**Revised 05-17-18**

**Program Report Format**

**Mathematics**

**(Grades 6-12)**

 **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:**

[ ]  6-12

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 presentgeneral 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 institutionsto 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.

(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.

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| **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.

**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](http://www.ksde.org).

**Summary of Standards and Assessments**

| **Standard****The teacher of** **MATHEMATICS** **GRADES 6-12** | **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. **Mathematical Connections to the Learner and Learning**

**Effective teachers of secondary mathematics exhibit in-depth knowledge of adolescent development and behavior and use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.**  |  |  |  |  |  |  |  |  |
| 1. **Impact on Student Learning**

**Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students’ conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.** |  |  |  |  |  |  |  |  |
| 1. **Content Knowledge**

**Effective teachers of secondary mathematics understand the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra including linear and abstract concepts, Euclidian and non-Euclidian geometries, trigonometry, statistics and probability, analytical geometry and calculus, and discrete mathematics.** |  |  |  |  |  |  |  |  |
| 1. **Mathematical Practices**

**Effective teachers of secondary mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.**  |  |  |  |  |  |  |  |  |
| 1. **Content Pedagogy**

**Effective teachers of secondary mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students’ mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.**  |  |  |  |  |  |  |  |  |
| 1. **Professional Knowledge and Skills**

**Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.** |  |  |  |  |  |  |  |  |
| 1. **Secondary Mathematics Field Experiences and Clinical Practice**

**Effective teachers of secondary mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics directed by university or college faculty with secondary teaching experience and mathematics content knowledge base.** |  |  |  |  |  |  |  |  |

**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.

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| **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)**. 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.****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.

(No more than 2 pages)[enter text here] |

| **Attachments** |
| --- |
| **Assessment #1** | **Scoring Guides/Criteria/ Rubric** | **Data Table** |
| 1a—Praxis II Content1b—Content sub-scores1c—PLT1d—PLT sub-scores | NANA NANA | Click the box if submitted to Document Warehouse. [ ]  [ ] [ ] [ ]  |

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| **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.

(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. [ ]  |

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| **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.

(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.[ ]  |

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| **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.

(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.[ ]  |

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| **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**.
	1. **If submitting course grades-based assessment, the detailed description 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.**
	2. **Identify course key activities, projects, assessments that show specificity to the standard.**
	3. **If course grades are used, include the program or EPP definition of grades in the narrative or as an attachment to assessment 5.**
	4. **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.**
	5. **This narrative must state the proficiency level or grade acceptable by the program.**
	6. **COURSE GRADES-BASED ASSESSMENTS ARE LIMITED TO TEN COURSES.**
	7. **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

(No more than 5 pages)[enter text here] |

**FOR COURSE GRADES-BASED ASSESSMENTS USE THE TABLE THAT INDICATES 5A—5J.**

| **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.

**IF COURSE GRADES-BASED ASSESSMENTS are submitted, the following matrix MUST be used in addition to the narrative detailed description of the assessments the program provides in the above #5 Content Knowledge description.**

| **Alignment Matrix, Course Description, and Assessment Summary for Course Grades-Based Assessment** |
| --- |
| **Assessments** **5.A--5.J for TEN courses****Course Name & Number** | **Program Standard Addressed by Course Assessment** | **Brief Description of how the Course addresses and assesses the standard from an AUTHENTIC source—such as a syllabus or a course catalog.** 1. Cite the most current source in each description below.
2. The description should provide evidence of the alignment of the course to the standard indicated on the chart in Section III.
3. Cite your source in each description below.
 |
| **5.A.** |  |  |
| **5.B.** |  |  |
| **5.C** |  |  |
| **5.D.** |  |  |
| **5.E.** |  |  |
| **5.F.** |  |  |
| **5.G.** |  |  |
| **5.H.** |  |  |
| **5.I.** |  |  |
| **5.J.**      |  |  |

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| **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.

(No more than 2 pages)[enter text here] |

| **Attachments** |
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| **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.[ ]  |

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| **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.

(No more than 2 pages)[enter text here] |

| **Attachments** |
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| **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.[ ]  |

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| **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.

(No more than 2 pages)[enter text here] |

| **Attachments** |
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| **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**

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| --- |
| 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] |

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