

**COVER SHEET**

**Kansas Teaching Standards Program Review**

*Please include one copy of this cover sheet with each program report.*

**SUBMITTED BY:** \_\_\_\_\_  
(Name of Institution)

**COMPILER(S):** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**PHONE:** \_\_\_\_\_

**DATE OF ON-SITE VISIT:** \_\_\_\_\_

Identify the program reviewed in this document and offered by your institution. Please list: (a) level of the program (initial [I] or advanced [A]); (b) grade range for which preparation is intended; (c) content in which candidates will be licensed to teach; and (d) the code associated with this program to which reviewers should refer.

Level	Grade Range	Content	Code

**Checklist of materials to be enclosed with this program report document:**

- A. For the overview and scope of the program, please provide:
  - Table of contents
  - Goals and objectives for this program
  - List of current faculty with primary assignments in the specialty area, including rank, responsibilities and tenure status (Do not send vitae).
  - The number of graduates from the program over the last five years, or an explanation if there have been none over that period. List by year.
  - Indicate whether program completion means a candidate has completed a degree and if so which degree: BA, BS, MA, MS, EdSpec., EdD, PhD.
- B. Matrices (completed for each standard) with pagination.
- C. Appendices – This section should include *any documentation* needed to validate assertions made in the matrix. This could include, but is not limited to:
  1. Program descriptions and course(s) of study including courses and sequences taken by semester. **List only required courses.** Advising sheets are suggested for all programs.
  2. Copies of significant assessment instruments or descriptions of criteria for assessment.
  3. **Remember – you need not address every indicator, but MUST address every standard, and some/most of the indicators**

**Note:** The appendices should be limited to a maximum of 50 pages. The complete program review document should be no more than 100 pages (size 12 Times New Roman). You may also list a website that the reviewers can look at for additional information.

**\*\*\*New Programs:** For a new program (has never been taught at your institution), you need to include syllabi for the program and we will extend the number of pages in the appendices to 100

**with a total number of pages to 150. We would not expect to see “data” but if you have it, please include it. In addition, please remind the reviewers on a constant basis that this is a new program with a plan for assessment/collection of data.**

I verify that the information provided in this program review document is accurate and true:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name (please print)

\_\_\_\_\_  
Position

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
Address

\_\_\_\_\_  
City, State, Zip

**Kansas State Department of Education  
Teacher Education Licensing Standards  
and  
Program Assessment Data**

Please use the following template to report your program assessment data

\_\_\_\_\_  
(Name of Content/Level)

<p style="text-align: center;"><b>Conceptual Framework</b></p> <p>Describe how this program relates to your Conceptual Framework (use as much space as needed)</p>	<p style="text-align: center;"><b>KSDE/NCATE</b></p> <p>Describe how your assessment efforts on this program fit with any KSDE/NCATE standard (use as much space as needed)</p>

**PROFESSIONAL EDUCATION**

**Part I – The Standards**

**Standard #1** The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

<b>Indicators</b>	<b>Courses Where Addressed</b>	<b>Assessment Methods (e.g. case studies, portfolios, simulations, journals, exams, oral presentations, artifacts, essays, reflective analyses, research papers, etc.)</b>	<b>Criteria Used in Assessments (e.g. rubrics, grades with explanations, requirements, scales, checksheets, proficiency requirements, etc.)</b>
<p style="text-align: center;"><b><u>KNOWLEDGE</u></b></p> <p>1. The educator understands major concepts, assumptions, debates, and processes of inquiry, and ways of knowing that are central to the discipline being taught and can create opportunities that make these aspects of subject matter meaningful for all students.</p> <p>2. The educator understands that</p>			

<p>students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.</p>			
<p><b><u>PERFORMANCE</u></b></p> <ol style="list-style-type: none"> <li>1. The educator represents and uses differing viewpoints, theories, "ways of knowing," and methods of inquiry in teaching of subject matter concepts.</li> <li>2. The educator evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.</li> <li>3. The educator engages students in constructing knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.</li> <li>4. The educator develops or adapts and uses curricula that encourage all students to see, question, and interpret ideas from diverse perspectives.</li> </ol>			

<p><b>A. Results:</b> What data do you have that demonstrates students are meeting this program standard?</p>	
<p><b>B. Continuous Improvement:</b> What response is the program making based on the data?</p>	

**PROFESSIONAL EDUCATION STANDARDS (cont.)**

**Standard #2** The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

<b>Indicators</b>	<b>Courses Where Addressed</b>	<b>Assessment Methods (e.g. rubrics, grades with explanations, requirements, scales, checksheets, proficiency requirements, etc.)</b>	<b>Criteria Used in Assessments (e.g. rubrics, grades with explanations, requirements, scales, checksheets, proficiency requirements, etc.)</b>
<p style="text-align: center;"><b><u>KNOWLEDGE</u></b></p> <ol style="list-style-type: none"> <li>1. The educator understands how learning occurs--how students construct knowledge, acquire skills, and develop critical thinking--and knows how to use instructional strategies that promote learning for all students.</li> <li>2. The educator understands that students' physical, social, emotional, moral, and cognitive development influences learning and knows how to address these factors when making instructional decisions.</li> <li>3. The educator is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.</li> </ol>			
<p style="text-align: center;"><b><u>PERFORMANCE</u></b></p> <ol style="list-style-type: none"> <li>1. The educator assesses</li> </ol>			

<p>individual and group performance in order to design instruction that meets learners' current needs in each domain (physical, social, emotional, moral, and cognitive) and that leads to the next level of development.</p> <p>2. The educator stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.</p> <p>3. The educator seeks to discover students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.</p>			
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<p><b>A. Results:</b> What data do you have that demonstrates students are meeting this program standard?</p>	
<p><b>B. Continuous Improvement:</b> What response is the program making based on the data?</p>	

**PROFESSIONAL EDUCATION STANDARDS (cont.)**

**Standard #3** The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

<b>Indicators</b>	<b>Courses Where Addressed</b>	<b>Assessment Methods (e.g. rubrics, grades with explanations, requirements, scales, checksheets, proficiency requirements, etc.)</b>	<b>Criteria Used in Assessments (e.g. rubrics, grades with explanations, requirements, scales, checksheets, proficiency requirements, etc.)</b>
<p style="text-align: center;"><b><u>KNOWLEDGE</u></b></p> <ol style="list-style-type: none"> <li>1. The educator understands and can identify differences in approaches to learning and performance and can design instruction that helps use students' strengths as the basis for growth.</li> <li>2. The educator understands that diversity, exceptionality, and limited English proficiency affect learning.</li> <li>3. The educator knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.</li> <li>4. The educator understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.</li> <li>5. The educator has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and</li> </ol>			

<p>incorporate students' experiences, cultures, and community resources into instruction.</p> <p>6. The educator has knowledge of state and federal regulations related to children and youth with exceptionalities.</p>			
<p><b><u>PERFORMANCE</u></b></p> <p>1. The educator identifies and designs instruction appropriate to students' stages of development, strengths, and needs.</p> <p>2. The educator uses teaching approaches that are sensitive to the multiple experiences of learners and that address diverse learning needs.</p> <p>3. The educator makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.</p> <p>4. The educator can identify when and how to use appropriate services or resources to meet diverse learning needs.</p> <p>5. The educator seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (drawing explicit connections between subject</p>			

<p>matter and community matters, making assignments that can be related to students' experiences and cultures).</p> <p>6. The educator brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.</p> <p>7. The educator creates a learning community in which individual differences are respected.</p> <p>8. The educator is able to recognize learning problems and collaborate with appropriate special services personnel.</p>			
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<p><b>A. Results:</b> What data do you have that demonstrates students are meeting this program standard?</p>	
<p><b>B. Continuous Improvement:</b> What response is the program making based on the data?</p>	

**PROFESSIONAL EDUCATION STANDARDS (cont.)**

**Standard #4** The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.

<b>Indicators</b>	<b>Courses Where Addressed</b>	<b>Assessment Methods (e.g. rubrics, grades with explanations, requirements, scales, checksheets, proficiency requirements, etc.)</b>	<b>Criteria Used in Assessments (e.g. rubrics, grades with explanations, requirements, scales, checksheets, proficiency requirements, etc.)</b>
<p style="text-align: center;"><b><u>KNOWLEDGE</u></b></p> <ol style="list-style-type: none"> <li>1. The educator understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and problem solving, invention, memorization, and recall) and how these processes can be stimulated.</li> <li>2. The educator understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, and independent study).</li> <li>3. The educator knows how to enhance learning by using a wide variety of materials, including human and technological resources, primary documents and artifacts, texts, reference books, literature, and other print resources.</li> <li>4. The educator understands the</li> </ol>			

<p>principles and techniques used in effective reading instruction.</p>			
<p><b><u>PERFORMANCE</u></b></p> <ol style="list-style-type: none"> <li>1. The educator meets the learning needs of all students by evaluating how to achieve learning goals and by choosing alternative teaching strategies and materials.</li> <li>2. The educator uses multiple teaching and learning strategies to engage all students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities, and that help all students assume responsibility for identifying and using learning resources.</li> <li>3. The educator constantly monitors and adjusts strategies in response to learner feedback.</li> <li>4. The educator varies his or her role in the instructional process (instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of all students.</li> <li>5. The educator develops a variety of clear, accurate presentations and representations of concepts using alternative explanations to assist students' understanding and presenting diverse perspectives to</li> </ol>			

<p>encourage critical thinking.</p> <p>6. The educator uses a variety of reading strategies that are appropriate for students' diverse reading abilities and that support further growth and development.</p>			
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<p><b>A. Results:</b> What data do you have that demonstrates students are meeting this program standard?</p>			
<p><b>B. Continuous Improvement:</b> What response is the program making based on the data?</p>			

**PROFESSIONAL EDUCATION STANDARDS (cont.)**

**Standard #5** The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

<b>Indicators</b>	<b>Courses Where Addressed</b>	<b>Assessment Methods (e.g. rubrics, grades with explanations, requirements, scales, checksheets, proficiency requirements, etc.)</b>	<b>Criteria Used in Assessments (e.g. rubrics, grades with explanations, requirements, scales, checksheets, proficiency requirements, etc.)</b>
<p style="text-align: center;"><b><u>KNOWLEDGE</u></b></p> <ol style="list-style-type: none"> <li>1. The educator uses knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.</li> <li>2. The educator understands how social groups function and influence people and how people influence groups.</li> <li>3. The educator knows how to help students work productively and cooperatively in complex social settings.</li> <li>4. The educator understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.</li> <li>5. The educator recognizes factors and situations that are likely to promote or diminish</li> </ol>			

<p>intrinsic motivation and knows how to help all students become self-motivated.</p> <p>6. The educator understands crisis intervention strategies.</p>			
<p><b><u>PERFORMANCE</u></b></p> <p>1. The educator creates a smoothly functioning learning community in which all students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.</p> <p>2. The educator engages all students in individual and cooperative learning activities that help them develop the motivation to achieve by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading all students to ask questions and pursue problems that are meaningful to them.</p> <p>3. The educator organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of all students in productive tasks.</p> <p>4. The educator maximizes the amount of class time spent in learning by creating</p>			

<p>expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.</p> <p>5. The educator helps the group to develop shared values and expectations for student interaction, academic discussion, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.</p> <p>6. The educator analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.</p> <p>7. The educator organizes, prepares students for, and monitors independent and group work in such a way that allows for full and varied participation of all individuals.</p> <p>8. The educator can participate in the implementation of crisis intervention strategies.</p>			
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<p><b>A. Results:</b> What data do you have that demonstrates students are meeting this program standard?</p>	
<p><b>B. Continuous Improvement:</b> What response is the program making based on the data?</p>	

**PROFESSIONAL EDUCATION STANDARDS (cont.)**

**Standard #6** The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

<b>Indicators</b>	<b>Courses Where Addressed</b>	<b>Assessment Methods (e.g. rubrics, grades with explanations, requirements, scales, checksheets, proficiency requirements, etc.)</b>	<b>Criteria Used in Assessments (e.g. rubrics, grades with explanations, requirements, scales, checksheets, proficiency requirements, etc.)</b>
<p><b><u>KNOWLEDGE</u></b></p> <ol style="list-style-type: none"> <li>1. The educator understands communication theory, language development, and the role of language in learning.</li> <li>2. The educator understands how differences in culture, gender and exceptionality can affect communication in the classroom.</li> <li>3. The educator recognizes the importance of non-verbal as well as verbal communication.</li> <li>4. The educator knows about and can use effective verbal and non-verbal communication techniques.</li> </ol>			
<p><b><u>PERFORMANCE</u></b></p> <ol style="list-style-type: none"> <li>1. The educator models effective communication strategies in conveying ideas and information and in asking questions (e. g. monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to non-verbal cues given and received).</li> <li>2. The educator develops learner expressions in speaking, writing, and other media.</li> <li>3. The educator knows how to ask questions and stimulate</li> </ol>			

<p>discussion in different ways for particular purposes (e. g. probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk taking and problem solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question).</p> <p>4. The educator communicates in ways that demonstrate sensitivity to differences in culture, exceptionality and gender (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).</p>			
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<p><b>A. Results:</b> What data do you have that demonstrates students are meeting this program standard?</p>	
<p><b>B. Continuous Improvement:</b> What response is the program making based on the data?</p>	

**PROFESSIONAL EDUCATION STANDARDS (cont.)**

**Standard #7** The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

<b>Indicators</b>	<b>Courses Where Addressed</b>	<b>Assessment Methods (e.g. rubrics, grades with explanations, requirements, scales, checksheets, proficiency requirements, etc.)</b>	<b>Criteria Used in Assessments (e.g. rubrics, grades with explanations, requirements, scales, checksheets, proficiency requirements, etc.)</b>
<p style="text-align: center;"><b><u>KNOWLEDGE</u></b></p> <ol style="list-style-type: none"> <li>1. The educator understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.</li> <li>2. The educator knows how to use contextual considerations (e.g., instructional materials; individual student interests, needs, and aptitudes; and community resources) in planning instruction to create an effective bridge between curriculum goals and students' experiences.</li> <li>3. The educator understands methods for teaching reading.</li> <li>4. The educator understands the impact of using data from building, district, state, and national assessments to guide program development.</li> </ol>			
<p style="text-align: center;"><b><u>PERFORMANCE</u></b></p> <ol style="list-style-type: none"> <li>1. The educator creates lessons and activities that operate at multiple levels to meet the</li> </ol>			

<p>developmental and individual needs of diverse learners and help each progress.</p> <p>2. The educator creates short- and long-term plans that are linked to all students' needs and performance and adapts the plans to ensure and capitalize on the progress and motivation of all students.</p> <p>3. The educator responds to unanticipated sources of input, evaluates plans in relation to short- and long-term goals, and systematically adjusts plans to meet all students' needs and enhance learning.</p> <p>4. The educator uses instructional strategies that help all students develop reading skills and that assist poor readers in gaining information.</p> <p>5. The educator uses data from building, district, state, and national assessments to guide program development.</p>			
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<p><b>A. Results:</b> What data do you have that demonstrates students are meeting this program standard?</p>	
<p><b>B. Continuous Improvement:</b> What response is the program making based on the data?</p>	

**PROFESSIONAL EDUCATION STANDARDS (cont.)**

**Standard #8** The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

<b>Indicators</b>	<b>Courses Where Addressed</b>	<b>Assessment Methods (e.g. rubrics, grades with explanations, requirements, scales, checksheets, proficiency requirements, etc.)</b>	<b>Criteria Used in Assessments (e.g. rubrics, grades with explanations, requirements, scales, checksheets, proficiency requirements, etc.)</b>
<p style="text-align: center;"><b><u>KNOWLEDGE</u></b></p> <ol style="list-style-type: none"> <li>1. The educator understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g., criterion-referenced and norm-referenced instruments, selected response and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.</li> <li>2. The educator knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.</li> <li>3. The educator knows the importance of aligning standards, goals, instruction, outcomes, and assessments.</li> </ol>			
<p style="text-align: center;"><b><u>PERFORMANCE</u></b></p> <ol style="list-style-type: none"> <li>1. The educator appropriately</li> </ol>			

<p>uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, educator-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of all learners, evaluate all students' progress and performances, and modify teaching and learning strategies.</p> <ol style="list-style-type: none"> <li>2. The educator solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.</li> <li>3. The educator uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.</li> <li>4. The educator evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interaction, questioning, and analysis of student work.</li> <li>5. The educator monitors his or her own teaching strategies and behavior in relation to student success, modifying</li> </ol>			
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<p>plans, and instructional approaches accordingly.</p> <p>6. The educator maintains useful records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents, and other colleagues.</p> <p>7. The educator knows how to align standards, goals, instruction, outcomes, and assessments.</p>			
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<p><b>A. Results:</b> What data do you have that demonstrates students are meeting this program standard?</p>			
<p><b>B. Continuous Improvement:</b> What response is the program making based on the data?</p>			

**PROFESSIONAL EDUCATION STANDARDS (cont.)**

**Standard #9** The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).

<b>Indicators</b>	<b>Courses Where Addressed</b>	<b>Assessment Methods (e.g. rubrics, grades with explanations, requirements, scales, checksheets, proficiency requirements, etc.)</b>	<b>Criteria Used in Assessments (e.g. rubrics, grades with explanations, requirements, scales, checksheets, proficiency requirements, etc.)</b>
<p style="text-align: center;"><b><u>KNOWLEDGE</u></b></p> <ol style="list-style-type: none"> <li>1. The educator uses a variety of self-assessment and problem-solving strategies for reflecting on his or her practice and the way that practice influences students' growth and learning and affects the complex interactions between student and educator.</li> <li>2. The educator is aware of major areas of research on teaching and of resources available for professional learning.</li> <li>3. The educator understands the school improvement process (QPA) in Kansas schools.</li> </ol>			
<p style="text-align: center;"><b><u>PERFORMANCE</u></b></p> <ol style="list-style-type: none"> <li>1. The educator uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.</li> <li>2. The educator draws upon</li> </ol>			

<p>professional colleagues within the school and other professional resources as supports for reflection, problem solving, and new ideas, actively sharing experiences and seeking and giving feedback.</p> <p>3. The educator demonstrates the skills necessary to contribute to the school improvement process (QPA) in Kansas.</p>			
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<p><b>A. Results:</b> What data do you have that demonstrates students are meeting this program standard?</p>			
<p><b>B. Continuous Improvement:</b> What response is the program making based on the data?</p>			

**PROFESSIONAL EDUCATION STANDARDS (cont.)**

**Standard #10** The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.

<b>Indicators</b>	<b>Courses Where Addressed</b>	<b>Assessment Methods (e.g. rubrics, grades with explanations, requirements, scales, checksheets, proficiency requirements, etc.)</b>	<b>Criteria Used in Assessments (e.g. rubrics, grades with explanations, requirements, scales, checksheets, proficiency requirements, etc.)</b>
<p style="text-align: center;"><b><u>KNOWLEDGE</u></b></p> <ol style="list-style-type: none"> <li>1. The educator understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system within which he or she works.</li> <li>2. The educator understands how factors in the students' environment outside of school (e.g., family circumstances, community environments, health, and economic conditions) may influence students' lives and learning.</li> </ol>			
<p style="text-align: center;"><b><u>PERFORMANCE</u></b></p> <ol style="list-style-type: none"> <li>1. The educator participates in collegial activities designed to make the entire school a productive learning environment.</li> <li>2. The educator consults with parents, counselors, other educators within the schools, and professionals in other community agencies.</li> <li>3. The educator identifies and uses community resources to</li> </ol>			

<p>foster learning for all students.</p> <p>4. The educator establishes respectful and productive relationships with parents or guardians from diverse home and community situations and seeks to develop cooperative partnerships in support of learning and well-being for all students.</p> <p>5. The educator talks with and listens to all students, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.</p>			
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<p><b>A. Results:</b> What data do you have that demonstrates students are meeting this program standard?</p>	
<p><b>B. Continuous Improvement:</b> What response is the program making based on the data?</p>	

**PROFESSIONAL EDUCATION STANDARDS (cont.)**

**Standard #11** The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

<b>Indicators</b>	<b>Courses Where Addressed</b>	<b>Assessment Methods (e.g. rubrics, grades with explanations, requirements, scales, checksheets, proficiency requirements, etc.)</b>	<b>Criteria Used in Assessments (e.g. rubrics, grades with explanations, requirements, scales, checksheets, proficiency requirements, etc.)</b>
<p style="text-align: center;"><b><u>KNOWLEDGE</u></b></p> <ol style="list-style-type: none"> <li>1. The educator has depth of knowledge in his or her subject matter.</li> <li>2. The educator understands the importance of integrating knowledge from a discipline across and within other fields.</li> <li>3. The educator has knowledge of reading and thinking skills that pertain to learning a discipline and to integrating that discipline to other content fields.</li> <li>4. The educator understands the relationships among and between various subject matter fields.</li> </ol>			
<p style="text-align: center;"><b><u>PERFORMANCE</u></b></p> <ol style="list-style-type: none"> <li>1. The educator creates interdisciplinary learning experiences that allow all students to integrate knowledge, skill, and methods of inquiry from several subject areas.</li> <li>2. The educator effectively uses multiple representations and explanations to help all</li> </ol>			

<p>students construct new knowledge by building on prior student understandings.</p> <p>3. The educator, as an individual and a member of a team, selects and creates integrated learning experiences that are appropriate for curriculum goals, relevant to all learners, and based upon principles of effective instruction.</p> <p>4. The educator uses reading and thinking skills strategies to assist all students in learning about the relationships among and between various subject matter fields.</p>			
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<p><b>A. Results:</b> What data do you have that demonstrates students are meeting this program standard?</p>	
<p><b>B. Continuous Improvement:</b> What response is the program making based on the data?</p>	

**PROFESSIONAL EDUCATION STANDARDS (cont.)**

**Standard #12** The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

<b>Indicators</b>	<b>Courses Where Addressed</b>	<b>Assessment Methods (e.g. rubrics, grades with explanations, requirements, scales, checksheets, proficiency requirements, etc.)</b>	<b>Criteria Used in Assessments (e.g. rubrics, grades with explanations, requirements, scales, checksheets, proficiency requirements, etc.)</b>
<p style="text-align: center;"><b><u>KNOWLEDGE</u></b></p> <ol style="list-style-type: none"> <li>1. The educator understands different kinds of technologies available to society and the roles these technologies play.</li> <li>2. The educator has knowledge of the uses of a variety of media communication tools and techniques to enrich learning opportunities.</li> <li>3. The educator understands how technology and other instructional tools can be used to enhance instructional practices, enhance professional development, and facilitate professional productivity.</li> <li>4. The educator understands the sociological, ethical, and economic issues related to technology use.</li> <li>5. The educator understands the role of technology in gathering, analyzing, and presenting information and managing educational change.</li> </ol>			
<p style="text-align: center;"><b><u>PERFORMANCE</u></b></p>			

<ol style="list-style-type: none"> <li>1. The educator utilizes a variety of appropriate instructional technology and tools to prepare and deliver instruction.</li> <li>2. The educator plans and teaches lessons in which all students apply technology and other instructional tools and resources appropriately and effectively.</li> <li>3. The educator uses appropriate technology to gather, analyze, and present information, enhance professional development and learning, and facilitate professional productivity.</li> </ol>			
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<p><b>A. Results:</b> What data do you have that demonstrates students are meeting this program standard?</p>	
<p><b>B. Continuous Improvement:</b> What response is the program making based on the data?</p>	

**PROFESSIONAL EDUCATION STANDARDS (cont.)**

**Standard #13** The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

<b>Indicators</b>	<b>Courses Where Addressed</b>	<b>Assessment Methods (e.g. rubrics, grades with explanations, requirements, scales, checksheets, proficiency requirements, etc.)</b>	<b>Criteria Used in Assessments (e.g. rubrics, grades with explanations, requirements, scales, checksheets, proficiency requirements, etc.)</b>
<p style="text-align: center;"><b><u>KNOWLEDGE</u></b></p> <ol style="list-style-type: none"> <li>1. The educator understands how and why the American system of education developed.</li> <li>2. The educator has critical awareness of the norms and values inherent in the American system of education.</li> <li>3. The educator understands how social forces have shaped and continue to shape American education.</li> <li>4. The educator is aware of the ethical standards that should guide the professional teacher's interaction with all students, colleagues, parents, and members of the community.</li> <li>5. The educator understands how educational policy is formulated and how it affects classroom practices.</li> <li>6. The educator understands legal issues that impact all students, classrooms, teachers, administrators, and parents.</li> </ol>			
<p style="text-align: center;"><b><u>PERFORMANCE</u></b></p>			

<ol style="list-style-type: none"> <li>1. The educator uses knowledge of historical, philosophical, and social foundations of education to guide interaction with all students, colleagues, parents, and community members in a manner that demonstrates respect for them as persons.</li> <li>2. The educator uses knowledge of historical, philosophical, and social foundations of education to guide instruction, educational practices, and decision making.</li> <li>3. The educator supports policies and practices that promote student welfare and development.</li> <li>4. The educator follows all legal requirements for working with all students, other teachers, administrators, and parents.</li> </ol>			
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<p><b>A. Results:</b> What data do you have that demonstrates students are meeting this program standard?</p>	
<p><b>B. Continuous Improvement:</b> What response is the program making based on the data?</p>	

**Part II – PLT**

	<b>Number Taking PLT</b>	<b>Mean PLT For This Content Area</b>
YEAR 1		
YEAR 2		
YEAR 3		
YEAR 4		
YEAR 5		

**Part III – Kansas Performance Assessment**

Please report the data from your graduates who have completed the Kansas Performance Assessment.

<b>Year</b>	<b>Aggregated Average Scores</b>
YEAR 1	
YEAR 2	
YEAR 3	
YEAR 4	
YEAR 5	

Discuss the conclusions you have reached based on the aggregated scores.

**Part IV – Summary**

Discuss the conclusions that can be drawn, based on all data collected from candidate assessments and other sources, particularly with respect to responses in Part B of each standard, about the relative strengths and weaknesses of your program. What are your goals for improvement over the next five years? (Synthesis)