KENTUCKY EDUCATOR PREPARATION REVIEW SYSTEM (KEPRS)
EPP: University of Kentucky
Program Design Section: (Response Questions Input)
Program Category: (Elementary Education)
Unit Program: (Undergraduate, Bachelors, Traditional)
Program Section: (I. Clinical Partnerships and Experiences)

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

1.2 Clinical Experiences – EPP Responsibility for Initial Teacher Programs: Explain how the EPP works with the districts as required by 16 KAR 5:040 Section 6. If the EPP has a document which supports this section, it may be attached and referenced as an addendum. This area does not apply to Option 6 programs. How does the EPP collaborate with the district in determining the specific placement of the student teacher?

1.3 Clinical Experiences – Initial Teacher Candidates:as required by 16 KAR 5:040 Section 6. This area does not apply to Option 6 or the advanced programs. Explain how the EPP provides opportunities through the partnerships for the student teacher to develop and demonstrate the practical skills, knowledge, and professional dispositions essential to help all P-12 students learn and develop.

1.4 Clinical Experiences – Initial Teacher Candidates as required by 16 KAR 5:040 Section 6. This area does not apply to Option 6 or the advanced programs. Explain how the EPP provides opportunities through the partnerships for candidates to assume major responsibility for the full range of teaching duties, including extended co-teaching experiences, in a real school situation under the guidance of qualified personnel from the EPP and the partner school.

1.5 Clinical Experiences - Initial Teacher Candidates as required by 16 KAR 5:040 Section 6. This area does not apply to Option 6 or the advanced programs. Explain how the EPP uses multiple performance assessments to document the student teacher's ability to support learning for all students.

1.6 Clinical Experiences - Initial Teacher Candidates as required by 16 KAR 5:040 Section 6. This area does not apply to Option 6 or the advanced programs. Explain how the EPP requires the candidate's use of technology to enrich student learning and to support the student teacher's professional growth and communication.

1.7 Clinical Experiences - Initial Teacher Candidates as required by 16 KAR 5:040 Section 6. This area does not apply to Option 6 or the advanced programs. Explain how the EPP provides opportunities for the student teacher to: a) Engage in extended co-teaching experiences with an experienced teacher.

1.8 Clinical Experiences - Initial Teacher Candidates as required by 16 KAR 5:040 Section 6. This area does not apply to Option 6 or the advanced programs. Explain how the EPP provides opportunities for the student teacher to: c) Maintain regular professional conversations with experienced teachers other than the cooperating teacher.

1.9 Clinical Experiences - Initial Teacher Candidates as required by 16 KAR 5:040 Section 6. This area does not apply to Option 6 or the advanced programs. Explain how the EPP provides opportunities for the student teacher to: d) Participate in regular and extracurricular school activities.

1.10 Clinical Experiences - Initial Teacher Candidates as required by 16 KAR 5:040 Section 6. This area does not apply to Option 6 or the advanced programs. Explain how the EPP provides opportunities for the student teacher to: e) Participate in professional decision making.

1.11 Clinical Experiences - Initial Teacher Candidates as required by 16 KAR 5:040 Section 6. This area does not apply to Option 6 or the advanced programs. Explain how the EPP provides opportunities for the student teacher to: f) Engage in collegial interaction and peer review with other student teachers.

1.12 Clinical Experiences - Initial Teacher Candidates as required by 16 KAR 5:040 Section 6. This area does not apply to Option 6 or the advanced programs. Explain how the EPP provides opportunities for the student teacher to: g) Use KTIP-like Sources of Evidence or variation of these to document student teacher's skills

1.13 Initial Teachers Only - Student teaching and Cooperating teacher* : Responsibilities for University Supervisor** involved in Clinical Supervision of Student Teaching. (Option 6 and Advanced Programs may skip this section) Explain how the EPP ensures the university

supervisor demonstrates the following: 16 KAR 5:040 Section 5: 5a,b,c,d and e. a) Effective classroom management techniques that promote an environment conducive to learning.

1.14 Explain how the EPP ensures the university supervisor demonstrates the following: 16 KAR 5:040 Section 5: 5a,b,c,d and e. b) Best practices for the delivery of effective instruction.

1.15 Explain how the EPP ensures the university supervisor demonstrates the following: 16 KAR 5:040 Section 5: 5a,b,c,d and e. c) Dispositions that contribute to the mentoring and development of a pre-service educator.

1.16 Explain how the EPP ensures the university supervisor demonstrates the following: 16 KAR 5:040 Section 5: 5a,b,c,d and e. d) Knowledge and skills in the use of formative and summative assessments.

1.17 Explain how the EPP ensures the university supervisor demonstrates the following: 16 KAR 5:040 Section 5: 5a,b,c,d and e. e) The ability to participate in a community of professionals committed to supporting the effective instructional practice of each student teacher.


1.18 Explain how the EPP ensures the university supervisor performs the following: 16 KAR 5:040 Section 5: 1 a) Makes periodic observations of the student teacher in the classroom and b)prepares a written report on each observation and shares it with the student teacher.

1.19 Explain how the EPP ensures the cooperating teacher is eligible: 16 KAR 5:040 Section 2.1,2,3

1.20 Explain how the EPP ensures the cooperating teacher has been trained: 16 KAR 5:040 Section 2.5

1.21 Explain how the EPP ensures the cooperating teacher reporting is completed: 16 KAR 5:040 Section 2.7

1.22 Explain how the EPP determines admission to Student Teaching: 16 KAR 5:040 Section 3

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Program Section: (2. Quality Assurance System)

2.0 Quality Assurance System: Mechanisms (i.e., structures, policies, procedures, and resources) that an educator preparation provider (EPP) has established to promote, monitor, evaluate, and enhance operational effectiveness and the quality of the educator preparation provider's candidates, educators, curriculum, and other program requirements. The Quality Assurance System ensures continuous improvement by relying on a variety of measures, establishing performance benchmarks for those measures (with reference to external standards where possible), seeking the views of all relevant stakeholders, sharing evidence widely with both internal and external audiences, and using results to improve policies and practices in consultation with partners and stakeholders. The Quality Assurance System should contain the assessments, rubrics and analysis for the EPP wide assessments for the initial teacher programs and program assessments for the advanced programs.

Define the EPP transition points and distinguish between the "Initial" and "Advanced" programs. Highlight any differences or exceptions at the program level (i.e. Occupation-based; Communication Disorders).

Attach your full Quality Assurance System document using the "Attach Supporting Documents" module.

Provide a summary of the EPP's Quality Assurance System and process for collecting and analyzing data for program improvement.

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Program Section: (3. Optional Items)

3.1 Describe any distinguishing features that influence the EPP's preparation of educators: (e.g., land grant, regional institution, research requirements, student teaching abroad, professional development school, etc.)

3.2 Describe EPP-Initiated Innovations:

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Program Section: (4. Summary Analysis - Continuous Improvement

4.1 Summary Analysis for Programs - Provide a holistic summary and rationale for how all key assessment areas demonstrate the program's overall quality, and how each candidate has demonstrated adequate performance of the appropriate standards.
Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and supplements the analysis summary and improvement sections. If the EPP chooses to append EPP-designed reports, a narrative description/interpretation of the report(s) must be included.

4.2 Continuous Improvement Plan for this program category - Provide an explanation of how assessment data are/were used to improve this program.

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Program Section: (5. Program Experience)

5.1 Program Innovations: (Optional) These innovations may span over the most recent three years and should include all variations within this program category.

5.2 Program Curriculum: Each EPP must inform a potential candidate about the program's content, performance expectations and assessment processes. How does the EPP communicate the following with every student: required coursework and electives, certification and/or degree and RANK result, admission requirements, exit requirements,

Praxis II test disclaimer (If applicable). If the EPP offers multiple program degrees/routes for this category and certification, you must include each variation.

5.3 Admission criteria for each program code in this category. This must include admission criteria such as GPA, admission assessments, evidence of Code of Ethics and Character and Fitness Review. Reference the applicable program code(s) and regulations (i.e., 16 KAR 5:020, 16 KAR 9:080, 16 KAR 9:090), or if the admission criteria vary across degree/award level offerings. Information provided below should correlate to the QAS documentation.

5.4 Pre-Student Teaching Experiences: How does the program ensure candidate's pre-student teaching experiences meet the requirements as outlined in 16 KAR 5:040 Section 3.3 (a) Engagement with diverse populations of students which include: 1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member; 2. Students from different socioeconomic groups; 3. English language learners; 4. Students with disabilities; and 5. Students from across elementary, middle school, and secondary grade levels; (b) Observation in schools and related agencies, including: 1. Family Resource Centers; or 2. Youth Service Centers; (c) Student tutoring; (d) Interaction with families of students; (e) Attendance at school board and school-based council meetings: (f) Participation in a school-based professional learning community; and (g) Opportunities to assist teachers or other school professionals. (You may attach the student handbook as a reference)

5.5 Describe the culminating Clinical/Professional Experiences for each instance in this program category: Reference the regulation 16 KAR 5:040 Section 6 about professional experiences.

5.6 Exit requirements for each instance in this program category: This must include exit assessments. ( i.e.,: KTIP assessment, portfolio/work sample, GPA, and if the program requires passing or taking the Praxis II for program completion, list it here.) Reference CAEP 3.5 and 3.6

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Program Section: (6. Kentucky P12 Experience)

6.1 Kentucky P-12 Curriculum Requirements - (The following information is gathered in accordance with Kentucky Senate Bill 1 - http://www.lrc.ky.gov/record/09RS/SB1.htm and the associated legislation tied to this bill. 1). How does the EPP ensure each candidate's knowledge/proficiency of the Kentucky Academic Standards (KAS)? 2. How does the EPP measure the depth of knowledge of each candidate?

6.2 Briefly describe how candidates use the Kentucky P-12 curriculum framework and the Kentucky P-12 assessment system to guide instruction.

6.3 Provide evidence (TPA/portfolio/other data) of candidates' use of the KAS framework in lesson plans (include lesson plan format if not using the current KTIP format).

6.4 Provide evidence (KTIP assessments/portfolio/other data) of candidates' use of the KAS framework in lesson plans (include lesson plan format if not using the current KTIP format).

6.5 Provide evidence of candidate's abilities to create and use formative and summative assessments to guide instruction toward mastery of the Kentucky P-12 curriculum framework.


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Program Section: (7. Evidence and Analysis )

7.1 Initial Teacher Evidence and Analysis - Provide a narrative about each of the assessment areas assigned to this program. (The Initial Teacher assessments have eight (8) or more areas to be addressed.)
Discuss the data analysis and explain how the assessment data supports/validates a candidate's ability through the progressions of this program. (Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs.) A report may be attached in the ATTACHMENT MODULE and may replace the narratives in this section.

7.2 Describe how the data from each assessment is used for the continuous improvement of this program