**Template Revised 06-04-2021**

**Program Report Format**

**School Psychologist**

**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:**

B-Gr3  PreK-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. 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.* [OPTIONAL]   Context and Unique Characteristics  Description of Organizational Structure  Vision, Mission, Values, Goals  School of Education Academic Goals  EPP’s Shared Values and Beliefs for Educator Preparation  [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; assessments #1-4 are NOT required to be tagged to any standards. 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 2 Candidate Ability to Plan to Meet the Needs of the School Psychologist Program (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 SCHOOL PSYCHOLOGIST** | **Assessment 1**  **1a) Praxis 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. **1) Data-Based Decision Making.**   **School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multi-tiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.** |  |  |  |  |  |  |  |  |
| 1. **Consultation and Collaboration.**   **School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.** |  |  |  |  |  |  |  |  |
| 1. **Academic Interventions and Instructional Supports.**   **School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.** |  |  |  |  |  |  |  |  |
| 1. **Mental and Behavioral Health Services and Interventions.**   **School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.** |  |  |  |  |  |  |  |  |
| 1. **School-Wide Practices to Promote Learning.**   **School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.** |  |  |  |  |  |  |  |  |
| 1. **Services to Promote Safe and Supportive Schools.**   **School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multi-tiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.** |  |  |  |  |  |  |  |  |
| 1. **Family, School, and Community Collaboration.**   **School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.** |  |  |  |  |  |  |  |  |
| 1. **Equitable Practices for Diverse Student Populations.**   **School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.** |  |  |  |  |  |  |  |  |
| 1. **Research and Evidence-Based Practice.**   **School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.** |  |  |  |  |  |  |  |  |
| 1. **Legal, Ethical, and Professional Practice.**   **School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.** |  |  |  |  |  |  |  |  |
| 1. **The school psychologist must complete an internship supervised by the recommending institution as part of the performance assessment for this license.** |  |  |  |  |  |  |  |  |

**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** --**PRAXIS II Content data (Required), including cut score**. Licensure test data must reflect the percentage of candidates who have passed the state licensure tests (Praxis II) 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.  **For each assessment #1b (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**  **Recommended file name format: “Assessment 1 data”** | | |
| --- | --- | --- |
| **Assessment #1** | **Scoring Guides/Criteria/ Rubric** | **Data Table** |
| 1a—Praxis II Content  1b—Content sub-scores | NA  NA | Click the box if submitted to Document Warehouse. |

|  |
| --- |
| **Assessment 2 (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE AND SKILLS:**   1. **Assessment of candidate ability to plan to meet the needs of the school psychologist program.** 2. Examples of assessments include the evaluation of candidates’ abilities to develop comprehensive program planning, prevention and intervention, curriculum integration and collaboration, and program evaluation. 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**  **Recommended file name format: “Assessment 2 rubric”, “Assessment 2 data”** | | |
| --- | --- | --- |
| **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.    Includes minimum proficiency score | 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 to evaluate internships, practicum, or other clinical experiences should be submitted. Clinical experience includes practica, student teaching and internships. 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**  **Recommended file name format: “Assessment 3 rubric”, “Assessment 3 data”** | | |
| --- | --- | --- |
| **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.    Includes minimum proficiency score | Click the box if submitted to Document Warehouse. |

|  |
| --- |
| **Assessment 4 (Required) EFFECTS ON STUDENT LEARNING:**   1. **Assessment that demonstrates candidate effects on the creation of supportive learning environments for student learning..** 2. Examples of assessments include those based on student work samples, comprehensive portfolio tasks and score/s, case studies, follow-up studies, and intervention studies. 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**  **Recommended file name format: “Assessment 4 rubric”, “Assessment 4 data”** | | |
| --- | --- | --- |
| **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.    Includes minimum proficiency score | 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**.    1. **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.**    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.   **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 interpretations above in the Assessment 5 box.**

| **Attachments**  **Recommended file name format: “Assessment 5 rubric”, “Assessment 5 data”** | | |
| --- | --- | --- |
| **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.    Includes minimum proficiency score | 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**  **Recommended file name format: “Assessment 6 rubric”, “Assessment 6 data”** | | |
| --- | --- | --- |
| **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.    Includes minimum proficiency score | 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**  **Recommended file name format: “Assessment 7 rubric”, “Assessment 7 data”** | | |
| --- | --- | --- |
| **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.    Includes minimum proficiency score | 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**  **Recommended file name format: “Assessment 8 rubric”, “Assessment 8 data”** | | |
| --- | --- | --- |
| **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.    Includes minimum proficiency score | 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] |

[T:\Teacher Education\Program Review\Institutional Templates\Templates-tables 2021-2022]