson Closure Standards InTASC: 5a; KY Teacher 5	Ended lesson without reviewing big ideas, concepts . (<i>Did not address students' misconceptions or questions</i>). Did not smoothly transition to the next class or activity. (<i>May have been a hurried or chaotic transition</i>).	Reviewed big ideas/concepts in lesson. Asked students if they had questions . (<i>Inconsistently addressed students' misconceptions or questions</i>). Lesson was transitioned to next activity or lesson, but it needed smoother application of procedures	Involved students in summarizing key concepts/ ideas in the lesson. (<i>Addressed students' misconceptions and questions</i>). Linked learning to what was <i>previously taught</i> . Previewed future learning). Smoothly transitioned to next lesson or activity.	
Assessment				
Assessment Feedback, Engagement, and Quality for Learning Standards InTASC: 4e 6a, b, d, e, f, j, k, r, t; KY Teacher 4, 6	Provided very little feedback. Primarily used assessments that did not require interaction from or amongst students during the lesson (<i>e.g., homework assignment, upcoming summative test</i>). Assessed ALL students identically , with no evidence of considering developmental needs, cultural, linguistic, social exceptionality, and/or background knowledge of students. Did not respond to formative assessment throughout the lesson and did not make adjustments to facilitate student learning.	Provided feedback to students but did not check that feedback was helpful or understood, or the feedback provided may have been unclear . Used varying forms of assessments to accommodate some special needs of learners. Responded to formative assessment at times throughout the lesson , but at other times overlooked need for adjustment to facilitate student learning.	Provided students with immediate and explicit feedback about their work that guided students to master the learning objectives associated with the lesson. Modified classroom assessments and testing conditions to accommodate learning needs of all learners (<i>e.g., disabilities, gifted and talented, developmental needs</i>). Modified instruction as needed to facilitate student learning throughout the lesson based on formative assessment data. Engaged in ongoing formative assessment throughout the lesson and made adjustments to	

			facilitate student learning.	
Dispositional Factors				
Respect and Rapport Standards InTASC: 3a, f, i, l, p, r; 8d, h KY Teacher 3, 8	Candidate did not demonstrate rapport and respect for students (Appeared to have little to no positive relationships with students or was too friendly. <i>Appeared disinterested in and/or insensitive to students' needs and interests. Spoke in a rude, negative, and/or disrespectful manner towards student. Talks at students instead of to students. Used a delivery level that was too soft/loud or tone of delivery that was too harsh/gentle).</i>	Candidate inconsistently demonstrated rapport and respect for students. <i>(Seldom was courteous and respectful of students' needs and interests. Generally used a respectful tone and mannerisms toward students. Inconsistently used appropriate delivery levels and/or tone).</i>	Candidate demonstrates consistent rapport and respect for students <i>(Was courteous and respectful of students' needs and interests. Modeled respect, promoting positive peer relationships, consistently used appropriate delivery levels and tone).</i>	
Communication and Confidentiality Standards InTASC: 3a, f, i, l, p, r; 8d, h KY Teacher 3, 8	Does not communicate appropriately with colleagues (unprofessional, too friendly). Communication with parents or colleagues may be argumentative or overly emotional. Does not attempt to keep conversations and opinions confidential , but shares them repeatedly, Often breaks confidentiality by discussing students, colleagues, or families on social media or by posting student work, names, or photos on social Media.	Communicates respectfully with family and colleagues but may allow emotions to overwhelm conversations. May not always keep conversations and opinions confidential. May make an occasional mistake and often breaks confidentiality by discussing students, colleagues, or families on social media or post student work or photos on social media.	Communicates with family and colleagues in a professional, non-biased manner . Keeps information and personal reaction to discussion private and refrains from sharing with others. Keeps student, colleague, or family confidentially on social media and in discussions.	

<p>Reflection of Teaching</p> <p>Standards InTASC: 9e, 1 KY Teacher 9</p>	<p>Does not demonstrate any responsibility for student learning and does not use analysis of data and self-reflection to determine instructional strategies for improvement of student learning. <i>(Demonstrates a limited understanding of personal responsibility for instructional improvement in student learning. Student behavior, absences, or lack of effort may be provided as explanations for lack of learning).</i></p>	<p>Demonstrates limited responsibility for student learning and uses some analysis of data and self-reflection to determine instructional strategies for improvement of one group of students. Does not address all students' needs for growth.</p>	<p>Demonstrates responsibility for student learning and uses ongoing analysis of data and self-reflection to determine instructional strategies for improvement of multiple student learning needs,</p>	
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Candidate Disposition Inventory

Dispositions are operationally defined as tendencies or beliefs that are conveyed or made public through observable behaviors. Identify your choice by selecting the appropriate level. Complete the following inventory using the excel sheet provided in accord with the following scale as a means to describe the manner in which each behavior has been exemplified. Please remember that students are graded with respect to their level of acceptable behavior or their deviation from it. A score of 3 is given to students for whom you have not observed any behaviors that would lead you to believe that their dispositions are anything other than acceptable. Scores that approach 1 should be given to students whom exhibit less than acceptable behaviors and scores that approach 5 should be reserved for students who exhibit exceptional behaviors.

Strongly Disagree	1
Somewhat Disagree	2
No evidence to believe otherwise	3
Agree	4
Strongly Agree	5

Professional Commitment and Responsibility: The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it. The student:

1. Maintains appropriate confidentiality	1	2	3	4	5
2. Demonstrates compliance with laws/regulations/ policies/standards	1	2	3	4	5
3. Maintains professional appearance	1	2	3	4	5
4. Is prepared for class or appointments	1	2	3	4	5
5. Is punctual for class or appointments	1	2	3	4	5
6. Demonstrates honesty/academic integrity	1	2	3	4	5

Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger society. The student:

7. Demonstrates high expectations for others	1	2	3	4	5
8. Demonstrates respect for the beliefs of others	1	2	3	4	5
9. Demonstrates and/or promotes effective collaboration skills (e.g., with colleagues, instructors, students)	1	2	3	4	5
10. Demonstrates respect for cultural differences	1	2	3	4	5
11. Demonstrates Patience with and/or compassion for those experiencing difficulty in the learning process	1	2	3	4	5
12. Demonstrates flexibility during the learning process	1	2	3	4	5

Critical Thinking and Reflective Practice: The candidate demonstrates a commitment to continuous development within the profession. The student:

13. Demonstrates critical thinking in written or verbal form	1	2	3	4	5
14. Addresses issues of concern professionally (with instructors/colleagues/ students)	1	2	3	4	5
15. Responds positively to constructive criticism	1	2	3	4	5
16. Takes responsibility for his or her learning by actively seeking out new information	1	2	3	4	5
17. Demonstrates personal progress through professional development to improve content and pedagogical knowledge	1	2	3	4	5
18. Demonstrates reflective practice in written or verbal form	1	2	3	4	5

Summary of Kentucky Teacher Standards

	Not Making Progress Toward Standards	Making Progress Toward Standards	Satisfactory Performance on Standards
Standard 1: Content Knowledge. The teacher shall demonstrate a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.			
Standard 2: Planning for Instruction. The teacher shall design and plan 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.			
Standard 3: Learning Climate. The teacher shall create and maintain 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.			
Standard 4: Instruction. The teacher shall introduce, implement, and manage 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.			
Standard 5: Learning Assessment and Results. The teacher shall assess learning and shall communicate 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.			
Standard 6: Technology. The teacher shall demonstrate the implementation of 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.			
Standard 7: Evaluation. The teacher shall reflect on and evaluate specific teaching or learning situations or programs.			
Standard 8: Collaboration. The teacher shall collaborate 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.			

Standard 9: Professional development. The teacher shall evaluate his or her overall performance with respect to modeling and teaching Kentucky's learning goals, shall refine the skills and processes necessary, and shall implement a professional development plan.			
Standard 10: Leadership. The teacher shall provide professional leadership within the school, community, and education profession to improve student learning and well-being.			

MSU Data Analysis

The information in this section of the handbook will display the data analysis that occurs during the accreditation process. Below are four examples of data analysis for information presented as part of the EPP accreditation study.

Key Assessment – Assessment Plan

Assessment Plan. The data available in the table below represent the “Assessment Plan” component of the of Teacher Performance Assessment completed during the clinical practice semester. This component is broken down into five areas. Each candidate’s submission is scored by at least two university supervisors or content-relevant faculty members. The averages below reflect the combined scores for all candidates in the specified academic year. The rubric was designed with a 4-point scale.

Description: The Assessment Plan performance measures include: Alignment with Learning Goal and instructional; Clarity of criteria and standards for performance, Multiple modes and approaches, Technical Soundness, and Adaptations based on the individual needs of students.

(1 Cycle)

Traditional Undergraduate Certification Programs

Program	Number of program completers n=	Cohort avg	Number of completers (all programs) n=	Total cohort avg
Agricultural Education	3	2.98	153	3.29
Art Education	3	3.1	153	3.29
Elementary Education (P-5)	75	3.42	153	3.29
ASHLAND Elementary Education (P-5)	8	3.37	153	3.29
PRESTONSBURG Elementary Education (P-5)	4	3.53	153	3.29
English Education	4	3.47	153	3.29
Health & PE Ed	6	3.5	153	3.29
IECE	6	3.32	153	3.29
Integrated Music	14	3.23	153	3.29
Math Ed	8	3.6	153	3.29
Middle Grades	24	3.46	153	3.29
ASHLAND Middle Grades	2	3.64	153	3.29
PRESTONSBURG Middle Grades	5	3.36	153	3.29
Social Studies Ed	6	3.17	153	3.29

Spanish Ed	1	3.6	153	3.29
Special Education: LBD	24	3.49	153	3.29
ASHLAND Special Education: LBD	2	3.75	153	3.29
PRESTONSBURG Special Education: LBD	1	3.5	153	3.29
Special Education: MSD	17	3.53	153	3.29
PRESTONSBURG Special Education: MSD	2	3.56	153	3.29
Theater Ed	1	3.8	153	3.29

Dispositions

Professional Attributes: This multifaceted key assessment includes collection of data across a candidate's program experiences. It includes:

- initial understanding of the philosophy of education and its role in society throughout history and how one's understand can impact student learning;
- The candidate's disposition attributes and how those influence not only student learning but also one's ability to sustain effectiveness over time;
- The candidate's knowledge and understanding of the code of ethics related to teaching. **NOTE:** All data are aggregate across all programs.

Dispositions: This aspect of the Professional Attributes is assessed by a scoring guide with three levels: Standard met, Standard partially met; Area of Concern. The specific criteria being addressed are: Meets attendance and punctuality requirements; Demonstrates sensitivity to all students; Identifies and solves problems independently; Cooperates, works well with others; Solicits suggestions and feedback from others; Maintains confidentiality; Engages in self-reflection; Exhibits adaptability and resilience; Demonstrates professional dress and demeanor; Fulfills responsibilities; Demonstrates academic honesty; Demonstrates professional ethics. The score reflects all criteria averages. **NOTE:** All data are aggregate across all programs.

(Cycle 1)

Traditional Undergraduate Certification Programs

Prior to Clinical Practice

n=	Average All Programs
147	1.98

During Clinical Practice

n=	Average All Programs
147	1.99

(Cycle 2)

Traditional Undergraduate Certification Programs

Prior to Clinical Practice

n=	Average All Programs
57	1.99

During Clinical Practice

n=	Average All Programs
57	1.98

PRAXIS II

PRAXIS II Content Areas Test Results. The PRAXIS II Content area test is a state requirement for eligibility for certification in every teacher preparation program. Minimum scores for passing are determined by Educational Professional Standards Board (EPSB). The table below indicates the specific test(s) required for certification eligibility for each program, the passing score, the number of candidates who took the test, the average score for candidates exiting the program, the percentage who passed the test the first time, and the percentage of those who eventually passed.

Traditional Undergraduate Certification Programs						
Test Code	Test Title	Required score	Test Take rs n=	Cohort avg	Percentage of first-time passers	Percentage that eventually passed
5701	Agriculture (5–12)	147	3	154	100%	100%
5135	Art (P–12)	161	3	156.33	0%	100%
5245	Chemistry (8–12)	147	0	NA	NA	NA
5002	Elementary Education (P–5) Reading/LA	157	7 6	166.52	77%	98.60%
5003	Elementary Education (P–5) Mathematics	157	7 5	174.8	90%	100%
5004	Elementary Education (P–5) Social Studies	155	7 5	160.11	76.00%	86.60%
5005	Elementary Education (P–5) Science	159	7 5	165.62	77.00%	92%
5002	ASHLAND Elementary Education (P–5) Reading/LA	157	8	166.63	88%	100.00%
5003	Elementary Education (P–5) Mathematics	157	8	175.38	88%	100.00%
5004	Elementary Education (P–5) Social Studies	155	8	163.75	88.00%	88.00%
5005	Elementary Education (P–5) Science	159	8	162.75	75.00%	100.00%
5002	PRESTONSBURG Elementary Education (P– 5) Reading/LA	157	4	169	100%	100.00%
5003	Elementary Education (P–5) Mathematics	157	4	172.25	100%	100%
5004	Elementary Education (P–5) Social Studies	155	4	152	50.00%	75.00%
5005	Elementary Education (P–5) Science	159	4	161.5	75.00%	100%
5857	Health & Physical Education	160	6	167.9	67%	100%

	(P-12)					
5114	Integrated Music, (P-12)	162	14	162	36%	57%
5023	Interdisciplinary Early Childhood Ed (B-P)	166	10	181.3	100%	100%
5161	Mathematics (8-12)	160	8	158.63	25%	75%
5047	Middle School: English and Communications	164	8	162.38	50%	62.50%
5169	Middle School: Mathematics	165	12	156.42	42%	66%
5440	Middle School: Science	150	8	158.25	75%	100%
5089	Middle School: Social Studies	149	13	155.77	62%	69%
5047	ASHLAND Middle School: English and Communications	164	1	162	0%	100.00%
5169	ASHLAND Middle School: Mathematics	165	1	135	0%	0%
5440	ASHLAND Middle School: Science	150	0	NA	NA	NA
5089	ASHLAND Middle School: Social Studies	149	2	156	100%	100%
5047	PRESTONSBURG Middle School: English and Communications	164	2	155.5	0%	0.00%
5169	PRESTONSBURG Middle School: Mathematics	165	2	142.5	0%	50%
5440	PRESTONSBURG Middle School: Science	150	3	168.67	66%	100%
5089	PRESTONSBURG Middle School: Social Studies	149	3	147.67	33%	66%
5095	Physical Education (P-12)	169	6	172	83%	100%
5265	Physics (8-12)	133	0	NA	NA	NA
5086	Social Studies (8-12)	153	6	165	100%	100%
5195	Spanish (P-12)	168	1	176	100%	100%
5543	Special Education: (LBD)	158	24	171.67	96%	96%

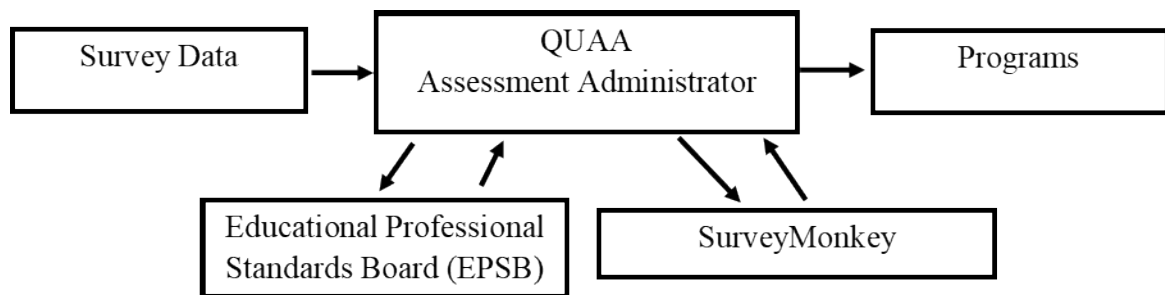
5543	ASHLAND Special Education: (LBD)	158	2	179	100%	100%
5543	PRESTONSBURG Special Education: (LBD)	158	1	168	100%	100%
5545	Special Education: (MSD)	158	16	168.5	100%	100%
5545	PRESTONSBURG Special Education: (MSD)	158	2	164	100%	100%
5641	Theatre (P-12)	162	1	177	100%	100%

Content GPA

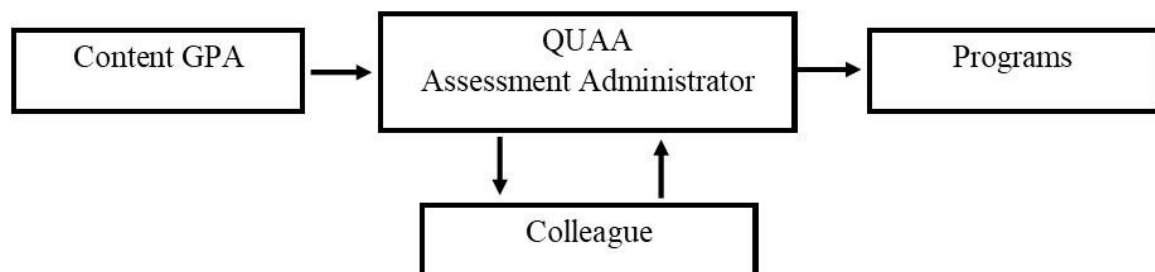
Content GPA. In each program there are courses which directly relate to the specific content knowledge a candidate needs to possess. The cumulative GPA in these courses indicate a candidate's preparedness to effectively communicate accurate, relevant information to future students. The table below provides the content area GPA for candidates within this program.			
(1 Cycle)			
Traditional Undergraduate Certification Program		Number of completers	Cohort GPA avg
Agricultural Education		3	3.45
Art Education		2	3.82
Elementary Education (P-5)		21	3.61
ASHLAND Elementary Education (P-5)		6	3.64
Health & PE Ed		2	3.54
IECE		1	3.76
Integrated Music		7	3.51
Math Ed		2	3.09
Middle Grades	English and Math	1	3.81
	English and Science	2	3.63
	English and Social Studies	1	3.69
	Math and Science	2	3.51
	Science and Social Studies	1	3.31
	English and MSD	1	3.67
	Math and MSD	2	3.6
PRESTONSBURG Middle Grades	English and Science	1	3.69
	English and Social Studies	1	3.69
Physics Ed		1	3.37
Social Studies Ed		1	2.95
Special Education: LBD		6	3.73
Special Education: MSD		7	3.65
PRESTONSBURG Special Education: MSD		1	3.58

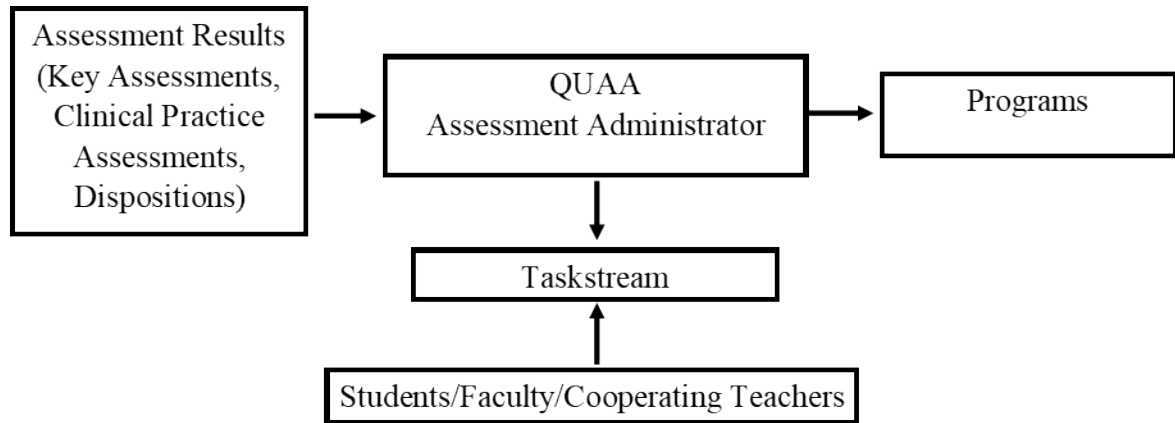
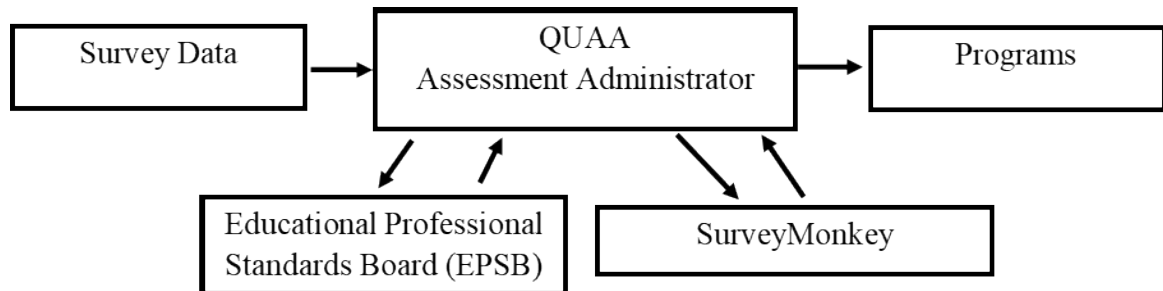
MSU Data Paths

PRAXIS II Scores



Content GPA



Assessment Results**Survey Results**

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Appendix A

CAEP Revised Initial Standards Details**Standard 1: Content and Pedagogical Knowledge**

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

R1.1 The Learner and Learning

The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.

Key Concepts	Guiding Questions
<p>The provider presents evidence that candidates are able to apply their knowledge of:</p> <ul style="list-style-type: none"> • Learner development (e.g., cognitive, linguistic, social, emotional, physical) • Learning differences (e.g., individual differences, diverse cultures and communities, prior knowledge and experiences, multiple perspectives, cultural norms, language development) • Learning environment (e.g., individual and collaborative learning, positive social interaction, active engagement in learning, self-motivation) • Diversity, equity, and inclusion in the learner and learning (e.g., candidates believe all learners can achieve at high levels, examine and understand their personal biases, persist in supporting and scaffolding all learners, respect learners as individuals, make learners feel valued, promote respect among learners) 	<ul style="list-style-type: none"> • How does the EPP know candidates can apply the InTASC standards relating to: <ul style="list-style-type: none"> ○ learner development? ○ learning differences? ○ the learning environment? • How does the EPP know candidates are prepared to teach diverse learners under the different situations they may encounter on the job? • How does the EPP assess candidate examination of their own personal biases? • How are EPP candidates able to engage families in the P-12 learning process? • How does the EPP evidence demonstrate increasing complexity in candidate application of the learner and learning aligned with the InTASC Learning Progression for Teachers? • How does the EPP define equity, diversity, and inclusion in relation to the learner and learning? • Describe the evidence the most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence
<ul style="list-style-type: none"> • Evidence documents candidates' application of P-12 student growth and development and of individual differences across cognitive, linguistic, social, emotional, and physical areas as well as individual differences and diverse cultures and communities. • Disaggregated evidence indicates that candidates understand student growth and development across racial/ethnic demographic populations. • Disaggregated data by preparation program and race/ethnicity show no or few disparities OR disparities are identified and explained, including steps to remedy them. • Evidence should include three cycles of data and subsequent analyses of the assessment results. • EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys

Possible sources of evidence:

- Differentiated planning for learners (unit plan, lesson plan)
- EPP created measures
- Performance-based assessments
- Differentiated assessments (task, communication, response, materials)
- Studies of student populations for purposes of planning and differentiation

Connections

R2.3 (Clinical Experiences), R3.2 (Monitoring and Supporting Candidate Progression), R3.3 (Competency at Completion)
Standard R5 encompasses process and structure components from R1-R4. Therefore, all standards connect back to Standard R5.

R1.2 Content		
<p>The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Outcome data can be provided from a Specialist Professional Associations (SPA) process, a state review process, or an evidence review of Standard 1.</p>		
Key Concepts		Guiding Questions
<p>The provider presents evidence candidates are able to apply their knowledge of:</p> <ul style="list-style-type: none"> • Central concepts, tools of inquiry, and structures of discipline specific to content • Accessible and meaningful learning experiences to ensure mastery of content • Content specific pedagogy (e.g., connecting concepts, using differing perspectives, engaging learners in critical thinking, creativity and collaborative problem solving; encouraging learner exploration, discovery, and expression across content areas) • Diversity and equity in content knowledge (e.g., intentional design and implementation of inclusive curriculum, awareness that content knowledge is culturally situated, teaching with multiple perspectives, promoting critical analysis, awareness of and responsiveness to bias, inclusion of authentic and global issues) 		<ul style="list-style-type: none"> • How does the EPP ensure candidates know central concepts of their content area and are able to apply the content in developing equitable and inclusive learning experiences for diverse P-12 students? • How does the evidence demonstrate increasing complexity in candidate application of the content aligned with the InTASC Learning Progression for Teachers? • How does the EPP define equity, diversity, and inclusion in relation to content knowledge? • Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence
<ul style="list-style-type: none"> ● Evidence demonstrates candidates can apply critical concepts and principles in their discipline and pedagogical knowledge in their content field. ● Disaggregated data by preparation program and race/ethnicity show no or few disparities OR disparities are identified and explained, including steps to remedy them. ● Evidence should include three cycles of data and subsequent analyses of the assessment results. ● EPP-created assessments and surveys must meet the criteria on the CAEP Framework for Evaluation of EPP-Created Assessments or CAEP Framework for Evaluation of EPP-Created Surveys <p>Possible sources of evidence:</p> <ul style="list-style-type: none"> ○ Outcome assessments submitted as part of the SPA National Recognition or state approval process or used for internal review of programs using specialty area standards. ○ EPP created measures ○ Proprietary measures (e.g., EdTPA rubrics related to content, PPAT rubrics related to content, Praxis Content Exams) ○ State Required Licensure measures

Connections
<p>R2.3 (Clinical Experiences), R3.2 (Monitoring and Supporting Candidate Progression), R3.3 (Competency at Completion)</p> <p>Standard R5 encompasses process and structure components from R1-R4. Therefore, all standards connect back to Standard R5.</p>

R1.3 Instructional Practice		
<p>The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure candidates model and apply national or state approved technology standards to engage and improve learning for all students.</p>		
Key Concepts		Guiding Questions
<p>The provider presents evidence that candidates are able to apply their knowledge of:</p> <ul style="list-style-type: none"> • Multiple methods of assessment to monitor learner progress and guide decision making. • Planning instruction that draws on content knowledge, curriculum, cross-disciplinary skills, and pedagogy to support every student in meeting rigorous learning goals. • Variety of instructional strategies to encourage learners to develop content knowledge and content connections to build skills and knowledge in meaningful ways. • Technology for enhancement of P-12 learning. (e.g., design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning) • Diversity and equity in instructional practice (e.g., adapt instructional resources and assessments to create culturally responsive, equitable learning opportunities; making accommodations in assessment conditions; identifying and using learner strengths and needs; respecting learners' diverse strengths and needs; using of formative assessment; openness to adjustment and revision based on learner needs) 	•	<ul style="list-style-type: none"> • How does the EPP know candidates can apply the InTASC standards relating to professional learning and ethical practice? • How does the EPP know candidates can apply the InTASC standards relating to collaboration and leadership? • How does the EPP ensure candidates have knowledge of professional standards of practice, relevant laws, and policies and codes of ethics? • How does the evidence demonstrate increasing complexity in candidate understanding and application of professional responsibility aligned with the InTASC Learning Progression for Teachers? • How does the EPP define equity, diversity, and inclusion in relation to professional responsibility? • Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence
<ul style="list-style-type: none"> ● Evidence demonstrates candidates have developed proficiencies to apply their content and pedagogical knowledge effectively in instruction and other interactions with diverse P-12 students. ● Evidence indicates that candidates are proficient in the applications of technology for enhancement of P-12 learning. ● Disaggregated data by preparation program and race/ethnicity show no or few disparities OR disparities are identified and explained, including steps to remedy them. ● Evidence should include three cycles of data and subsequent analyses of the assessment results. ● EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for ● Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys <p>Possible sources of evidence:</p> <ul style="list-style-type: none"> ○ Differentiated planning for learners (unit plan, lesson plan) ○ EPP created measures ○ Performance-based assessments ○ Differentiated assessments (task, communication, response, materials) ○ Studies of student populations for purposes of planning and differentiation

Connections
<p>R2.3 (Clinical Experiences), R3.2 (Monitoring and Supporting Candidate Progression), R3.3 (Competency at Completion) Standard R5 encompasses process and structure components from R1-R4. Therefore, all standards connect back to Standard R5.</p>

R1.4 Professional Responsibility	
The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.	
Key Concepts	Guiding Questions
<p>The provider presents evidence that candidates are able to apply their knowledge of:</p> <ul style="list-style-type: none"> Professional standards of practice, relevant laws, and policies and codes of ethics. Collaboration with learners, families, and colleagues and other school professionals to ensure learner growth. Engagement in ongoing professional learning and using evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community). Diversity and equity in professional responsibility (e.g., adaption of practice to meet needs of each learner; taking responsibility for learning of all students; deepening understanding of own frames of reference and potential bias; seeing role as one of advocacy for learners and accountable for learner success; embracing challenge of continuous improvement and change) 	<ul style="list-style-type: none"> How does the EPP know candidates can apply the InTASC standards relating to professional learning and ethical practice? How does the EPP know candidates can apply the InTASC standards relating to collaboration and leadership? How does the EPP ensure candidates have knowledge of professional standards of practice, relevant laws, and policies and codes of ethics? How does the evidence demonstrate increasing complexity in candidate understanding and application of professional responsibility aligned with the InTASC Learning Progression for Teachers? How does the EPP define equity, diversity, and inclusion in relation to professional responsibility? Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence
<ul style="list-style-type: none"> ● Evidence of candidates' understanding of professional standards of practice, relevant laws and policies and codes of ethics, reflections addressing own cultural background, unconscious biases and systemic biases, and ability to collaborate with learners, families, and colleagues to ensure learner growth ● Disaggregated data by preparation program and race/ethnicity show no or few disparities OR disparities are identified and explained, including steps to remedy them. ● Evidence should include three cycles of data and subsequent analyses of the assessment results. ● EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys <p>Possible sources of evidence:</p> <ul style="list-style-type: none"> ○ Course assignments or tasks ○ EPP created measures ○ Dispositions assessments ○ Relevant sections of state licensure requirements ○ Required state/EPP ethics training

Connections
<p>R2.3 (Clinical Experiences), R3.2 (Monitoring and Supporting Candidate Progression), R3.3 (Competency at Completion)</p> <p>Standard R5 encompasses process and structure components from R1-R4. Therefore, all standards connect back to Standard R5.</p>

Standard 2: Clinical Partnerships and Practice

The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

R2.1 Partnerships for Clinical Preparation

Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.

Key Concepts	Guiding Questions
<p>The provider presents evidence:</p> <ul style="list-style-type: none"> ● they establish and maintain partnerships with schools and school districts, as well as other appropriate organizations. ● P-12 schools and/or community partners and EPPs have both benefited from the partnership. ● all partners are active participants in the on-going, collaborative process to improve candidate preparation (co-construction). 	<ul style="list-style-type: none"> ● How does the EPP document partnerships? ● How are the partnerships mutually beneficial? ● How does the EPP ensure all partners are involved - or have the opportunity to be involved - in the development, maintenance, and modification of the partnership? In other words, how does the EPP ensure that partnerships are co-constructed? ● How does the EPP engage P-12 partners in an on-going collaborative process? ● Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence
<ul style="list-style-type: none">● The provider presents evidence that a collaborative process is in place with P-12 partners that is reviewed periodically and involves activities such as:<ul style="list-style-type: none">● Collaborative development, review, or revision of instruments and evaluations● Collaborative development, review, or revision of the structure and content of the clinical activities● Mutual involvement in ongoing decision-making about partnership structure and operations● Agreed upon provisions to ensure diversity of clinical settings● Creation of opportunities for candidates to work with diverse P-12 students who have differing needs● The EPP provides evidence that the P-12 schools and EPPs have both benefited from the partnership. <p>Possible evidence can include:</p> <ul style="list-style-type: none">○ Documentation of collaboration (meeting decisions, agenda topics)○ MOUs

Connections
Standard R5 encompasses process and structure components from R1-R4. Therefore, all standards connect back to Standard R5.

R2.2 Clinical Educators

Partners co-select, prepare, evaluate, and support high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and diverse P-12 student learning and development.

Key Concepts	Guiding Questions
<p>The provider presents evidence that the EPP and partners (e.g., P-12, community, agency)</p> <ul style="list-style-type: none"> ● develop criteria for the co-selection of clinical educators* that includes demonstrating a positive impact on candidate and/or P-12 student learning and development. ● collaborate in the preparation of clinical educators* that ensures they are prepared for the role and responsibilities. ● collaborate on the evaluation of clinical educators* as it relates to roles and responsibilities. ● collaborate to develop, review, and revise supports provided for clinical educators*. <p>* Clinical educators refer to both provider- and school-based clinical educators.</p>	<ul style="list-style-type: none"> ● What features of partnerships including clinical educator participation, selection, or training have had positive effects on candidate development? ● How does the EPP work with partners to select clinical educators? ● How does the EPP prepare clinical educators for the role and responsibilities in working with candidates? ● How does the EPP evaluate clinical educators and their impact on candidate success? ● How does the EPP engage partners in the data informed decision-making for clinical educators? ● How does the EPP support clinical educators as they engage in the role of working with candidates? ● How does the EPP define equity, diversity, and inclusion in relation to professional responsibility? ● Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- Evidence documents that clinical educators have the opportunity to receive feedback on their experiences.
- Evidence documents that the EPP and its P-12 partners participate in the design and delivery of training for clinical educators. Examples of training might include:
 - Understanding the roles and responsibilities of clinical educators and of the clinical curriculum
 - Use of evaluation instruments, evaluating professional dispositions of candidates,
 - Setting specific goals/objectives of the clinical experiences, and
 - Providing feedback
- Evidence should include three cycles of data and subsequent analyses of the results.
- EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys

Possible sources of evidence:

- Memorandum of Understanding(MOUs)
- Process documents and training materials for clinical educators
- Feedback tools for clinical educators
- Criteria for serving as a clinical educator
- Job descriptions and expectations for clinical educators
- Meeting decisions/active discussions for partnership

Connections

Standard R5 encompasses process and structure components from R1-R4. Therefore, all standards connect back to Standard R5.

R2.3 Clinical Experiences

The provider works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on diverse P-12 students' learning and development as presented in Standard R1.

Key Concepts	Guiding Questions
<p>The provider presents evidence:</p> <ul style="list-style-type: none"> ● they document the relationship between the attributes and outcomes of clinical experiences. ● they work with partners to design and implement clinical experiences to ensure candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. <p>These clinical experiences are designed and implemented to include:</p> <ul style="list-style-type: none"> ○ Depth: the intentional programmatic design for the relationship between clinical experiences, coursework, and candidate assessments ○ Breadth: the opportunities candidates are provided within clinical experience to observe and practice within a wide variety of settings ○ Diversity: the opportunities candidates are provided to work with students of varied learning needs and backgrounds. ○ Coherence: the sequence of experiences is deliberate, purposeful, sequential, and is assessed using performance-based protocols ○ Duration: the appropriate time for candidates to demonstrate their developing effectiveness and positive impact 	<ul style="list-style-type: none"> ● What opportunities have candidates had to prepare in diverse settings and to work with students having different needs? ● What features of clinical experiences (e.g., depth, breadth, coherence, and duration) has the EPP studied—through comparisons across preparation programs, or more formal investigations—to improve candidate outcomes? ● What clinical experiences have enhanced completer's knowledge of diversity, equity, and inclusion issues and their readiness to use that knowledge in teaching situations? ● What applications of technology have prepared completers for their responsibilities on the job? ● How are clinical experiences effective in preparing candidates for initial employment in education in their field of specialization? ● Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

<ul style="list-style-type: none">○ Modality: the opportunity to demonstrate their effectiveness and positive impact in a variety of delivery methods● they document clinical experience goals/outcomes and operational design along with evidence that clinical experiences are being implemented as described.● their candidates engage in high-quality clinical experiences including various modalities (e.g., virtual instruction, hybrid, face to face).● candidates have experiences in diverse settings with diverse P-12 students.● of how candidate progression is monitored and supported.● how clinical experiences provide opportunities for candidates to apply technology to enhance instruction in P-12 learning for diverse students.		
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Quality Evidence

Clinical experiences are guided, hands-on, practical applications of program curriculum with P-12 teachers and students. These include, but are not limited to, early field experiences, observations, and culminating clinical practices such as student teaching or internship.

- Evidence documents that all candidates have active clinical experiences in diverse settings and experiences with diverse P-12 students (which may be in the same or different schools).
- Evidence is provided that clinical experiences are assessed using performance-based criteria.
- Evidence documents a sequence of clinical experiences with specific goals that are focused, purposeful, and varied.
- Attributes (depth, breadth, diversity, coherence, and duration) are linked to student outcomes and candidate performance.
- Evidence shows that candidates have purposefully assessed impact on student learning using both formative and summative assessments in more than one clinical setting (which may be in the same or different schools) and have:
 - Used comparison points or other means to interpret findings
 - Used the impact data to guide instructional decision-making
 - Modified instruction based on impact data, and have differentiated instruction
- Disaggregated data by preparation program and race/ethnicity show no or few disparities OR disparities are identified and explained, including steps to remedy them.
- Evidence should include three cycles of data and subsequent analyses of the assessment results.
- EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys.

Possible sources of evidence:

- Scope and sequence chart/graphic of clinical experiences
- Performance-based assessment data
- Tracking system of placements/experiences
- Portfolio of clinical experiences
- Proprietary Assessments to demonstrate a positive impact on student learning in clinical experiences (e.g., EdTPA rubrics, PPAT rubrics)

Connections

R1.1 (The Learner and Learning), R1.2 (Content), R1.3 (Instructional Practice), R1.4 (Professional Responsibility), R3.2 (Monitoring and Supporting Candidate Progression), R3.3 (Competency at Completion)

Standard R5 encompasses process and structure components from R1-R4. Therefore, all standards connect back to Standard R5.

Standard 3: Candidate Recruitment, Progression, and Support

The provider demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides support services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

R3.1 Recruitment

The provider presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission. The provider demonstrates efforts to know and address local, state, regional, or national needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress towards a candidate pool which reflects the diversity of America's P-12 students.

Key Concepts	Guiding Questions
<p>The provider presents evidence of:</p> <ul style="list-style-type: none"> ● goals towards admitting high-quality initial program candidates from a broad range of backgrounds and diverse populations. ● routinely monitoring the employment landscape to identify shortage areas, openings, forecasts, and related information in the community, state, regional, or national markets for which it is preparing completers. ● recording, monitoring, and using recruitment results to plan and, as appropriate, modify recruitment strategies and goals. ● descriptions of strategies and actions in place to achieve the EPP's goals together with periodic evaluation of the effectiveness of those strategies. 	<ul style="list-style-type: none"> ● How does the EPP recruit an increasingly diverse and strong pool of candidates? ● How does the EPP's recruitment strategies respond to and serve employer needs? ● How does the EPP determine the success of recruitment efforts? ● How are recruitment efforts supported as evidence-informed, meaningful, and feasible given the context of the EPP? ● How do the recruitment strategies and actions meet the needs of employers for which the EPP prepares candidates? ● How do the recruitment strategies and actions align with the mission of the EPP? ● How have the recruitment strategies and actions and their implementation moved the EPP toward the goal of greater candidate diversity? ● In what ways does disaggregated data on candidates (admitted and enrolled candidates by a broad

	<p>range of backgrounds and diverse populations) inform decisions that align with the EPP mission and the goals of achieving a diverse, highly qualified candidate pool?</p> <ul style="list-style-type: none"> Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.
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Quality Evidence

- Evidence documents the EPP's periodic examination of the employment landscape in order to identify shortage areas, openings, forecasts, and related information in the community, state, regionals, or national market for completers.
- Evidence documents baseline points and longitudinal data on current measures of academic achievement.
- Evidence documents baseline points and longitudinal data on current measures of diversity.
- Evidence documents measurable target outcomes and timeline for achievement.
- Evidence documents that the EPP monitors annual progress toward admission goals and fields where there are employment opportunities. Data are disaggregated to describe gender, ethnicity, academic achievement, and/or candidate fit for high-need areas or communities and trends are analyzed.
- Evidence documents that admissions data are disaggregated for enrolled candidates by relevant demographics, branch campuses, and individual programs.
- Evidence documents strategies and actions specifically for the EPP and its programs. While this can be part of an institution recruitment strategy, the evidence must document recruitment for specific EPP programs and the EPP's input opportunities to the institutional goals.

Possible sources of evidence:

- Basic descriptive information such as baseline points and numerical goals.
- Results from annual monitoring of academic achievement, diversity, and employment needs aligned with recruitment goals.
- Results of EPPs monitoring of progress towards recruitment goals
- Statewide shortage reports
- EPP's interpretation of its progress and revising goals, as needed.

Connections
Standard R5 encompasses process and structure components from R1-R4. Therefore, all standards connect back to Standard R5.

R3.2 Monitoring and Supporting Candidate Progression

The provider creates and monitors transition points from admission through completion that indicate candidates' developing content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, professional responsibilities, and the ability to integrate technology effectively in their practice. The provider identifies a transition point at any point in the program when a cohort grade point average of 3.0 is achieved and monitors this data. The provider ensures knowledge of and progression through transition points are transparent to candidates. The provider plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the EPP's mission, so candidates meet milestones. The provider has a system for effectively maintaining records of candidate complaints, including complaints made to CAEP, and documents the resolution.

Key Concepts	Guiding Questions
<p>The provider presents evidence:</p> <ul style="list-style-type: none"> • of criteria for transition points from admission through completion • of monitoring progression from admission through completion, including attention to how candidates develop: <ul style="list-style-type: none"> • content knowledge • pedagogical knowledge • pedagogical skills • critical dispositions • professional responsibilities • ability to integrate technology effectively • transition points and related criteria are shared with candidates. • of using disaggregated demographic data to advise and support candidates who may not progress. • a cohort grade point average of 3.0 is achieved at some transition point in the program • of a system for tracking and resolving candidate complaints. 	<ul style="list-style-type: none"> • How does the EPP monitor candidate progress, including performance on non-academic factors like critical dispositions and professional responsibilities? • How does the EPP communicate with candidates the progress monitoring points and requirements for each point? • How does the EPP collect and respond to complaints/appeals? • How is the evidence for monitoring progression from admission through completion identified in Standard R1 connected to identified transition points? • How does the EPP demonstrate the transition point process is followed with fidelity within the EPP (e.g., how does the EPP ensure there are no loopholes to work around the system)? • Identify and describe the support mechanisms for candidates not meeting program expectations (e.g., advising, remediation, or mentoring) that are available and how do recommendations occur • How are support

		<p>mechanisms (e.g., remediation and mentoring) culturally responsive for candidates?</p> <ul style="list-style-type: none"> • Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.
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Quality Evidence
<ul style="list-style-type: none"> • Evidence documents performance reviews, remediation efforts, and/or provisions illustrating that the EPP sets goals for candidate support and monitors progress towards goals of providing sufficient support to candidates to facilitate successful program completion. • Disaggregated data by preparation program, race/ethnicity, and other demographic items highlighted in R3.1 show no or few disparities OR disparities are identified and explained, including steps to remedy them. • Evidence should include three cycles of data and subsequent analyses of the assessment results. • Evidence that actions are taken when there are problems with the progression of individual candidates. • EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys. <p>Possible sources of evidence:</p> <ul style="list-style-type: none"> ○ Crosswalk/curriculum of key evidence from Standard R1 aligned with transition points ○ Assessments used at key points during the program including data and analyses. ○ Documentation of complaints/appeals (no identifying names) and demographics of those submitting complaints/appeals. ○ Description of support services available, frequency of use, and results in terms of keeping candidates on the path to completion or counseling out of program

Connections
R1.1 (The Learner and Learning), R1.2 (Content), R1.3 (Instructional Practice), R1.4 (Professional Responsibility), R2.3 (Clinical Experiences), R3.1 (Recruitment), R4.1 (Completer Impact) Standard R5 encompasses process and structure components from R1-R4. Therefore, all standards connect back to Standard R5.

R3.3 Competency at Completion

The provider ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought. Multiple measures are provided, and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.

Key Concepts		Guiding Questions
<p>The provider presents evidence:</p> <ul style="list-style-type: none"> ● of using disaggregated data to verify candidate quality at completion to teach diverse P-12 students. ● that candidates reach the expected level of proficiency at completion in the following areas: <ul style="list-style-type: none"> ○ content knowledge ○ pedagogical knowledge ○ pedagogical skills ○ critical dispositions ○ professional responsibilities ○ ability to integrate technology effectively ● illustrating proficiency at completion in the areas identified. ● documenting candidates' effective teaching, including positive impacts on diverse P-12 student learning and development. 		<ul style="list-style-type: none"> ● What evidence does the EPP use to ensure by the end of the program a candidate is ready to move into the profession? ● How does the EPP use multiple sources of evidence to triangulate that candidates are prepared for certification at completion? ● How does the EPP ensure candidates are proficient in effective teaching and have a positive impact on diverse P-12 student learning and development? ● How does the EPP ensure candidates' critical dispositions reflect positive beliefs about the learning potentials of all students and a commitment to continued growth in cultural awareness and reflection on bias and equitable practices? ● How does the EPP disaggregate the completion data and what has been learned from the analysis across demographic groups? ● Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence
<ul style="list-style-type: none"> ● Disaggregated data by preparation program, race/ethnicity, and other demographic items highlighted in R3.1 show no or few disparities OR disparities are identified and explained, including steps to remedy them. ● Evidence that actions are taken when there are problems with the progression of individual candidates. ● Evidence is triangulated so there is more than one source that demonstrates candidates are proficient in the areas identified. ● Evidence should include data and subsequent analyses of the assessment results. ● EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys. <p>Possible sources of evidence:</p> <ul style="list-style-type: none"> ○ Progression level threshold/criteria for success at completion ○ EPP-created measures ○ Proprietary measures (e.g., EdTPA rubrics, PPAT rubrics, Praxis Content Exams) ○ State Required Licensure measures ○ Student-teaching evaluation instruments ○ Dispositions/Non-Academic Factor Instruments
Connections
<p>R1.1 (The Learner and Learning), R1.2 (Content), R1.3 (Instructional Practice), R1.4 (Professional Responsibility), R2.1 (Clinical Partnerships), R2.3 (Clinical Experiences), R3.1 (Recruitment)</p> <p>Standard R5 encompasses process and structure components from R1-R4. Therefore, all standards connect back to Standard R5.</p>

Standard 4: Program Impact

The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation. 1.

R3.1 Recruitment

The provider demonstrates that program completers:

- effectively contribute to P-12 student-learning growth

AND

- apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

In addition, the provider includes a rationale for the data elements provided.

Key Concepts	Guiding Questions
<p>The provider presents evidence of:</p> <ul style="list-style-type: none"> ● completers have a positive impact on P-12 student-learning growth with impact data from a representative sample of completers and programs <p>AND</p> <ul style="list-style-type: none"> ● completers apply the professional knowledge, skills, and dispositions corresponding with teaching effectiveness. 	<ul style="list-style-type: none"> ● How does the EPP demonstrate completer impact on P-12 student learning and development? ● How is the EPP's sample representative of completers and measures used to show the EPP completers have a positive impact on P-12 student learning and development? ● How does the EPP measure completer teaching effectiveness in the classroom? ● What is the rationale for the measures chosen to measure impact? ● How does the EPP ensure a representative sample inclusive of licensure areas or a purposive sample to be enlarged over time? ● How does the EPP ensure completers are effective in contributing to diverse P-12 student learning growth? ● Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence and what conclusions and interpretations have been made.

Quality Evidence	
<ul style="list-style-type: none"> Disaggregated data by preparation program, race/ethnicity, and other demographic items show no or few disparities OR disparities are identified and explained, including steps to remedy them. Rationale/methodology for selection of impact measures used. Evidence should include three cycles of data and subsequent analyses of the assessment results. Refer to Appendix D for more detail about quality evidence and possible evidences for R4.1. EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys. While the most recent three cycles of data must be provided as part of the accreditation review, in the course of a seven year accreditation cycle data will be representative of all programs. 	
Possible sources of evidence:	
Contribute to P-12 student-learning growth	Apply professional knowledge, skills, and dispositions in the P-12 classroom
<ul style="list-style-type: none"> State-level data of student performance (e.g., student growth measures, value-add measures) Performance portfolios Case study 	<ul style="list-style-type: none"> State-level data of teacher performance (e.g., teacher evaluations) Focus groups/interviews <ul style="list-style-type: none"> Completers P-12 students Observers Observations of completers Surveys

Connections
<p>R1.1 (The Learner and Learning), R1.2 (Content), R1.3 (Instructional Practice), R1.4 (Professional Responsibility), R4.2 (Satisfaction of Employers), R4.3 (Satisfaction of Completers)</p> <p>Standard R5 encompasses process and structure components from R1-R4. Therefore, all standards connect back to Standard R5.</p>

R4.2 Satisfaction of Employers

The provider demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families.

Key Concepts	Guiding Questions
<p>The provider presents evidence:</p> <ul style="list-style-type: none"> • that employers perceive completers' preparation was sufficient for their job responsibilities. • data from a representative sample of employers. • employers are satisfied with completers' preparation to work with diverse P-12 students and their families. 	<ul style="list-style-type: none"> • How does the EPP measure satisfaction with preparation as viewed by employers? • How does the EPP ensure a representative sample inclusive of most licensure areas or a purposive sample to be enlarged over time? • How does the EPP ensure instruments/methods elicit responses specific to the criteria in R1 (e.g., the learner and learning, content, instructional practice, professional responsibilities, technology)? • Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- Evidence should include data and subsequent analyses of the assessment results.
- Evidence should demonstrate a representative sample (in one cycle of data or over multiple cycles of data).
- EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys.

Possible sources of evidence:

- Employer satisfaction surveys
- Focus groups or interviews with detailed methodology
- Employer satisfaction case study

Connections
R1.1 (The Learner and Learning), R1.2 (Content), R1.3 (Instructional Practice), R1.4 (Professional Responsibility), R4.3 (Satisfaction of Completers) Standard R5 encompasses process and structure components from R1-R4. Therefore, all standards connect back to Standard R5.

R4.3 Satisfaction of Completers

The provider demonstrates program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective.

Key Concepts	Guiding Questions
<p>The provider presents evidence of:</p> <ul style="list-style-type: none"> completers perceive their preparation was sufficient for their job responsibilities. data from a representative sample of completers. completers are satisfied with their preparation to work with diverse P-12 students and their families. 	<ul style="list-style-type: none"> How does the EPP measure satisfaction with preparation as viewed by completers? How does the EPP ensure instruments/methods elicit responses specific to the criteria in R1 (e.g., the learner and learning, content, instructional practice, professional responsibilities, technology)? How does the EPP ensure all of the programs are included within the data cycles? Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- Disaggregated data by program and other demographic items show no or few disparities OR disparities are identified and explained, including steps to remedy them.
- Evidence should include three cycles of data and subsequent analyses of the assessment results.
- Evidence should demonstrate a representative sample (in one cycle of data or over multiple cycles of data).
- EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys.

Possible sources of evidence:

- Completer/Alumni Satisfaction surveys
- Focus groups or interviews with detailed methodology
- Employer satisfaction case study
- State proprietary measure (administered by state entities)

Connections
R1.1 (The Learner and Learning), R1.2 (Content), R1.3 (Instructional Practice), R1.4 (Professional Responsibility), R4.2 (Satisfaction of Employers) Standard R5 encompasses process and structure components from R1-R4. Therefore, all standards connect back to Standard R5.

Standard 5: Quality Assurance System and Continuous Improvement

The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained, and evidence based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

R5.1 Quality Assurance System

The provider has developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to document operational effectiveness. The provider documents how data enter the system, how data are reported and used in decision making, and how the outcomes of those decisions inform programmatic improvement.

Key Concepts	Guiding Questions
<p>The provider presents evidence of:</p> <ul style="list-style-type: none"> • of a functioning Quality Assurance System documenting operational effectiveness. • a rationale for the selection of the multiple measures • that Quality Assurance System data is used in decision making • of a responsive Quality Assurance System with the ability to provide data relevant for aspects of the EPP's context. • of how outcomes of Quality Assurance System data analysis are used for program improvement. 	<ul style="list-style-type: none"> • How does the EPP maintain a functioning Quality Assurance System capable of providing data output that enables quality control and continuous improvement? • How are data describing the EPP's effectiveness (as provided for standards R1-R4) collected, analyzed, monitored, and reported? • What are examples of questions the system is called on to answer that make use of the system capabilities to combine data from various sources and/or disaggregate data by different categories? • How is the system used by the EPP to provide information for review and decision making? • Can the faculty, staff, candidates, and stakeholders articulate their role and engagement in the Quality Assurance System? • Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence
<ul style="list-style-type: none">● Overview or flow chart demonstrating (at a high level) the entire Quality Assurance system that includes roles and responsibilities of those responsible for the data collection, monitoring, analysis, and reporting.● Evidence provided that the EPP regularly reviews system operations and data.● The provider demonstrates the Quality Assurance System has the capacity to collect, analyze, monitor, and report data/evidence from Standards R1-R4.● The provider's Quality Assurance System supports the disaggregation of data by licensure area/program, race/ethnicity, and other dimensions identified by the EPP. <p>Possible sources of evidence:</p> <ul style="list-style-type: none">● Graphic representation of the Quality Assurance System● Crosswalk of all measures included in the Quality Assurance System● Verification of the Quality Assurance System through demonstration
Connections
R5.2 is about data quality for instruments and data that is presented in each of the other standards. Therefore, overall data quality in any standard is connected to R5.2.

R5.2 Data Quality

The provider's quality assurance system from R5.1 relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent.

Key Concepts	Guiding Questions
<p>The provider presents evidence of:</p> <ul style="list-style-type: none"> • of a clear link between what is being measured and what the EPP intends to measure (relevant) • a measure or result can be confirmed or substantiated; all assessments should be valid and reliable (verifiable) • data encompass candidates and completers from programs under review (representative) • measures of candidate or EPP performance results across successive administrations (3 cycles of data). (cumulative) • of a clear link between the measure and EPP action taken as a result of this measure (actionable) • EPP created assessments meet the CAEP Criteria for EPP Created Assessments • EPP created surveys meet the CAEP Criteria for EPP Created Surveys 	<ul style="list-style-type: none"> • What strengths and weaknesses in the Quality Assurance System do faculty find when they use data and analyses from the system? • How are the data relevant, verifiable, representative, cumulative, and actionable? • How are the scoring procedures aligned with the CAEP Criteria for Evaluation of Assessments? • What procedures does the EPP take in design, collection, analysis, and interpretation of data to ensure its validity? • What procedures does the EPP take in design, collection, analysis, and interpretation of data to ensure its reliability? • Can findings be triangulated with multiple data points so they can be confirmed or found conflicting? • How do the EPP created assessments meet the CAEP Criteria for EPP Created Assessments? • How do the EPP-created surveys meet the CAEP Criteria for EPP Created Surveys? • Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence
<ul style="list-style-type: none">● Distinguish between EPP created and propriety assessments/instruments.● Documentation of steps taken to establish instrument validity, reliability, and resultant data.● Description of modifications to instruments based on feedback, validity, and reliability work.● EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys. <p>Possible sources of evidence:</p> <ul style="list-style-type: none">● Reliability and validity process documentation and data● Sampling procedures● At least 3 cycles of data for R1-R4● Documentation of instrument revision with timeline
Connections
R5.2 is about data quality for instruments and data that is presented in each of the other standards. Therefore, overall data quality in any standard is connected to R5.2.

R5.3 Stakeholder Involvement

The provider includes relevant internal (e.g., EPP administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers) stakeholders in program design, evaluation, and continuous improvement processes.

Key Concepts	Guiding Questions
<p>The provider presents evidence of:</p> <ul style="list-style-type: none"> internal and external stakeholder involvement in program design, evaluation, and continuous improvement process. 	<ul style="list-style-type: none"> What EPP process is used to involve stakeholders in data driven decision making? How and when do external partners participate in the EPP's continuous improvement process? How are clinical partners (external stakeholders) included in the continuous improvement process? In what ways are stakeholders involved in program design? In what ways are stakeholders involved in evaluation? In what ways are stakeholders involved in continuous improvement? Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- Evidence identifies examples of input from stakeholders and uses of that input.
- Evidence that stakeholder groups include members with a variety of roles and responsibilities.
- EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys.

Possible sources of evidence:

- MOUs/partnerships
- Advisory Board feedback/input
- Co-construction or assessments/surveys
- Documentation of meetings and decisions

Connections

R5.3 is about the stakeholder involvement in the accreditation process. Therefore, all standards are connected with R5.3.

R5.4 Continuous Improvement

The provider regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, documents modifications and/or innovations and their effects on EPP outcomes.

Key Concepts	Guiding Questions
<p>The provider presents evidence of:</p> <ul style="list-style-type: none"> the EPP assesses performance in relation to EPP goals and standards Documenting performance results over time Documenting modifications and tracking the effects over time. that information from the Quality Assurance System is the basis for a continuous improvement function. the EPP documents regular and systematic data-driven changes grounded in <ul style="list-style-type: none"> data analyses and interpretations from its quality assurance system changes linked to its goals and relevant standards program decisions are directly supported by data and/or contradictory data are explained. 	<ul style="list-style-type: none"> How does the EPP support continuous improvement through procedures that gather, input, analyze, interpret and use information from the QAS effectively? What actions has the EPP taken to pilot specific program improvements and study their effectiveness? What examples of changes in courses, clinical experiences, or other candidate experiences represent the effectiveness of continuous improvement efforts? Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence
<ul style="list-style-type: none"> • The examples indicate that changes are clearly connected to evidence and provider performance is systematically assessed against goals. • Written documentation confirms that the EPP regularly and systematically: reviews, analyzes and interprets QAS data, identifies patterns across programs, uses data for continuous improvement and innovative modifications. • Not all changes need to lead to improvement, as CAEP encourages data-driven experimentation, but changes should trend toward improvement. • The EPP examines the outcomes currently achieved and identifies gaps between current results and established standards. Examines why these results occur. EPP documents the process of examining results and decisions made (e.g., keep, modify, discontinue). <p>Possible sources of evidence:</p> <ul style="list-style-type: none"> • Decision grid (Question, Data, Stakeholder group, Decision) • Condensed Meeting Minutes that highlight data review and decisions • Outcomes of changes/modifications (what happened after changes were made) • Goals crosswalk table (goals and where in the process)
Connections
<p>R5.4 is the overarching theme of continuous improvement. Therefore, all standards are connected with R5.4.</p>

Appendix B

MSU Field Experience Courses with Required Hours and Categories

The table below list courses and the level, hours and categories assigned to each. All teacher education candidates are required to complete 200 hours of field experience and must meet all categories listed. This is reviewed prior to Clinical Practice, meeting this obligation is a requirement to begin student teaching.

			EXPERIENCES													
COURSE	LEVEL	HOURS	Elementary	Middle Grades	High School	ELL	Students with Disabilities	Family Resource/YSC	Interactions with Families	School Board	Site Based Council	PLC	Student Tutoring	Assisting School Personnel	Ethnic/Cultural Group 1	Ethnic/Cultural Group 2
ART 121	I	4														
ART 300	III	30		x	x		x							x	x	x
ART 301	III	30		x	x		x						x	x		
ART 321	III	20		x	x		x						x	x		
BIS 499C		76				x						x	x			x
CTE 207	I	32	x	x	x	x		x		x	x	x			x	x
CTE 388	II	40							x				x	x		
CTE 392	II	40											x	x		
CTE 470	III	20							x				x	x		
CTE 496	III	40											x	x		
EDEC 253	II	8	x	x												
EDEC 254	II	10										x	x			
EDEC 255	II	10					x									
EDEC 412	II	15	x										x			
EDEE 305	II	12														
EDEE 321	III	15							x				x	x		
EDEE 322	III	10												x		
EDEE 323	III	15				x									x	x
EDEE 327	II	5														

EDEE 331	III	15	x						x							
EDEL 302	II	5														
EDEM 330	II	10														
EDF 207	I	16	x	x	x			x		x	x					
EDF 211	I	8	x		x											
EDF 311	II	12													x	
EDMG 306	II	24		x				x					x	x		
EDMG 330	II	24		x									x	x		
EDMG 332	III	24		x				x			x		x	x		
EDMG 341	III	24		x									x	x		x
EDMG 342	III	24		x									x	x		x
EDMG 343	III	24		x									x	x		x
EDMG 347	II	24		x		x									x	
EDSE 312	III	33						x				x	x	x		
EDSE 451	III	23														
EDSE 483	III	32				x			x							
EDSE 499D	III	30														x
EDSP 230	I	16					x									
EDSP 320	II	10	x			x								x	x	
EDSP 350	II	10					x							x		
EDSP 353	III	10					x						x	x		
EDSP 355	III	10					x						x	x		
EDSP 356	III	20					x						x	x		
EDSP 357	III	10					x						x	x		
EDSP 359	III	20					x						x	x		
EDSP 360	II	10					x									
EDSP 363	II	10					x						x	x		
EDSP 365	III	10					x					x	x	x		x
EDSP 367	III	10					x						x	x		
EDSP 371	III	20					x		x					x		
EDSP 372	II	10														
EDSP 375	III	60					x							x		
EDUC 476	III	32				x										
EDUC 482	III	25					x						x	x		
ENG 381	III	28														
ENG 382	III	28														
ENG 400	III	29				x										x
HLTH 301	II	6														

IECE 301	II	10					x		x					x		
IECE 311	II	10												x		x
IECE 345	II	15	x				x		x	x		x	x	x	x	
IECE 360	II	10	x						x							x
IECE 361	II	10					x									
IECE 416	III	15							x				x	x		
IECE 418	III	15					x					x	x	x		
MUSE 207	I	40					x					x				
MUSE 215	II	20													x	x
MUSE 222	I	3														
MUSE 325	III	50											x	x		
MUSE 375	III	50				x			x							
MUSE 376	III	50				x			x							
SCI 490	III	15														
SCI 491	III	24		x												
THEA 370	II	17														x
THEA 375	II	35														
THEA 475	III	10														
UTCH 100	All	39	x										x	x	x	
UTCH 150	All	45		x			x		x				x	x	x	
UTCH 300	All	54			x	x	x	x		x	x	x	x	x	x	
UTCH 410	All	80			x								x	x	x	

Appendix C

MSU Course with Required Key Assessments

The table below lists courses and the required key assessments for each. Key assessments are strategically placed so that each program has a course hosting each key assessment.

	Lesson Plan	Contextual Factors	Assessment Analysis	Observation
ART 300		x		
ART 321			x	x
BIS 499C	x	x	x	x
CTE 388		x	x	
CTE 470	x			x
EDEC 255			x	
EDEC 418		x		
EDEC/IECE 301				x
EDEE 321			x	
EDEM 330				x
EDF 311		x		
EDMG 330		x		
EDMG 332				x
EDMG 341	x			
EDMG 342	x			
EDMG 343	x			
EDSE 312	x			
EDSE 451			x	x
EDSP 355	x			
EDSP 359				x
EDSP 365		x		
EDSP 373	x			
EDSP 375				x
EDUC 482			x	
ENG 382			x	

ENG 400				X
IECE 301				X
IECE 345	X			
IECE 418		X		
MUSE 325		X		X
MUSE 375	X		X	
MUSE 376	X		X	
SCI 490	X			
SCI 491	X			
THEA 370	X			
THEA 375			X	X
THEA 475		X		
UTCH 150			X	
UTCH 300	X	X		
UTCH 410				X

Appendix D

Taskstream Information

Taskstream allows you to do the following:

- Collect academic accomplishments.
- Obtain feedback on progress made.
- Transport data and portfolios from school to career.
- Document education standards and assessment methods.
- Communicate competencies and assignments.
- Create portfolios to showcase student accomplishments and critical performances.
- Evaluate student performances.
- Document results and recommendations.

How will Taskstream be used?

- Submitting work documenting key assessments, dispositions and field experience hours
- Receiving assessment results and feedback to enhance improvement
- Applying for Clinical Practice
- Distributing multimedia portfolios to support applications for jobs, internships, scholarships and admissions to schools

How can Taskstream be Purchased?

Purchases can be made at the University Store or online at <https://www.taskstream.com/pub/Enroll/>. Subscriptions options are: 7-year account (\$139) or 1 year account (\$50).

Have Questions about Taskstream?

Contact Kristie Williams k.williams@moreheadstate.edu or 783.2731.

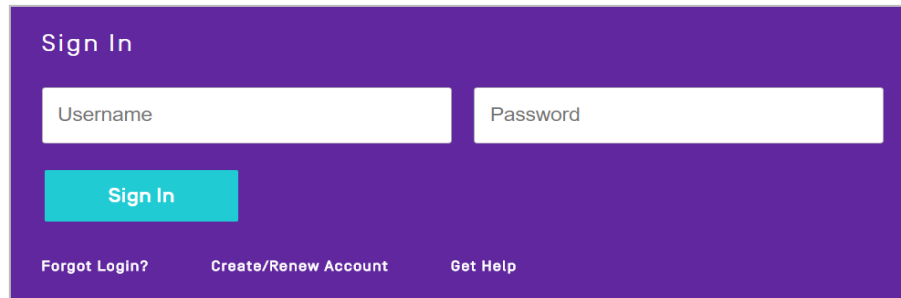
Appendix E

MSU Undergraduate Initial Certification Taskstream Instructions



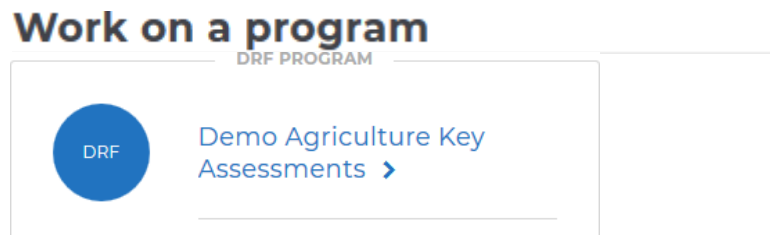
Students – Submitting Documents

To begin, go to login.taskstream.com and log in using your assigned username and password.

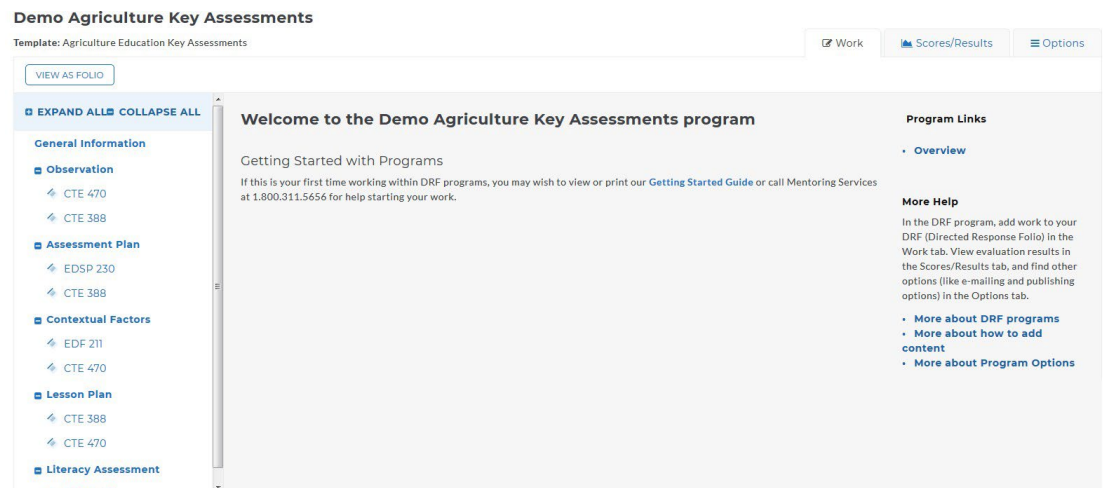


The image shows a purple sign-in form with the title "Sign In". It contains two input fields: "Username" and "Password". Below these fields is a blue "Sign In" button. At the bottom of the form, there are three links: "Forgot Login?", "Create/Renew Account", and "Get Help".

To access your Directed Response Folio (DRF), click the name of the DRF program from the home page.



You will see the structure of your DRF program in the left frame. All courses requiring field experience within your program will be listed and separated by assignment. Complete only the course you are currently taking.



The screenshot shows the "Demo Agriculture Key Assessments" program page. At the top, there is a title bar with "Demo Agriculture Key Assessments" and a subtitle "Template: Agriculture Education Key Assessments". Below the title bar, there are tabs for "Work", "Scores/Results", and "Options". A "VIEW AS FOLIO" button is also present. The main content area is divided into three sections: a left sidebar, a central content area, and a right sidebar. The left sidebar contains a list of assignments under the heading "EXPAND ALL" and "COLLAPSE ALL". The central content area has a heading "Welcome to the Demo Agriculture Key Assessments program" and a subheading "Getting Started with Programs". The right sidebar contains "Program Links" and "More Help" sections.

Click the course to submit your key assessment. The content of this section will be displayed in the right frame area. Directions may not always be included, if so, please follow. If you would like to see the rubric being used to evaluate your work, click the Evaluation Method link for that requirement.

Demo Agriculture Key Assessments
Template: Agriculture Education Key Assessments

VIEW AS FOLIO

Work Scores/Results Options

Status: Work Not Started

EXPAND ALL COLLAPSE ALL

General Information

- Observation
 - CTE 470
 - CTE 388
- Assessment Plan
 - EDSP 230**
 - CTE 388
- Contextual Factors
 - EDF 211
 - CTE 470
- Lesson Plan

Add: Text & Image Slideshow Standards Attachments Videos Links

EDSP 230

DIRECTIONS
No directions added

EVALUATION METHOD

Help on this Page Print

To begin, click the type of file you will submit for evaluation. This will usually be an attachment. You will click on how you will select the file, usually Upload from Computer. Select the file and Upload and Close.

Add/Edit Attachments for EDSP 230

DIRECTIONS

EVALUATION METHOD

Add New Attachment

Select File:

- ☒ Upload from Computer
- ☐ Attach a previously uploaded file
- ☐ An artifact created in Taskstream (Lesson, Folio, etc.)

No files have been attached yet.

CANCEL SAVE AND RETURN

Once the file is attached, click the Save and Return button.

Add/Edit Attachments for EDSP 230

DIRECTIONS

EVALUATION METHOD

✓ Your file was successfully removed.

Add New Attachment

Select File:

- ☒ Upload from Computer
- ☐ Attach a previously uploaded file
- ☐ An artifact created in Taskstream (Lesson, Folio, etc.)

Currently Attached Uploaded Files

File Name	Type	Actions
Doc1.rtf	Rich Text	View Edit Delete Standards

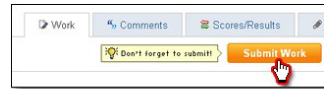
CANCEL SAVE AND RETURN

A pop-up will appear asking if you are ready to submit your work. Click okay to dismiss the pop-up.

Are you ready to submit your work?

Please note, submitting work is a two-step process. If you are done adding content, use the "Submit Work" button to send the work to your evaluator. After sending work, your submission will be locked and no further edits will be available.

To submit work, close this window and click the "Submit Work" button on the Work tab.



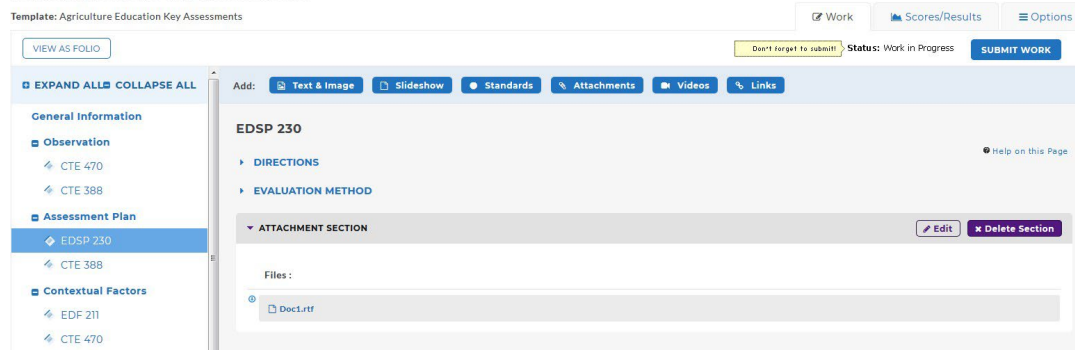
OK

☐ Do not show this reminder again for this session
(Permanently disable this reminder via the subscription tab on the My Account page.)

Click the Submit Work button from the top of the Work tab.

Demo Agriculture Key Assessments

Template: Agriculture Education Key Assessments



Another pop-up will appear. You will select an evaluator for this submission, this will be your course instructor. If your instructor is not listed, please contact Kristie Williams (k.williams@moreheadstate.edu). Click Submit for Evaluation.

Are you sure you want to submit EDSP 230 (of Assessment Plan) for Evaluation?

Your work will be locked and no further edits will be possible.

Select an evaluator:

CANCEL

SUBMIT FOR EVALUATION

☐ Instructor, MSU

☐ Manager, School of Education

CANCEL

SUBMIT FOR EVALUATION

You will receive a message that you have successfully submitted your work, with the option to send comments to your instructor.

You have successfully submitted your work

Send comments to MSU Instructor (Optional)

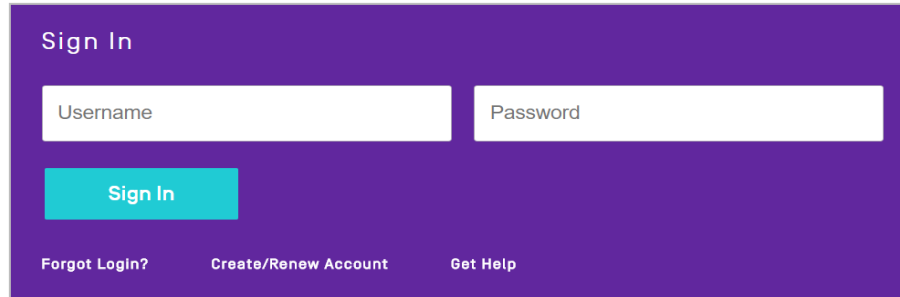
SKIP SENDING COMMENTS

CHECK SPELLING

SEND COMMENTS

Students – Niagara Dispositions

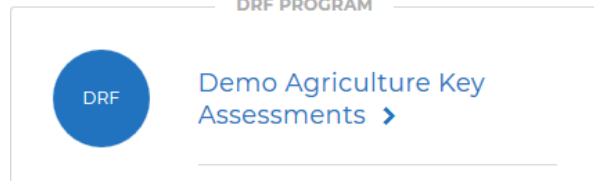
To begin, go to login.taskstream.com and log in using your assigned username and password.



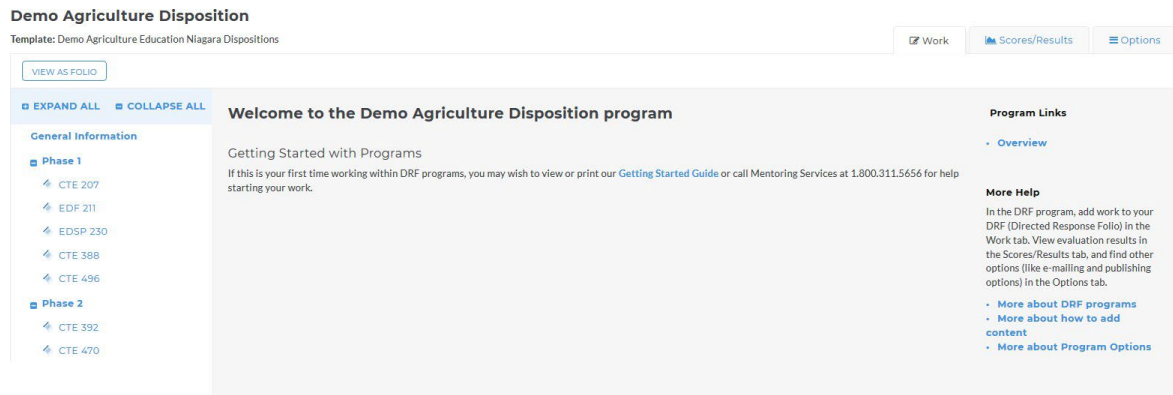
The image shows a 'Sign In' form with a purple header. Below the header, there are two input fields: 'Username' and 'Password'. A blue 'Sign In' button is positioned below these fields. At the bottom of the form, there are three links: 'Forgot Login?', 'Create/Renew Account', and 'Get Help'.

To access your Directed Response Folio (DRF), click the name of the DRF program from the home page.

Work on a program



You will see the structure of your Directed Response Folio (DRF) in the left frame. All courses requiring dispositions within your program will be listed and separated by phases. Complete only the course you are currently taking.



The image shows the 'Demo Agriculture Disposition' interface. At the top, it says 'Demo Agriculture Disposition' and 'Template: Demo Agriculture Education Niagara Dispositions'. There are tabs for 'Work', 'Scores/Results', and 'Options'. Below the tabs, there is a 'VIEW AS FOLIO' button. The main content area is divided into three sections: 'General Information', 'Program Links', and 'More Help'. The 'General Information' section includes a 'Welcome to the Demo Agriculture Disposition program' message and a list of courses under 'Phase 1' and 'Phase 2'. The 'Program Links' section includes an 'Overview' link. The 'More Help' section includes links for 'More about DRF programs', 'More about how to add content', and 'More about Program Options'.

Click the course to submit the disposition commitment statement. The content of this section will be displayed in the right frame area. Directions are included. If you would like to see the rubric being used to evaluate your work, click the Evaluation Method link for that requirement.

Demo Agriculture Disposition

Template: Demo Agriculture Education Niagara Dispositions

[Work](#)
[Scores/Re](#)

Status :

[VIEW AS FOLIO](#)

[EXPAND ALL](#)
[COLLAPSE ALL](#)

Add: [Form](#)

General Information

Phase 1

- [CTE 207](#)
- [EDF 211](#)
- [EDSP 230](#)
- [CTE 388](#)
- [CTE 496](#)

Phase 2

- [CTE 392](#)
- [CTE 470](#)

CTE 207

DIRECTIONS

For this disposition for this course, you will complete the Niagara Disposition - Statement of Commitment. Click the form, read the information and indicate that you understand and dispositions. Submit your work and be sure to select the correct instructor for your course.

EVALUATION METHOD

FORM : NIAGARA DISPOSITION - STATEMENT OF COMMITMENT

Please [complete this form](#) as part of this requirement.

To begin, click the Complete This Form link. Complete all portions of the form as indicated.

Respond to form Niagara Disposition - Statement of Commitment for CTE 207

DIRECTIONS

EVALUATION METHOD

[CANCEL](#)
[CHECK SPELLING](#)
[PRINT](#)

[SAVE DRAFT](#)
[SAVE AND RETURN](#)

Response is required

Niagara Disposition - Statement of Commitment [Save Draft](#)

Candidate's Statement of Commitment regarding Dispositions

It is the responsibility of the Educator Preparation Program at Morehead State University to successfully prepare candidates to become effective teachers. The initial licensure program requires candidates to demonstrate the knowledge, skills, and dispositions outlined in the conceptual framework of the College of Education as they align with the expected behaviors of beginning teachers. Each candidate will be evaluated on these dispositions by faculty and school personnel and provided with feedback to assist with their progress.

Dispositions are defined as how values, commitments, and professional ethics manifest themselves in professional practice. Dispositions are guided by beliefs and attitudes related to values such as care, respect, trust, integrity (DCT, 2006), fairness, honesty, responsibility, and social justice (NCATE, 2001). The following dispositions are expected of teacher education candidates in the university classroom and in the schools.

Professional Commitment and Responsibility: The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it.

The Candidate:

- Maintains appropriate confidentiality
- Demonstrates compliance with laws/regulations/policies/standards
- Maintains professional appearance
- Is prepared for class or appointments
- Is punctual for class or appointments
- Demonstrates honesty/academic integrity

Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger diverse society.

The Candidate:

- Demonstrates high expectations for others
- Demonstrates respect for the beliefs of others
- Demonstrates and/or promotes effective collaboration skills (e.g., with colleagues, instructors, students)
- Demonstrates respect for cultural differences
- Demonstrates Patience with and/or compassion for those experiencing difficulty in the learning process
- Demonstrates flexibility during the learning process

Critical Thinking and Reflective Practice: The candidate demonstrates a commitment to continuous development within the profession.

The Candidate:

- Demonstrates critical thinking in written or verbal form
- Addresses issues of concern professionally Addresses issues of concern professionally (with instructors/colleagues/ students)
- Responds positively to constructive criticism
- Takes responsibility for his or her learning by actively seeking out new information
- Demonstrates personal progress through professional development to improve content and pedagogical knowledge
- Demonstrates reflective practice in written or verbal form

☐ Yes, I have read the dispositions and indicators above. I believe that good dispositions are integral to being an effective, professional educator. I am committed to growing and demonstrating excellence in these dispositions. I understand that in addition to academic performance in accord with the requirements of the College of Education, my success and progress in the teacher education program depends upon successful demonstration of these dispositions.

▲ BACK TO TOP

[CANCEL](#)
[CHECK SPELLING](#)
[CANCEL PRINT](#)

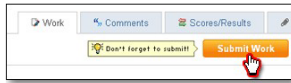
[SAVE DRAFT](#)
[SAVE AND RETURN](#)

After all portions are complete, click the Save and Return button at the bottom of the form. A pop-up asking if you are ready to submit your work. Click okay to dismiss the pop-up.

Are you ready to submit your work?

Please note, submitting work is a two-step process. If you are done adding content, use the "Submit Work" button to send the work to your evaluator. After sending work, your submission will be locked and no further edits will be available.

To submit work, close this window and click the "Submit Work" button on the Work tab.



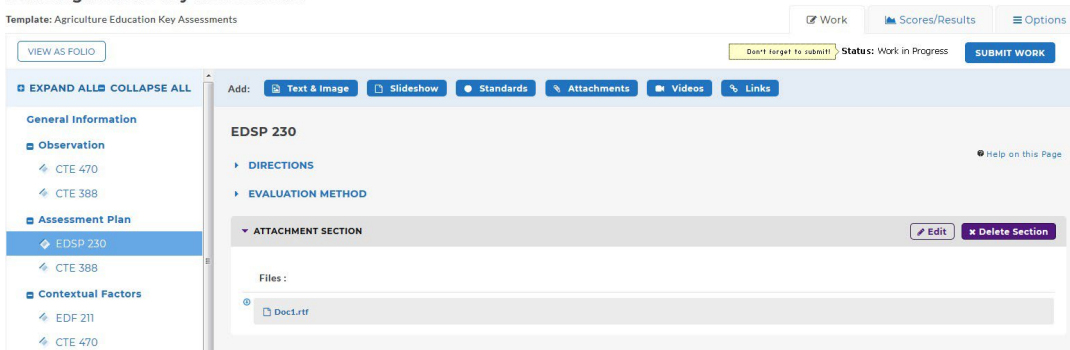
OK

☐ Do not show this reminder again for this session
(Permanently disable this reminder via the subscription tab on the My Account page.)

Click the Submit Work button from the top of the Work tab.

Demo Agriculture Key Assessments

Template: Agriculture Education Key Assessments



Another pop-up will appear. You will select an evaluator for this submission, this will be your course instructor. If your instructor is not listed, please contact Kristie Williams (k.williams@moreheadstate.edu). Click Submit for Evaluation.

Are you sure you want to submit EDSP 230 (of Assessment Plan) for Evaluation?

Your work will be locked and no further edits will be possible.

Select an evaluator:

CANCEL

SUBMIT FOR EVALUATION

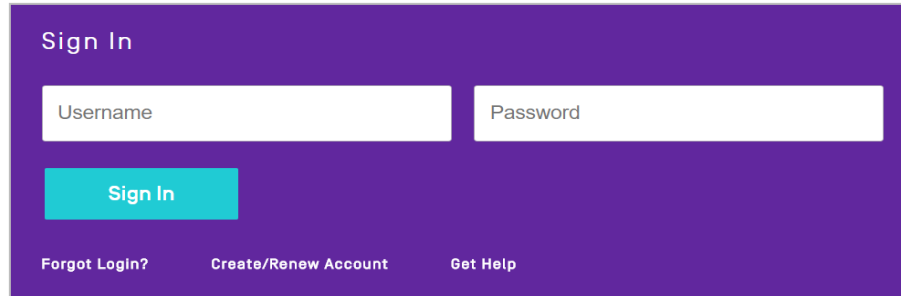
- ☐ Instructor, MSU
☐ Manager, School of Education

CANCEL

SUBMIT FOR EVALUATION

Students – Key Assessments

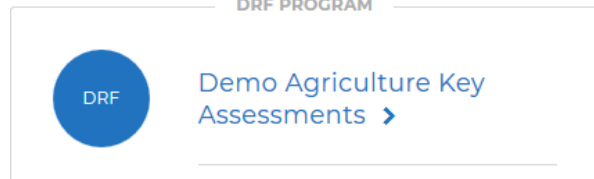
To begin, go to login.taskstream.com and log in using your assigned username and password.



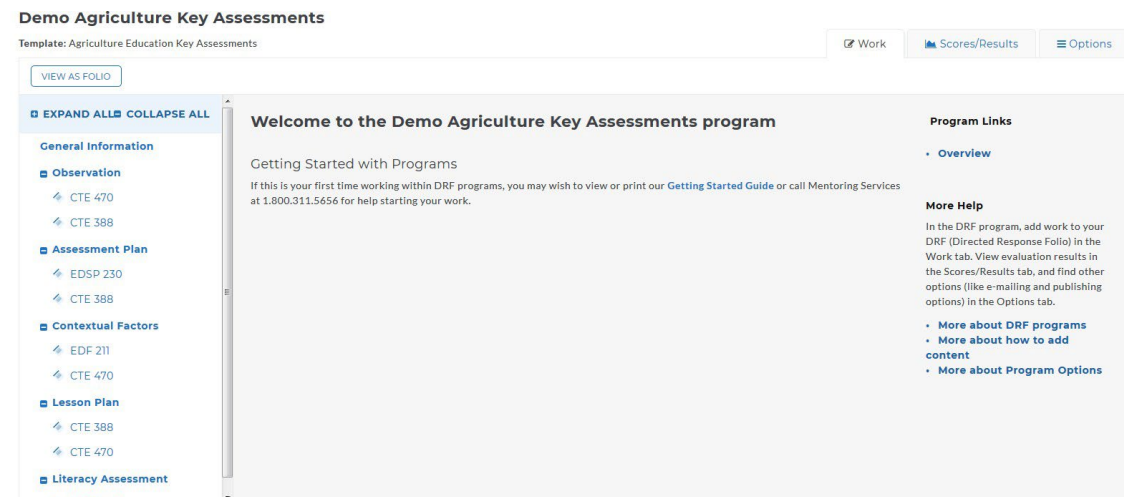
The image shows a purple 'Sign In' form. It has two input fields: 'Username' and 'Password'. Below these is a blue 'Sign In' button. At the bottom, there are three links: 'Forgot Login?', 'Create/Renew Account', and 'Get Help'.

To access your Directed Response Folio (DRF), click the name of the DRF program from the home page.

Work on a program



You will see the structure of your Directed Response Folio (DRF) in the left frame. All courses requiring key assessments within your program will be listed and separated by assignment. Complete only the course you are currently taking.



The screenshot shows the 'Demo Agriculture Key Assessments' program interface. At the top, there's a header with 'Template: Agriculture Education Key Assessments' and tabs for 'Work', 'Scores/Results', and 'Options'. Below the header, there's a 'VIEW AS FOLIO' button. The main content area is divided into three sections: a left sidebar, a central main area, and a right sidebar. The left sidebar is titled 'EXPAND ALL' and 'COLLAPSE ALL' and lists various assessment categories like 'General Information', 'Observation', 'Assessment Plan', 'Contextual Factors', 'Lesson Plan', and 'Literacy Assessment'. The central main area is titled 'Welcome to the Demo Agriculture Key Assessments program' and contains a 'Getting Started with Programs' section. The right sidebar is titled 'Program Links' and includes an 'Overview' link and a 'More Help' section with links for 'More about DRF programs', 'More about how to add content', and 'More about Program Options'.

Click the course to submit your key assessment. The content of this section will be displayed in the right frame area. Directions may not always be included, if so, please follow. If you would like to see the rubric being used to evaluate your work, click the Evaluation Method link for that requirement.

Demo Agriculture Key Assessments

Template: Agriculture Education Key Assessments

Work

Score

VIEW AS FOLIO

EXPAND ALL COLLAPSE ALL

General Information

Observation

- CTE 470
- CTE 388

Assessment Plan

- EDSP 230
- CTE 388

Contextual Factors

- EDF 211
- CTE 470

Lesson Plan

Add: Text & Image Slideshow Standards Attachments Videos Links

EDSP 230

DIRECTIONS

No directions added

EVALUATION METHOD

To begin, click the type of file you will submit for evaluation. This will usually be an attachment. You will click on how you will select the file, usually Upload from Computer. Select the file and Upload and Close.

Add/Edit Attachments for EDSP 230

DIRECTIONS

EVALUATION METHOD

Add New Attachment

Select File :

- Upload from Computer
- Attach a previously uploaded file
- An artifact created in Taskstream (Lesson, Folio, etc.)

CANCEL

SAVE AND RETURN

Once the file is attached, click the Save and Return button.

Add/Edit Attachments for EDSP 230

DIRECTIONS

EVALUATION METHOD

✓ Your file was successfully removed.

Add New Attachment

Select File :

- Upload from Computer
- Attach a previously uploaded file
- An artifact created in Taskstream (Lesson, Folio, etc.)

CANCEL

Currently Attached Uploaded Files

File Name	Type	Actions
Doc1.rtf	Rich Text	View Edit Delete Standards

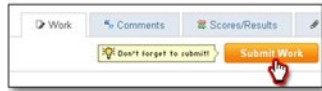
SAVE AND RETURN

A pop-up will appear asking if you are ready to submit your work. Click okay to dismiss the pop-up.

Are you ready to submit your work?

Please note, submitting work is a two-step process. If you are done adding content, use the "Submit Work" button to send the work to your evaluator. After sending work, your submission will be locked and no further edits will be available.

To submit work, close this window and click the "Submit Work" button on the Work tab.



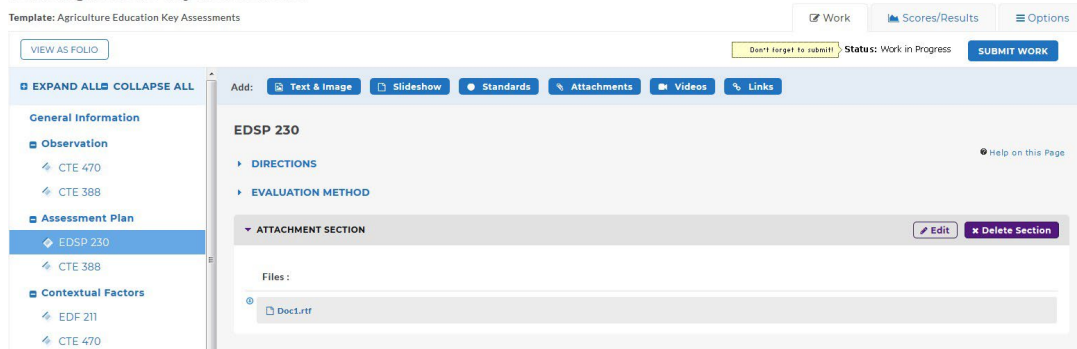
OK

☐ Do not show this reminder again for this session
(Permanently disable this reminder via the subscription tab on the My Account page.)

Click the Submit Work button from the top of the Work tab.

Demo Agriculture Key Assessments

Template: Agriculture Education Key Assessments



Another pop-up will appear. You will select an evaluator for this submission, this will be your course instructor. If your instructor is not listed, please contact Kristie Williams (k.williams@moreheadstate.edu). Click Submit for Evaluation.

Are you sure you want to submit EDSP 230 (of Assessment Plan) for Evaluation?

Your work will be locked and no further edits will be possible.

Select an evaluator:

CANCEL

SUBMIT FOR EVALUATION

☐ Instructor, MSU

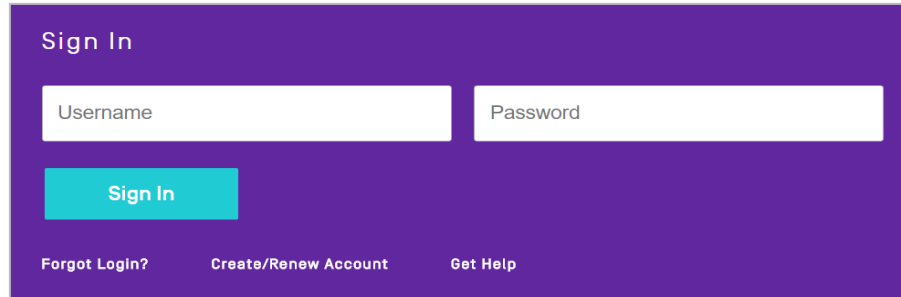
☐ Manager, School of Education

CANCEL

SUBMIT FOR EVALUATION

Students – Field Experience

To begin, go to login.taskstream.com and log in using your assigned username and password.




The image shows a purple sign-in form with the title "Sign In". It contains two input fields: "Username" and "Password". Below these fields is a blue "Sign In" button. At the bottom of the form, there are three links: "Forgot Login?", "Create/Renew Account", and "Get Help".

Select the program you wish to work on. Click Field Experience, Updated Fall 2022 (as seen below).

Work on a program

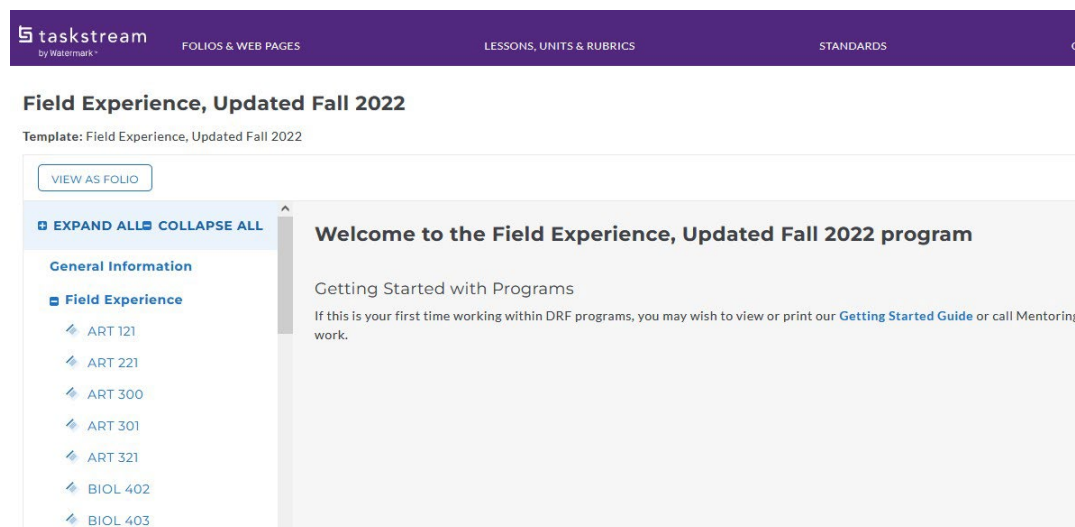
DRF PROGRAM



Field Experience, Updated Fall 2022 >

CUSTOMIZE DISPLAY

You will see the structure of your DRF program in the left frame. All courses requiring field experience will be listed here.



The image shows the Taskstream interface for the "Field Experience, Updated Fall 2022" program. The top navigation bar includes the Taskstream logo and links for "FOLIOS & WEB PAGES", "LESSONS, UNITS & RUBRICS", and "STANDARDS". The main content area has a title "Field Experience, Updated Fall 2022" and a subtitle "Template: Field Experience, Updated Fall 2022". Below the title, there is a "VIEW AS FOLIO" button. The left sidebar shows a tree view with "General Information" and "Field Experience". Under "Field Experience", there is a list of courses: ART 121, ART 221, ART 300, ART 301, ART 321, BIOL 402, and BIOL 403. The main content area displays a "Welcome to the Field Experience, Updated Fall 2022 program" message and a "Getting Started with Programs" section, which includes a link to the "Getting Started Guide" and a note about contacting Mentoring work.

Click the course in the left menu to begin submitting field experience information. The screen in the middle section will change to display the information for the course you selected.

Add: **Form** **Attachments**

EDF 207

▼ **DIRECTIONS**

To submit field experience for this course, you will create a Field Experience Submission Form. This will be your electronic record of field experience. Be sure to enter this information correctly. You will need to upload your field experience forms complete with all information and Cooperating Teacher signatures. These forms should be scanned into a PDF document.

► **EVALUATION METHOD**

▼ **FORM : FIELD EXPERIENCE SUBMISSION**

Please **complete this form** as part of this requirement .

As the instructions within Taskstream indicate, you are required to upload the completed field experience forms which have been approved by your course instructor. You will also be entering the information from the forms into the Taskstream form.

To upload your completed field experience forms approved by your course instructor, click Attachments. Next, click Upload from Computer. Click Add Files and select your document and click Open. You can also drag your file to the upload area. When your file is listed, click the Start Upload Button. When your file has finished uploading and you see a green checkmark, click Upload and Close.

Your file has been successfully uploaded when it is listed. If you have selected the incorrect file, you can edit or delete here. Click Save and Return.

✓ Your file was successfully added and appears on the list below.

Add New Attachment

Select File:

☒ Upload from Computer

☐ Attach a previously uploaded file

☐ An artifact created in Taskstream (Lesson, Folio, etc.)

Currently Attached Uploaded Files

① Spring 2021 Virtual Field experience form.docx Word Document (Open XML) **View** **Edit** **Delete** **Standards**

CANCEL **SAVE AND RETURN**

To enter the field experience into Taskstream, click the blue words “complete this form” under the Form portion of the screen.

▼ **FORM : FIELD EXPERIENCE SUBMISSION**

Please **complete this form** as part of this requirement .

This is your official record of field experience. Please be careful to enter accurate and correct information. This information is what is listed on your approved field

experience form. You can only enter the information that is listed on your approved form.

Respond to form Field Experience Submission for EDF 207

[DIRECTIONS](#)
[EVALUATION METHOD](#)

[CANCEL](#) [CHECK SPELLING](#) [PRINT](#) [SAVE DRAFT](#) [SAVE AND RETURN](#)

☒ Response is required

☒ Course [Save Draft](#)

Please make a selection...
 If you select "Other" above, please complete the following:

[BACK TO TOP](#)

☒ Section Number [Save Draft](#)

Please make a selection...

[BACK TO TOP](#)

☒ Term [Save Draft](#)

Please make a selection...

[BACK TO TOP](#)

Placement 1

☒ Placement 1 District [Save Draft](#)

Select the district of your field experience. If not listed, select District Not Listed and enter the full name of the school district. If the field experience was not completed in a school district, select NA and complete the remaining form sections.

Please make a selection...

If you select "District Not Listed" above, please complete the following:

[BACK TO TOP](#)

☒ Placement 1 School [Save Draft](#)

Full Name of School

(Max chars : 100) 0 [Count](#)

The first item is the course. You will select the course from the drop-down menu.

Section number is next. Be sure you select the correct section number from the drop-down menu.

The next selection is term. You will select the appropriate semester from the drop-down menu.

The rest of the form is divided into placements. Placements refer to classrooms or places you completed field experience. If you did all your hours for this course in one place or classroom, you would complete the information under Placement 1. If you completed field experience in a classroom and at a fall festival, you will have two placements.

The first item is the school district. A drop-down menu of some districts is provided. If the district you completed field experience isn't listed, please select "District Not Listed" from the menu and type in the name of the district. Please use correct capitalization and punctuation. No abbreviations.

The next item is school. Type in the full name of the school, no abbreviations and use correct capitalization.

Select the appropriate grade level.

The next items are cooperating teacher information. Type the full name (first and last) of the cooperating teacher and his/her email address.

The next selections are the categories associated with the experience. You will check all categories checked on the approved field experience form you have already uploaded, only the categories checked on your approved form.

The next selection is student demographics. You can only select these if you worked with students. School board meetings, site-based council meetings, etc. will not have these selections because they are not working with students. Again, the items selected here must be those that are checked on your approved field experience form.

The last requirement for the placement is total hours. Round to the nearest half hour and use numbers only.

If you have other placements (places where you completed field experiences) to enter, repeat steps 10 – 21.

If you have entered all field experience information, click Save and Return. Your screen will now look like this:

If the information is correct, click Submit Work in the top right-hand corner.

A popup will show up that looks like the one below. Comments are not necessary. Click Yes-Submit My Work.

Are you sure you want to submit EDF 207 (of Field Experience) for Evaluation?

Your work will be locked and no further edits will be possible .

Add optional comments for your evaluator

CANCEL

CHECK SPELLING

YES - SUBMIT MY WORK

You will now see that you have successfully submitted your work and have an option for comments. Comments are not required. Click Skip Sending Comments. You will then get another popup screen showing the submission details.

You have successfully submitted "EDF 207"

Submitted : 08/02/2022 09:37:47 AM

CLOSE WINDOW

PRINT THIS CONFIRMATION

Click Close Window. This screen will show you which courses you have submitted and display results once the submission has been evaluated. To go back to the main field experience portfolio, click Work at the top right-hand side of the screen.

EDM 330		Edit Work		
EDF 207	Submitted	Submitted : 08/02/2022 09:37:47 AM Cancel Submission	Where are my results?	History/Comments
EDF 211		Edit Work		

Students – Clinical Practice Application

To begin, go to login.taskstream.com and log in using your assigned username and password.

To access your DRF program, click the name from the home page.

You will see the structure of your Directed Response Folio (DRF) in the left frame. There is only one section in this DRF, the Clinical Practice Application Form.

Clinical Practice Application

Click the Clinical Practice Application Form. The content of this section will be displayed in the right frame area. No directions are included, as they are included on

the form itself. If you would like to see the rubric being used to evaluate your work, click the Evaluation Method link for that requirement. For the application, the Clinical Practice Application Review will be used for evaluation.

EXPAND ALL COLLAPSE ALL Add: Form

General Information

Clinical Practice Application

Clinical Practice Application Form

Clinical Practice Application Form

DIRECTIONS
No directions added

EVALUATION METHOD
A form is used in this Evaluation.
Name of form: Clinical Practice Application Review [View form]
Final scoring method: Evaluator marks as "Meets Requirement/Does not Meet Requirement"

FORM : CLINICAL PRACTICE APPLICATION
Please complete this form as part of this requirement.

Complete all portions of the form as indicated.

Respond to form Clinical Practice Application for Clinical Practice Application Form

DIRECTIONS

EVALUATION METHOD

CANCEL CHECK SPELLING PRINT SAVE DRAFT SAVE AND RETURN

Response is required

Personal Information

MSU ID Number Save Draft
(Max chars: 50) 0 Count

Mailing Address Save Draft
(Max chars: 20,000) 0 Count

Phone Number Save Draft
(Max chars: 20,000) 0 Count

Email Address Save Draft
(Max chars: 20,000) 0 Count

BACK TO TOP

After all portions are complete, click the Save and Return button at the bottom of the form.

Click the Submit Work button from the top of the Work tab.

Clinical Practice Application

Template: Clinical Practice Application

VIEW AS FOLIO

Work Scores/Results Options

Don't forget to submit! Status: Work in Progress **SUBMIT WORK**

EXPAND ALL COLLAPSE ALL

Add: Form

General Information

Clinical Practice Application

Clinical Practice Application Form

CLINICAL PRACTICE APPLICATION FORM

DIRECTIONS

EVALUATION METHOD

FORM : CLINICAL PRACTICE APPLICATION

You have already started completing the form. [View/Edit Your Responses](#)

Help on this Page

Edit

Follow the instructions on the screen to submit your application and add comments, as necessary.

Are you sure you want to submit Clinical Practice Application for Evaluation?

Your work will be locked and no further edits will be possible .

⚠ Important : Because all of the requirements in this category , "Clinical Practice Application", are being evaluated at one time, by submitting, you are submitting *all* of the requirements in this category .

You are submitting: Clinical Practice Application Form

Add optional comments for your evaluator

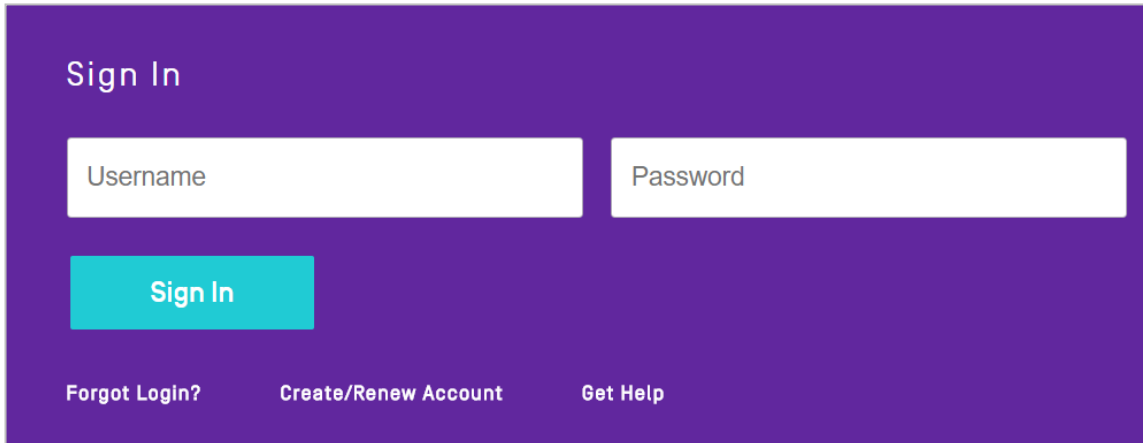
CANCEL

CHECK SPELLING

YES - SUBMIT MY WORK

Evaluators – Assessments

To begin, go to login.taskstream.com.
Log in with your assigned username and password.

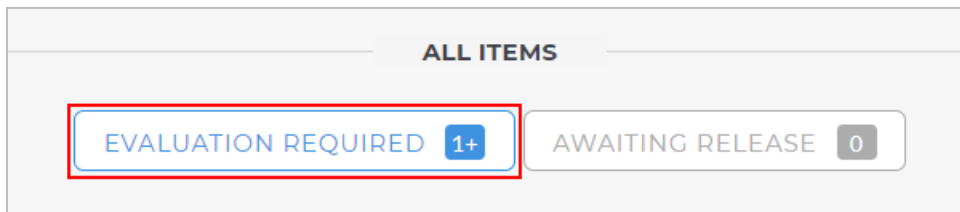


The image shows the Taskstream login interface. It has a purple background. At the top left, it says "Sign In". Below this are two white input fields: "Username" and "Password". Below the fields is a teal "Sign In" button. At the bottom, there are three links: "Forgot Login?", "Create/Renew Account", and "Get Help".

There are 3 different ways to locate work that requires evaluation

Option 1:

Click on the Evaluation Required in the All Items area to view items from multiple programs that require evaluation.



The image shows the "ALL ITEMS" filter bar. It has two buttons: "EVALUATION REQUIRED 1+" and "AWAITING RELEASE 0". The "EVALUATION REQUIRED 1+" button is highlighted with a red rectangle.

Option 2:

Click on Evaluation Required under the program for which you want to access work.



The image shows the "DRF PROGRAM" filter bar. It has a blue circle with "DRF" inside. To the right of the circle is the text "Demo Clinical Practice" with a blue arrow pointing right. Below this are three buttons: "Evaluation Required 0", "Awaiting Release 0", and "Reports". The "Evaluation Required 0" button is highlighted with a red rectangle.

Click on the name of the program in which you'd like to evaluate work.

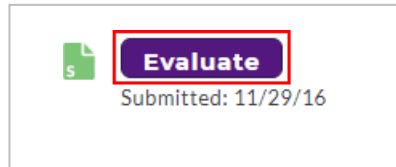
In the Evaluation area, to search for a particular author, type the first or last name in the appropriate field, and click Search.

You can use the available filter option to view work for multiple authors. After you make your selection, click Continue.

You can use the *Time Slicing Option* to search for work submitted during a certain time period. After you make your selection, click Continue.

Note: You can also search for students whose accounts have expired by checking the *Include inactive Subscribers* box at the bottom of the screen.

When items are ready to be evaluated, you can access them by clicking the Evaluate button.



To access the evaluation for the work, click Score Work. Depending on the setup of the DRF program, your evaluation type may differ. Evaluation methods in Taskstream include: pass/fail, meets/does not meet requirement, a write in score, an evaluation form, and/or a rubric.

University College Course-Based
Template: Course-Based DRF University College

[BACK TO EVALUATION GRID](#)

SCORE WORK

[SEND BACK TO AUTHOR](#)

[CANCEL - EVALUATE LATER](#)

Author Submitted:
11/29/2016 11:46:37 PM EST

[PRINT](#) [SAVE AS PDF](#)

View Author Work
Program: University College Course-Based
Author: John Brown (Student ID: 801416732)

Case Study (Piaget's and Vygotsky's Theories)

- [DIRECTIONS DISTRIBUTED TO AUTHOR](#)
- [EVALUATION METHOD](#)
- [SPECIFIED STANDARDS](#)

Asian Politics and Economic Perspective: An Essay
EC211 World Economics Course Assignment

This study will discuss and contrast the varieties of political and economic development in the post-World War II era. The study will also examine the role of the United States as they affected political and economic development in the region. The study will be that China and North Korea have developed political and economic systems that are unique to their respective countries.

For each rubric criterion, enter the appropriate score. Evaluators can select the score by hovering over or clicking the score title.

Evaluate work using rubric "Clinical Practice Observation Rubric"

[Print Rubric](#) [Show Criteria Descriptions](#)

Domain 1: Planning and Preparation 1A – Demonstrating Knowledge of Content and Pedagogy	0 Ineffective	1 Developing	2 Accomplished	3 Exemplary
SCORE Select Save Draft	COMMENTS ON THIS CRITERION:			

Evaluators have the optional ability to add a file to evaluations. The file can be shared with the author and become a permanent part of the evaluation history and reports. The file size is limited to 5 MB, but NOT limited to any format.

To add a file:

In the Evaluation page, click Browse. The Browse File pop-up window loads. Locate your file and click Open. The file populates the file field in the evaluation page.

In the Name field, enter a description (maximum 100 characters). If you do not enter a name, the file name displays as the default.

(Optional) To hide the file from the Author, uncheck Visible to Author.

NAME	FILE (5 MB MAX)	VISIBLE TO AUTHOR?
<input type="text"/>	<input type="button" value="Choose File"/>	<input checked="" type="checkbox"/>

From the bottom of the rubric, select one of the three Next Steps and click Submit Evaluation Now.

Next Steps

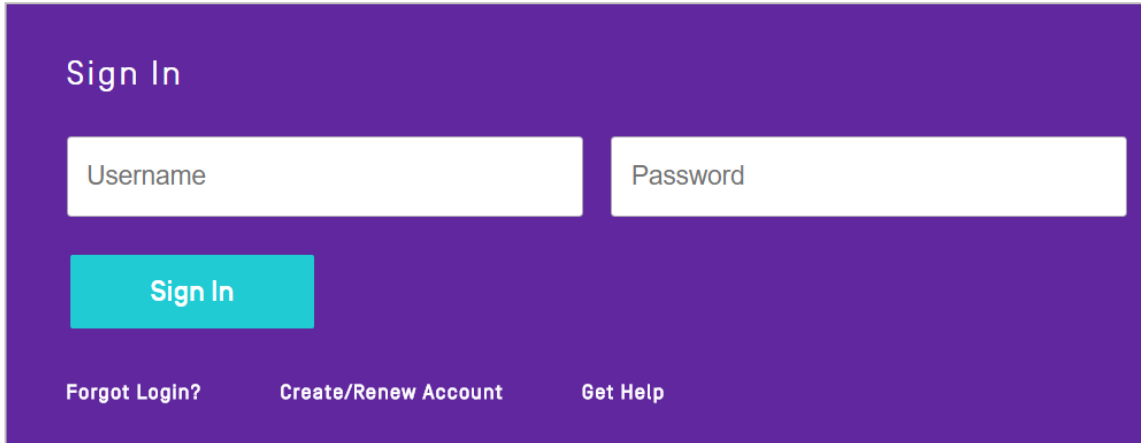
Decide what to do with this evaluation

- ☐ **Send back for revision**
This report will be sent back as a provisional evaluation to help guide the author's revision. The author will have to resubmit work in order to be re-evaluated.
Save a copy of this submission?
 - ☒ **Yes** - A snapshot of this submission will be saved for both author and evaluator records, and the author will be prompted to create a new submission from scratch (although they will be able to view their previous submission for reference).
 - ☐ Allow author to import previous submissions into current submission
 - ☐ **No** - A snapshot of this submission will NOT be saved to either the author or evaluator records, but the author will be able to overwrite this submission rather than start from scratch.
- ☐ **Record as final but release evaluation to author later**
- ☒ **Record as final and release evaluation to author now**
Author will immediately receive this evaluation report.
 - ☒ Send external email notification

Evaluators –Clinical Practice Assessments

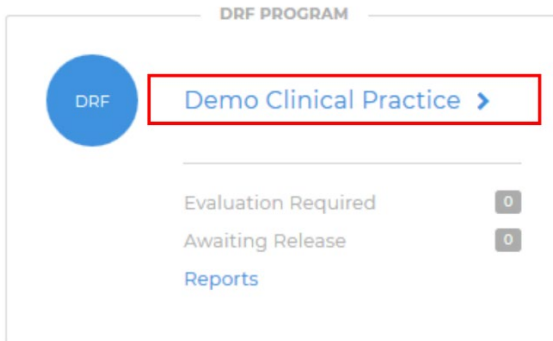
To begin, go to login.taskstream.com.

Log in with your assigned username and password.



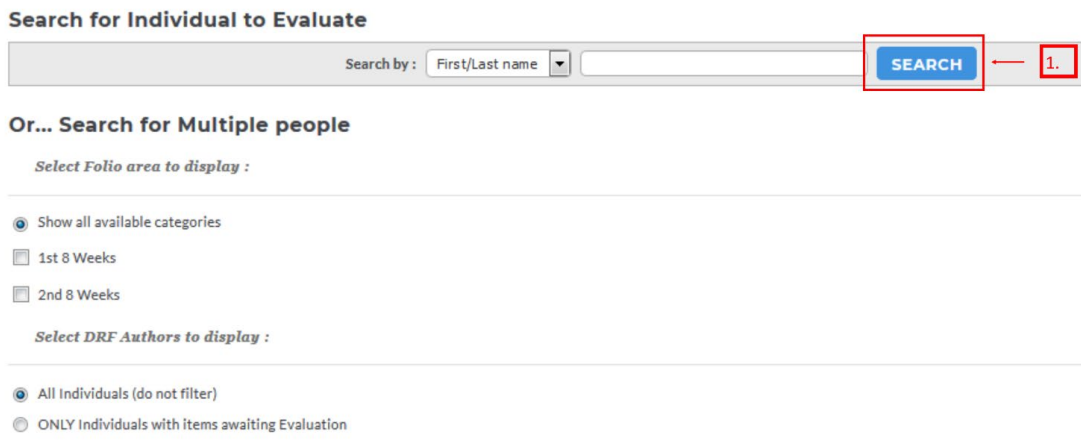
The image shows the Taskstream 'Sign In' page. It has a purple header with the text 'Sign In'. Below this are two white input fields: 'Username' and 'Password'. A teal 'Sign In' button is positioned below the 'Username' field. At the bottom of the purple header, there are three links: 'Forgot Login?', 'Create/Renew Account', and 'Get Help'.

Click on the name of the program in which you'd like to evaluate work.



The image shows the 'DRF PROGRAM' interface. On the left is a blue circular icon with 'DRF' inside. To its right is a red-bordered box containing the text 'Demo Clinical Practice' followed by a blue right-pointing arrow. Below this, there are three rows of text with corresponding counts in grey boxes: 'Evaluation Required' (0), 'Awaiting Release' (0), and 'Reports' (a blue link).

In the Evaluation area, to search for a particular author, type the first or last name in the appropriate field, and click Search.



The image shows the 'Search for Individual to Evaluate' interface. At the top, there's a search bar with a dropdown menu set to 'First/Last name', an empty text input field, a blue 'SEARCH' button (highlighted with a red box), and a red-bordered box containing the number '1.'. Below this, there's a section titled 'Or... Search for Multiple people'. Under the heading 'Select Folio area to display:', there are three options: 'Show all available categories' (selected with a radio button), '1st 8 Weeks' (checkbox), and '2nd 8 Weeks' (checkbox). Under the heading 'Select DRF Authors to display:', there are two options: 'All Individuals (do not filter)' (selected with a radio button) and 'ONLY Individuals with Items awaiting Evaluation' (radio button).

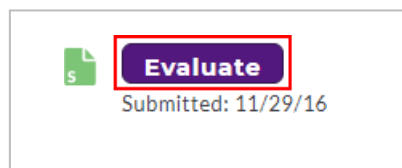
You can use the available filter options to view work for multiple authors. After you make your selections, click Continue.

You can use the Time Slicing Option to search for work submitted during a certain time period. After you make your selections, click Continue.

Note: You can also search for students whose accounts have expired by checking the Include inactive Subscribers box at the bottom of the screen.

The screenshot shows a web interface with three sections. The first section, 'Select DRF Authors to display:', has two radio button options: 'All Individuals (do not filter)' and 'ONLY Individuals with items awaiting Evaluation'. A red arrow points to the second option, which is labeled with a red box containing the number '2.'. The second section, 'Select Time Slicing Options:', has three radio button options: 'Activity within last 6 months', 'Any Time Period', and 'Activity In A Given Time Period Only'. A red arrow points to the first option, which is labeled with a red box containing the number '3.'. The third section, 'Include inactive subscribers', has a checkbox labeled 'Include inactive (expired) subscribers in search results'.

When items are ready to be evaluated, you can access them by clicking the Evaluate button.



To access the evaluation for the work, click Score Work. Depending on the setup of the DRF program, your evaluation type may differ. Evaluation methods in Taskstream include: pass/fail, meets/does not meet requirement, a write in score, an evaluation form, and/or a rubric.

University College Course-Based
 Template: Course-Based DRF University College

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SCORE WORK

[SEND BACK TO AUTHOR](#)

[CANCEL - EVALUATE LATER](#)


Author Submitted:
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View Author Work
 Program: University College Course-Based
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Case Study (Piaget's and Vygotsky's Theories)

- [DIRECTIONS DISTRIBUTED TO AUTHOR](#)
- [EVALUATION METHOD](#)
- [SPECIFIED STANDARDS](#)



Asian Politics and Economic Perspective: An Essay
EC211 World Economics Course Assignment

This study will discuss and contrast the varieties of political and economic development in the post-World War II era. The study will also discuss the impact of the Cold War on the political and economic development of the states as they affected political and economic development in the study will be that China and North Korea have developed political

For each rubric criterion, enter the appropriate score. Evaluators can select the score by hovering over or clicking the score title.

Evaluate work using rubric "Clinical Practice Observation Rubric"

[Print Rubric](#) [Show Criteria Descriptions](#)

Domain 1: Planning and Preparation 1A – Demonstrating Knowledge of Content and Pedagogy	0 Ineffective	1 Developing	2 Accomplished	3 Exemplary
SCORE Select Save Draft	COMMENTS ON THIS CRITERION:			

Evaluators have the optional ability to add a file to evaluations. The file can be shared with the author and become a permanent part of the evaluation history and reports. The file size is limited to 5 MB, but NOT limited to any format.

To add a file:

In the Evaluation page, click Browse. The Browse File pop-up window loads. Locate your file and click Open. The file populates the file field in the evaluation page.

In the Name field, enter a description (maximum 100 characters). If you do not enter a name, the file name displays as the default.

(Optional) To hide the file from the Author, uncheck Visible to Author.

NAME	FILE (5 MB MAX)	VISIBLE TO AUTHOR?
<input type="text"/>	<input type="button" value="Choose File"/>	<input checked="" type="checkbox"/>

From the bottom of the rubric, select one of the three Next Steps and click Submit Evaluation Now.

Next Steps

Decide what to do with this evaluation

- ☐ **Send back for revision**
This report will be sent back as a provisional evaluation to help guide the author's revision. The author will have to resubmit work in order to be re-evaluated.
Save a copy of this submission?
 - ☒ Yes - A snapshot of this submission will be saved for both author and evaluator records, and the author will be prompted to create a new submission from scratch (although they will be able to view their previous submission for reference).
 - ☐ Allow author to import previous submissions into current submission
 - ☐ No - A snapshot of this submission will NOT be saved to either the author or evaluator records, but the author will be able to overwrite this submission rather than start from scratch.
- ☐ **Record as final but release evaluation to author later**
- ☒ **Record as final and release evaluation to author now**
Author will immediately receive this evaluation report.
 - ☒ Send external email notification

Appendix B

Accreditation Handbook Survey

This research is being conducted by Kristie Williams, a doctoral candidate in the Department of Foundational and Graduate Studies in Education at Morehead State University.

I am requesting your assistance with a research project I am conducting entitled "CAEP Accreditation Handbook." As a part of the doctoral inquiry, I am interested in exploring the CAEP accreditation experiences of EPP faculty and staff to create a handbook as a resource to overcome obstacles and barriers to success.

You must be 18 years of age or older to participate in this study, with no compensation. The survey consists of approximately 20 questions, taking 10 – 15 minutes to complete. Responses will be stored in a secure SurveyMonkey account and on a secure computer, accessible only to the researcher. You are not obligated to participate in this survey. Let me emphasize that you do not have to participate. If you do not wish to take part in the survey, you do not have to answer any of the questions. Completing this survey is voluntary and you may withdraw from the study at any time. As a participant in this inquiry, I want to assure you that the information that you share will be protected. Your responses are confidential. All responses will be deleted after the completion of this project.

This study has been reviewed to determine that participants' rights are safeguarded and there appears to be minimal risk or discomfort associated with the completion of the survey. You may choose to discontinue your participation at any time. You may also skip any questions you do not wish to answer.

If you have any questions or concerns, you may contact the researcher:
Kristie Williams, k.williams@moreheadstate.edu, 606-783-2731.

The Office of Research and Sponsored Programs oversees research initiatives at Morehead State University. For questions or comments about this study, contact Janet L. Cline, Director of Research Integrity & Compliance, 901 Ginger Hall, 606-783-2541, jl.cline@moreheadstate.edu.

1. I consent to participate in this research study
 - a. Yes
 - b. No
 2. Demographic Information
 - a. Years of Experience at Morehead State University
 - b. Years working in current role
 - c. Number of CAEP accreditation visits you have participated in
 3. What is your current position in the Educator Preparation Program at MSU?
 - a. Administrator
 - b. Professor
 - c. Associate Professor
 - d. Assistant Professor
 - e. Instructor
 - f. Adjunct Faculty/Lecturer
 - g. Staff
 4. I have been involved in the CAEP accreditation process.
 - a. Yes
 - b. No
- If yes, please continue to Question 5. If no, please skip to Question 10.
5. I am currently involved as a CAEP Standard Committee member.
 - a. Yes
 - b. No
 - c. Not Sure
 6. The CAEP Standard(s) I worked on was Standard #:
 7. Involvement as a Committee member broadened my comprehension of the CAEP Standards.
 - a. Strongly Agree
 - b. Agree
 - c. Neither Agree nor Disagree
 - d. Disagree
 - e. Strongly Disagree
 8. The time I have spent working on CAEP accreditation is valuable to me.
 - a. Strongly Agree
 - b. Agree
 - c. Neither Agree nor Disagree
 - d. Disagree
 - e. Strongly Disagree
 9. Please Explain
 10. My general feeling toward the CAEP process is (check all that apply)
 - a. Disengaged
 - b. Excited
 - c. Overwhelmed
 - d. Hopeful

- e. Ambivalent
- f. Interested
- g. Frustrated

11. Please explain.

12. I see the CAEP process as being helpful to our EPP.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree

13. Please explain.

14. The barriers to my engagement in the CAEP process are .

15. What can be done to lift or overcome those barriers?

16. The CAEP accreditation process has meant that I have (check all that apply)

- a. Redesigned the syllabus for the course(s) I teach.
- b. Rewritten learning outcomes for the course(s) I teach.
- c. Updated assignments in the course(s) I teach.
- d. Changed the way I evaluate assignments.
- e. None of the above.
- f. Other changes I have made as a result of the CAEP process are:

17. There is congruence between tasks in the CAEP process and my teaching practice.

- a. Yes
- b. No
- c. Not Sure

18. There are clear connections between CAEP accreditation and

	Yes	No	Not Sure
WEAVE			
EPSB Program Review			
EPP Program Review			

19. Do you think an accreditation handbook would help overcome barriers to engagement in the accreditation process?

- a. Yes
- b. No

20. What aspects of the MSU CAEP accreditation process should be covered in a handbook?

21. Please provide any additional information you would like to share regarding CAEP accreditation at MSU.

VITA

KRISTIE R. WILLIAMS

EDUCATION

May, 2000	Bachelor of Arts Morehead State University Morehead, Kentucky
May, 2012	Master of Arts Morehead State University Morehead, Kentucky
Pending	Doctor of Education Morehead State University Morehead, Kentucky

PROFESSIONAL EXPERIENCES

2009 - Present	Assessment Administrator Morehead State University Morehead, Kentucky
2007-2008	Education Program Assistant Morehead State University Morehead, Kentucky
2006 - 2007	Secretary Specialist Morehead State University Morehead, Kentucky
2000 - 2006	Human Resources Assistant Morehead State University Morehead, Kentucky

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