



EPP Quality Assurance System Plan

*Submitted to the Kentucky Education Professional Standards Board
March, 2017 (Updated 5/11/2021)*

INTRODUCTION

As can be seen at www.wku.edu/cebs/peu/, specifically “Evidence of Teacher Quality – Reports,” WKU as an educator preparation provider (EPP) has a history of collecting, organizing, analyzing, reporting, and reflecting on candidate and progress data at both the EPP and program level. This work has been based on our belief that highly effective EPPs develop and maintain a quality assurance system that provides credible performance data on the progress and achievement of each candidate available for feedback and reporting to the candidate, faculty, and program. Such a system allows EPPs to monitor and report overall candidate progress toward standards. To that end, almost two decades ago, the WKU EPP developed the WKU *Electronic Portfolio and Accountability Systems* (E-PASS) in which key EPP-wide and program level assessment data are electronically collected, stored, analyzed, and reported. The opening screen of the system can be viewed at <http://edtech2.wku.edu/accountability/>.

Although the E-PASS system will continue to be the central location of WKU EPP data, with the transition from National Council for Accreditation of Teacher Education (NCATE) to Council for the Accreditation of Educator Preparation (CAEP), WKU’s challenges have included the following:

- Moving from a constellation of course-embedded “critical performances” of varying levels of quality, but that assessed all Kentucky Teacher Standards at each major transition point, to identifying or developing a few “key” and “defensible” (in terms of validity and reliability) assessments.
- Moving from a EPP-wide focus on “helping candidates reach proficiency” to developing “aspirational” assessments that reveal areas for growth in candidates and programs.
- Re-imagining the assessment results reporting and reflection process at the EPP-wide and program level with fewer, key assessments and with the shift from ensuring “everything looks good overall” to digging deeper into data for continuous improvement.

This planning document describes WKU’s current progress and continuing journey toward overcoming these challenges. The plan outline follows the language of “CAEP Standard 5 – Provider Quality Assurance and Continuous Improvement.”

QUALITY AND STRATEGIC EVALUATION

5.1.1. *The EPP quality assurance system is comprised of multiple measures that can monitor...*

A. Candidate Progress

For initial preparation programs, the WKU EPP has identified ten key assessments, as well as other state mandated criteria to monitor candidate progress (see Table 1). Table 2 indicates how these and other data are reviewed at various transition points to make decisions about candidate progress and program quality. The alignment of these key assessments to each initial preparation program is provided in Table 3.

Table 1. Key Assessments – Initial Preparation

KEY ASSESSMENTS				
AREA		NAME	STANDARD ALIGNMENT	
			KTS	InTASC
1	Content Assessment	Praxis II	(1)*	(4,5)
2	Other Content Assessment	Major GPA	(1)	(4)
3	Assessment of Professional Capabilities	Praxis PLT	(2-10)	(1-3,6-10)
4	Clinical Experiences Measure of Teaching Proficiency	Student Teacher Evaluation	1-10	1-10
5	Measure of Assessment Proficiencies	A: Learning Goals & Pre/Post Assessment B: Analysis of Student Learning	1-3,5-7	1-10
6	Ability to Diagnose and Prescribe for Personalized Student Learning	Design for Instruction	1,2,5,6	1,4-10
7	Application of Content Knowledge and Pedagogical Skills	Teacher Work Sample	1-3,5-7,9	1-10
8	Assessment of Literacy Outcomes	Operational Stance Concerning ContentArea and Discipline-Specific Literacies	1,2,5	1,4-7
9	Dispositions	Dispositions Form	NA	NA
10	KTS Exit Survey	KTS Exit Survey	1-10	1-10

Table 2. EPP-Wide Continuous Assessment Matrix – Initial Preparation

WKU EPP-WIDE CONTINUOUS ASSESSMENT MATRIX - INITIAL PREPARATION										
Standards/Values	Component 1: Admission		Component 2: Mid-Level Key Assessments	Component 3: Early Clinical Experiences	Component 4: Final Key Assessments		Component 5: Exit and Follow Up Data			
	Faculty Recs	KY REQ's	Key Assessments	Dispositions/KFETS	ST EVAL	TWS	Exit Survey	Praxis II	EPSB Survey	KTIP Data
KTS 1 Content Knowledge		Various Data Required by State for Admission into EPPs	Aligned to KTS/InTASC		1a-d, Overall	LGA 4, DI 2,4, ASL 4	1a-d	State Approved Certification Exams	1a-d	1a-d
KTS 2 Designs/Plans					2a-e, Overall	CF 1-3, LGA 1,3,4,7, DI 1,4,5, ASL 3	2a-e		2a-e	2a-e
KTS 3 Learning Climate					3a-e, Overall	CF 1-3, LGA 2,5	3a-e		3a-e	3a-e
KTS 4 Impl/Manages					4a-e, Overall		4a-e		4a-e	4a-e
KTS 5 Assessment/Eval					5a-d, Overall	LGA 6,8,9, DI 1,5, ASL 2	5a-e		5a-e	5a-e
KTS 6 Technology					6a-d, Overall	DI 3, ASL 1	6a-d		6a-d	6a-d
KTS 7 Reflection					7a-c, Overall	ASL 2,3	7a-c		7a-c	7a-c
KTS 8 Collaboration					8a-b, Overall		8a-d		8a-d	8a-d
KTS 9 Professional Dev					9a-c, Overall	R 1-3	9a-d		9a-d	9a-d
KTS 10 Leadership					10a, Overall		10a-d		10a-d	10a-d
Dispositions	Disp a-f*			Disp a-l	Disp a-l					
Field/Clinical Experiences				KFETS						
Diversity				KFETS	Disp g	CF 1-3, LGA 2,5				

Impacts P-12 Learning					LGA 1-9, ASL 1-4, R 1-2					
DATA MAINTAINED BY:	OTS [†]	Faculty	Faculty/OTS	Ed Tech	Ed Tech	Ed Tech	OTS	EPSB	EPSB	
DATA REPORTING CYCLE:	Semester	Yearly	Yearly	Yearly	Yearly	Yearly	Yearly	Biannually	Yearly	
DATA REVIEWED BY:	PEC [†]	Programs/PEC	Programs/PEC	Programs/PEC			Programs/PEC			
TRANSITION POINTS:	1: Program Admission	2: Admission to Final Clinical Experience		3: Program Exit				4: Program Impact (CAEP 4)		

*Cells reflect instruments or rubric/survey items keyed to CF Standards/Values; [†]OTS = Office of Teacher Services; PEC = Professional Education Council

Table 3. *EPP-Wide Initial Preparation Key Assessments – Location Within Programs*

NAME	ELED	MGE		SECED			P-12				5-12			SPED	IECE
		ENG/SS	MTH/SC	ENG	SKyTch	SS	ART	MLANG	MUS	PE	AGED	BME	FCS		
Praxis II	Praxis Report														
Major GPA	Prior to Student Teaching														
Praxis PLT	Praxis Report														
Student Teacher Evaluation	EDU 490	MGE 490	MGE 490	SEC 490	SEC 490	EDU 490	ELED 490 SEC 490	SEC 490	SEC 490	ELED 490 SEC 490	SEC 490	EDU 490	MGE 490 SEC 490	SPED 490	IECE 490
A: Learning Goals & Pre/Post Assessment B: Analysis of Student Learning	ELED 465 ELED 405	MGE 475 MGE 481	SMED 320	SEC 475	SMED 320	SEC 481	ART 413	MLNG 474	MUS 412	SEC 478	AGED 471	SEC 473	FACS 381	SPED 350	IECE 322
Design for Instruction	ELED 465	MGE 475 MGE 481	SMED 470	SEC 475	SMED 470	SEC 481	ART 411	MLNG 474	MUS 415 or MUS 416	PETE 416	AGED 479	SEC 473	FACS 481	SPED 425	IECE 422
Teacher Work Sample	EDU 489	EDU 489	SMED 489	EDU 489	SMED 489	EDU 489	EDU 489	EDU 489	EDU 489	EDU 489	EDU 489	EDU 489	EDU 489	EDU 489	EDU 489
Content-Area and Discipline-Specific Literacies	LTCY 420	LTCY 421	LTCY 421	LTCY 421	LTCY 421	LTCY 421	LTCY 421	LTCY 421	LTCY 421	LTCY 421	LTCY 421	LTCY 421	LTCY 421	LTCY 420	LTCY 310
Dispositions Form*	ELED 345 Block I Block II EDU 490	MGE 385 MGE 475 MGE 481 MGE 490	SMED 102 SMED 320 SMED 470 MGE 490	SEC 350 EDU 490	SMED 102 SMED 320 SMED 470 SEC 490	SEC 350 EDU 490	ART 411 ART 413 ART 432 ELED 490 SEC 490	SEC 351 SEC 490	MUS 412 SEC 490	PETE 315 PETE 416 ELED 490 SEC 490	AGED 470 SEC 490	SEC 351 SEC 352 SEC 473 EDU 490	FACS 282 FACS 381 FACS 481 MGE 490 SEC 490	SPED 480 SPED 490	IECE 321 IECE 422 IECE 490
KTS Exit Survey	EDU 489	EDU 489	SMED 489	EDU 489	SMED 489	EDU 489	EDU 489	EDU 489	EDU 489	EDU 489	EDU 489	EDU 489	EDU 489	EDU 489	EDU 489

*At the Admissions stage, the WKU EPP collects Dispositions observed early in programs (Level 1) as part of the Faculty Recommendation process. Level 1 dispositions are Values Learning (attendance, class participation, and class preparation) and Values Personal Integrity (emotional control and ethical behavior). The courses listed above are where both Level 1 and Level 2 Dispositions are collected, typically, as students engage in field experiences. Level 2 dispositions are Values Diversity, Values Collaboration, and Values Professionalism (respect for school rules, policies, and norms; commitment to self-reflection and growth; professional development and involvement; and professional responsibility).

Table 3. EPP-Wide Initial Preparation Key Assessments – Location Within Programs - Continued

NAME	MAT			
	GSKYTeach	IECE	MGE/SEC	SPED
Praxis II	Praxis Report			
Major GPA	Prior to Student Teaching			
Praxis PLT	Praxis Report			
Student Teacher Evaluation	SMED 589	IECE 524	EDU 589	SPED 590
A: Learning Goals & Pre/Post Assessment B: Analysis of Student Learning	SMED 510	SPED 523	EDU 570	SPED 530
Design for Instruction	SMED 520	SPED 523	EDU 522	SPED 533
Teacher Work Sample	SMED 589	IECE 524	EDU 589	SPED 590
Content-Area and Discipline-Specific Literacies	SMED 530	SLP 517	LTCY 510	SPED 531

Dispositions Form*	SMED 520, SMED 589	IECE 520, IECE 523, IECE 523, IECE 524	EDU 520, EDU 522, EDU 589	SPED 531, SPED 590
KTS Exit Survey	SMED 589	IECE 524	EDU 589	SPED 590

B. Completer Achievements

Related to CAEP Standard 4, Table 1, Transition Point 4: Program Impact (CAEP 4), outlines continued WKU efforts to collect available state-level data to measure the overall preparation of our graduates, as well as their initial impact on P-12 student learning. Also see information under section 5.4 below.

C. Provider Operational Effectiveness

See the “Continuous Improvement” section of this document for information regarding how key assessment and other data will be gathered and analyzed for operational effectiveness.

D. Advanced Education Programs

While the foregoing describes the Quality Assurance process for initial educator preparation programs, WKU’s advanced educator credentialing programs also follow similar processes. Key assessments, aligned to all relevant standards, and how those assessment data are used for continuing program improvement, are described in program review documents (PRD’s) posted on WKU’s Advanced Program Review Webpage: https://www.wku.edu/cebs/peu/advanced_program_review/

5.1.2. Evidence demonstrates that the provider satisfies all CAEP standards.

To demonstrate that it satisfies all CAEP standards, the WKU EPP searched out and reviewed all potential assessments or other artifacts related to educator preparation. Table 3 represents first efforts to identify the best sources of evidence by standard at the initial preparation level. As advanced programs prepare for CAEP, each of these will develop a similar table.

5.2. *The provider’s quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.*

WKU uses consistent and well defined procedures in the development, implementation, and the interpretation of the assessments used to provide evidence of candidate performance and program quality. Appendix A: WKU Quality Assurance Diagram depicts the discrete steps outlined in the narrative below.

A. EPP Steps to Establishing Validity

WKU believes validity is a single, unitary concept rather than several separate types of validity based on use and situation. Validity is a characteristic of the assessment scores and the meanings and inferences developed from these scores rather than an inherent characteristic of the instrument. The process WKU uses will build our case for validity from more than one category of evidence, including Content, Construct, Concurrent, and Predictive evidence. Inferences made from EPP assessments are made

stronger by the validity process and provide a higher level of confidence when determining the meaning of the data. The validation process will be “an integrated [on-going] evaluative judgment of the degree to which empirical evidence and theoretical rationale support the adequacy and appropriateness of inferences and actions based on” the assessment outcomes (Messick, 1989, p. 13).

1. Research/Theoretical Base

The development/revalidation of any assessment will include the evaluation of current research and theoretical bases available on the topic. A short summary of previous research in the assessment area and rationale for further study will be developed.

Table 4. CAEP Evidence Alignment Matrix – Initial Preparation Programs

	Standard 1: Content &					Standard 2:			Standard 3: Candidate Quality,						Standard 4: Program				Standard 5: Provider Quality,					Diversity	Technology	Selected
	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	3.1	3.2	3.3	3.4	3.5	3.6	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4	5.5	D	T	SIP
CEBS Conceptual Framework		X			X									X							X			X	X	
WKU CAEP Annual Program Report Template																X	X	X		X						X
Key Assessment 4 - Student Teacher Evaluation		X	X	X	X							X	X						X	X	X			X	X	
Key Assessment 5 - LGA-SL	X	X	X	X	X														X					X	X	X
Key Assessment 6 - Design For Instructioni	X	X	X	X	X							X							X					X	X	X
Key Assessment 7 - TWS	X	X	X	X	X							X	X						X					X	X	X
Key Assessment 9 - Dispositions		X									X								X					X		X
Key Assessment 10 - Exit Survey		X	X	X	X							X							X	X	X			X	X	
KA - Development Teams	X					X		X															X			
KTS INTASC Danielson Alignment	X					X																				
CP Scores by KTS	X	X	X		X																			X	X	
Early Disposition Scores		X			X						X													X		
TWS Scores by Program		X	X		X								X											X	X	
Student Teacher Evaluation - Dispositions		X	X		X																			X	X	
Exit Survey aligned to KTS		X	X	X	X																			X	X	
Praxis Scores - 5 year		X	X										X													
Student Teacher Admission GPA Data			X						X	X			X													
WKU KTIP Data from EPSB																X						X			X	
EPSB KTIP Reliability and Validity Study																X			X		X					
EPSB Code of Ethics		X									X		X								X					
WKU Program Review Documents	X		X				X														X			X		
WKU District MOUs						X																				
WKU Dual Credit Partnership Agenda						X																				
WKU P12 Partnerships and PD						X	X																			
WKU P12 Student Teacher Handbook Comm.						X		X																		
WKU Student Teaching Handbook						X																				
WKU Block Observation Forms						X		X																		
WKU State Program Impact KCEWS PGES														X	X							X				
WKU State Teacher Prep Feedback Report KCEWS																X							X			
WKU State New Teacher Survey																X	X						X		X	
COUNT	7	14	12	6	11	8	2	3	1	1	3	4	5	2	1	1	5	2	3	7	6	5	1	13	12	5

*This table will continue to be updated as WKU develops the CAEP SSR and modifies annual reporting procedures.

2. Development, Piloting, and Refinement

The development/revalidation of the assessment will include university faculty, clinical faculty, and other key P-12 partners. Appropriate development strategies may include surveys, focus groups, and expert review. Documentation of this step will include the refinements made during the development process, piloting of the instrument, and plans for full implementation.

Other items that will be included in the development process are (detailed in later steps):

- the administration and purpose of the assessment
- point or points of administration
- use in the candidate monitoring or decisions on progression
- scoring items are tagged to CAEP, InTASC, and KTS standards
- specific instructions for students
- the use in candidate monitoring or decision making process
- complete scoring rubric including criterion for success or what is “good enough”

3. Assessment Use and Training

The description of assessment use will include the groups who use the assessment (e.g., all initial preparation programs, program areas, licensure areas, etc.) and candidate groups. Specific details will describe the scorers’ training process (initial training or re-calibration) and training strategies (videos, Blackboard course, sample assessments, etc.).

4. Integration into Curriculum

The description of integration into the curriculum will include the specific point or points when the assessment is administered (beginning, middle, end, etc.), the number of implementations (single or multiple), and the assessment scorers. This may include specific courses or candidate progress times (admission, clinical experience, etc.). Tables 1 and 2 illustrate how assessments and other key data are managed within the program and curriculum.

5. Type of Validity Evidence

Assessments developed by WKU will provide at least content related evidence of validity; efforts will be made to also include either concurrent or predictive evidence. The description of any assessment development will include the type of validity evidence under investigation or established and the steps that were taken during the process.

Content-related or Construct-related Evidence of Validity

Content/construct-related evidence of validity will be explored using content experts, which include university faculty, university supervisors, and P-12 teachers and administrators. These experts will be given the evaluation instruments and rubrics and will be asked to rate each item of the instruments using various criteria, as appropriate, such as *frequency* of the teaching behaviors in actual job performance, the *criticality* (or importance) of those behaviors, the *authenticity* (or realism) of the tasks to actual classroom practice, and/or the degree to which the tasks were *representative* of the targeted

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standards (see Crocker, 1997; Denner, Norman, Salzman, Pankratz, & Evans, 2004). Rubrics will be evaluated for percentage of exact agreement and adjacent agreement for each rubric item. A ratio of content/construct-related evidence of validity will be calculated using the following formula: $CVR = [(E - (N/2))/(N/2)]$, where N stands for the total number of experts and E stands for the number who rated the object as meeting the criteria (frequency, criticality, etc.) of interest (Chepko, 2016).

Concurrent-related Evidence of Validity

Concurrent validity refers to the relationship or correlation of scores between two or more assessments given during the same time (Slavin, 2007). As WKU gathers evidence related to key assessments, concurrent validity would be established by looking to other data running parallel to each assessment. For example, analysis of Key Assessment 5a (Learning Goals & Pre/Post Assessment) and 5b (Analysis of Student Learning) may be explored to establish the degree of relationship between the two assessments.

Predictive-related Evidence of Validity

Predictive validity is like concurrent validity but differs in that early key assessment data are analyzed regarding their relationship to a key assessment that occurs at a future time. For example, analysis of Key Assessment 5a: Learning Goals & Pre/Post Assessment and 5b: Analysis of Student Learning may be explored to establish the degree of relationship and ability to predict performance on Key Assessment 7: Teacher Work Sample.

6. Results Analysis and Interpretation

See the “Continuous Improvement” section of this document for information regarding how key assessment and other data will be gathered and analyzed for EPP and program improvement.

B. EPP Steps to Establishing Reliability

1. Types of Reliability Evidence

Reliability refers to the ability of an assessment to measure candidate characteristics or knowledge consistently. There are many methods used to compute the reliability of an assessment:

Internal Consistency – the degree to which assessment items correlate to one another. **Test-retest** – an estimate of reliability computed by correlating scores of the same group but administered at different times.

Parallel Forms – an estimate of reliability computed by correlating scores of the same group but administered through different forms of the assessment (both designed to measure the same constructs).

Inter-rater – the degree to which two or more raters obtain the same results when using the same instrument/criteria for evaluation. This is the primary method WKU will use to measure the reliability of its assessments as it addresses the consistency of the assessment implementation methods.

2. Scorer Training

Scoring assessments requires professional judgement and will be carried out by those considered to be qualified to make those judgements. Multiple raters help achieve the sound judgment necessary when reviewing assessments that may be considered “high stakes.” Raters will include representatives from different groups who may be course instructors, university supervisors, cooperating teachers, school administrators, or faculty members from other colleges or content areas.

Scorer training will include a review of the assessment and a general set of scorer guidelines. Anti-bias training will be included as part of this process. Raters will be given complete explanation of the performance expectations, standards, directions, and prompts given to the candidates. As they become available, benchmark performances that represent different proficiency levels will be given to raters as training and calibration tools. Raters will score one or more performances to help identify any scoring difficulties or variances in judgment. Individual scores can be then compared to the benchmark scores (Denner et al., 2004).

Scorer training will be documented and any data analysis done during the process will be included as evidence of establishing/re-establishing reliability. Training for existing assessments will occur at least once a year, typically in August. Other training opportunities may need to occur at other times based on need (new faculty, adjuncts, etc.).

3. Multiple Scoring

New assessments will be evaluated for inter-rater reliability after the initial pilot of the instrument. At the end of the pilot, qualified raters will conduct a scoring session, which will establish the baseline for rater agreement. Depending on the size of the pilot, this could be done for all items or may be broken up into smaller scoring groups. At least two raters will rate each group and record scores for all indicator items. These data will be turned in for analysis.

Confirmation of inter-rater reliability will be conducted each year for all continuing key assessments. There will be an established time where the qualified raters can be brought together to evaluate the current semester/year data. A representative sampling of student work will be used for this

verification. Each student's work will already have an existing instructor score which will not be revealed to the additional scorers. Each sample of work will then be scored by different raters and the scores recorded. Data analysis will produce a current inter-rater score that can be compared to previous scoring efforts.

4. Reliability Coefficient

Although CAEP does not require EPP's to produce a reliability coefficient, WKU will be able to provide this information based on the original student score and the scores determined in the multiple scoring sessions. The percentage of agreement will be computed for each pair of ratings by counting the number of times the number of exact rater agreement by the number of ratings which is based on a similar process used by the EPSB KTIP research (Hibpshman, 2017).

CONTINUOUS IMPROVEMENT

- 5.3. *The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.***

A. Assesses Performance Against Goals and Relevant Standards

The WKU EPP continues to believe that highly effective education preparation programs develop and maintain an assessment system that provides credible performance data on the progress and achievement of each candidate available for feedback and reporting to the candidate, faculty, and program. Such a system allows us to monitor and report overall candidate progress toward standards. Key assessment data, including dispositions, teacher work samples, student-teaching evaluations, as well as fieldwork, survey results, and program impact are reported annually to the EPP and programs via an *EPP-Wide* assessment report developed by the College of Education and Behavioral Sciences (CEBS) Office of the Dean and presented to the Professional Education Council (PEC). This report typically includes the following types of information (see Table 1 for reference):

CAEP 3.1: Admission Data

- Number, percentage, and diversity program of educator preparation candidates approved by the PEC for admission

CAEP 3.2 Admission Data

- Admission test score averages and average GPA by program of educator preparation candidates by program

CAEP 3.3 Non-academic Dispositions Data

- Disposition average scores prior to student teaching and during student teaching by program

CAEP 3.4 Candidate Progression/Monitoring

Mid-Level Key Assessment Data

- Percentage of candidates scoring at each level of proficiency on all key assessments at the indicator level and by appropriate program standards
- Identification of candidates failing to make progress

Final Key Assessment Data □ Teacher Work Sample scores by program, by components, by indicators and appropriate program standards

- Student Teaching Evaluation data by program, by components, by indicators and appropriate program standards

Exit and Follow Up Data

- WKU Exit Survey results
- *CAEP 3.5 Candidate standard for content knowledge*
- Major GPA Prior to Student Teaching by program and education vs non-education students □ Praxis results

CAEP 5.4 Measures of completer impact

- Teacher Preparation Program Impact Report
- KTIP Data

- Education Professional Standards Board (EPSB) New Teacher Survey results

In section 1 of the report, results are reported by data collection point. In section 2, data are summarized based on what they reveal about candidate proficiencies on Kentucky Teacher and InTASC standards, as well as on other important measures such as dispositions and Praxis tests. Section 3 summarizes current and planned efforts to report and disseminate these results. Section 4 summarizes key decisions made or under consideration based on these results.

This report as well as other data deemed important to the unit and programs are initially disseminated through the PEC. The PEC, consisting of faculty representatives from all education professional preparation programs, meets monthly to admit teacher candidates into the professional education program, to approve education-related program changes, to discuss state and national education trends, to recommend changes to the functioning of the unit, and to review, discuss, and make decisions based on key assessment and other education-related data. Report data will then be shared with the Green River Regional Educational Cooperative Superintendents (consisting of 43 area school districts served by WKU), the CEBS Advisory Board, and KCTCS Dual Admission representatives.

At the program level, designated program coordinators work with the appropriate member of the CEBS Dean's Office to develop a *program-level* annual assessment report composed of the following outline:

1. Presentation of continuous assessment results in the following areas:
 - a. Admission Data
 - b. Mid-level Key Assessment Data
 - c. Early Clinical Experiences Data – *Including dispositions assessment and KFETS compliance reporting*
 - d. Final Key Assessment Data
 - e. Exit, Follow Up and Program Impact Data
2. Summary of results by Kentucky Teacher/InTASC (Initial Programs) or Program Standards (Advanced Programs) – *Including a description of what results suggest about candidates' progress toward/proficiency on each standard*
3. Summary of efforts to report and disseminate results (EPP/college-wide meetings, department/program level meetings, written reports, presentations, etc.)
4. Summary of key discussions and/or decisions made based on assessment results:
 - a. Description of any assessment or data collection changes made/to be made based on assessment results
 - b. Description of any program curriculum or experience changes made/to be made based on assessment results
 - c. Description of any decisions about group/individual student progress made/to be made based on assessment results
5. Discussion of trends in assessment results over several assessment cycles

B. Tracks Results Over Time

See "Discussion of trends in assessment results over several assessment cycles" above.

C. Tests Innovations and the Effects of Selection Criteria on Subsequent Progress and Completion

For key assessments, candidates receiving a holistic score of “1” (on a scale of 1 = Beginning, 2 = Developing, 3 = Proficient, and 4 = Exemplary) will be required to repeat the assessment until successful (scoring at least “2”) or will be advised out of the program. Candidates scoring at least “2” will be allowed to continue into the next stage of the program. Behind these holistic scores are analytic standard aligned rubrics. The greater quantity and potential variability of scores should allow for longitudinal studies of candidate progress from early to final key assessments as well as performance on Praxis tests and KTIP assessments. Such studies would then provide sufficient evidence to begin using early candidate performance as selection criteria, which then would lead to opportunities to test the effects of implementing these criteria on subsequent candidate performance and completion.

D. Uses Results to Improve Program Elements and Processes

See the information provided under 5.3 A-C.

5.4. *Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decisionmaking related to programs, resource allocation, and future direction.*

A. Current Context in Kentucky

WKU and other Kentucky institutions have worked in conjunction with the Kentucky Education Professional Standards Board and other Kentucky education agencies to collect and report on data related to the following eight areas listed below.

Table 8. CAEP Annual Reporting Measures

	Measure Description	Possible WKU/Kentucky-wide Instruments
	Program Impact Measure #1: Impact that completers’ teaching has on P-12 learning and development	<ul style="list-style-type: none"> ● KCEWS Educator Preparation PGES Report
	Program Impact Measure #2: Indicators of teaching effectiveness	<ul style="list-style-type: none"> ● KCEWS Educator Preparation PGES Report ● KTIP data from EPSB
	Program Impact Measure #3: Results of employer surveys, and including retention and employment milestones	<ul style="list-style-type: none"> ● Kentucky Teacher Preparation Feedback Report ● EPSB New Teacher Survey
	Program Impact Measure #4: Results of completer surveys	<ul style="list-style-type: none"> ● EPSB New Teacher Survey
	Program Outcome/Consumer Information Measure #1: Graduation rates from preparation programs	<ul style="list-style-type: none"> ● EPSB Candidate Cohort Data in new annual Program Approval process - Kentucky Educator Preparation Accountability System (KEPAS)

CAEP EIGHT ANNUAL REPORTING MEASURES	Program Outcome/Consumer Information Measure #2: Ability of completers to meet licensing (certification) and any additional state requirements (i.e., licensure rates)	<ul style="list-style-type: none"> • Same as Praxis Content /PLT Exam Results in new annual Program Approval process - KEPAS
	Program Outcome/Consumer Information Measure #3: Ability of completers to be hired in education positions for which they were prepared (i.e., hiring rates)	<ul style="list-style-type: none"> • KCEWS Educator Preparation Feedback Report
	Program Outcome/Consumer Information Measure #4: Student loan default rates and other consumer information	<ul style="list-style-type: none"> • Information provided by WKU Institutional Research

5.5. *The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.*

As stated previously, the WKU EPP believes highly effective education preparation programs develop and maintain an assessment system that provides credible performance data on the progress and achievement of each candidate available for feedback and reporting to the candidate, faculty, and program. The EPP’s system processes include stakeholder involvement at all steps in the assessment cycle. P-12 representatives were and will continue to be integral in the creation/scoring/evaluation of EPP-wide assessments. Partners including GRREC Superintendents, CEBS Advisory Board, and KCTCS representatives will be given opportunities through surveys, focus groups, etc. to evaluate and provide specific feedback used for program evaluation, improvement, and direction. Additionally, the PEC, consisting of faculty representatives from all education professional preparation programs, meets monthly to admit teacher candidates into the professional education program, to approve education-related program changes, to discuss state and national education trends, to recommend changes to the functioning of the unit, and to review, discuss, and make decisions based on key assessment and other education-related data.

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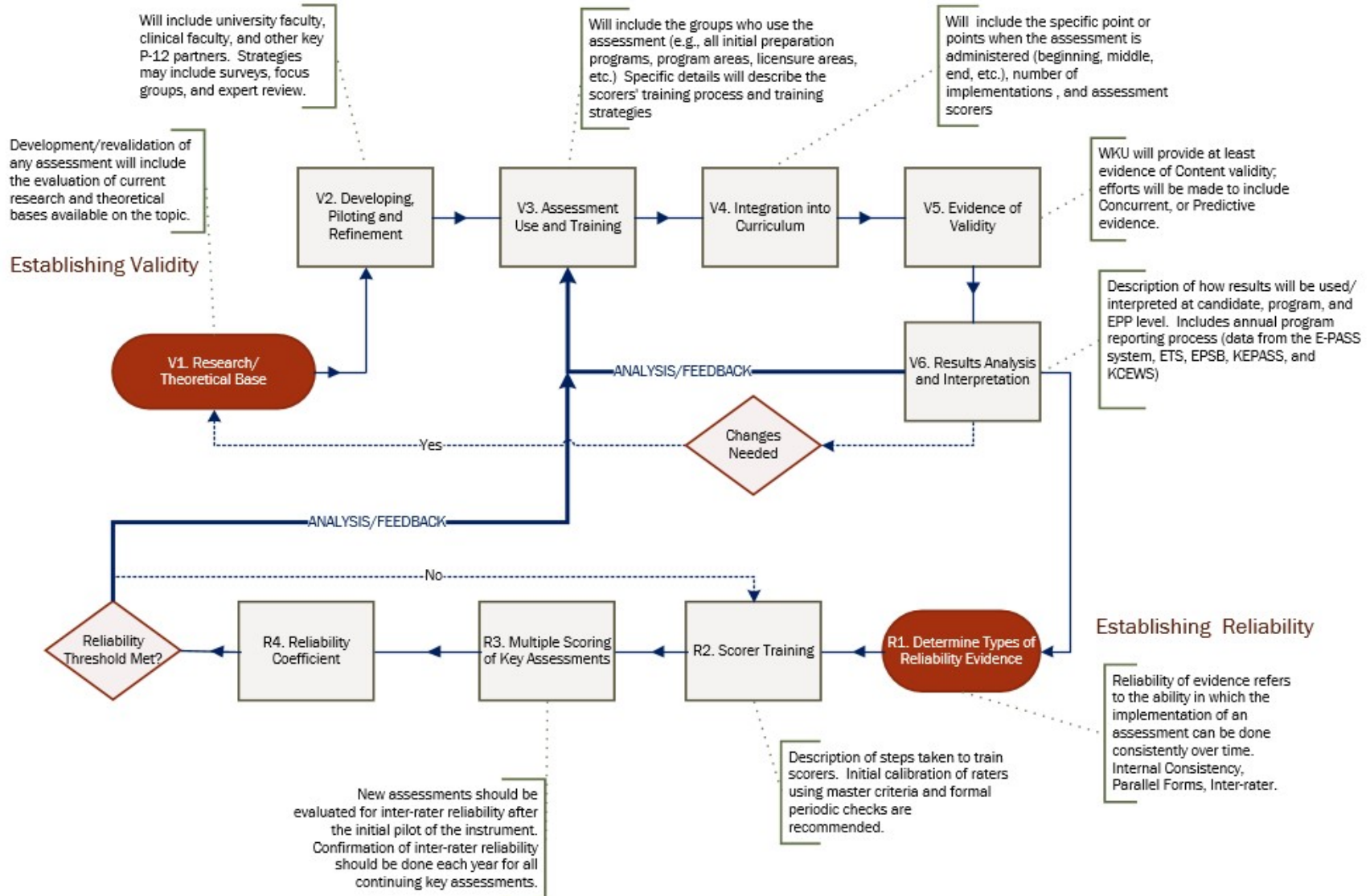
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Appendix A: WKU Quality Assurance Diagram



Appendix B: WKU EPP Annual Reporting Process

