



Quality Assurance System

*A Standards-driven, Multiple-measures Process
to Support Candidate Success and Continuous Improvement*

College of Education and Human Development (CEHD)
University of Louisville (UofL)

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Abstract

The College of Education and Human Development (CEHD)'s Quality Assurance System (QAS) for professional programs in educator preparation is aligned closely with the mission of the University of Louisville and the vision and mission of the unit, as well as the unit's Conceptual Framework. The assessments and CARDS Charts focus both on candidate success and program continuous improvement. The assessment tools for the educator program includes multiple CEHD and UofL data instruments and human resources in order to provide assurance that candidates are accurately assessed. Thus, following Watty (2003)'s definition of "quality", UofL educator preparation programs's quality is defined as meeting professional standards (exceptional), attending to the mission of the schools and the university (fitness for purpose), and enhancing and empowering candidates (transformation). Expectations and practices are clearly communicated to faculty, supervisors, and candidates to ensure candidate success and engage in meaningful use of data to drive program decision making. The QAS involves stakeholders, is synergistic with university quality assurance practices (SLOs), and uses data to make program improvements.

Introduction

Educator preparation at the University of Louisville has an enormous impact on education in the Commonwealth of Kentucky, in particular Jefferson County Public Schools (JCPS) and the school districts in the Ohio Valley Education Cooperative (OVEC). Since 2015, the University of Louisville (UofL) has had the Carnegie classification of Community Engagement. As described by Carnegie,

"The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good."

Educator Preparation at UofL reflects this purpose, and it is infused within the Quality Assurance System. The purpose of this document is to capture our mission, vision, and conceptual framework, and then to articulate how our assessment system ensures that every candidate meets professional standards in a manner that reflects our commitment to the community and the commonwealth.

A. UofL Quality Assurance System

To define Quality Assurance System, a review was conducted by unit leadership to (1) define the essential components and (2) review similar systems for other institutions of higher education. In this section, we begin by defining quality and then describe the CEHD Quality Assurance System

Defining a Quality Assurance System

To begin the term "Quality" was defined by Watty (2003) where they describe five ways of thinking about quality in higher education, illustrated in Figure 1. Watty argues that the two most relevant in higher education are "Fitness for Purpose" and "Transformation." Customer in this

visual are the schools or organizations hiring completers and educators. Learner refers to the candidates within educator preparation. "Exceptional" is also a way of thinking about quality.

Figure 1. Watty (2003) Five ways of thinking about Quality

Exceptional	Perfection Consistency	Fitness for Purpose	Value for Money	Transformation
<ul style="list-style-type: none"> • Distinctive Excellence (measured to Standards) 	<ul style="list-style-type: none"> • Zero Defects 	<ul style="list-style-type: none"> • Customer specified mission • Provider specified mission 	<ul style="list-style-type: none"> • Efficient • Effective 	<ul style="list-style-type: none"> • Enhancing the Learner • Empowering the Learner

Visual adapted from Watty, K. (2003) When will Academics Learn about Quality? Quality in Higher Education, Vol. 9, No. 3.

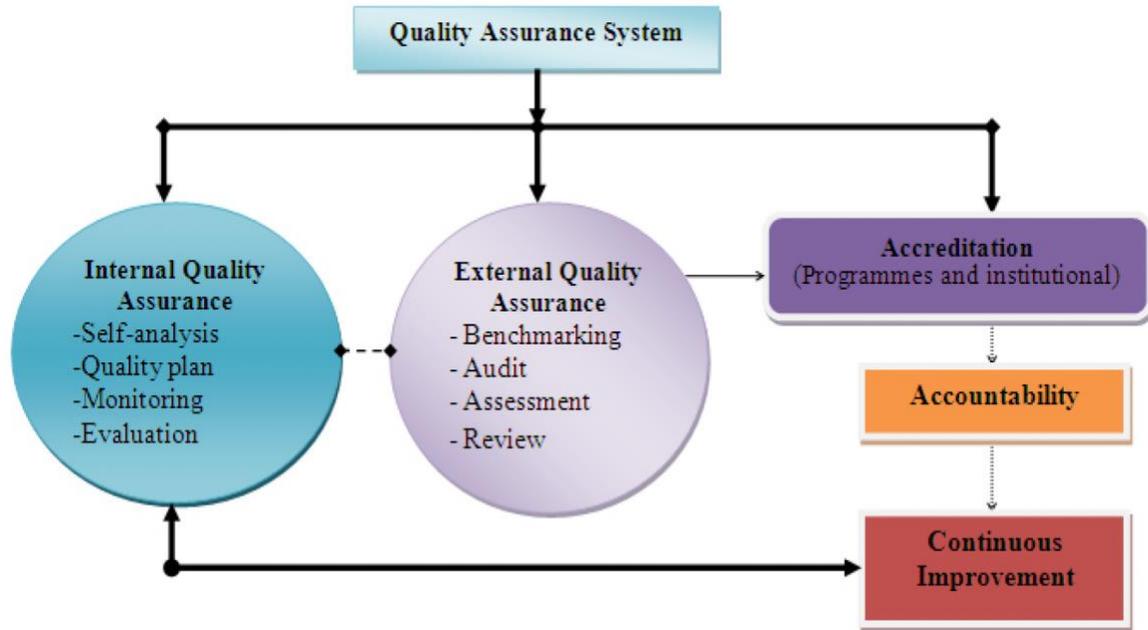
Thus, quality within UofL educator preparation programs is defined as meeting professional standards (exceptional), attending to the mission of the schools and the university (fitness for purpose), and enhancing and empowering candidates (transformation). The other two categories, perfection consistency and value for money, are not considered a direct match for UofL educator preparation program at this time. Assessments must provide data related to standards, alignment to mission, and impact on candidates. As part of the impact on candidates, we also recognize the goal for our completers is to impact those with whom they educate: P-12 students, teachers, and their communities.

Creating a Quality Assurance System (QAS) required defining assessments to measure quality in these three dimensions and to build around it a sustainable management system to document relevant data, analyze data, and make decisions based on that data to continuously improve programs. For the system to function, the QAS must:

- a. Assess quality as defined above
- b. Have quality data
- c. Involve stakeholders [customers (employers), providers, and candidates]

Machumu (2014) offers a system that reflects the priorities of a QAS that attends to both internal and external quality (see Figure 2).

Figure 2. Quality Assurance System that attends to University and Employer Needs



Visual from Machumu, H. (2014). Quality Assurance Practices in Higher Education Institutions: Lesson from Africa. *Journal of Education and Practice*. 5. 144-156.

Internal Quality Assurance refers to those policies and practices whereby UofL monitors and improves the quality of our programs. External Quality Assurance is actions of external agencies to evaluate the quality of UofL programs, including Kentucky Educator Professional Standards Board (EPSB) and related Kentucky regulations, Council for the Accreditation of Educator Preparation (CAEP), and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

CEHD Quality Assurance System

Internal Quality Assurance Systems attend to assessments over time, data tools and resources, and procedures. Based on these ideas, CEHD has developed their own unit-specific QAS:

- **Standards-based Course and Program Assessments**
- **Continuous Assessment Records and Documentation**
- **Data Tools and Human Resources**
- **Assessment Processes and Structures for Continuous Improvement**

Figure 3. Components of the CEHD Quality Assurance System



These inter-related components are each described in a section in this document (sections C-F). QAS is based on the institutions’ mission, vision and goals to be achieved (Machumu, 2014). Therefore, we begin with the university and unit mission, vision and conceptual framework.

B. Mission and Vision of the University and Unit

QAS for professional programs in educator preparation at the CEHD is aligned closely with the mission of UofL and the vision and mission of the unit.

QAS is grounded in the unit’s conceptual framework theme, *Shaping Tomorrow: Ideas to Action*. This theme reflects and guides how the unit approaches the preparation of education professionals within the context of a premier, research-extensive, metropolitan university that prepares educators to serve P-12 learners in urban, suburban, and rural settings. Through its emphasis on Inquiry, Action, and Advocacy, QAS promotes the goals and values of CEHD.

The elements of the unit's QAS have been developed to closely match the way the unit functions through governance and university policy and to systematically integrate themes, conceptual framework constructs, standards for candidate performance, and policies addressed unit-wide by individual program faculties and college self-study committees.

Mission and Vision of the Institution

QAS reflects the University of Louisville's mission and vision:

Mission: The University of Louisville pursues excellence and inclusiveness in its work to educate and serve its community through:

1. Teaching diverse undergraduate, graduate, and professional students in order to develop engaged citizens, leaders, and scholars,
2. Practicing and applying research, scholarship and creative activity, and
3. Providing engaged service and outreach that improve the quality of life for local and global communities.

The university is committed to achieving preeminence as a nationally recognized metropolitan research university.

Vision: The University of Louisville will be recognized as a great place to learn, discover, connect and work because we celebrate diversity, foster equity and strive for inclusion.

Mission and Vision of the Unit

The mission and vision of CEHD align with and extend to UofL's mission and vision.

Mission: The College embraces the University's mission as a metropolitan research university committed to advancing the intellectual, cultural, and economic development of our diverse communities and citizens. We promote the highest levels of learning and social, emotional, and physical health and well-being for all children, individuals, and families. Our programs enhance the organizations and communities in which they grow and develop.

Our mission is to advance knowledge and understanding across our disciplines and constituencies and to develop educational leaders who will inform policy, improve practice, strengthen communities, and address pressing social concerns. We prepare students to be exemplary professional practitioners and scholars; to generate, use, and disseminate knowledge about teaching, learning, health promotion and disease prevention, and leadership in public and private sector organizations; and to collaborate with others to solve critical human problems in a diverse global community. We seek to continually improve the quality of life for all in our metropolitan community, the Commonwealth of Kentucky, and the nation.

Vision: Our vision is to be a top-tier national Metropolitan College of Education in teaching, scholarship, and stewardship. We will respond to the needs of our constituents, including school

districts, local agencies, and organizations that seek to advance education and human development.

The unit Vision is grounded in our commitment to fostering all aspects of the educational enterprise and to prepare teachers, counselors, instructional leaders, future teacher educators, researchers, and other professionals according to this vision of scholarly preparation.

Faculty, staff, and school partners seek to create an environment for learning for all students/candidates by designing high-quality instruction that is engaging, that encourages all students to persist, and that honors diversity of students in terms of exceptionalities, ethnicity, race, age, language, gender, religion, socioeconomic status, sexual orientation, and geographical area. Values are articulated in the CEHD Diversity Statement that appears in every syllabus:

CEHD Diversity Statement

The College of Education and Human Development is committed to the promotion of antiracism. Diversity, equity and inclusion is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. The CEHD has zero tolerance for discrimination of any kind (racism, sexism, classism, homophobia, ageism, ableism, xenophobia, etc.). Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, military status, etc.) related to their chosen fields. Students will examine critically how issues of equity, inclusion, and belonging apply to and affect theory, sociological issues, and current events (discrepant outcomes in education, hiring practices, and daily operations) in a variety of areas. Students will be encouraged to identify and challenge their belief systems that are often rooted in larger systems that perpetuate injustices and be encouraged to reexamine and develop more critical perspectives and practices regarding equity and inclusion. By grounding their practices in these critical perspectives, students will learn to be empowered and informed leaders in their fields whose actions reflect this commitment to equity and inclusion. Students experiencing harassment and discrimination in the college should report this behavior through the Climate Accountability Reporting System via the CEHD website or to the CEHD Assistant Dean of Diversity, Equity, & Inclusion.

CEHD Conceptual Framework

Educator preparation programs are dedicated to preparing candidates who are critical thinkers, problem solvers, and professional leaders, and this can be evidenced throughout the QAS. Lee S. Shulman, 2006 winner of the University of Louisville distinguished Grawemeyer Award in Education and former President of the Carnegie Foundation for the Advancement of Teaching, described teaching and learning *how* to teach as processes of learning, knowing, and understanding. In Shulman's Grawemeyer address, he stated that in professions like teaching (as in medicine, nursing, law, divinity, or engineering) mere comprehension or depth of knowledge is not enough. One must also learn how to apply knowledge and skills through ethical, responsible practice and public performance—in short, one must learn how to act in the world. It is through such habitual activities that professional identity, integrity, commitment, and character are formed. These ideals served as inspiration for our conceptual framework, outlined in Table 1.

Table 1. Components of Conceptual Framework Aligned with Candidate Knowledge, Skills, and Dispositions

Conceptual Framework Constructs	Inquiry	Action	Advocacy
Constructs as Learned and Applied	Research	Practice	Service
Constructs Reflected in Candidates	Critical Thinkers	Problem Solvers	Professional Leaders
Unit Dispositions Reflected in Candidates	Exhibits a disposition to inform practice through inquiry and reflection.	Exhibits a disposition to critique and change practice through content, pedagogical, and professional knowledge.	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference.

Under the construct of *Inquiry* and through active engagement and skilled training in multiple methods of rigorous *Research* candidates develop the knowledge, skills, and dispositions to become *Critical Thinkers*. Scholarship (informed practice through inquiry and reflection) is performed not in isolation but in communion and solidarity with others, both within the academy and in the world (Shulman, 2004).

Under the construct of *Action* and through routine, continual, and pervasive *Practice*, candidates develop the knowledge, skills, and dispositions to become *Problem Solvers* in the community. They are encouraged to apply knowledge and change practice to solve real world and community problems.

Under the concept of *Advocacy* and through dedicated, committed *Service* to their peers, university, community, and world, candidates develop the knowledge, skills, and dispositions to become *Professional Leaders*. CEHD candidates are empowered to participate fully in the life of the urban community, to practice social justice, and to seek equity of educational access for all constituents. The visual in Figure 4 conveys the iterative cycle of inquiry, action, and advocacy in educator preparation.

Figure 4. Iterative cycle of Conceptual Framework in Educator Preparation



C. Standards-based Course and Program Assessments

Across all programs, from 12-hour endorsements, to 120-hour bachelor's programs, candidates must demonstrate knowledge, skills, and dispositions within their coursework and in their field and clinical experiences. To ensure this occurs, every course has a Hallmark Assessment Task aligned to professional standards. Over the courses within a program, the professional standards are assessed at multiple places, with an eventual final Hallmark Assessment Task (HAT) in a capstone-type course. In addition to HATs, candidates are assessed in their field and clinical experiences to directly assess their skills and dispositions.

Hallmark Assessment Tasks

Every course in the CEHD has a Hallmark Assessment Task (HAT). A HAT is a standards-based performance assessment that is administered at the course level and is used for assessing course objectives and program professional standards, sometimes also assessing other program requirements, such as professional dispositions and impact on P-12 student learning. Faculty use HATs to assess candidate performance and to reflect on and improve their curriculum and instruction within courses. Some course HATs serve as key assessments, meaning they are used within the Continuous Assessment Records and Documentation System (CARDS) (see next section) and thus are used for decision-making at the program level. HATs are a variety of

authentic professional experiences, such as enacting a classroom ethnography, designing and teaching standards-based unit plans, engaging in a lesson cycle (planning, teaching, reflecting), and conducting an action research project.

Observations in Clinical Experiences

Within each program, we have observation instruments aligned to standards. Mentors and supervisors using the instruments are trained in the instrument and participate in interrater agreement experiences to ensure consistency.

Initial teacher preparation uses the *Student Teacher Observation Tool* (See **Appendix A**) created and validated by the North Dakota Association of Colleges for Teacher Education (2017). [The UofL tool uses whole number scores, 1 – 7, rather than decimal scores, 1 – 4, and reads left to right low score to high score, rather than the reverse. These technical modifications do not impact the validity of the instrument, and are identified by the use of the title “Observation of Student Teaching Rubric” versus the original STOT title.]

Advanced programs use tools specific to their disciplines for their related clinical or practicum experience. For school administrators, candidates meet regularly with their supervisor to review progress toward mastery of standards. Details of the School Principal Practicum/Internship Evaluation are in **Appendix B**). School Counselors use a Likert scale across standards and indicators, with three assessors (candidate, site supervisor, and University supervisor) (Tool provided in **Appendix C**). School Social Workers are also evaluated on a Likert scale across standards and indicators, completed by a supervisor with reflections by the candidate (Tool provided in **Appendix D**).

Professional Dispositions for Initial and Advanced Programs

All programs assess professional dispositions, aligned to the conceptual framework and professional standards. Professional dispositions are assessed at admissions, midpoint, and exit as they relate to the candidate's participation in the education community. The Professional Dispositions Rubric is provided in **Appendix E**.

UofL Curriculum Maps

All programs have curriculum maps that delineate which courses address professional standards and University-generated standards, and in what depth. In initial teacher preparation, maps align to InTASC Standards and Advanced Programs are mapped to CAEP sub-components. Curriculum Map examples are provided in **Appendix F**. Curriculum Maps list all courses in a program and use the following coding to identify coverage of standards:

[I]: Introduced: initial introduction to concepts related to learning outcomes; foundation is set for discipline-specific skills, knowledge, and abilities. *In the CEHD this means the content*

appears in the syllabi as a goal or objective as an important topic in the course, but it may not be assessed.

[R]: Reinforced: fortification of learning outcomes that are explored more in-depth, coursework is more concept- and discipline-specific. *In the CEHD this means the content is assessed in the course, but it may or may not be within a HAT.*

[A]: Assessed: application of learning outcomes via measurable activity are assessed to determine whether students have successfully achieved competency related to learning outcomes. TIP: refer to courses used in SLO reports. *In the CEHD this means the content is assessed with a HAT, and that it may be used for program exit assessments.*

Curriculum maps provide a map that guides program improvements. When exit assessments or other feedback (e.g., employer surveys) indicate that candidates could be stronger in a particular standard or disposition, the curriculum map is examined to see where that content is addressed, the related syllabi, course experiences, and assessments are examined and improved. Additionally, the content may be added to other courses to ensure the content has increased coverage within a program.

D. Continuous Assessment Records and Documentation System (CARDS)

Continuous Assessment Records and Documentation System (**CARDS**) is CEHD's QAS. CARDS is a comprehensive instrument in monitoring candidates from admissions through their first destination. It is also used to monitor candidate learning across professional standards and the constructs of the conceptual framework. The system has nine (9) transition points at which candidate performance is assessed:

- CARDS 1-3 address initial teacher preparation
- CARDS 4-6 address advanced teacher preparation
- CARDS 7-9 address the Ed.S. and Ed.D. programs in Educational Leadership (see Appendix A-2 for a visual representation of the CARDS Assessment System)

The three CARDS at each level describe the Admissions, Mid-Point, and Exit requirements for the program. Additionally, in 2023, a fourth element was added to each CARDS grouping, titled "Completer Success" (CS) attending to completers and gathering data related to their first destination after exiting the program. While most programs at each level have similar criteria for each of these transition points, the criteria may vary depending on the specific program. Each program has its own CARDS Chart that documents all assessments as they relate to student success and program standards.

Initial Teacher Preparation Programs: CARDS 1 – 3 & CS

Initial certification programs are represented in CARDS 1-3 as follow:

- CARDS 1: Admission to the professional program
- CARDS 2: Mid-Point representing readiness for student teaching, internship, or successful completion of year 1 (alternative route programs)

- CARDS 3: Exit as successful completion of all program requirements
- Completer Success (CS): is defined as a teacher who has completed their initial certification program and is in their first three years of teaching

CARDS 1: Admission

Admission to the initial certification programs is based on standards set by the Kentucky Education Professional Standards Board (EPSB) in addition to university requirements and additional program requirements. Initial teacher certification candidates are required to earn a minimum 2.75 GPA, B- or higher in all preprofessional education courses, passing PRAXIS Core Academic Skills for Educators scores (Master of Arts in Teaching candidates also have the option to present passing Graduate Record Exam, GRE, scores). Candidates must earn a "C" or better in written communication and oral communication. Candidates for the MAT in Middle Grades, Secondary, or World Language Education must also provide evidence of having taken the PRAXIS II (or passing the appropriate PRAXIS II content exam for Alternative Certification candidates).

Evaluation of candidates at CARDS 1 is based on meeting the requirements listed above, as well as meeting Kentucky Education Professional Standards Board (EPSB) requirements as described in 16 KAR 5:020. Beyond the content and scores described above, these requirements include that candidates demonstrate:

- Critical thinking, communication, creativity, and collaboration
- Evidence candidate has reviewed the Professional Code of Ethics
- Awareness of meeting professional dispositions expected of educators

These knowledge and skills are assessed through application materials and assessed with rubrics and checklists, as described in Table 2. Data is uploaded into Foliotek, the electronic assessment system, for data collection and review. Academic Affairs and Unit Effectiveness (AAUE) oversees Foliotek’s data report quality. A team of two to three faculty and Educator Preparator Student Services (EPSS) advisors collaborate on review of applications, which includes reviewing all evidence and completing the audit and rubrics. Candidates must be acceptable across categories within each rubric to be admitted.

Table 2. Content, Data, and Evaluation at Admissions

Element Assessed	Evidence	Evaluation Tools
<ul style="list-style-type: none"> ➤ Professional Dispositions including, <ul style="list-style-type: none"> • <i>Critical Thinking</i> • <i>Communication</i> • <i>Creativity, & Collaboration</i> 	<ul style="list-style-type: none"> ➤ Application Essays ➤ Resume ➤ Recommendations ➤ Interview (or UofL preprofessional course success) 	<ul style="list-style-type: none"> ➤ Creativity Verification ➤ Application Audit <p>Rubrics:</p> <ul style="list-style-type: none"> • <i>Effective Communication</i> • <i>Professional Dispositions</i> • <i>Diversity</i>
<ul style="list-style-type: none"> ➤ Critical Thinking ➤ Content Knowledge 	<ul style="list-style-type: none"> ➤ Minimum grade requirements for pre-professional education courses 	

➤ Ethical Use of Technology	➤ CEHD Acceptable Use of Technology Agreement, Signed	
➤ Professional Code of Ethics	➤ Professional Code of Ethics for Kentucky School Personnel, Signed	

To ensure understanding of the requirements of the professional program, candidates attend a program orientation facilitated by faculty and a clinical practice orientation facilitated by leadership in CEHD’s Office of Educator Development and Clinical Practice (OEDCP). In these orientations, candidates participate in community building activities, meet the faculty and staff who will support their learning throughout the program, and explore the university’s electronic systems where they will be documenting their progress.

CARDS 2: Mid-point (Ongoing) Assessment

CARDS 2 and 3 use course-based assessments to monitor candidate progress through coursework and field experiences. The following lists the details of coursework and field experiences in the CARDS 2 phase of assessment.

Coursework:

- HATs are used to monitor candidate performance throughout the program to introduce, develop and master the Kentucky Teacher Performance Standards (KTPS).
- Selected courses are identified as CARDS 2 checkpoints to ensure candidates are ready for the next transition point.
 - For e.g., in the Secondary Education programs, data is collected in each of the Content Methods, wherein they have a common HAT that addresses all of the KTPS standards. Candidates must be acceptable across standards to demonstrate readiness for student teaching/clinical experience (CARDS 3).
- Finally, GPA is checked at midpoint (B.S. cumulative GPA of 2.75 and professional GPA of 3.0; MAT: cumulative GPA of 3.0).

Field Experiences:

- Field experiences are attached to content methods courses where candidates can demonstrate the KTPS standards.
 - Assessments include teaching cycles (planning, observing, reflecting), using the Observation of Student Teaching Rubric (see Appendix 1).
- Candidates receive feedback with this instrument from their mentor teachers and a Teacher in Resident or University Supervisor.
 - Rubric scores are entered into Foliotek
 - Candidate dispositions are assessed by mentors and supervisors using the dispositions rubric

When candidates meet all the CARDS 2 requirements, traditional program candidates are approved for student teaching and alternative route candidates continue to year 2 of their two-year program.

CARDS 3: Exit

In order to advance to CARDS 3, candidates must attend a student teaching orientation, in which program faculty, university supervisors, and candidates review the expectations for student teaching including revisiting the Kentucky Code of Ethics. For initial teacher preparation, exit is defined as

- Traditional program candidates: completion of student teaching
- Alternative route candidates: second year internship

All candidates proceeding through CARDS 3 go through the following steps:

- Assessed in their HAT capstone or final course
- Assessed in their teaching using the Observation of Teaching rubric
- The assessed HATs are uploaded on Foliotek for data assessment record
- The assessed teaching cycle of plan, teach, reflect (conducted a minimum of four times) at least two of which are entered into Foliotek.
- Teacher Candidate Dispositions Assessment is completed by the candidate, cooperating teacher(s), and university supervisor
 - Candidates must be “Target” in each element in the HAT rubrics

Exit of an initial certification program includes a variety of measures to ensure candidates are well-prepared to enter into their role as teacher. Across programs, all standards are assessed, but assignments are adapted to the program context. The specifics of which standards are assessed in which course and assignments are delineated in program-specific curriculum maps (See **Appendix F**). Table 3 shows the multiple measures.

Table 3 CARDS 3 multiple measures

Graduation Audit (checklist)	Capstone Assignments and HATs	Observation of Teaching	Professional Dispositions Rubric
<ul style="list-style-type: none"> ➤ All coursework completed ➤ Content track completed; Cumulative GPA ≥ 2.5 ➤ Professional courses GPA ≥ 3.0 ➤ Student teaching GPA ≥ 2.0 	<ul style="list-style-type: none"> ➤ Standards-based Unit of Study (Standards 1 – 8, 10) ➤ Professional Growth Plan (Standard 9, 10) ➤ Critical Incidence (Standard 9) 	<ul style="list-style-type: none"> ➤ Four total cycles, two cycles uploaded into Foliotek (Standards 1 – 9) 	<ul style="list-style-type: none"> ➤ Cooperating teacher and supervisor collaborate on the evaluation
EPSS office conducts the graduation audit	AAUE confirms that every candidate has been assessed	AAUE confirms that every candidate has been assessed	AAUE confirms that every candidate has been assessed
Candidates are informed of graduation application and CA-1 employment application procedures.			

Completer Success (CS)

Completers are candidates who have met the following criteria:

1. Completed the program
2. Passed Praxis exams (PLT and Content)
3. Received teaching certification
4. Hired into a teaching position.
 - a. For traditional candidates, completer success is their first years of teaching, or their first destination.
 - b. For alternative route candidates, completers are in their third and fourth years of teaching.

At this transition point, the CARDS’ focus is on completer assessment of their own preparedness related to standards and other aspects of teaching. Multiple measures are used to access data from completers and their employers, as indicated in Figure 5, which illustrates an example of a CARDS Charts for Initial Teacher Preparation.

Figure 5. CARDS 1-3 & CS

Program: B.S. Middle/Secondary Education

Certifications: Middle Grades 5-9; Secondary Education 8-12; and World Language Education P-12

	CARDS 1 Admission	CARDS 2 Professional Program	CARDS 3 Student Teaching and Exit	Completer Success (CS)
Key Assessments and Measures	Competencies: <ul style="list-style-type: none"> Content Knowledge Oral and Written Communication 4 C's (Communication, Critical Thinking, Collaboration, Creativity) Professional Dispositions 		Competencies: <ul style="list-style-type: none"> Pedagogical Content Knowledge as defined in the Kentucky Professional Teaching Standards (KTPS)* Professional Dispositions 	
	Requisites: <ul style="list-style-type: none"> Credit hours ≥ 45 hours GPA ≥ 2.75 Prerequisite courses/grades (EDTP 107 & EDTP 201 ≥ 3.0; 2 Written/Oral Communication courses ≥ 2.0) Passing Praxis (CASE) or ACT Signed KY Code of Ethics and Acceptable Use of Technology Agreement 3 Recommendations Professional Writing (two essays + resume) Interview Measures: <ul style="list-style-type: none"> Application Audit (checklist) Effective Communication Rubric Professional Dispositions Rubric Diversity Rubric Creativity Verification Location of Data: <ul style="list-style-type: none"> Foliotek Card Box CARDSmart 	Requisites: <ul style="list-style-type: none"> Each methods course GPA ≥ 2.0 Completion of core education courses Documentation of completed field experiences Observations of Teaching HATs in Content Methods Professional Dispositions Measures: <ul style="list-style-type: none"> Course Completion & GPA Audit Content Methods HAT Rubrics Observation of Student Teaching Rubric Professional Dispositions Rubric Positive Recommendation from Educator Certification Committee Location of Data: <ul style="list-style-type: none"> Foliotek Card Box CARDSmart 	Requisites: <ul style="list-style-type: none"> Content track completed; Cumulative content GPA ≥ <u>2.5</u> Professional courses GPA ≥ 3.0 Student teaching GPA ≥ 2.0 Observation of Student Teaching Professional Dispositions UofL undergraduate requirements <u>met</u> Recommendation from Certification Committee Measures: <ul style="list-style-type: none"> Graduation Audit (checklist) Observation of Teaching Rubric Professional Dispositions Rubric Certification Committee vote Capstone HATs Location of Data: <ul style="list-style-type: none"> Foliotek Card Box CARDSmart 	Requisites: <ul style="list-style-type: none"> Completer Audit <ul style="list-style-type: none"> Program Completion Passing PRAXIS scores Teaching Certification Teaching Position Measures: <ul style="list-style-type: none"> First Destination Survey Recent Graduate Survey Employer Survey (Pilot) LEARN Instrument P-12 Student Outcomes Data Location of Data: <ul style="list-style-type: none"> Card Box
Personnel & Resources	Candidate Support			
	Summer Bridge/Near Peers EDTP 101 Experience REACH (academic support) Office of Educator Prep Student Services CEHD Advisor and Faculty Mentor	CEHD Advisor and Faculty Mentor OEDCP Team University Supervisor/Teacher in Residence (TIR) Program Orientation Cohort Model CEHD Scholarships	CEHD Advisor and Faculty Mentor OEDCP Team University Supervisor/TIR Student Teaching Orientation EDTP 477 Capstone Office of Educator Prep Student Services University Career Placement Center	University-Based Alumni Resources CEHD Alumni & Friends

*For details on specific standard alignment, see program curriculum maps

Figure 6. CARDS 1-3 & CS

Programs: MAT Alternative Route (Option 6 Programs)

IECE (Birth to Age 5); Elementary (P-5); Middle Grades 5-9; Secondary Education 8-12; and World Language Education P-12

	CARDS 1 Admission	CARDS 2 First Year Internship	CARDS 3 Exit	Completer Success (CS)
Key Assessments and Measures	Competencies: <ul style="list-style-type: none"> Content Knowledge Oral and Written Communication 4 C's (Communication, Critical Thinking, Collaboration, Creativity) Professional Dispositions 		Competencies: <ul style="list-style-type: none"> Pedagogical Content Knowledge as defined in the Kentucky Professional Teaching Standards (KTPS)* Professional Dispositions 	
	Requisites: <ul style="list-style-type: none"> Bachelor's Degree GPA ≥ 2.75 Prerequisite courses GPA ≥ 3.0 (if applicable) Signed KY Code of Ethics and Acceptable Use of Technology Agreement Character and Fitness Questionnaire, 3 Recommendations Professional Writing (two essays + resume) Interview Measures: <ul style="list-style-type: none"> Application Audit (checklist) Effective Communication Rubric Professional Dispositions Rubric Diversity Rubric Creativity Verification Location of Data: <ul style="list-style-type: none"> Foliotek Card Box CARDSmart 	Requisites: <ul style="list-style-type: none"> Cumulative GPA ≥ 3.0 in first-year courses Each course GPA ≥ 2.0 Observations of Teaching HATs in Content Methods Professional Dispositions Measures: <ul style="list-style-type: none"> GPA Audit Course HAT Rubrics Observation of Student Teaching Rubric Professional Dispositions Rubric Location of Data: <ul style="list-style-type: none"> Foliotek Card Box CARDSmart 	Requisites: <ul style="list-style-type: none"> Cumulative GPA ≥ 3.0 Each course GPA ≥ 2.0 (no more than 2 C's) Observation of Teaching Professional Dispositions UofL Graduate School requirements Recommendation from Certification Committee Completion of any remaining prerequisite/content courses (can be admitted to program with up to 6 hours remaining) Measures: <ul style="list-style-type: none"> Observation of Teaching Rubric Professional Dispositions Rubric Graduation Audit (checklist) Certification Committee vote Location of Data: <ul style="list-style-type: none"> Foliotek Card Box CARDSmart 	Requisites: <ul style="list-style-type: none"> Completer Audit <ul style="list-style-type: none"> Program Completion Passing PRAXIS scores Teaching Certification Teaching Position Measures: <ul style="list-style-type: none"> First Destination Survey Recent Graduate Survey Employer Survey (Pilot) LEARN Instrument P-12 Student Outcomes Data Location of Data: <ul style="list-style-type: none"> Card Box
Personnel & Resources	Candidate Support			
	TEACH Kentucky UofL/District P-12 Hiring Team Office of Educator Prep Student Services Pre-Admission Counseling	School-based Mentor University Supervisor Faculty/Alt-Cert Advisor Program Orientation CEHD Scholarships	School-based Mentor University Supervisor Faculty/Alt-Cert Advisor Office of Educator Prep Student Services University Career Placement Center	University-Based Alumni Resources CEHD Alumni & Friends

*For details on specific standard alignment, see program curriculum maps

Advanced Programs: CARDS 4 – 6 & CS

Advanced certification programs are represented as follows:

CARDS 4-6: represent a candidates first advanced program

- Educator advanced programs (30-hour)
 - M.Ed. in Teacher Leader, the M.Ed. in Counseling and Personnel Services (School Counseling Track), MS in Social Work (School Social Work track)
- Endorsements programs (12–15-hour)
 - Non-degree, stand-alone or nested within a 30-hour program, such as the M.Ed. in Teacher Leader, Rank 1, or the Ed.S. in Curriculum and Instruction (new in 2022).

CARDS 4: Admission

Admission to an advanced program is based on university Graduate requirements and additional program requirements, all of which are listed in the CARDS 4 Admissions column. Similar to CARDS 1, EPSS staff organizes admission files and works collaboratively with a program

faculty committee. Upon admission candidates meet with an assigned faculty advisor who prepares a Curriculum Contract in collaboration with the candidate.

CARDS 5: Mid-point Assessment

HATs are used for ongoing candidate assessment in every CEHD course in advanced programs. Similar to CARDS 2, core courses that are taken in first half of the program are identified for gathering data on candidates. Data is gathered through Foliotek to ensure candidate progress toward completion. Candidates must maintain a cumulative GPA of 3.0 in graduate course work.

CARDS 6: Exit

All advance program uses HAT to ensure candidates meet professional standards. Similar to CARDS 3, course or set of courses are selected as the capstone experience for the program, and within these course(s), data is gathered on all professional standards. Candidates must receive an overall rating of Acceptable or higher across KTPS standards and on the Advanced Program Rubric. Candidates must maintain a cumulative GPA of 3.0 in graduate course work. Candidates in most programs have a clinical experience, which is evaluated through by a University Supervisor

Completer Success (CS)

Completers of CARDS 4 – 6 advanced programs may be in a variety of educational positions.

- For teacher candidates in the M.Ed. in Teacher Leader, Ed.S. in Curriculum and Instruction or an endorsement program, the candidate may start in a new role as a teacher leader, or may lead from their classroom as a more effective teacher.
- For the other advanced programs, such as school counseling, completers become school counselors. Like initial teacher preparation, three data sources are used to gather data on candidates: First Destination Survey, Recent Graduate Survey, Employer Survey, and the (Pilot) LEARN Instrument.

CARDS 7–9: represent a second advanced program, specifically an Ed.S. program that requires completion of a Master's degree.

- Like CARDS 1-3, these CARDS trios represent (1) Admission to the program, (2) Mid-Point, which is ongoing progress and (3) Exit, which is successful completion of all program requirements.

Candidate Success (CS): documents how candidates are performing within their first three years after graduating from the program.

- The career roles include continued teaching or administration, or starting in a new career, such as a counselor, school social worker, principal, or other educational leadership position.

As such, the CARDS System for these programs attends to CARDS 4 and 6 only, with midpoint progress monitored on a course-by-course basis (using course minimum grade of 2.0). When an

endorsement is embedded in a 30-hour program, CARDS 6 for the endorsement serves as CARDS 5 within the degree program. The endorsement CARDS Chart is presented in Figure 7.

Figure 7. CARDS Chart for all Teacher Endorsements

Programs: Teacher Endorsements				
English as a Second Language; Elementary Mathematics Specialist; Classroom Reading; Instructional Technology; Teacher Leadership				
Key Assessments and Measures	CARDS 4 Admission	CARDS 5 Midpoint	CARDS 6* Exit	Completer Success (CS)
	Competencies: <ul style="list-style-type: none"> Content and Pedagogical Knowledge and Skills Requisites: <ul style="list-style-type: none"> Bachelor's Degree Admission to graduate school Teaching certificate Content prerequisites, as applicable Signed KY Code of Ethics and Signed Acceptable Use of Technology Agreement Measures: <ul style="list-style-type: none"> Application Audit (checklist) Location of Data: <ul style="list-style-type: none"> Foliotek Card Box CARDSmart 	Competencies: Pedagogical Content Knowledge as defined by <ul style="list-style-type: none"> Kentucky Professional Teaching Standards (KTPS)** Kentucky Academic Standards Pedagogical Content Knowledge as defined in National Content Standards CAEP Standard RA1 Six Sub-Components Requisites: <i>Endorsements are 12-15 hour programs, with success in each course (GPA ≥ 2.0) serving to monitor mid-program progress.</i>	Requisites: <ul style="list-style-type: none"> Cumulative GPA ≥ 3.0 Each course GPA ≥ 2.0 Target or Above on KY Standards in Course HATS** CAEP Standard RA1 Six Sub-Components Measures: <ul style="list-style-type: none"> Graduation Audit (checklist) HAT Rubrics Advanced Program Rubric Location of Data: <ul style="list-style-type: none"> Foliotek Card Box CARDSmart 	Requisites: <ul style="list-style-type: none"> Completer Audit <ul style="list-style-type: none"> Program Completion Teaching Endorsement Teaching Position Pass Praxis (as applicable) Measures: <ul style="list-style-type: none"> Program-Specific Evaluations (Pilot) LEARN Instrument Location of Data: <ul style="list-style-type: none"> Card Box
Personnel & Resources	Candidate Support			
	Recruitment Initiatives Program Coordinators Office of Educator Prep Student Services	Faculty Advisor Cohort Model CEHD Scholarships In-person and/or online course delivery Office of Educator Preparation Student Services		University-Based Alumni Resources CEHD Alumni & Friends

* When endorsements are embedded in a degree program (M.Ed., Ed.S.) or within a Rank 1 program, CARDS 6 for the Endorsement serves as CARDS 5 for that program.

**For details on specific standard alignment, see program curriculum maps

Advanced Programs: CARDS 7 – 9 & CS

Advanced certification programs are represented in CARDS 4-6 and CARDS 7 – 9.

CARDS 7 – 9: represent a second advanced program, specifically an Ed.S. program that requires completion of a Master's degree. Like the other CARDS trios, the points represent

1. Admission to the program
2. Mid-Point, which is ongoing progress
3. Exit, which is successful completion of all program requirements.
4. Candidate Success (C-S) documents how candidates are performing within their first three years after graduating from the program.

CARDS 7: Admission

To ensure candidate readiness for pursuing a second advanced degree, prospective candidates submit a variety of evidences and their application materials are reviewed by program faculty.

CEHD has two Ed.S. programs: Ed.S. in Educational Administration and a new Ed.S. in Curriculum and Instruction.

- Both require completion of a Master’s degree, three years of teaching experience, letters of recommendation (Ed. Admin requires three; C&I requires two).
- Candidates submit Signed copies of the following forms: Acceptable Use of Technology Agreement and Professional Code of Ethics for Kentucky School Personnel.
- All admissions requirements are posted in the Graduate Catalog and Admissions Counselors support prospective candidates in completing their admissions files.

CARDS 8: Mid-point (Ongoing) Assessment

Hallmark Assessment Tasks (HATs) are used for ongoing candidate assessment in every CEHD course in the Ed.S. programs.

Ed.S. in Educational Leadership:

- Courses use the PSEL standards
- Candidates complete a mid-program portfolio aligned with the PSEL standards
- Candidates are assessed using the Advanced Program rubric

Ed.S. in Curriculum & Instruction:

- Courses use the KTPS standards. The Ed.S. program requires
- Candidates identify an area of specialization. The completion of the specialization serves as CARDS 8.
 - Specializations may be teacher endorsements or another focus area, such as science teaching.
 - Within all specializations all KTPS standards, plus related content/specialization standards must be addressed in a HAT experience toward the end of the specialization coursework.
 - For e.g., in the ESL endorsement, the ESL Methods course HATs and experiences attend to KTPS standards and TESOL standards.

CARDS 9: Exit

In the Ed.S. in Educational Leadership candidates are assessed across all PSEL standards and the Advanced Program Rubric. All candidates are evaluated for internship/practicum at least once during their program. The Educator Preparator Student Services (EPSS) conducts a degree audit prior to the candidate’s completion of the program.

Completer Success

Completers of CARDS career-start at this level refers to candidates continued role in a leadership position or a new role in a leadership position. Like all educator degree programs, these data sources are used to gather data on candidates: First Destination Survey, Recent Graduate Survey, Employer Survey, and the (Pilot) LEARN Instrument.

Figure 8 provides the CARDS Chart for the Ed.S. in Educational Leadership, the one educator preparation program that is a second advanced degree and thus is CARDS 7 – 9.

Figure 8. CARDS Chart for Education Specialist in Educational Administration

Programs: Education Specialist in Educational Administration
 Certifications: Superintendent; Principalship

	CARDS 7 Admission	CARDS 8 Midpoint	CARDS 9 Exit	Completer Success (CS)
Key Assessments and Measures	Competencies: <ul style="list-style-type: none"> Content and Pedagogical Knowledge and Skills Professional Dispositions 		Competencies: <ul style="list-style-type: none"> Pedagogical Content Knowledge as defined in the Professional Standards for Educational Leaders (PSEL)* CAEP Standard RA1 Six Sub-Components Professional Dispositions 	
	Requisites: <ul style="list-style-type: none"> Admission to graduate school Master's Degree with GPA ≥ 3.3 3 years of teaching experience Signed KY Code of Ethics and Signed Acceptable Use of Technology Agreement Written Rationale Philosophy of Education Resume Measures: <ul style="list-style-type: none"> Application Audit (checklist) Joint Screening (by School Partners & UofL) Location of Data: <ul style="list-style-type: none"> Foliotek Card Box CARDSmart 	Requisites: <ul style="list-style-type: none"> Cumulative GPA ≥ 3.3 Capstone HAT in LEAD 782 Professional Dispositions Measures: <ul style="list-style-type: none"> HAT Rubric Location of Data: <ul style="list-style-type: none"> Foliotek Card Box CARDSmart 	Requisites: <ul style="list-style-type: none"> Cumulative GPA ≥ 3.3 Target or Above on PSEL Standards in Course HATs/Portfolio* Portfolio Professional Dispositions Measures: <ul style="list-style-type: none"> Graduation Audit (checklist) Portfolio Rubric Location of Data: <ul style="list-style-type: none"> Foliotek Card Box CARDSmart 	Requisites: <ul style="list-style-type: none"> Completer Audit <ul style="list-style-type: none"> Program Completion Teaching Certificate Educator Position Pass Praxis, as needed Measures: <ul style="list-style-type: none"> First Destination Survey Recent Graduate Survey Employer Survey (Pilot) LEARN Instrument Location of Data: <ul style="list-style-type: none"> Card Box
Personnel & Resources	Candidate Support			
	Recruitment Initiatives Program Coordinators Office of Educator Prep Student Services	Faculty Advisor Cohort Model CEHD Scholarships	Office of Educator Prep Student Services	University-Based Alumni Resources CEHD Alumni & Friends

*For details on specific standard alignment, see program curriculum maps

Candidate Support and Interventions

Candidate supports are provided throughout programs, from pre-admissions through completion. These specific supports appear on the CARDS Charts to highlight the specific supports across program experiences. While CARDS Charts describe the requirements toward exiting the program and entering the profession, they do not capture the system of supports that are implemented in CARDS 2 and 3 to maximize candidate learning and success. The University offers numerous supports, from the REACH center, to counseling services, to the library. Here we describe supports designed specifically for educator preparation.

The CEHD uses two strategies for teacher education candidates who have exhibited dispositions inconsistent with the Professional Dispositions or are struggling in developing the requisite knowledge and skills: the "Communication of Concern" and the "Intensive Assistance Plan" (IAP).

Communication of Concerns (CofC)

The process begins when a faculty, supervisor, or candidate has a concern that impacts the continued progress of the candidate. Often, the first step is speaking with the program chair or department chair to determine if the situation warrants a CofC and discussing who needs to be involved in the support team. If it is determined that a CofC is needed, then:

- a. The initiator completes the first page of the Communications of Concerns (**Appendix G**)

- b. The initiator communicates the specific concern to the candidate* and shares that a meeting will be planned to address the concern.
- c. The initiator or department chair schedules a meeting with the candidate and relevant support team. This team is typically two-three people and may include the advisor, faculty mentor, classroom mentor, classroom cooperating teacher, university supervisor, depending on the specific concern.
- d. The meeting is held, which begins with stating the concern and providing an opportunity for the candidate to respond and discuss their context. The meeting continues until steps and a timeline are created to address the concern (see CoC form).
- e. The candidate and other support team (e.g., cooperating teacher, advisor) implement their strategies identified in III of the CoC form to support the candidate and for the candidate to demonstrate competency in the area of concern.
- f. The initiator or the department chair follow up after the date determined in step VI of the form to determine if the actions have been implemented and the concern resolved.
 - i. If yes, the form is filed, and no other action occurs.
 - ii. If no, a new meeting is scheduled and an Intensive Assistance Plan (IAS) is put into place or other action is taken (e.g., course needs to be re-taken).

* If the candidate is the one who initiates the concern, then the faculty or supervisor is notified.

Intensive Assistance Plan (IAP)

An IAP is a more serious concern, and indicates a candidate is not making progress toward program completion. The IAP is focused on teaching practice, and therefore is mostly utilized in field and clinical experiences. Like the CoC form, the process is delineated on the form itself (**Appendix H**). An IAP may be the outcome of a CoC process, in which case, the first step may already be in place. An IAP must be data-based. The initiator gathers documentation such as candidate assignments, observation forms, performance review, absence/tardy records, informal communications, weekly action plans, working portfolio, etc. and communicates the need for an IAP to the Department Chair or the Director of OEDCP. If it is determined that an IAP is needed, then:

- a. An advisory committee is created to support the candidate. This committee includes the following people: University Liaison/supervisor; Mentor teacher(s); Candidate's advisor; Methods professors (one in each of the candidate's teaching disciplines); Others may be involved depending on the relevance of their input. This committee meets (without the candidate, unless the candidate initiated the concern), to review the data and determine if there is sufficient data to initiate an IAP.
- b. Given a need is established, the person initiating the IAP or the Department Chair or the Director of OEDCP, the candidate is notified in writing of the need to establish an IAP.
- c. A meeting is scheduled with the candidate. At that meeting, four elements of the assistance plan are delineated: (1) what changes need to occur; (2) behavioral indicators of those changes and relevant sources of documentation; (3) dates by which change must

be demonstrated; (4) resources that will be provided to the candidate to facilitate such changes. A timeline is established for completion.

- d. The candidate meets with their advisor to review the written plan and answer questions. The candidate signs the plan.
- e. The IAP is implemented and data gathered related to the behavioral indicators in the IAP.
- f. The advisory committee meets to review the data and determine if the candidate has demonstrated satisfactory success in the targeted areas.
 - i. If yes, the committee will communicate this progress to the candidate and document progress made on the IAP and place the plan in the candidate's file.
 - ii. If no, the advisor and Department Chair schedule a meeting with the candidate to discuss the lack of satisfactory progress and discuss options.

University supervisors are trained on the CofC and IAP forms at their regular training sessions and in the Student Teaching Handbook. The Handbook located on CEHD website, <https://louisville.edu/education/field-placement/student-teaching-handbook-18.pdf> pages 27-30 of the Handbook provide the forms and the steps for completion.

E. Data Tools and Human Resources

In this section, we describe the technology and various resources that are necessary elements of CEHD's QAS specific to educator preparation.

Data Tools

Candidate performance is systematically monitored and tracked so that the educator preparation programs can use data to inform curricular, assessment, and program-based decisions.

- CEHD uses three electronic systems to meet the QAS: Foliotek, Cardbox, and CardSmart.
- AAUE and Student Service team use four additional university-level data query system: Cards Analytics, OAPA Data Query, PeopleSoft, and APS/EAB dashboard platform.

Foliotek

CEHD's AAUE uses Foliotek as the key instrument for data collection, recording and reporting. Foliotek is an electronic assessment system that allows CEHD to record and report on student performances. Foliotek system is customized to replicate the college's student portfolio system according to their academic programs, where various courses offered by the programs are nested within. This helps to filter aggregated and individual student performance within a course, as well as within their degree program. Foliotek allows for up-to-date reporting on student assessments on course rubrics with features to zoom into each criterion within the rubric or zoom out to aggregated student performance outcomes on portfolio level.

Candidate's Assessment Profile:

As a result, Foliotek acts like CEHD's digital portfolio system that allows AAUE to monitor and report individual candidates as well as program data. For educator preparation programs, the assessment process steps are as follows:

- Candidate's Foliotek profile is created to house their entry assessment data.

- Overtime, the candidate's upload documents for course assessments as they move through their degree program.
- Course assessments on Foliotek are recorded via each courses' HAT(s) that are part of the CARDS chart or identified in the curriculum map as part of program monitoring.
- All initial teacher teaching observations are also uploaded into Foliotek- allowing us to gain granular insight in candidate's preparation.

Assessment Alignments:

- Foliotek system is structured in close alignment with the CARDS chart system
- Foliotek reports reflect the assessment tracking unit of the each CEHD program
 - For e.g., the Initial Education Preparation portfolio on Foliotek has student teaching categories that tracks admission, mid-point, and exit courses from various departments, like, elementary, middle-secondary, music education, health & physical education and so on.
 - AAUE is able to pull report on all the course assessments for a program, their scoring guides, and the instructors who graded them.

Assessment Reliability-Validity:

The assessment data is recorded for candidates from admissions through exit across programs.

- Foliotek course assessment process filters the various assignments, grading style, into a final grade of symmetrical course assessment providing parallel forms and internal consistency of different programs.
- The assessment coordinator guides the instructors, faculties, students, and staff in utilizing the Foliotek system so there is an inter-rater agreement and reliability documented on the same comparison scale for all the programs in CEHD.
- AAUE can analyze program's assessment and grading reliability so that the program faculties can make data-driven decision for program improvement.

Student Learning Outcome (SLO):

As part of the SLO process, the AAUE regularly pulls the data and prepares program-level visualizations for professional standards and other goals identified in either the CARDS Chart or the SLO annual goals.

- Foliotek reports are organized and analyzed by the Director of Assessment with the assistance of the Assessment coordinator and Foliotek business liaison.
 - HAT assessments reports collected from the Foliotek reporting system for the program faculties to create their SLO reports
- SLO utilizes Foliotek course assessment reports for the annual SLO collection which then is used for university compliance and evaluation.
- AAUE prioritize delivering the same program-scale report to the program faculties to assist them in making data-driven decisions for their programs.

- The faculties analyze the data related to program standards and goals and determine program improvements as well as revise annual goals (more details on SLOs provided in section F)

Cardbox

The University of Louisville uses Microsoft Box, also known at the university as Cardbox, as a secure way to store, organize, and collaborate with student data.

- Cardbox is also used by the AAUE team to store and collaborate on CEHD related assessment and accreditation data.
- Cardbox also houses CARDS Charts, Curriculum Maps, Syllabi, and other resources to support faculty planning and decision making.
- Significantly, Cardbox is widely used across all undergraduate and graduate student service staff and faculties.
 - This is organized by having a larger collaborative umbrella folder “Student Records” where each student will have a folder where staff & faculties store student data.

Process of Student Reports:

- Students enrolled in the undergraduate pre-professional educator program are first recorded by the Undergraduate Advising Student Development office (UASD)
 - The advising team creates a folder in Cardbox under the “Student Record” folder for the student and this is organized according to the student’s professional cohort.
 - The advising team uses the Cardbox student folder to store all student data, such as; appointment notes, sequencing guides, degree checks, communications, program forms, revised program plans etc.
- When the student moves to professional educator program, the same folder is accessible to their new educator program’s advising team- EPSS, faculty advisor, and department faculties.
 - EPSS and the faculty advisor will be responsible for updating their folder with new program sheets, correspondence, update their graduation or cohort status, forms, and any other relevant information.
- When the student applies for degree, certification, and/or rank change, EPSS will review their data, including the data from the Cardbox folder, to manually audit and track the student through degree completion.

CardSmart

CardSmart is a student data tracking platform that combines predictive analytics with communication and workflow tools.

- UofL uses CardSmart primarily for undergraduate student data tracking and is updated by the student service advising team.

- CardSmart is used by UASD, faculty, and staff, all focused towards supporting student success.
- UASD uses CardSmart to schedule and campaign appointments based on student's GPA, program tracking plans, document appointment notes, and to send out email and text communications, (both in mass and individually).
 - It is also used for advisors and instructors to note progress reports and at-risk status if a student is struggling in a course
 - The system collects student data to create a predictive success-support data for each student so that way instructors, advisors, career coach and others could step in to provide targeted support for the student.
 - Unlike the other data platforms, CardSmart also has a student interface where the students can view their courses, credit hours, GPA, degree tracking, success markers, progress trends, schedule appointment with their advisor, and even check-in prior to their appointments.

University-wide data tools:

Cards Analytics

Cards Analytics is the official UofL data source. It is a public visual data dashboard maintained by the UofL's Office of Academic Planning and Accountability (OAPA). UofL's OAPA is responsible to maintain and update Cards Analytics for all university-level student data, like, enrollment, graduation, student demographics/profile, budget, tuition, retention etc. The AAUE team regularly uses Cards Analytic data to report on university approved student data.

OAPA Data Queries

Additionally, the AAUE team requests the OAPA for additional college-wide data that are not publicly available on the Cards Analytics. The OAPA also houses annual student, alumni, and employer survey data reports, as well as, other program-code level student data information. The AAUE team and OAPA collaborate closely to make sure the student data reported are approved by the university and meets the FERPA regulation for student privacy.

PeopleSoft

PeopleSoft is a human/case management software used by UofL to internally track student records. This interface houses student transcripts, GPA, financials and other sensitive student data. PeopleSoft is regularly used by the AAUE and the student service team to keep track of students' transcripts. The advising team have additional access that allows them to place or retract hold on student account, change their major, degree track, access class, transfer credit, and pull large reports on test score and transcripts.

APS/EAB Platform

The UofL's APS dashboard, developed by EAB, is the academic performance solution for internal use only. This interface tracks the most up-to-date student data on college, department, program, and course-level enrollment, demographics, and credit hours. The AAUE and the

student service use this data interface to acquire the most up to date student record, and often use it for data validity comparison with the official public university data.

Human Resources: University and College Structures

Many faculty, staff, and groups contribute to the QAS. Each are briefly described here.

Academic Affairs and Unit Effectiveness (AAUE) oversees the Quality Assurance System. The office includes an Accreditation Specialist, Director of Assessment, and Assessment Coordinator, supported by the Associate Dean of Academic Affairs and Accreditation. This team works closely with EPSS and OAPA on all accreditation and assessment efforts.

- The Accreditation Specialists ensures that educator preparation programs are continuously attending to improvements and ensuring that those efforts and their impact are documented through various reporting practices.
 - They also support curriculum actions in the continuous improvement process.
- The Director of Assessment directs and supports all program assessment efforts.
 - They oversee extracting data and providing aggregate and disaggregated data report to program faculty for analysis, supporting annual program assessment processes (e.g., SLOs), and creating new assessments in support of faculty-initiated and AAUE-initiated continuous improvement efforts.
- The Assessment Coordinator collaborates with the Assessment Director on all initiatives.
 - They provide on-demand support to students and faculty related to Foliotek while also helping to innovate and improve the assessment system.
- The Associate Dean for Academic Affairs and Accreditation oversees and supports the unit's oversight related to continuous improvement and compliance.

Educator Preparatory Student Services (EPSS) supports educator preparator students and oversees admissions, advising, and exit process. The office of EPSS consists of student service staff for the initial program, advanced program, and exit.

- EPSS takes over the admission of graduate students once the students go through the graduate application process through UofL graduate school.
- Once the students are admitted to the educator preparatory program, EPSS creates a new student record folder on Cardbox.
 - The student record folders are organized by department and program level. For students who don't fit into these criteria are categorized as prospect, non-degree, hold, need to re-admit etc.
 - This student record on Cardbox is updated regularly by the EPSS office.
- After a semester of student's program progress, EPSS, upload student profile on Kentucky's Education Professional Standards Board (EPSB) website for license, certificate, or rank acquisition
 - The student profile is updated on EPSB one month after the exit point of university degree/certification clearance by EPSS

- All candidates in graduate programs are assigned an EPSS and/or faculty advisor with expertise aligned to their program.
 - In initial teacher preparation, the coordinator of alternatives pathways co-advises all candidates, along with their content faculty advisor.
 - In the bachelor’s program, the EPSS advisor is paired with a faculty mentor- who provides advice on content courses, building rapport with candidates, discussing career opportunities, and being available for problem-resolving or other conversations.

Office of Academic Planning and Accountability (OAPA) collaborates with the CEHD to collect, report, and analyze data associated with the mission and goals embodied in the unit’s Conceptual Framework and CARDS. The unit’s comprehensive distributed data system is housed in part on the college web server, on the university’s PeopleSoft© System managed by the university Office of Institutional Research and Planning, on Foliotek™, iStrategy™, and Academic Analytics™ (also referred to by the university as Blackboard Analytics). Employer and alumni data are also collected biannually by the Office of Institutional Research.

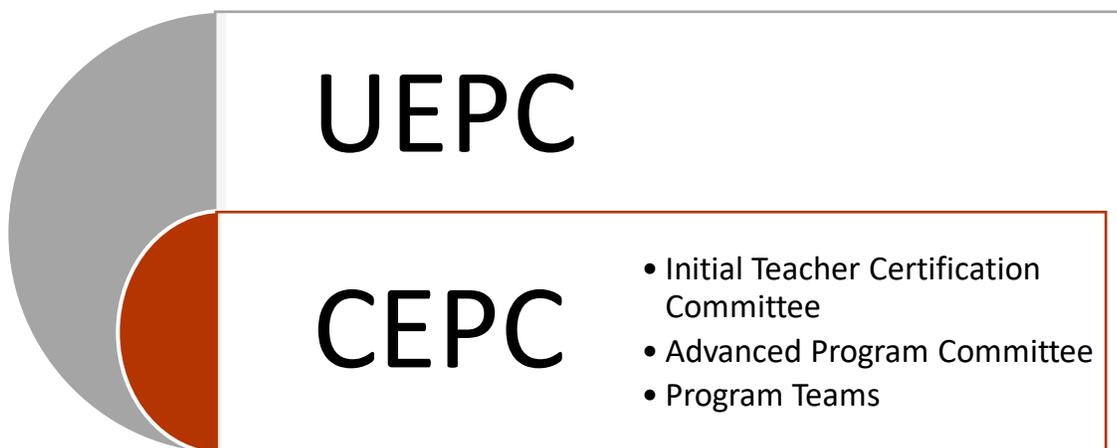
Human Resources: Committees and Advisory Boards Involving External Partners

School partners, supervisors, and faculty across departments that impact educator preparation programs participate in various committees to support continuous improvement. These groups:

- (1) Determine common educator preparation goals, policies, and procedures
- (2) Develop and continuously monitor a variety of common unit assessments
- (3) Manage and adapt course and program assessments, CARDS Charts, and revise programs, based on data

Each group is described here, with their specific purpose, the stakeholders involved, and the frequency with which they meet. These committees are designed for information flow and strong collaboration with all stakeholders. Figure 9 illustrates the nesting of the two over-arching committees that meet bi-annually to review data, discuss partner needs, share program updates, and determine priorities for continuous improvement.

Figure 9. Committees that Support Continuous Improvement



University Educator Preparation Committee

The University Educator Preparation Committee (UEPC) was initiated in 2005 to address communication across colleges and partners, as it relates to the educator preparation. The charge of the UEPC is:

The University Educator Preparation Committee (UEPC) is an oversight committee that is tasked with reviewing educator preparation at a university-wide level. The educator preparation accrediting bodies of NCATE (now CAEP) and EPSB require that institutions be responsible for educator preparation at the university level. The UEPC meets biannually and is under the oversight of the University of Louisville's Office of the University Provost. The provost's office schedules the committee's meetings, and the meetings are headed by the University Provost with support from the College of Education and Human Development (CEHD) Dean's office. The committee coordinates with local and regional school districts and organizations to ensure that the needs of educator preparation within CEHD's external constituencies are met.

Members of this committee are high-level decision makers from their particular unit/district. For example, associate deans are aware of curriculum actions and can work with department chairs across colleges, and district superintendents are in a position to provide data as well as share district-level priorities. Table 4 lists UEPC committee members by role.

Table 4: UEPC Committee Membership by Role

University of Louisville Leadership	School District Leadership
University Provost (Chair)	Ohio Valley Education Cooperative (OVEC) Chief Executive Officer
University Senior Vice Provost	OVEC Chief Academic Officer/Deputy CEO
University Director of Institutional Effectiveness	Jefferson County Public Schools (JCPS) Superintendent
Dean, CEHD	JCPS Chief of Staff
UL Director of Community Engagement	JCPS Chief Academic Officer
Associate Dean, CEHD	JCPS Human Resources
Associate Deans, A&S [undergrad & grad]	
Associate Dean, School of Social Work	
Associate Dean, Music	
CEHD Chairs, Initial Teacher Preparation	
CEHD Chairs, Advanced Program Preparation	
CEHD Assessment Coordinators	

UEPC meets biannually and provides a forum to (1) share educator preparation data and seek input from partners and (2) listen to initiatives and changes occurring in other units/partners to gain insights that inform program efforts.

College Educator Preparation Committee

This committee has historically been an opportunity for program leads to meet and to share program highlights and discuss implementation of Unit-wide initiatives. In recent years, it became clear that a larger committee that had representation across programs and stakeholders would provide deeper discussions about our three quality indicators, described earlier [professional standards (exceptional), attending to the mission of the schools and the university (fitness for purpose), and enhancing and empowering candidates (transformation)]. The CEPC now includes representation across stakeholders, with a focus on program-level leadership and completers working in their respective roles in the schools. This is a larger committee (about 50 individuals), with subcommittees that meet more regularly.

The committee includes members based on their role as a program lead or department chair, and also representatives that rotate on a 3-year rotating basis. The goal of rotating representation is to gain fresh and diverse perspectives. Representatives will include 2-4 per category, but across categories, there will be representatives from each department, from early childhood, elementary, middle, high school, and special education classrooms, administrators, school counselors, and school social workers. Representation is balanced among districts and organizations. Additionally, representation will reflect the diversity of the community in which we live and work.

Table 5: CEPC Committee

CEHD Leadership	School District Leadership
Associate Dean, CEHD, Chair	Ohio Valley Education Cooperative (OVEC) Representatives*
Department Chairs, Initial Teacher Preparation (EMSTED, SECP)	Jefferson County Public Schools (JCPS) Representatives*
Department Chairs, Advanced Programs (LEAD, ECPY, SSW)	Supervisor Representatives*
Director of Multiple Pathways	Cooperating Teacher Representatives*
Director of OEDCP (Office of Educator Development & Clinical Practice)	Completer Representatives*
Program Leads (e.g., BS in Music Education, MAT programs, Advanced Programs)	Current Candidates Representatives*
Faculty Representatives*	Community Organization Representatives*
Associate Deans, A&S [undergraduate and graduate]	
Associate Dean, School of Social Work	
Associate Dean, Music	
CEHD Chairs, Initial Teacher Preparation	
CEHD Chairs, Advanced Program Preparation	
CEHD Assessment Coordinators	

*Representatives are selected on a 3-year rotating basis.

CEPC meets biannually, approximately one month prior to UEPC. This allows for a wide range of perspectives and stakeholders to review data and consider program improvements, which can then be summarized and shared with the UEPC committee.

Advisory Boards

External P-12 partners also participate in advisory boards and task forces to inform and support program improvements.

Dean's Advisory Board

The Dean's advisory board includes community leaders in the OVEC region, leadership from JCPS and other OVEC districts, and representative CEHD leadership. This group also meets twice annually. The Dean sets the agenda and opens up discussion on priority topics for the College. Information is gathered from these meetings and further discussed in internal meetings.

Field and Clinical Advisory Board

The Director of Field and Clinical Experiences has an advisory board that includes faculty, University supervisors, cooperating/mentor teachers, and other school personnel. The purpose of this advisory group is to focus on continuous improvement of field and clinical experiences and the related assessments.

Task Forces

When an initiative has high-priority and a short timeline, the Dean convenes a task force to address the topic. Task Forces typically involve expertise from the college, the related community partners, and the University.

Human Resources: Internal College Committees

The College also uses committee structures for internal program efforts to ensure there is collaboration and communication across programs and departments. Those are discussed next.

Initial Teacher Certification Committee (ITCC)

The ITCC charge is to confer and provide advice on issues that affect all initial educator preparation programs, while acting as liaisons with their home departments on teacher education issues. ITCC is a faculty-lead team with faculty leadership overseeing the committee's responsibilities. Additionally, the ITCC features representatives from the staff who can assist with curriculum-related queries, updating the catalog, and working with EPSB to ensure programs remain within compliance with Kentucky state standards. This committee meets quarterly and is chaired by a program chair or administrator in the College.

Advanced Program Committee (APC)

The APC committee includes program leads from each of the educator preparation programs. Like the ITCC, APC is also a faculty-lead team with faculty leadership overseeing the committee's responsibilities. APC confer and provide advice on issues that affect all advanced

educator programs, while acting as liaisons with their home departments to share initiatives that inform other educator preparation programs. The APC includes representation from EPSS and AAUE to support curriculum-related needs (e.g., updating the catalog), ensure compliance with university and state regulations, and support follow-up efforts. This committee meets quarterly and is chaired by the Advanced Program Coordinator.

Due to the large number of advanced programs within Teacher Education, a subcommittee of APC, the **T&L APC** was formed. This subcommittee includes representation from each endorsement, advanced degree program, and school and student stakeholders. This subcommittee meets monthly.

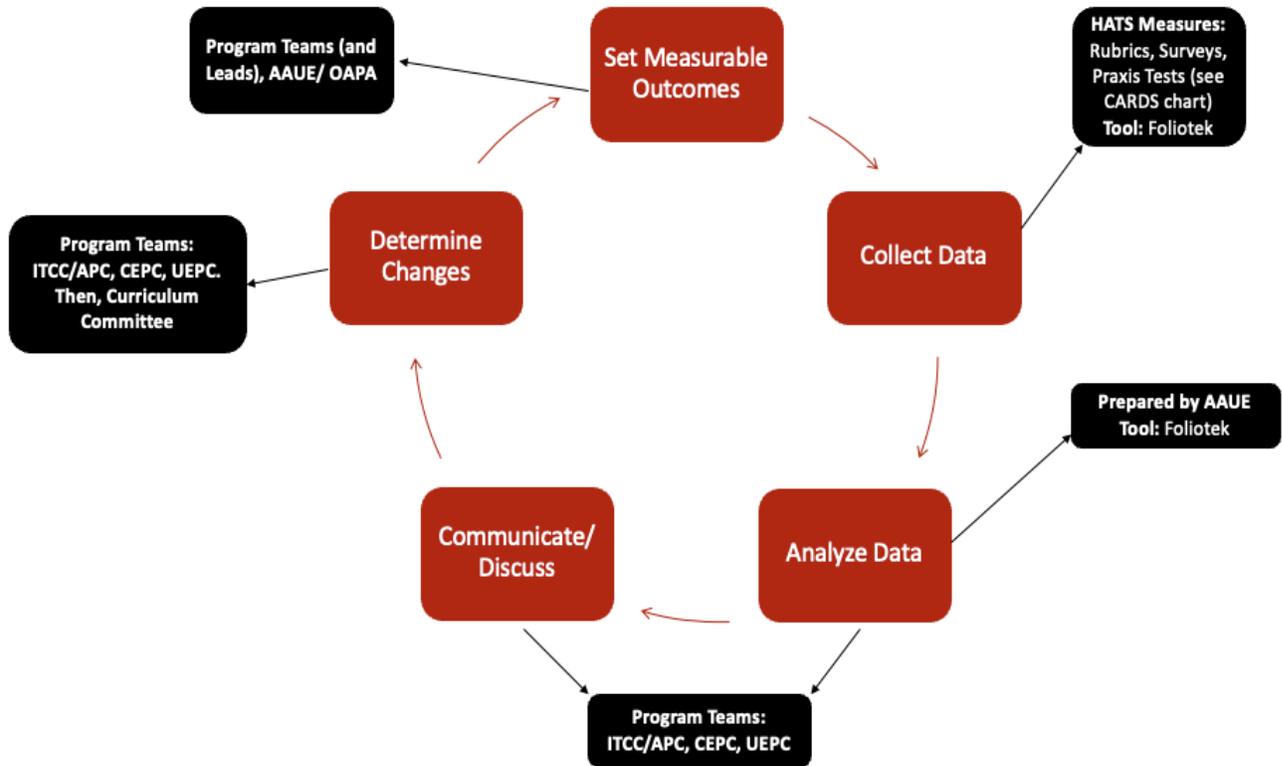
Program Teams

- Program Teams vary from 2-15 faculties, depending on the size of the program.
- Each program has a Program Lead. Team meetings each include a program lead and all program faculty are invited.
 - Program Leads facilitate discussions and ensure that all program faculty are involved in program and continuous improvement efforts process as SLOs, recruitment, retention, advising, and mentoring.
- Program teams may meet within department meetings or may meet in addition to program meetings.
 - For e.g., the BS in Elementary Education program team meets monthly with representation across two departments.
- Program and Department Chairs organize these meetings and recommendations are brought to departments and CEPC, as appropriate.

F. Assessment Processes and Structures and for Continuous Improvement

The course assessments, CARDS Charts, and Tools and Human Resources all combine to enable continuous improvement for each program. Critical to the educator preparation programs is the annual Student Learning Outcomes process that engages program faculty in analyzing candidate data related to professional standards and clinical experience. The visual in Figure 10 illustrates the steps of continuous improvement and the related contributors to each step in the process. While this visual does represent the SLO process, programs assess more than what is documented in SLOs, in particular, the CEHD annually reviews data related to completers to inform program improvements.

Figure 10. Assessment Process for Continuous Improvement



Student Learning Outcomes (SLOs)

All programs at the University of Louisville engage in the annual SLO process. As described on UofL’s OAPA website:

As part of the University’s SACSCOC reaffirmation, each educational program, administrative unit, and academic support service is required to “identify expected outcomes, assess the extent to which it achieves these outcomes, and provide evidence of improvement based on analysis of the results” (SACSCOC Principle 3.3.1). This evidence is documented in annual outcomes assessment reports. These reports are collected by Institutional Effectiveness (IE) in an effort to document that UofL is engaged in evaluative processes that (1) result in continuing improvement in institutional quality and (2) demonstrate the institution is effectively accomplishing its mission.

SLOs attend to candidate knowledge skills and dispositions. The SLO must describe program goals and measures to track those goals. Specifically, all undergraduate program SLOs include the following categories, which the CEHD has connected to educator preparation focus on relevant professional standards:

1. Content Knowledge (KTPS)
2. Builds on the Cardinal Core (Communication or Diversity)
3. Culminating Undergraduate Experience (Student Teaching)
4. Critical Thinking

SLOS for graduate students similarly focus on content knowledge and clinical experiences

1. Content Knowledge (Professional Standards)
2. Engagement in Research
3. Professional Practice and Training Experience (Clinical Experiences)

Steps for SLOs

- Each year, the AAUE office pulls the data based on the previous year's measures.
- SLO data is provided to faculty in September of each year.
- Program Teams analyze the data in light of the goals they set and complete the report, determining the extent to which candidates met the goals and identifies findings.
- Based on the data reviewed and analyzed, faculty write recommendations for program improvement, focusing on two areas:
 - Refining the data collection processes to ensure that the assessment system is gathering the necessary data
 - Locating areas where our candidates need further guidance in their studies.
- Department Chairs, the Associate Dean for Academic Affairs, and the Associate Provost for Academic Planning and Accountability all provide feedback on SLO and Plan for Improvement.

Accuracy, Fairness, Consistency, and Eliminations of Bias

CEHD practices address fairness, accuracy, consistency, and the elimination of bias. These elements are critical to providing an equitable and inclusive learning environment to educator preparation candidates. How we attend to each of these is briefly described here.

Accuracy

Assessments are accurate when they measure what they purport to measure. To this end, candidate assessments in CEHD programs are aligned with professional and/or specialty professional association standards and/or learning proficiencies that they are designed to measure. Instructors for every course must have expertise within the specific teaching area to be eligible to teach a course. Curriculum maps are collaboratively developed to ensure the curriculum and standards are accurately aligned.

Fairness

CEHD program faculty and program faculty committees are committed to creating assessments that are fair in assessing what has been taught in CEHD educator preparation programs. Program curricula define what knowledge, skills, and dispositions candidates should be exposed to and what should be measured in the assessments. All candidates experience the same set of HATs across their core program courses. Fairness also means that CEHD candidates understand what is expected of them. Orientations are planned at each transition point, advisors and faculty mentors

are readily available at all times. Flight plans and program sheets describe all coursework and all other requirements within the program.

Consistency

CEHD program faculties recognize that assessments are consistent when they produce dependable results or results that would remain constant in repeated trials. Through the annual SLO process, faculty are able to observe data from the past 12-months and compare it to data from the previous year. For tools used by multiple users, like the teaching observation tool, all users participate in trainings to understand the meaning of each category and to confirm internal consistency (how to rate consistently the same for the same level of proficiency) and interrater agreement (how all assessors provide the same or nearly the same rating when observing the same actions). Additionally, AAUE will be providing a reliability scoring training on the Student Teaching Observation rubric in the Fall 2023 and will proceed to have it on an annual basis.

Avoidance and Elimination of Bias

Elimination of bias is closely related to accuracy, but focuses on differential treatment of groups. CEHD faculties on program committees create, analyze, revise, and provide assessments that are free of racial and ethnic stereotypes, language, and confusion or other forms of cultural insensitivity that may interfere with a candidate's performance and/or unintentionally favor some candidates over others. All humans experience implicit bias. Thus, implicit bias training has been conducted with leadership and faculty on a regular basis within the College and the University. Additionally, data is disaggregated and analyzed by race/ethnicity and gender. Differences in data lead to analysis of curriculum and potential biases in the preparation of diverse candidates.

REFERENCES

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- Watty, K. (2003) When will Academics Learn about Quality?, *Quality in Higher Education*, Vol. 9, No. 3.

APPENDICES

APPENDIX A: Observation of Teaching Rubric

There is one page per standard. Pages for qualitative comments follow each standard's rubric, but are not included here.

Observation of Teaching Rubric								
Teacher Candidate		Semester		Date		Subject/Grade Taught		
School & District		Cooperating Teacher			University Supervisor			
NEW! Type of Observation (choose one)		<input type="checkbox"/> Face to Face		<input type="checkbox"/> Asynchronous NTI		<input type="checkbox"/> Synchronous		
<p>This assessment is based on the 10 national standards of effective practice for new teachers (InTASC). Standards 1-3 address <i>The Learner and Learning</i>. Standards 4-5 address <i>Content Knowledge</i>. Standards 6-8 address <i>Instructional Practice</i>. Standards 9-10 address <i>Professional Responsibility</i>. Under the Family Educational Rights and Privacy Act (FERPA) of 1974, the teacher candidate has the right of inspection and review of this document.</p> <p>Directions: For each of the items below, place a rating of 1, 2, 3, 4, 5, 6, or 7 by the number which describes the teacher candidate as a pre-professional. *An overall average rating will be calculated by the university for each standard. Thank you for your time and commitment to the profession.</p>								
InTASC Standard 1	Underdeveloped (1)	(2)	Emerging (3) 12.5%	(4)	Proficient (5) 10%	(6)	Distinguished (7)	Rating
<i>The teacher candidate...</i>								
Supports student learning through developmentally appropriate instruction	implements instruction that exceeds or does not match a developmentally appropriate level for the students	With assistance, partial success at rating of "3"	implements grade-level appropriate instruction, but does not account for individual learners' differences	In addition to rating "3" performance, partial success at rating of "5"	implements developmentally appropriate instruction that accounts for learners' strengths, interests and needs	In addition to rating "5" performance, partial success at rating of "7"	implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas	
Accounts for differences in students' prior knowledge	does not account for differences in students' prior knowledge	With assistance, partial success at rating of "3"	addresses students' prior knowledge as a class, but individual differences are not considered	In addition to rating "3" performance, partial success at rating of "5"	accounts for individual differences in students' prior knowledge and readiness for learning	In addition to rating "5" performance, partial success at rating of "7"	accesses student readiness for learning and expands on individual students' prior knowledge	
*The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #1: Learner Development. The teacher understands how children learn 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.								
InTASC Standard 2	Underdeveloped (1)	(2)	Emerging (3) 12.5%	(4)	Proficient (5) 10%	(6)	Distinguished (7)	Rating
<i>The teacher candidate...</i>								
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs	demonstrates minimal knowledge about learners' backgrounds and how to meet their learning needs	With assistance, partial success at rating of "3"	demonstrates a basic knowledge about learners' backgrounds and how to meet their learning needs	In addition to rating "3" performance, partial success at rating of "5"	demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance	In addition to rating "5" performance, partial success at rating of "7"	anticipates individual learning needs by proactively differentiating instruction using knowledge of learners' socioeconomic, cultural and ethnic backgrounds	
Exhibits sensitivity and belief that all students can learn	communicates with diverse learners in an insensitive and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners	With assistance, partial success at rating of "3"	communicates with diverse learners in a sensitive and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners	In addition to rating "3" performance, partial success at rating of "5"	exhibits respect and high expectations for each learner; communicates with diverse learners in a sensitive and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners	In addition to rating "5" performance, partial success at rating of "7"	exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a sensitive and respectful manner; consistently provides equitable opportunities to meet the needs of learners	
*The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.								

Reset Form

InTASC Standard 3	Underdeveloped (1)	(2)	Emerging (3) 12.5%	(4)	Proficient (5) 10%	(6)	Distinguished (7)	Rating
	<i>The teacher candidate...</i>							
Creates a safe and respectful environment for learners	ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community	With assistance, partial success at rating of "3"	models safety and respect to encourage a positive classroom learning community	In addition to rating "3" performance, partial success at rating of "5"	consistently models safety and respect to encourage a positive classroom learning community that is respectful of all learners' differences, including race, culture, gender, sexual orientation, and language	In addition to rating "5" performance, partial success at rating of "7"	collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community	
Structures a classroom environment that promotes student engagement	needs assistance in developing a learning environment that is engaging for most students	With assistance, partial success at rating of "3"	attempts to develop a learning environment that is engaging for most students	In addition to rating "3" performance, partial success at rating of "5"	develops a learning environment that is consistently engaging for most students	In addition to rating "5" performance, partial success at rating of "7"	develops a highly engaging learning environment, taking into account student differences and learning needs	
Clearly communicates expectations for appropriate student behavior	does not communicate standards of conduct	With assistance, partial success at rating of "3"	communicates standards of conduct that may not be clear	In addition to rating "3" performance, partial success at rating of "5"	communicates clear standards of conduct	In addition to rating "5" performance, partial success at rating of "7"	communicates standards of conduct that are clear and effective	
Responds appropriately to student behavior	does not monitor student behavior	With assistance, partial success at rating of "3"	inconsistently monitors and responds to student behavior	In addition to rating "3" performance, partial success at rating of "5"	consistently monitors and responds to student behavior	In addition to rating "5" performance, partial success at rating of "7"	monitors student behavior and responds appropriately and effectively	
Guides learners in using technologies in appropriate, safe, and effective ways when applicable	needs assistance to use interactive technologies as a resource to support student learning; rarely guides learners in using technology appropriately, safely, and effectively	With assistance, partial success at rating of "3"	attempts with assistance to use interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively	In addition to rating "3" performance, partial success at rating of "5"	uses interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively	In addition to rating "5" performance, partial success at rating of "7"	plans for and uses interactive technologies as a resource to support student learning; anticipates how information may be misused and develops guidelines for learners to use technology appropriately, safely and effectively	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								*Rating
Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.								

InTASC Standard 4	Underdeveloped (1)	(2)	Emerging (3) 12.5%	(4)	Proficient (5) 10%	(6)	Distinguished (7)	Rating
<i>The teacher candidate...</i>								
Effectively teaches subject matter	displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are incomplete or inaccurate for the content	With assistance, partial success at rating of "3"	displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are occasionally incomplete or inaccurate for the content	In addition to rating "3" performance, partial success at rating of "5"	instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content	In addition to rating "5" performance, partial success at rating of "7"	displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners' understanding	
Guides mastery of content through meaningful learning experiences	applies inappropriate strategies in instructional practice to engage learners in mastery of content	With assistance, partial success at rating of "3"	attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content	In addition to rating "3" performance, partial success at rating of "5"	applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content	In addition to rating "5" performance, partial success at rating of "7"	creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content	
Integrates culturally relevant content to build on learners' background knowledge	demonstrates minimal knowledge of learners' cultural backgrounds and experiences, and there is no plan to design learning experiences that build on learners' cultural backgrounds	With assistance, partial success at rating of "3"	demonstrates basic knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences	In addition to rating "3" performance, partial success at rating of "5"	designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences	In addition to rating "5" performance, partial success at rating of "7"	flexibly designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								*Rating
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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.								

InTASC Standard 5	Underdeveloped (1)	(2)	Emerging (3) 12.5%	(4)	Proficient (5) 10%	(6)	Distinguished (7)	Rating
<i>The teacher candidate...</i>								
Designs activities where students engage with subject matter from a variety of perspectives	designs activities related to subject matter but does so from a singular perspective and discipline	With assistance, partial success at rating of "3"	designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed	In addition to rating "3" performance, partial success at rating of "5"	designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections	In addition to rating "5" performance, partial success at rating of "7"	embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes	
Accesses content resources to build global awareness	needs regular guidance to determine where and how to access content resources to build student awareness of local and global issues	With assistance, partial success at rating of "3"	accesses some content resources, including technologies, to build student awareness of local and global issues	In addition to rating "3" performance, partial success at rating of "5"	uses content resources, including digital and interactive technologies, to build student awareness of local and global issues	In addition to rating "5" performance, partial success at rating of "7"	seeks out new and innovative ways to access content resources, including digital and interactive technologies, to build student awareness of local and global issues	
Uses relevant content to engage learners in innovative thinking & collaborative problem solving	instructional strategies do not promote higher level thinking or collaborative problem solving connected to relevant content	With assistance, partial success at rating of "3"	attempts to engage students in higher level thinking skills such as critical/creative thinking and collaborative problem solving and some are not connected to relevant content	In addition to rating "3" performance, partial success at rating of "5"	engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content	In addition to rating "5" performance, partial success at rating of "7"	creates an environment that encourages higher level thinking, innovative ideas and approaches are consistently connected to relevant content	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								*Rating
Standard #5: Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.								

InTASC Standard 6	Underdeveloped (1)	(2)	Emerging (3) 12.5%	(4)	Proficient (5) 10%	(6)	Distinguished (7)	Rating
<i>The teacher candidate...</i>								
Uses multiple methods of assessment	uses limited assessment methods and items that are not aligned with learning targets	With assistance, partial success at rating of "3"	uses multiple assessments, but not all are aligned with the learning targets	In addition to rating "3" performance, partial success at rating of "5"	uses multiple assessments that align with the learning targets	In addition to rating "5" performance, partial success at rating of "7"	designs and modifies multiple formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs	
Provides students with meaningful feedback to guide next steps in learning	feedback provided to students is not actionable	With assistance, partial success at rating of "3"	feedback provided to learners is actionable but does not necessarily improve the quality of the work	In addition to rating "3" performance, partial success at rating of "5"	provides effective feedback to learners that aids in the improvement of the quality of their work	In addition to rating "5" performance, partial success at rating of "7"	provides descriptive success and next-step feedback to individual learners and involves them in self-assessment to improve their own work	
Uses appropriate data sources to identify student learning needs	uses assessments solely to determine a grade	With assistance, partial success at rating of "3"	uses assessment data to guide planning and identify student learning needs	In addition to rating "3" performance, partial success at rating of "5"	documents, analyzes, and interprets student assessment data gathered using multiple methods to identify student learning needs	In addition to rating "5" performance, partial success at rating of "7"	documents, analyzes, and interprets student assessment data gathered from multiple methods to identify student learning needs, achievement trends, and patterns among groups of learners to inform instruction	
Engages students in formal or informal self-assessment strategies	learners are not engaged in understanding and identifying quality work	With assistance, partial success at rating of "3"	engages learners in understanding and identifying quality work	In addition to rating "3" performance, partial success at rating of "5"	engages learners in understanding and identifying quality work (models, examples, etc.). Provides opportunities for reflection and self-assessment	In addition to rating "5" performance, partial success at rating of "7"	engages learners in understanding and identifying quality work. Infuses opportunities for student reflection, self-assessment, and monitoring of learning goals	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								
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 teachers' and learner's decision making.								*Rating

InTASC Standard 7	Underdeveloped (1)	(2)	Emerging (3) 12.5%	(4)	Proficient (5) 10%	(6)	Distinguished (7)	Rating
<i>The teacher candidate...</i>								
Connects lesson goals with school curriculum and state standards	lesson plans are not aligned with learning goals	With assistance, partial success at rating of "3"	plans for learning experiences that are aligned with learning goals	In addition to rating "3" performance, partial success at rating of "5"	plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs	In addition to rating "5" performance, partial success at rating of "7"	plans demonstrate an understanding of prerequisite relationships between goals and standards and sequence; proactively anticipates misconceptions and prepares to address them	
Uses assessment data to inform planning for instruction	pre-assessment and/or formative assessment data are not utilized to inform planning	With assistance, partial success at rating of "3"	uses pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning	In addition to rating "3" performance, partial success at rating of "5"	uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning	In addition to rating "5" performance, partial success at rating of "7"	designs assessments that strategic to inform planning and to provide multiple forms of evidence for monitoring students' progress relative to learning targets	
Adjusts instructional plans to meet students' needs	plans are not adjusted to meet student learning differences or needs	With assistance, partial success at rating of "3"	uses assessment findings to modify instructional plans to meet students' needs	In addition to rating "3" performance, partial success at rating of "5"	uses information gained from assessment findings to customize instructional plans to meet students' needs	In addition to rating "5" performance, partial success at rating of "7"	uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students' needs	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								
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, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.								*Rating

InTASC Standard 8	Underdeveloped (1)	(2)	Emerging (3) 12.5%	(4)	Proficient (5) 10%	(6)	Distinguished (7)	Rating
<i>The teacher candidate...</i>								
Varies instructional strategies to engage learners	utilizes only one instructional approach	With assistance, partial success at rating of "3"	uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals	In addition to rating "3" performance, partial success at rating of "5"	varies role between instructor, facilitator, guide, and audience; considers learners' needs, interests, and goals in determining instructional strategies to engage learners	In addition to rating "5" performance, partial success at rating of "7"	integrates a variety of instructional approaches for all members of the classroom; considers learners' needs, interests, and goals in determining instructional strategies to engage students as both learners and teachers	
Uses technology appropriately to enhance instruction when applicable	identifies instructional strategies without involving technology	With assistance, partial success at rating of "3"	uses limited instructional strategies that involve technology	In addition to rating "3" performance, partial success at rating of "5"	uses technology effectively to enhance instruction	In addition to rating "5" performance, partial success at rating of "7"	engages learners in evaluation and selection of media and technology resources; uses technology appropriately to engage learners and enhance instruction	
Differentiates instruction for a variety of learning needs	teaches individual or small group learning experiences without differentiating instruction	With assistance, partial success at rating of "3"	varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs	In addition to rating "3" performance, partial success at rating of "5"	varies instruction for individuals or small groups to create learning experiences that are well matched to student needs	In addition to rating "5" performance, partial success at rating of "7"	differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students	
Instructional practices reflect effective communication skills	makes frequent errors during instruction when articulating thoughts and ideas using oral, written, and nonverbal communication skills; does not use technology for communication; seldom listens	With assistance, partial success at rating of "3"	articulates thoughts and ideas using oral, written and nonverbal communication skills but over-relies on the same forms of communication during instruction; uses technology for communication in some instances; listens to others	In addition to rating "3" performance, partial success at rating of "5"	listens and respectfully articulates thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction	In addition to rating "5" performance, partial success at rating of "7"	articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts to inform, instruct, and motivate during instruction; uses multiple media and technologies; listens respectfully to decipher meaning	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								*Rating
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.								

APPENDIX B: School Principal Practicum/Internship Evaluation

LEAD 609: Education and Administration Leadership Internship Working Contract

Student Name:

Internship Placement:

Supervising Mentor:

University Supervisor: Dr. Kathy House

Dates of Internship: June 1, 2021 – August 11, 2021

Expectations:

Students are expected to engage in co-created and co-identified activities with the support and counsel of the supervising mentor. Activities should be authentic and appropriate for an administrative internship. We want to ensure our principal candidates have experiences related to the summer tasks of administrators, in addition to the normal school year tasks of which they are likely familiar. Planning a professional learning calendar, observing teacher candidate screening meetings, reviewing school data for the purpose of planning instructional interventions, assisting with the administrative aspects of summer learning camps are all appropriate activities, in addition to many others.

We also have the expectation that the work of the internship aligns with the PSEL (2015) standards for school leaders. Once activities are identified, principal candidates will then match the activities with the PSEL standards to ensure alignment. This will provide the basis for personal reflection of growth in the standards, as well as a means for the supervisor mentor to coach the candidate in their work.

The 10-week internship should allow students the opportunity to record no less than 105 hours of clinical practice. That total will include any class time spent with the instructor, as well as conferences and coaching sessions with the supervising mentor and/or university supervisor. It will also take in to account any preparation time for candidates such as reading assigned articles (supervisor assigned or any assigned by the instructor), as well as time spent working on the activities with colleagues, either virtual or in person depending on the individual placement circumstance.

Students will

- co-identify and co-create authentic activities with their supervising mentor.
- keep a log of all clinical internship contact time.
- keep a reflection log to be completed every two weeks (five reflections total).
- self-assess their current standing on each standard of the PSEL (2015) using a document provided by the instructor (students

- will revisit in their final semester).
- meet no less than twice during the internship with the supervising mentor in a coaching session to be documented by the principal candidate.
- meet no less than twice during the internship with the university supervisor (once in conjunction with the supervising mentor and once with only the university supervisor).
- submit all documentation via BlackBoard.
- submit final reflection in FolioTek

Supervising Mentors will

- co-identify and co-create authentic activities with their principal candidate.
- review the log of all clinical internship contact time to ensure accuracy.
- review the self-assessment of the PSEL (2015) with their principal candidate for coaching purposes to identify areas of growth
- meet no less than twice during the internship with the principal candidate in a coaching session to be documented by the principal candidate.
- meet no less than once with the principal candidate and the university supervisor.

University Supervisor will

- maintain contact with principal candidate through email, phone call, and/or video chat for support and guidance.
- maintain student contracts and monitor for progress
- meet at least once with the principal candidate to discuss internship progress and reflections
- meet at least once with the principal candidate and supervising mentor to determine progress and growth of candidate

I understand the expectations of the program and agree to fulfill my responsibilities to the best of my ability.

Student (Principal Candidate): _____ Date: _____

Supervising Mentor: _____ Date: _____

University Supervisor: _____ Date: _____

Student Name:

Internship Placement:

Supervising Mentor:

Planned Activities, Products, and/or Experiences

Explain what you will accomplish over the course of your internship. Your activities should be specific as to an anticipated outcome. A bi-weekly summary and reflection log in required format.

Activities:
Anticipated Outcomes:

Planned Specific Learning Objectives

Must reference a minimum of five (5) professional objectives using language from and noting the 2015 PSEL Standards reference in the syllabus. Your activity and project should be designed to align with the PSEL standards.

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Planned Dates and Hours

Dates	Hours	Cumulative Hours (105 Min.)
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APPENDIX C: School Counselor Practicum/Internship Evaluation Tool

**SCHOOL COUNSELOR PRACTICUM/INTERNSHIP
SUPERVISOR'S MIDTERM/FINAL EVALUATION OF STUDENT**

Student Name _____ Instructor _____

School _____ Phone# _____

Supervisor _____ Semester _____

Term (Midterm or Final) _____

Please comment on the student's performance in the following areas by placing an X in the appropriate space. (4 = highest rating, 1= lowest rating)

Key:

- 1 Performs unsatisfactorily
- 2 Needs improvement in performance
- 3 Meets performance expectations
- 4 Exceeds performance expectations
- N/A Not Applicable

A. PROFESSIONAL SKILLS			
	Site Supervisor Rating	Student Rating	University Faculty Supervisor Rating
Ability to plan, implement and evaluate a comprehensive school counseling program based on student needs.			
Ability to collaborate with teachers to provide classroom guidance.			
Ability to prepare students for successful transitions.			
Ability to evaluate and modify the curriculum to meet the needs of students.			
Provides individual counseling for students to meet their personal and academic needs to overcome learning barriers.			
Provides group counseling/guidance for students to meet their personal and academic needs to overcome learning barriers.			
Consults with community agencies as needed.			

	Site Supervisor Rating	Student Rating	University Faculty Supervisor Rating
Works with teachers and school personnel to meet the needs of students.			
Consults with community agencies as needed.			
Works with teachers and school personnel to meet the needs of students.			
Recognizes community agencies available for referrals.			
Provides group counseling/guidance for students to meet their personal and academic needs to overcome learning barriers.			
Ability to coordinate people and resources from the school and community.			
Ability to assess, interpret & communicate assessment results to stakeholders.			
Follows the ethical code of the counseling profession.			
Act in a role that clearly distinguishes him/her from any professional who administers disciplinary action.			
Ability to apply information systems and technology.			
Demonstrates positive human relationships for all students from all cultural backgrounds.			
Capacity for genuineness, openness and warmth with clients.			

B. APPROACH TO LEARNING			
	Site Supervisor Rating	Student Rating	University Faculty Supervisor Rating
Awareness of own reactions to client and their implications for assessment and treatment.			

Ability to accept and make constructive use of supervision.			
Openness to feedback offered by supervisor.			
Willingness to try different approaches at the suggestion of supervisor.			
Willingness and capacity to evaluate self as a counselor and to assess quality of performance.			

C. PROFESSIONAL DEMEANOR			
	Site Supervisor Rating	Student Rating	University Faculty Supervisor Rating
Punctuality and attendance.			
Dependability.			
Willingness to assume duties and responsibilities.			
Ability to relate well to other staff.			

If “3” represents performance above that expected from students at this level, “2” represents adequate performance, and “1” represents real concern about the student’s potential in the field, what score would you assign? _____

Has this evaluation been discussed with the student? Yes _____ No _____

We appreciate any additional comments you can provide regarding our students.

Comments:

Trainee Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____

APPENDIX D: School Social Worker Practicum/Internship Evaluation Tool

MSSW SPECIALIZED-FINAL EVALUATION

SECTION 1: TO BE COMPLETED BY THE STUDENT

Instructions for Student:

1. Complete any empty description fields about your placement in the table below
 2. Upload your Final Reflection on Practice paper
 3. Click the Submit button immediately below the Reflection Paper upload
- Your field instructor will then be notified to provide your ratings. You will have the opportunity to provide your comments on the evaluation before final submission.

Student ID:	Student Name:	Site:
Field Instructor:	Field Faculty:	Class:
Semester:	Year:	Hours Completed to Date:

Final Reflection on Practice

Click the browse button below to attach the file.

SECTION 2: TO BE COMPLETED BY THE FIELD INSTRUCTOR

Instructions for Field Instructor:

1. Please click the blue text above to review the student's Final Reflection on Practice document.
2. Then review the rating scale below and provide a score for each practice behavior listed.
3. Indicate your overall appraisal of the student's performance in the Overall Rating section
4. If the student had an Action Plan, indicate whether the action plan was completed or not. If the student did not have an Action Plan, select 'not applicable' in the Action Plan section
5. Enter your summative comments at the bottom of the form. If you have scored any practice behaviors as exceptional (i.e., 5), justification should be provided in the summative comments box.

Performance Rating Scale

Please use the following rating scale to evaluate practicum performance.

- 1 - Student has **not demonstrated** expected practice behaviors in this competency.
- 2 - Student demonstrates **emerging** practice behaviors in this competency.
- 3 - Student demonstrates **satisfactory** practice behaviors in this competency.
- 4 - Student demonstrate **advancing** practice behaviors in this competency.
- 5 - Student demonstrates **exceptional** practice behaviors in this competency. *

*** Ratings of exceptional require field instructors to provide examples of performance i.e. grant-writing, public/professional presentations, continuous autonomous practice, etc. in the Field Instructor Comments at the bottom of the form.**

Competency 1: Demonstrate Ethical and Professional Behavior

Practice Behavior	Rating				
1.1 Differentiate between the various roles of advocacy to determine the most appropriate approach to advocate for client accessibility to social work services	1	2	3	4	5
1.2 Practice personal reflection and self- correction by incorporating various points of view and incorporating cultural considerations when examining thoughts and feelings to assure continual professional development	1	2	3	4	5
1.3 Identify, apply, analyze, and evaluate concepts from the NASW Code of Ethics (or the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles if applicable) to guide reasoning in making ethical decisions in practice	1	2	3	4	5

Competency 2: Engage Diversity and Difference in Practice

Practice Behavior	Rating				
2.1 Examine relevant information to evaluate the scope of complexities of cultural structures and values and how these complexities may oppress and marginalize or enhance privilege and power	1	2	3	4	5
2.2 Evaluate how diversity and difference can shape the life experiences of individuals and communities	1	2	3	4	5

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Practice Behavior	Rating				
3.1 Apply knowledge of the forms and mechanisms of oppression, discrimination, or historical trauma to discern impact on client systems	1	2	3	4	5
3.2 Engage in practices considered from multiple points of view to advance social and economic justice without privileging one’s position	1	2	3	4	5

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Practice Behavior	Rating				
4.1 Use practice experience to logically inform scientific inquiry and research	1	2	3	4	5
4.2 Integrate research literature or evidence into select relevant practice interventions or develop practice interventions and articulate their implications	1	2	3	4	5

Competency 5: Engage in Policy Practice

Practice Behavior	Rating				
5.1 Demonstrate understanding and application of policy analysis, formulation, and advocacy and can identify the ways in which social wellbeing may be impacted	1	2	3	4	5
5.2 Inform policy action based on perspectives of all stakeholders	1	2	3	4	5

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Practice Behavior	Rating				
6.1 Identify the issues in engaging client systems in change and describe different perspectives of preparing for action with one of the following: individuals, families, groups, organizations, or communities	1	2	3	4	5
6.2 Examine and critique the ways in which power, privilege and difference may affect the establishment of the helping relationship or therapeutic relationship	1	2	3	4	5

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Practice Behavior	Rating				
7.1 Describe the core concepts to consider when developing detailed mutually agreed on goals and desired outcomes	1	2	3	4	5
7.2 Select the most appropriate interventions based on analysis of implications of interventions considered	1	2	3	4	5

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Practice Behavior	Rating				
8.1. Examine assumptions about interventions aimed to increase positive client outcomes	1	2	3	4	5
8.2 Articulate reasoning for selected interventions and methods for helping clients resolve identified problems	1	2	3	4	5
8.3 Apply the core concepts to consider when developing a detailed mutually agreed on goals and desired outcomes	1	2	3	4	5

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Practice Behavior	Rating				
9.1 Formulate relevant and comprehensive questions and methods to effectively analyze, monitor, and evaluate interventions	1	2	3	4	5
9.2 Communicate knowledge of effectiveness of intervention or recommend best practices based on synthesis of relevant evidence	1	2	3	4	5

Field Instructor's Overall Rating of Student

Not meeting expectations Meeting expectations Exceeding expectations

Action Plan Status

Not applicable Action plan not met Action plan met

Field Instructor Summative Comments

(Provide summative comments of student performance. In addition, any ratings of 5 must be explained below)

SECTION 3: TO BE COMPLETED BY THE STUDENT

Instructions for Student:

1. Once your field instructor has completed the ratings section and discussed your evaluation with you, provide your comments on the evaluation below.
2. Submit your acknowledgment of the evaluation.

Student Comments

SECTION 4: TO BE COMPLETED BY THE FIELD FACULTY

Instructions for Field Faculty:

1. Once the student and field instructor have completed the form, provide your comments.
2. Submit your approval of the evaluation.

APPENDIX E: Professional Dispositions Rubric

Dispositions Assessment for Educator Preparation Programs

Purpose of Instrument: The purpose of this instrument is to assess candidates' demonstrated dispositions needed to be an effective educator.

Criterion for Success: Candidates are expected to score at the developing level or higher.

Dimension	Competency	Insufficient Evidence	Developing	Target	Exemplary
Professionalism	Collaboration	The candidate does not collaborate with professional colleagues	The candidate collaborates with colleagues in a professional manner	and... The candidate models positive collaborative relationships with multiple stakeholders within the school	and... The candidate seeks and fosters respectful communication with parents, the community, and school district to promote learner growth and development
	Respect for Differences	The candidate cannot identify and/or respect learners' different strengths and needs	The candidate identifies and respects learners' different strengths and needs	and... The candidate is committed to using learners' different strengths and needs to further each learner's development	and... The candidate facilitates a critical analysis of learners' different strengths and needs bringing attention to learners' personal, family, and community experiences and cultural norms
	Preparation	The candidate is late to school or class, does not dress in professional attire, does not submit assignments, lesson plans, etc., does not bring all necessary materials to school/ class/ on time and/or does not demonstrate academic dishonesty	The candidate is punctual/early to school or class, dresses in professional attire, submits all assignments, lesson plans, etc., brings all necessary materials to school/class on time and demonstrates academic honesty	and... The candidate takes professional responsibility to use short-and long-term planning as a means of assuring student learning	and... The candidate uses valid and reliable research methods in planning and preparation to impact student learning
	Ethical Teaching Behavior	Does not demonstrate actions and principles as set forth in the Code of Ethics and Technology Agreement documents	N/A	Demonstrate actions and principles as set forth in the Code of Ethics and Technology Agreement documents	N/A
Critical Thinking	Reflection to Impact Student Learning	The candidate does not reflect on their practices that impact student learning	The candidate reflects on their practices that impact student learning	and... The candidate uses analysis and reflection to inform planning and next step instruction for all learners	and... Reflects on and examines multiple sources of valid and reliable data to assess impact of current practice on meeting diverse learners' needs and make adjustments in practice
	Accepting & Implementing Feedback	The candidate does not accept feedback with a positive attitude	The candidate accepts feedback for professional growth with a positive attitude	and... The candidate asks for and implements suggestions and/or advice from supervisors/faculty to improve his/her practice	and... The candidate asks for and implements suggestions and/or advice from principals/other school staff and community members to improve his/her practice
	Intellectual Curiosity	The candidate does not demonstrate willingness to actively engage in conversations and written artifacts	The candidate demonstrates enthusiasm and willingness to actively engage in conversations and written artifacts	and... The candidate demonstrates a deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing)	and... The candidate is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), and the candidate identifies the potential biases of these frames and their impact on exceptions for and relationships with learners and their families

Professional Dispositions Rubric (Con't)

Professional Dispositions Rubric (Con't)					
Commitment to Teaching	Initiative	The candidate does not show initiative in the classroom	The candidate demonstrates enthusiasm and willingness to actively engage in the school setting	and... The candidate seeks opportunities to draw upon current education policy and research to improve practice	and... The candidate participates and attends professional development opportunities within and outside of the discipline to strengthen their understanding of their education profession as a career
	Flexibility	The candidate is not flexible in their thinking and/or their practice as it relates to teaching and learning	The candidate solicits insights and solutions when changes/challenges arise	and... The candidate uses flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs	and... The candidate implements flexible learning environments that encourage learner exploration, discovery, and expression across all content areas
	Leadership	The candidate cannot identify and/or exhibit characteristics of an effective teacher	The candidate identifies and/or exhibits characteristics of an effective leader. (e.g., innovation, dependability, motivation, commitment, communicative, confidence, etc.)	and... Models characteristics of effective leadership	and... Develops and shares their areas of expertise with other professionals as well as community members

APPENDIX F: Program-Specific Curriculum Map Examples

B.S.: Middle/Secondary Education

Course	SLO: Competency Related to Major												SLO: Competency which Builds upon the Cardinal Core Curriculum	SLO: Competency Related to Critical Thinking	State Legislative Requirements: Kentucky Field Experience Tracking System	
	The Learner and Learning						CAP Initial Teacher Standards									SLO: Culminating Undergraduate Experience
	IntASC 1	IntASC 2	IntASC 3	IntASC 4	IntASC 5	IntASC 6	IntASC 7	IntASC 8	IntASC 9	IntASC 10	Praxis					
EDTP 001	M	M	M	M	M	M	M	M	M	M	M	M	M			15
EDTP 007	M	M	M	M	M	M	M	M	M	M	M	M	M			18
EDTP 300	R	R	R	R	R	R	R	R	R	R	R	R	R			36
EDSP 345	M	M	M	M	M	M	M	M	M	M	M	M	M			36
EDSP 346	M	M	M	M	M	M	M	M	M	M	M	M	M			56-80
EDTP 407	M	M	M	M	M	M	M	M	M	M	M	M	M			56-80
EDTP 408	R	R	R	R	R	R	R	R	R	R	R	R	R			56-80
EDTP 409	I	M	M	M	M	M	M	M	M	M	M	M	M			56-80
EDTP 410	I	M	M	M	M	M	M	M	M	M	M	M	M			20
EDTP 420	I	R	R	R	R	R	R	R	R	R	R	R	R			
EDTP 421	R	R	R	R	R	R	R	R	R	R	R	R	R			
EDTP 422	R	R	R	R	R	R	R	R	R	R	R	R	R			
EDTP 423	M	M	M	M	M	M	M	M	M	M	M	M	M			
EDTP 424	M	M	M	M	M	M	M	M	M	M	M	M	M			
EDTP 425	M	M	M	M	M	M	M	M	M	M	M	M	M			
EDTP 426	M	M	M	M	M	M	M	M	M	M	M	M	M			
EDTP 427	M	M	M	M	M	M	M	M	M	M	M	M	M			
EDTP 428	R	R	R	R	R	R	R	R	R	R	R	R	R			36
EDTP 429	R	R	R	R	R	R	R	R	R	R	R	R	R			36
EDTP 430	R	R	R	R	R	R	R	R	R	R	R	R	R			56-80
EDTP 431	M	M	M	M	M	M	M	M	M	M	M	M	M			56-80
EDTP 432	M	M	M	M	M	M	M	M	M	M	M	M	M			56-80
EDTP 433	M	M	M	M	M	M	M	M	M	M	M	M	M			56-80
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EDTP 473	M	M	M	M	M	M	M	M	M	M	M	M	M			56-80
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EDTP 496	M	M	M	M	M	M	M	M	M	M	M	M	M			56-80
EDTP 497	M	M	M	M	M	M	M	M	M	M	M	M	M			56-80
EDTP 498	M	M	M	M	M	M	M	M	M	M	M	M	M			56-80
EDTP 499	M	M	M	M	M	M	M	M	M	M	M	M	M			56-80
EDTP 500	M	M	M	M	M	M	M	M	M	M	M	M	M			56-80

Advanced Program Endorsements

		CAEP Advanced Teacher Standards					
		Applications of Data Literacy	Use of Research and Understanding of Qualitative, Quantitative, and/or Mixed Methods Research Methodologies	Employment of Data Analysis and Evidence to Develop Supportive, Diverse, Equitable, and Inclusive School Environments	Leading and/or Participating in Collaborative Activities with Others such as Peers, Colleagues, Teachers, Administrators, Community Organizations, and Parents	Supporting Appropriate Applications of Technology for their Field of Specialization	Application of Professional Dispositions, Laws and Policies, Codes of Ethics and Professional Standards Appropriate to their Field of Specialization
Elementary Math Specialist	EDAP 546		I	R	R	I	M
	EDAP 646	I	R	IR	IR		IR
	EDAP 647	M	R	R	R	M	M
	EDAP 648	I		M	M	R	M
	EDAP 640					M	RM
	EDAP 682					M	RM
ESL	EDAP 518				I		I
	EDAP 521	X-R	XI-I	XM-M	XM-M	XM-M	XM-M
	EDAP 525					R	
	EDAP 535				R		R
	EDAP 530		I	I	R		
	EDAP 642	R					
	EDTP 503	M	M	M	M	I	M
Reading	EDAP 610	R	XM	M	I	R	I
	EDAP 636	I	R	M	XM	R	M
	EDAP 642	R		X			
	EDAP 678	I			X		
	EDAP 615	XM	R	M	M	R	M
Teacher Leadership	EDAP 637		IR	IR	I		
	EDAP 638	R	R	M	M	R	R
	EDAP 639	R	RM	I		I	RM
	EDAP 677	RM	R	RM	RM	R	RM
	EDAP 681	M	M	M	M	R	M

APPENDIX G: Communication of Concern



Communication of Concern

Meeting Date/Time: _____

I. Participants

U of L Candidate: _____

Student ID#: _____

Program: _____

Advisor: _____

Phase in Program (Circle one): Pre-Professional Experiences Professional-Coursework Professional-Field/Clinical Experiences

Name of Person(s) Initiating Meeting: _____

Role(s) (Indicate one): Faculty/Instructor Cooperating/ Mentor Teacher Supervisor Advisor Other: _____

Participating in meeting:

Name	Role	Signature
1. _____	_____	_____
2. _____	_____	_____

II. Description of Concern

Nature of the Concern(s): Dispositions Coursework Field/Clinical Performance
Other: _____

(Indicate all that apply)

Description of targeted need/issue/concern (use back, if necessary):

Alert only, no action required

Action Plan Required (Complete table below)

III. Action Plan

List the actions that will be taken to support the success of the teacher candidate

Action Steps	Who will implement (candidate, instructor, etc.)	Timeline
1.		
2.		
3.		

VII. Follow-up is expected of (please check all that apply):

Candidate: ___ Faculty/Instructor: ___ Teacher: ___ University Supervisor: ___ Other: _____

Date(s) of Follow-Up:

Signature of Candidate:

Signature of Dept. Chair/Asst.

Chair _____

Contents of this Communication of Concern will be taken into consideration for program admission and/or student teaching. A conference with faculty may be required prior to making any final decision.

[Copies to: Candidate's EASS file, Dept. Chair/Asst. Chair, Advisor, and Candidate]

APPENDIX H: Intensive Assistance Plan

Intensive Assistance Plan

Date/time of Meeting:

U of L Candidate:

Student ID#:

Program:

Advisor:

Phase in Program (Circle one): Pre-Professional Professional-Coursework Professional –
Field/Clinical Experiences

Advisory Committee Members

List names and role (supervisor, advisor, instructor, etc.)

Step 1: Documentation of Concerns

Step 2: Notification of need for Intensive Assistance Plan Meeting

Step 3: Assistance needs

Step 4: Behaviors to be demonstrated:

Step 5: Resources Provided

Satisfactory Completion of Program

The IAP Committee will confer during bi-weekly intervals to assess progress. To meet satisfactory progress on Targeted Dispositions and Standards, _____ must demonstrate **high rates of fidelity and the accurate delivery of professional dispositions** during _

_____.

Candidate Signature

Advisory Committee Member's Signature