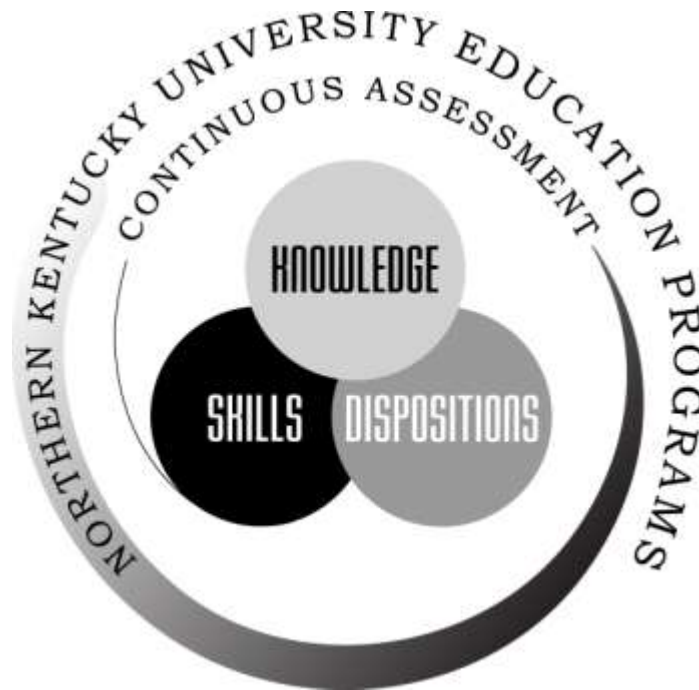


**NORTHERN KENTUCKY UNIVERSITY
CONTINUOUS ASSESSMENT PLAN**



Committed to the Development of All Learners is the theme that undergirds the Conceptual Framework for all professional programs in the College of Education and Human Services (COEHS) at Northern Kentucky University. The Conceptual Framework is supported by the missions of the university and the college and used by faculty to continuously assess and update the curricula of the Unit's initial and advanced programs. The Unit created its Conceptual Framework after input from all of its constituents: education and arts and science faculty, students, staff, and community members. The graphic depicts a framework of continuously assessing the knowledge, skills, and dispositions that classroom teachers, instructional leaders, and school counselors must have to facilitate student learning and academic achievement.

INTEGRATION WITH THE CONCEPTUAL FRAMEWORK

The Unit's assessment system for the initial and advanced certification programs at Northern Kentucky University is intentional, systematic, and continuous. Data included in the assessment system are based on both internal and external sources and are used to identify candidates' proficiencies, measure the effectiveness of the Unit, and institute data-driven programmatic changes.

The following are candidate proficiencies identified and continuously assessed by the Unit:

- Knowledgeable scholars (which includes content, professional, pedagogical, diversity and technical knowledge). Candidates are well-grounded in educational

- theory and equipped with a strong knowledge base to provide learning environments that value diversity, collaboration, and promote a high level of achievement and quality for all learners.
- Skilled scholars (which includes lesson and unit planning, classroom management, classroom teaching, communication, reflection, assessment, accountability for student learning, and technology skills). The effective use of pedagogical skills is essential in building a community of learners to ensure a positive impact on P-12 learning.
 - Collaborative scholars (which includes the ability to collaborate with students, parents, and colleagues; interpersonal skills; dispositions; professionalism; and self-evaluation). Candidates contemplate the appropriateness and possible long-term consequences of their professional dispositions and actions on student performance and all aspects of their teaching and instruction.

Educator preparation at Northern Kentucky University relies on discussion, reflection, and collaboration among candidates, staff, faculty, and representatives of area P-12 school districts. The program faculty are also charged with addressing the standards and expectations of their specialized program associations (SPAs) in their respective programs. The assessment system supports the Conceptual Framework by employing multiple measures, both internal and external, for initial and advanced programs.

The COEHS motto “Committed to the Development of All Learners” is derived from candidate proficiencies and outcomes pertaining to the standards governing initial and advanced programs. The Conceptual Framework and its alignment with applicable program SPA standards, as well as the appropriate state and national standards, help ensure that candidates demonstrate the knowledge, skills and dispositions needed to facilitate P-12 student learning.

ALIGNMENT WITH STANDARDS

Each education program in the college has defined the content knowledge that its graduates must possess through required courses and grade point averages candidates must maintain. These course requirements and experiences are consistent with the essential knowledge of the profession as defined by the appropriate SPA program guidelines. For example, the elementary program requirements and experiences are designed to meet the standards of the Association for Childhood Education International (ACEI) while the physical education program is designed to meet the National Association for Sport and Physical Education (NASPE) standards. (Refer to the appropriate program submission for details on how each program meets its SPA standards). Candidates in initial programs must further demonstrate knowledge of the content they teach during their practicum and student teaching experiences and corresponding assessments.

All candidates, except school counselors, completing a program at Northern Kentucky University prepare a portfolio (electronic or paper) to demonstrate that he/she is proficient in meeting the state standards for that program. The portfolio is assessed at each transition point to provide candidates with appropriate feedback regarding their

progress toward meeting standards. Prior to the completion of their programs candidates must submit a satisfactory portfolio as determined by one or more professional educators who evaluate the portfolio using a rubric. In addition, candidates are regularly evaluated on their dispositions through the Disposition/ Professional Behaviors checklist used in each education program.

The faculty further believes there are specific dispositions that our candidates must possess if they are to become exemplary educators. These dispositions are contained in the Kentucky Education Professional Standards Board Code of Ethics and the COEHS Code of Ethics. Each candidate must sign both Codes of Ethics and demonstrate their principles throughout their preparation program.

The Unit’s learning outcomes are aligned with the appropriate program standards as defined by the Kentucky Education Professional Standards Board and SPA standards approved by the National Council for the Accreditation of Teacher Education. Each set of program review documents contains matrices demonstrating the program’s alignment with the appropriate state standards and with those of the specialized professional associations. Table 2 lists each of the Kentucky teacher/ other school personnel standards which govern the COEHS programs.

Table 2
Alignment with Kentucky Standards for Initial & Advanced Programs

Candidate Proficiencies	KY Teacher Standards	IECE KY Standards	Instructional Leadership	ISTE	Counseling
Knowledgeable Scholar	1, 2, 5, 6	1, 4, 8, 9	1,2,3	1, 2, 3, 4, 5, 6	1, 2, 3, 4
Skilled Scholar	2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3	2, 3, 4	1, 2, 3, 4
Collaborative Scholar	3, 4, 7, 8, 9, 10	2, 3, 5, 6, 7, 10	1, 2, 3, 4, 6	5, 6	1, 2, 3, 4
Commitment to Diversity	2, 3, 4, 7	1, 2, 3, 5	1, 2, 3, 4, 5	2, 3, 6	1, 2, 3, 4
Commitment to Technology	4, 5, 6, 7	3, 4, 5, 6,	1, 2, 3, 5	1, 4, 7	1, 2, 3, 4

ASSESSMENT PROCEDURES AND FEEDBACK LOOPS

Candidate performance, program assessment and Unit effectiveness are determined by a variety of assessments and evaluation procedures. Assessment data are collected and maintained in several databases and document the candidates’ progression as a

Knowledgeable, Skilled and Collaborative Scholar as specified in the Unit's Conceptual Framework.

UNDERGRADUATE PROGRAMS ADMISSION PROCESS

Undergraduate students must apply for admission to the teacher education program. To be conditionally admitted a student must have:

- * Successfully passed a social security background check.
- * Successfully completed EDU 104, Orientation to the Education Profession.
- * Attained a grade-point average of at least 2.50 on a 4.00 scale.
- * Earned a minimum of 48 semester hours of course work.
- * Achieved the minimum score required on one of several standardized admissions' Tests (ACT, SAT, PRAXIS I).

To receive full admission to the teacher education program a student must have:

- * Earned 64 semester hours of course work;
- * Attained a cumulative grade-point average of at least 2.50 on a 4.00 scale;
- * Achieved at least a B in ENG 291 or equivalent or passed the writing sample examination;
- * Achieved at least a B in SPE 101 or equivalent or passed the speech proficiency examination;
- * Achieved at least a C in EDU 300, EDU 305, EDU 313, and EDS 360;
- * Achieved at least a C in the Admissions Practicum (EDU 303, EDU 307, EDU 309, or EDU 311);
- * Filed three teacher education recommendation forms by professional educators;
- * Completed the required application for admission;
- * Signed a curriculum contract;
- * Received approval of the teacher education committee;
- * Presented an approved ePortfolio.

In addition, there is an alternative admissions policy for those students achieving all of the above criteria EXCEPT the required ACT/ SAT/ PPST scores. Students who do not meet the standardized testing requirements may petition to the Admissions Appeals Committee to be conditionally admitted into the teacher education programs IF they have:

- * Attained a 20 ACT composite score AND an overall GPA of 3.0 or higher OR
- * Attained a 19 ACT composite score AND an overall GPA of 3.25 or higher

To petition for alternative admission into a teacher education program the student must present the following evidence to the Admissions Appeals Committee during the semester before he/she plans to go into the admissions practicum.

1. Letter of application which describes the attributes you possess (knowledge, skills, and dispositions) for becoming a successful education student.

2. ACT test results which indicate a 19 or 20 composite score. This evidence **must be** a copy of your official scores from ETS or your unofficial NKU transcript which has the scores listed on it.
3. Evidence that you have taken the ACT test at least twice while attending a university, with the most recent one taken within the last 12 months.
4. An overall GPA matching the above criteria, through an unofficial university transcript.
5. Two letters of recommendation from NKU faculty or, if a new transfer student, from the most recent university you attended within the last year. The letters should describe the attributes you possess (knowledge, skills, dispositions) for becoming a successful education student.
6. Successful completion of ENG 291 with a B or better OR successful completion of the education writing sample test.
7. Evidence of participation in at least 10 hours of ACT Test Preparation **BEFORE** taking the most recent ACT test during your college years.

Table 2 illustrates the transition points of the undergraduate education programs as well the assessments of each standard.

Table 2. Undergraduate Programs

TP I – Full Admission	<p><u>Knowledge</u> Required Standardized Test Score Course Success with a C or better 64 hours of coursework Overall GPA of 2.5 Professional GPA of 2.5 Speech 101 C or better/ pass proficiency exam Writing: ENG 291 C or better/ pass proficiency exam</p> <p><u>Dispositions</u> Dispositions/ Professional Behaviors Checklist</p> <p><u>ePortfolio</u></p>	<p><u>Standard Assessed</u></p> <p>KTS Standard 1 IECE Standard 1</p> <p>KTS Standards 3, 4, 7, 8 IECE Standards 2, 3, 5, 6</p> <p>KTS Standards 1, 6, 7 IECE Standards 5, 9</p>	<p><u>How Assessed</u></p> <p>Standardized Test Score Transcript Review</p> <p>Univ Sup/ Coop Teachers Dispositions/ Professional Behaviors Checklist ePortfolio Rubric</p>
<p>TP II – Admission to Student Teaching</p>	<p><u>Knowledge</u> Course Success with a C or better Overall GPA of 2.5 Professional GPA of 2.5 Content GPA 2.5</p> <p><u>Skills</u> Lesson Evaluation</p> <p><u>Dispositions</u> Dispositions/ Professional Behaviors Checklist</p> <p><u>ePortfolio</u></p>	<p>KTS Standards 1, 2 IECE Standards 1, 4</p> <p>KTS Standards 1, 2, 3, 4, 5, 6, 7, 9 IECE Standards 1, 2, 3, 4, 5, 7, 9</p> <p>KTS Standards 3, 4, 7, 8 IECE Standards 2, 3, 5, 6</p> <p>KTS and IECE Standards 1- 9</p>	<p>Transcript Review</p> <p>Univ Sup/ Coop Teachers Lesson Evaluation Form</p> <p>Univ Sup/ Coop Teachers Dispositions/ Professional Behaviors Checklist</p> <p>ePortfolio rubric</p>
<p>TP III – Program Completion</p>	<p><u>Knowledge</u> Course Success with a C or better Degree Requirements met Overall GPA 2.5 Professional GPA of 2.5 Content GPA of 2.5</p> <p><u>Skills</u> Lesson Evaluation</p> <p><u>Dispositions</u> Dispositions/ Professional Behaviors Checklist</p> <p><u>ePortfolio</u></p> <p><u>Teacher Work Sample</u></p>	<p>KTS Standards 1, 2 IECE Standards 1, 4</p> <p>KTS Standards 1, 2, 3, 4, 5, 6, 7, 9 IECE Standards 1, 2, 3, 4, 5, 7, 9</p> <p>KTS Standards 3, 4, 7, 8 IECE Standards 2, 3, 5, 6</p> <p>KTS and IECE Standards 1-10</p> <p>KTS Standards 1-8 IECE Standards 2-6, 9</p>	<p>Transcript Review</p> <p>Univ Sup/ Coop Teachers Lesson Evaluation Form</p> <p>Univ Sup/ Coop Teachers Dispositions/ Professional Behaviors Checklist ePortfolio rubric</p> <p>TWS Evaluation Form</p>

MASTER OF ARTS IN TEACHING ADMISSION PROCESS

Admission to the Master of Arts in Teaching Program begins with an initial screening of transcripts, which requires an undergraduate GPA of 2.5 as well as a successful passing of the Praxis II Content Test (Knowledge). Once this has been successfully determined, the applicant is interviewed by members of the MAT faculty. This interview process centers on the dispositions of the candidate and are in alignment with the 4 categories of the Unit's disposition model: how the candidate relates to others, perceives themselves, perceives the purpose of events in a broad perspective and their frame of reference regarding others. (Dispositions)

The second transition point comes when students have completed between 18 and 24 semester hours. At this point candidates must show a GPA of 3.0 or higher. The candidate's demonstration of knowledge is also assessed by attaining a passing PLT score as well as evident in lesson plans and lesson evaluations completed by the practicum university supervisor during classroom observations in field experiences. This also demonstrates the candidates' understanding of Kentucky Teacher Standards 1, 2, and 5.

Skills are observed and evaluated in the second transition point by the university supervisor as the candidate prepares and presents lessons, and is formally observed in the field experience classroom in a teaching situation. The case studies and situational questions on the PLT also demonstrate the candidates' understanding of skills as well as knowledge of teaching. During this process the candidate is also demonstrating their understanding of the Kentucky Teacher Standards 1, 2, 3, 4, 5, and 6.

Dispositions, as well as ethics, are continually assessed during the time leading up to the completion of 18 – 24 hours via the candidate's journal, ePortfolio reflections, the Dispositions/Professional Behaviors Checklist and classroom observations by the university supervisor and cooperating teachers during field experiences. Candidates are required to demonstrate their understanding of Kentucky Teacher Standard 7.

Assuming successful completion of all requirements, candidates have reached transition point number three and are eligible for graduation. In order to graduate candidates must have maintained a 3.0 GPA or higher as indicated in their transcript review (Knowledge), successfully demonstrated their teaching skills, knowledge and dispositions as indicated by the Teacher Work Sample the teacher committees in either the Kentucky Teacher Internship Program or Student Teaching as well as demonstrated their understanding of the 10 Kentucky Teacher Standards in the ePortfolio. The final assessment of candidate dispositions is submitted by the cooperating teachers, journals, and ePortfolio reflections.

Table 3. Master of Arts in Teaching

TP I – Full Admission	<u>Knowledge</u> Bachelor’s Degree Undergraduate GPA 2.5 Ky Passing PRAXIS II Content Score <u>Dispositions</u> Interview by Faculty Committee	<u>Standards Assessed</u> KTS Standard 1 KTS Standards 3, 4, 7, 8	<u>How Assessed</u> Transcript Evaluation Standardized Test Interview Rubric
TP II – Completion of 18-24 Program hours	<u>Knowledge</u> Overall 3.0 GPA or higher Ky Passing PLT Score <u>Skills</u> Lesson Evaluation <u>Dispositions</u> Dispositions/ Professional Behaviors Checklists <u>ePortfolio</u>	KTS Standards 1, 2 KTS Standards 1, 2, 3, 4, 5, 6 KTS Standards 3, 4, 7, 8 KTS Standards 1-7	Unit plans Lesson Evaluation Form Standardized Test Univ Sup Lesson Evaluation Form Univ Sup Dispositions/Professional Behaviors Checklist ePortfolio Rubric
TP III – Graduation from Program	<u>Knowledge</u> Final GPA of 3.0 or higher <u>Skills</u> Lesson Evaluation <u>Dispositions</u> Dispositions/ Professional Behaviors Checklist <u>ePortfolio</u> <u>Teacher Work Sample</u>	KTS Standards 1, 2 KTS Standards 1-9 KTS Standards 3, 4, 7, 8 KTS Standards 1-10 KTS Standards 1-8	Transcript Review Univ Sup Lesson Evaluation Form Univ Sup Dispositions/Professional Behaviors Checklist ePortfolio Rubric TWS Evaluation Form

ALTERNATIVE CERTIFICATION- SPECIAL EDUCATION ADMISSION PROCESS

Phase I - must be completed prior to May 1st and before any candidate will be granted an interview

- Completed a graduate application for admission to NKU
- The following documents must be submitted, prior to the deadline of May 1st to:
 - Office of Graduate Programs
Northern Kentucky University
Nunn Drive – AC 302
Highland Heights, KY 41099
- Official transcripts sent directly by all colleges or universities attended.
 - Must include a completed bachelor's degree at a regionally accredited institution with an undergraduate GPA of at least 2.50 on a 4.00 scale and include college level mathematics course completion with a minimum of C.
- Official scores on the general portion of the Graduate Record Examination (GRE) which meet the following requirements (Achieved a score of at least 1300 when the GPA is multiplied by 200 and the product is added to the sum of the verbal and quantitative scores from the GRE; { $GPA \times 200 + GRE = 1300$ }).
- Submitted three letters of recommendation addressing your qualifications for entering the alternative certification program. Each letter must be accompanied by a reference form available online.
- A letter to the reviewer in which the candidate introduces herself/himself and explains the reasons for wishing to become a special education teacher.
- Resume.
- Under Senate Bill 77; for full admission to an alternative certification program a candidate must show proof of employment as a full-time special education teacher (other rules and regulations may apply). Employment Verification Form must be signed by an authorized school district designee. *Employment Verification Forms are only available from the Graduate Education Office and will only be given to candidates who have applied.*
- A criminal background check from candidate's state of residence. Once you have been offered employment from a Kentucky public school district, you may use a copy of the background check from your school district; provided it is less than one year from the date of application and is either federal or from candidate's state of residence.
- This is a selective graduate and teacher licensure program. Completion of minimal admission requirements does not guarantee acceptance.

Phase II – to be admitted into the Alternative Certification in Special Education graduate program the candidate must also:

- Complete a satisfactory interview with the Alternative Certification Admission Committee.
- Receive approval for admission from the NKU Teacher Education Committee.
- Complete and sign the Code of Ethics Statements for Kentucky School Personnel, NKU College of Education and Human Services Graduate Education and the Council for Exceptional Children.

Table 4. Special Education Alternative Certification Programs

TP I – Completion of Admissions Semester	<u>Knowledge</u> UG GPA 2.5 GRE/GPA Formula College level math with grade of C or better Successful completion of 9 hours initial coursework <u>Dispositions</u> Interview by Faculty Committee	<u>Standards Assessed</u>	<u>How Assessed</u>
TP II – Completion of 1st year, 21 hours	<u>Knowledge</u> Overall GPA of 3.0 or higher <u>Skills</u> University Supervisor Lesson Evaluation <u>Dispositions</u> Dispositions/ Professional Behaviors Checklist <u>Portfolio</u>		
TP III – Program Completion – 36 hours	<u>Knowledge</u> Overall GPA of 3.0 or higher KY Passing Praxis Scores <u>Dispositions</u> Dispositions/ Professional Behaviors Checklist <u>Portfolio</u>		

MA.ED: TEACHER AS LEADER ADMISSION PROCESS

To be eligible for regular admission you must:

- Completed a bachelor's degree at a regionally accredited institution and achieved an undergraduate GPA of at least 2.50 on a 4.00 scale. Official transcripts must be sent directly to the Office of Graduate Admissions by the college or university attended.
- Submitted official scores on the general portion of the Graduate Record Examination (GRE).
- Achieved a score at least 1300 when the GPA is multiplied by 200 and the product is added to the sum of the verbal and quantitative scores from the GRE; e.g., $GPA \times 200 + GRE = 1300$.
- Earned a Kentucky teaching certificate, statement eligibility, or the out-of-state equivalent.
- Submitted three letters of recommendation from educational associates attesting to the candidate's potential for success in the graduate program.
- Have at least one year of teaching experience.
- Submit a Professional Growth Plan signed by school supervisor.
- If you have completed a PGP with your school district you can submit a copy
- If you are currently not working or do not want to use your PGP on file with your school please click on the following for the PGP requirements.

Alternative Admission: **If you are admitted under the alternative admission policy you will most likely not be eligible to receive financial aid. Please contact the Office of Student Financial Assistance at 859-572-5143 if you have questions.

- Provisional - If you do not have one year of teaching experience, provisional admission is possible for a maximum of two semesters. You must take EDA 602, EDG 606 including field placement and complete a revised P.G.P. for graduate director approval during this time.
- Conditional - If you do not meet the GRE formula after taking the test twice, conditional admission is possible for a maximum of two semesters during which the candidate takes EDA 602, EDG 606, EDG 605 and earns a cumulative GPA of 3.3 or higher and no grade below a B.
- If you have neither the year of teaching nor meet the GRE formula, you will not be admitted into the program.

Table 5. MA.Ed.: Teacher as Leader

TP I – Admission To Program		<u>Standard Assessed</u>	<u>How Assessed</u>
	<u>Knowledge</u> GPA/GRE Formula <u>Professional Growth Plan</u> <u>Dispositions</u> <u>Skills</u>	KTS Standard 1 KTS Standard 9 KTS Standard 3, 4 7, 8 KTS 1-10	Transcript Review Implement Formula Submission of PGP KY Code of Ethics Certified Teacher
TP II – Completion of 15 – 18 hours	<u>Knowledge</u> 3.0 GPA maintained <u>Skills</u> Professional Growth Plan Teaching Analysis <u>Dispositions</u> Dispositions and Professional Behaviors Checklist	KTS Standard 1 KTS Standard 1-10 KTS Standards 3, 4, 7, 8	Transcript Review Evaluation with Rubric Evaluation with Rubric Self/ Mentor/ Critical Friend Dispositions/ Professional Behaviors Checklist
TP III – Program Exit	<u>Knowledge</u> 3.0 GPA maintained <u>Skills</u> Leadership Log <u>Dispositions</u> Dispositions and Professional Behaviors Checklist <u>Action Research Project</u>	KTS Standard 1 KTS Standards 1-10 KTS Standards 3, 4, 7, 8 KTS Standards 1-10	Transcript Review Evaluation with Rubric Univ Prof/Mentor Dispositions/ Professional Behaviors Checklist Evaluation with Rubric

RANK I ADMISSION PROCESS

Rank 1 Certificate Program Admission:

- Completed a master’s or fifth year program, or approved equivalent preparation at a regionally accredited institution with a minimum GPA of 3.00 on a 4.00 scale. Official transcripts must be sent to the Office of Admissions by the college or university attended.
- Earned a Rank II teaching certificate, or the out-of-state equivalent. If Rank II is not specified on the certificate, the student should submit copies of any letters from the Department of Education involving the change in rank.
- Three letters of recommendation submitted from professionals in education attesting to the candidate’s performance as an educator.

All items need to be submitted to the Office of Graduate Programs in 302 Lucas Administrative Center.

Table 6. Rank 1

TP I – Full Admission	<u>Knowledge</u> 3.0 GPA in Graduate Work	<u>Standard Assessed</u>	<u>How Assessed</u>
TP II – Completion 15 – 18 hours	<u>Knowledge</u> Overall 3.0 GPA or higher <u>Dispositions</u> Dispositions and Professional Behaviors Checklists <u>ePortfolio</u>		
TP III – Rank 1 Attained	<u>Knowledge</u> Overall 3.0 GPA or higher <u>Dispositions</u> Dispositions and Professional Behaviors Checklists <u>ePortfolio</u>		

INSTRUCTIONAL LEADERSHIP ADMISSION PROCESS

Master of Arts in Education/Rank 1: Principal Preparation

- A bachelor’s degree from an accredited institution with a minimum 2.5 GPA; A master's degree from an accredited institution with a minimum 3.0 on a 4.0 scale.
- A valid teaching certificate
- A minimum of 2500 points calculated by multiplying the Graduate Record Examination (GRE) combined verbal and quantitative scores times the grade point average (GPA) on either the last 60 hours of coursework attempted or overall coursework. For example: 850 (GRE combined score) times 3.0 (GPA for last 60 hours) = 2550
 - The GRE may be waived if you have already earned a masters degree with a minimum of a 3.0 on a 4.0 scale
- Three recommendations using the enclosed recommendation form completed by educational associates attesting to the candidate’s potential success as a school leader. One of these recommendations must be from the candidate’s current principal or supervisor.
- A minimum of three years teaching experience upon entry to the program and five years before applying for certification

Application Process

- Completion of an application to the Graduate School at NKU. Instructions are available on the NKU website.
- A letter of introduction and interest in which the candidate briefly (500 words maximum) describes his/her educational and leadership background along with future career goals and aspirations.
- Completion of 3 written essays (approximately 500 words each) that include:

- a. personal leadership philosophy,
- b. effective teaching/learning practices, and
- c. evidence of ability to improve student achievement.

These essays will be scored using a rubric that assesses use of best practice, communication skills, dispositions and technology developed by university faculty and P-12 district administrators.

- Completion of an admission interview with NKU faculty and P-12 instructional leaders.

After a thorough review of the application materials, the admissions committee will select candidates to be interviewed. The interview may consist of an individual or group interview and the completion of an on demand essay. The committee will review all available data to assess the overall potential of the candidate for success in the program before making a final decision about the candidate’s acceptance. The interview will seek evidence of knowledge of curriculum and assessment, and leadership and management potential and dispositions associated with effective leadership. The questions and rubrics to score responses will be developed by university and district partners.

Table 7. Instructional Leadership- Principal

TP I – Full Admission	<u>Knowledge</u> GRE/GPA Formula	<u>Standard Assessed</u> Ins Ld 1, 2, 3	<u>How Assessed</u> Transcript Review
	<u>Dispositions</u> Faculty Committee Interview Essay	Ins Ld 1-6 ISTE 6	Interview Rubric Essay Rubric
TP II – Completion of 15 – 18 hours	<u>Knowledge</u> 3.0 GPA maintained	Ins Ld 1, 2, 3, 4, 5, 6 ISTE 1, 2, 3, 4,5, 6,7	Transcript Review
	<u>Skills</u> Observation Rubric	Ins Ld 1-6 ISTE 6	Dispositions/ Professional Behaviors Checklist
	<u>Dispositions</u> Dispositions and Professional Behaviors Checklists	Ins Ld 1, 2, 3, 4, 5, 6 ISTE 1, 2, 3, 4, 5, 6, 7	Portfolio Rubric
TP III – Program Completion	<u>Portfolio</u>		
	<u>Knowledge</u> Overall 3.0 GPA or higher	Ins Ld 1, 2, 3, 4, 5, 6 ISTE 1, 2, 3, 4,5, 6,7	Transcript Review
	<u>Skills</u> Observation Rubric	Ins Ld 1-6 ISTE 6	Dispositions/ Professional Behaviors Checklist
	<u>Dispositions</u> Dispositions and Professional Behaviors Checklists	Ins Ld 1, 2, 3, 4, 5, 6 ISTE 1, 2, 3, 4, 5, 6, 7	Portfolio Rubric

SUPERVISOR OF INSTRUCTION ADMISSION PROCESS

This certificate prepares students as educational leaders for the Instructional Supervisor position in P-12 schools. Candidates for the Rank 1 status must have obtained a masters degree.

Admission Requirements:

- To be considered for admission to the program, an applicant must provide evidence of the following
- A Master’s degree from an accredited institution and achieved an undergraduate GPA of at least 3.00 on a 4.00 scale (Official transcript required).
- A valid Rank 2 teaching certificate
- Three letters of recommendation from educational associates attesting to the candidate’s potential success as an instructional supervisor. One letter must be from the candidate’s current principal or supervisor.
- A minimum of three years teaching experience upon entry to the program and five years before applying for certification.
- Letter of Introduction, three essays and an interview with NKU faculty.

***If the applicant completed NKU’s MA. Ed in Instructional Leadership program the letter of introduction, essays and interview are waived for the Rank 1, Supervisor of Instruction.

Table 8. Instructional Leadership- Supervisor

TP I – Full Admission	<p><u>Knowledge</u> Master’s Degree</p> <p><u>Dispositions</u> Faculty Committee Interview Essays</p>	<p><u>Standard Assessed</u> Ins Ld 1, 2, 3</p> <p>Ins Ld 1-6 ISTE 6</p>	<p><u>How Assessed</u> Transcript Review</p> <p>Interview Rubric Essay Rubric</p>
TP II – Completion of 15 – 18 hours	<p><u>Knowledge</u> 3.0 GPA maintained</p> <p><u>Skills</u> Observation Rubric</p> <p><u>Dispositions</u> Dispositions and Professional Behaviors Checklists</p> <p><u>Portfolio</u></p>	<p>Ins Ld 1, 2, 3, 4, 5, 6 ISTE 1, 2, 3, 4,5, 6,7</p> <p>Ins Ld 1-6 ISTE 6</p> <p>Ins Ld 1, 2, 3, 4, 5, 6 ISTE 1, 2, 3, 4, 5, 6, 7</p>	<p>Transcript Review</p> <p>Dispositions/ Professional Behaviors Checklist</p> <p>Portfolio Rubric</p>
TP III – Program Completion	<p><u>Knowledge</u> Overall 3.0 GPA or higher</p> <p><u>Skills</u> Observation Rubric</p> <p><u>Dispositions</u> Dispositions and Professional Behaviors Checklists</p> <p><u>Portfolio</u></p>	<p>Ins Ld 1, 2, 3, 4, 5, 6 ISTE 1, 2, 3, 4,5, 6,7</p> <p>Ins Ld 1-6 ISTE 6</p> <p>Ins Ld 1, 2, 3, 4, 5, 6 ISTE 1, 2, 3, 4, 5, 6, 7</p>	<p>Transcript Review</p> <p>Dispositions/ Professional Behaviors Checklist</p> <p>Portfolio Rubric</p>

SCHOOL SUPERINTENDENT ADMISSION PROCESS

Admission Requirements:

Individuals applying for admission must meet all requirements for admission to the Office of Graduate Programs, Northern Kentucky University as defined by the Graduate Catalog current at the time of application, and requirements for admission of the Department of Teacher Education and School Leadership, including but not limited to:

Superintendent Certification Program:

- Qualification for a Kentucky classroom teaching certificate
- Three years full-time teaching experience
- Master's degree from an accredited institution of higher education, with a total cumulative grade point average of no less than 3.0 on a 4.0 scale
- Three letters of recommendation.
- Completion of Level I and Level II preparation and certification for any one of the following positions:
 - Early Elementary School Principal, Grades P-4; Middle School Principal, Grades 5-8;
 - Secondary School Principal, Grades 9-12;
 - School Principal, all Grades;
 - Supervisor of Instruction, Grades P-12
- At least two years full-time experience in one or more of the following positions:
 - Elementary School Principal;
 - Middle School Principal;
 - High School Principal;
 - Supervisor of Instruction;
 - Guidance Counselor;
 - Director of Pupil Personnel;
 - Director of Special Education;
 - School Business Administrator;
 - Coordinator/Administrator;
 - Supervisor of District Services;
 - Local District Coordinator of Vocational Education
- Interview and approval of the Department of Teacher Education and School Leadership Admissions Committee.

Table 9. Instructional Leadership- Superintendent

TP I – Full Admission	<u>Knowledge</u> Master’s Degree <u>Dispositions</u> Faculty Committee Interview Essays	<u>Standard Assessed</u>	<u>How Assessed</u>
TP II – Completion of 15 – 18 hours	<u>Knowledge</u> 3.0 GPA maintained <u>Skills</u> <u>Dispositions</u> Dispositions and Professional Behaviors Checklists <u>Portfolio</u>		
TP III – Program Completion	<u>Knowledge</u> Overall 3.0 GPA or higher <u>Skills</u> <u>Dispositions</u> Dispositions and Professional Behaviors Checklists <u>Portfolio</u>		

SCHOOL COUNSELOR ADMISSION PROCESS

The Counselor Education program welcomes applicants from diverse academic, social, and cultural backgrounds. All applicants considering graduate-level training should do so with the understanding that graduate study differs in quality from undergraduate study. Graduate study requires that students be increasingly self-directed and committed to their own professional development. Students will not be granted a master's degree in counseling by merely attending and completing a series of courses. Not only will students be continuously evaluated throughout their tenure in the program, students will also have to pass a comprehensive evaluation and be recommended by the faculty before graduating from the program.

Based on the need to provide close supervision and attention to our students through reasonable class sizes, a restricted number of students will be admitted to the program each year. The program intends to only select applicants for admission who have a high probability of succeeding in the program and the professional community after graduation. Preparation for the counseling profession is rigorous and multifaceted, necessitating the student's growth in interpersonal, self-reflective, academic, and clinical areas. Admission is not based upon any single factor but on the applicant's potential for becoming an effective counseling practitioner. Admission is therefore based upon a composite assessment of each applicant's academic credentials, work experience, potential for becoming an effective and ethical counselor, and the compatibility between the applicant's professional goals and the training objectives of the graduate program.

Admission to the program is selective. Meeting the minimal admission requirements does not guarantee an applicant a slot in the program.

In order to be considered for regular admission interested applicants must provide:

- An application for admission to Northern Kentucky University
- A separate application for the Counselor Education Program which includes an essay describing your reasons for becoming a professional counselor, any relevant experiences in helping others, and important events that have influenced your career goals.
- Submission of recent scores (< 5 years old) on the Graduate Record Exam (GRE). **NO EXCEPTIONS.** The practice of evaluating applicants' aptitude for graduate school using only their undergraduate GPA's is inherently unfair because applicants are not being compared on the same standard. One's GPA is a function of numerous factors, such as the college/university attended, academic major, and rigor of one's prior coursework. As such, GPA's do not have the same meaning from one applicant to the next. In contrast, the GRE allows the admissions committee to directly compare applicants on a standardized and validated measure of aptitude for graduate-level work. For more information on taking the GRE, consult the GRE website.
- Transcripts for all undergraduate and graduate work. Transcripts should be sent directly to the Office of Graduate Programs by the colleges or universities one has attended.
- School Counseling Applicants must submit a Criminal Background Report (Federal & State).
- Three letters of reference from professionals familiar with the applicant's academic performance, work experience, or potential for becoming a professional counselor. References must use the Graduate School Form. At least one letter must be academic (i.e., written by a professor or an instructor). We understand that for some applicants, contacting former instructors is not feasible; in these situations, professional references, written by supervisors or managers who are familiar with your work, are also acceptable.
- Updated resume.

Applicants are eligible for regular admission if they have:

- A baccalaureate degree from a regionally accredited college or university with an overall minimum 2.75 undergraduate grade point average on a 4.0 scale. Undergraduate coursework must contain 48 semester credits (or equivalent in quarter hours) in the liberal arts that includes one course in statistics.
- Achieved a cumulative score of at least 1,350 when the GPA and GRE scores are computed in the following formula: $(\text{GPA} \times 200) + \text{GRE (verbal and quantitative sections)} = 1,350$.
- A recommended GRE Analytical Writing Measure of at least 3.5 as evidence of writing and analytical skills compatible with graduate level standards.

- Successful completion of an interview with the Graduate Counseling Program Admissions Committee to ensure the candidate's qualifications and personal disposition to uphold the ethical standards of the counseling profession.

Admission to the counseling program will be granted for Summer and Fall semesters of each year. It is the responsibility of the applicant to insure that all required materials are received by the admissions committee by the application deadline. Only complete applicant files will be considered.

The Admissions Committee will review the submitted materials of the applicant pool and will then invite selected candidates to an on-campus interview to continue the evaluation process. During this interview, the admissions committee will further evaluate the applicant's potential to succeed in the graduate program as well as his or her potential contributions to the program and the student body.

Two types of admission are available in the Counseling Program:

- Regular – Students admitted under regular status are admitted with full graduate standing.
- Conditional – If you have a bachelor's degree but are missing some of the requirements for admission, you may be considered for conditional admission status as space availability in the program permits. These exceptions to regular admission will be made on a case-by-case basis, and a student admitted on a conditional basis must remove any contingencies in the time period specified in the student's admission letter. Students may attain regular status when the conditions responsible for their conditional status are removed, subject to the approval of the Counseling Faculty.

Table 10. School Counseling

TP I – Admission	Knowledge Official transcripts (undergraduate & graduate work) Undergrad. GPA (min 2.75) GPA/ GRE Formula Dispositions Faculty Committee Interview Criminal Background Check	Standard Assessed <u>Sch Coun 1-4</u> <u>Sch Coun 1-4</u>	How Assessed Transcript Review Transcript Review GPA/ GRE Formula Interview Rubric Criminal Background Check
TP II – Admission to Practicum	Knowledge Overall GPA of 3.0 B or better in COU 602, 641, 647, 648 Skills Skill assessment in COU 621, 623, 640 Dispositions Dispositions/ Professional Behaviors Checklist	<u>Sch Coun 1-4</u> <u>Sch Coun 1-4</u> <u>Sch Coun 1-4</u>	Transcript Review Skill Assessment Form Dispositions/ Professional Behaviors Checklist
TP III – Admission to Internship	Knowledge Overall GPA of 3.0 B or higher in COU 693 Skills Application of skills in a school setting: University supervisor Eval On site school supervisor Eval Dispositions Dispositions/ Professional Behaviors Checklist	<u>Sch Coun 1-4</u> <u>Sch Coun 1-4</u> <u>Sch Coun 1-4</u>	Transcript Review Practicum Assessment Form Dispositions/ Professional Behavior Checklist
TP IV – Program Completion	Knowledge Overall GPA of 3.0 Counseling Program Comprehensive Exam (CPCE) Skills Application of skills in a school setting: Univ Supervisor Internship Eval School Supervisor Internship Eval Dispositions Dispositions/ Professional Behaviors Checklist	<u>Sch Coun 1-4</u> <u>Sch Coun 1-4</u> <u>Sch Coun 1-4</u>	Transcript Review Exam Results Assessment Rubric Assessment Rubric Dispositions/ Professional Behavior Checklist

MULTIPLE ASSESSMENTS

Candidate performance, program assessment and Unit effectiveness are judged by a variety of assessment and evaluation procedures that are consistent with the Unit’s Conceptual Framework. Assessment data are collected and maintained via several

methods: an Access education database, an ePortfolio data base and electronic surveys though *Survey Monkey*. Collectively they document the candidates' knowledge, skills, and dispositions as specified in the Conceptual Framework of the College of Education and Human Services.

Faculty in the Unit are committed to performance-based learning and assessment. Numerous Unit wide and program specific assessments are regularly used to evaluate the candidates' knowledge, skills, and dispositions. These assessments in turn are used to further discussion among faculty in each program and the Unit to improve overall academic preparation.

Assessment of Candidates

Transcript Review: Candidates' transcripts are reviewed before and after they are fully admitted to one of the Unit's programs to determine if the candidate meets the stated transition point criteria, such as overall GPA, professional GPA, or hours of completed coursework.

Entrance Essays and Interviews: Applicants for several of the Unit's graduate programs are required to complete an essay and/or interview with a faculty committee to evaluate the applicant's dispositions. A rubric is used to determine which applicants meet the entrance requirements and are admitted to the program.

Lesson Evaluations: All undergraduate candidates are observed teaching one or more lessons during their Professional Semester I, II, and III (where appropriate) practica and student teaching experiences. They are observed by their university professors and cooperating teachers who complete a teaching evaluation form based on the Kentucky Teacher Standards. The form is then used as the basis for giving candidates feedback on their teaching skills. Candidates in some graduate programs are also observed by university professors, cooperating teachers, or other school personnel during appropriate points in their programs.

Candidate portfolios: All candidates enrolled in initial and advanced programs, except School Counseling, complete a portfolio that is aligned to the appropriate Kentucky State Standards. Candidate portfolios are evaluated by faculty, using a rubric. Concerns in the portfolios are reviewed by program faculty for curriculum and instructional changes, and where appropriate, program changes are recommended.

Dispositions of Candidates: Undergraduate candidates are initially assessed during the Admissions Semester practicum by the respective professors and cooperating teachers. The professors review each student with the dispositions checklist (Refer to Table 1) and then recommend students for full admissions into the Unit. During each succeeding semester students continue to be assessed with the same dispositions checklist by the professors and cooperating teachers of their practica. Finally, during the student teaching semester each student has his/her dispositions assessed with the dispositions checklist by the university supervisor and cooperating teacher. During each review professors and

cooperating teachers discuss their assessments with the candidates as part of their practicum/ student teaching evaluation. Depending on the program they are in, graduate candidates either self-assess and/or have their dispositions assessed at least once during their program experiences, using the same dispositions checklist as the undergraduate candidates. The dispositions data is aggregated and shared with program faculty for review and discussion on implications for the program, such as additional training for university professors or cooperating teachers.

Teacher Work Sample: Undergraduate candidates evaluate the impact of their instruction on P-12 students through the Teacher Work Sample, which is developed in collaboration with the cooperating teacher and completed during the student teaching experience. A main component of the Teacher Work Sample is the analysis of the pre- and post-assessment data of the P-12 students' work from an instructional Unit. . Student teachers analyze and reflect on the data to determine the impact their instruction had on the P-12 students' achievement. The Teacher Work Sample is evaluated by the university professor and feedback is given to the student teacher based on their analysis of and reflection on the data. In addition, graduate candidates in various programs reflect on their impact on P-12 student learning through portfolio reflections and course projects.

Action Research Project: Candidates in the MA.Ed.: Teacher as Leader program complete an action research project as part of the program's culminating experience. Program faculty use a rubric to evaluate the action research project and candidates must receive an acceptable evaluation to successfully complete the program. The action research project data is aggregated, analyzed, and then discussed by program faculty to determine what, if any, program changes need to be made.

Program/ Unit Assessments

PRAXIS Exams: Candidates who are earning a new or additional license take the required PRAXIS Exams. An analysis is made each year of the PRAXIS scores of NKU candidates, from all appropriate undergraduate and graduate programs, for the previous academic year. A summary of the scores is sent to each academic department offering content courses for teacher education, the Teacher Education Committee, and the Continuous Assessment Committee. As appropriate, faculty make recommendations for program changes.

Student Teacher Surveys: Candidates complete several surveys during their student teaching semester, which includes feedback on their cooperating teacher(s), university supervisor, and education program. The program feedback is aligned with the Kentucky Teacher Standards and allows candidates to assess how well they were prepared in each standard during their education program. The data is aggregated by programs and shared with faculty for review and discussion.

Employment Survey: An employment survey / program evaluation is conducted each year to determine the employment status of candidates completing initial teacher preparation programs during the previous academic year (fall, spring, summer). In

addition, those graduates are asked to evaluate their teacher education program. An annual report is made to the Continuous Assessment Committee and recommendations are made by faculty for possible change.

Principal Evaluation of Graduates: Every third year a survey is sent to each principal in the Northern Kentucky University Service region to secure evaluation information on NKU graduates and programs. A report is presented to the Continuous Assessment Committee and appropriate recommendations are made by faculty for possible changes.

Student Teaching and Practica Cooperating Teacher Evaluation of Programs: Each semester cooperating teachers of practicum candidates and student teachers provide input to the faculty regarding strengths and areas for improvement in the undergraduate programs. The surveys are aligned to the Kentucky Teacher Standards and ask the cooperating teachers to evaluate how well the Unit’s candidates are prepared in each standard. A summary report is made to the Continuous Assessment Committee and, if appropriate, recommendations are made by faculty for possible changes.

Advising Center Survey: Each year a survey is sent to all currently enrolled undergraduate candidates asking them to evaluate the effectiveness of the advising they receive, especially as it pertains to the support and advice that students receive as they move through their education programs. The data is aggregated and shared with the Advising Center faculty/staff as well as the Continuous Assessment Team for review, discussion, and decision making.

DISPOSITIONS

The table below lists the twenty dispositions/ professional behaviors used to assess all candidates during their initial and advanced education programs at Northern Kentucky University.

Table 9. Disposition/ Professional Behavior Checklist

A. PERCEPTION OF SELF
A1. Identifies positively with others
A2. Is dependable/ punctual
A3. Exhibits ethical behavior
A4. Displays positive attitude and enthusiasm
A5. Has a professional appearance w/in school guidelines

A6. Demonstrates leadership
A7. Is open to constructive criticism
B. Perception of Others
B1. Views all students as able to succeed
B2. Collaborates positively with others
B3. Shows respect for others
B4. Respects cultural diversity and individual differences
C. Perception of Purpose
C1. Understands the long term goals of teaching and learning
C2. Creates a climate that promotes fairness and equity
C3. Committed to ongoing professional development
C4. Demonstrates commitment to developing the “whole” student
D. Frame of Reference
D1. Primary focus on student learning
D2. Reflects on one’s performance
D3. Modifies instruction to increase student learning
D4. Builds and maintains positive professional relationships with students.
D5. Builds and maintains positive professional relationships with colleagues.

Undergraduate candidates are assessed on their dispositions by their university professors and cooperating teachers during their practica and student teaching experiences. Candidates in the graduate programs are assessed with the same checklist at designated points in their respective education programs. In addition, there are dispositions recognized as essential by the profession that must be practiced by all educators. These essential dispositions have their core beliefs centered in the Code of Ethics established by the Kentucky Educational Standards Board and the Code of Ethics developed by the Unit. Consequently, all candidates must adhere to both sets of ethics during their initial and advanced preparation programs and are required to sign and include both codes of ethics in their portfolios.

FEEDBACK LOOPS

The Unit compiles, summarizes, and analyzes data from the various assessments for the purpose of improving candidate performance, program quality and Unit operations. Data is shared on a regular basis with candidates and faculty to help them reflect on and improve their performances. Faculty receive a Data Book at the beginning of each academic year which includes the program and unit data as described above. Faculty then review and discuss the aggregated candidate and program data to make decisions about their candidates and program effectiveness. Those decisions are then reported to the Continuous Assessment Committee by their faculty representative and appropriate actions are taken, such as initiating curriculum changes or implementing additional cooperating teacher training.

To ensure that assessments are accurate and consistent, each undergraduate and graduate program has developed rubrics for various program and/or course assessments, such as portfolios and teaching observations. In addition, several of the assessments use two

assessors to establish reliability. For example, all undergraduate candidates have their dispositions assessed by their university professor and cooperating teacher, which are then compared to determine the percent of agreement between the two. Those results are then reviewed and discussed among program faculty to determine if there are any inconsistent results. If there are, faculty further review and decide what, if any, action needs to be taken, such as additional training on the dispositions' evaluation instrument.

As outlined in the transition point tables, programs have established performance criteria each candidate must meet before continuing to the next transition point in the selected education program. When candidates do not meet a stated program outcome they are not eligible to continue in the program until the criteria is successfully met. Instead those candidates repeat the criteria, such as retaking a class or resubmitting their portfolio, until they successfully complete it. When a candidate successfully completes all stated transition point criteria, he/she moves to the next transition point.

. TECHNOLOGY SUPPORTED ASSESSMENT SYSTEM

The Education Database System is the result of collaborative efforts between the College of Education and Human Services and the Office of Information Technology at Northern Kentucky University. It provides a mechanism to electronically record COEHS data, retrieve data from NKU's Student Information System (SIS) pertaining to education students, and generate reports regarding these data.

The primary database software is Microsoft Access. Some of the data that is needed in the database are housed in the SIS system and are automatically downloaded to the COEHS education database. The only data that are entered into the database are those which are not maintained in the central system but required for continuous assessment, such as transition point and practicum placement information. The Office of Information Technology is also responsible for providing the programming for the database. Examples of reports generated include a summary of candidates' Praxis II Content and PLT scores, practicum and student teacher diversity placements, and transition points for each program.

Several surveys are housed on the Survey Monkey website and are sent to various constituents for their input and feedback about the COEHS candidates and programs. In addition to the above, ePortfolio and teaching observation evaluations are housed on the ePortfolio website and supported by an Apple Server. Faculty and graduate assistants input data about the ePortfolios and teaching observations on the web-based forms housed on the ePortfolio website.

Each summer the Associate Dean for Undergraduate Programs generates reports from the information housed on the college data base, the Survey Monkey website, and the ePortfolio website. Those reports, as well as reports from Educational Testing Services (ETS) and Kentucky Educational Professional Standards Board (EPSB), are then shared with faculty at the college's fall kick-off meeting. Faculty of each program then review and discuss the data at their follow-up program meetings and determine what changes, if

any, need to be made in the program. Those changes might include course or curriculum changes, additional assessments, or revising rubrics and other assessment forms. Finally, a representative from each program serves on the Continuous Assessment committee and meets each month to review and discuss the data from each program.

P-12 STUDENT IMPACT DATA

Undergraduate candidates evaluate the impact of their instruction on P-12 students through the Teacher Work Sample completed during their student teaching experience. A main component of the Teacher Work Sample is the analysis of the pre- and post-assessment data of the P-12 students' work. Student teachers analyze and reflect on the data to determine the impact their instruction had on the P-12 students' achievement. The Teacher Work Sample is evaluated by the university professor and feedback given to the student teacher based on their analysis of and reflection on the data. In addition, graduate candidates in various programs reflect on their impact on P-12 student learning through portfolio reflections and course projects.

CONCLUSION

The Conceptual Framework incorporates a shared view of how to best prepare Northern Kentucky University College of Education and Human Services candidates to deliver educational services to children and youth, schools, families, and communities. This framework embodies the essential elements of our programs and provides a blueprint for ensuring coherence among curriculum, instruction, field experiences, clinical practice, and assessment of candidates. The continuous assessment plan is linked to the learning outcomes of the Conceptual Framework and is used by faculty to evaluate candidates and programs for continuous improvement. It is a guide for the systematic experiences we require of candidates in our programs and provides the basis for the continuous improvement process of candidates and programs. The goals of this collaborative process are to continuously evolve and improve each program while developing candidates who effectively demonstrate the knowledge, skills, and dispositions required of highly qualified teachers, instructional leaders, and school counselors.

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Appendix

- A. ePortfolio rubrics
- B. Dispositions/ Professional behaviors checklist—for all programs
- C. Lesson evaluation forms
- D. Interview questions- MAT, Instructional Leadership, School Counseling
- E. Continuous Assessment Committee data review plan
- F. Survey Monkey surveys--- cooperating teachers, student teachers, university supervisors, employment survey, principal survey, graduate student survey