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**Implementation Guidelines**

**Implementing KPTP**

Each teacher education program using the KPTP has the responsibility of implementing the KPTP within the program's existing structure. However, the program must also implement the KPTP as it has been designed and authenticated for use with teacher candidates. This section provides guidelines to institutions on both implementing the KPTP in a manner that is consistent with the KPTP design, and recommendations for integrating the KPTP into the teacher education program.

**Integrating the KPTP into the Teacher Education Program**

Each teacher education program using the KPTP should integrate the KPTP tasks within the program's clinical coursework and field experiences as applicable to the structure and design of the program. The KPTP should not be a separate activity outside the regular scope and activities of the program. Programs are responsible for informing, advising and supporting candidates throughout the KPTP process.

**Roles and Responsibilities Guidelines**

**Roles/Responsibilities of the Institutional Coordinator**

The institution should designate a faculty member to act as the KPTP Coordinator. The Coordinator should be fully trained by KSDE on the KPTP Content Guidelines and be available for support of faculty and candidates as needed. Responsibilities of the Coordinator include, but are not limited to:

- Providing informational materials and guidance to institutional faculty/supervisors, teacher candidates, building level administrators, and building level mentor/cooperating teachers.
- Acting as contact for KSDE and relaying relevant information to institutional faculty/supervisors, teacher candidates, building level administrators, and building level mentor/cooperating teachers as appropriate.
- Scheduling and providing necessary documentation to KSDE prior to scoring sessions.

**Roles/Responsibilities of the Institutional Faculty/Supervisors**

Within clinical coursework, faculty provides feedback to candidates in relation to assignments and activities. Faculty should provide opportunity for discussion and feedback related to KPTP tasks that are addressed within clinical coursework and assignments.

*If the narratives and responses required for the KPTP will be included as part of a course grade, no grade should be assigned until after the KPTP is submitted and scored.*
During the field experience, supervisors provide constructive feedback to candidates based on observation. This feedback should inform the candidates’ responses to the KPTP performance tasks.

The candidates’ actual narratives and responses required for the tasks of the KPTP are a separate and distinct assessment candidates complete on their own.

Activities that would be appropriate aide to a candidate:
- Ask questions to prompt them in the right direction.
- Direct candidates to make connections from their KPTP task response to the Rubric.
- Direct candidates to review the KPTP Content Guidelines document – the directions contain suggested items to include and examples.

Activities that would be inappropriate aide to a candidate:
- Edit, correct, and/or write parts of the KPTP.
- Choose objectives, lesson plans, and/or assessments for candidates.
- Pre-score the KPTP and give “hypothetical score.”

The institutional faculty/supervisors are responsible for communicating to the building level mentor/cooperating teacher and building level administrative supervisors their roles/responsibilities.

Roles/Responsibilities of the Building Level Mentor/Cooperating Teacher

During the field experience, the mentor/cooperating teachers provides constructive feedback to candidates based on observation and collaboration. This feedback should inform the candidates’ responses to the KPTP performance tasks.

The candidates’ actual narratives and responses required for the tasks of the KPTP are a separate and distinct assessment candidates complete on their own.

Activities that would be appropriate aide to a candidate:
- Be familiar with the KPTP Content Guidelines and discuss how the tasks are related to mentor’s own teaching practices.
- Suggesting resources for planning and implementing the unit of study (contextual information, student information, curriculum resources, etc.).
- Provide feedback throughout teaching experience that informs the candidate of their performance. The observational feedback will be valuable to the candidate when writing reflective responses.

Activities that would be inappropriate aide to a candidate:
- Edit, correct, and/or write parts of the KPTP.
- Choose objectives, goals, lesson plans, and/or assessments for candidate.
Roles/Responsibilities of the Building Level Administrative Supervisor

Administrators should provide support to both the mentor/cooperating teacher and the candidates throughout the field experience. It is the responsibility of the Administrator to be familiar with the KPTP Content Guidelines.

If selected by the candidate to act as an observer for the KPTP Video Recorded Lesson (refer to Task 3, Step 2 of the Content Guidelines), provide observational feedback to the candidate to inform their performance. The observational feedback will inform the candidate when writing reflective responses.

Roles/Responsibilities of the Candidate

The candidate’s primary responsibility is to complete the tasks for the KPTP. The responses and narratives should reflect the experience of the individual candidate while student teaching. The candidate is responsible for representing their experience honestly, as outlined by the Academic Integrity Policy (page 2 of the Content Guidelines).

Candidates must collect written permission to video record from all individuals appearing in video in accordance with school district policy. It is also the responsibility of the candidate to maintain anonymity when writing the KPTP narratives and responses. No names of individuals (including the candidate), schools, or locations can be included in the KPTP as directed by the KPTP Guidelines.

Candidates are responsible for completing the KPTP tasks and submitting the KPTP for scoring as directed by their institution.

Roles/Responsibilities of the Scorer

Scorers have a responsibility to score KPTPs free of bias and with consistency as trained through KSDE sponsored KPTP Scorer Trainings. In these sponsored trainings, scorers are directed to evaluate KPTPs using an evidence-based model of assessment. This model assesses the evidence the candidate demonstrates, as required for each task, in the individual Focus Areas. It is the responsibility of the scorer is to evaluate the evidence provided by the candidate, free of professional or personal bias. For this reason, scorers will not be permitted to score KPTPs from their own institution during scoring sessions.

Scorers must maintain the utmost confidentiality before, during, and after scoring sessions. At all trainings and scoring sessions, scorers will be required to sign a Confidentiality Agreement (found in appendix) and are expected to abide by said agreement.

Individuals participating in scorer training must have a commitment to participating in scoring sessions throughout the school year.
Roles/Responsibilities of Kansas State Department of Education

KSDE will provide materials needed for institutions to implement the KPTP. All guidelines, templates, and policies will be available on the KSDE website, www.ksde.org. The Exemplar cases will be designated for KSDE sponsored trainings, and will not be available for outside use.

KSDE will facilitate training for scorers and institutional faculty. KSDE will facilitate scorer training to provide the opportunity for individuals/institutions to becoming an authorized KPTP scorer, and to ensure a varied pool of qualified scorers. KSDE will facilitate institutional faculty training sessions, providing an overview of the KPTP Guidelines, as needed.

All KPTP scoring sessions will be administered by KSDE staff. No scoring sessions will be held without a representative from KSDE. This is to uphold the integrity and validity of the performance assessment, as it is designed and intended for use.

Maintain database of scores and communicate scores with institutions in a timely manner. Institutions will receive scores for their candidates in the week(s) following the scoring session. General, all-institutional data will be provided upon the completion of all scoring sessions for the semester.

KSDE will provide staff available for questions and to provide guidance to institutions/candidates as needed.

Scoring Session Guidelines

All scoring sessions for the KPTP will be administered by KSDE staff using trained KPTP scorers. It is the responsibility of the institution to communicate with KSDE staff to schedule scoring sessions each semester.

Institutional Scoring Checklist

- Institutions must provide an Institutional Summary Sheet *(found in the appendix)* to KSDE prior to any scoring session.
- The institution must assign each candidate an individual Candidate Identifier and label each KPTP accordingly.
  - Example: A001 (Institution Code and Candidate Number)
- If submitting electronic copies of the KPTPs, they must be individually submitted (a single disk/USB drive with all KPTPs should be included for back-up purposes)
- Institutional faculty are encouraged to pre-screen KPTPs for any identifying information (candidate/school names, etc.) and black out any items that should not appear in the KPTP. Checking for, and removing, any Verification of Observation documents is also recommended.
- Designate a faculty member to be available (in person or by phone) to answer questions or address issues as they arise in the scoring session.
Plan for drop-off and pick-up of KPTPs from the scoring location.

Remediation Guidelines

Who Needs Remediation?

Any candidate not meeting the cut score (20) on the KPTP can be subject to a remediation process. The institution is responsible for having a Remediation Policy in place for candidates who do not meet the cut score. The KPTP committee suggests, for the purpose of remediation, there be a distinction made between candidates needing Minimal Remediation and candidates needing Extensive Remediation.

Candidates needing Minimal Remediation may have scored low on parts of the KPTP, but overall understood the requirements of the KPTP and provided adequate evidence for most of the tasks. Possible requirements for remediation at this level may include, but are not limited to:

- Re-formatting (if they exceeded page limits, was disorganization, etc.)
- Attaching required appendices materials (if they did not include assessments or lesson plans)
- Addressing a single focus area that was lacking evidence
- Re-writing of a single task (confusing language, lacking detail, etc.)

Candidates needing Extensive Remediation did not understand the requirements of the KPTP and provided minimal or no evidence for the tasks. Possible requirements for this level of remediation may include, but are not limited to:

- Complete re-write of the KPTP
- An additional field experience
- Writing of an additional KPTP

Using the ROE during the Remediation Process

The Record of Evidence (ROE) for the candidate requiring remediation should be reviewed in advance to any remediation session. The detailed ROE provides guidance for how to help the candidate and which areas they need further direction. The holistic scores and justification/summary statement can be shared with the candidate, but the full ROE should not be shared. Any remediation session should focus on helping the candidate understand the requirements of the task and why their response did not meet the requirements as outlined by the Rubric.

Scoring Revised KPTPs

The institution must use trained KPTP scorers to score all revised KPTPs. If the institution does not have a representative who is a trained KPTP scorer, KSDE will assist in finding available scorers at the cost of the institution.
All revised scoring must follow scoring protocols as outlined during the KPTP Scorer Training, using the official Record of Evidence (ROE) and Rubrics.

The institution can submit revised scores, including a copy of the full or partial ROE (if revised for only part(s) of the KPTP), to KSDE no later than 10 days after the final scoring session for the semester has been completed.

Score/Data Use Policy

Individual candidate scores will be shared with the institution at which the candidate is completing the teacher education program. Institutions may use the data for their own program purposes, including but not limited to:
- Recommendation for program completion
- Program Review

Each institution should have a policy in place in regards to how long the KPTP score will be valid for recommendation for program completion.
Kansas Professional Education Standards

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.

Standard 3: Learning Environment. The teacher works with others to create learning environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.

Standard 6: Assessment. The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.

CAEP Unit Standards for Program Accreditation

Standard 1. Content and Pedagogical Knowledge
The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions
1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Provider Responsibilities:
1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.
1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).
1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).
1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Standard 2. Clinical Partnerships and Practice
The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.

Partnerships for Clinical Preparation:
2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Clinical Educators:
2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates’ development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Clinical Experiences:
2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Standard 3. Candidate Quality, Recruitment, and Selectivity
The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider
demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program’s meeting of Standard 4.

**Plan for Recruitment of Diverse Candidates who Meet Employment Needs:**
3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America’s P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

**Candidates Demonstrate Academic Achievement:**
3.2 The provider meets CAEP minimum criteria or the state’s minimum criteria for academic achievement, whichever are higher, and gathers disaggregated data on the enrolled candidates whose preparation begins during an academic year. The CAEP minimum criteria are a grade point average of 3.0 and a group average performance on nationally normed assessments or substantially equivalent state-normed assessments of mathematical, reading and writing achievement in the top 50 percent of those assessed. An EPP may develop and use a valid and reliable substantially equivalent alternative assessment of academic achievement. The 50th percentile standard for writing will be implemented in 2021.
Starting in academic year 2016–2017, the CAEP minimum criteria apply to the group average of enrolled candidates whose preparation begins during an academic year. The provider determines whether the CAEP minimum criteria will be measured (1) at admissions, OR (2) at some other time prior to candidate completion.

**Selectivity During Preparation:**
3.4 The provider creates criteria for program progression and monitors candidates’ advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates’ developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

**Selection At Completion:**
3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.
3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates’ success and revises standards in light of new results.

**Standard 4. Program Impact**
The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

**Impact on P-12 Student Learning and Development:**
4.1 The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

**Indicators of Teaching Effectiveness:**
4.2 The provider demonstrates, through structured validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

**Satisfaction of Employers:**
4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers’ preparation for their assigned responsibilities in working with P-12 students.

**Satisfaction of Completers:**
4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

**Standard 5. Provider Quality Assurance and Continuous Improvement**
The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program
elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.

Quality and Strategic Evaluation:
5.1 The provider’s quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.
5.2 The provider’s quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Continuous Improvement:
5.3 The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.
5.4 Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.
5.5 The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

Permissions Disclaimer
By submitting a KPTP for scoring, the candidate agrees to allow Kansas State Department of Education to use all or parts of work for training purposes. Anonymity will be maintained for both the candidate and the institution.
Appendix

Scorer Confidentiality Agreement

I hereby agree to maintain in strict confidence and to not make personal use of or to receive any monetary compensation from any individual for any information, knowledge, material, data (including the identity of any participants and/or any candidates for certification and their students) that I may receive from or to which I may have access through the Kansas State Department of Education including any contractors or agents connected to the process, unless prior written approval is granted by the Kansas State Department of Education.

I understand that all development and materials are to be kept secure and not discussed with or revealed to anyone not currently involved directly with the scoring process.

ACCEPTED BY:

(Signature)   (Date)

(Print Name)
Institutional Summary Sheet
KPTP Candidate Academic Integrity Policy

Academic integrity means engaging in scholarly activity that is conducted honestly and responsibly. It includes a commitment to not be involved in falsification, misrepresentation or deception in the preparation of the KPTP. The KPTP submitted must be the teacher’s own work and in the teacher’s own words. Teachers are expected to act with personal and professional integrity at all times.

Some Examples of Violation of Academic Integrity:

- **Plagiarism**: This means copying work (such as words, phrases, sentences, paragraphs or ideas) from someone else’s writing and putting them into a KPTP, as if they were created by the teacher submitting the KPTP.

- Submitting a KPTP, or parts of a KPTP, that was prepared by a person other than the teacher candidate.

- Submitting a KPTP, or parts of a KPTP, that was previously submitted by someone else.

- Not properly citing sources used in your KPTP document (such as lesson plan format)

- Fabricating context, numerical or other data.

- Extensive collaboration with others in preparing the KPTP: Having someone else plan your teaching or write sections of your KPTP are unacceptable.

Any suspected violation of the Academic Integrity Policy will be brought to the attention of the institution where the candidate is enrolled.

The institution is expected to investigate the suspected violation following individual institutional policy and procedure.
An Equal Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, 120 SE 10th Ave., Topeka, KS 66612; 785-296-3201.