

**Continuous Assessment Plan
English Education, Grades 8-12
Initial Preparation Program**

**Professional Education Unit
University of Kentucky
Fall 2006**

A. Integration of the English Education Program Continuous Assessment with the Unit Assessment System

The English Education Program utilizes a continuous assessment system designed to assess candidate proficiency and program effectiveness. Continuous assessment of candidates involves a developmental approach to educator preparation in which candidates are expected to progress toward mastery of standards as they practice and gain competence with increasingly complex pedagogical and professional tasks. The English Education Program Faculty uses candidate data to measure the progress of individual candidates throughout the program and then uses aggregated candidate data in the process of determining the effectiveness of the program. Selected data items collected on candidate proficiency and program effectiveness in the English Education Program are also fed into the unit assessment system. For example, all programs collect candidate data using the Continuous Assessment Record (CAR). The CAR is used at program admission, retention, and exit transition points to record candidate performance on the appropriate Kentucky-adopted educator proficiency standards, the Unit Functional Skills and Dispositions, and the Unit Technology Standards. The analysis of candidates' performance on the National Council of Teachers of English (NCTE) standards also informs the unit assessment system. In addition, data from the New Teacher Survey administered by the Kentucky Education Professional Standards Board are reviewed by the program faculty. These data are an essential element of the program evaluation component of the unit assessment system. Finally, a wide range of basic data items, i.e., grade point averages (GPAs), admissions test scores, student teaching evaluations, and PRAXIS II examination pass rates, is reviewed by the English Education Program Faculty, audited and monitored at the unit level, and fed into the unit's comprehensive data system. These data sets constitute important information for program development and unit operations.

B. Integration of English Education Program Continuous Assessment with Program Conceptual Framework

The English Education Program at the University of Kentucky utilizes a continuous assessment system designed to assess candidate proficiency and program effectiveness. The program's continuous assessment system emphasizes the documentation of candidates' competencies for English language arts teaching by emphasizing the need for candidates to demonstrate the following:

- Attainment of standards and expectations for the Unit Functional Skills and Dispositions (see below)
- Attainment of standards and expectations for the Kentucky New Teacher Standards
- Attainment of standards and expectations for the National Council of Teachers of English/National Council for the Accreditation of Teacher Education Performance Standards for Teachers of Secondary English Language Arts, Grades 7-12
- Demonstration of content and pedagogical knowledge related to Educational Professional Standards Board themes for diversity, literacy, assessment, and addressing the achievement gap
- Demonstration of teacher leadership

These standards sets and themes collectively reflect the English Education Program's commitment to producing new teachers who will operate as ethical professionals, lifelong learners, and leaders in their schools and communities; value and emphasize social diversity and educational equity; work to teach all students literacy skills necessary for access to opportunities in modern, global, and technological society; and help their students use the English language arts productively in their daily lives to achieve personal goals and participate as active citizens in their communities. As such, the program's plans for continuous assessment are well aligned with the program's conceptual framework. That framework, founded in New Literacy Studies theories, emphasizes the need to implement literacy and language arts curriculum and instruction in ways that lead teachers to capitalize on cultural and linguistic diversity as a means for making academic activities relevant and useful for all students; to differentiate instruction so that the needs of individual students are addressed in classrooms; to approach language arts learning as the acquisition of multiple literacy skills for personal, civic, and working life; to teach for social justice and educational equity; and to view teaching as political work in the interest of positive and progressive social change and improvement.

Continuous assessment in this program involves a developmental approach to teacher education in which candidates are expected to progress over time as they practice and gain competence with increasingly complex pedagogical and professional tasks.

C. Integration of English Education Program Continuous Assessment with Program Activities

Throughout the continuous assessment process, candidates are evaluated on how they are learning the content in English Education and the methods for teaching secondary-level English language arts. Through coursework, candidates are regularly assessed on content. They must demonstrate how they have learned content during their admissions interview to the MIC program, in the lesson plans and other instructional materials they generate during their program work and field experiences, and in any other program activities they complete. In addition to their own learning, candidates are expected to focus on the learning of the high school students they work with in the field and to articulate the ways in which they have helped such students achieve the knowledge outlined in the Kentucky Program of Studies and Core Content for Assessment.

Candidates are continually asked and expected to reflect on their own learning and the processes of teacher education and secondary English language arts teaching. Each observation of candidates' work in the field entails the completion of an evaluation form via cooperation with the candidates' mentor teachers and field supervisors, and these evaluations form the bases for candidates' plans for professional development and improvement. Candidates engage in frequent reflection in conjunction with lesson planning, instructional design, and classroom implementation/observation activities. In the context of their projects, lesson plan assignments, observation journals, and philosophy statement assignments, candidates are required to reflect on and articulate what they have learned from a given program experience or text, reflect on their improvement as teachers over time, and reflect on the nature of literacy teaching and learning in diverse secondary school classrooms.

Candidates are expected to demonstrate their capacity for leadership in their profession. During the admissions process and in initial portfolio development for retention assessment, candidates are required to reflect on their experiences with adolescents, experiences with professional development, and experiences in community service. Program activities are regularly framed in terms of their social and political contexts, and literacy/language arts teaching is emphasized in terms of political activity toward community improvement and social equity. Candidates are expected to join and participate in professional organizations by attending conferences, reading professional journals, and seeking service opportunities. Leadership behaviors are expected as a matter of course in learning how to operate as a professional educator, and leadership is discussed in the context of professional ethics.

The English Education Program is founded on a solid body of research for the teaching of English and literacy in public schools. Candidates are continually taught that curriculum and instructional methods used in their classrooms and schools should emerge based on a thorough understanding of disciplinary theories, research, and philosophy so that they are able to make principled decisions about their work as professional educators and act as leaders in advocating for sound and ethical practices in the contexts where they teach. These discussions begin during the application and interview process, when applicants are asked to describe the kinds of resources and methods they would use in their classrooms to teach English and further required to explain how they used their knowledge of content, research, and theory to make their choices. On the Continuous Assessment Review form, candidates are assessed on content knowledge, which includes knowledge of research in the field. They are also assessed on their ability to design and plan instruction, which must be based on research and theory in order to be considered appropriate for implementation. Any lessons taught in field classrooms are required to reflect candidates' learning from content and methods courses in the English Education Program. Evidence of candidates' principled and research/theory-based implementation of instructional practices and resources is collected and presented in online digital portfolios for review and assessment at the program mid-point and as an exit assessment at the conclusion of the MIC program. In all cases, portfolio materials for both mid-point and exit assessment are organized to reflect candidates' attainment of all nine Kentucky New Teacher Standards.

D. Assessment of Candidate Performance

Candidates are assessed at three transition points throughout their preparation programs: admission, mid-point, and exit. Data on candidate performance are collected at each of these transition points. Data sources for candidates enrolled in initial teacher certification programs include:

- Basic skills test scores
- Mean grade point averages
- PRAXIS II test scores
- Ratings on the Kentucky New Teacher Standards, the Unit Technology Standards, and the Unit Functional Skills and Dispositions

In addition, data from the State Report Card collected by the Education Professional Standards Board provides feedback from student teachers and their cooperating teachers and from intern teachers and their resource teachers. The program requires all candidates to complete online digital professional portfolios which are assessed at the program's mid-point and exit stage. A complete description outlining data sources, responsibility for data collection, frequency of data collection, responsibility for reporting, and frequency of reporting is included below.

E. Overview of Continuous Assessment Checkpoints

Checkpoint 1: Admission to the MIC program (Beginning of Fall Semester):

- Application materials
- Interview with Program Faculty members
- Evaluation and consensus selection by full Program Faculty

Checkpoint 2: Retention (End of Fall Semester):

- Semi-annual evaluation by Program Chair to include GPA review, class attendance, reliability, professional/ethical conduct, ability to plan/implement instruction, assertiveness, teaching potential, and other areas
- Mid-point portfolio review by Program Chair

Checkpoint 3: Exit (End of Spring Semester):

- Evaluation of student teaching experience by University Field Supervisor and Cooperating Mentor Teacher
- Exit portfolio
- Exit interview
- Evaluation of GPA (cumulative and in major)
- Praxis II scores for content area and pedagogy

Follow-up:

- KTIP

All first-year teachers in the state of Kentucky are required to participate in the Kentucky Teacher Internship Program (KTIP), a program designed to ensure the successful induction of new teachers into the profession and assure that those new teachers meet rigorous performance standards. Follow-up data are obtained from English Education Program graduates during their first year of teaching when they participate in the internship program. During the internship year, graduates and their assigned resource teachers complete the New Teacher Survey, which is administered by the Kentucky Education Professional Standards Board. Our graduates and their resource teachers rate the level of preparation of our graduates across items aligned with the New Teacher Standards. Data from this survey are reviewed by the English Education Program Faculty to determine areas of strength and areas for growth for our graduates. The English Education Program Faculty also uses the data to guide refinement and revision of the English Education Program.

F. Description of Continuous Assessment Checkpoints

Continuous Assessment Checkpoint 1: Admissions Data

Admissions screening includes thorough reviews by the Program Faculty of each applicant's undergraduate coursework, grades, professional experience, experiences working with adolescents, and writing ability. In addition, each applicant is evaluated via an interview with Program Faculty members using a protocol designed to assess the applicant's knowledge, skills, and dispositions for the teaching of high school English language arts and literacy to diverse students. In addition to these individual interviews, applicants are required to participate in group discussion activities during which they are observed by the Program Faculty members in a less structured environment; the purpose of this group observation component of the admissions process is to determine how well applicants are able to interact and cooperate with potential peers in educational settings. At the time of the interview, applicants are evaluated according to the following criteria:

- Grade Point Average
- Graduate Record Examination Scores (or other approved standardized test scores such as ACT, SAT, etc.)
- Review of professional/academic writing sample
- Verbal communications skills
- Quality of personal references
- Commitment to teaching and English language arts
- Awareness of and value for social diversity
- Experiences with diverse adolescents
- Experiences in multicultural contexts

MIC Secondary English Program Admissions Interview Protocol

Program Faculty should select a range of questions from the following list. It is not necessary to ask ALL of these questions. Use this list as a guide for your conversations with MIC applicants.

1. Tell us about yourself.
2. What experiences have you had working with diverse adolescents? How do you define “diversity”?
3. Why do you want to be a teacher?
4. Where would you like to teach? Why?
5. Why have you chosen to teach English? What does it mean to be a language arts teacher for diverse students?
 - a. Tell us about your experiences as an English student? What are your interests in the subject?
 - b. What does a successful English teacher look like?
6. How would you approach the teaching of writing to diverse students in high school?
7. Talk to us about a piece of literature you would like to teach. Why? How would you go about teaching it?
8. What should be the role of media and communications technology in English curriculum?
9. Imagine you are teaching in a class that lacks significant social, cultural, or academic diversity. How would you help that class learn and understand issues of diversity in language, literacy, and culture?
10. Where do you think the field of English is heading in the future? Where do you think it should go?
 - a. How do you feel about current reforms that affect English, such as No Child Left Behind, the Kentucky State Standards, programs such as the portfolio assessment program, and other initiatives? How do you think these might affect your work as a professional?
11. Do you have any concerns or worries about being a teacher?
12. Based on your contact with adolescents, what are the most salient issues related to educating them?
 - a. How are the language arts relevant to today’s students? Why should we teach the language arts in schools?
13. What are you reading right now? What do you read for pleasure?
14. What was the last piece of writing you did (not counting writing you have done for your classes)?
15. If you could teach any film to a group of high school students, what film would that be? Why?
16. How would you address linguistic and cultural diversity in your classroom?
17. Describe an experience you have had with a diverse group of people, another culture, or another race. What have you learned from such experiences that you think will apply to your work as a teacher?
18. If you are not admitted to the MIC program, what will you do instead?
19. Is there anything we haven’t asked you about that you would like us to know?
20. Do you have any questions for us?

Each applicant is given a rating based on his/her performance and application materials; this rating is intended to reflect the applicant's potential for successful completion of the MIC program as well as his/her potential to become an English teacher leader. After admissions interviews have concluded, each applicant's materials are reviewed by the full Program Faculty; Program Faculty members who had direct contact with the applicants respond to questions and make recommendations in order to clarify ratings. Applicants are rank-ordered for admission based on the consensus of the Program Faculty. A maximum of twenty (20) students is admitted to the program each year. Applicants are informed whether they have been admitted, denied, or placed on a rank-ordered stand-by list. Applicants placed on stand-by may be admitted to the program if an admitted student declines, defers, or is otherwise unable to enroll. In cases where an admitted applicant declines or defers enrollment, the first applicant listed on the stand-by list is offered admission. This process continues until the stand-by candidate list has been exhausted. Applicants who are denied admission may re-apply to the program or appeal the Program Faculty's admissions decision by following university procedures.

Continuous Assessment Checkpoint 2: Mid-point Retention Assessment Data

Once admitted to the program, candidates immediately begin developing portfolio materials during each semester of the program under the guidance of the Program Chair and other course instructors. These portfolio materials focus on developing artifacts that reflect individual candidates' learning and growth over time using documentation of course work and field experiences. Portfolio artifacts may include, but are not limited to, the following kinds of materials:

- Formal course papers
- Teaching philosophy statements
- Sample lesson and unit plans
- Field observation journal entries
- Reading response journal entries
- Candidate self-assessments from student teaching practicum experiences
- Special course projects in multicultural education, classroom management, educational leadership, special education, educational technology, community service, interdisciplinary teaching, classroom inquiries, field placement activity checklists, etc.
- Student teacher performance evaluations conducted by cooperating mentor teachers
- Documentation of co-teaching experiences with peers and cooperating mentor teachers
- Documentation of independent individual classroom teaching experiences (mini-lessons, tutoring, small group teaching, etc.)
- Videotaped individual teaching performances

Retention portfolio materials are uploaded to an online digital framework for the display of candidate's work, using an organizational frame that reflects the Kentucky New Teacher Standards. Candidates post their artifacts and explicate them to demonstrate their attainment of each new teacher standard and reflect on their needs as novice teachers in the program. These materials are reviewed by the Program Chair at the mid-point of the program (the conclusion of the fall semester).

Candidates who have met or exceeded program expectations are retained in the program. Candidates who are judged to have failed program expectations are required to meet with the Program Chair in order to develop an improvement plan and contract for meeting program expectations. In such cases, the candidate works with the Program Chair to develop goals for improvement based on reasonable deadlines and clear assessment criteria that are dependent on the particular needs of the candidate. Assuming the candidate meets all expectations by the agreed upon deadline, s/he is retained in the program. In cases where the candidate fails to meet the conditions of his/her agreed upon improvement plan, the candidate may be dismissed.

CAR Assessment Form

Data for continuous assessment in the English Education program are recorded at the admission, retention, and exit stages using a Continuous Assessment Review (CAR) form (see below). Using the CAR form, candidates are assessed on graduated scales for each Kentucky New Teacher Standard, Functional Skill and Disposition Standard, and Unit Technology Standard. For each standards set, candidates are assigned a composite score, and these composites are used to determine an overall rating as follows:

1. Demonstrating no or very limited progress (experience) with the program
2. Demonstrating progress, but the program faculty has concerns (memo required)

3. Demonstrating progress
4. Demonstrating progress with innovation and creativity

Based on these ratings, candidates are assigned a continuing status code as follows:

1. Good Standing
2. Probation
3. Suspended
4. Denied
5. Completed (has met all standards)

Page 7 below shows the CAR assessment form, which is followed by a description of procedures for using the CAR form on page 8.

Continuous Assessment Review (CAR) Data Entry Pilot, 2005-2006

Program Faculty:

Term: ___ Fall ___ Spring **Report Year:** 2005-2006 **Date of Review:** **Page** ___ **of** ___

Continuous Assessment Review Point: ___ Admission, ___ Retention, ___ Completion (*final practicum or student teaching*)

Person completing this form: _____

Student Name	NTS 1	NTS 2	NTS 3	NTS 4	NTS 5	NTS 6	NTS 7	NTS 8	NTS 9	NTS S3I	FSD 1	FSD 2	FSD 3	FSD 4	FSD 5	FSD S3I	CoET 1	CoET 2	CoET 3	CoET 4	CoET 5	CoET 6	CoET S3I
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Student Name	NTS S3I	FSD S3I	CoET S3I	Composite S3I	CAR Summary Status Code	Continuing Status in Program Code	Memo: (also, see attached as needed)

NOTE: S3I = Standards Set Score Index... determine by adding cell scores and divide by number of cells in a set

<p>Standards Sets Analytic Scoring Key At this point in continuous assessment, the student: 1. Shows no or very limited progress (experience) toward meeting (with) the standard 2. Shows progress towards demonstrating required competence 3. Demonstrates required competence 4. Demonstrates required competence with innovation and creativity</p>	<p>Continuous Assessment Review Point Summary Status Code At this point in the program, this student is making the following progress: 1. Demonstrating no or very limited progress (experience) with the program 2. Demonstrating progress, but the program faculty has concerns (memo required) 3. Demonstrating progress 4. Demonstrating progress with innovation and creativity</p>	<p>Continuing Status in Program Code</p> <ol style="list-style-type: none"> 1. Good Standing 2. Probation 3. Suspended 4. Denied 5. Completed (has met all standards)
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<p>Standard Set 1: New Teacher Standards (NTS) NTS 1 Designs and Plans Instruction NTS 2 Creates and Maintains Learning Climates NTS 3 Implements and Manages Instruction NTS 4 Assesses and Communicates Learning Results NTS 5 Reflects and Evaluates Teaching and Learning NTS 6 Collaborates with Colleague, Parents and others. NTS 7 Engages in Professional Development NTS 8 Content Knowledge (<i>equivalent to FSD3</i>) NTS 9 Demonstrates Implementation of Technology (<i>equivalent to COET S3I</i>)</p>
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<p>Standard Set 2: Functional Skills and Dispositions (FSD) FSD1. Communicates appropriately and effectively FSD2. Demonstrates constructive attitudes FSD3. Demonstrates ability to conceptualize key subject matter ideas and relationships FSD4. Interacts appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings FSD5. Demonstrates a commitment to professional ethics and behavior</p>
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<p>Standard Set 3: College of Education Technology Standards (COET) COET1 Integrates media and technology into instruction COET2 Utilizes multiple technology applications to support student learning COET3 Selects appropriate technology to enhance instruction COET4 Integrates student use of technology into instruction COET5 Addresses special learning needs through technology COET6 Promotes ethical and legal use of technology disciplines <i>Note: Meeting the CoE Technology Standards is equivalent to meeting NTS 9, Demonstrates Implementation of Technology</i></p>

**UNIVERSITY OF KENTUCKY EDUCATOR PREPARATION UNIT
CONTINUOUS ASSESSMENT REVIEW SYSTEM (CARS) PROCESS POINTS**

Step 1: Set Continuous Assessment Review (CAR) Point

CAR 1: Admission

CAR 2: Retention

CAR 3: Completion

Supplemental (CAR 1x, or CAR 2x, or CAR 3x)

Step 2: Review Standards in Applicable Standards Sets

Step 2Ax

Review Required Standards Set 1: *New Teacher Standards (or equivalent)*

Review Required Standards Set 2: *College of Education Technology Standards*

Review Required Standards Set 3: *College of Education Dispositions*

Review Optional Program-Specific Standard Set(s)

At this point in continuous assessment, in this standard set, with this standard, the candidate:

4. Demonstrates required competence with innovation and creativity

3. Demonstrates required competence

2. Shows progress towards demonstrating required competence

1. Shows no or very limited progress (experience) toward meeting (with) the standard

Step 2Bx Determine average (S3I Index) score for this standards set

Step 2C Determine composite (S3I Index) score for all available standards sets

Step 2Dx Write memos as desired (2Ax, 2Bx, or 2C)

Step 3: Review Available Evidence Items and Set Overall Summary Progress (in the program) Code

Step 3A, Review the available evidence items:

Review Evidence Item 1: *S3I index score for standards sets* (write memo as desired)

Review Evidence Item 2: *Courses taken by candidate* (write memo as desired)

Review Evidence Item 3: *Overall GPAs (by term and cumulative)* (write memo as desired)

Review Evidence Item 4: *Artifacts* (write memo as desired)

Review Evidence Item x: *Other* (write memo as desired)

Step 3B: Set the overall summary progress (in the program) code:

At this continuous assessment point, following a review of all available evidence, the candidate's progress in the program is determined to be:

4. Demonstrating progress with innovation and creativity

3. Demonstrating progress

2. Demonstrating progress, but the program faculty has concerns (write memo)

1. Demonstrating no or very limited progress (experience) with the program

Step 4: Set candidate's enrollment (continuing) status in the TEP

At this CAR point in the program the program faculty sets the TEP enrollment status as:

1. Continuing (*Good Standing*)

2. Probation (*write directions memo*)

3. Denied (Excluded) (*write memo as desired*)

4. Completed (*all standards have been met and all requirements completed*)

Continuous Assessment Checkpoint 3: Exit Assessment Data

Once candidates have passed the mid-point retention phase of the program, they enter their student teaching placements in the spring semester. During this time, candidates work to refine their skills and develop additional materials that will be used to document their growth and learning in relation to their mid-point assessment portfolios. Candidates may re-use, revise, or replace portfolio materials as they represent their further attainment of the Kentucky New Teacher Standards. Candidates attend bi-weekly seminars to discuss their progress and develop materials for portfolio assessment. In addition to these collaborative meetings, individual candidates meet four (4) times during the spring with their cooperating mentor teachers and university field supervisors, when they are evaluated for their ability to plan, implement, and assess their own classroom instruction and other professional activities (see student teaching observation forms 1-4 below). Evaluations are based on criteria related to the attainment of the Kentucky New Teacher Standards, standards for the teaching of English language arts, and EPSB themes for diversity, literacy, closing the achievement gap, and assessment. During these conferences, candidates work with their mentors and supervisors to go over the evaluations and develop professional development plans. Student teacher candidates, their mentors, and their field supervisors sign each evaluation form and keep a copy for their personal records. These evaluations are posted to the candidates' online portfolios and used to help evaluate candidates' attainment of the Kentucky New Teacher Standards. In addition to these 4 spring semester observation/evaluations, each student teacher completes a mid-point assessment (see below) in a collaborative meeting with his/her cooperating teacher and university field supervisor.

As with mid-point retention assessments, candidates are informed about their progress and status toward graduation regularly. Candidates who fail to meet program expectations are required to meet with the Program Chair, university field supervisors, and mentor teachers in order to develop an improvement plan contract with deadlines for demonstrating competence prior to exiting the program. Candidates who fail to meet program expectations and fail to complete their improvement contracts may fail the program; in some cases, such candidates may pass their courses and complete the program but not be given a recommendation for teacher certification.

Student Teaching Observation Evaluation Forms

In addition to continuous assessment via the use of the CAR form, exit assessment data are also collected using formal student teaching observation/evaluation checklists. Student teachers are formally observed in their classroom placements by a university field supervisor four (4) times, and participate in a mid-point assessment conference with their cooperating teachers and field supervisors at the mid-point of the spring semester. The four student teaching observation/evaluations are designed to evaluate candidates using a graduated set of criteria that require them to demonstrate the ability to engage in increasingly complex teacher knowledge, behaviors, attitudes, and practices. The four observation forms (via a Master Graduated English Education Student Teaching Observation Evaluation Instrument) and the mid-point/final evaluation form are included on the following pages.

Master English Education Student Teaching Observation Evaluation

Student Teacher:

School:

Date:

Supervisor:

Subject/Class:

Time:

Each of the following sets of Kentucky New Teacher Standards Performance Criteria should be rated on a scale of 0-3, as follows:

0 = Not observed

1 = basic/rudimentary

2 = acceptable

3 = exceptional

Standard I. The Teacher Designs and Plans Instruction

The teacher designs/plans instruction that develops student abilities to communicate, apply core concepts, become self-sufficient, become responsible team members, think and solve problems, and integrate knowledge

Rate for ALL Observations

- ___ Presents clear *learning* objectives aligned with KERA Goals, Program of Study, and Kentucky Core Content.
- ___ Logically sequences developmentally appropriate instruction and learning activities
- ___ Instruction includes explicit attention to enhancing literacy skills
- ___ Uses appropriate school and community resources that support learning

Rate for Observations 2, 3, and 4 only

- ___ Uses contextual data (cultural, ethnic, special needs, ESL, IEP) to design relevant instruction; addresses achievement gap issues when appropriate.
- ___ Challenges, motivates, and actively involves all learners.
- ___ Explicitly guides students application of knowledge, skills, and thinking processes.

Rate for Observations 3 and 4 only

- ___ Integrates multiple language arts components and/or content from other disciplines.
- ___ Plans for differentiated instruction and addresses gaps in student achievement
- ___ Addresses physical, social, and cultural diversity and shows sensitivity to differences.
- ___ Uses technology to enhance student learning.
- ___ Purposefully teaches students to be adaptable, flexible, resourceful, and creative.

Evidence:

Standard II. The Teacher Creates and Maintains Learning Climate

The teacher creates a learning climate that supports the development of student abilities to communicate, apply core concepts, become self-sufficient, become responsible team members, think and solve problems, and integrate knowledge

Rate for ALL Observations

- ___ Manages class, students, and instruction efficiently
- ___ Models respectful behavior, and establishes explicit standards for classroom interaction
- ___ Responds appropriately to individual academic, physical, social, and cultural differences
- ___ Systematically reviews core concepts of lessons, using active student participation.
- ___ Employs craft techniques to manage classroom instruction and activities—uses voice and pitch to enhance instruction, presents a pleasant and confident demeanor, moves purposefully throughout the classroom, and maintains an atmosphere that promotes learning.

Rate for Observations 2, 3, and 4 only

- ___ Modifies/adapts instruction during teaching as the situation demands.

___ Prepares students for individual and group work via explicit instruction

Rate for Observation 3 and 4 only

___ Creates a literate environment for student learning. Creates a media-rich environment including technology.

___ Establishes rapport with students and promotes supportive communication among all class members.

Evidence:

Standard III. The Teacher Implements and Manages Instruction

The teacher introduces/implements/manages instruction that develops student abilities to communicate, apply core concepts, become self-sufficient, become responsible team members, think and solve problems, and integrate knowledge

Rate for ALL Observations

___ Explicitly states goals, objectives, expectations and learning standards for students

___ Links learning with students' prior knowledge, experiences, and family and cultural backgrounds.

___ Presents directions clearly; addresses student misconceptions; offers continuous feedback to students.

___ Clarifies or re-teaches as necessary.

___ Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.

Rate for Observations 2, 3, and 4 only

___ Transitions smoothly and logically from one activity to another

___ Uses questioning strategies to engage students and stimulate higher-order thinking. Uses follow-up questions to expand, clarify, and assess student learning.

___ Responds to students' comments and ideas, elicits discussion of student thinking, and stimulates student reflection

___ Demonstrates responsible caring behavior when facilitating instruction. Uses direct praise to acknowledge and respond to students

Rate for Observations 3 and 4 only

___ Uses multiple teaching/learning strategies focused on literacy learning, especially reading and writing skills.

___ Uses assessment data to plan instruction and address achievement concerns.

___ Guides students to express, examine, and explain multiple/differing perspectives on instructional topics in relation to their moral, ethical, and social aspects when appropriate

___ Integrates knowledge and experiences across academic disciplines when appropriate.

Rate for Observation 4 only

___ Provides guided and independent opportunities for students to use and practice what is learned, And makes real world connections explicit to link learning with student aspirations.

___ Makes creative and appropriate use of media and technology to support literacy learning and critical thinking.

Evidence:

Standard IV. The Teacher Assesses and Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to student abilities to communicate, apply core concepts, become self-sufficient, become responsible team members, think and solve problems, and integrate knowledge

Rate for ALL Observations

___ Assessment activities are directly related to lesson objectives

___ Uses multiple assessments and data sources, including formal/informal and formative/summative techniques.

___ Announces assessment purposes, procedures, and scoring criteria

Rate for Observations 2, 3, and 4 only

- ___ Holds students accountable by assessing performance via established criteria and scoring guides;
communicates results clearly in ways consistent with Kentucky's assessment program and the CATS.
___ Adapts assessments to accommodate diverse learners' needs and situations.

Rate for Observations 3 and 4 only

- ___ Promotes student self-assessment, addressing achievement concerns and focusing on what students need to succeed

Assessed via online portfolio:

- ___ Collects/analyzes assessment data to inform instructional decisions and maintain records of student progress.

Evidence:

Standard VIII. The Teacher Demonstrates Applied Content Knowledge

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

Rate for ALL observations

- ___ Accurately communicates the skills and core concepts.

Rate for Observations 2, 3, and 4 only

- ___ Connects content area knowledge to real life situations
___ Uses instructional strategies to address achievement gap concerns where appropriate.

Rate for Observations 3 and 4 only

- ___ Incorporates a multicultural/global perspective
___ Utilizes technology to enhance instruction and support student learning

Assessed via online portfolio:

- ___ Demonstrates up-to-date inquiry into content area research and scholarship

Evidence:

Standard VII. The Teacher Evaluates Teaching and Implements Professional Development

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

7.1 Provides evidence of performance levels and articulates strengths and priorities for growth.

7.2 Articulates a professional development plan to improve his/her own performance and to expand his/her teaching repertoire to facilitate student achievement of the learning goal.

7.3 Engages in relevant professional development activities and follows through with plan.

7.4 Shows evidence of improvement in performance and evidence of an increased capacity to facilitate student learning.

Improvement Plan

(Complete Following Each Formally Scheduled Classroom Observation)

Objective 1: To demonstrate improvement in Standard _____, the student teacher will

1.

2.

Objective 2: To demonstrate improvement in Standard _____, the student teacher will

1.

2.

My signature below documents that this observation and evaluation assessment has been shared and discussed with me.

Student Teacher: _____

Date: _____

Cooperating Teacher: _____

Date: _____

Supervisor: _____

Date: _____

Comments on Student Teacher Improvement Activities:

Standard X. The Teacher Demonstrates Professional Leadership

(Initial Indications for Standard I of Kentucky Experienced Teacher Standards)

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

Rate for observations 2, 3, and 4 only:

___ Assumes responsibility and takes initiative in classroom and school settings.

Rate for Observations 3-4 only

___ Takes on tasks/duties beyond expectations and manages them appropriately.

___ Demonstrates a commitment to professional ethics and behavior

Evidence:

Standards Proficiencies Assessed via Online Portfolio: New Teacher Standards V, VI, and IX

Standard V. Reflects on and Evaluates Teaching and Learning

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

5.1 Accurately assesses, analyzes, and communicates the effectiveness of instruction and makes appropriate changes to improve student learning.

5.2 Analyzes and evaluates the effects of learning experiences on individuals and on the class as a whole and makes appropriate changes to improve student learning.

Standard VI. Collaborates With Colleagues/Parents/Others

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to communicate, apply core concepts, become self-sufficient, become responsible team members, think and solve problems, and integrate knowledge.

- 6.1 Identifies or recognizes situations when and where collaboration with others will enhance learning for students (e.g., thematic units, individual education plan, and school-based decision making).
- 6.2 Articulates the purpose and scope of the collaborative effort.
- 6.3 Articulates standards of each collaboration event (e.g., summary, next steps, responsibilities, timeline).
- 6.4 Demonstrates productive leadership or team membership skills that facilitate the development of mutually beneficial goals.
- 6.5 Demonstrates tolerance to alternative perspectives and options and encourages contributions from school and community resources.

Standard IX. The Teacher Demonstrates the Implementation of Technology

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

- 9.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 9.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 9.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 9.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 9.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 9.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and uses other emerging technologies to enhance professional productivity and support instruction.
- 9.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 9.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 9.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 9.10 Practices equitable and legal use of computers and technology in professional activities.
- 9.11 Facilitates the lifelong learning of self and others through the use of technology.
- 9.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 9.13 Applies research-based instructional practices that use computers and other technology.
- 9.14 Uses computers and other technology for individual, small group, and large group learning activities.
- 9.15 Uses technology to support multiple assessments of student learning.
- 9.16 Instructs and supervises students in the ethical and legal use of technology

Midterm/Final Student Teaching Assessment Conference:

In order to maintain continuous assessment of teacher candidate's progress toward program completion in the University of Kentucky Masters with Initial Certification Program, each candidate is required to participate with his/her cooperating teacher and university field supervisor in regular observations and assessments of his/her teaching performances during the student teaching practicum, and to review his/her progress toward meeting standards for professional teaching. This form is for use in midterm and final assessments of MIC teacher candidates in English language arts. The student teacher, his/her cooperating mentor teacher, and the university supervisor will meet at the mid-point of the student teaching placement experience to discuss the student teacher's progress toward meeting the NCTE/NCATE Program Standards for Initial Preparation of Teachers of Secondary English Language Arts Grades 7-12, including standards for candidate attitudes, knowledge, and pedagogy, the Kentucky New Teacher Standards, and the Unit Technology Standards. Using the criteria listed for each standard on this form, the group will determine the candidate's progress on each performance indicator as follows:

- 0 = Not Applicable
- 1 = Not Making Progress
- 2 = Making Progress
- 3 = Satisfactory

For each performance indicator resulting in a rating of "Not Making Progress", the group will develop a plan to help the student improve. Areas for Improvement:

1. Standard ____:
Improvement Plan:
 - 1.
 - 2.
 - 3.

2. Standard ____:
Improvement Plan:
 - 1.
 - 2.
 - 3.

3. Standard ____:
Improvement Plan:
 - 1.
 - 2.
 - 3.

4. Standard ____:
Improvement Plan:
 - 1.
 - 2.
 - 3.

My signature below documents that this mid-term assessment has been shared and discussed with me.	
Student Teacher: _____	Date: _____
Cooperating Teacher: _____	Date: _____
Supervisor: _____	Date: _____

English Education Student Teaching Midterm Assessment Form

Student Teacher:

Cooperating Teacher:

School:

Supervisor:

Subject/Class: English Language Arts

Date:

Each of the following sets of Kentucky New Teacher Standards Performance Criteria should be rated on a scale of 0-3, as follows:

0 = Not Applicable 1 = Not Making Progress 2 = Making Progress 3 = Satisfactory

- Any criterion marked zero (0) “Not Applicable” requires a note of explanation.
- Any criterion marked one (1) “Not Making Progress” requires the documentation of goals for improvement and an action plan (see page one of midterm assessment, above)

NCTE/NCATE Program Standards for Initial Preparation of Teachers of Secondary English Language Arts Grades 7-12

1. ELA Candidate Attitudes

Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers. As a result, this candidate is able to:

- _____ Create and sustain an inclusive learning environment
- _____ Use ELA to help students become more familiar with their own and others’ cultures
- _____ Use reflective practice to adapt instruction and behavior, and also to design plans for professional development
- _____ Design and implement instruction that assists students in critical thinking
- _____ Make meaningful and creative connections between ELA developments in culture, society, and education
- _____ Integrate arts and humanities into the daily learning of students

Evidence/Notes:

2. ELA Candidate Knowledge

Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.

2.1. Candidates demonstrate knowledge of, and skills in the use of, the English language. As a result, this candidate is able to:

- _____ Integrate knowledge of students’ language acquisition and development into instruction and assessment
- _____ Design, implement, and assess instruction that engages all students in reading, writing, speaking, listening, viewing, and thinking as interrelated dimensions of ELA

- _____ Use both theory and practice in helping students understand the impact of cultural, economic, political, and social environments on language
- _____ Show extensive knowledge of how and why language varies and changes in different regions, across different cultural groups, and across different time periods and incorporate the knowledge into classroom instruction and assessment that acknowledge and show consistent respect for language diversity
- _____ Demonstrate in-depth knowledge of the evolution of the English language and historical influences on its forms and how to integrate this knowledge into student learning
- _____ Incorporate an in-depth knowledge of English grammars into teaching skills
- _____ Demonstrate an in-depth knowledge of semantics, syntax, morphology, and phonology through their own effective use of language and integrate that knowledge into teaching

Evidence/Notes:

2.2. Candidates demonstrate knowledge of the practices of oral, visual, and written literacy. As a result, this candidate is able to:

- _____ Create opportunities and develop strategies that permit students to demonstrate the influence of language and visual images on thinking and composing
- _____ Create opportunities and develop strategies enabling students to demonstrate how they integrate writing, speaking, and observing in their own learning
- _____ Demonstrate a variety of ways to teach students composing processes that result in their creating various forms of text
- _____ Engage students in activities that provide opportunities for demonstrating their skills in writing, speaking, and creating visual images for a variety of audiences and purposes
- _____ Use a variety of ways to assist students in creating and critiquing a wide range of print and nonprint texts for multiple purposes

Evidence/Notes:

2.3. Candidates demonstrate their knowledge of reading processes. As a result, this candidate is able to:

- _____ Integrate learning experiences that encourage students to demonstrate their ability to read and respond to a range of texts
- _____ Use a wide range of approaches for helping students to draw upon past experiences, sociocultural backgrounds, interests, capabilities, and understandings to make meaning of texts
- _____ Integrate a wide variety of strategies to interpret, evaluate, and appreciate texts and assess the effectiveness of such strategies in promoting learning

Evidence/Notes:

2.4. Candidates demonstrate knowledge of different composing processes. As a result, this candidate is able to:

- _____ Develop students' ability to use a wide variety of composing strategies

_____ Teach students to make appropriate selections from different forms of text for a variety of audiences and purposes and to assess the effectiveness of their products

Evidence/Notes:

2.5. Candidates demonstrate knowledge of, and uses for, an extensive range of literature. As a result, this candidate is able to:

_____ Demonstrate an in-depth knowledge of, and an ability to use, various teaching applications for:

_____ Works representing a broad historical and contemporary spectrum of American, British, and non-western literature

_____ Works from a wide variety of genres and cultures, genders, and races

_____ Works specifically written for older children and young adults

_____ Works of literary theory and criticism and their effect on reading and interpretive approaches

Evidence/Notes:

2.6. Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture. As a result, this candidate is able to:

_____ Understand media's influence on culture, behavior, and communication

_____ Use a variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrate learning opportunities that promote composing and responding to such texts

_____ Help students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use current technology

Evidence/Notes:

2.7. Candidates demonstrate knowledge of research theory and findings in English language arts. As a result, this candidate is able to:

_____ Reflect on their own teaching in light of research and theory, and make appropriate adjustments to their teaching

_____ Use models of classroom inquiry to analyze their own teaching practices

Evidence/Notes:

3. **ELA Candidate Pedagogy**

Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching. As a result, this candidate is able to:

- _____ Understand the purposes and characteristics of different kinds of curricula and related teaching resources and select or create instructional materials that are consistent with what is currently known about student learning in ELA
 - _____ Create literate classroom communities by presenting by employing effective classroom management strategies and by providing students with opportunities for feedback and reflection
 - _____ Work with teachers in other content areas to help students connect important ideas, concepts, and skills within ELA with other disciplines
 - _____ Create opportunities for students to analyze how social context affects language and to monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability
 - _____ Help students to participate in dialogue within a community of learners by making explicit for all students the speech and related behaviors appropriate for conversing about ideas
 - _____ Engage students in critical analysis of different media and communications technologies
 - _____ Integrate opportunities in which students demonstrate their abilities to use language for a variety of purposes
 - _____ Engage students in discovering their personal response to texts and ways to connect such responses to other larger meanings and critical stances
 - _____ Demonstrate how reading comprehension strategies are flexible for making and monitoring meaning in both print and nonprint texts and teach a wide variety of such strategies to all students
- 3.1. Integrate assessment consistently into instruction by:**
- _____ Establishing criteria and developing strategies for assessment that allow all students to understand what they know and can do
 - _____ Interpreting individual and group results of any assessments and drawing upon a variety of information to inform instruction
 - _____ Assisting all students to monitor their work and growth in ELA
 - _____ Explaining to students, parents, and others concerned with education how students are assessed.

Evidence/Notes:

Kentucky Education Professional Standards Board New Teacher Standards

- _____ Designs and Plans Instruction
- _____ Creates and Maintains Learning Climates
- _____ Implements and Manages Instruction
- _____ Assesses and Communicates Learning Results
- _____ Reflects and Evaluates Teaching and Learning
- _____ Collaborates with Colleagues, Parents, and Others
- _____ Engages in Professional Development
- _____ Demonstrates Knowledge of Content
- _____ Demonstrates Implementation of Technology:

The Unit Technology Standards

- _____ Candidates integrate media and technology into instruction
- _____ Candidates utilize multiple technology applications to support student learning

- _____ Candidates select appropriate technology to enhance instruction
- _____ Candidates integrate student use of technology into instruction
- _____ Candidates address special learning needs through technology
- _____ Candidates promote ethical and legal use of technology disciplines

Evidence/Notes:

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G. Continuous Assessment for Program Refinement and Revision

The capacity of the unit to deliver programs that prepare candidates to meet state, national, and professional standards is also assessed on a continuing basis. Sample data sources include aggregated candidate data across the unit to include ratings on state, national, and professional standards, as appropriate; ratings on the Unit Technology Standards; ratings on the Unit Functional Skills and Dispositions; unit pass rates on PRAXIS II examinations; and evaluations of field and clinical experiences. Unit capacity/unit operations are also assessed using candidate and faculty demographic information, data on school placements, and evidence of faculty teaching performance, scholarship, service, professional development, and self assessment. In addition, unit operations are assessed using data on budget, technology, staff, and library resources. A list of data sources is included below.

- Candidate feedback (exit surveys, KTIP surveys)
- Student teaching and field experience cooperating teacher performance evaluations and surveys regarding perceptions of student teacher levels of preparation
- Portfolio data from candidate continuous assessments
 - Entrance portfolio (application materials, test scores, etc.)
 - Retention portfolio
 - Exit portfolio
- Quantitative data
 - Courses required for admission
 - GPA at entrance, retention, admission to student teaching, and exit
 - GPA in subject area major and in education
 - PRAXIS testing data
 - Principles of Learning & Teaching: Grades 7-12, with a required minimum score of 161
 - English Language, Literature, & Composition: Content Knowledge, with a required minimum score of 160
 - English Language, Literature, & Composition: Essays, with a required minimum score of 155
- Candidate performance data
 - Admission interview
 - Performance in classes (assessed via Kentucky New Teacher Standards, Unit Functional Skills and Dispositions, Unit Technology Standards, and course grades as per syllabus criteria)
 - Student teaching observation assessment forms
 - Mid-point student teaching evaluation conference
 - Final student teaching evaluation
 - Cooperating teacher evaluation of student teaching performance (retention and exit stages)
 - Feedback regarding student teaching performances from university field supervisors
 - Exit surveys and interviews
 - Continuous Assessment Review (CAR)

These data are collected on an annual basis, summarized, and reviewed by the program chair, the Office of Academic Services and Teacher Certification, and the Office of the Associate Dean for Academic and Student Services. These data summaries are used to evaluate the English Education program, determine areas of strength and need, and make appropriate adjustments and revision to course content, program structure, admissions requirements, performance assessment criteria, etc. Over time, these data are aggregated to identify trends candidate performance, satisfaction, preparedness, and overall success in the program via multiple data sources. This analytic process and record keeping allows the program to develop action plans and adjust to the changing needs and requirements for professional educator preparation in the state of Kentucky.

H. Ensuring Accuracy, Fairness, and Consistency of Program Assessments

The English Education Program ensures its assessments are accurate, fair, and consistent in a variety of ways as follows:

Teacher Education Program (TEP) Admission:

- Portfolio requirements for all candidates are standardized and uniformly assessed by the members of the Program Faculty. No candidate is interviewed for admission until s/he meets all admission and application requirements. Admissions interviews are conducted by at least two members of the Program Faculty, and their assessments from the interview are reported to the remainder of the program faculty and discussed prior to admissions decisions using criteria articulated for prospective candidates on the program website as follows:

- The English Education Program emphasizes the fact that English teachers are literacy and language arts teachers. Our emphasis on literacy through the language arts leads us to seek candidates who:
 - Enjoy and respect adolescents from diverse backgrounds
 - Seek to ensure that ALL students have equitable opportunities to learn.
 - Are curious and open-minded in their desire to learn about language, literacy, learning, schools, and teaching.
 - Are actively and passionately literate individuals.
 - Are interested in learning about the changing nature of literacy and teaching.
 - Are interested in learning how to use diversity (in race, social class, gender, sexuality, ethnicity, geography, dialect, and beyond) as a tool for successful literacy instruction.
 - Are able to apply deep knowledge of language arts in school/community contexts.
 - Are interested in learning how to blend experience with new knowledge.
 - Are interested in learning how to help adolescents become critically literate—capable of understanding how texts position readers and thereby use literacy strategically.
 - Are committed to working politically as professionals to improve educational equity.

- Candidates in the English Education Program are selected based on the following five areas, which are assessed using application materials (letters of recommendation, etc.), writing samples, and personal interviews during the admissions process. These areas reflect the program’s expectations for candidates who enter the program.
 - *Intellectual curiosity*
 - *Global awareness and social consciousness*
 - *Academic ability and endurance*
 - *Ability to communicate*
 - *Professionalism and leadership potential*

Retention Portfolio:

- The requirements for the retention portfolio are uniform for all students. The Program Chair evaluates the retention portfolio within the context of EDC 635: English Pedagogy in the Secondary School. If the portfolio is lacking, the Program Chair may require the candidate to revise materials as appropriate in order to meet the Kentucky New Teacher Standards by which retention portfolios are framed and assessed. If there are questions regarding the candidate’s successful attainment of standards used to assess the retention portfolio, additional members of the Program Faculty may be called upon to conduct further independent assessments, followed by a conference with the candidate and Program Chair to negotiate the outcome in a fair manner.

Continuous Assessment Procedures:

- Each semester, the Program Faculty Chair rates each candidate who has been admitted to the Teacher Education Program using the Continuous Assessment Record (CAR) form. Each candidate is assigned a status code (good standing, probation, denied, completed). Each candidate is informed as to whether s/he is making satisfactory progress, and candidates whose progress is deemed unsatisfactory confer with the Program Chair, cooperating teachers, and/or university field supervisors in order to develop a concrete improvement plan including formal expectations, deadlines, and plans for supporting candidate’s attainment of satisfactory progress.

Exit Procedures:

- Each candidate must successfully complete his/her student teaching experience and submit a standardized exit portfolio based on the Kentucky New Teacher Standards. Each candidate is evaluated multiple times across his/her student teaching experience by both his/her cooperating classroom mentor teacher and a designated university field supervisor using standardized forms. These exit assessment materials are evaluated by the Program Chair, and if the portfolio is lacking in any way, it must be revised and re-submitted until it meets the approval of the Program Chair. If a university supervisor, faculty member, or cooperating mentor teacher assesses a candidate negatively and/or believes that the candidate should not pass his/her student teaching experience, the Program Chair, cooperating mentor teacher, university field supervisor, and the candidate consult to determine an appropriate course of action. Such action may include extending the student teaching placement experience in order to provide additional time and practice for the candidate to demonstrate success, the candidate may be counseled out of the program entirely, the candidate may pass his/her student teaching but not be recommended for formal certification by the state, or, in extreme cases and last resorts, the candidate may fail the program outright.

The assessments described above are fair, accurate, and consistent because they are consistently and uniformly applied to all candidates. At all stages, even and especially where the Program Chair takes primary or sole responsibility for assessments, provisions are made to ensure that candidates are treated fairly and given multiple opportunities to demonstrate their achievement and success in the program. Where possible and practical, assessments and decisions are determined collaboratively, often requiring the candidate to take an active role in his/her performance assessments. Candidates are informed of their progress regularly throughout the program and have multiple opportunities to improve and/or seek assistance toward improvement and successful completion of the program.