

PROGRAM REVIEW NOTES

1. Prior work before today is necessary for the review to work well. Your review is to be as equitable as possible. Prior work facilitates the workload for today.
2. Questions about the programs should be addressed to the IHE representatives that are in attendance. They are here to clear up any confusion which helps to avoid work later for the IHE and the review team. The question/concern and IHE response may be written as a NOTE under the standard. If not present, you will be able to call them.
3. Educator Preparation Programs (EPPs) have academic freedom to determine how to assess their programs and the standards.
4. Assessments
 - A minimum of 6 assessments are required, a maximum of 8 assessments
 - The first 4 assessments are EPP unit assessments and all do not have to be utilized to assess the program standards. The data must be present for all assessments.
 - Projects/Portfolios may have several assessments within them and may assess several standards. The project or portfolio is considered to be one assessment.
 - Three applications of assessments are desired, if available.
 - IHEs make decisions to revise or develop new assessments based on data or qualitative information that are collected. This could result in less than 3 applications of the assessment.
 - Assessments must be required of all students in required courses.
 - Assessments/rubrics/scoring guides should align with the standards.
 - The IHE may utilize Praxis II Content data for several standards to meet content and does not need to disaggregate per standard. Praxis II Content data or the Praxis sub-score data are not used as stand-alone assessments (even in conjunction with each other). Any single Praxis sub-score data may not be used more than once.
 - Principles of Learning and Teaching (PLT) may be utilized (but are not required) to assess pedagogy in the standards. The data would not need to be disaggregated per the standard. The PLT cannot be used as a stand-alone assessment to meet a Standard.
5. Pedagogical Assessments
 - Pedagogical assessments may be used holistically to assess pedagogy within several standards and do not have to be disaggregated per the standard.
 - Teacher work samples are assessments that address pedagogy and instruction and could address pedagogy in several standards. This holds true for the clinical observation forms also.
6. Course grades-based Assessments
 - Course grades-based assessments are only used in Assessment 5 and may list up to 10 courses.
 - A standard may be assessed by more than one course. The IHE must specify which part of the standard is addressed by which course.
 - Course grades per standard must be given in the data table but not the individual assessments or tasks (exams, projects, assignments)
 - If a course assesses 2 standards (never more than 2 standards), the course grade will be disaggregated per the standard but not disaggregated by each and every task, exam, or assignment.

- It is NOT necessary to know what percentage of the course grade the tasks comprise.

7. Rubrics

- Look for alignment.
- Does the rubric assess the standard?
- IHEs train their evaluators in the use of rubrics and evaluation instruments. It is not the teams' purview to redesign the rubric. A factual note may be made to clarify the issue with the IHE.

8. New programs

- New programs will not have data. The program will submit syllabi. Section V of the program report will describe the EPP's process/plan to evaluate/analyze their program's data.

9. Dormant programs

- Dormant programs will not have data. Section V of the program report will describe the EPP's process/plan to evaluate/analyze their program's data.

10. Writing the report

- The locked report template is on the flash drive. Save the report template with the IHE name using Save As. This leaves the original template blank for further use. Leave the document locked. This keeps the formatting needed for the IHE report.
- Write in the grey text box in the yellow areas. No need for special formatting within the text boxes.

Institution:		Date:	
Program:		Level(s):	
Program Status:	Continued	New	Dormant
Test Results (from information supplied in the PRAXIS II)			
The program submitted the % of candidates that passed the PRAXIS II:	YES	NO	NA
The program submitted PLT data:	YES	NO	NA
Section I—Contextual Information			
Comment Summary:			
		Present	Not Present
Standard # 1	MET	NOT MET	
Course syllabi (new programs only)			
Assessment Description			
Scoring guides, rubrics, evaluation criterion			
Aggregated data			
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)			

11. Writing AFIs

- Do not make recommendations.
- Please use NOTEs in the text box under the standard to make factual statements for clarity.

- Write AFIs that are specific to the issue/concern. Elaborate with the rationale. The IHE should not need to guess why the program has an AFI under a standard. The rationale is the road map for the IHE to use to address the concern.
- Examples of AFIs

STANDARD 1

AFI 1.1: Assessment 6 rubric does not align to Standard 1.

Rationale 1.1: The rubric is generic and does not specifically refer/align to any components of the standard.

AFI 1.2: Assessment 5 does not assess Standard 1 to its entirety.

Rationale 1.2: The assessment addresses all components of the standard but does not address technology.

STANDARD 2

None

STANDARD 3

None

NOTE: Standard 3 is assessed by Assessment 1, 5, and 6. Standard 3 is assessed to its entirety by Assessments 1 and 6.

12. All reports must be read by the Higher Ed Consultant before the team leaves. I will review the reports in the order that I receive them. I will download the report from the flash drive to a local hard drive; a hardcopy can be printed for the team chair. If you want me to look over any AFIs, please let me know. Please keep your materials/notes for the rejoinder process. After the rejoinder is reviewed and the final report is completed, please shred your notes and materials.
13. Thank you for doing your most excellent work! KSDE and the educator preparation programs appreciate your hard work for the first step in preparing for accreditation. This is a very important first step.