



EDUCATION PROFESSIONAL STANDARDS BOARD



I. Institutional Profile (IHE): This profile describes the Institution of Higher Education which provides the organizational and operational support of the Educator Preparation Provider.

Name of the Institution: \_\_\_\_\_ Morehead State University

Middle Grades, Initial

Mission of the Institution:

(limit of 2,000 characters)

Vision

We ASPIRE to be the best public regional university in the South.

Mission Statement

As a community of lifelong learners, we will:

- Educate students for success in a global environment;
• Engage in scholarship;
• Promote diversity of people and ideas;
• Foster innovation, collaboration and creative thinking; and
• Serve our communities to improve the quality of life.

Core Values

We strive to exemplify these core values in all that we do:

- PEOPLE come first and are treated with dignity and respect;
• LIFELONG LEARNING, SCHOLARSHIP and SERVICE;
• DIVERSITY and INCLUSION of people and thought;
• EXCELLENCE, HONESTY, INTEGRITY, and TRUST.

II. Educator Preparation Provider (EPP) Overview: This profile describes the Educator Preparation Provider which develops and maintains the program offerings for educator certifications.

Description of the EPP: Parts A thru D match the CAEP requirements in AIMS.

A) Context and Unique Characteristics (including off-campus sites)

limit of 2,000 characters – size should match to CAEP AIMS

Morehead State University (MSU), a regional comprehensive institution serving approximately 11,000 students, is located in the foothills of the Daniel Boone National Forest in East Kentucky. The nearly 500-acre main campus began in 1887 as Morehead Normal School. The University offers 135 undergraduate degree programs, 14 pre-professional programs, 74 graduate degree programs, two practitioner-based doctoral degrees in education, plus dozens of graduate level non-degree programs in academic departments located throughout its four colleges--the Caudill College of Arts, Humanities, and Social Sciences; the College of Business and Technology; the College of Education; and the College of Science. MSU has recently built an Equine Health Education Center, Space Science Center, and the Center for Health, Education and Research (through partnership with St. Claire Regional Medical Center and the University of Kentucky), a \$30 million Student Wellness and Recreation Center. MSU is accredited by the Southern Association of Colleges and Schools.

Morehead State University prepares almost 80% of the teachers in its 22-county service region through its numerous initial (traditional and alternative routes) and advanced certification programs. In addition to the main campus in the town of Morehead, Kentucky, there are regional campuses in Ashland, Jackson, Mt. Sterling, and Prestonsburg. Education courses are offered at regional campuses via hybrid, face-to-face, and distance-learning models. Several of our graduate programs are now available 100% online.

The population we primarily serve comes from mountain communities with a long history of poverty, lack of technology access, and struggling educational systems. Though predominantly rural and Caucasian, due to a combination of poverty and dialectical divergence from Standard Written English, students struggle with mainstream measures of academic achievement in ways parallel to urban ethnic minorities.

#### B) Description of Organizational Structure

limit of 2,000 characters – size should match to CAEP AIMS

Teacher Education at MSU falls under the umbrella of the Teacher Education Council (TEC), a governing body chaired by the Dean of the College of Education and with representatives from all colleges across campus. Before taking effect, all changes to teacher education admissions requirements, the curriculum of teacher education programs, the field experience requirements, and all policies related to those programs, must be approved by TEC. Changes may be initiated by faculty at the program level, by TEC, or by the administration of the College of Education.

The largest undergraduate teacher education programs – early childhood,

elementary, special education, and middle grades education – are housed in the three departments within the College of Education: the Department of Early Childhood, Elementary and Special Education, the Department of Foundations and Graduate Studies in Education, and the Department of Middle Grades and Secondary Education.

Secondary and other P-12 programs (art education, music education, English education, for example) are housed in the academic disciplines in the other colleges: the College of Business and Technology, the College of Science, and the Caudill College of Arts, Humanities and Social Sciences.

When issues cross college boundaries and require additional administrative support, the Dean of Education presents them to the Dean’s Council, an administrative body chaired by the Provost, where cross-college issues can be addressed.

### C) Vision, Mission, Goals

(limit of 2,000 characters – size should match to CAEP AIMS)

“A light to the mountains” has been a longstanding theme in Morehead State University’s mission dating to 1902. However, it is our hope as educators that the good we do is not a one-way flow of teaching, but that our teacher candidates/graduates and their P-12 students bring with them and take back home with them their rich traditions, background knowledge, and cultural heritages that are essential to any learning environment. The Professional Education Unit strives to promote the flow of “Light to and from the Mountains” through engaging with communities of learners at all levels— P-12 students, pre-service and in-service educators, university faculty and staff, community members, and state agencies. While we prepare the majority of the teachers and school leaders who work in East Kentucky, we also educate candidates and engage in diverse communities outside of our service region who benefit from our programs’ foci on student-centered experiential instruction, intercultural competence, and regional stewardship.

### D) EPP’s Shared Values and Beliefs for Educator Preparation

(limit of 2,000 characters – size should match to CAEP AIMS)

To empower graduates to fulfill our vision of stewardship to the region, five critical

performance areas are linked to the content, objectives, activities, and assessments of the courses and experiences that frame and document candidate learning in all domains.

- 1) Master the content knowledge, professional and 21st century skills needed to make an optimal contribution to “whole” student learning in educational settings.
- 2) Are competent in the collection and use of data to inform decision-making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come, utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school based partners and are empowered to improve the quality of education throughout this region and beyond.

### Clinical Partnerships and Practice:

**Clinical Partnerships and Practice:** Describe all clinical partnerships with P-12 schools that are currently active. How do clinical partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation? Explain and delineate between the programs if these partnerships and practices are different. (Reference CAEP Standard 2.)

Field Experiences Prior to Student Teaching Evidence	Level II	Level III
How do clinical partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation?	Partner schools are chosen based on: 1) proximity to the main campus; 2) capacity to host our students; and 3) quality of teachers (i.e., years teaching experience, co-teaching trained, exhibit pedagogical and cl.rm. management best – practices). Additionally, two schools we partner with hold “Schools to Watch” distinction (Rowan Co. Middle School and West Carter Middle School).	Partner schools are chosen based on: 1) proximity to the main campus; 2) capacity to host our students; and 3) quality of teachers (i.e., years teaching experience, co-teaching trained, exhibit pedagogical and cl.rm. management best – practices). Additionally, one school we partner with holds “Schools to Watch” distinction (Rowan Co. Middle School).
What are the mutually agreeable expectations for candidate entry, preparation, and exit to ensure that theory and practice are linked, maintain coherence across clinical and academic components of preparation, and share accountability for candidate outcomes?	<b>Entry:</b> ACT, SAT, GRE, PRAXIS, or CASE Content Area Test Score(s) PPST or CASE Writing Proficiency Overall GPA (2.75) Successful completion (“C” or better) of ENG 100, CPSP 108, General Education Mathematics Course, and EDF 207 & 211.	<b>Preparation:</b> GPA (2.75), in all areas No grade lower than “C” in ALL methods courses Completion of required PRAXIS exam(s) Disposition evaluations KTIP or other observation feedback.
How do clinical partners co-select, prepare, evaluate, support, and retain high-quality	The Middle Grades Program in Level II provides its CTs a survey at the end of each semester regarding the	The Middle Grades Program in Level III provides its CTs a survey at the end of each semester regarding the effectiveness of the

**Template for ALL PROGRAMS – Section I and Section II September 1, 2016**

<p>clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development?</p>	<p>effectiveness of the partnership.</p>	<p>partnership.</p>
<p>What are the multiple indicators and appropriate technology-based applications used to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings?</p>		
<p>How does the provider work with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development?</p>	<p>CTs are evaluated by Middle Grades faculty as they 1) visit their classrooms, 2) observe CTs' instruction and classroom management, 3) consult with CTs about field experience assignments, and 4) conference with CTs about teacher candidates' performance and potential for teaching.</p>	<p>CTs are evaluated by Middle Grades faculty as they 1) visit their classrooms, 2) observe CTs' instruction and classroom management, 3) consult with CTs about field experience assignments, and 4) conference with CTs about teacher candidates' performance and potential for teaching.</p>
<p>How are clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions (as delineated in Standard 1), that are associated with a positive impact on the learning and development of all P-12 students?</p>		
<p>How do the EPSB experiences and courses prepare each candidate for real world challenges.</p>	<p>Middle Grades candidates in Level II courses become more acquainted with the many services provided by schools and districts. Field experiences in Level II focus on EPSB requirements of:</p> <ol style="list-style-type: none"> <li>1. English Language Learners (ELLs)</li> <li>2. students with disabilities</li> <li>3. Family Resource/ Youth Service</li> <li>4. student tutoring</li> <li>5. assisting school personnel</li> <li>6. working with different SES group</li> <li>7. working with different ethnic and cultural groups.</li> </ol>	<p>Middle Grades candidates in Level III courses continue to build upon their work with the groups identified for Level II in more focused ways. In addition, because they are nearing their Clinical Practice an inevitable entry into the workforce, we engage them the following EPSB requirements :</p> <ol style="list-style-type: none"> <li>1. Interactions with family (e.g., Open Houses, conferences, chaperoning field trips)</li> <li>2. attending PLCs with their CTs</li> <li>3. attending School Board meetings</li> <li>5. attending Site Based Council Meetings</li> </ol>

	These interactions between MG candidates and EPSB – identified groups are aligned with INTASC Standards 1, 2, 3, 9, and 10.	
--	---	--

**Clinical Experiences – EPP Responsibility for Initial Teacher Programs:** Explain how the EPP works with the districts as required by 16 KAR 5:040 Section 6. If the EPP has a document which supports this section, it may be attached and referenced as an addendum. This area does not apply to Option 6 programs.

<p><b>Collaborate with the district in determining the specific placement of the student teacher.</b></p> <p>The Director of our Teacher Education Services (TES) contacts school principals through personal contact as well as an official letter (<b>Evidence = Letter to Principal</b>). The Principal makes the decision then contacts the TES Director. The TES Director maintains a data base of all trained Cooperating Teachers (CT) in the region, and refers to this to comply with the KAR. The training program is designed and facilitated by the TES Director, in accordance with the KAR.</p>
<p><b>Collaborate with the district to provide necessary program resources and expertise.</b></p> <p>After selection and assignment, the process of preparing and supporting the district, namely the Cooperating Teacher, is primarily facilitated by the University Supervisor (US) , with support from the TES. The TES trains the CT, offers support materials, and communicates with the Principal. The University Supervisor interacts with the CT on a regular basis, and collaborates with him/her to ensure a growth and development experience for the candidate. The CT communicates with the US any need for resource or expertise, and the US works with the TES to meet those requests.</p>

**Clinical Experiences – EPP Responsibility for Advanced Programs:** Explain how the EPP works with the districts to a) ensure that theory and practice are linked and b) how the EPP will share accountability for advanced program candidate outcomes.

**Clinical Experiences – Initial Teacher Candidates:** Explain how the candidates complete the following student teaching experiences through their partnerships as required by 16 KAR 5:040 Section 6. Your response can be all in one section; however you must address each item. This area does not apply to Option 6 or the advanced programs.

<p><b>Provide opportunities for the student teacher to develop and demonstrate the practical skills, knowledge, and professional dispositions essential to help all P-12 students learn and develop.</b></p> <p>The Student Teaching Semester (Senior Seminar) is dedicated to the development and demonstration of the InTASC (<i>formerly KTS, referred to in this report as InTASC</i>) and NCTE Standards. Prior to student teaching, candidates go through two cycles of assessment around the knowledge, skills, and dispositions reflected in these standards. These are measured in the Key Assessments (<b>Evidence = Section III of the report</b>). Then, in this last semester, candidates apply those, and are measured again, through the Teacher Performance Assessment (TPA) tool, comprised of: Contextual Factors, Setting Learning Goals, Creating an Assessment Plan, Designing Instruction for a Unit/Lesson, Analysis of Student Learning, and then a Professional-Personal Reflection. Evidence for this is found in the <b>TPA Packet, sample Senior Seminar Syllabus, Senior Seminar Calendar, and in Section III, Key Assessment Data Analysis.</b></p>
---

<p><b>Assume major responsibility for the full range of teaching duties, including extended co-teaching experiences, in a real school situation under the guidance of qualified personnel from the EPP and the partner school.</b></p>
<p>Candidates enter the classroom of their Cooperating Teacher on a date that corresponds to the beginning of the semester for that school district. Prior to instituting and collecting evidence for the Teacher Performance Assessment (TPA) - in charge of the classroom and all learners - the candidates have spent at least two weeks establishing a relationship with that teacher and his/her students. The Cooperating Teacher and Candidate negotiate duties and responsibilities during this time, progressively leading up to the TPA, a week-long series of activities and assessments. The EPP/University Supervisor will meet at least once in this two-week time frame with the CT and Candidate to facilitate the processes. <b>See Senior Seminar Syllabus and Calendar as evidence.</b></p>
<p><b>Use multiple performance assessments to document the student teacher’s ability to support learning for all students.</b></p>
<p>During the final semester, a range of activities and assessments are used to help the candidate develop his/her knowledge, skills, and dispositions, in preparation for the KTIP experience. Not all of these are performance based, such as writing a resume or philosophy of education, but these extraneous assignments do help the candidate develop a professional portfolio. The significant performance, the Teacher Performance Assessment (TPA), allows candidates to demonstrate ability to support learning, while supervised and monitored by the Cooperating Teacher, University Supervisor, and Principal when time allows. The components (Contextual Factors, Setting Learning Goals, Creating an Assessment Plan, Designing Instruction for a Unit/Lesson, Analysis of Student Learning, and then a Professional-Personal Reflection) of the TPA are measured by InTASC and NCTE standards. These standards are embedded in the Key Assessments. Data <b>evidence of Key Assessment</b> achievement, located in section III of this report. Moreover, the TPA has undergone several changes this past year that better align it with the appropriate standards. A team of University Supervisors, with guidance from the Unit’s Assessment Team, redeveloped prompts and rubrics prior to the start of the Fall 2017 semester. It is a work in continuous progress. <b>See the TPA Manual as evidence.</b> Additionally, each candidate is formally observed by the University Supervisor, four times, and by the Cooperating Teacher, an additional four times. These eight observations are conducted using an EPP-wide guide and rubric. Data from these observations is uploaded to the candidate’s Folio 180 account. <b>See Seminar Syllabus and Calendar as evidence.</b></p>
<p><b>Require the use of technology to enrich student learning and support the student teacher’s professional growth and communication.</b></p>
<p>While the candidates’ EDEL 302 course (taken the year prior to Student Teaching) is particularly focused on the integration of technology into instruction, all courses in this IECE certification track ask the candidates to integrate technology into the teaching, learning, and assessing processes. During the Student Teaching semester, candidates apply that knowledge and skill to working with the Cooperating Teacher and the students. One of the Student Learning Outcomes of the Clinical Practice/Student Teaching is “the use of technology to support instruction; access and manipulate data; enhance professional growth and productivity; and communicate and collaborate with colleagues, parents and community”. The Self-Evaluation and Reflection Task of the TPA asks students to illustrate their utilization of technology in the teaching, learning, and assessing processes. Candidates are asked to reflect on the effectiveness of the technology for all three, then create a plan for improvement. That plan asks them to utilize technology-based, professional resources. Additionally, each candidate is responsible for maintaining an Individual Professional Growth Plan (<b>Evidence = Individual Professional Growth Plan</b>). This plan calls for reflection and research on a number of professional topics, including technology.</p>
<p><b>Provide opportunities for the student teacher to:</b>  <b>a) Engage in extended co-teaching experiences with an experienced teacher.</b></p>
<p>At the Week 5/6 point of the candidate’s Student Teaching Semester/Clinical Practice, s/he is expected to engage in co-teaching with the experienced Cooperating Teacher (CT). The <b>syllabus (evidence)</b> for this course explains that this will be a negotiated process between the candidate and the CT. The University Supervisor (US) has discussed with and prepared the candidate for this event. Where and when possible, the syllabus also calls for this/these experience(s) to be video-tape recorded. If available, that will be used for</p>

analysis and discussion with the US and CT.
<b>b) Engage in reflective self-assessment that informs practice.</b>
The prompt for task six of the Teacher Performance Assessment (TPA), Reflection and Self Evaluation, reads “The purpose of this final section is to show that the Teacher Candidate is able to self-reflect on his / her own teaching and use these insights to grow professionally as well as act on constructive and developmental feedback from the Cooperating Teacher and University Supervisor.” Based on assessment data, instructional decisions, and feedback from students and the CT, the candidates responds to guiding questions that engage reflection. S/he will then develop an improvement plan, in which they must cite relevant research and professional resources. This exercise leads to candidate development in the knowledge, skills, and dispositions in all InTASC standards in general, but standard nine, “ <b>Professional Learning and Ethical Practice</b> : The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner”, in particular.
<b>c) Maintain regular professional conversations with experienced teachers other than the cooperating teacher.</b>
This is not an assessed requirement of the Student Teaching/Practicum syllabus. Rather, this is encouraged by the University Supervisor and Cooperating Teacher. The candidate naturally has conversations though, as s/he attends various teacher meetings, departmental, SBDM, etc. This is anticipated on the form all candidates complete, in cooperation with the CT, the <b>Student Teaching Conferencing Guide</b> (evidence), and is something both will sign as evidence of having done so.
<b>d) Participate in regular and extracurricular school activities.</b>
This neither is an assessed requirement of the Student Teaching/Practicum syllabus. Rather, this is encouraged by the University Supervisor and Cooperating Teacher. The candidate naturally should participate in, be invited to, such events as sports, academic clubs, festivals and other fund-raisers. This is anticipated on the form all candidates complete, in cooperation with the CT, the <b>Student Teaching Conferencing Guide</b> (evidence), and is something both will sign as evidence of having done so. Candidates should add these events as notes to their submitted form.
<b>e) Participate in professional decision making.</b>
This too is encouraged by the University Supervisor and Cooperating Teacher. The candidate naturally discusses instructional decisions of the Cooperating Teacher as part of the reflective relationship they share. The <b>Student Teaching Conferencing Guide</b> (evidence) clearly lays out this expectation at more than one point during the semester. Candidates keep notes about this conversation, which they share with the University Supervisor as well as record on the mentioned conferencing guide.
<b>f) Engage in collegial interaction and peer review with other student teachers.</b>
All candidates, as a semester cohort, meet throughout the semester. Per the Student Teaching/Seminar Calendar, these group meetings are: Orientation (Month 1), a general Work Session focused on the TPA (Month II), a second Work Session (Month III), and a final Informational Session/Workshop with guest speakers, mock interviews, etc. (Month IV). During these meetings candidates generally gather according to content and grade. They spend time sharing, collaborating, and working through professional issues.
<b>g) Use TPA tasks or variation of these tasks to document student teacher’s skills</b>
This table illustrates the tasks of the TPA in the context of InTASC standards and the progression of building the teacher’s skills. That is, Cycles I and II allow candidates to build a base and develop knowledge, skills, and dispositions progressively (See also Key Assessment Cycles as evidence), then during the Student Teaching/Practicum, those are documented through the collection of data and other evidence. This documentation is stored in the student’s Folio 180 account, as well as in his/her professional portfolio. The exact tasks and their tagging to InTASC standards is the <b>TPA Assessment pieces w/InTASC</b> , a document linked to through the evidence table. This is a sample of that evidence:



TPA Assessment Pieces	Specific TASKS within each Assessment	Related InTASC Standards to Assessment/Tasks	Related Key Assessment in Cycles 1 and 2
Contextual Factors	-Student Comparison Chart -Classroom Design/Layout -Community and Families Characteristics (Differences)	I. Learner Development II. Learning Differences	•Planning for Individual Differences •Professional Development
Learning Objectives	-Establish Learning Goals for whole class and individual students, -Essential Questions for Unit and three Lessons, -Alignment to CCSS and Content Standards, -Design Learning Objectives, <u>Apply</u> all to the three students identified in Contextual Factors (explain targets)	I. Learner Development II. Learning Differences  IV. Content Knowledge V. Application of Content  VI. Assessment  VII. Planning for Instruction	•Professional Development

**Clinical Experiences – Advanced Candidates:** This area does not apply to Option 6 or the Initial Teacher programs.

Explain how the EPP works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that advanced candidates demonstrate their developing effectiveness in creating environments that support all students’ learning and development. Include a description of the clinical experiences required of each advanced candidate. If the Clinical Experiences are specific and unique to the certificate program, then skip this section and provide the details in the Program Experiences Section III.

Common clinical experiences for all advanced candidates and programs.

**Initial Teachers Only - Student teaching and Cooperating teacher\*** : Responsibilities for University Supervisor\*\* involved in Clinical Supervision of Student Teaching. Your response can be all in one section; however you must address each item. (Option 6 and Advanced Programs may skip this section)

<p><b>Explain how the EPP ensures the university supervisor demonstrates the following:</b>  <b>16 KAR 5:040 Section 5: 5a,b,c,d and e.</b>                  Evidence cited below, typically indicated by the word ‘evidence’ and/or <b>bold text</b>, is available through the links provided on the Report Table where you found this report.</p>
<p>a) Effective classroom management techniques that promote an environment conducive to learning.</p>
<p>The University Supervisor Corps is comprised of faculty, the <b>Director of the Teacher Education Services Office (evidence)</b>, full-time Supervisors, and occasionally a part-time Supervisor who is</p>

<p>typically a retired P-12 teacher or administrator. In all cases, these are seasoned professionals with years of experience in the P-12 setting. The system that ensures this group maintains this professional knowledge, or in the case of new Supervisors, is centered on the Director as the in-charge and the <b>University Supervisor Mentoring Guide</b>. In both cases, guidance from the Kentucky Department of Education (KDE) and the EPSB is integrated into the knowledge base. The Director meets at least twice a semester with each Supervisor. Additionally, the US is responsible for reviewing changes to the Mentor Guide. Part of the process pertains to effective classroom management techniques that promote an environment conducive to learning, in that the US must be aware of and integrate the language of InTASC and SPA Standards. In the case of non-faculty, full or part time Supervisors, an observation by a qualified faculty is scheduled at least once a year, as part of the evaluation system.</p>
<p>b) Best practices for the delivery of effective instruction.</p>
<p>The University Supervisor Corps is comprised of faculty, the Director of the Teacher Education Services Office, full-time Supervisors, and occasionally a part-time Supervisor who is typically a retired P-12 teacher or administrator. In all cases, these are seasoned professionals with years of experience in the P-12 setting. The system that ensures this group maintains this professional knowledge, or in the case of new Supervisors, is centered on the Director as the in-charge and the University Supervisor Mentoring Guide. In both cases, guidance from the Kentucky Department of Education (KDE) and the EPSB is integrated into the knowledge base. The Director meets at least twice a semester with each Supervisor. Additionally, the US is responsible for reviewing changes to the Mentor Guide. Part of the process pertains to effective classroom management techniques that promote an environment conducive to learning, in that the US must be aware of and integrate the language of InTASC and SPA Standards. In the case of non-faculty, full or part time Supervisors, an observation by a qualified faculty is scheduled at least once a year, as part of the evaluation system.</p>
<p>c) Dispositions that contribute to the mentoring and development of a pre-service educator.</p>
<p>The University Supervisor Corps is comprised of faculty, the Director of the Teacher Education Services Office, full-time Supervisors, and occasionally a part-time Supervisor who is typically a retired P-12 teacher or administrator. In all cases, these are seasoned professionals with years of experience in the P-12 setting. The system that ensures this group maintains this professional knowledge, or in the case of new Supervisors, is centered on the Director as the in-charge and the University Supervisor Mentoring Guide. In both cases, guidance from the Kentucky Department of Education (KDE) and the EPSB is integrated into the knowledge base. The Director meets at least twice a semester with each Supervisor. Additionally, the US is responsible for reviewing changes to the Mentor Guide. Part of the process pertains to effective classroom management techniques that promote an environment conducive to learning, in that the US must be aware of and integrate the language of InTASC and SPA Standards. In the case of non-faculty, full or part time Supervisors, an observation by a qualified faculty is scheduled at least once a year, as part of the evaluation system.</p>
<p>d) Knowledge and skills in the use of formative and summative assessments.</p>
<p>The University Supervisor Corps is comprised of faculty, the Director of the Teacher Education Services Office, full-time Supervisors, and occasionally a part-time Supervisor who is typically a retired P-12 teacher or administrator. In all cases, these are seasoned professionals with years of experience in the P-12 setting. The system that ensures this group maintains this professional knowledge, or in the case of new Supervisors, is centered on the Director as the in-charge and the University Supervisor Mentoring Guide. In both cases, guidance from the Kentucky Department of Education (KDE) and the EPSB is integrated into the knowledge base. The Director meets at least twice a semester with each Supervisor. Additionally, the US is responsible for reviewing changes to the Mentor Guide. Part of the process pertains to effective classroom management techniques that promote an environment conducive to learning, in that the US must be aware of and integrate</p>

<p>the language of InTASC and SPA Standards. In the case of non-faculty, full or part time Supervisors, an observation by a qualified faculty is scheduled at least once a year, as part of the evaluation system.</p>
<p>e) The ability to participate in a community of professionals committed to supporting the effective instructional practice of each student teacher.</p>
<p>Through four scheduled and numerous unscheduled meetings, University Supervisors (US) interact with one another, other faculty, and candidates. In the case of the four periodic gatherings (<b>evidence = Seminar Calendar</b>) per semester, the US form a professional community. They share knowledge and information about candidates in general, and anecdotally. US also provide training for one another, as well as for candidates, on topics related to the meeting theme (See Calendar). The US is both a teacher and a student in these settings, being a reflective practitioner and continuously improving to help the candidates.</p>
<p><b>Explain how the EPP ensures the university supervisor performs the following:</b> <b>16 KAR 5:040 Section 5: 1</b></p>
<p>a) Makes periodic observations of the student teacher in the classroom and prepares a written report on each observation and shares it with the student teacher.</p>
<p>There are four scheduled observations formally done by the University Supervisor (US) throughout the semester. Each meeting is guided by the <b>Observation Rubric (Key Assessment, Section III)</b>, the <b>Student Teaching Conferencing Guide</b>, and the <b>Professional Growth Plan</b>. This is a face-to-face meeting in which the US shares feedback, discusses the candidate’s reflections, and otherwise offers professional guidance.</p>
<p><b>Explain how the EPP ensures the cooperating teacher is eligible:</b> <b>16 KAR 5:040 Section 2.1,2,3</b></p>
<p>Upon recommendation of the Principal, the contract between us (EPP) and the Cooperating Teacher is offered. The Teacher Education Services Office inputs the CT’s information into the EPSB data base, at which time the CT’s eligibility is verified as compliant with the KAR. At that time, the contract is signed and assignment to candidate is made.</p>
<p><b>Explain how the EPP ensures the cooperating teacher has been trained:</b> <b>16 KAR 5:040 Section 2.5</b></p>
<p>A training regime has been established by the Teacher Education Services (TES) Office to comply with the KAR and the EPP’s quality-control system. Each Cooperating Teacher is required to complete a training module then pass a quiz administered by the EPSB. That score is recorded as part of the CT’s record kept in the TES data base, in addition to the EPSB. At that point, each CT is required to view a video about co-teaching, provided by the TES. This is verified by signature of the CT. Next, each CT is required to be familiar with the Cooperating Teacher Handbook. This is verified by the University Supervisor and/or the Director of the TES.</p>
<p><b>Explain how the EPP ensures the cooperating teacher reporting is completed:</b> <b>16 KAR 5:040 Section 2.7</b></p>
<p>Cooperating Teacher (CT) file reports using our Folio 180 data collection system. This includes collection of feedback regarding Dispositions, Observations, and Teacher Standards. In each case, our Assessment Coordinator, working in cooperation with the Teacher Education Services Office, sends a report link to the CT. Per contract, the CT files his/her report within a designated timeframe. Additionally, the TES maintains a data base of interactions with the CT, including trainings and other significant events.</p>
<p><b>Explain how the EPP determines admission to Student Teaching:</b> <b>16 KAR 5:040 Section 3</b></p>
<p>Admission criteria are specified in the <b>Teacher Education Program Handbook</b>. These criteria have passed through the Teacher Education Council, a governing body comprised of faculty from across all program areas and representatives from the community including candidates and local teachers. <b><i>The specific requirements are:</i></b></p>

Admission to the Teacher Education Program (TEP) is mandatory. Candidate must have obtained a cumulative GPA of 2.75 (including transfer credit). All course work completed at Morehead State University must reflect and overall 2.75 GPA.

Within the area of concentration, major(s), academic component(s), and professional education coursework, candidate must have a minimum GPA of 2.75. A minimum grade of “C” is mandatory for each course which requires field experience hours and for ALL TEP restricted courses (those requiring TEP admission as a prerequisite). ALL GPA requirements are based on a 4.0 scales. A minimum of ninety (90) semester hours must have been successfully completed. A minimum of seventy -five (75) percent of course requirements, in area or teaching component(s) as required by program, must have been successfully completed. This includes ALL methods courses. One semester (minimum 12 hours) must have been completed at Morehead State University prior to student teaching. Candidate must have a bona fide major for teacher certification (See Curriculum Standards ST-2). A current physical examination must be on file with the College of Education prior to commencing the professional semester. Candidates must have two (2) dispositions on file. Candidates cannot have any dispositional issues rated as “Areas of Concern” and cannot have more than four (4) “Partially Met” areas as outlined on the evaluation form. A criminal background check MUST be on file within the district prior to Clinical Practice. If required by the school district, candidate must follow procedures for completing a drug-screening.

PRAXIS PRIOR to clinical practice, student must take the required PRAXIS II exams (PLT and Content) for certification in his / her major. When registering for PRAXIS exams, candidate must request a copy of his / her scores be sent to Morehead State University’s Testing Center. Due to the timeframe between taking the test and receiving the scores, candidate must follow these guidelines: For participation in fall semester clinical practice, PRAXIS exams MUST be taken by June of that same year. For participation in spring semester clinical practice, PRAXIS exams MUST be taken by November of the previous year.

### Quality Assurance System

**QAS Summary:** Since March of 2017 we have been aware of CAEP’s 8 reporting measures. Responses to these will be expected in our CAEP Self-Study Report, due February 2018. Given this, we are using these measures to form the structure of our QAS moving forward. We were in fact collecting data through various tools that comply with some of these measurements, but others we are developing. This summary highlights that system.

**5.1** Key Assessments 4-8, used in cycles 1-2 prior to Student Teaching, illustrate potential relative to InTASC and SPA standards. During the Student Teaching semester, the Teacher Performance Assessment (TPA) provides performance data in context, especially the tracking of three targeted, diverse learners.

EPSB New Teacher Survey specifically asks our teachers, their cooperating teachers, and their principals to respond to “impact on P-12 learner” questions. Those data have been included in reports to our program leads for sharing with faculty. We initiated a survey to our all principals and superintendents in our region in Summer 2017 and we are still in the process of analyzing those data.

The tables presented in previous sections of this report define the transition points, show mean scores, and provide analyses by program leads.

**Template for ALL PROGRAMS – Section I and Section II September 1, 2016**

5.2	Results from two rounds of EPP exit, or completer survey data have been shared with program leads. Overall, they reveal some areas for improvement, including more significant field experiences prior to student teaching, more classroom management instruction in the content areas, and more work with learner differences such as ELL. However, these apply to certain, but not all programs. We are also fully engaged with the EPSB New Teacher Survey, given every 2 <sup>nd</sup> year.
5.3	We are working with our Institutional Research Office to gather data about specific cohorts, e.g. those that entered in one semester should graduate at a designated time. However, their data systems do not meet our requirements. There are issues with candidates entering in a semester with varied backgrounds that influence their graduation dates, for example. To this end we have initiated our own data system, housed in our Teacher Education Services office, that gathers data about every student who identifies him/her self as a potential teacher education candidate. This will be useful going forward, but not now.
5.4	We report these numbers through the Title II reporting system. The Praxis I is used as an entrance requirement, and the Praxis II (PLT and Content) must be taken in order to enter into student teaching. We have not tracked the percentage of completers who have not been able to obtain certification as a result of not passing the Praxis II tests. We intend to begin collecting and using these numbers to address specific areas of weakness among our candidates, and where possible offering remedial assistance.
5.5	We initiated a Principal/Superintendent Survey Summer 2017. We will begin processing those data in January of 2018. Questions focused on the effectiveness of our graduates on P-12 students, viability of our candidates for continued employment, leadership strengths, and suggestions for improvement.
5.6	See 5.5
5.7	See 5.5
5.8	There is no institutional mechanism for collecting this statistic. We are researching outside sources of information.

**QAS Attachment:**

At this [link \(QAS/GAP Report\)](#) you will find our Quality Assurance / GAP Analysis from August, 2017.