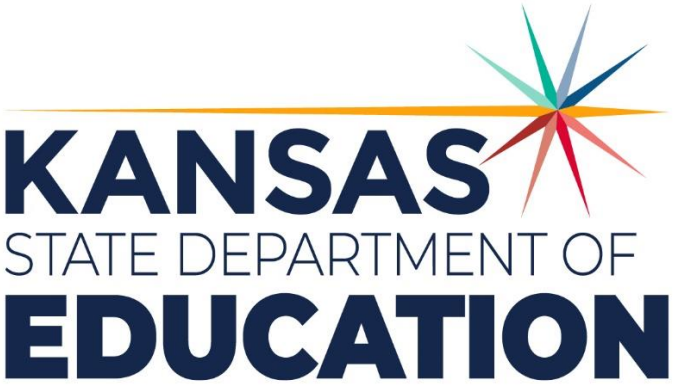
INSTITUTIONAL HANDBOOK for ACCREDITATION and PROGRAM APPROVAL



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Teacher Licensure and Accreditation
Kansas State Department of Education
900 SW Jackson St, Suite 106
Landon State Office Building
Topeka, KS 66612-1212
785-296-2288

www.ksde.org

ACCREDITATION 4
ACCREDITATION PROCESS 4
ACCREDITATION VISITS 5
INITIAL UNIT ACCREDITATION 5
CONTINUED UNIT ACCREDITATION 5
FOCUSED VISITS 5
VISITS TO OFF-CAMPUS SITES AND PROGRAMS 5
PROGRAM REVIEW 7
PROGRAM REVIEW PROCESS 7
NOMINATIONS FOR PROGRAM REVIEWERS 9
KSDE PROGRAM REVIEW EVALUATOR TRAINING 10
THE ROLE OF KSDE CONSULTANTS 10
NEW PROGRAMS 11
INTRODUCTION 11
NEW PROGRAM REPORTS 11
SUBSTANTIAL CHANGE TO A PROGRAM 11
SUGGESTIONS FOR PREPARING PROGRAM REPORT SUBMISSION 12
SPECIFIC PROGRAM INFORMATION FOR NEW PROGRAMS 13
NEW PROGRAM REVIEWERS 14
PROGRAM REVIEW PROCEDURES FOR NEW PROGRAMS 14
PROGRAM REJOINDER TO THE TEAM REPORT 15
PROGRAM APPROVAL DECISIONS 17
PROGRAM APPROVAL STATUS 18
NEW PROGRAM PROCEDURES FOLLOWING INITIAL APPROVAL 18
OPERATIONALIZING A PROGRAM 19
PROGRESS REPORTS FOR NEW PROGRAMS 19
RENEWAL OF PROGRAMS 21
SUBSTANTIAL CHANGE TO A PROGRAM 21
INTENT TO SEEK RENEWAL OF PROGRAMS APPLICATION 21
PROGRAM REPORTS 21
ADDITIONAL ITEMS TO SUBMIT 22
PERFORMANCE-BASED EVIDENCE 23
SUBMITTING PROGRAM REPORTS FOR REVIEW 26
PROGRAM REVIEW TEAM MEMBERS 26
CONFLICT OF INTEREST 26
ETHICAL GUIDELINES FOR INSTITUTIONS 27
PROGRAM REVIEW PROCEDURES 27
DORMANT PROGRAMS 28
PROGRAM REJOINDER TO THE TEAM REPORT 29
PROGRAM APPROVAL DECISIONS 30
PROGRAM APPROVAL STATUS 31
ACTION LETTER AND REPORT 31
UPGRADE REPORTS FOR APPROVED WITH STIPULATION PROGRAMS 32
GUIDELINES FOR CANDIDATE COMPLETION OF UNAPPROVED PROGRAMS 32

GUIDELINES FOR CANDIDATE COMPLETION OF APPROVED PROGRAMS WHEN UNIT ACCREDITATION IS REVOKED 33
GUIDELINES FOR MATCHING ACCREDITATION AND PROGRAM APPROVAL CYCLES 33
GUIDELINES FOR COMPLETION OF PROGRAMS WHEN AN APPROVED PROGRAM IS NOT RENEWED.. 33
GUIDELINES FOR CANDIDATE COMPLETION OF APPROVED PROGRAMS WHEN UNIT DROPS THE PROGRAM 34
ANNUAL IHE REPORTS 35
TITLE II INSTITUTIONAL REPORT (IPRC) 35
APPENDICES 36
APPENDIX A. KANSAS INITIAL ACCREDITATION FLOWCHART 36
APPENDIX B. JOINT KSBE/CAEP FIRST ACCREDITATION 37
APPENDIX C. CONTINUING ACCREDITATION 38
APPENDIX D. NEW PROGRAM REVIEW PROCESS 39
APPENDIX E. PROGRAM REVIEW PROCESS FOR RENEWAL OF PROGRAMS 40
APPENDIX F. PROGRAM REVIEW CHECK LIST 41
APPENDIX G. PROGRAM REVIEW PROCEDURES 42
APPENDIX H. INTENT TO SEEK UNIT ACCREDITATION AND/OR APPROVAL OF TEACHER EDUCATION PROGRAMS 45
APPENDIX I. PROGRAM SUBMISSION INSTRUCTIONS 49
APPENDIX J. PROGRAM REPORT FORMAT 51
APPENDIX K. PROGRAM REVIEW NOTES 70
APPENDIX L. PROGRAM REVIEWER WORKSHEET 74
APPENDIX M. PROCEDURES FOR REVIEW OF PROGRAMS BY THE EVALUATION REVIEW COMMITTEE 84
APPENDIX N. TEACHING AND SCHOOL ADMINISTRATION PROFESSIONAL STANDARDS ADVISORY BOARD 85
APPENDIX O. KSDE-CAEP PARTNERSHIP 86
DEFINITIONS 97
ACRONYMS 103

ACCREDITATION

INTRODUCTION AND OVERVIEW

ACCREDITATION PROCESS

Educator preparation providers (EPPs) which intend to recommend program completers for Kansas Teaching Licenses are required to be accredited by the Kansas State Board of Education, and may at the institution's discretion seek joint KSDE/CAEP accreditation.

CAEP, the Council for the Accreditation of Educator Preparation, was formed from the merger of the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) in 2010.

The Kansas State Department of Education has adopted the CAEP standards as the state standards for educator preparation unit accreditation. Institutions are encouraged to consult the CAEP resources for preparing and hosting an accreditation visit, as well as the Kansas-CAEP agreement (available on the KSDE and CAEP websites), which details negotiated Kansas-specific modifications to the CAEP accreditation process. These modifications include: the use of Kansas regulations and standards in cases of a conflict between current Kansas regulations and standards and CAEP standards, required state program review by trained state evaluators eighteen months prior to an onsite accreditation visit, joint KSDE/CAEP visit teams with joint leadership by CAEP and state co-leads, initial and full visits of up to four days and focused visits of up to three days, or at the institution's preference, using the regular CAEP visit schedule. Educator preparation providers (EPPs) must notify KSDE of Intent to Seek Initial Unit Accreditation. Kansas is a partnership state with CAEP. Extensive information about accreditation is available at http://www.caepnet.org.

ACCREDITATION VISITS

INITIAL UNIT ACCREDITATION

- see flowchart in Appendices A or B and CAEP manual:

http://caepnet.org/accreditation/caep-accreditation/caep-accreditation-resources

CONTINUED UNIT ACCREDITATION

- see flowchart in Appendix C and CAEP manual:

http://caepnet.org/accreditation/caep-accreditation/caep-accreditation-resources

FOCUSED VISITS

- see flowchart in Appendices A-C and CAEP manual:

http://caepnet.org/accreditation/caep- accreditation/caep-accreditation-resources

VISITS TO OFF-CAMPUS SITES AND PROGRAMS

All off-campus sites within the state of Kansas used for the preparation of professional educators for school settings from birth through twelfth grade will be part of the institution's professional education unit. Programs at various sites can be considered as one program, as one program with options, or as separate programs. It is the responsibility of the unit to determine how the programs are organized. All off-campus sites will be identified by the EPP when it files the "Intent to Seek Unit Accreditation and/or Approval of Teacher Education Programs." Programs and curriculum that differ from the unit's campus site will be described in the Self Study Report (SSR) and in the Program Reviews that are submitted eighteen months prior to the on-site accreditation visit.

During an accreditation on-site visit, team members may visit one or all of the off-campus sites – as determined by the site visit leads, the EPP, CAEP, and KSDE. If the off-campus sites are located geographically distant from the parent institution, representatives of the team may be asked to conduct on-site visits to off-campus programs prior to the scheduled visit to the campus. The off-campus site administrator, faculty, and candidates are interviewed by the team during the regular on-site visit to the campus. If the EPP includes several off-campus sites, the number of team members may be increased to provide time for adequate data collection and team deliberations. All programs offered electronically will be reviewed during on-site visits.

Off-campus sites and programs offered electronically are expected to uphold the same program standards as those of the campus site. If KSDE program standards are not followed in off-campus sites or electronically, overall decisions about whether campus program standards are met may be adversely affected.

The program report will include confirmation that candidates in an initial program will complete coursework that constitutes a major in the subject at the institution or coursework that is equivalent to a major and a minimum of twelve weeks of student teaching. Advanced programs that lead to licensure are included in the on-site visit.

PROGRAM REVIEW

INTRODUCTION AND OVERVIEW

The Kansas State Department of Education (KSDE) Institutional Handbook for Accreditation and Program Review is designed to guide educator preparation providers (EPPs) through the process of program review. This document explains the procedures that apply if an EPP wishes to have a new program reviewed or renew programs.

Throughout the following pages, the terms "KSDE" and "KSBoE" are used. KSDE refers to the Kansas State Department of Education. KSBoE refers to the Kansas State Board of Education, the state board responsible for approving the rules and regulations for reviewing programs.

PROGRAM REVIEW PROCESS

State program review and KSBoE approval is required for all programs wishing to recommend completers for a Kansas teaching license. The program review process focuses on the specific areas that lead to an endorsement on a license, such as mathematics, social studies, or building administrator, etc. Program reviews must be completed for all programs at both the initial and advanced levels, including add-on programs. Advanced degree programs that do not lead to licensure, will not be reviewed during the program reviews or accreditation site visit.

Program reviews are placed under KSBoE procedures whether the unit is seeking joint KSDE/ CAEP accreditation or KSDE accreditation only. Education Preparation Provider [EPP] units may choose to submit programs for review to national specialty professional associations (SPAs, e.g. NCTM, NCTE, etc.). SPA/out-of- state program review results are for unit use, and do not impact state program review results. Data from program reviews is necessary for KSDE/CAEP Accreditation Standard 1: Content and Pedagogical Knowledge of the Self Study for accreditation, and KSDE/CAEP Standard 5: Provider Quality, Continuous Improvement, and Capacity.

The EPP is responsible for coordinating all programs for the initial and continuing preparation of school personnel no matter whether they are housed administratively on a campus, at a location apart from the campus, or offered through on- line coursework. In many institutions, content areas or academic subjects are offered primarily in units other than education (for example, in the College of Arts and Sciences, School of Agriculture, School of Business, etc.). The EPP is held accountable for the quality of these programs as well as any program offered within the EPP itself.

In the Kansas performance-based licensing system, program reviews are based on data that demonstrate the educator candidate knows the subject matter and can teach it effectively so students learn. The focus is on showing that candidates can actually connect theory to practice and demonstrate effective practice in settings for students, birth through twelfth grade. Subject matter knowledge will be assessed by one or more subject knowledge tests, and this information will be used in the program

review, and ultimately in the accreditation process.

All programs are examined through the program review process. The program review process is described in greater detail in the following pages. A detailed description of the process for review of new programs and for renewal of continuing teacher education programs can also be found in Regulations 91-1-68 and 91-1-68e of the Regulations and Standards for Kansas Educators. See Appendices D and E of this handbook for flow charts that demonstrate the processes for both review of new programs and renewal of continuing teacher education programs. Appendix F provides a checklist for the program review process. Appendix G summarizes the steps in the program review process.

Program approval falls into two categories – approval of new programs and renewal of programs currently approved. All new programs are Approved with Stipulation or Not Approved. The status assigned to a renewal program is Approved, Approved with Stipulation, or Not Approved. The assignment of approved status to an educator preparation program is usually effective for seven academic years. New and renewed programs that are Approved with Stipulation are considered to be approved but are required to have stipulations removed by a time set by KSBoE.

NOMINATIONS FOR PROGRAM REVIEWERS

KSDE evaluators are comprised of representation from (a) teacher preparation units (EPPs), (b) PreK-12 teachers, and (c) administrators.

KSDE evaluators are expected to have demonstrated expertise in professional education, teaching, research, evaluation, and/or subject area expertise. They must have good writing skills and be proficient in evaluation techniques such as:

- interpreting quantitative data,
- using rating scales and questionnaires,
- observing and interviewing,
- reading and analyzing narrative information,
- making evaluations and writing observations, and
- making professional judgments about professional education units (EPP) and programs.

Service as a KSDE evaluator is a voluntary commitment as service to the profession. Evaluators are reimbursed for travel expenses and substitute teachers during training and program review sessions, but do not receive an honorarium for their work. KSDE requests nominations for the list of evaluators from the following professional organizations:

- Kansas Association of Colleges for Teacher Education (KACTE)
- Kansas National Education Association (KNEA)
- Kansas Association of School Boards (KASB)
- United School Administrators (USA)

Nominations are also solicited from accredited non-public schools. Each organization has its own criteria and procedures for selecting potential KSDE evaluators. Any individual who is interested in becoming a KSDE evaluator should contact the appropriate organization for details, or can volunteer directly by contacting the KSDE higher ed consultant.

KSDE PROGRAM REVIEW EVALUATOR TRAINING

Program reviewer training is designed to help current and future reviewers develop their skills for making professional judgments about whether an institution's programs and graduates meet the standards found in the Regulations and Standards for Kansas Educators. During training, participants read sample program reports, examine documentation that emphasizes assessment data, and practice making decisions about whether completers of a program are meeting the program standards. The training attempts to simulate the processes involved in an actual program review. Individuals are assigned to a team to complete reviewer worksheets and write a team report about sample programs. Although a single training session may include forty participants, each individual is assigned to a team of fewer members who work together during the training session.

The trainers, who have planned and conducted past training sessions, include individuals who have worked for several years in the program review process, serving as team members, team chairs, and assisting with writing and editing of program reports.

The performance of participants is evaluated. Individuals whose performance does not meet KSDE staff expectations will not be asked to serve as program reviewers.

During the training and prior to a Program Review, the reviewers need to read the materials and notify the consultant of any concerns.

THE ROLE OF KSDE CONSULTANTS

For the program review process, the KSDE consultant will organize the review teams for each content area, conduct an orientation session prior to the actual review, and ensure that team reports are written with clarity and precision.

NEW PROGRAMS

INTRODUCTION

New programs must be approved by the Kansas State Board of Education (KSBoE) prior to being offered. It is recommended that an EPP determine the viability of offering a new program before doing so (strictly for the EPP's internal use). Collaboration with faculty in other supporting units (e.g., Arts and Sciences and the teaching content areas) is essential to a successful program.

NEW PROGRAM REPORTS

Program Reports and necessary attachments are essential for the initial approval of an educator preparation program. Reports prepared for new programs are similar to those prepared for renewal of programs (See pgs. 21-31). The content of the report responds to the statements and expectations found in the licensure program standards of the Regulations and Standards for Kansas Educators. The program report includes qualitative and quantitative descriptions of the unit's new program.

As changes are made to programs over time, the question is posed whether the changes should constitute a "new" program, or merely changes to an existing program. Changes to program content and/or pedagogy that address "areas for improvement" must always be submitted on the CAEP Annual Report or KSDE Annual Report.

SUBSTANTIAL CHANGE TO A PROGRAM

Programs that make substantial changes within a single academic year must be resubmitted as a new program. A substantial change would be one that involves adding or deleting 25 percent or more of the content credit hours in a program or 25 percent or more of the assessments of the program.

New programs are submitted by either October 1 for fall reviews or March 1 for spring reviews. The "Intent to Seek Unit Accreditation and/or Approval of New Teacher Education Programs" must be submitted 12 months before the academic year in which the unit's program is to be operationalized OR no later than 90 days prior to the program submission date. The program report and all documents must be submitted to the document warehouse site (https://community.ksde.org/Default.aspx?tabid=2958) by October 1 for fall reviews and March 1 for spring reviews. One USB copy of the new program report must be submitted to TLA to facilitate the review. The unit (EPP) will be notified of incomplete, ambiguous, or apparently inaccurate reports which will delay the new program approval process. All new programs (initial and advanced) that lead to licensure will complete a program report for review.

(See program renewal information for additional information about Program Review Team Members, Conflicts of Interest, and Ethical Guidelines for Institutions.)

SUGGESTIONS FOR PREPARING PROGRAM REPORT SUBMISSION

Do's:

- Do have the unit head review, approve, and submit all program reports including those from colleges/departments outside of education.
- Do respond from a factual perspective. Do justify an approach to meeting the standards, especially if using an approach that may not be the "norm"; the review teams and Evaluation Review Committee (ERC) will not make a judgment on how a program "is packaged."
- Do write the program report for a content expert not familiar with your specific institution's or EPP's organization and internal processes.

Don'ts:

- Don't try to rationalize/justify a program by objecting to or criticizing the standards or review process. Revising the standards and program review process are separate activities. Contact the higher ed program consultant for more information.
- Don't respond from an emotional perspective.

Other Suggestions:

- Get an unbiased opinion - have an unbiased reader examine the program report for content, clarity, typos, etc. Someone from the college/university may serve in this role, but it would be even better to use someone from outside of the college/university.
- Follow the program template and be as concise as possible yet still describe the assessments, summarize the data findings, and provide an interpretation of how that data provides evidence for meeting standards.
- Ask someone to "play" reviewer. Have someone read the program report and judge whether it documents that the specified standards are met.
- Keep things simple. Access to documents referenced in the program report should be simple and quick. Don't put in confidential information such as candidate transcripts.

The following outline describes the information that should be submitted.

Preliminary Information

- Completed "Intent to Seek Unit Accreditation and/or Approval of New Teacher Education Programs" application

Program Reports

- Cover Page (see Appendix J for a sample) ·
- Name of Institution ·
- Accredited by – KSDE, CAEP ·
- Date of Submission - month, day and year of submission of program to KSDE ·
- Preparer(s) of the Program - names of individuals who are primarily responsible for the content of the program matrix, assessment system and evaluation of the candidates in the program ·
- Unit (EPP) Head Name, phone number and e-mail ·

- Level of Program, Grade Range of Program and Site Information ·
- Program Report Status

Sections I-V in the Program Report Template

Persons preparing the data in support of the unit's (EPP's) request for initial approval of an educator preparation program are requested to be concise and specific.

The following outline must be followed when preparing the program review for a new educator preparation program.

SPECIFIC PROGRAM INFORMATION FOR NEW PROGRAMS

Contextual Information in Section I - Identify how the new program fits into, and will be supported, by the organizational structure of the unit (EPP). Describe the plan for implementation and operation of the program and list the objectives of the program.

Requirements – Use the report template found on the KSDE website for the program. As a new program, syllabi for all required courses must be submitted to the document warehouse and in one folder labeled "Course Syllabi' on the USB. Section IV description and the attachments for rubrics, scoring guides or criteria for evaluation must be submitted. Data tables need not be submitted. Section V will need to indicate that this is a new program submission, but still must include an assessment plan.

The program format begins with Section I—a description of contextual information including the program of study that outlines the courses and experiences required for all candidates to complete the program. A description of the relationship of the program to the unit's (EPP's) Conceptual Framework will be included in Section I. A chart with candidate information and program completer information is not required for new programs.

Sections II and III list the name of the assessment, and where the assessment is required or administered. All programs must provide a minimum of six assessments and a maximum of eight assessments. Assessments 1-4 generally come from the unit's (EPP's) assessment system for initial programs. Sections II and III require reporting of assessments that will be used to demonstrate that candidates meet program standards. One assessment may apply to multiple Kansas standards, as long as the data is disaggregated per each Standard (See Appendix K for program reviewer notes).

Section IV requires institutions to discuss the assessments and assessment data in terms of program standards. This includes a brief description of the assessment, and alignment to the standard/s. Unlike Continuing Programs, New Programs will not contain a brief summary of data findings and the interpretation of how the data provides evidence for meeting standards. The program must include

rubrics (content specific), scoring guides, or criteria for evaluation as attachments. If the assessment is used to meet more than one program standard, the plan must indicate how data will be disaggregated per standard. Pagination limits are provided in the template. New programs need not have data tables. The attachment related to each assessment must be included for the program report to be complete. The report will not be reviewed until it is complete.

Section V addresses the use of assessment results to improve candidate and program performance. Unlike Continuing Programs, New Programs will not have evidence that documents how assessment results have been analyzed. Instead, include in this section how the assessment plan will be implemented, how the unit (EPP) will review the assessment data and use it to improve candidate performance and strengthen the program, and how frequently the unit (EPP) reviews the data.

All new programs are Approved with Stipulation or Not Approved. If approval to begin the program is received, the unit (EPP) must notify KSDE upon making first admissions to the program (operationalization), then file a Progress Report within 60 days after completion of the second semester of operation of the program.

NEW PROGRAM REVIEWERS

After receiving a completed Intent to Seek Program Approval form, KSDE staff selects a review team. The review team normally consists of three to four persons with one designated as chair. Criteria for selection of team members include the following:

- KSDE program trained
- Area of expertise the same as the program being reviewed or as closely aligned
- No conflict of interest

PROGRAM REVIEW PROCEDURES FOR NEW PROGRAMS

Each review team member has access to the document warehouse for review of the documents. After reviewing the program, each team member completes a reviewer worksheet in preparation for the program review meeting. The reviewer worksheet lists each of the standards for an individual program and has columns for the reviewer to note questions and comments regarding evidence that was found or lacking for each of the standards. (See Appendix K for a sample of a program reviewer worksheet.)

Multiple program reports are usually reviewed simultaneously at KSDE. The teams will meet on one day to review programs' documents. During this time, the reviewers compare and discuss their findings on the reviewer worksheets, make a judgment as to whether areas of improvement or strengths exist in regard to the KSDE program standards, and prepare a team report for each program being reviewed. The team chair is responsible for turning in the report to the teacher education section of KSDE prior to departing. If several institutions submit programs for the same endorsement area, a single team may examine all of these programs. A team report provides a brief comment summary for each standard, for candidate and program performance, and includes responses to a series of questions about the

program. (See Appendix M for a sample of the report format.). The team chair submits the new program report to the higher education consultant. The higher education consultant will then send the formal Initial Team Report to the Institution, with a request for a rejoinder response.

Generally, the program report will follow the format below:
COVER SHEET

- Includes the name of the institution, date the report was prepared and other pertinent information.

PROGRAM REPORT

Provides the following two pieces of information:

- Decision of the Team
  This section indicates if standards have been MET or NOT MET.
- Areas for Improvement
  Indicates specific areas for improvement that the team determines should be addressed. Areas for improvement must relate to a specific standard and should be specific enough to be helpful without being a recommendation. The rationale for the area for improvement must be standards related and specific in order to assist the institution in preparation of the rejoinder and to provide the Evaluation Review Committee (ERC) with appropriate references for making decisions.
- Notes
  Observations made by the team which do not constitute an Area for Improvement but may identify issues or topics of interest to the EPP regarding the program or in preparation for accreditation.

The team report is the property of the institution. It can be released at the discretion of the institution. If portions of the report are released to the public, the institution should indicate that the full report is available from them. KSDE will not release the team report nor any parts of the team report without permission from the institution.

PROGRAM REJOINDER TO THE TEAM REPORT

The Educator Preparation Provider (EPP/unit) may respond and file supplemental materials pertinent to the facts and conclusions found in the team report. The Program Rejoinder must be submitted to the document warehouse within 45 days of the date the EPP receives the program report. The purpose of the rejoinder is to clarify information presented in the team report and to correct any factual errors in the report. If the judgments of the team members are being contested by the EPP, the rejoinder must indicate the grounds for such a stand and the available documentation to support them. This information should be summarized, cited, and included as attachments. The original program report is not to be resubmitted.

The rejoinder should be concise and complete. The rejoinder should respond to all areas for improvement cited in the team report. The EPP may choose whether to address any notes. If the unit agrees that a cited area for improvement is correct, the rejoinder should acknowledge this fact. Progress on cited areas for improvement (which remain in the final report) will be addressed by the EPP in the Progress Report.

The following conditions must be adhered to as the Program Rejoinder is prepared by the EPP:
To address the AFIs, the rejoinder may include the following:

- Evidence that existed at the time of the review that may have been omitted or overlooked.
- Revised materials that address the areas for improvement.
- Newly developed materials that address the areas for improvement.

All evidence must relate directly to the standards and procedures that applied at the time of the program review.

The rejoinder must be factual in nature. All inaccurate information should be corrected, and appropriate documentation should be submitted with the rejoinder.

When the EPP does not respond to the areas for improvement in the team report, it will be assumed that the EPP concurs with the team's recommendations.

The Program Rejoinder should include the following four sections:

1. Letter from the unit head acknowledging the receipt of the team report.
2. Response to all areas for improvement cited by the team. If there is evidence to suggest that an area for improvement does not exist, the appropriate documentation should be appended.
3. Perceptions of procedural concerns, if any, regarding the program approval process that might have prejudiced the team judgments.
4. Attachments that support any requests for reconsideration of the team judgments.

NOTE: If the data were included in the Program Report and not given adequate consideration by the team, the appropriate pages should be resubmitted to the document warehouse with the rejoinder. The attachments' sources (e.g., Faculty Handbook or program matrix) should be clearly identified on each attachment.

Upon completion of the Program Rejoinder:

The Program Rejoinder will be submitted to the document warehouse within 45 days of the receipt of the team report. When team reports are sent to an EPP around vacation times, additional time to prepare the rejoinder will be allowed.

The chair of the original review team is notified by email to access the Team Report, the Program Rejoinder and other applicable materials on the document warehouse with directions to do the following:

- Review the Program Rejoinder to the standards and areas for improvement for the assigned programs.
- Consult other team members as needed to make judgments about the removal of areas for improvement.
- Prepare a revised Team Report citing all remaining areas for improvement and revise the narrative accordingly.

A copy of the revised Team Report is submitted within 45 days to the appropriate representative of the educator preparation institution. No additional response is permitted.

PROGRAM APPROVAL DECISIONS

The Evaluation Review Committee (ERC) reviews the final team reports. Program Reports, rejoinders, or other documents will be available for review through the document warehouse prior to and at the ERC meeting. The ERC may modify the team report to bring consistency to the committee's judgments across institutions. A program will not be recommended for full approval if it meets fewer than 75% of the standards.

Procedures for review are outlined in Appendix N. The ERC then prepares a written initial recommendation regarding the appropriate status to be assigned to the proposed program. This initial recommendation will be submitted to an appropriate institutional representative of the educator preparation EPP.

Within 30 days of the receipt of the initial recommendation of the ERC, the educator preparation EPP may submit a written request for a hearing to appeal the initial recommendation. Hearing procedures are outlined in Appendix O. This request must specify, in detail, the basis for the appeal, including an identification of each item disputed.

To address the AFIs, the appeal may include the following:

- Evidence that existed at the time of the review that may have been omitted or overlooked.
- Revised materials that address the areas for improvement.
- Newly developed materials that address the areas for improvement.

All evidence must relate directly to the standards and procedures that applied at the time of the program review.

The appeal must be factual in nature. All inaccurate information should be corrected, and appropriate documentation should be submitted with the appeal.

Appeal documents and all supporting materials for the hearing will be submitted to the document warehouse.

After the 30 days or, if applicable, after the hearing, the ERC submits a written final recommendation regarding the appropriate status to be assigned to the proposed program. The recommendation is submitted to the Commissioner and, if a hearing was held, to an appropriate representative of the educator preparation unit. The Commissioner submits the final recommendation to the Kansas State Board of Education for its consideration and determination.

PROGRAM APPROVAL STATUS

Each new program may be "Approved with Stipulation" or "Not Approved." When "Approved with Stipulation" status is assigned to a new program, the unit has the timeframe of the approval period, often 2 years, to operationalize the program by admitting candidates. The EPP is to notify KSDE's higher ed program consultant when a new program has been operationalized, including the date of first admissions and number of candidates admitted. The program then submits a Progress Report to TLA within 60 days after completion of the second semester of operation of the program. Approved with Stipulation status for a new program may be accompanied by areas for improvement. In its Progress Report, the EPP is expected to address progress on eliminating areas for improvement, as well as present information on the implementation and evaluation of the new program. The ERC reviews the Progress Report and prepares a written recommendation that includes its findings and conclusions.

"Not Approved" status prohibits a unit from starting the proposed program. When a new program receives the "Not Approved" status, the EPP receives a report indicating the MET/NOT MET standards and areas for improvement from KSBoE. ACTION LETTER AND REPORT An EPP is notified of the approval status as soon as possible after the KSBoE meeting when its case was reviewed. The KSBoE communicates its action by a letter and an action report from the Commissioner of Education to the EPP head. This action report indicates the status of all programs and areas for improvement cited for any program reviewed at that time.

The EPP must review the Action Letter from the State Board. The unit has 30 days to notify TLA of any errors. After the 30 days, it is difficult to change any erroneous information and could result in a severe delay in the issuance of a license for candidates of this program.

NEW PROGRAM PROCEDURES FOLLOWING INITIAL APPROVAL

If a new program is "Approved with Stipulation," that status is effective until the institution's next program review or until ERC removes the stipulation. The unit must notify KSDE when the new program

becomes operational (see definition below). If a new program is not operational within the first two years after approval, the unit may request a one-year extension from TLA. If the new program is not operational by the expiration date of the extension, it must be resubmitted as a new program.

OPERATIONALIZING A PROGRAM

A new program is considered to be operational if one or more candidates have declared/admitted that they are seeking the program as an endorsement for their teaching license and are currently enrolled in or have completed required program coursework. The unit must notify TLA in writing when a program is operationalized. The institution must indicate the date the program is operational and the number of candidates declared or admitted to the program.

PROGRESS REPORTS FOR NEW PROGRAMS

The EPP must file a Progress Report within 60 days after completion of the second semester of operation of the program.

The Progress Report must include the following format and content:

1. Scope - Identify the name and endorsement level(s) of the program and indicate whether the program is initial or advanced.
2. Requirements - Give a complete listing of the courses and requirements for the program. List required courses and electives, and describe any required competencies, skills, prerequisites, etc. that are required in addition to the coursework.
3. Program Implementation and Evaluation - Describe how many candidates were admitted and the date when the program was operationalized. Indicate how many candidates have been admitted to the program each semester thereafter. Describe the procedures used to evaluate the program and what changes occurred because of the evaluation process. Rubrics, scoring guides and/or criteria for evaluation for each assessment will be included in the progress report. Include data tables that present program data that has collected on each assessment.
4. Areas for Improvement (if any) - Describe all areas for improvement that existed at the time the new program was reviewed, what changes have been made to correct the areas for improvement, and the result of the changes.
5. In the attachments, include all documents or other written verification to show areas for improvement have been accomplished.

Revisions or areas for improvement can be documented by:

- Minutes of meetings
- Revised documents
- Course syllabi

- All documents or other written verification to demonstrate any critical deficiencies that have been corrected.

The Progress Report and supporting documents must submitted to the document warehouse. The EPP will receive a letter acknowledging receipt of the Progress Report. The Progress Report is then forwarded to the Evaluation Review Committee for review.

The status assigned to any new program after a review of the progress report is “Approved,” “Approved with Stipulation,” or “Not Approved.” Even though a program is approved, it may still be accompanied with areas for improvement. If approved, the new program is approved through the expiration date of the currently approved programs, allowing the program to follow prescribed program review procedures. “Approved with Stipulation” status may be assigned to a program when critical deficiencies exist. These deficiencies must be addressed during the stipulated time period and prior to being granted “Approved” status. An Upgrade Report is required for continuing programs granted “Approved with Stipulation” status. See pg. 32 for information on Upgrade Reports. For “Not Approved” programs, refer to Guidelines for Candidate Completion of Unapproved programs on pg. 32.

RENEWAL OF PROGRAMS

SUBSTANTIAL CHANGE TO A PROGRAM

Programs that make substantial changes within a single academic year must be resubmitted as a new program. A substantial change would be one that involves adding or deleting 25 percent or more of the content credit hours in a program or 25 percent or more of the assessments of the program.

INTENT TO SEEK RENEWAL OF PROGRAMS APPLICATION

The "Intent to Seek Unit Accreditation and/or Approval of Teacher Education Programs" Application (Appendix H) will be sent to the units by the Teacher Licensure and Accreditation Office at KSDE. The application is also available on the Teacher Licensure and Accreditation's Program Templates page at https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Postsecondary/Higher-Ed-Faculty-Resources/Higher-Education-Resources-TLA. The application for renewal of programs must be completed and returned to the Teacher Licensure and Accreditation Office of the Kansas State Department of Education at least 6 months prior to the next scheduled program review. The intent application requests the following information about the institution and professional education unit:

- Name and address of institution
- Name and address of the professional education unit
- Name of the chief executive officer of the institution
- Name of the unit head
- Name of a contact person (if other than unit head)
- Type of institution (e.g., independent or public)
- Consortia arrangements (if applicable)
- Programs offered electronically or off-campus
- Programs for which review is sought including PreK-12 grade levels
- Level of each program (initial or advanced).

PROGRAM REPORTS

The content of the program reports responds to the standards found in the Regulations and Standards for Kansas Educators https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Licensure/Licensure-Regulations-and-Standards.

The program report includes qualitative and quantitative descriptions about the program, as well as performance data from current candidates and program completers. A single program report is written for each program for which approval is sought. (See Appendix I for program submission instructions and Appendix J for a sample of the program report.) All programs (initial and advanced) that lead to licensure must complete a program report for review.

COVER PAGE

The following specific program information must be included in the cover page of the program review:

- Name of Institution
- Accredited by – KSBoE, NCATE/CAEP
- Date of Submission - month, day and year of submission of program to KSDE
- Preparer(s) of the Program - names of individuals who are primarily responsible for the content of the program matrix, assessment system and evaluation of the candidates in the program
- Unit Head Name, phone number and e-mail
- Level of Program, Grade Range of Program and Site Information
- Delivery Mode: Campus/Traditional, Online/Virtual
- Program Report Status

ADDITIONAL ITEMS TO SUBMIT

Institutions are expected to submit assessment evidence at each program review. Such assessment evidence demonstrates educator candidate proficiencies, accompanied by appropriate contextual information that will assist trained program reviewers.

Program faculty are responsible for making the case that candidates completing educator preparation programs are meeting the standards, and that data confirms candidate proficiency and program performance. Faculty in every institution conduct extensive assessment activities and, through external sources, have access to additional information about the performances of their candidates. Through response to the material for program review described in this document, each educator preparation institution and all faculty involved with educator candidates should make full use of evaluative information that is readily available about current candidate and program completer proficiencies.

Faculty must build on the institution's own assessments, already in place, and in ways that are suited to the institution's mission and overall program goals. There are many alternatives through which faculty can provide experiences that will enable candidates to learn and practice the content expressed in the standards. Similarly, there are multiple ways to build the monitoring of candidate progress into an educator preparation program.

Program quality judgments are based on evidence that the program's candidates, as a group, demonstrate proficiency in the standards. Both components of courses or experiences offered by the institution, and characteristics of the assessment and evaluation system, can advance the preparation of educator candidates. They are essential "inputs" or processes created by institutions so that candidates have opportunities to learn and practice the content and skills of the standards. However, the emphasis in performance-based program review is on data demonstrating that candidates know content and can teach effectively for student learning.

PERFORMANCE-BASED EVIDENCE

Twenty-four months prior to the program review time, each institution offering educator preparation programs should begin to prepare performance material that summarizes three data cycles of the proficiencies of knowledge and skills of educator candidates as cohorts (do not provide individual candidate performance data). This information constitutes the primary evidence upon which a judgment of program approval will be made.

The performance material must be comprehensive in its assessment of the program standards. The intent is to inform reviewers about the program's efficacy in preparing candidates in relation to the standards included in the Regulations and Standards for Kansas Educators. Each program should convey the necessary information in a concise manner. This is possible if an institution regularly analyzes and synthesizes data from its monitoring of candidate progress and puts the results into formats useful for discussions about how the program can be strengthened.

The program review document includes a cover sheet followed by a program template. The program description begins with Section I—a description of contextual information including the program of study that outlines the courses and experiences required for all candidates to complete the program. A description of the relationship of the program to the unit's Conceptual Framework is included in Section I. Charts with candidate information and program completer information are reported in Section I. The charts provide information for the most recent three years.

Section II lists the name of the assessment, the type or form of assessment, and when the assessment is required or administered. All programs must provide a minimum of six assessments and a maximum of eight assessments. Assessments 1-4 may come from the unit's assessment system.

Section III requires reporting of assessments that are being used to demonstrate that candidates meet program standards. One assessment may apply to multiple Kansas standards.

Section IV requires institutions to discuss the assessments and assessment data in terms of program standards. This includes a brief description of the assessment, its use in the program and alignment to the standards, a brief summary of the data findings and an interpretation of how that data provides evidence for meeting standards.

Two attachments related to each assessment must be included for the program report to be complete. The first attachment includes rubrics (content specific), scoring guides or criteria as attachments. The second attachment includes tables (with # of candidates) with aggregated results of the assessment. If the assessment is used to meet more than one program standard, data must be disaggregated per standard. Data is to be provided for the most recent three data collection cycles since the last program review. Data must be organized according to the categories used in the rubric, scoring guide/criteria. The percentage of candidates achieving at each category should be provided. Each attachment should

be no longer than five pages.

Section V addresses the use of assessment results to improve candidate and program performance. Evidence is presented using assessment results that are analyzed and used or will be used to improve candidate performance and strengthen the program. The report should not simply link improvements to individual assessments. It should summarize major findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. The section should include a description of the steps the program faculty have taken to use information from assessments for improvement of both candidate performance and the program.

Sound evidence usually exhibits several qualitative characteristics:

1) It results from planned, purposeful, and continuing evaluation of candidate proficiencies, drawing on diverse sources.

Monitoring of candidate performance is embedded in preparation programs and conducted on a continuing basis. This monitoring is planned in response to faculty decisions about the points in the preparation program best suited to gathering candidate performance information, consistent with the unit's own context and mission. The monitoring information from the preparation program will be complemented by evaluations originating from external sources that supply information on candidate proficiencies. Examples of sources outside the unit are candidate performance evaluations during induction years and follow-up studies; performance on state licensure exams that assess candidates' knowledge of their subject content and of pedagogy, and especially ones constructed to evaluate classroom teaching and effects on student learning; and academic subject knowledge end-of-course examinations, essays, or other comprehensive demonstrations of achievement.

2) It represents the scope of the standards for educator preparation. Program faculty determine the best way to demonstrate that all standards are fully assessed. Faculty evaluate how all their existing assessment information demonstrates candidate proficiency across the standards and if additional information is needed.

3) It measures the different attributes of standards in appropriate and multiple ways. One conclusion about the current state-of-the-art practices in educator assessment is that no single test or measurement of educator candidates is sufficient by itself to represent all the different attributes and the full scope of the standards. The program should develop multiple measures using a variety of strategies to provide opportunities for candidates to demonstrate their accomplishments in relation to the standards. Institutions should draw on the extensive range of available assessment formats, including multiple choice (which may be useful to gauge proficiencies in standards calling for candidate knowledge) and also observations, reflections, teaching demonstrations, analytic work, P-12 student work samples, other measures of candidate impact on student performance, comprehensive projects, portfolios and other forms of evaluative information demonstrating proficiency in teaching and other

professional practices.

4) It results from rigorous and systematic efforts by each program to set performance levels and judge accomplishments of its candidates. Faculty establish written and shared explanations of what is valued in a candidate's response to an assessment (the qualities by which levels of performance can be differentiated) that serve as benchmarks for judgments about the degree of candidate success. The terms "rubrics" and "criteria" are frequently used in assessment to designate these explanations for levels of performance. Rubrics and criteria should not be generic but specific to the content being assessed. They must define acceptable levels of performance for the institution and one or more levels below (such as borderline, or unacceptable) and above (such as exemplary), or they may be in the form of criteria defining the institution's expectations for success. The rubrics or criteria are "public," that is, shared with candidates and across the faculty. A generic assessment will likely require additional explanation to describe how it measures candidate performance for a specific standard.

The institution judges individual candidate proficiencies. It also summarizes and analyzes the performance data of educator candidates who achieve various levels expressed in the rubrics or criteria. These results are used both for advisement of individual candidates, and for strengthening the courses and experiences offered by the institution to prepare educator candidates. The summary of results from the faculty judgments in applying the rubrics or criteria are used for the KSDE program submission.

5) It provides information that is accurate, consistent, fair and avoiding bias. The faculty gathers information on the accuracy (or validity) and consistency (or reliability) of its assessments. Accuracy is an expectation that the assessment information measures what it is designed to measure for the decision to be made. Consistency is an expectation that successive samples of performances from the same candidate are reasonably related. Assessment systems must also be fair, avoiding bias and providing equitable treatment. These are matters that require professional judgment and are often determined through peer review, evaluations by external experts, or formal validation studies.

6) It makes use of appropriate summarizing procedures. Candidate proficiency results are summarized through averages, range of scores, and distributions of rubric scores. Summary results are requested because KSBoE's interest is in making decisions about program quality, rather than decisions about individual candidates.

Institutions use data to advise individual candidates and to strengthen both candidate and faculty teaching, courses, experiences, and programs.

KSDE does not currently require use of the CAEP Assessment Rubric for state program reviews, but CAEP recommends the rubric for determining quality of assessments during accreditation visits. (http://caepnet.org/accreditation/caep-accreditation/caep-accreditation-resources). KSDE uses CAEP expectations and guidance for KSDE-only accreditations.

SUBMITTING PROGRAM REPORTS FOR REVIEW

Prior to the program review date, institutions will submit the program template and supporting documents on the document warehouse site (https://community.ksde.org/Default.aspx?tabid=2958). In addition to the Document Warehouse submission, a copy of all program reports and supporting materials must be submitted via separate cover and electronic media (USB, other) to Teacher Licensure and Accreditation (TLA) to facilitate the review. See Appendix I for instructions. The program reports are due October 1 for fall reviews and March 1 for spring reviews and must be submitted to the document warehouse. USBs can be mailed to TLA, 900 SW Jackson, Suite 107, Topeka, Kansas 66612. The unit will be notified of incomplete, ambiguous, or apparently inaccurate reports which will delay the program approval process.

PROGRAM REVIEW TEAM MEMBERS

After receiving a completed Intent to Seek Program Approval application, KSDE staff selects a review team. The review team normally consists of three to four persons with one designated as chair. Criteria for selection of team members include the following:

- KSDE program trained
- Area of expertise the same as the program being reviewed or as closely aligned
- No conflict of interest - (see guidelines on conflict of interest)

The list of team members will be sent to the unit before the scheduled review. A unit is allowed to challenge team members' assignments to serve on teams based on a conflict of interest only (see guidelines on conflict of interest). A unit challenge of team members must be submitted in writing to KSDE.

CONFLICT OF INTEREST

In some situations, clear-cut rules for conflict of interest may be difficult to establish. There are many cases where ethical judgments must be made according to the facts of a specific situation. The guidelines are intended to provide credibility and objectivity by team members in conducting evaluations of programs.

Team members should avoid serving on teams for institutions at which they have close personal or professional relationships. Many individuals serving on teams know a large number of professionals throughout the state. The fact that someone is known does not automatically rule out the possibility of serving on a team. The key to this principle is no close personal or professional relationships. Team members will avoid reviewing institutions if:

- they hold an earned or honorary degree from the institution within the past 10 years;
- they have significant ties such as being active members of a common consortium;

- they are colleagues with others at that institution and have jointly authored and or collaborated in research, grants or publications. They have recently served on the faculty or staff at the institution;
- an immediate family member is or was recently employed at the institution;
- they have applied for a position at the institution;
- an immediate family member is or was a student at the institution;
- there is some predisposing factor that could prejudice them with respect to an institution;
- an individual has served as a consultant or advisor to the institution for assisting and preparing for an on-site visit or a program review within the past 10 years.
- they sit on a governing board making decisions affecting the institution. In these cases, personal prejudice is sometimes difficult to avoid, and bias is often assumed by the institution whose programs are being reviewed.

ETHICAL GUIDELINES FOR INSTITUTIONS

Institutions also have some ethical responsibilities related to the program approval process. KSDE has established the following guidelines for institutions:

- Each institution will facilitate a thorough and objective appraisal of its programs by KSDE.
- Institutions are allowed to challenge team members nominated to serve on teams based on conflict of interest only. The right to challenge cannot be employed as a process for selecting team members holding particular pre- dispositions.
- Institutional personnel will refrain from publicly criticizing those individuals participating in the program approval process.
- Institutions will report any perceived inadequacies of the KSDE procedures or processes at the time of their occurrence, rather than withholding the information until after the Evaluation Review Committee takes action.

PROGRAM REVIEW PROCEDURES

Each team member has access to the document warehouse for review of the documents. After reviewing the program, each team member completes a reviewer worksheet in preparation for the program review meeting. The reviewer worksheet lists each of the standards for an individual program and has columns for the reviewer to note questions and comments regarding evidence that was found or lacking for each of the standards. (See Appendix L for a sample of a program reviewer worksheet.)

Multiple programs are usually reviewed simultaneously at KSDE. The review teams meet on one day to review the program documents. Programs from one institution may meet across a two to three day period, if there are more review teams than can comfortably fit in KSDE's large meeting room, but each program review team meets for one day only. During this time, each team compares and discusses their findings on the reviewer worksheets, make a judgment as to whether areas for improvement or strengths exist in regard to the KSBoE program standards, and prepare a team report for each program reviewed. Institutions having programs reviewed are responsible for making available a representative to answer review team questions. Team chairs are responsible for submitting team questions to the

institutional representative on the review day, and are encouraged to notify the institutional representative of the team's initial findings. The team chair is responsible for turning in the report to TLA prior to departing. There is one program team per content area. A team report provides a brief comment summary for each standard, for candidate and program performance and includes responses to a series of questions about the program. (See Appendix M for a sample of the report format.)

A copy of the team report is submitted to the appropriate representative of the unit at the institution. Generally, the program report will follow the format below:

COVER SHEET

Includes the name of the institution, date the report was prepared and other pertinent information.

PROGRAM REPORT

Provides the following two pieces of information:

- Decision of the Team
  This section indicates if standards have been MET or NOT MET.
- Areas for Improvement
  Indicates specific areas for improvement that the team determines should be addressed. Areas for improvement must relate to a specific standard and should be specific enough to be helpful without being a recommendation. The rationale for the area for improvement must be standards related and specific in order to assist the institution in preparation of the rejoinder and to provide ERC with appropriate references for making decisions.
- Notes
  Observations made by the team which do not constitute an Area for Improvement but may identify issues or topics of interest to the EPP regarding the program or in preparation for accreditation.

The team report is the property of the institution. It can be released at the discretion of the institution. If portions of the report are released to the public, the institution should indicate that the full report is available from them. KSDE will not release the team report nor any parts of the team report without permission from the institution.

DORMANT PROGRAMS

A dormant program is a continuing program that has not had admitted candidates since the previous program review, and so has no data. The program is reviewed for its assessment system and is assigned an approval status but is also be designated as a "dormant program." The institution will be told if its program and assessment system is approved and that it can admit candidates during the seven-year period, but it is not required to submit data until it has had candidates admitted. A program can be reviewed as dormant once only, before it would need to be resubmitted as a new program.

A dormant program should be available upon request by potential candidates, including all courses, assessments, rubrics, etc. If the program is not available within a reasonable timeframe (approximately one year, in cases of catalog change or faculty hire), the EPP should discontinue its offer and KSDE remove it from the list of approved programs.

PROGRAM REJOINDER TO THE TEAM REPORT

The unit may respond and file supplemental materials pertinent to the facts and conclusions found in the team report. The Program Rejoinder must be submitted to the document warehouse within 45 days of the date the unit receives the initial team report. A program is expected to respond to each AFI in the initial program review team report. The purpose of the rejoinder is to clarify information presented in the team report and to correct any factual errors in the report. If the judgments of the team members are being contested by the unit, the rejoinder must indicate the grounds for such a stand and the available documentation to support them. This information should be summarized, cited, and included as attachments. The original program report is not to be resubmitted.

The rejoinder should be concise and complete. The rejoinder should respond only to areas for improvement cited in the team report. If the unit agrees that a cited area for improvement is correct, the rejoinder should acknowledge this fact. Progress on cited areas for improvement which remain in the final report will be addressed by the unit in the Annual Report.

To address the AFIs, the rejoinder may include the following:

- Evidence that existed at the time of the review that may have been omitted or overlooked.
- Revised materials that address the areas for improvement.
- Newly developed materials that address the areas for improvement.

All evidence must relate directly to the standards and procedures that applied at the time of the program review. The rejoinder must be factual in nature. All inaccurate information should be corrected, and appropriate documentation should be submitted with the rejoinder. When the unit does not respond to the areas for improvement in the team report, it will be assumed that the unit concurs with the team citation.

The Program Rejoinder should be paginated and include the following four sections:

1. Letter from the unit head acknowledging the receipt of the team report.
2. Response to all areas for improvement cited by the team. If there is evidence to suggest that an area for improvement does not exist, the appropriate documentation should be appended.
3. Perceptions of procedural concerns, if any, regarding the program approval process that might have prejudiced the team judgments.
4. Attachments that support any requests for reconsideration of the team judgments.

NOTE: If the data were included in the Program Report and not given adequate consideration by the team, the appropriate pages should be resubmitted to the document warehouse with the rejoinder. The attachments should be paginated and their sources (e.g., Faculty Handbook or program matrix) clearly identified on each attachment.

Upon completion of the Program Rejoinder:

The Program Rejoinder will be submitted to the document warehouse within 45days of the receipt of the team report. When team reports are sent to a unit around vacation times, additional time to prepare the rejoinder will be allowed.

The chair of the original review team is notified by email to access the Team Report, the Program Rejoinder and other applicable materials on the document warehouse with directions to do the following:

- Review the Program Rejoinder to the standards and areas for improvement for the assigned programs.
- Consult other team members as needed to make judgments about the removal of areas for improvement.
- Prepare a revised Team Report citing all remaining areas for improvement and revise the narrative accordingly.

A copy of the revised Team Report is submitted within 45 days to the appropriate representative of the teacher education institution. No additional response is permitted.

PROGRAM APPROVAL DECISIONS

The ERC reviews the final team reports. Program Reports, rejoinders, or other documents will be available for review through the document warehouse prior to and at the ERC meeting. The ERC may modify the team report to bring consistency to the committee's judgments across institutions. A program will not be recommended for full approval if it meets fewer than 75% of the standards.

Procedures for review are outlined in Appendix N. The ERC then prepares a written initial recommendation regarding the appropriate status to be assigned to each program. This initial recommendation will be submitted to an appropriate institutional representative of the teacher education unit and to the Commissioner of Education.

Within 30 days of the receipt of the initial recommendation of the ERC, the educator preparation unit may submit a written request for a hearing to appeal the initial recommendation. Hearing procedures are outlined in Appendix O. This request must specify, in detail, the basis for the appeal, including an identification of each item disputed.

To address the AFIs, the appeal may include the following:

- Evidence that existed at the time of the review that may have been omitted or overlooked.
- Revised materials that address the areas for improvement.
- Newly developed materials that address the areas for improvement.

All evidence must relate directly to the standards and procedures that applied at the time of the program review.

The appeal must be factual in nature. All inaccurate information should be corrected, and appropriate documentation should be submitted with the appeal.

Appeal documents and all supporting materials for the hearing will be submitted to the document warehouse to be reviewed by the ERC, and maybe content experts at the ERC's discretion.

After the 30 days or, if applicable, after the hearing, the ERC submits a written final recommendation regarding the appropriate status to be assigned to the proposed program. The recommendation is submitted to the Commissioner and, if a hearing was held, to an appropriate representative of the educator preparation unit. The Commissioner submits the final recommendation to the Kansas State Board of Education for its consideration and determination.

PROGRAM APPROVAL STATUS

The status assigned to any teacher education program being renewed is Approved, Approved with Stipulation, or Not Approved. Even though a program is Approved, it may still be accompanied with areas for improvement. If areas for improvement are cited, the unit is expected to address progress on those areas for improvement in the Annual IHE Profile Data Collection Report. If a program earns Approved status, the approval is effective for seven academic years.

Approved with Stipulation status is assigned to renewed programs when critical deficiencies exist. These deficiencies will be addressed during the stipulated two-year time period and prior to being granted Approved status. An Upgrade Report is required for programs granted Approved with Stipulation status.

For Not Approved programs, refer to Guidelines for Candidate Completion of Unapproved programs below.

ACTION LETTER AND REPORT

A unit is notified of the approval status as soon as possible after the KSBoE meeting when its case was reviewed. The KSBoE communicates its action by a letter and an action report from the Commissioner of Education to the unit head. This action report indicates the status of all programs and areas for

improvement cited for any program reviewed at that time.

The unit must review the Action Letter and Final Decision from the State Board. The unit has 30 days to notify TLA of any errors. After the 30 days, it is difficult to change any erroneous information and could result in a severe delay in the issuance of a license for candidates of this program.

UPGRADE REPORTS FOR APPROVED WITH STIPULATION PROGRAMS

An Upgrade Report is due on October 1 for any continuing program approved with stipulation. The Upgrade Report for Renewed Programs Approved with Stipulation should include the following format and content:

1. Scope - Identify the name and endorsement level(s) of the program, and indicate whether the program is at the initial or advanced level.

2. Program Evaluation - Describe the areas for improvement that were cited at the time the program was reviewed. For the "Areas for Improvement" cited, describe the procedures used for assessing the standards, the results of the assessments, and changes in the assessment system or in the curriculum that have been made to correct the areas for improvement. Include any specific data that is now being collected.

3. Supporting Documentation - Include any documents supporting the correction of the areas for improvement.

The Upgrade Report is submitted to KSDE on the document warehouse. Trained program reviewers complete a preliminary review of the Upgrade Report to determine if areas for improvement should be removed based on the documentation submitted in the Upgrade Report. If critical deficiencies are not removed, the program loses its approved status.

The program reviewers forward their findings along with the Upgrade Report to the ERC for its examination and analysis. After such examination and analysis, the ERC prepares a written initial recommendation regarding the status to be assigned to the program for the succeeding year or years. The recommendation includes a statement of the findings and conclusions of the ERC. The recommendation is submitted to the appropriate representative of the teacher education unit and to the Commissioner of Education for final action by the Kansas State Board of Education.

GUIDELINES FOR CANDIDATE COMPLETION OF UNAPPROVED PROGRAMS

Units receiving notification that one or more of its programs are Approved with Stipulation or Not Approved must notify, in writing, each candidate enrolled in the effected professional education program(s) of the implications and outcomes of programs Approved with Stipulation or Not Approved. This notification must occur before the end of the semester during which the notification is received. The unit will not recruit candidates for a Not Approved program and must remove all reference to the

program from catalogs, handbooks, institutional brochures, websites and other publications.

Candidates are allowed two full, consecutive, regular semesters following the notification of final action by KSBoE to complete a Not Approved program. Summer sessions and interterms are not counted as part of the two semesters. Candidates who finish within this period may be recommended for licensure by the college or university.

GUIDELINES FOR CANDIDATE COMPLETION OF APPROVED PROGRAMS WHEN UNIT ACCREDITATION IS REVOKED

When an institution has its accreditation revoked, candidates are not allowed any additional semesters to complete approved programs at that institution. Candidates who complete their programs at the end of the semester in which revocation occurs may be recommended for licensure by the institution.

The institution may not recruit candidates for any education program and must remove all reference to any programs from catalogs, handbooks, institutional brochures, websites and other publications. Courses taken at the institution while the unit is not accredited may not be used to meet licensure requirements.

GUIDELINES FOR MATCHING ACCREDITATION AND PROGRAM APPROVAL CYCLES

When an institution gains continuing accreditation status after a probationary review, ERC has the option to extend the expiration date of institutional programs to coincide with the next seven-year accreditation cycle.

GUIDELINES FOR COMPLETION OF PROGRAMS WHEN AN APPROVED PROGRAM IS NOT RENEWED

When an institution chooses not to renew one of its approved programs, a letter of intent to non-renew the approved program should be included in the application for renewal of all other programs. The institution must not recruit candidates for any program they are not renewing as of the date of notification and must remove all reference to that program from catalogs, handbooks, institutional brochures, websites and other publications.

Candidates in the program must receive written notification that the program is not going to be renewed. Those candidates are allowed three full, consecutive, regular semesters following the notification date to complete their programs. Summers and interterms are not counted as part of the three semesters. Candidates who finish within this period may be recommended for licensure by the institution.

GUIDELINES FOR CANDIDATE COMPLETION OF APPROVED PROGRAMS WHEN UNIT DROPS THE PROGRAM

When a college or university's educator preparation unit drops an approved program, all due consideration must be given to candidates in the program. Assistance should be given to those candidates to enable them to transfer to an approved program in that field at another institution. A letter of intent to drop a program with the official date when the program will no longer exist must be forwarded to TLA. Candidates in the program must also receive official notification that the program is going to be dropped. Candidates in the program are allowed three full, consecutive, regular semesters following the notification date to complete the approved educator preparation program. Summers and interterms are not counted as part of the three semesters. Candidates who finish within this period may be recommended for licensure by the college or university. The institution may not recruit candidates for any educator preparation program that has been dropped and must remove all reference to the program from catalogs, handbooks, institutional brochures, websites and other publications. Candidates admitted to the institution after the program has been dropped may not be recommended for an endorsement in that program.

ANNUAL IHE REPORTS

Institutions which do not submit Annual Reports to NCATE/CAEP are asked to submit them to TLA. The KSDE Annual Report is modeled on the CAEP Annual Report, and is requested of institutions with KSBoE but not CAEP accreditation.

TITLE II INSTITUTIONAL REPORT (IPRC)

The Title II Institutional Report (IPRC) is completed and submitted April 30 each year. The Title II IPRC Report includes the following sections:

Institution/Program Information

Requests basic institutional and unit information, including the name of the Title II IHE contact. Some of this information is pre-populated on the form and only needs to be checked for accuracy.

Section I: Requests information about admission requirements, enrollment, supervised clinical experience, teachers prepared and program completers.

Section II: Requests information about annual goals and assurances.

Section III: Requests information about the assessment and summary pass rates.

Section IV: Requests information concerning approval and accreditation.

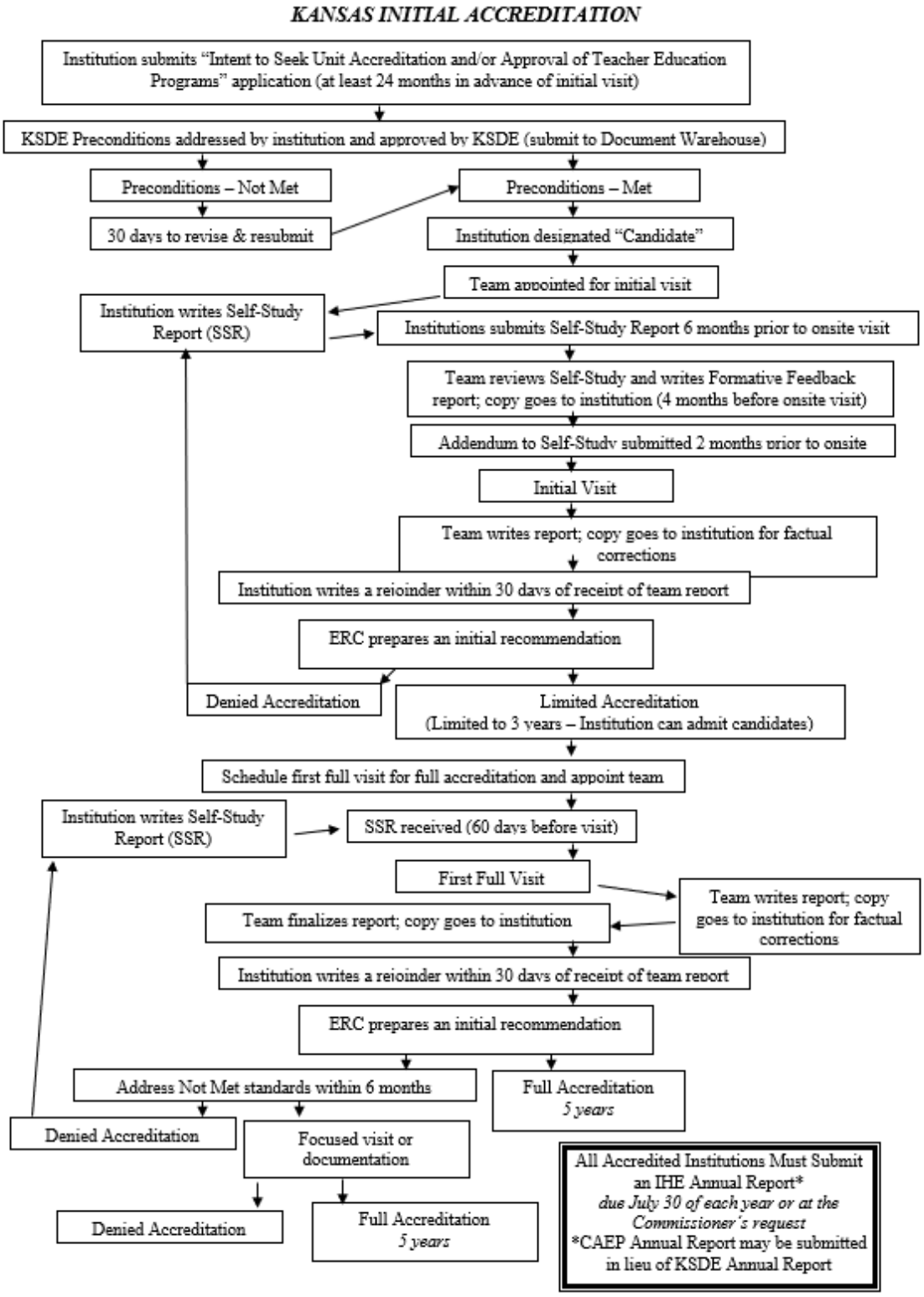
Section V: Requests information concerning the use of technology.

Section VI: Requests information about teacher training preparation.

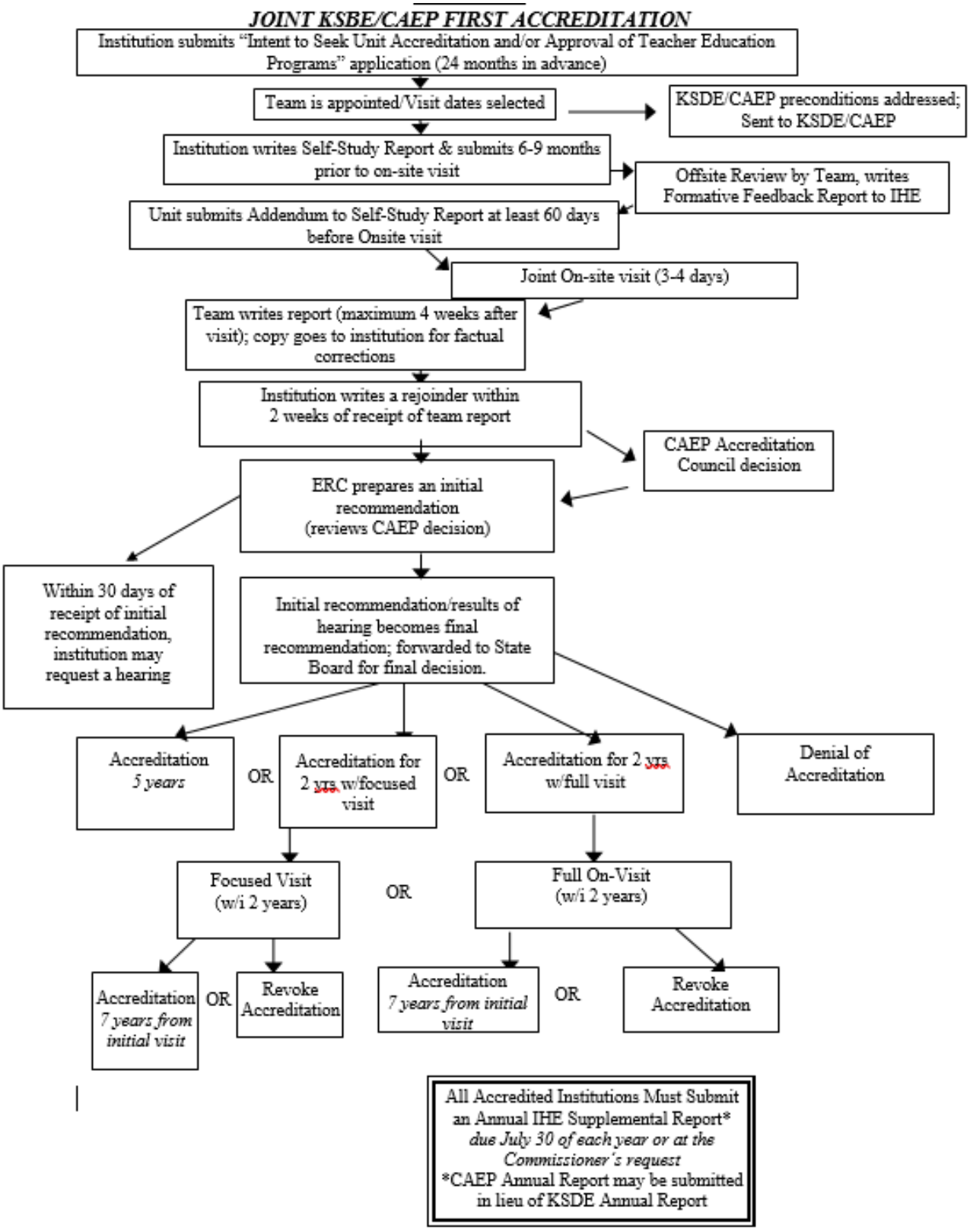
Section VII: Requests contextual information about the institution.

APPENDICES

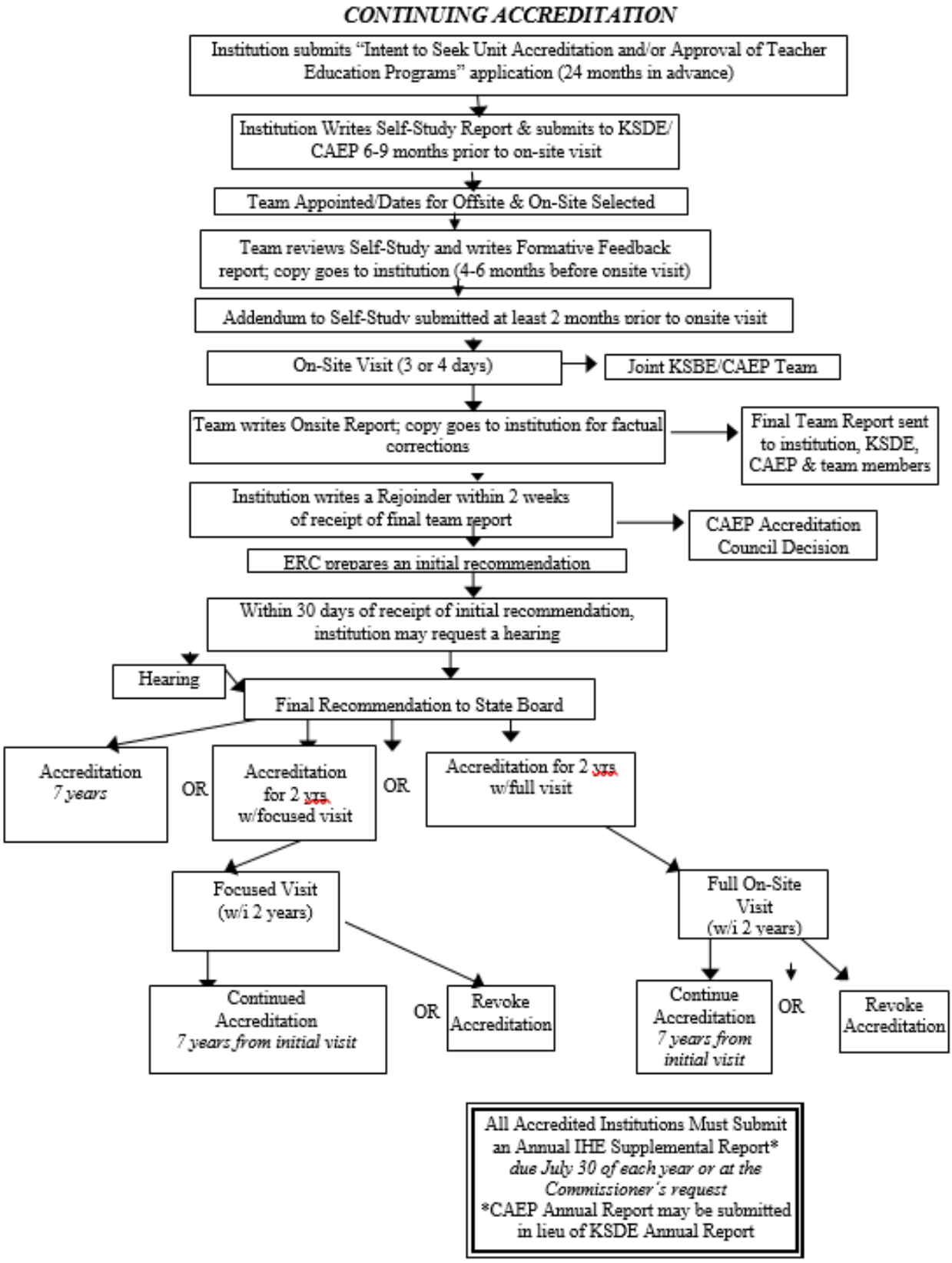
APPENDIX A. KANSAS INITIAL ACCREDITATION FLOWCHART



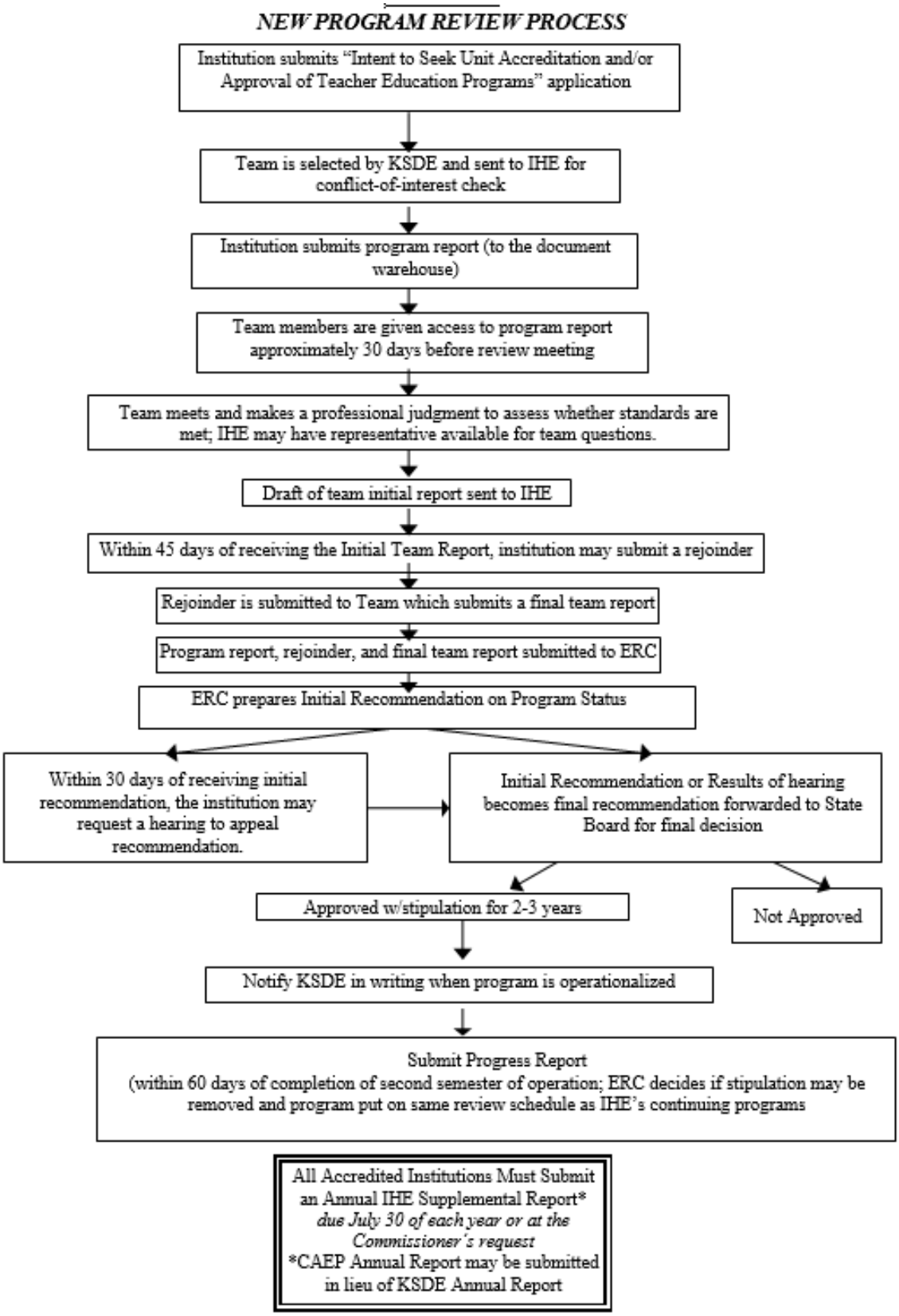
APPENDIX B. JOINT KSBE/CAEP FIRST ACCREDITATION



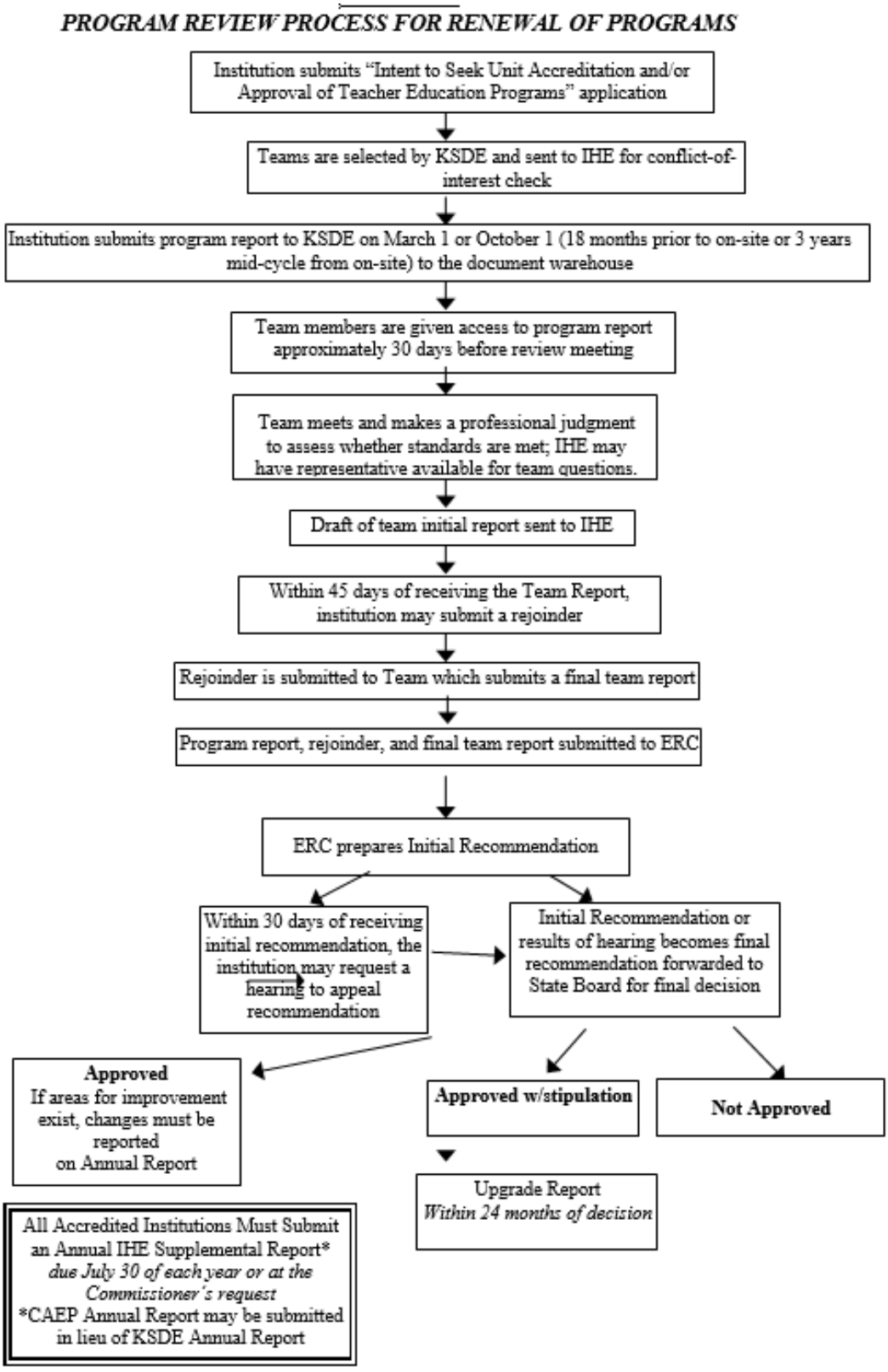
APPENDIX C. CONTINUING ACCREDITATION



APPENDIX D. NEW PROGRAM REVIEW PROCESS



APPENDIX E. PROGRAM REVIEW PROCESS FOR RENEWAL OF PROGRAMS



APPENDIX F. PROGRAM REVIEW CHECK LIST

WHAT OCCURS	WHEN
Letter and Intent to Seek Unit Accreditation and/or Approval of Programs Form sent	24 months prior to expiration
Intent to Seek Unit Accreditation and/or Approval of Programs Form received from institution	12 months prior to expiration
Letter sent from Commissioner to institution acknowledging receipt of Intent Form and set date	2 weeks after receipt of application
Letter sent to invite team	120 days prior to program review
List of reviewers sent to institution	120 days prior to program review
Institutional response to team noting conflict of interests, if any, received	
Receive Program Reports from institution	60 days prior to program review
Document warehouse submissions open emailed to team members	30-60 days prior to program review
Review team meets and writes report	
Initial Team Report mailed to institution requesting rejoinders	30 days after program review
Institutional Rejoinder received	45 days after receipt of team report
Rejoinder sent to team chair with directions	
Final Team Report sent to institution with letter stating ERC date	
Letter sent from ERC chair to institution informing of initial recommendation	15 days after ERC meeting
**Letter received from institution requesting hearing	
**Letter sent from Commissioner informing institution of hearing date	
**Institution submits hearing information	
**Hearing held	
Letter sent informing institution of Final Recommendation and State Board action date	within 10 days of ERC meeting
Letter sent from Commissioner informing institution of KSBE Final Action/Decision	within 10 days after State Board Action

APPENDIX G. PROGRAM REVIEW PROCEDURES

Renewal of approved programs occurs by program review rather than during accreditation on-site review. Following are the KSDE program review procedures for renewal of approved programs.

1. The institution submits its Program Report documents to TLA on the document warehouse (https://community.ksde.org/Default.aspx?tabid=2958) on March 1 for spring or October 1 for fall, approximately 12 months prior to expiration of programs. Email notification is sent to the institution about the submission process.

2. The institution will email TLA notification when all documents are uploaded to the document warehouse. It is required that TLA also receive one USB containing all of the programs submitted to the document warehouse. An email is sent to the institution acknowledging receipt of the programs.

3. Within 30 days of receipt of the programs, a review team of at least three persons with one designated as chair is selected by KSDE staff and approved by the Commissioner. Criteria for selection of team members include:
    a. KSDE trained
    b. Area of expertise same or as nearly as possible as the program
    c. No conflict of interest

4. After the review team has been assigned and at least 30 days prior to the review date, an email is sent to each team member with instructions for the review. After reviewing the program, each team member completes the applicable Reviewer Worksheet form in preparation for a team meeting.

5. The team meets and prepares a draft of the Team Program Report. The draft team report is reviewed by the team, revised if necessary and approved by the team.

6. The team chair submits the final draft of the Team Program Report to the TLA consultant.

    Final Team Program Report

    • Includes the name of the institution, name of the program being reviewed, program status, and date the report was prepared.

    • Provides the following information:

        Test results of Praxis II and data for PLT and KPTP/TWS

        Standards Sections include the following—

			Present	Not Present
Standard # 1	MET	NOT MET		
Course syllabi (new programs only)				
Assessment Description				
Scoring guides, rubrics, evaluation criterion				
Aggregated data (minimum 3 yrs.)				
Areas for Improvement and Rationale (Please number the AFI and the corresponding rationale):				

Areas for Improvement indicate specific areas of concern that the team determines should be corrected. Areas for improvement must relate to a specific standard.
Examples:
Program requirements are not aligned to the standard.
Descriptions of actual performance assessments are not provided.
Data are not provided.
Data do not clearly demonstrate an adequate level of preparation.
Data are not provided on all candidates.
Decisions about improving the program based on aggregated data are not provided.

Candidate and Program Performance will be reviewed for evidence of the program's response to data.

7. The Program Report is submitted to the appropriate representative of the unit.

8. The head of the teacher education unit may respond and file supplemental materials pertinent to the facts and conclusions found in the Program Report. Any such response (Program Rejoinder) must be submitted to TLA within 45 days of the date the institution receives the Program Report.

9. The Program Report, the Program Rejoinder, and other applicable materials are submitted to the chair of the original review team with directions to do the following:
    a. Review the Program Rejoinder to the standards and areas for improvement for the assigned programs. Consult other team members as needed to make judgments about the removal of areas for improvement.
    b. Prepare a revised Program Report for any remaining areas for improvement and revise the narrative accordingly.
10. A copy of the revised Program Report is submitted to the appropriate representative of the teacher education institution. No additional response is permitted.

11. The team revised Program Report, the Program Rejoinder, and other applicable materials are submitted to the Evaluation Review Committee (ERC).

12. The ERC meets and determines the initial recommendation regarding the appropriate status to be assigned to each program, including the areas for improvement to be cited.

13. The initial recommendation is submitted to an appropriate representative of the teacher education unit and to the Commissioner, and the institution is informed of the right to request a hearing before the ERC.

14. If a request for a hearing is not submitted, the initial recommendation becomes the final recommendation and is submitted to State Board for action.

15. If a request for a hearing, as described below, is submitted, the ERC conducts a hearing and determines its final recommendation regarding the appropriate status to be assigned to each program, including the areas of improvement to be cited. Criteria for Hearing: Within 30 days of the receipt of an initial recommendation of the ERC, the teacher education unit may submit a

written request to the Commissioner for a hearing before the ERC to appeal the initial recommendation. This request must specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

16. The final recommendation is submitted to an appropriate representative of the teacher education unit and to the Commissioner.
17. The Commissioner submits the recommendation of the ERC to the Kansas State Board of Education for its consideration and determination.
18. The State Board acts on the ERC final recommendation.
19. The final action of the State Board is submitted to an appropriate representative of the teacher education unit.

APPENDIX H. INTENT TO SEEK UNIT ACCREDITATION AND/OR APPROVAL OF TEACHER EDUCATION PROGRAMS

Intent to Seek Unit Accreditation and/or
Approval of Teacher Education Programs

Institution Information

Chief Executive Officer's Name _____

Chief Executive Officer's Title _____

Institution Name: _____

Institution Address: _____

Institution City: _____ State _____ Zip _____

Type (private, regent, municipal):_____

Institution is Accredited by:

Name _____ Date of Last Visit _____

Name _____ Date of Last Visit _____

Name _____ Date of Last Visit _____

Name _____ Date of Last Visit _____

Education Unit Information

Unit Head's Name _____

Unit Head's Title _____

Unit Name _____

Unit Address: _____

Institution City: _____ State _____ Zip _____

Coordinator for On-Site Visit _____

Is the unit accredited by NCATE/CAEP? _____
If Yes: Date of Last Visit_____
Initial:_____ Advanced:_____

Please provide the following information about the Education Unit and Programs

Basic skills tests used for admission to initial programs _____

_____

Branch campuses _____

_____

Centers administered by the unit _____

_____

Off-campus programs administered by the unit _____

_____

Internet programs administered by the unit _____

_____

Consortia arrangements _____

_____

List three preferred dates for the accreditation on-site team visit. Dates should be three to four days in length (the institution may choose visit length), start on a Sunday, and be between mid-January and mid-March for Spring visits and between mid-September and mid-November for Fall visits.

1. _____
2. _____
3. _____

Is this a joint KSBE/NCATE-CAEP Visit? Yes/No _____

The institution named above hereby applies for Kansas State Board of Education approval for: (check one or more)

_____ unit accreditation

_____ new program approval as delineated on the attached chart

_____ program approval (renewal) as delineated on the attached chart

_____ _____

Signature of Chief Executive Officer Date

_____ _____

Signature of Education Unit Head Date

Program(s) for which Approval is Requested

Legend:	In	Initial	OC*	Offered Off-Campus
	A	Add-on/Advanced	OL	Online
	N	New	C	Continuing

Provisional is available	Combined regular education and special education curriculum	Must be done with a regular education license
Not available at this level		

For each program for which approval is requested, mark the applicable developmental level(s), whether the program is at the Initial (In) or Advanced (A) level and whether it is offered off-campus or online as well as on campus.

Program	B – Kdg	B – Gr3	K-6	5-8	6-12	Pre K-12	In	A	OC	OL
Early Childhood Unified										
Elementary										
Elementary Education Unified										
Science										
English Language Arts										
History, Government, & Social Studies										
Mathematics										
Agriculture										
Biology										
Business										
Chemistry										
Earth and Space Science										
Family & Consumer Science										
Journalism										
Physics										
Psychology										
Secondary Education Unified										
Speech/Theatre										
Technology Education										
Deaf or Hard-of-Hearing										
School Psychologist										
Visually Impaired										
Art										
Foreign Language										
Health										

* On a separate sheet, indicate where this program is offered.

Program(s) for which Approval is Requested (continued)

Legend:	In	Initial	OC*	Offered Off-Campus
	A	Add-on/Advanced	OL	Online
	N	New	C	Continuing

Provisional is available	Combined regular education and special education curriculum	Must be done with a regular education license
Not available at this level		

For each program for which approval is requested, mark the applicable developmental level(s), whether the program is at the Initial (In) or Advanced (A) level and whether it is offered off-campus or online as well as on campus.

Program	K-6	5-8	6-12	Pre K-12	In	A	OC	OL
Leadership: Building								
Leadership: District								
Library Media Specialist								
Music								
Music: Instrumental								
Music: Vocal								
Physical Education								
Reading Specialist								
School Counselor								
Teacher Leader								
ESOL								
Gifted								
High Incidence								
Low Incidence								
Innovative/Experimental								
Restricted								

* On a separate sheet, indicate where this program is offered.

APPENDIX I. PROGRAM SUBMISSION INSTRUCTIONS

PROGRAM SUBMISSION INSTRUCTIONS

1. Download the correct program worksheet template at https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Postsecondary/Higher-Ed-Faculty-Resources/Higher-Education-Resources-TLA .
   a. Each program template when completed must be submitted on the Document Warehouse, https://community.ksde.org/Default.aspx?tabid=2958 , KSDE's online document warehouse for higher ed program review and accreditation. Zipped folders can be uploaded using Chrome, Firefox, or Safari browsers, but the format is not supported by Internet Explorer.
   b. Also mail one USB containing separate folders for each submitted program to Teacher Licensure and Accreditation.
2. Type your institution's and program's data into the worksheet template.
   a. Fill out the cover sheet with the correct information.
   b. Complete Sections I through V. Observe the page limitations.
3. Section I
   a. Program of study may be uploaded to the document warehouse and in the first folder on the USB.
   b. Label the folder "Section I Program of Study" (Attachment may be from college catalog or as a student advisement sheet – maximum of five text pages).
4. Section II
   a. Assessments are numbered and should be named.
   b. Keep the assessment number and title the same throughout all documents.
5. Section III
   a. All standards must be assessed at least once.
   b. An assessment may assess more than one standard.
6. Section IV
   a. Respond to each of the four bullets completely but in a concise manner.
   b. Attachments for each assessment would be kept in separate folders on the USB. Upload program report and supporting documents to the document warehouse. Title the documents as you wish them to read for the reviewers. The last document uploaded is the first document seen on the warehouse.
7. Section V
   a. Complete the narrative as described.
   b. Address all aspects required in this section.
8. Submission to the document warehouse: https://community.ksde.org/Default.aspx?tabid=2958.
   a. Contact us for user name and password to the document warehouse.
   b. Upon entering the document warehouse, you should only see your institution.
   c. Click on Program Review Submissions.
   d. NOTE: It may take several seconds for each page to load after clicking a link.
   e. To upload programs, click on upload on bottom left of screen.
   f. Upload the supporting documents and program template in reverse order.
   g. Type in the title of the document (see 8g below).
   h. Title each document uploaded appropriately. Examples: Section IV, Assessment 6 Rubric; Section IV, Assessment 6 Data Table;
   i. Browse for your file.
   j. Click on the content category for the location of the document.
   k. Your name and email address should be pre-populated.

l. Click on the Upload button on the bottom of the page.
m. Note that there is a cancel button and a delete button that you may click on to cancel or delete the upload. The tiny pencil icon to the left of the file allows you to edit the file.
n. After you click on Upload, the system takes you back to the Program Review Submissions page with all of your content categories. The process adds a numeral to the content category where you uploaded the document. As you upload more documents to each content program category, the number increases.
o. All attachments/documents must be consistently numbered and titled to correspond to the assessment.

9. Submission of New Programs
    a. Submit the program as above except for data tables.
    b. Submit the syllabi for all required courses in one folder labeled "Course Syllabi" on the USB.
    c. All syllabi must be submitted to the document warehouse. Upload the syllabi first to the site and in reverse order.
    d. Section IV description and the attachments for scoring guides, rubrics or criteria for evaluation must be submitted.
10. Submission of Upgrade Reports
    a. Follow the instructions for format in the Institutional Handbook for Program Approval.
    b. Address each Area for Improvement.
    c. Follow previous instructions for uploading to the document warehouse.
11. Submission of Progress Reports
    a. Follow the instructions for format in the Institutional Handbook for Program Approval.
    b. Address each Area for Improvement
    c. Follow previous instructions for uploading to the document warehouse.
12. Notify the KSDE Higher Education Consultant when you have finished uploading your documents.

If you have any questions, please don't hesitate to contact: Catherine Chmidling Teacher Licensure and Accreditation cchmidling@ksde.org

APPENDIX J. PROGRAM REPORT FORMAT

Template Revised 06-17-2020

Program Report Format

ELEMENTARY EDUCATION

Kansas State Department of Education

COVER SHEET

Education Preparation Provider (EPP): _____

Accredited By: ☐ KSDE ☐ NCATE/CAEP

Date Submitted: ____

Name of Preparer(s): _____

EPP Unit Head Name: _____

Unit Head Phone Number: _____ Email: _____

Level of the Program: __ Initial __ Advanced

Grade levels for which candidates are being prepared:
☐ K-6

Is this program being offered at more than one site? ☐ Yes ☐ No
If yes, please list the sites at which the program is offered: _____

In what format(s) is the program offered?: ☐ onsite ☐ hybrid ☐ online/virtual

Program Report Status:
☐ New Program ☐ Continued Program ☐ Dormant Program
(NEW PROGRAMS MUST SUBMIT SYLLABI)

A PROGRAM WILL NOT BE RECOMMENDED FOR FULL APPROVAL IF IT MEETS FEWER THAN 75% OF THE STANDARDS.

GENERAL DIRECTIONS

The following directions are designed to assist institutions as they complete this program report. To complete the report, institutions must provide data from multiple assessments that, taken as a whole, will demonstrate candidate mastery of the Kansas standards. These data will also be used to answer the following questions. Reviewers expect these prompts to be answered by the report.

- Have candidates mastered the necessary knowledge for the subjects they will teach or the jobs they will perform?
- Do candidates meet state licensure requirements?
- Do candidates understand teaching and learning and can they plan their teaching?
- Can candidates apply their knowledge in classrooms and schools?
- Are candidates effective in promoting student learning?

To that end, the program report form includes the following sections:

I. Contextual Information – provides the opportunity for institutions to present general information to help reviewers understand the program.

II. and III. Chart with Standards and Assessments – provides the opportunity for institutions to submit multiple assessments, scoring guides or criteria, and assessment data as evidence that standards are being met.
– provides the opportunity for institutions to indicate which of the assessments are being used to determine if candidates meet program standards.

IV. Evidence for Meeting Standards – provides the opportunity for institutions to discuss the assessments and assessment data in terms of standards.

V. Use of Assessment Results to Improve Candidate and Program Performance – provides the opportunity for institutions to indicate how faculty are using the data from assessments to improve candidate performance and the program, as it relates to content knowledge; pedagogical and professional knowledge, and skills; and effects on student learning.

- Page limits are specified for each of the narrative responses required in Sections IV and V of the report, with each page approximately equivalent to one text page of single-spaced, 12-point type.

- Each attachment required in Sections I and IV of the report should be kept to a maximum of six text pages. Although attachments longer than five pages will be accepted electronically, staff will require institutions to revise reports submitted with lengthy attachments.

- Except for the required attachments, institutional responses can be entered directly onto the form. Specific directions are included at the beginning of each section.

SECTION I—CONTEXT

Complete the following contextual information:

A program of study that outlines the courses and experiences required for all candidates to complete the program. The program of study must include course titles and hours of credit per course. (The program of study will be provided as an attachment in the Document Warehouse -- maximum of five text pages.) NEW PROGRAMS MUST SUBMIT SYLLABI IN THE DOCUMENT WAREHOUSE. Reviewers will review and evaluate syllabi for learning outcomes, program objectives, and alignment to program standards.

(response is limited to 6 pages, not including charts)

1. Program of Study: Attachment in the document warehouse.

2. Provide the following contextual information:

• *Description of the EPP's conceptual framework and how it relates to the program.* [enter text here]
• *Description of the EPP assessment system as a whole including but not limited to transition points, transition requirements, and use of data for candidate performance and program and EPP improvement.* [enter text here]
• *Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. Please explain the requirements for the EPP as a whole, by level (if applicable), and include any exceptions.* [enter text here]
• *Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. Please explain the requirements for the EPP as a whole, by level, and include any exceptions.* [enter text here]

3. Chart with Candidate Information:

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for any different levels/tracks (e.g., route to licensure, degree, campus, or level) being addressed in this report.

Program (initial):		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
20 - 20		
20 - 20		
20 - 20		

Note: **Enrolled** candidates are officially admitted to the program but have not completed the program anytime during the academic year.

Note: KSDE uses the Title II definition for ***program completers***. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

Program (Post-baccalaureate – Added Endorsement):			
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers	Master's/Ed. Specialist/Doctoral
20 - 20			
20 - 20			
20 - 20			

SECTION II and III—CHART WITH STANDARDS AND ASSESSMENTS

In the summary table below, list the multiple assessments that are being submitted as evidence for meeting the Kansas standards for this content area. All programs must provide a ***minimum*** of six assessments, maximum of eight assessments; assessments #1-6 are required for all programs. For each assessment, indicate the type or form of the assessment and when it is required/administered in the program.

Note: Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include. Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, portfolio). Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and number], or completion of the program).

NOTE ON RUBRICS: A standalone checklist cannot be used as a rubric. A checklist must have an accompanying rubric containing descriptive criteria for each performance level of each element used to meet a standard, including minimum acceptable performance. [Phase-in starting Fall 2017, with required adherence for Assessments 1-4 by December 2018, and Assessments 5-8 by June 1, 2020.]

ALL RUBRICS AND ASSESSMENTS MUST IDENTIFY THE MINIMAL ACCEPTABLE PERFORMANCE LEVEL FOR EACH STANDARD ADDRESSED.

Assessment 1a Praxis II Content Test Data (Required)
Note: Assessment #1a Praxis II content data may be used to meet multiple content standards but not as a stand-alone assessment. The data must be used in conjunction with at least one other assessment (not including other Praxis data). A data table for Praxis II content test must be submitted but a rubric is not required. Programs are expected to have a minimum 80% pass rate for Praxis II content scores.

Assessment 1b Sub-score data (from Praxis II content test) may be utilized but not required.
Note: Assessment #1b Praxis II content sub-score data may be used as an assessment for meeting content standards. A data table for Praxis II content sub-score data must be submitted but a rubric is not required. Assessment #1b Praxis II content sub-scores are not used as a stand-alone assessment. The data must be used in conjunction with at least one other assessment (not including Praxis II content or PLT data).

Assessment 1c Praxis II Principles of Learning and Teaching Data (Required)
Note: Assessment #1c Praxis II PLT data may be used to meet multiple pedagogy standards or multiple pedagogy pieces in standards but not as a stand-alone assessment. The data must be used in conjunction with at least one other assessment (not including Praxis II content or PLT data). A data table for the Praxis II PLT test must be submitted but a rubric is not required.

Assessment 1d Sub-score data (from Praxis II PLT test) may be utilized but not required

Note: Assessment #1d Praxis II PLT sub-score data may be used as an assessment for meeting pedagogy standards. A data table for Praxis II PLT sub-score data must be submitted but a rubric is not required. Assessment #1d Praxis II PLT sub-scores are not used as a stand-alone assessment. Sub-scores must be used in conjunction with at least one other assessment (not including other Praxis data).

Assessment 2 Candidate Ability to Plan Instruction (Required)

Assessment 3 Clinical Experience (Required)
Note: Clinical experience includes practica, student teaching, and internships.

Assessment 4 Candidate Effect on Student Learning (Required)

Assessment 5 Content-based assessment (Required)] Examples of assessments include comprehensive examinations, projects, comprehensive portfolio tasks and score/s aligned to standards OR up to TEN course grades-based assessments related to content knowledge.
Note Course grades-based assessments can only be used for Assessment 5. The program may not use course grades-based assessments and a content based assessment for Assessment 5. One course MAY NOT MEET more than TWO standards. If the course grades-based assessments are used as evidence for meeting two standards, the program must submit the course key assessments' data results in a total grade per each standard. Do not submit grades for each key assessment, but instead a cumulative grade for all the key assessments together per each standard.

Assessment 6 Content-based assessment (Required)

Assessments 7 and 8 Content-based assessment (Optional)

For each Kansas licensure standard on the chart below,

- Identify/name the assessment(s) in the assessment column header (multicolored top row).
- In each standard row, identify the assessment &/or assessment component that is used to address that standard or part of the standard.
- One assessment may apply to multiple Kansas licensure standards.
- In Section IV you will describe these assessments in greater detail and summarize and analyze candidate results to document that a majority of your candidates are meeting Kansas standards.
- To save space, the knowledge and performance indicators of the Kansas licensure standards are not identified here, but are available on the website — www.ksde.org.

Summary of Standards and Assessments

Standard The teacher of ELEMENTARY	Assessment 1 Praxis 1a) Content 1b) Sub-scores 1c) PLT 1d) PLT sub-scores	Assessment 2 Plan Instruction [Assessment title]	Assessment 3 Clinicals [Assessment title]	Assessment 4 Student learning [Assessment title]	Assessment 5 OR Course Grades-Based [Assessment title]	Assessment 6 [Assessment title]	Assessment 7 [Assessment title]	Assessment 8 [Assessment title]
1) Learning The teacher candidate understands how learner development uses understanding of individual differences while creating an environment inclusive of high standards that supports individual and collaborative learning, and encourages positive social interaction, active engagement in learning, and self-motivation.								
2) English/Language Arts The teacher candidate understands and uses the central concepts, tools								

Standard The teacher of ELEMENTARY	Assessment 1 Praxis 1a) Content 1b) Sub-scores 1c) PLT 1d) PLT sub-scores	Assessment 2 Plan Instruction [Assessment title]	Assessment 3 Clinicals [Assessment title]	Assessment 4 Student learning [Assessment title]	Assessment 5 OR Course Grades-Based [Assessment title]	Assessment 6 [Assessment title]	Assessment 7 [Assessment title]	Assessment 8 [Assessment title]
of inquiry, and structures of the English/language arts (Reading, Writing, Speaking and Listening, and Language) to plan, implement, and assess language arts learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.								
3) Mathematics The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.								
4) Science								

Standard The teacher of ELEMENTARY	Assessment 1 Praxis 1a) Content 1b) Sub-scores 1c) PLT 1d) PLT sub-scores	Assessment 2 Plan Instruction [Assessment title]	Assessment 3 Clinicals [Assessment title]	Assessment 4 Student learning [Assessment title]	Assessment 5 OR Course Grades-Based [Assessment title]	Assessment 6 [Assessment title]	Assessment 7 [Assessment title]	Assessment 8 [Assessment title]
The teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage all elementary learners in curiosity, exploration, sense-making, conceptual development, and problem solving.								
5) Social Studies. The teacher understands and uses the central concepts, tools of inquiry, and structures of the social studies (people and places, civics and government, geography, economics, history), to plan, implement, and assess social studies learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving.								
6) The Arts The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the arts								

Standard The teacher of ELEMENTARY	Assessment 1 Praxis 1a) Content 1b) Sub-scores 1c) PLT 1d) PLT sub-scores	Assessment 2 Plan Instruction [Assessment title]	Assessment 3 Clinicals [Assessment title]	Assessment 4 Student learning [Assessment title]	Assessment 5 OR Course Grades-Based [Assessment title]	Assessment 6 [Assessment title]	Assessment 7 [Assessment title]	Assessment 8 [Assessment title]
(music, visual arts, dance, and theatre) to plan, implement, and assess artistic learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving.								
7) Health, Movement, and Physical Activity The teacher candidate understands and applies health, human movement and physical activity.								

SECTION IV—EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: Information on the multiple assessments listed in Section II and the data findings must be reported in this section. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards.

For each assessment, the evidence for meeting standards should include the following information:

1. A brief description of the assessment, project, portfolio and its use in the program. Explain specificity of the assessment to the standard/s. An assessment may assess several standards at the same time; content assessment data must be disaggregated per each standard assessed;
2. The alignment of the assessment with the specific KSDE standards addressed by the assessment, as they are identified in Section III;
3. A brief summary of the data findings;
4. An interpretation of how that data provide evidence for meeting standards.

The response to each assessment is limited to the equivalent of two pages.

For each assessment listed, you will need to attach the following:

1. Scoring guides, criteria or rubric (specific to content of standard/s) used to score candidate responses on the assessment;
2. A table (include # of candidates) with the aggregated results of the assessment providing all available data for the most recent three cycles of data collection, including data from old assessments if needed to provide three cycles of collected data.
3. Data should be organized according to the criteria used in the scoring guide/rubric. Provide the number and percentage of candidates achieving at each performance level. The alignment between the criteria used in the scoring guide/rubric and standards should be described clearly in the narrative.
4. Programs should report data on completers. If a continuing program does not have completers, it should report candidate data and indicate data is from candidates (rather than completers) in the data description.
5. In the two columns for attachments, click in the box for each attachment to be included with the report.
6. Each attachment should be no longer than five pages.
7. The two attachments related to each assessment must be included for the program report to be complete.
8. The report will not be reviewed until it is complete.

Assessment 1 (Required) CONTENT KNOWLEDGE:

Data from licensure tests for content knowledge. Provide assessment information as outlined in the directions for Section IV.

1a and 1c--PRAXIS II Content and PLT data (Required), including cut scores for each. Licensure test data must reflect the percentage of candidates who have passed the state licensure tests (Praxis II and PLT) for most recent three cycles of data collection. Programs are expected to have a minimum 80% pass rate for Praxis II content scores, and should discuss any data anomalies in the narrative.

1b--PRAXIS II Content sub-score data should be aligned to a specific standard. (Optional – report if used to address a Standard.)
Data will report the candidate *n* and the percentage for mean and above and below the mean. Data must be presented for all program completers, even if there were fewer than 10 test takers in a given year.
1d—Praxis II PLT sub-score data should be aligned to a specific standard. (Optional – report if used to address a Standard.)
Data will report the candidate *n* and the percentage for mean and above and below the mean. Data must be presented for all program completers, even if there were fewer than 10 test takers in a given year.
For each assessment #1b and 1d (sub-score data) you will include the following information:

- Praxis II sub-score data tables must be clearly labeled to indicate alignment with the standard it is assessing. Each sub-score is used only once to assist meeting one standard and may not be used again.
- Section IV narrative must clearly show alignment of sub-score data to the standard or elements of the standard.
- Praxis II sub-score CANNOT be used as a stand-alone assessment.

Evidence for meeting standards should include the following information:

1. A brief description of the assessment, project, portfolio and its use in the program. Explain specificity of the assessment to the standard/s. An assessment may assess several standards at the same time; content assessment data must be disaggregated per each standard assessed;
2. The alignment of the assessment with the specific KSDE standards addressed by the assessment, as they are identified in Section III;
3. A brief summary of the data findings;
4. An interpretation of how that data provide evidence for meeting standards.

(No more than 2 pages)

[enter text here]

Attachments		
Assessment #1	Scoring Guides/Criteria/ Rubric	Data Table
1a—Praxis II Content 1b—Content sub-scores 1c—PLT 1d—PLT sub-scores	NA NA NA NA	Click the box if submitted to Document Warehouse. ☐ ☐ ☐ ☐

Assessment 2 (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE AND SKILLS:

1. Assessment that demonstrates candidates can effectively plan classroom-based instruction.

2. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans.
3. Provide assessment information as outlined in the directions for Section IV.

Evidence for meeting standards should include the following information:

1. A brief description of the assessment, project, portfolio and its use in the program. Explain specificity of the assessment to the standard/s. An assessment may assess several standards at the same time; content assessment data must be disaggregated per each standard assessed;
2. The alignment of the assessment with the specific KSDE standards addressed by the assessment, as they are identified in Section III;
3. A brief summary of the data findings;
4. An interpretation of how that data provide evidence for meeting standards.

(No more than 2 pages)

[enter text here]

Attachments		
Assessment #2	Scoring Guides/Criteria/ Rubric	Data Table
[Assessment of candidate ability to plan instruction] * (Required) [Assessment title]	Click the box if submitted to Document Warehouse. ☐	Click the box if submitted to Document Warehouse. ☐

Assessment 3 (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE AND SKILLS:

1. Assessment that demonstrates candidates' knowledge and skills are applied effectively in practice.
2. The assessment instrument used in student teaching should be submitted.
3. Provide assessment information as outlined in the directions for Section IV.

Evidence for meeting standards should include the following information:

1. A brief description of the assessment, project, portfolio and its use in the program. Explain specificity of the assessment to the standard/s. An assessment may assess several standards at the same time; content assessment data must be disaggregated per each standard assessed;
2. The alignment of the assessment with the specific KSDE standards addressed by the assessment, as they are identified in Section III;
3. A brief summary of the data findings;
4. An interpretation of how that data provide evidence for meeting standards.

(No more than 2 pages)

[enter text here]

Attachments		
Assessment #3	Scoring Guides/Criteria/ Rubric	Data Table
[Assessment of clinical experience] * (Required) Clinical experience includes practica, student teaching and internships. [Assessment title]	Click the box if submitted to Document Warehouse. ☐	Click the box if submitted to Document Warehouse. ☐

Assessment 4 (Required) EFFECTS ON STUDENT LEARNING:

1. Assessment that demonstrates candidate effects on student learning.
2. Examples of assessments include those based on student work samples, portfolio tasks, case studies, or follow-up surveys.
3. Provide assessment information as outlined in the directions for Section IV.

Evidence for meeting standards should include the following information:

1. A brief description of the assessment, project, portfolio and its use in the program. Explain specificity of the assessment to the standard/s. An assessment may assess several standards at the same time; content assessment data must be disaggregated per each standard assessed;
2. The alignment of the assessment with the specific KSDE standards addressed by the assessment, as they are identified in Section III;
3. A brief summary of the data findings;
4. An interpretation of how that data provide evidence for meeting standards.

(No more than 2 pages)

[enter text here]

Attachments		
Assessment #4	Scoring Guides/Criteria/ Rubric	Data Table
[Assessment of candidate effect on student learning] * (Required) [Assessment title]	Click the box if submitted to Document Warehouse. ☐	Click the box if submitted to Document Warehouse. ☐

Assessment 5 (Required) CONTENT KNOWLEDGE:

1. Assessment of content knowledge.
2. Examples of assessments include comprehensive examinations, projects, comprehensive portfolio tasks and score/s aligned to standards
3. OR the option of submitting course grades-based assessment related to content knowledge evaluation.
    a. If submitting course grades-based assessment, the detailed explanation for Assessment #5 must clearly delineate the alignment of the course description and

assessments to the standard that is assessed during the course in order to assure that the course grade reflects candidate knowledge of the standard.

b. Identify course key activities, projects, assessments that show specificity to the standard.
c. If course grades are used, include the program or EPP definition of grades in the narrative or as an attachment to assessment 5.
d. If the course grades-based assessments are used as evidence for meeting two standards, the program must submit the course key assessments' data results in a total grade per each standard. The total grades per standard are displayed in a data table for each of the two standards. This is necessary to provide evidence of meeting each standard.
e. This narrative must state the proficiency level or grade acceptable by the program.
f. COURSE GRADES-BASED ASSESSMENTS ARE LIMITED TO TEN COURSES.
g. A standard may be met with more than one course. The narrative must clearly indicate which part of the standard is assessed by each course.

4. Provide assessment information as outlined in the directions for Section IV.

Evidence for meeting standards should include the following information:

1. A brief description of the assessment, project, portfolio and its use in the program. Explain specificity of the assessment to the standard/s. An assessment may assess several standards at the same time; content assessment data must be disaggregated per each standard assessed;
2. The alignment of the assessment with the specific KSDE standards addressed by the assessment, as they are identified in Section III;
3. A brief summary of the data findings;
4. An interpretation of how that data provide evidence for meeting standards.

(No more than 5 pages)

[enter text here]

For Course Grades-Based Assessments, list courses in the table below referencing 5A—5J; describe courses, alignments, data, and interpretaions above in the Assessment 5 box.

Attachments		
Assessment #5	Scoring Guides/Criteria/ Rubric	Data Table
[Content based assessment that addresses Kansas content standards] *Required Examples of assessments include comprehensive examinations, projects, comprehensive portfolio tasks and score/s aligned to standards. [Assessment title]	Click the box if submitted to Document Warehouse. ☐	Click the box if submitted to Document Warehouse. ☐

For each assessment #5 (course grades-based assessments), you will include the following information:

1. Course grades-based assessments must have a brief description in the matrix.
2. Course syllabi and individual course assessments do not need to be submitted for continuing programs.
3. The course grades-based assessments data table will be included in the narrative of assessment 5.
4. Each course grades-based assessment is numbered and lettered as 5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I and 5J. Use the same number and letter in the narrative and the data table
5. One course MAY NOT MEET more than two standards.

Course List and Alignment Summary for Course Grades-Based Assessment	
Assessments 5.A--5.J for TEN courses Course Name & Number	Program Standard(s) Addressed by Course Assessment
5.A.	
5.B.	
5.C	
5.D.	
5.E.	
5.F.	
5.G.	
5.H.	
5.I.	
5.J.	

Assessment 6 (Required) CONTENT KNOWLEDGE:

1. Assessment of content knowledge.
2. Examples of assessments include comprehensive standard examinations, case studies involving many content standards, projects, comprehensive portfolio tasks and score/s aligned to standards and related to content knowledge.
3. Provide assessment information as outlined in the directions for Section IV.

Evidence for meeting standards should include the following information:

1. A brief description of the assessment, project, portfolio and its use in the program. Explain specificity of the assessment to the standard/s. An assessment may assess several standards at the same time; content assessment data must be disaggregated per each standard assessed;
2. The alignment of the assessment with the specific KSDE standards addressed by the assessment, as they are identified in Section III;
3. A brief summary of the data findings;
4. An interpretation of how that data provide evidence for meeting standards.

(No more than 2 pages)

[enter text here]

Attachments		
Assessment #6	Scoring Guides/Criteria/ Rubric	Data Table
[Content based assessment that addresses Kansas content standards] * Required Examples of assessments include comprehensive standard examinations, case studies involving many content standards, projects, comprehensive portfolio tasks and score/s aligned to standards, and related to content knowledge. [Assessment title]	Click the box if submitted to Document Warehouse. ☐	Click the box if submitted to Document Warehouse. ☐

Assessment 7 (Optional) Additional assessment that addresses Kansas content standards.

1. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, and follow-up studies.
2. Provide assessment information as outlined in the directions for Section IV.

Evidence for meeting standards should include the following information:

1. A brief description of the assessment, project, portfolio and its use in the program. Explain specificity of the assessment to the standard/s. An assessment may assess several standards at the same time; content assessment data must be disaggregated per each standard assessed;
2. The alignment of the assessment with the specific KSDE standards addressed by the assessment, as they are identified in Section III;
3. A brief summary of the data findings;
4. An interpretation of how that data provide evidence for meeting standards.

(No more than 2 pages)

[enter text here]

Attachments		
Assessment #7	Scoring Guides/Criteria/ Rubric	Data Table
[Additional assessment that addresses Kansas content standards] * Optional [Assessment title]	Click the box if submitted to Document Warehouse. ☐	Click the box if submitted to Document Warehouse. ☐

Assessment 8 (Optional) Additional assessment that addresses Kansas content standards.

1. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, and follow-up studies.
2. Provide assessment information as outlined in the directions for Section IV.

Evidence for meeting standards should include the following information:

1. A brief description of the assessment, project, portfolio and its use in the program. Explain specificity of the assessment to the standard/s. An assessment may assess several standards at the same time; content assessment data must be disaggregated per each standard assessed;
2. The alignment of the assessment with the specific KSDE standards addressed by the assessment, as they are identified in Section III;
3. A brief summary of the data findings;
4. An interpretation of how that data provide evidence for meeting standards.

(No more than 2 pages)

[enter text here]

Attachments		
Assessment #8	Scoring Guides/Criteria/ Rubric	Data Table
[Additional assessment that addresses Kansas content standards] * Optional [Assessment title]	Click the box if submitted to Document Warehouse. ☐	Click the box if submitted to Document Warehouse. ☐

SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

Evidence must be presented in this section that assessment results have been analyzed (or will be analyzed for new programs) and have been or will be used to improve candidate performance and strengthen the program.

1. This description should not link improvements to individual assessments, but rather, it should summarize major findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result.
2. Describe the steps program faculty have taken to use information from assessments for improvement of both candidate performance and the program.
3. New programs or Dormant programs must describe their plan to collect, analyze and use data to improve candidate performance, and strengthen program.

Note: It is understood that data collected on less than 10 candidates will not typically produce data-driven changes because of the small "N". The process of reviewing and analyzing data is still necessary by the program.

(No more than 3 pages)

[enter text here]

APPENDIX K. PROGRAM REVIEW NOTES

PROGRAM REVIEW NOTES

1. Prior work before the review day is necessary for the review to work well. Your review is to be as equitable as possible.

2. Questions about the programs should be addressed to the IHE representatives that are in attendance. They are here to clear up any confusion which helps to avoid work later for the IHE and the review team. The question/concern and IHE response may be written as a NOTE under the standard. If not present, you will be able to call them.

3. Educator Preparation Programs (EPPs) have academic freedom to determine how to assess their programs and the standards.

4. Assessments
   - A minimum of 6 assessments are required, a maximum of 8 assessments
   - The first 4 assessments are EPP unit assessments and all do not have to be utilized to assess the program standards. The data must be present for all assessments.
   - Projects/Portfolios may have several assessments within them and may assess several standards. The project or portfolio is considered to be one assessment.
   - Three applications of assessments are necessary.
   - IHEs make decisions to revise or develop new assessments based on data or qualitative information that are collected. This could result in less than 3 applications of the assessment.
   - Assessments must be required of all candidates in required courses.
   - Assessments/rubrics/scoring guides should align with the standards.
   - The IHE may utilize Praxis II Content overall score data for several standards to meet content and does not need to disaggregate per standard.
   - Praxis II Content data or the Praxis II sub-score data are not used as stand-alone assessments (even in conjunction with each other).
   - Any single Praxis sub-score data may not be used more than once.
   - Principles of Learning and Teaching (PLT) may be utilized (but are not required) to assess pedagogy in the standards. The data would not need to be disaggregated per the standard.
   - The PLT cannot be used as a stand-alone assessment to meet a Standard.
   - Praxis II Content data or the Praxis sub-score data are not used as stand-alone assessments (even in conjunction with each other).

5. Pedagogical Assessments
   - Pedagogical assessments may be used holistically to assess pedagogy within several standards and do not have to be disaggregated per the standard.
   - Teacher work samples are assessments that address pedagogy and instruction and could address pedagogy in several standards. This holds true for the clinical observation forms also.

6. Course grades-based Assessments
   - Course grades-based assessments are only used in Assessment 5 and may list up to 10 courses.
   - A standard may be assessed by more than one course.
   - The IHE must specify in the narrative which part of the standard is addressed by which course.

- Course grades per standard must be given in the data table but not the individual assessments or tasks (exams, projects, assignments)
- If a course assesses 2 standards (never more than 2 standards), the course grade will be disaggregated per the standard but not disaggregated by each and every task, exam, or assignment.
- It is NOT necessary to know what percentage of the course grade the tasks comprise.

7. Rubrics
   - Look for alignment.
   - Does the rubric assess a standard element or elements?
   - IHEs train their evaluators in the use of rubrics and evaluation instruments. It is not the teams' purview to redesign the rubric. Alignment to the CAEP assessment rubric is not required during program review. A factual observation regarding CAEP alignment may be made as a NOTE.
   - Rubric need to identify the minimum acceptable performance level or score per standard element(s).
   - It is acceptable for rubrics to contain the language of the standard.

8. New programs
   - New programs will not have data. The program will submit syllabi. Section V of the program report will describe the EPP's process/plan to evaluate/analyze their program's data.
   - Reviewers should review and evaluate syllabi for learning outcomes, program objectives, and alignment to program standards.
   - It is acceptable for rubrics to contain the language of the standard.

9. Dormant programs
   - Dormant programs will not have data. Section V of the program report will describe the EPP's process/plan to evaluate/analyze their program's data.

10. Data
    - Reviewers need to consider small cohort size when viewing data, as well as when data is from candidates rather than completers (again due to small cohort size). A small 'n' cannot be given the same weight regarding making program or assessment changes as a large 'n'.

11. Writing the report
    - The report template is on the flash drive. Save the report template with the IHE name using 'Save As.'
    - Make sure to respond to each prompt. No need for special formatting within the text boxes. Please do not change the field titles or prompts.
    - Make sure to respond to the Comment summary at the beginning.

Institution:			Date:			
Program:			Level(s):			
Program Status:	Continued		New		Dormant	
Test Results (from information supplied in the PRAXIS II)						
The program submitted the % of candidates that passed the PRAXIS II:	YES		NO		NA	
The program submitted PLT data:	YES		NO		NA	

Section I—Contextual Information						
Comment Summary:						
					Present	Not Present
Standard # 1	MET		NOT MET			
Course syllabi (new programs only)						
Assessment Description						
Scoring guides, rubrics, evaluation criterion						
Aggregated data						
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						

- Make sure to address Candidate and Program Performance at the end of the report template.

Candidate and Program Performance	Present	Not Present
Evidence of continuous improvement		
Using data (not needed for new programs)		
Changes made or planned based on data		
Comment Summary:		

12. Writing Areas for Improvement (AFIs)
    - Do not make recommendations.
    - Every AFI must have an explanatory Rationale.
    - Please use NOTEs in the text box under the standard to make factual statements for clarity.
    - Write AFIs that are specific to the issue/concern. Elaborate with the rationale. The IHE should not need to guess why the program has an AFI under a standard. The rationale is the road map for the IHE to use to address the concern.
    - Examples of AFIs and Notes

      STANDARD 1

      AFI 1.1: Assessment 6 rubric does not align to Standard 1.

      Rationale 1.1: The rubric is generic and does not specifically refer/align to any components of the standard.

      AFI 1.2: Assessment 5 does not assess Standard 1 to its entirety.

      Rationale 1.2: The assessment addresses most components of the standard but does not address technology.

      STANDARD 2

      None

      STANDARD 3

      None

NOTE: Standard 3 is assessed by Assessment 1, 5, and 6. Standard 3 is assessed to its entirety by Assessments 1 and 6.

13. All reports must be read by the Higher Ed Consultant before the team leaves. I will review the reports in the order that I receive them. I will download the report from the flash drive to a local hard drive; a hardcopy can be printed for the team chair. If you want me to look over any AFIs, please let me know. Please keep your materials/notes for the rejoinder process. After the rejoinder is reviewed and the final report is completed, please shred your notes and materials.

14. Thank you for doing your most excellent work! KSDE and the educator preparation programs appreciate your hard work for the first step in preparing for accreditation. This is a very important first step.

APPENDIX L. PROGRAM REVIEWER WORKSHEET

REVIEWER WORKSHEET 2020

ELEMENTARY K-6

_____Continued Program _____New Program _____Dormant

INSTITUTION: _____

Contextual Information: Description of	Comments/Questions/Notes for discussion:
• Field and clinical experiences	
• Criteria for admission, retention and exit	
• Relationship of program to unit's conceptual framework	
• Program assessments and relationship to unit's assessment system	

*Be sure to make a note whether or not the evidence are present.

Licensure Assessment:	% of Candidates passing
• Praxis II o 80% pass rate expected, with understanding of effects of small cohorts	
• PLT	

Y = YES: Meets standard; areas for improvement may be found, but overall the standard is met.
N = NO: Areas for improvement are serious and must be addressed prior to a positive rating.
Note: Any Area for Improvement (AFI) must be directly tied to the relevant program standard(s).

Program Standards	Do the assessments align with the components of the standard?	Are the scoring guides, rubrics, and evaluation criteria clear and specific to the standard?	Are proficiency levels well-defined and appropriate for candidates in this program?	Do the data as reported indicate the extent to which the candidates meet the standard?	Is the standard met?
Standard 1 — Learning: The teacher candidate understands how learner development uses understanding of individual differences while creating an environment inclusive of high standards that supports individual and collaborative learning, and encourages positive social interaction, active engagement in learning, and self-motivation.	Y N	Y N	Y N	Y N	MET NOT MET
Comments/Questions/Notes for discussion:					
Standard 2 — English/Language Arts: The teacher candidate understands and uses the	Y	Y	Y	Y	

Program Standards	Do the assessments align with the components of the standard?	Are the scoring guides, rubrics, and evaluation criteria clear and specific to the standard?	Are proficiency levels well-defined and appropriate for candidates in this program?	Do the data as reported indicate the extent to which the candidates meet the standard?	Is the standard met?
central concepts, tools of inquiry, and structures of the English/language arts (Reading, Writing, Speaking and Listening, and Language) to plan, implement, and assess language arts learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.	N	N	N	N	MET NOT MET
Comments/Questions/Notes for discussion:					
Standard 3 — Mathematics: The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of	Y	Y	Y	Y	MET

Program Standards	Do the assessments align with the components of the standard?	Are the scoring guides, rubrics, and evaluation criteria clear and specific to the standard?	Are proficiency levels well-defined and appropriate for candidates in this program?	Do the data as reported indicate the extent to which the candidates meet the standard?	Is the standard met?
mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.	N	N	N	N	NOT MET
Comments/Questions/Notes for discussion:					
Standard 4 — Science: The teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement,	Y	Y	Y	Y	MET

Program Standards	Do the assessments align with the components of the standard?	Are the scoring guides, rubrics, and evaluation criteria clear and specific to the standard?	Are proficiency levels well-defined and appropriate for candidates in this program?	Do the data as reported indicate the extent to which the candidates meet the standard?	Is the standard met?
and assess science learning experiences that engage all elementary learners in curiosity, exploration, sense-making, conceptual development, and problem solving.	N	N	N	N	NOT MET
Comments/Questions/Notes for discussion:					
Standard 5 — Social Studies: The teacher understands and uses the central concepts, tools of inquiry, and structures of the social studies (people and places, civics and government, geography, economics, history), to	Y N	Y N	Y N	Y N	 MET NOT MET

Program Standards	Do the assessments align with the components of the standard?	Are the scoring guides, rubrics, and evaluation criteria clear and specific to the standard?	Are proficiency levels well-defined and appropriate for candidates in this program?	Do the data as reported indicate the extent to which the candidates meet the standard?	Is the standard met?
plan, implement, and assess social studies learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving.					
Comments/Questions/Notes for discussion:					
Standard 6 — The Arts: The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the arts (music, visual arts, dance, and theatre) to plan, implement, and assess artistic learning experiences that engage all learners in critical	Y N	Y N	Y N	Y N	 MET NOT MET

Program Standards	Do the assessments align with the components of the standard?	Are the scoring guides, rubrics, and evaluation criteria clear and specific to the standard?	Are proficiency levels well-defined and appropriate for candidates in this program?	Do the data as reported indicate the extent to which the candidates meet the standard?	Is the standard met?
thinking, creativity, and collaborative problem solving.					
Comments/Questions/Notes for discussion:					
Standard 7 — Health, Movement, and Physical Activity: The teacher candidate understands and applies health, human movement and physical activity.	Y N	Y N	Y N	Y N	MET NOT MET
Comments/Questions/Notes for discussion:					

Program Standards	Do the assessments align with the components of the standard?	Are the scoring guides, rubrics, and evaluation criteria clear and specific to the standard?	Are proficiency levels well-defined and appropriate for candidates in this program?	Do the data as reported indicate the extent to which the candidates meet the standard?	Is the standard met?

SECTION V—INFORMATION

Candidate and Program Performance:	Present	Not Present
Evidence presented that assessment results have been or will be used for continuous improvement.		
Comments/Questions/Notes for discussion:		

KANSAS STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
1. Learning: The teacher candidate understands how learner development uses understanding of individual differences while creating an environment inclusive of high standards that supports individual and collaborative learning, and encourages positive social interaction, active engagement in learning, and self-motivation.	☐#1a ☐#2 ☐#3 ☐#4 ☐#5 ☐#6 ☐#7 ☐#8
2. English/Language Arts: The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the English/language arts (Reading, Writing, Speaking and Listening, and Language) to plan,	☐#1a ☐#2 ☐#3 ☐#4 ☐#5 ☐#6 ☐#7 ☐#8

KANSAS STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
implement, and assess language arts learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.	
3. Mathematics: The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.	☐#1a ☐#2 ☐#3 ☐#4 ☐#5 ☐#6 ☐#7 ☐#8
4. Science: The teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage all elementary learners in curiosity, exploration, sense-making, conceptual development, and problem solving.	☐#1a ☐#2 ☐#3 ☐#4 ☐#5 ☐#6 ☐#7 ☐#8
5. Social Studies: The teacher understands and uses the central concepts, tools of inquiry, and structures of the social studies (people and places, civics and government, geography, economics, history), to plan, implement, and assess social studies learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving.	☐#1a ☐#2 ☐#3 ☐#4 ☐#5 ☐#6 ☐#7 ☐#8
6. The Arts: The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the arts (music, visual arts, dance, and theatre) to plan, implement, and assess artistic learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving.	☐#1a ☐#2 ☐#3 ☐#4 ☐#5 ☐#6 ☐#7 ☐#8
7. Health, Movement, and Physical Activity: The teacher candidate understands and applies health, human movement and physical activity.	☐#1a ☐#2 ☐#3 ☐#4 ☐#5 ☐#6 ☐#7 ☐#8

APPENDIX M. PROCEDURES FOR REVIEW OF PROGRAMS BY THE EVALUATION REVIEW COMMITTEE

PROCEDURES FOR REVIEW OF PROGRAMS BY THE EVALUATION REVIEW COMMITTEE

1. Evaluation Review Committee members are appointed to serve on audit committee teams. There will normally be two audit committee teams with a membership of six and seven. A chair will be assigned for each audit committee team.
2. Each institution is assigned to an audit committee team. Each audit committee team may have more than one institution or institution's programs to review.
3. Approximately thirty days before the ERC meeting date, all program documents are accessible to the committee through the document warehouse. The documents include the program report, supporting documents, and a rejoinder if submitted.
4. Each ERC member reviews the documents in advance of the meeting of the ERC and fills out the NOTES showing his/her recommendations regarding the accreditation or approval status to be assigned to the unit and/or to each program.
5. Audit committee teams meet separately at the time scheduled on the ERC agenda. Individual recommendations are discussed and a consensus is reached on the recommendations regarding the accreditation or approval status to be assigned to the unit and/or to each program.
6. Each audit committee team is provided a NOTES report form that must be completed by the team detailing their recommendations and listing areas of improvement for consideration by the full ERC.
7. The full ERC meets to determine initial recommendations, including any areas of improvement to be cited, for each institution.
8. If the staff sees "glitches" or problems in the program review process, eg. a poor review team, that information is shared prior to the ERC meeting.

APPENDIX N. TEACHING AND SCHOOL ADMINISTRATION PROFESSIONAL STANDARDS ADVISORY BOARD

TEACHING AND SCHOOL ADMINISTRATION PROFESSIONAL STANDARDS ADVISORY BOARD

The purpose of an Evaluation Review Committee (ERC) hearing is to allow an institution to provide the following information:

To address the AFIs, the rejoinder may include the following:

- Evidence that existed at the time of the review that may have been omitted or overlooked.
- Revised materials that address the areas for improvement.
- Newly developed materials that address the areas for improvement.

All evidence must relate directly to the standards and procedures that applied at the time of the program review.

The rejoinder must be factual in nature. All inaccurate information should be corrected, and appropriate documentation should be submitted with the rejoinder. Information which has already been considered by ERC should not be repeated at the hearing.

Procedures for an Evaluation Review Committee hearing are as follows:

A. Person(s) designated by the unit head will have a right to make introductory remarks not to exceed three minutes.
B. If more than one unit or program is being considered during a hearing, a person may make a separate presentation addressing each.
C. Each standard's presentation will be limited to five minutes with a maximum of twenty minutes allowed for any one KSBoE or NCATE/CAEP program. The presiding officer may grant additional time at his/her discretion. Additional written comments may be submitted as part of the hearing.
D. Up to three minutes will be allowed for Evaluation Review Committee members to ask questions for clarification from the person making the presentation. The responses to the questions will be included in the three minute time limit. The presiding officer may grant additional time at his/her discretion.
E. The presiding officer will rule on presentations that are not pertinent to the subject or that are too lengthy.
F. A person wishing to speak will identify himself/herself.
G. Hearing procedures adopted will be printed and sent with the hearing information.
H. The presiding officer will advise persons in attendance of procedures for the hearing.
I. Within ten working days, the Evaluation Review Committee will prepare a written final recommendation regarding the appropriate status to be assigned to the teacher education institution and/or program. The recommendation will be submitted to an appropriate representative of the teacher education institution and to the Commissioner who will submit the final recommendation to the State Board.

Note: Requests for accommodation to participate in the hearing should be made at least five working days in advance of the hearing or open forum by contacting Catherine Chmidling at Teacher Licensure and Accreditation, 785-291-3573, cchmidling@ksde.org.

APPENDIX O. KSDE-CAEP PARTNERSHIP

KSDE-CAEP PARTNERSHIP (2020 Draft)

Kansas State Department of Education
and
The Council for the Accreditation of Educator Preparation (CAEP)
Partnership Agreement

Whereas, CAEP is a nongovernmental, voluntary association committed to the effective preparation of teachers and other P-12 professional educators; and

Whereas, CAEP, through an autonomous Accreditation Council, accredits educator preparation providers (EPPs) and advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning; and

Whereas, CAEP is a nationally recognized accreditor, having earned recognition by the Council for Higher Education Accreditation (CHEA), and may seek recognition by the United States Secretary of Education, and, therefore, develops policy and procedures aligned with all applicable requirements of CHEA and, to the extent practicable, the U.S. Department of Education and

Whereas, CAEP and the Kansas State Department of Education (KSDE) hereby enter into this agreement detailing KSDE's preferences with regard to program review options and review team composition for accreditation site visits conducted by CAEP of EPPs operating within the State, and establishing the primary responsibilities each party has in supporting CAEP Accreditation activities involving all such EPPs.

In order to promote excellence in educator preparation by coordinating Kansas state accreditation and national accreditation reviews of Educator Preparation Providers (EPPs), and to eliminate duplication of effort and reporting, the Council for the Accreditation of Educator Preparation (CAEP) and the Kansas State Department of Education (KSDE) enter into this partnership agreement. The agreement describes the partnership and delineates the processes and policies for CAEP accreditation in Kansas. CAEP became operational on July 1, 2013, replacing by merger two previous accreditation bodies, the National Council for Accreditation of Teacher Education (NCATE), and the Teacher Education Accreditation Council (TEAC).

The Kansas State Department of Education (KSDE) is a dynamic, dedicated service agency that provides leadership, resources, support and accountability to the state's K-12 education system. KSDE administers the state's governance of education, standards and assessments, special education services, child nutrition and wellness, title programs and services, career and technical education, and financial aid. It is the goal of the agency to provide all Kansas children with equal access to a quality, high-level education that promotes student achievement and prepares all students for global success. The department is governed by the Kansas State Board of Education, but the day-to-day administration of the agency is the responsibility of the Commissioner of Education, who is appointed by the Kansas State Board of Education.

Educator preparation providers (EPPs) which intend to recommend program completers for Kansas

educator licenses are required to be accredited by KSDE and may at the institution's discretion seek joint KSDE-CAEP accreditation. State program review and approval are required for all licensure-recommending programs at the initial, add-on, and advanced levels.

CAEP, and the State hereby enter into this agreement detailing the State's preferences with regard to program review options and review team composition for accreditation site visits conducted by CAEP of EPPs operating within the State and establishing the primary responsibilities each party has in supporting CAEP Accreditation activities involving all such EPPs.

1. CAEP Standards and Scope of Accreditation

The Parties understand and agree that:

1.1. The CAEP Board of Directors (CAEP Board or Board) has adopted standards (CAEP Standards or Standards) that serve as the basis for all accreditation reviews undertaken by CAEP. The CAEP Standards reflect the voice of the education field – on what makes a quality educator. The Standards and their components flow from two principles:

1.1.1. There must be solid evidence that the EPP's graduates (completers) are competent and caring educators, and

1.1.2. There must be solid evidence that the EPP's educator staff have the capacity to create a culture of evidence and use it to maintain and enhance the quality of the professional programs they offer.

1.2. As a result of the ongoing critical self-review that CAEP undertakes to maintain and improve the quality of CAEP Accreditation, the CAEP Board will undertake a comprehensive review and revision of the CAEP Standards on a schedule set by the Board and may, as needed, make interim amendments to the Standards. In making any such changes, CAEP will seek stakeholder and public input, including input from the State and its EPPs. It is the responsibility of the State and any EPPs seeking or continuing CAEP Accreditation to stay informed of any changes made to the CAEP Standards and the timeline(s) set by the Board for the implementation of or transition to new or revised Standards.

1.3. The CAEP scope of accreditation, defined in Accreditation Policy, provides for the review of Initial-Licensure Programs and Advanced-Level Programs.

1.3.1.1. Initial-Licensure Programs are programs at the baccalaureate or post-baccalaureate level leading to initial-licensure, certification, or endorsement, and that are designed to develop P-12 teachers.

1.3.1.2. Advanced-Level Programs are programs at the post-baccalaureate or graduate level leading to licensure, certification, or endorsement. These programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, other certificated (or similar state language) school professionals for employment in P-12 schools/districts.

2. CAEP's Responsibility for Education Preparation Provider (EPP) Accreditation

The Parties understand and agree that:

2.1. CAEP, through the Accreditation Council, has sole responsibility for granting CAEP Accreditation to an EPP, and for supporting and overseeing NCATE- and TEAC- accredited EPPs through continuous accreditation and the CAEP eligibility processes described in CAEP policy.

2.2. The process required for national accreditation by CAEP is outlined in the policies and procedures of CAEP and the Accreditation Council, both of which may be revised from time to time. It is the responsibility of the State and any EPP seeking CAEP Accreditation to stay informed of any such changes as they may impact the CAEP Accreditation process from the time of their adoption or publication.

2.3. The Kansas State Board of Education adopted the 2013 CAEP standards as the state EPP accreditation standards on July 7, 2017, see Regulation 91-1-70a. CAEP agrees and understands that in the event of a conflict, KSDE will comply with current Kansas regulations.

3. State's Responsibility for Program Approval

The Parties understand and agree that:

3.1. The State has sole responsibility for program approval. In granting program approval, the State will utilize information generated from CAEP's review of an EPP, including but not limited to an Accreditation Council decision on CAEP Accreditation and the assignment of any Areas for Improvement (AFIs) and Stipulations, as described in Accreditation Policy. Although the State may elect to have state-specific standards and/or requirements incorporated into the CAEP review, consistent with the program review options outlined below, information gathered on these standards and requirements will have no bearing on CAEP Accreditation.

3.2. The State will periodically review its program review requirements against the CAEP Standards and policies and will, in a timely manner, make CAEP aware of any conflicts or potential inconsistencies so that all parties to this agreement are aware of any such issues and can work constructively together to minimize any challenges that may arise from them.

4. Transition from NCATE and TEAC Accreditation to CAEP Accreditation

4.1. Beginning January 1, 2017, CAEP ceased operation of the NCATE and TEAC Commissions.

4.2. Unless the State requires CAEP Accreditation as a condition of State approval, EPPs holding NCATE or TEAC accreditation and meeting CAEP's requirements for continuous accreditation will not be required to meet CAEP Standards until the expiration of their current term of accreditation. All such EPPs are subject to the transition provisions described in Sections 4.2.1 to 4.2.6, below, and further defined in Accreditation Policy.

4.2.1. Annual Reports. All NCATE- and TEAC-accredited EPPs are required to submit annual reports through the duration of their current term using the CAEP annual report template provided in the CAEP accreditation platform.

4.2.2. Good Standing. An NCATE- or TEAC-accredited EPP in good standing is considered to be continuously accredited. Upon expiration of the EPP's NCATE or TEAC term of accreditation, the EPP's next accreditation review must be based on CAEP Standards, policy, and handbook, and carried out using the uniform CAEP Accreditation process. Any such EPP is not required to complete the CAEP application process so long as continuous accreditation is maintained.

4.2.3. Resolution of NCATE 2-Year Reviews. For any NCATE-accredited EPP that still must undergo a full or focused site visit, any such review, and any subsequent Accreditation Council decision stemming from such review, will be based on the NCATE standards, policies, and procedures used for the previous review.

4.2.4. Resolution of TEAC Stipulations. For any TEAC-accredited EPP that still must undergo a document review as a consequence of having one or more stipulations to correct, any such review and any subsequent Accreditation Council decision stemming from such review, will be based on TEAC principles, policies, and procedures.

4.2.5. Extensions Granted for Reviews Taking Place After Fall 2019. For any NCATE- or TEAC-accredited EPP that has been granted an extension, either by CAEP or the ARM, for an accreditation review that will take place after fall 2019, such review (including the site visit and panel review) and any subsequent Accreditation Council decision stemming from the review, will be based on the CAEP Standards, policy, and handbook.

4.3. Any accreditation review scheduled to take place during and after fall 2019, whether of a new applicant, for continuing accreditation, or following an approved extension, will be based on the CAEP Standards, policy, and handbook, and carried out using the uniform CAEP Accreditation process.

5. CAEP Accreditation Cycle

The Parties understand and agree that:

5.1. The CAEP Accreditation cycle involves an EPP in continuous improvement and requires an EPP to demonstrate that it meets CAEP's high standards of quality required to improve P-12 student learning.

5.2. Subject to the provisions of Section 4.2, above, to merit full accreditation by CAEP, an EPP must meet all CAEP Standards on the basis of sufficient and accurate evidence.

5.3. An EPP seeking CAEP Accreditation, either as an initial applicant or through a renewal process (generally referred to as continuous accreditation), must complete a self-study process leading to an EPP's production of a Self-Study Report (SSR), a Formative Review, and a Site Visit. An EPP may elect to participate as designated in CAEP policy in the review panel deliberations. Additional details

of the CAEP Accreditation process are included in Accreditation Policy.

5.4. A site visit, carried out by a site team, is an essential part of the accreditation process. Members of the assigned team investigate the quality of an EPP's evidence, including the accuracy and consistency of the evidence provided in relation to CAEP Standards. In accordance with Accreditation Policy, CAEP may utilize a virtual site visit.

5.5. Student Data: No Kansas EPP shall be required to provide student data which may be found in violation of the Kansas Student Data Privacy Act as found in K.S.A. 72-6312 through K.S.A. 72-6320

5.6. The State elects that CAEP's reviews of EPPs in the State will be carried out using site teams composed as follows:

Joint Review Team. The Joint Review Team includes CAEP trained site visitors appointed by CAEP and the state. In a joint review, the state authority may assign between one and up to one-less than CAEP appointed visitors. CAEP determines the size of the team needed to accomplish the work based on several factors including the number of completers, programs, previous accreditation, whether initial and advanced levels are reviewed, and the number of sites. CAEP will not increase team size based on the state's request to maintain one less than CAEP. (if, for example, CAEP sets a team size at 6, , CAEP assigns 4 and the state assigns 2; if the team size is 8 , CAEP assigns 5 and the state assigns 3, etc.) The State shall provide CAEP with its recommended site visitor within any timelines established by CAEP in the Accreditation Policy and handbook. The team will be led by co-chairs, one appointed by CAEP and the other by KSDE. The co-chairs and team are responsible for coming to consensus for the team's findings and are expected to comply with CAEP policies and processes. In the event that there is a disagreement between the co-chairs with regards to CAEP policy or processes, CAEP's Vice President for Accreditation will be responsible for resolving any dispute. This mediation by the VP is part of CAEP's internal controls to ensure consistent application and enforcement of the CAEP standards.

5.7. Prior to assignment to any CAEP site team, an individual must have successfully completed CAEP training for site team members and must acknowledge understanding of, and agreement to, adhere to CAEP's code of conduct, including with regard to confidentiality and conflicts of interest.

5.8. Each site team shall include a P-12 practitioner, when possible. The State will make recommendations for P-12 practitioners through the CAEP accreditation platform.

5.9. At the discretion KSDE, the State's teachers' association(s) may appoint one (1) representative per association to observe the site review. The role of observers is described in Accreditation Policy. Any expenses associated with the attendance of an observer must be covered by the association(s) or KSDE. Prior to participation, any observer must acknowledge understanding of an agreement to adhere to CAEP's policies and procedures regarding site visits and the CAEP Code of Conduct, including with regard to confidentiality and conflicts of interest.

5.10. The Kansas Commissioner of Education assigns staff member(s) as state consultant(s) for the visit. The state consultant(s) work with CAEP to coordinate the visit and advise the team on state requirements, processes, nomenclature and special circumstances.

5.11. KSDE may appoint additional observer(s) for the offsite and onsite reviews for training purposes at KSDE's expense. The observer(s) may be asked to assume responsibilities for data collection and team discussion; however, all such duties must not be in conflict with CAEP policies regarding observers on site teams and site visits..

5.12. All site visit activities undertaken by a CAEP site team will be conducted in accordance with the policies and procedures of CAEP and the Accreditation Council.

5.13. A visit would be allowed during any period of a week that the state, the institution, and CAEP mutually determine to be the best possible visit period.

The length of a Kansas accreditation visit should be:

5.13.1. For an initial visit— up to Four days

5.13.2. For a continuous full visit— up to Four days

5.13.3. For a focused visit—up to three days

EPPs may also choose to follow the regular timeline set forth by CAEP.

5.14. CAEP is not responsible for site visit expenses for any KSDE-assigned personnel serving as a State Consultant, State-Appointed Site Visitor, or Observer as defined in Accreditation Policy.

5.15. The EPPs will assume reasonable and customary expenses (travel, lodging and meals) for KSDE and CAEP team members and one state consultant. The EPPs will not cover expenses for observers (KSDE consultant, KSDE trainee, teachers' association appointee) except for meals. Onsite team activities will be conducted according to CAEP policies and procedures and KSDE policies to the extent they are not in conflict with CAEP policies and procedures..

5.16. An EPP that is subject to the jurisdiction of KSDE may choose from among any of the following program review options for CAEP Accreditation:

5.16.1. State Review by State Authority. KSDE conducts program reviews for purposes of state approval and to inform state and CAEP Accreditation. KSDE provides forms and instructions on how to meet all state standards for licensure program approval. Upon an EPP's completion of the KSDE forms, trained reviewers are selected and assigned within appropriate content areas. Reviewers make recommendations for further action and/or approval. The Kansas State Board of Education makes the final decision on the approval of any program.

5.16.1.1. KSDE shall request a review by SPAs to determine how closely aligned the state program standards are to the SPA standards. EPPs will submit program reports following the instructions for the selected specialized content program review process detailed in the Kansas Institutional Handbook for Program Approval.

5.16.1.2. The Kansas State Board of Education has sole responsibility for program approval. The Evaluation Review Committee (ERC) will utilize information generated from the state review process to make recommendations regarding Kansas program approval to the Kansas State Board of Education. Programs must be submitted to KSDE for review eighteen months prior to the onsite accreditation visit.

5.16.1.3. As evidence of quality, CAEP accepts the program approval decisions of the Kansas State Board of Education in addition to the SPAs that are recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. Proper documentation of current program approval must be presented by the EPP.

5.17 The specific timeline established for the review of an EPP, as well CAEP's consideration of any request for an extension, will be decided by CAEP and the Accreditation Council, as appropriate, on a case by case basis and in accordance with CAEP's Accreditation Policy.

5.18 Once granted full CAEP Accreditation, an EPP's term of accreditation shall be seven (7) years. Shorter terms are granted with a decision of accreditation with stipulations or probationary accreditation. Throughout its term, to maintain accreditation, an EPP must comply with Accreditation Policy, including policies regarding payment of annual dues and the submission of annual reports.

5.19 An EPP for which the Accreditation Council issues a decision to deny or revoke accreditation may have a right to petition for an appeal subject to CAEP's Ad-Hoc Appeals Policy.

5.20 KSDE's policy regarding a change of EPP accreditation status (state status) is described in state regulation 91-1-231. g. The State will notify CAEP within thirty (30) days of action taken when a CAEP-accredited EPP has had a "Change in State Status" as a result of a decision by the State.

5.21 Accreditation-specific terminology and definitions used by CAEP as part of its EPP review and accreditation processes may vary from similar terms and definitions used by the State. Any definitions of key terms and glossaries created by CAEP are available on the CAEP website [http://caepnet.org/glossary]. The State should inquire with CAEP about the definition of any term if there is uncertainty regarding its meaning in the CAEP Accreditation context.

6 Opportunities for State Input

The Parties understand and agree that:

6.1 CAEP will afford KSDE multiple opportunities to provide CAEP, the site team, and members of the Accreditation Council with any information or data the State deems relevant to the accreditation of an EPP, as follows:

6.2 As described in Section 5.6, above, the State may elect to appoint members of the CAEP site team.

6.3 At least ten (10) months prior to any scheduled site visit, CAEP will give KSDE notice of the upcoming visit. At any time, up to six (6) weeks before the scheduled visit, KSDE may provide CAEP with comments and information on the EPP for consideration by the site team. EPPs will be given an opportunity to respond to any such comments prior to the site visit.

6.4. At any time, KSDE may file a complaint regarding an EPP with the Accreditation Council for investigation and consideration as part of the EPP's ongoing cycle of CAEP Accreditation.

6.5. In the event an EPP within the State petitions for the appeal of an adverse action of the Accreditation Council, CAEP will notify KSDE that such petition has been received. Any notification of a decision made by an appeal panel will be made in accordance with Section 7, below, and the detailed notification provisions included in Accreditation Council policy.

7 Decisions of the Accreditation Council and Appeals Council

The Parties understand and agree that:

7.1 The Accreditation Council makes decisions regarding the accreditation of EPPs at meetings held not less than two (2) times each year.

7.2 Following any decision of the Accreditation Council to deny or revoke the accreditation of an EPP, the EPP is promptly informed of its option to file a petition for an appeal and the requirements for qualifying to have an appeal considered by an Ad-Hoc Appeal Panel. Appeals criteria and process information are included in CAEP's Ad Hoc Appeals Policy.

7.3 CAEP provides written notice of each decision of the Accreditation Council and any Ad-Hoc Appeal Panel to the State and the following individuals and entities:

- United States Secretary of Education (only if required subsequent to CAEP achieving recognition by the U.S. Secretary of Education) or relevant government agency for international EPPs
- Council for Higher Education Accreditation (CHEA)
- Other State licensing or authorizing agency representatives, as appropriate
- Appropriate accrediting agencies, including national, regional, and specialized accrediting agencies
- Relevant state affiliates of the National Education Association (NEA) and the American Federation of Teachers (AFT)

7.4 In the event of a final decision to deny or revoke accreditation, CAEP's written notice will include a brief statement summarizing the reasons for the adverse action, along with the official comments, if any, that the affected EPP may wish to make with regard to the decision, or evidence that the affected EPP has been offered the opportunity to provide official comment.

7.5 The written notice CAEP provides regarding its accrediting decisions, made in accordance with the requirements of Federal regulations (34 CFR Part 602), includes notice to the appropriate State licensing or authorizing agency which may be a party to this agreement. Specifically, such notice will be provided no later than thirty (30) days following a decision to award initial accreditation or to renew or continue accreditation. In the event of a final decision to place an EPP on probation, grant provisional accreditation, or to deny or terminate accreditation of an EPP, notice will be provided to the appropriate State licensing or authorizing agency at the same time notice of the decision is given to the EPP, but no later than thirty (30) days after the decision is reached. Within thirty (30) days of receiving notification from an EPP that the EPP has decided to withdraw voluntarily from accreditation or to let its accreditation lapse CAEP will provide the KSDE with written notice.

8 Data Sharing

The Parties understand and agree that:

8.1 The CAEP Standards and process for CAEP Accreditation require an EPP to collect and share data. To the extent that KSDE maintains data necessary for CAEP's review of an EPP, subject to any data sharing agreement that may exist between an EPP and KSDE, CAEP expects KSDE will make the relevant data available to CAEP at no cost, in a timely manner, with all personally identifiable information removed or redacted, and with all appropriate permissions to use the data for CAEP Accreditation activities. At no time will student-level data be disclosed by KSDE to CAEP

8.2 In order to facilitate the reviews necessary for CAEP Accreditation, CAEP will provide KSDE and each dues paying EPP in Kansas with access to the CAEP accreditation platform, CAEP's data and information management system. Should KSDE or any EPP fail to pay annual dues to CAEP in a timely manner, CAEP reserves the right to suspend access to the CAEP accreditation platform until any outstanding dues are paid.

8.3 CAEP policies and the CAEP accreditation platform include information on the confidential nature of information maintained within the CAEP accreditation platform. All CAEP accreditation platform users must acknowledge CAEP's confidentiality policy and agree to adhere to it. Any accreditation platform user must also agree to any terms and conditions of platform access as may be established by CAEP.

9 Partnership Dues, State Benefits, and Fees for Additional Services

The Parties understand and agree that:

9.1 KSDE will be responsible for payment of annual State Partnership dues (See Appendix A). Dues may be reviewed and updated annually by CAEP. Should the amount of the KSDE annual State Partnership dues be changed during the term of this agreement, CAEP will notify the State of the new dues amount and the effective date.

9.2 CAEP will provide up to three (3) individuals employed by the State with access to the CAEP accreditation platform.

9.3 During each year covered by this agreement, CAEP will waive the CAEP Conference registration fee for one (1) designated State representative; however, KSDE must assume other expenses associated with attending the conference.

9.4 During each year covered by this agreement, CAEP will assume all expenses for one (1) designated KSDE representative to attend the annual CAEP Clinic. A registration fee will be assessed for any additional KSDE staff and they must assume other expenses associated with attending the clinic.

9.5 CAEP offers states access to CAEP National Training for up to five (5) site visitors a year, including training and travel (additional participants may be added based on need and on a cost-recovery basis). CAEP may also offer supplemental training opportunities for state reviewers. Supplemental training events that are arranged, including events in the State, will be provided by CAEP on a cost-recovery basis and with specific arrangements negotiated according to CAEP's policies regarding fees and expenses for training.

9.6 CAEP will notify KSDE contact(s) of in-state nominees selected and trained as CAEP site visitors and leads.

9.7 CAEP will prioritize selection for training of KSDE staff and nominees submitted by the state.

9.8 KSDE will work with associations that represent P-12 educators (NEA, AFT, NBPTS), EPPs, and education administrators to establish credit toward continuing education units or professional development requirements at the local district level in return for the State's P-12 educators' professional contributions to the work of CAEP as site visitors or program reviewers.

10 State and CAEP Contacts

The Parties understand and agree that:

10.1 KSDE will designate a liaison to serve as the primary contact for CAEP throughout the term of this agreement.

10.2 CAEP will designate a liaison to serve as the primary contact for the State through the term of this agreement.

11 Agreement Term and Amendments

The Parties understand and agree that:

11.1 CAEP and the State enter into this partnership agreement for the five (5)-year period beginning April 1, 2020 and ending on March 31, 2025.

11.2 The Parties will review this agreement at least annually and, as necessary, propose any amendment deemed appropriate and which may be adopted upon the agreement of the Parties.

11.3 Should any provision of this agreement be determined to be in conflict with CAEP policy, including the policies of the Accreditation Council and Appeals Council, CAEP policy will be the prevailing authority and this agreement will be required to be amended to resolve the conflict.

11.4 Notwithstanding the annual review described above, this agreement may be modified by consent of the Parties at any point.

Christopher Koch, President
Council for the Accreditation of Educator Preparation

DATE

By signing this agreement, the undersigned agrees to be bound by the terms outlined above and affirms that he or she has the authority to enter into this agreement on behalf of the State.

State Authority DATE

Appendix A: State Dues Structure

Beginning in FY18 (July 1, 2017), a new State Partnerships dues structure* takes effect. The new structure more fairly aligns and delineates (1) the collective resources required to service state partners in conjunction with their respective EPPs (fixed and proportional amounts), and (2) the variable resources required to administer the CAEP-State joint visits for States that choose to participate in the joint CAEP Accreditation processes (variable amount).

Annual costs for supporting activities associated with State Partnerships have both fixed and proportional components which include costs associated with the CAEP Clinic, fall and spring CAEP Conferences, staff time, technology costs for maintaining workspaces within CAEP's accreditation platform, and other indirect expenses.

For the fixed and proportional amounts, states would be assessed $2,750 annually to cover expenses for the spring convening and conference registration plus a portion of indirect expenses which are based on the actual percentage of CAEP member EPPs within each state.

For example:
State A has 20 CAEP member EPPs, or 2.2% of total CAEP EPPs. The proportional amount will be set at 2.2% of $315,000 (current total), or $6,900. Therefore, the total fees for State A will be: $2,750 (fixed) + $6,900 (variable) = $9,650.

* This represents the dues structure in effect at the time this agreement is entered into by the Parties. CAEP reviews the dues structure annually and reserves the right to adjust the State's annual dues as needed to ensure that all costs of CAEP's accreditation activities are adequately covered. CAEP will notify the State upon the adoption of any changes to this structure and the data on which any new dues structure will take effect.

DEFINITIONS

Academic Year. July 1 through June 30.

Accredited. When applied to continuing or initial accreditation, this is the status assigned to a teacher education unit which substantially meets the accreditation standards prescribed in regulations adopted by the State Board.

Accreditation for two years with focused visit. (Previously Accredited with Conditions.) The status assigned to a teacher education unit that has critical areas of improvement based on the accreditation standards prescribed in regulations adopted by the State Board that must be addressed by the unit prior to the granting of "accredited" status.

Accreditation for two years with full visit. (Previously Accredited with Probation.) This accreditation decision indicates that the unit has serious and significant areas of improvement related to the Kansas State Board of Education standards. As a result of the continuing accreditation review, the Kansas State Board of Education has determined that areas of improvement with respect to standards will place a unit's accreditation in jeopardy if left uncorrected.

Administrative Head of Education. The chief officer of the institution's designated education unit. The official title given to this administrator could be chairperson of the division of education, head of the department of education, dean of education, etc.

Annual IHE Supplemental Report. Information as specified by the Commissioner which must be submitted on a yearly basis.

Approved Program. A teacher education program approved by the State Board.

Approved with Stipulation. The status assigned to a professional education program that has critical areas of improvement based on the program standards prescribed in regulations adopted by the State Board that must be addressed by the unit prior to the granting of approval.

Areas for Improvement. The features and characteristics that prevent the unit or program from being effective at the level expected to meet a KSBoE or NCATE/CAEP standard.

CAEP. Council for the Accreditation of Educator Preparation.

Certification. The act of designating persons who may legally be employed as teachers or other professional education personnel by boards of education, and of issuing professional certificates to those qualified persons as a result of their having completed a state-approved teacher education program.

Clinical experience. This includes practica, student teaching, and internships.

Commissioner. The Kansas Commissioner of Education or the Commissioner's designee.

Content Area Courses. Courses and other learning experiences in the academic or professional area that the candidate plans to teach, for the grade level at which the candidate plans to teach, or for other professional roles in which the candidate plans to serve. Examples of content areas include science, elementary education, school psychology, administration, reading, and physical education. For some content areas such as elementary education, the content and professional studies are closely integrated.

Continuing Accreditation. The status assigned to a teacher education unit which after achieving initial accreditation continues to substantially meet the accreditation standards prescribed in regulations adopted by the State Board.

Continuing Accreditation Report. The report prepared by a unit seeking continuing accreditation status that presents an overview of the institution and the education unit, and a summary of changes, new initiatives, and future directions as they pertain to each of the four standards categories.

Course. An organized subject matter in which instruction is offered within a given period of time as a part of program and for which credit toward graduation and/or licensure is usually given.

Denial of Accreditation. This accreditation decision indicates that the unit does not meet one or more of the standards and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

Educator Preparation Provider (EPP). The entity responsible for the preparation of educators, i.e. nonprofit or for-profit institution of higher education.

Eligibility Roster. A current listing of persons eligible to serve on on-site visit teams.

Endorsement. The code numbers and legend printed on the license which identifies the level and field or subject a person is entitled to teach.

Enrolled Candidate. A candidate who is officially admitted to the program.

Evaluation Review Committee (ERC). A standing committee of the Teaching and School Administration Professional Standards Advisory Board delegated the responsibility to recommend accreditation and approved program actions, based on the institutional self- study, team report and other relevant information, to the State Board of Education through the appropriate person responsible for teacher education accreditation/program approval at the State Department of Education and the Office of the Commissioner of Education.

Exit Conference. A meeting between the team chairs, the administrative head of education and other members of the college/university faculty, and the KSDE teacher education consultant at the completion of the on-site review. The purpose of the meeting is to inform the institutional personnel that the team has completed its on-site work and to present any other information that is deemed appropriate by the team chairs.

Field Experiences. All those professional laboratory experiences provided teacher education candidates in elementary, secondary schools, or other educational settings not formally under the direct control of, or affiliated with the teacher education unit. (See Professional Laboratory Experiences.)

Focused Visit. The on-site visit to a teacher education institution that has limited accreditation by the state board and is seeking full accreditation.

Formative Feedback Report FFR). Preliminary feedback from the accreditation visit team to the EPP in response to the Self-Study Report.

Full-Time Faculty. Employees of a higher education institution with full-time assignments within the unit as instructors, professors at different ranks, administrators, or other professional support personnel (e.g., student teaching supervisor or advisor.

General Studies. Courses and other learning experiences in the liberal arts and sciences that candidates in baccalaureate programs typically complete in the first two or three years of their programs for the purpose of becoming liberally educated college candidates.

Indicators. Operational definitions that suggest the kinds of evidence that professional education units should provide to demonstrate that a standard is met. They are not standards in and of themselves. In determining that a standard is met, Accreditation visit teams will weigh the evidence provided for each indicator as well as other data not necessarily related to indicators but germane to the standard. It is possible for a unit to be judged to meet a standard without addressing each indicator. In such cases, other evidence for meeting the standard will have been offered by the unit and judged as acceptable by the accreditation visit team.

Initial Visit. The first on-site visit to a teacher education institution that is seeking accreditation for the first time from the State Board.

Innovative or Experimental Program. A program that cannot conform to the Teacher Education and Licensure Regulations and Standards for Kansas Educators.

Joint Visit. An accreditation review team which has members who represent the State Board and CAEP.

Lead. The head of the accreditation visit team, who coordinates report-writing and communications between the visit team and teacher preparation unit (EPP).

Licensure. The act of designating persons who may legally be employed as teachers or other professional education personnel by boards of education, and of issuing professional licenses to those qualified persons as a result of their having completed a state-approved teacher education program.

Licensure Officer. The individual within an EPP responsible for signing and verifying a program completer's eligibility to apply for a teaching license.

Limited Accreditation. The status assigned to a teacher education institution that is determined through an initial visit to meet substantially the accreditation standards adopted by the State Board.

Not Approved. The status assigned to a professional education program which fails substantially to meet program standards prescribed in regulations adopted by the State Board.

On-Site Coordinator. The individual at an institution who has been assigned the responsibilities of organizing the on-site visit and other tasks related to the visit.

On-Site Visit Team. A group of persons appointed by the Commissioner to review and analyze a Self-Study Report, conduct an on-site review of the teacher education institution or a professional program or programs of such institution, and prepare a report concerning the matter.

Operational. A new program is considered to be operational if one or more candidates have declared the program as an endorsement for their teaching license and are currently enrolled in the required program coursework.

Part-Time Faculty. Employees of a higher institution who have less than a full-time assignment in the professional education unit. Some part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education unit. Other part-time faculty are not full-time employees of the institution and are commonly considered adjunct faculty.

Practica/Practicum. The contacts with children, youth, and adults which are provided through participation and teaching, and which make a direct contribution to the understanding of learners and their guidance in individual and group teaching-learning processes.

Probation. The two-year status assigned to a teacher education institution which after achieving initial accreditation, failed to continue to meet substantially accreditation standards prescribed in regulations adopted by the State Board.

Probationary On-Site Visit. The Probationary On-Site is a visit which must be scheduled by a unit within two years of the semester in which a probationary decision is rendered. The on-site visit date must be scheduled in coordination with KSDE and (if the EPP chooses) CAEP.

Probationary Review. The Probationary Review is the process in which the probationary on-site visiting team submits their report for consideration by the Evaluation Review Committee and for subsequent review and final decision by the Kansas State Board of Education.

Professional Education Faculty. Those individuals who teach one or more courses in education, provide services to education candidates (e.g., advising or supervising student teaching) or administer some portion of the unit. Professional education faculty include both higher education faculty and school-based personnel; they are all considered to be members of an institution's professional education unit.

Professional Education Program. An organized set of learning activities designed to provide prospective school personnel with the knowledge, competencies and skills to perform successfully in a specified educational position.

Professional Education Unit. The professional education unit is the institution, college, school, department, or other administrative body within the institution that is primarily responsible for the initial and advanced preparation of teachers and other professional school personnel. (The institution as a whole may also be considered to be the unit.) Although it is not essential that all professional education programs be administratively housed in the unit, the CAEP standard on governance and accountability requires that all professional education programs in an institution be organized, unified, and coordinated by the unit.

Professional Laboratory Experiences. The contacts with children, youth, and adults which are provided through observation, participation, and teaching and which make a direct contribution to the understanding of learners and their guidance in individual and group teaching-learning processes.

Program. A planned sequence of courses and experiences leading to a degree, a state license, and/or adequate preparation to provide professional education services in schools.

Program Completers. Are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements.

Program Report. A qualitative and quantitative report prepared by the unit for an accreditation visit to describe how the professional education unit meets the accreditation standards prescribed in regulations adopted by the State Board.

Program Review. A qualitative and quantitative description of how a teacher education unit meets the program standards prescribed in regulations adopted by the State Board.

Progress Report. A written document that addresses the stipulations that are noted if a new program is approved with stipulation.

Protocol. The procedures that guide joint KSDE/ CAEP site visits in Kansas has a partnership agreement with CAEP.

Provisional Accreditation. This accreditation decision indicates that the unit has not met one or more of the standards following the first accreditation visit. When the ERC renders this decision, the unit has accredited status, but must satisfy provisions by meeting previously unmet standards within an established time period.

Rejoinder. The institution's written response to a team report, or which may take the form of a letter or a document. A rejoinder is required of all units following their receipt of the team report.

Review. The process as carried out by a team, of applying adopted evaluative criteria (standards) to a teacher education unit or program to determine its quality.

Review Team. A group of persons appointed by the Commissioner to review and analyze reports from teacher education institutions and prepare reports based upon the review an analysis.

Revocation of Accreditation. Following a focused visit that occurs as a result of a provisional accreditation decision, this accreditation decision indicates that the unit has not sufficiently addressed the unmet standard(s).

Scholarship. Is defined as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

Self-Study Report (SSR). A document that describes how a teacher education institution meets the accreditation standards.

Service. Includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission. This may take the form of an officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

State Approval. A governmental activity requiring specific professional education programs within Kansas to meet standards of quality so that their graduates will be eligible for state licensing. State approval is used synonymously with program approval.

State Board. The Kansas State Board of Education.

State Department. The Kansas State Department of Education.

Student Learning. Refers to students in grades P-12 classrooms and includes creating environments that support learning.

Student Teaching. An in-depth, direct teaching experience conducted in a school setting that is usually a culminating field-based experience for the initial teacher preparation program.

Teacher Education Institution or Institution. A college or university which offers at least a four-year program of study in higher education and which maintains a unit which offers teacher education programs.

Teacher Education Program. An organized set of learning activities and opportunities designed to provide prospective school personnel with knowledge, competencies, and skills to develop the attitudes necessary for successful performance in a specified education setting. Each program will lead to potential licensure by the State Board of Education.

Teacher Education Candidates. College or university candidates enrolled in a program that has been designed for the preparation of teachers and other school personnel, the completion of which usually leads to licensure.

Teacher Educators. Professional educators who serve as the training arm of the teaching profession. They include higher education faculty and school-based practitioners who supervise field experiences, student teaching, and internships.

Team Chair. A professional educator designated to head the review team to which he/she has been appointed by the State Board of Education. The responsibilities of this member include presiding over all meetings, providing leadership designed to help the team accomplish its purpose, preparation of the official team report, etc.

Unit Head. The individual--usually a dean, director, or chair--officially designated to represent the professional education unit as an assigned authority and who has responsibility for its overall administration and operation.

Upgrade Report. A written document that addresses the stipulations noted if an existing program is approved with stipulation.

ACRONYMS

AACTE American Association of Colleges of Teacher Education

AACTE R & I American Association of Colleges of Teacher Education Research & Information Comm.

ACCK Associated Colleges of Central Kansas

AERA American Educational Research Association

AFT American Federation of Teachers

ATE Association of Teacher Educators

CAEP Council for the Accreditation of Educator Preparation

CRC Certification Review Committee

ERC Evaluation Review Committee

ETS Educational Testing Service

INTASC Interstate New Teacher Assessment and Support Consortium

ISLLC Interstate School Leadership Licensure Consortium

KACTE Kansas Association of Colleges of Teacher Education

KAPCOTE Kansas Association of Private Colleges of Teacher Education

KBOR Kansas Board of Regents (Governing Body of KS Colleges and Universities)

KNEA Kansas National Education Association

KICA Kansas Independent College Association

KSBoE Kansas State Board of Education

KSDE Kansas State Department of Education

LAS Liberal Arts & Sciences

LEPC Legislative Education Planning Committee

LRC Licensure Review Committee

LSD Learning Services Division

MACC Midwest Associated Colleges Consortium

NASDTEC National Association of State Directors of Teacher Education & Certification

NBPTS National Board for Professional Teaching Standards

NCATE National Council for Accreditation of Teacher Education

NCLB No Child Left Behind

NCTAF	National Commission on Teaching and America's Future
NEA	National Education Association
NES	National Evaluation Systems
P & P	Policies and Procedures Committee
PDS	Professional Development School
PPC	Professional Practices Commission
PSB	Teaching and School Administration Professional Standards Advisory Board Regs Regulations Committee
TLA	Teacher Licensure and Accreditation
T2T	Transition to Teaching
USA	United School Administrators