

August 2009

Midway College
Teacher Education Program
Continuous Assessment Plan
Revised August 2009

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BACKGROUND FOR THE READER

MIDWAY COLLEGE TEACHER EDUCATION DELIVERY SYSTEM

As part of its mission, the Midway Teacher Education Program is delivered through a traditional day program offered on the Midway campus, an evening-weekend program for non-traditional candidates through the Midway School for Career Development, and an Online program. The evening/weekend program is offered at various sites across Kentucky.

The Bachelor of Arts in Elementary Education (P-5) program certifies graduates to teach primary through grade five in Kentucky. The Bachelor of Arts Degree in Middle School (5-9) is offered in the following areas of academic emphasis: English/Communication, Mathematics, Social Studies, and Science. The Bachelor of Arts Degree in Secondary School is offered in the following areas: Biology Education, English Education, and Secondary Education. Special education Learning and Behavior Disorders (LBD) is a dual certificate with either elementary or middle school. This option will require two additional semesters of course work prior to student teaching.

Day Program: Teacher education is offered in a traditional 16-week semester format on the Midway campus to women enrolled in the Day program as residential or commuter candidates. Introductory teacher education coursework typically begins in the freshman year with formal application and admission into the teacher education program during the sophomore year. After formal admission, coursework continues through senior year, including a semester of student teaching. A growing number enrolled in the day program are non-traditional candidates.

Evening/Weekend Program: Teacher education is offered on evenings and weekends in an accelerated format to women and men enrolled in Midway's School for Career Development (SCD). Candidates enroll in a cohort that begins at the same time and completes the teacher education classes together. SCD teacher education sites are located at community colleges from Louisville to southern and eastern Kentucky. Candidates have already taken or are taking concurrently the general education courses primarily through the community college; candidates enroll in Midway for the professional coursework. The teacher education coursework is taught over 5 semesters (2 ½ years) including student teaching. Consequently, evening-weekend candidates are formally admitted to teacher education during the 2nd semester of professional coursework. Teacher education courses are compacted and taught in 8-week sessions on Friday nights and Saturday mornings. Two 8-week sessions are offered each semester, typically resulting in four courses (12 credits) completed each semester for full-time standing. Some offerings may be available on mid-week evenings.

Online: Teacher education is offered online in an accelerated format to women and men enrolled in Midway's School for Career Development (SCD). Candidates enroll in a cohort that begins at the same time and completes the teacher education classes together. Candidates have already taken or are taking concurrently the general education courses primarily through the community college; candidates enroll in Midway for the professional coursework. The teacher education coursework is taught over 5 semesters (2 ½ years) including student teaching. The semester prior to student teaching, methods classes are held on the Midway College campus consisting of four weeks of hands-on learning. Midway's education courses are blended and

attendance in a traditional classroom setting is necessary to fully prepare for student teaching. Since classes are taught on the Midway College campus, housing accommodations are provided for out-of-town candidates. The program is also open to out-of-state candidates and it is the responsibility of the candidate to contact their state Department of Education for certification requirements.

Consistency Across the Delivery System: Although there are variations in the delivery system (location, day v. evening/weekend status), there is intentional high consistency in the learning outcomes.

- The performance measures and criteria for all checkpoints are the same across locations and programs. Candidates are expected to perform at the proficient level, and assessors are trained to use the same rubrics for scoring performance.
- Common policies and procedures are used for reporting results to candidates and remediation as necessary to support success.
- A standard syllabus is used for all sections of each course, including: goals; performance measures; assessment aligned to the standards; common rubrics for major candidate performances; and content (major topics) aligned with applicable specialty professional associations. Individual professors customize the teaching methods, strategies, resources and tools to support candidate learning and performance for delivery during 8-week or 16-week formats.
- Aggregated data on candidate performance on standards is reviewed and analyzed for program improvement through a common review process. Data can be disaggregated by cohort entry point, location, and program.

Current sites and certification programs offered

<i>Site</i>	<i>Location</i>	<i>P-5</i>	<i>5-9</i>	<i>LBD</i>	<i>Secondary Biology</i>	<i>Secondary English</i>	<i>Secondary Math</i>
Day Program	Midway Campus	X	X	X	X	X	X
Campus SCD	Midway Campus	X	X	X			
Cynthiana SCD	Maysville Community College Licking Valley Campus	X	X	X			
Louisville SCD	Jefferson Community College	X	X	X			
London SCD	Somerset Community College Laurel Campus	X	X	X			
Online	Online and On-Campus	X	X	X		X	X
Maysville SCD	Maysville Community College	X	X	X			
Somerset SCD	Somerset Community College	X	X	X			
Whitesburg SCD	Southeast Community College	X	X	X			

CONTINUOUS ASSESSMENT PLAN

OVERVIEW

The Midway Continuous Assessment Plan is based on its Conceptual Framework for the Teacher Education Program and is designed to meet the National Council for Accreditation of Teacher Education (NCATE) standards for teacher education programs, particularly those regarding the performance of its candidates:

NCATE Standard 1: Candidate Knowledge, Skills and Dispositions

NCATE Standard 2: Assessment System and Unit Evaluation

Conceptual Framework. The Midway College Teacher Education Program Conceptual Framework is based on a constructivist, multicultural approach and centered on the theme, *Teachers: Professional Leaders Making a Difference*. Midway prepares graduates as professional leaders who

- demonstrate a mastery of the conceptual and pedagogical knowledge and skills base for teaching;
- think critically, solve problems, and act decisively;
- demonstrate positive dispositions as teacher leaders; and
- are receptive to varied cultural values, attitudes and diversity.

These components are part of the continuous assessment system used at Midway.

Candidate Performance Standards. Candidate performance is assessed at the beginning, during and at the end of the program as well as after graduation during initial employment. This assessment is anchored to the state standards for new teachers set by the Kentucky Education Professional Standards Board, as well as in a unit standard specific to the Midway College Dispositions described in the Conceptual Framework. To complete the program and be recommended for teacher certification, Midway candidates are expected to demonstrate mastery on those standards:

KTS 1. Demonstrates Applied Content Knowledge

KTS 2. Designs and Plans Instruction

KTS 3. Creates and Maintains Learning Climate

KTS 4. Implements and Manages Instruction

- KTS 5. Assesses and Communicates Learning Results
- KTS 6. Demonstrates and Implementation of Technology
- KTS 7. Reflects on and Evaluates Teaching and Learning
- KTS 8. Collaborates with Colleagues/Parents/Others
- KTS 9. Evaluates Teaching and Implements Professional Development
- KTS 10. Provides Leadership within School/Community/Profession

In addition to the previous standards, the Midway College Dispositions are inherent in the Conceptual Framework and theme, *Teachers: Professional Leaders Making a Difference*, and are embedded in the Midway curriculum. They reflect attitudes, values and beliefs that are foundational to the program at Midway and are clearly related to expectations in the P-12 educational work place.

Midway College Dispositions: The teacher demonstrates leadership dispositions through a deepening knowledge of self and the ability to think critically, solve problems and act decisively, and a commitment to cultural values, attitudes and diversity.

- MCD 1 The teacher leader initiates and supports positive educational change.
- MCD 2 The teacher leader demonstrates skills of a reflective educational leader who perceives both self and others as empowered.
- MCD 3 The teacher leader commits to a deepening understanding of human diversity.
- MCD 4 The teacher leader seeks and continually refines teaching practices that communicate high expectations and generate enriched learning for all students.
- MCD 5 The teacher leader promotes student learning through active knowledge construction.
- MCD 6 The teacher leader collaborates in critical thinking for the purpose of instructional improvement.

ASSESSMENT SYSTEM

Individual Candidate Performance Measures and Decisions. In order to assure that candidates achieve mastery of these standards, the teacher education program has developed an integrated, comprehensive set of measures that evaluates each candidate's progress on the standards throughout professional coursework and field placement experiences. At three specific check points in the preparation program, each candidate's progress is reviewed, leading to a decision on whether the candidate is ready to move forward or whether remediation is needed. As described more completely under "Data Collection, Analysis and Evaluation", candidates receive this feedback as part of their program planning:

- when the candidate applies for formal admission into the teacher education program (Checkpoint 1: Entry to Teacher Education)
- when most coursework is completed and the candidate applies for the culminating student teaching experience (Checkpoint 2: Entry to Student Teaching)
- when the candidate has completed student teaching and the program and is ready to be recommended for certification (Checkpoint 3: Program Completion)

There are multiple measures for the candidate's performance on each standard, including the dispositions, at each of these checkpoints and over time. Through the various measures, the candidate's dispositions and philosophies outlined in the Conceptual Framework are assessed through Midway College Dispositions and Checkpoint Portfolios. Dispositions and philosophy are taught and assessed through candidate performances that demonstrate the dispositions in action, such as reflective responses to scenarios; lesson plans that include cooperative learning and differentiation for diverse learners; positive, caring instructional interactions with candidates that also reflect high expectations; use of problem-solving and inquiry methods; a multicultural/global perspective in instructional content; commitment to use of technology in content instruction; interactions with parents and colleagues that reflect the ability to see other perspectives; and engaging candidates in critical thinking activities as they learn academic content.

Use of Candidate and Other Performance Data for Program Decisions. In addition to the use in monitoring and making decisions about each individual candidate's progress, the data from these

performance measures is aggregated then reported and analyzed in order to track all candidates and to make data-based decisions about improving the management and content of the teacher education program. In addition to candidate performance data collected during the program, the following elements are used after graduation: candidate Kentucky Teacher Internship Program (KTIP) performance, New Teacher Survey responses, and feedback from candidates, graduates and practitioners. Changes may include adjustments in assessment processes, course content and sequence, course delivery, and other areas.

Quality Improvement Process. The following are steps in the process of using data to improve program performance which are based on the Baldrige Quality Enhancement Plan used at Midway College.

1. Preliminary review of checkpoint data is completed by teacher education faculty after each checkpoint period.
2. Annually, the data is assembled and Midway faculty members across sites receive program data reports, including trend data. In division meetings, faculty review and analyze the current plan for the teacher education unit. New data is used to determine strengths and weaknesses of the program and any types of program changes recommended for improvement. This review includes additional data from the overall Midway College improvement planning process.
3. From the analysis, a teacher education unit action plan (assessment plan) is drafted collaboratively for the upcoming year, including goals and timelines.
4. The assessment plan is reviewed internally through the department chair, academic dean, and college as well as externally through a professional community advisory board.
5. The plan is implemented, monitored and revised as needed during the year by the faculty.
6. Candidates complete a survey/evaluation of faculty and course at the end of each course.
7. Faculty evaluations are conducted annually.

Professional Community. Midway has developed this continuous assessment system with support from others, and it is regularly reviewed by the professional community, including teacher education and academic discipline faculty, practicing teachers and administrators, candidates, and graduates. Included in Midway's adjunct faculty are current and recently retired

practitioners who provide a strong link to the P-12 system. In addition to the involvement of practitioners and graduates during the checkpoints, the faculty works with a Teacher Education Advisory Board, comprised of local practitioners, candidates and graduates to review and improve the program.

Data Quality. Since candidate performance data provides the major source of information for individual candidates, faculty, and program decision-making and accountability, Midway's system includes methods to assure that the data is appropriate, accurate, and fair. Midway uses common scoring criteria (rubrics) and training for assessors on all major measures and at the checkpoints to assure fairness, accuracy and consistency and to eliminate sources of bias. The system also compares candidate performance on standards over time and across different measures and different assessors.

DATA COLLECTION, ANALYSIS AND EVALUATION

Collection System: The continuous assessment system is supported by two interrelated electronic data systems that provide regular and comprehensive information on applicant qualifications, candidate proficiencies, unit operations and program quality. The Teacher Education Database (Midway AS400/Access) stores and allows analysis of candidate information, enrollment, advising, grading, tracking, fieldwork, testing, checkpoint progress, and external information on graduates as well as other data on unit operations and program quality. Candidate performance data is available by standard for analysis. An electronic portfolio system (LiveText) collects and allows assessment and analysis of candidate work products and the checkpoint portfolios by the candidate performance standards. LiveText allows analysis for curriculum mapping to ensure that standards are appropriately addressed and assessed through coursework. Data is collected and entered into these systems regularly as the data becomes available, with annual review as described earlier.

Checkpoint Process. Each semester, there is a process for reviewing candidate data and portfolios and conducting interviews with those candidates who are ready for a progress check at any of the three checkpoints noted earlier: 1) entry into teacher education, 2) entry into student teaching, and 3) program completion. When a candidate applies for a checkpoint review of progress:

1. Candidate data from the TE Database is verified by the TE Office.
2. The Review Committees consist of faculty members from Midway College, practicing classroom teachers, and/or school administrators. The portfolios are read and scored prior to the interviews. The role of the Interview Team is to: (1) review, for the second time, the candidate's portfolio, if necessary (2) conduct the interview (3) assess the candidate's performance on each standard holistically, based on the multiple data sources (4) recommend whether the candidate is ready to progress or needs remediation.
3. A 4-point system is used by Midway across measures for demonstrating progress on standards:
 - 4- Exceeds Standard
 - 3 – Standard Demonstrated
 - 2 – Standard Partially Demonstrated
 - 1– Standard Not Demonstrated

This is a holistic system for assessing each standard, similar to the one used in the Kentucky Teacher Internship Program (KTIP) system.

4. Summative portfolio results by standard are entered in the Teacher Education database.
5. The Interview Team interviews the candidate, asking preset questions as well as questions specific to findings in candidate portfolios. Specific concerns from the portfolio/interview are noted and follow-up questions are asked at the interview stage. The candidate's interview results are determined for each standard.
6. The candidate's overall progress is rated by the Review Committee by standard using the multiple measures from the interview, portfolio and other data. The candidate is given an overall recommendation of pass for the checkpoint if the candidate meets the criteria on all standards required for the checkpoint. If the candidate is deferred, remediation will be provided. Any concerns about scoring or candidate performance are reported back to the faculty for further review and analysis before a final decision is made of pass. When the Teacher Review Committee completes the interview and overall checkpoint rating, the Committee adds these scores on the holistic scoring sheet. The holistic scoring sheets are delivered to the Teacher Education Office and the data from the sheet is entered into the Teacher Education Database.

7. When the progress decision has been made, team members meet with the candidate to review the checkpoint results and develop any remediation plan, as needed. The advising date and outcome are entered into the TE Database. Any questions or concerns regarding an unsatisfactory portfolio/interview evaluation may be appealed to the TED division chair.
8. Each semester, data are aggregated by standard and an analysis of results is reported to the Teacher Education faculty. The aggregated results (disaggregated by graduating class, program, location, etc.) are discussed at teacher education and academic faculty meetings each semester, following the checkpoint process. Appropriate recommendations are made by the faculty for possible changes and improvements to the program. The results are reported and reviewed with the Teacher Education Advisory Committee and considered as part of the unit's quality improvement planning process for the following academic year.

Specific Checkpoint Data, Criteria and Outcomes:

Checkpoint 1: To pass the first checkpoint, admission to the teacher education program, applicants must demonstrate benchmark performance (Standard Demonstrated) on Standards 1 and 10. The data measures and criteria are summarized by standard in Figure 1. Successful candidates are then admitted into the teacher education program. If a prospective candidate does not meet benchmark criteria on these two standards and the Midway College Dispositions, then admission to the program is deferred. After the checkpoint, there is an advising session with the candidate to provide the results of the checkpoint with remediation recommendations provided as needed on possible courses of action: additional coursework to improve GPA and counseling regarding career choices, interview process, writing skills, etc.

Checkpoint 2: To pass the second checkpoint, entry to student teaching, candidates must demonstrate benchmark performance on Standards 1-10 and the Midway College Dispositions. The data measures and criteria are summarized by standard in Figure 2. Successful candidates are admitted into the teacher education student teaching program. If a candidate does not meet benchmark criteria on the ten standards and the Midway College Dispositions, then admission to student teaching is deferred. Again, after the checkpoint, an advising session with the candidate

is conducted to provide the results of the checkpoint, with remediation recommendations as needed.

Checkpoint 3: Candidates passing the third checkpoint are recommended for a Certificate of Eligibility at the end of their student teaching and completion of all baccalaureate requirements. The data measures and criteria are summarized in Figure 3. If a candidate does not meet the criteria for Checkpoint 3, the candidate is not recommended for certification. Again, in the advising session with the candidate, the results are provided with recommendations for remediation or improvements necessary.

Figure 4 is a graphic organizer for the checkpoints.

Candidate Complaints. The assessment system includes a candidate complaint process. The division chair maintains print and electronic record of all candidate complaints and how they were resolved. The college also maintains a grievance committee that answers complaints that cannot be resolved at the unit level. Summaries of complaints are presented to the faculty for discussion and, if needed, corrective action, such as clarified or modified policies or changed procedures.

**Figure 1 MIDWAY CHECKPOINT I
CRITERIA FOR ADMISSION TO TEACHER EDUCATION PROGRAM**

#	Standard	MC	GPA	ACT/ PPST	EDU 100/ 103/ 201	Required Portfolio Items	Interview	Candidate Holistic Rating (4-1)
1	Demonstrates applied content knowledge	R	R	R	X	<ul style="list-style-type: none"> • ACT/SAT/PPST scores • GPA score • EDU 100/103/201 • Checkpoint 1 Quiz 	X	Minimum score of 3
2	Designs and plans instruction							
3	Creating a learning climate for all students							
4	Implements and manages instructions							
5	Assesses and communicates learning results							
6	Demonstrates the implementation of technology							
7	Reflects on and evaluates teaching and learning							
8	Collaborates with colleagues, parents, others							
9	Evaluates teaching and implements professional development							
10	Provides Leadership within school/community/profession	R			X	<ul style="list-style-type: none"> • Teacher Leadership Project (Proposal) • 2 Recommendations (an educator, a personal reference) • KEASP or proof of liability • Background Check • Signed KY Code of Ethics 	X	Minimum score of 3
MCD	Midway College Dispositions	R				<ul style="list-style-type: none"> • Letter to Reader 	X	Minimum score of 3

**Data Measures/Criteria
LETTER to the READER**

Cover letter (interest, philosophy, leadership capacity)

MC (Midway College)

KEA-SP membership or proof of liability insurance
Signed Kentucky Code of Ethics (Standard 10)

GPA

2.5 minimum grade point average, demonstrating communication and general content knowledge and skills (Standard 1)

ACT/SAT/PPST

Score of 21 on ACT or SAT equivalent of 21; OR scores of PPST Math 173, Reading 173, and Writing 172 (Standard 1)

EDU 100/103

Successful completion of EDU 100 Introduction to the Teaching Profession and EDU 103 Introduction to Education (Standards 1,10)

EDU 201

Successful completion of or current enrollment in EDU 201, Technology in the Classroom (Standards 1)

Portfolio

An acceptable portfolio demonstrating benchmark performance for entry to the program on Standards 1,10

Interview

Satisfactory performance on an interview by a Teacher Education Review Committee on Standards 1,10

R=required item for a 3

**Figure 2: MIDWAY CHECKPOINT II
CRITERIA FOR ADMISSION TO STUDENT TEACHING**

#	Standard	MC	KY Tests	Field Exp	Required Portfolio Items	Interview	Holistic Rating (3-1)
1	Demonstrates applied content knowledge	R	R	R X	<ul style="list-style-type: none"> • Passing Praxis II scores • Transcripts (GPA minimum of 2.5 in all education major requirements) • Curriculum guide sheet or updated transcript evaluation form (signed off by advisor) 	X	Minimum score of 3
2	Designs and plans instruction			X	<ul style="list-style-type: none"> • Unit Plan (Task G) (at least five day unit plan) • 4 KTIP lesson plans (reading, math, science, social studies). Show integration between arts-humanities in one, and practical living/vocational studies in one. 	X	Minimum score of 3
3	Creating learning climate			X	<ul style="list-style-type: none"> • Classroom management plan • Reflection on effective motivational strategy 	X	Minimum score of 3
4	Implements and manages instructions			x	<ul style="list-style-type: none"> • Based on classroom observation and / or instruction, write a description (at least 250 words) of effective teachers' uses of one of the following: Variety of instructional strategies based on diverse student needs; Instructional strategies that facilitate higher order/ critical thinking skills; Classroom time, space and materials. • Field experience certificate 	X	Minimum score of 3
5	Assesses and communicates learning results			x	<ul style="list-style-type: none"> • Example of a pre-assessment, formative assessment and a summative assessment with matching rubrics for each assessment (must include at least three different types of assessments such as a writing piece, open response, culminating project, quiz, test, exit slip, etc.). • Example of a student (K-12) self-assessment 	X	Minimum score of 3
6	Demonstrates the implementation of technology			x	<ul style="list-style-type: none"> • One KTIP lesson plan demonstrating an effective use of technology • Description (at least 250 words) of three effective uses of technology observed in educational settings 	X	Minimum score of 3
7	Reflects upon and evaluates teaching and learning			X	<ul style="list-style-type: none"> • Reflection on a lesson from your ethnically diverse Field experience placement (at least 250 words) (Reflection focuses on student outcomes, what could have been done differently in the lesson, and what the next steps should be). • Field Experience evaluation from supervising teacher 	X	Minimum score of 3
8	Collaborates with colleagues, parents, others			x	<ul style="list-style-type: none"> • Evidence of collaboration with peers, colleagues, or supervising teacher that enhanced student learning • Example of parent communication 	X	Minimum score of 3
9	Evaluates teaching and implements Professional Development			x	<ul style="list-style-type: none"> • Rationale, summaries, and reflections of at least 3 seminars/trainings attended (at least 250 words each) (at least on seminar/training based on a self-assessed need from standards) • KEA-SP or proof of liability 	X	Minimum score of 3
10	Provides Leadership within schools, community, profession			X	<ul style="list-style-type: none"> • Teacher Leadership Project (Review of Literature) • Letter to reader (addressing interest, philosophy, leadership capacity) • Resume • Awards, Certificates, Honors • Valid/current TB certificate • Signed Code of Ethics 	X	Minimum score of 3
MCD	Midway College Dispositions				<ul style="list-style-type: none"> • Assessment of student dispositions 	X	Minimum score of 3

Data Measures/Criteria

MC (Midway College)

Cont. GPA of 2.5, TB Test and Criminal Background Check, Proof of Liability, All Coursework completed before Student Teaching

State Required Tests

Score of 161 on Principles of Learning and Teaching (Standard 1)
PRAXIS passing scores for the certification area (Standard 1)

Field Experience

80 documented hours of approved field experience (see Handbook Part II)

Portfolio Interview

Acceptable supervising teacher assessment on Standards 1, 2, 3, 4, 7, 10, MCD
Acceptable portfolio demonstrating benchmark performance on Standards 1-10 and MCD
Satisfactory performance on interview by Teacher Education Review Committee on all standards.

Figure 3: MIDWAY CHECKPOINT III: CRITERIA FOR PROGRAM COMPLETION (EXIT)

#	Standard	MC	ST	Required Portfolio Items	Interview	Holistic Rating (4-1)
1	Demonstrates applied content knowledge	R	X	<ul style="list-style-type: none"> • 2 KTIP lesson plans demonstrating proficient content knowledge with an integration of arts and humanities in one and practical living in one taught during ST • Transcripts (100% of academic emphasis hours completed; 100% of education major hours; GPA minimum of 2.5 in all education major requirements) • Curriculum guide sheet or updated transcript evaluation form 	X	Minimum score of 3
2	Designs and plans instruction		X	<ul style="list-style-type: none"> • KTIP lesson plan from ST 	X	Minimum score of 3
3	Creating a learning climate for all students		X	<ul style="list-style-type: none"> • Reflection on effective motivation strategy during ST • Reflection on ST experiences relating to classroom management 	X	Minimum score of 3
4	Implements and manages instructions		X	<ul style="list-style-type: none"> • Instructional Unit with all components taught during ST • Photographs of students engaged in learning during student teaching with descriptions 	X	Minimum score of 3
5	Assesses and communicates learning results		X	<ul style="list-style-type: none"> • 3 Authentic assessments (one open response, one culminating project, one on-demand) during ST • With matching rubrics for each authentic asst • Student work from ST with analysis • Sample of student self-assessment from ST 	X	Minimum score of 3
6	Demonstrates the implementation of technology		X	<ul style="list-style-type: none"> • A description and reflection of the use of technology in both ST placements 	X	Minimum score of 3
7	Reflects upon and evaluates teaching and learning		X	<ul style="list-style-type: none"> • Evaluation from a supervising teacher or college supervisor • Reflection on an evaluation from a supervising teacher or college supervisor 	X	Minimum score of 3
8	Collaborates with colleagues, parents, others		X	<ul style="list-style-type: none"> • Example of parent communication during ST • Evidence of 2 activities collaborating during ST 	X	Minimum score of 3
9	Evaluates Teaching and implements Professional Development		X	<ul style="list-style-type: none"> • Reflection on two professional developments during ST • An individual growth plan based on the ST experience with a self assessment included on all 10 teaching standards 	X	Minimum score of 3
10	Provides Leadership within school, community, profession		X	<ul style="list-style-type: none"> • Teacher Leadership Project • Letter to reader (addressing interest, philosophy, leadership capacity) • Recommendations (field experience, MC faculty, personal) • Resume • Signed Code of Ethics • Awards, Certificates, Honors 	X	Minimum score of 3
MCD	Midway College Dispositions			<ul style="list-style-type: none"> • Dispositions Assignment 	X	Minimum Score of 3

Data Measures/Criteria

MC (Midway College)

Successful completion of Checkpoint II: Entry to Student Teaching and continued GPA
 Successful completion of all required baccalaureate coursework (curriculum guide sheet)
 2.5 minimum GPA in professional coursework and academic area(s) of emphasis

ST (Student Teaching)

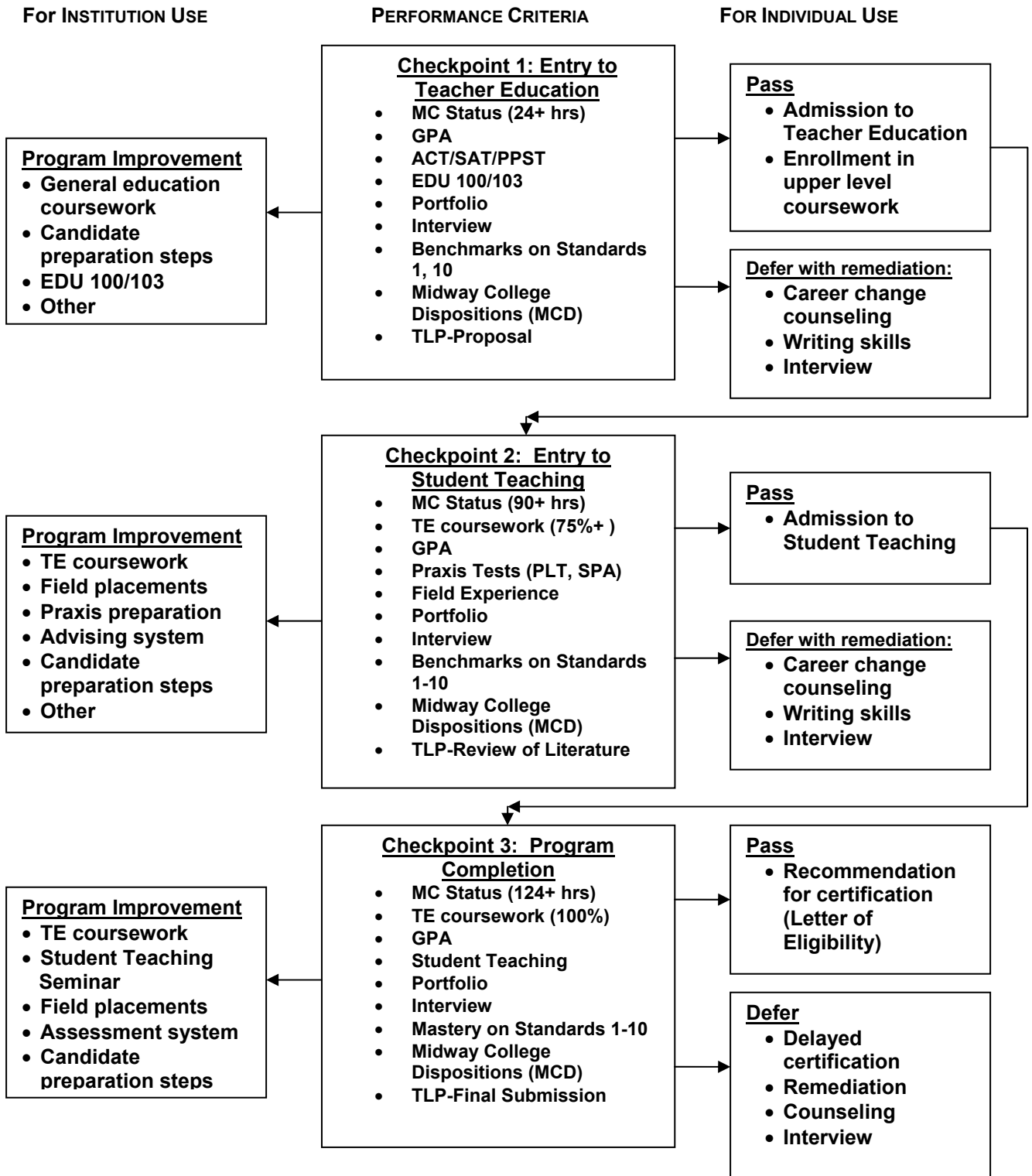
Grade of C or better in student teaching (EDU 498/EDU 497 LBD) based on successful student teaching evaluation on Standards 1-10 from

- supervising teachers and
- Midway College student teaching coordinator

Portfolio Interview

Completion of a portfolio that meets mastery criteria of Standards 1-10
 Satisfactory performance on an exit interview that meets mastery on Standards 1-10

Figure 4 Graphic Organizer for Use of Checkpoint Data



USE OF DATA FOR PROGRAM IMPROVEMENT

Candidate Performance Data Sources

Candidate performance data used for program improvement includes:

- Testing data (PPST or ACT/SAT; Praxis II)
- Coursework grades (GPA)
- Teacher Education Survey
- Teacher Leadership Project
- Dispositions assignments
- Interviews
- Portfolios
- Checkpoint performance by standards and pass/defer status
- Field placement and student teaching evaluations by the supervising teachers
- External data
 - EPSB data: New Teacher Surveys, internship results, Quality Program Index (QPI).
 - Employment data on candidates.

Other Data Sources. In addition to candidate performance data, the following sources are used for program management and improvement (described more fully in Appendix 1):

- Candidate feedback on program quality
 - Field experiences
 - Course evaluations
 - Advising system
 - Formal complaints
- Supervising teacher feedback on program quality
- Faculty surveys
- Curriculum mapping data on standards
- Graduate surveys
- Local P-12 input
- Best practices research data
- Local advisory councils and Teacher Education Advisory Board

Analysis and Results. Trend data over 3-5 cycles (5 semesters or 3 years) is reviewed for each major data source, disaggregated in various ways, e.g., by program, location, cohort, gender, ethnicity, etc. In addition, data on standards assessed through different methods is compared. Weaknesses are noted for investigation on possible contributing factors. Based on the review and analysis, the Teacher Education faculty identifies strengths and areas of concern for the program, with consequent goals. Appropriate recommendations are made for possible changes in the program content, assessment methods, or quality, such as adjustments in:

- Course content or sequence
- Validity of assessments related to performance in P-12 settings
- Key assignments, performances and/or rubrics
- Portfolio contents and/or rubrics
- Reliability and consistency of assessments and assessors
- Delivery system
- Expectations and locations for fieldwork experiences
- The advising process

Teacher Education Database System In conjunction with the Midway Institutional Research Information System (IRIS), the Teacher Education Division maintains a relational database on candidate information:

- Biographical information (name, ID, age, gender, ethnicity, etc.)
- Matriculation information (enrollment, grades, etc.)
- Testing information (ACT, Praxis, etc.)
- Field placement information (site information, hours, candidate evaluation by teacher, etc.) Appendix 5 provides a description of data flow and reporting
- Program completion milestones (checkpoint results by standard, status, advising date, etc.)
- Generation of candidate status notices (admission to program, acceptance to student teaching, program completion, remediation)

External data on the candidate is imported into this data base as needed. Management reports on candidate status on data required for checkpoints (to determine readiness, verify status, confirm completion, etc.) are available for analysis and use: (1) by advisors and candidates to check individual progress (2) by the Teacher Education office for progress reviews at the checkpoints (3) by the faculty and Teacher Education Advisory Board for program quality planning.

In addition to the data system for individual candidate performance, a database also maintains program quality information not linked to individual candidates, such as:

- Candidate feedback on field experiences
- Faculty surveys
- Course evaluations

These sources provide insight into issues and possible remedies for program improvement.

All of the data sources together enable Midway to make standards-based decisions on individual candidates and to identify areas for program improvement to support candidate outcomes.

Advising Data

When a candidate declares interest in a major in Teacher Education, the candidate is provided a curriculum guide sheet for the program, a graduation checklist, and an advisor. Each semester, or more often as needed, the candidate and advisor review progress and plan for the following semester. At the end of each semester, candidate reports from the Teacher Education database are available to each advisor to check on grades, field placement hours, test results, and readiness for checkpoints to ensure that candidates are progressing successfully through the program. Candidates experiencing difficulty have a plan developed with the advisor/instructors to address problems identified. After each checkpoint, a member of the faculty meets formally with each candidate to review progress on meeting the standards and develop a remediation plan as needed. Throughout the program, the candidate must update the graduation checklist indicating the progress in meeting the graduation requirements. This in effect allows a candidate to review his or her individual plan for the program through graduation. Advisors keep a copy of the graduation checklist in the candidate's file, and the candidate is encouraged to keep an up to date copy as well. Both grades and the graduation checklist are also computerized and maintained in the Teacher Education database.

General Knowledge in General Education Courses

Candidates in education meet the general education requirements of the college which include 39-42 hours related to the general knowledge that is expected of any professional educator. Specific outcomes or competencies are identified for each course. A passing grade in the course indicates a level of competency or successful completion of the outcome. Most of these courses are completed in the first and second year of course work. All candidates take a nationally-normed test within their first education class and at the end of their program that is used by the college to evaluate the effectiveness of the general education program.

PRAXIS Content Knowledge Exams or ACT Composite

Prior to admission to the program, each candidate must demonstrate an adequate grasp of knowledge concepts by successfully completing either the PPST component of the PRAXIS Core Battery examination - Reading, Writing, and Mathematics, or the ACT/SAT Composite. Scores are reported to candidates as well as to the institution. If a pattern of non-success occurs,

the education program faculty will initiate discussions with those responsible for the general studies courses, both Midway campus and appropriate community colleges. Analyses are made by the full-time Teacher Education faculty and General Education faculty. Results are shared with faculty teams in Teacher Education (by campus) and General Education, with recommendations made for course content or assignments as part of the college-wide and unit end of the year improvement planning process for the following academic year.

Communication Skills in General Education Courses

Candidates in education must complete nine hours of courses specifically related to the communication skills that are expected of any professional educator. These include two composition courses and a public speaking course. Specific outcomes or competencies are identified for each course. A grade of “C” or higher in the course indicates a level of competency or successful completion of the outcome. In addition, candidate communication skills are assessed at each checkpoint as part of the interview process.

General Professional Knowledge in General Education and Methods Courses

All candidates in education must complete an array of courses related to the general professional knowledge that is expected of any professional educator as well as specific methods appropriate to the area of certification. Most of these courses are completed in the second and third year of course work. The Kentucky Teacher Standards to be assessed are specified within all education course syllabi. The objectives of each course are also aligned to appropriate professional content standards as well as to the state performance standards for elementary and secondary students (Academic Expectations, Program of Studies, and Core Content for Assessment). Candidates’ knowledge of these standards is assessed by the instructor, and a passing course grade is one of the indicators of mastery of the competency, successful completion of the outcome, and adequate understanding of the standards identified within the course syllabi. In addition, each course includes select keystone performance assignments. These assignments are common across all sections, cohorts and locations of the Midway Teacher Education Program, assuring that regardless of location, all candidates have common experiences and all assignments are assessed by the same criteria of candidate performance (standard syllabi).

Field Placement Assessment by Faculty

Most education courses have specific field experience expectations. The faculty member responsible for teaching each course has the obligation to monitor the learning expected from the placement to be sure that it occurs through course tasks. As the candidate progresses through the program, the expectations for the field placement increase in sophistication and complexity. For example, candidates might begin with demonstrating awareness of educational organization and structure through observation and progress to being able to plan and successfully implement learning activities by the completion of field experience hours. On site faculty monitor field placement expectations as a part of candidate evaluation activities. These would typically include submission of written materials as well as possible visits by the faculty member to the field placement site. Requirements and expectations of the field placement experience are outlined in detail in Part II of the Teacher Education Handbook.

Field Placement Assessment by Classroom Teacher

Cooperating classroom teachers complete an evaluation assessing the candidate's performance in the field placement. This evaluation covers the applicable standards. The forms are submitted to the field placement coordinator. The coordinator reviews the forms, schedules individual conferences with any candidates that need advice and counsel, and prepares a general report to the education program faculty on candidate performance with specific notation of any concerns revealed and action taken. The results of this assessment as well as the documentation of observation, clinical, multicultural and diversity hours are reported into the Teacher Education database. Candidates and advisors have access each semester to cumulative hours and ratings demonstrating candidate growth.

Application for Student Teaching

Each candidate must prepare a portfolio applying for admission to the student teaching experience. As described in Figure 2, it must include a letter indicating desire for placement in student teaching and any special considerations about placement, college transcript, tuberculosis test, documentation of admission to the education program, documentation of completion of field placement experiences, appropriate liability insurance, criminal record check, documentation of

completion of multicultural field placement experiences, copy of curriculum guidelines indicating progress to date, evidence for each of the standards, and a copy of signed code of ethics. The portfolio is reviewed by the Education Program Faculty to ascertain that the candidate has completed all or has a plan to complete all program requirements, has met benchmark criteria on all ten standards and is ready for student teaching.

Student Teaching Evaluation

Each candidate completes the equivalent of sixteen weeks of student teaching as well as participating in a student teaching seminar class for the full sixteen weeks. The sixteen week experience includes two placements at different grade levels. Each student teacher is supervised by a college faculty member during those student teaching experiences. The college faculty member communicates with the principal and supervising teacher prior to the start of each student teaching placement.

The faculty member meets with the student teacher and supervising teacher bi-weekly during each placement. While the candidate and college faculty member discuss progress at each of these visits, formal evaluation occurs via two observations, one in each placement. In both cases, a formal observation form is completed and shared with the candidate. The Kentucky Teacher Internship Program Intern Performance Record is used for these formal evaluations and provides information by standard.

The supervising teacher also assesses the performance of the student teacher at the conclusion of each placement. The form for assessing student teacher performance is tied directly to all ten standards as well as the indicators (sub-headers) for each.

Candidates complete a portfolio to be submitted as part of the interview process for program completion at the end of student teaching. This portfolio requires each candidate to illustrate mastery of each standard with one or more specific entries.

At the end of student teaching, the candidate is given a letter grade that represents a holistic evaluation of the candidate's performance in the student teaching experiences, portfolio and interview. The primary focus of the student teaching experience is for the candidate to demonstrate mastery of the Kentucky Teacher Standards. A passing grade in student teaching is indicative of success in demonstrating mastery of the standards as shown by the candidate

portfolio presentation and field observations made by the classroom teacher and college supervising faculty member.

At the conclusion of each semester the faculty members supervising student teachers report to the faculty. They note particular strengths and weaknesses of candidates involved that semester in student teaching. The Education Program faculty discuss and consider actions to address any weaknesses identified.

Program Input from Supervising Teachers

At the end of the student teaching, each supervising teacher is asked to provide input for the Teacher Education Program in general, not just specific to the student teacher. This practitioner input is critical in determining how prepared Midway candidates are across a variety of school settings.

Academic Profile

Prior to graduation, each education major is required to complete an academic profile as part of a college wide assessment activity. The assessment measures performance of graduates in general education areas including humanities, social sciences, natural sciences, reading, writing, critical thinking, and mathematics.

One Year Follow Up of Graduates Including Internship Evaluations

Each year, previous graduates are surveyed with the EPSB New Teacher Survey. The graduates' opinions are sought on the effectiveness of the program, courses, faculty, and related issues. Faculty are made aware of the results of this survey as well as the graduates' KTIP success rate. Findings from this are used to guide improvements in the program. Finally, Admissions and Exit data collected for the Title II report are analyzed by the faculty to examine trends in the program.

Assessment of Content in Academic Disciplines

Each program includes matrices that relate content in an academic discipline and specific courses. In other words, appropriate content indicated by NCATE Learned Societies Guidelines have been assigned to specific required courses. It is the responsibility of the faculty member

teaching each of these courses to ensure the candidate has acquired the content knowledge before granting a passing grade in the course.

Assessment of Kentucky Teacher Standards

Education majors are assessed according to the ten Kentucky Teacher Standards in multiple ways. First, education courses in the program have been aligned to the standards. Second, the faculty member teaching each course is expected to assess each candidate's performance on the relevant standards. Some candidate work is collected and available for analysis through the electronic portfolio. Third, the supervising teachers for field placements and student teaching assess the candidate's performance based on the standards. Fourth, the standards are also the assessment criteria applied to the interview and to the portfolio required for admission to teacher education and to student teaching, and to the portfolio further developed while student teaching for program completion. Each candidate is expected to demonstrate a mastery level of competency for each of the ten standards and the Midway College dispositions for program completion.

Candidate Feedback

Field Experiences. Candidates are requested to provide feedback about the field placement and student teacher experiences. The candidate reports both the types of activities they had the opportunity to experience and their perceptions of the quality of the setting for training purposes. Information is analyzed as part of the review of the quality of field experiences for candidates. After discussion with the faculty, adjustments in placement assignments and instructions to supervising teachers at the beginning of the semester are made by the Field Placement Coordinator, based on the responses from candidates.

Advising System. Candidates are asked to provide feedback on the advising system as part of the Midway College program improvement process. (Midway College collects and analyzes college-wide assessment in such areas as financial aid and advising.) At the end of the academic year, program faculty discusses the effectiveness of the advising process as part of the unit's improvement planning, using the candidate and graduate feedback as well as the faculty advisors' assessment.

Course evaluations. All Midway College Teacher Education candidates complete course evaluations prior to the end of each course. The results are compiled electronically and are

returned to each class instructor, the Teacher Education chair, and the Academic Dean. The evaluations are used both for faculty assessment (a required component of each full time faculty member's portfolio) and as a component for reflection by individual faculty to make needed modifications to the program or course. These may include changes or adjustments in the following areas: textbooks, syllabi, course content, assignments, teaching strategies, and means of evaluation. Major changes in specific course content and keystone performances are made only after review by the full Midway teacher education faculty.

Complaints. If a candidate wishes to file a formal complaint based on fairness, consistency, assessment methods or procedures, they are referred to the Teacher Education department chair. The department chair will develop a resolution plan for the specific complaint.

Curriculum Mapping

Course syllabi are reviewed for alignment or realignment to the standards. Standards include the ten Kentucky Teacher Standards and the Midway College dispositions as well as the content standards for the specialty professional association specific to the area of certification. Resulting recommendations are discussed at faculty meetings with follow-up action plans developed as part of the unit's annual improvement plan. Individual faculty members cannot make changes independently in syllabi related to course goals, objectives, standards assessed and major topics. Changes are made collaboratively by the faculty since courses have been designed as part of a comprehensive, integrated delivery and assessment system.

Appendix

MIDWAY CHECKPOINT 1: ADMISSION TO TEACHER EDUCATION

Holistic Scoring Rubric

CANDIDATE : _____ **DATE:** _____

- 4 Distinguished/Exceeds Benchmark**
- 3 Proficient/Meets Benchmark**
- 2 Apprentice/Making Progress**
- 1 Novice/Little or No Progress**

#	Standard	Sources	Overall Rating (4-1)	Comments
1	Demonstrates applied content knowledge	Consensus portfolio rating (4-1) _____ Consensus interview rating (4-1) _____ GPA 2.5+ or better GPA _____ Passed ACT/SAT or PPST Completed 24 hrs minimum Y/N Completed EDU 100/103 (C or Better) Y/N In or completed EDU 201 (C or Better) Y/N Passed Quiz 80% or better Y/N		
10	Provides Leadership within school, community, profession	Consensus portfolio rating (4-1) _____ Consensus interview rating (4-1) _____ KEA-SP/liability Y/N Background Check Y/N Signed Code of Ethics Y/N 2 Recommendation Letters Y/N Teacher Leadership Project (Proposal)		
MCD	Midway College Dispositions	Consensus portfolio rating (4-1) _____ Consensus interview rating (4-1) _____ Letter to Reader (4-1) _____		

MIDWAY CHECKPOINT 2: ADMISSION TO STUDENT TEACHING

Holistic Scoring Rubric

CANDIDATE : _____ **DATE:** _____

- 4 Distinguished/Exceeds Benchmark**
- 3 Proficient/Meets Benchmark**
- 2 Apprentice/Making Progress**
- 1 Novice/Little or No Progress**

#	Standard	Sources	Overall Rating (4-1)	Comments
1	Demonstrates applied content knowledge	Consensus portfolio rating (4-1) _____ Consensus interview rating (4-1) _____ Field assessment rating _____ Program GPA > 2.5 _____ 100% classes completed or enrolled Y/N Criminal check Y/N TB Certificate Y/N PLT Passed Y/N SPA Praxis Passed Y/N Field hrs complete 80/70/15/6 Y/N		
2	Designs and plans instruction	Consensus portfolio rating (4-1) _____ Consensus interview rating (4-1) _____ Field assessment rating _____		
3	Creates a learning climate for all students	Consensus portfolio rating (4-1) _____ Consensus Interview rating (4-1) _____ Field assessment rating _____		
4	Implements and manages instructions	Consensus portfolio rating (4-1) _____ Consensus interview rating (4-1) _____ Field assessment rating (4-1) _____		

5	Assesses and communicates learning results	Consensus portfolio rating (4-1) _____ Consensus interview rating (4-1) _____		
6	Demonstrates the implementation of technology	Consensus portfolio rating (4-1) _____ Consensus interview rating (4-1) _____		
7	Reflects on and evaluates teaching and learning	Consensus portfolio rating (4-1) _____ Consensus interview rating (4-1) _____ Field assessment rating _____		
8	Collaborates with colleagues, parents, others	Consensus portfolio rating (4-1) _____ Consensus interview rating (4-1) _____		
9	Evaluates teaching and implements professional development	Consensus portfolio rating (4-1) _____ Consensus interview rating (4-1) _____		
10	Provides Leadership within school, community, profession	Consensus portfolio rating (4-1) _____ Consensus interview rating (4-1) _____ Field assessment rating _____ Teacher Leadership Project (Review of Literature)		
MCD	Midway College Dispositions	Consensus portfolio rating (4-1) _____ Consensus interview rating (4-1) _____ Assessment of Student Dispositions Pass / Fail		

MIDWAY CHECKPOINT 3: Program Completion Holistic Scoring Rubric

CANDIDATE : _____ **DATE:** _____

3 Standard Demonstrated
2 Standard Partially Demonstrated
1 Standard Not Demonstrated

#	Standard	Sources	Overall Rating (3-1)	Comments
1	Demonstrates applied content knowledge	Consensus portfolio rating ___ Consensus interview rating ___ Supervising teacher ST evaluations ___ MC Coordinator evaluation ___ GPA 2.5+ overall GPA ___ GPA 2.5+ professional courses GPA ___ GPA academic courses GPA ___ All courses complete 124+hurs Y/N ___		
2	Designs and plans instruction	Consensus portfolio rating ___ Consensus interview rating ___ Supervising teacher ST evaluations ___ MC Coordinator evaluation ___		
3	Creates a learning climate for all students	Consensus portfolio rating ___ Consensus interview rating ___ Supervising teacher ST evaluations ___ MC Coordinator evaluation ___		
4	Implements and manages instructions	Consensus portfolio rating ___ Consensus interview rating ___ Supervising teacher ST evaluations ___ MC Coordinator evaluation ___		
5	Assesses and communicates learning results	Consensus portfolio rating ___ Consensus interview rating ___ Supervising teacher ST evaluations ___ MC Coordinator evaluation ___		

6	Demonstrates the implementation of technology	Consensus portfolio rating _____ Consensus interview rating _____ Supervising teacher ST evaluations _____ MC Coordinator evaluation _____		
7	Reflects on and evaluates teaching and learning	Consensus portfolio rating _____ Consensus interview rating _____ Supervising teacher ST evaluations _____ MC Coordinator evaluation _____		
8	Collaborates with colleagues, parents, others	Consensus portfolio rating _____ Consensus interview rating _____ Supervising teacher ST evaluations _____ MC Coordinator evaluation _____		
9	Evaluates teaching and implements professional development	Consensus portfolio rating _____ Consensus interview rating _____ Supervising teacher ST evaluations _____ MC Coordinator evaluation _____		
10	Provides Leadership within school, community, profession	Consensus portfolio rating _____ Consensus interview rating _____ Supervising teacher ST evaluations _____ MC Coordinator evaluation _____ Teacher Leadership Project		
M C D	Midway College Dispositions	Dispositions Assignment _____		

Midway College
Teachers: Professional Leaders Making a Difference

FIELD STUDENT ASSESSMENT

Questions can be directed to the Teacher Education Office at (859) 846-5808 or (859) 846-6029.

Student Name _____ Semester/Year _____
Classroom Teacher _____ School _____
Grade Level _____

Directions: Please indicate the number best describing the performance of your Midway College education major this semester. Feel free to not respond to any items that you cannot accurately evaluate and to add comments to more fully reflect your responses. Please return to the Teacher Education Office. Thank you again for providing this valuable experience to the Midway College Teacher Education Program students.

Criteria	Distinguished	Proficient	Apprentice	Novice	N/A
1. Takes direction and follows through on plans assigned <i>(Standard II)</i>	4	3	2	1	N/A
2. Ability to work with diverse students <i>(Standard III)</i>	4	3	2	1	N/A
3. Demonstrates instructional skills and pedagogy <i>(Standard IV)</i>	4	3	2	1	N/A
4. Willingness to accept suggestions, can self assess and change instruction if needed <i>(Standard VII)</i>	4	3	2	1	N/A
5. Knowledge of content <i>(Standard I)</i>	4	3	2	1	N/A
6. Promptness and dependability <i>(MCD)</i>	4	3	2	1	N/A
7. Enthusiasm and initiative <i>(MCD)</i>	4	3	2	1	N/A
8. Leadership skills <i>(Standard X)</i>	4	3	2	1	N/A

Please add any comments that you feel would be helpful. Especially useful would be identification of special strengths and specific suggestions concerning any weakness noted above. Use the back of the sheet as necessary.

Comments:

Classroom Teacher

Date

- I am interested in having other field students in the future.
- I am interested in having a student teacher (requires a masters degree and 4 years teaching experience).

Midway College
Teacher Education Office
512 E. Stephens Street
Midway KY 40347

Praxis Scores Required for Admission to Student Teaching

Most recent scores set by the Education Professional Standard Board can be found at:
<http://www.kyepsb.net/TestingResearch/Assessments03.html>

- **P-5 Elementary**

Principles of Learning & Teaching: Grades K-6 (0522) 161
Elementary Education: Curriculum, Instruction & Assessment (0011)163

- **5-9 Middle**

Principles of Learning & Teaching: Grades 5-9 (0523) 161
Middle School English (0049) 153 (English area of emphasis)
Middle School Math (0069) 143 (Math area of emphasis)
Middle School Science (0439) 139 (Science area of emphasis)
Middle School Social Studies (0089) 144 (Social Studies area of emphasis)

- **Dual P-5/5-9**

Principles of Learning & Teaching: Grades K-6 (0522) 161
Principles of Learning & Teaching: Grades 5-9 (0523) 161
Elementary Education: Curriculum, Instruction & Assessment (0011)163
Middle School English (0049) 153 (English area of emphasis)
Middle School Math (0069) 143 (Math area of emphasis)
Middle School Science (0439) 139 (Science area of emphasis)
Middle School Social Studies (0089) 144 (Social Studies area of emphasis)

- **8-12 Secondary English**

Principles of Learning & Teaching: Grades 7-12 (0524) 161
English Language, Literature and Composition: Content Knowledge (0041) 160
English Language, Literature and Composition Essays (0042) 155

- **8-12 Secondary Biology**

Principles of Learning & Teaching: Grades 7-12 (0524) 161
Biology: Content Knowledge, Part I (0231) 156
Biology: Content Essays (0233) 141

- **Dual P-5 Elementary/P-12 LBD**

Principles of Learning & Teaching: Grades K-6 (0522) 161
Elementary Education: Curriculum, Instruction & Assessment (0011)163
Education for Exceptional Children: Core Knowledge (0353) 157
Education for Exceptional Children: Mild to Moderate Disabilities (0542) 172

- **Dual 5- 8 Middle/P-12 LBD**

Principles of Learning & Teaching: Grades 5-9 (30523)
Middle School English (0049) 153 (English area of emphasis)
Middle School Math (0069) 143 (Math area of emphasis)
Middle School Science (0439) 139 (Science area of emphasis)
Middle School Social Studies (0089) 144 (Social Studies area of emphasis)
Education for Exceptional Children: Core Knowledge (0353) 157
Education for Exceptional Children: Mild to Moderate Disabilities (0542) 172

- **8-12 Secondary Mathematics**

Principles of Learning & Teaching: Grades 7-12 (0524) 161
Mathematics: Content Knowledge (0061) 125
Mathematics Proofs, Models, and Problems, Part I (0063) 141

FIELD PLACEMENTS DATA FLOW

Beginning of Teacher Ed Program

1. Candidate receives Student Handbook in EDU 100 with the forms for:
 - a. Field Placement (Part 2)
 - b. Student Teaching (Part 3)

Prior to Each Semester

2. Candidate requests placement for the semester
 - a. **Field/Student Teaching Placement Request Form**
3. Placement assigned and confirmed by the Director of Field Placement
 - a. Contacts made with schools of choice
 - b. Email/phone confirmation with school and candidate
4. Data on approved field placement site entered into TE Database by the TE Staff Assistant
 - a. School name in individual candidate record
 - b. Data on school (if not already in database)
5. Reports available:
 - a. **Summary of Field Assignments** (all candidate placements compiled)

End of Each Semester

6. Candidate completes placement
 - a. A **Field Experience Daily Log** is completed and signed by teacher for each visit (paper only)
7. Candidate submits end-of-semester forms
 - a. **End-of-Semester Documentation of Hours**
 - i. Signed/confirmed by teacher
 - ii. Accompanied by all *Field Experience Daily Logs*
 - b. **Field Experience Evaluation**
8. Supervising teacher submits evaluation of candidate by Standards 1, 2, 3, 4, 7, 10 and MCD
 - a. **Field Student Assessment**
9. Data from forms entered (if not via web)
10. Reports available
 - a. To candidate/advisor/Director of Field Placement– **Summary of Student Field Placements** (listing of placements/hours by individual candidate), **Ratings on Standards** (accumulative across semesters/sites)
 - b. To Director of Field Placement – **Effectiveness of Field Placements** (quality rating of sites)
 - c. To TE Faculty – **Analysis of Performance on Standards** (compiled/disaggregated)

Prior to Student Teaching

11. Candidate requests student teaching placement
 - a. **Field/Student Teaching Placement Request Form**
 - b. Collected during interview
12. Placement assigned and confirmed by the Student Teacher Coordinator
 - a. Contacts made with schools of choice
 - b. Email/phone confirmation with school and candidate
13. Data on approved student teaching site entered into TE Database by the TE Staff Assistant
 - a. School name in individual candidate record
 - b. Data on school (if not already in database)

End of Student Teaching

14. Candidate submits evaluation of experience
 - a. **Field Experience Evaluation**
15. Supervising teacher submits evaluation of candidate by Kentucky Teacher Standard and indicator
 - a. **Student Teacher Evaluation**
16. Data from forms entered
17. Reports available
 - a. To Director of Field Placement – **Effectiveness of Placements** (quality rating of sites)
 - b. To TE Faculty – **Analysis of Performance on Standards** (compiled/disaggregated)