

Kansas Clinical Assessment Tool (K-CAT) Implementation Handbook

- 1. Introduction**
- 2. Standards**
- 3. Expectations for Users of the K-CAT**
- 4. Administering the K-CAT**
- 5. Policies and Procedures for Data Entry and Use**
- 6. Appendices**

1. Introduction

This handbook is designed for users of the Kansas Clinical Assessment Tool (K-CAT) and includes information about its purpose, content, and use. Cooperating teachers and university supervisors may use the handbook to understand how to use the K-CAT as they work with student teachers. Likewise, student teachers may use the handbook to understand expectations of them during student teaching and what it takes to be a designated as a proficient student teacher. Others who use the scores (for example, educator preparation program administrators who review aggregate scores to guide program improvement) can use the handbook to learn how scores were derived from the evidence and corresponding rubric. Information from the handbook may also be used as part of K-CAT rater training and to bring consistency to the way that scores are applied.

The Kansas Clinical Assessment Tool

The Kansas Clinical Assessment Tool is a rubric-based assessment for teacher candidates to be used during their student teaching experience. The assessment has 45 items designed to assess candidate proficiency on the ten Kansas State Department of Education (KSDE) Professional Educational Standards which align with the each of the ten Interstate New Teacher Assessment and Support Consortium (InTASC) Performance Standards. The ten standards measured by the K-CAT represent four areas of teacher candidate development (Exhibit 1).

Exhibit 1. K-CAT Development Areas and Standards

Development Area	K-CAT Standard
The Learner and Learning	(1) Learner Development (2) Learning Differences (3) Learning Environments
Content	(4) Content Knowledge (5) Application of Content
Instruction and Practice	(6) Assessment (7) Planning for Instruction (8) Instructional Strategies
Professional Responsibility	(9) Professional Learning and Ethical Practice (10) Leadership and Collaboration

Purpose and Administration. The K-CAT is designed to serve as a teaching tool – it is not to be used as the sole decision-making tool in determining licensure, a grade, or other high-stakes decision. An institution may use the tool as often as liked during the course of the student teaching semester. For

data collection purposes, however, only the mid-term and final administrations of the tool are gathered for aggregation of data by all participating institutions. Both the cooperating teacher and university supervisor's data are to be collected. As a general rule, the *Accomplished Candidate Practitioner – Target* level is the expected rating of typically successful student teachers at the culmination of their clinical experience. Low scores on criteria indicate areas of focus or areas where growth is needed.

Development. The need for a valid and reliable statewide instrument for observation of student teaching by Education Preparation Programs (EPPs) in Kansas originated in September 2016 from the KSDE and EPPs seeking Council for Accreditation of Educator Preparation (CAEP) accreditation. In fall 2016, the unit heads of the Kansas Association of Private Colleges of Teacher Education (KAPCOTE) asked for volunteers to work on a common teacher candidate performance assessment tool to be administered at the mid-point and end of the student teaching experience by the cooperating teacher and the university supervisor. The hope was that using a statewide, or at least widely distributed, tool would make this process more manageable. One of the first steps in developing this tool was the creation of a crosswalk linking the INTASC Performance Standards with Kansas Professional Education Standards. Also identified in the document were the cross-cutting themes of technology and diversity.

Groups representing various EPPs in Kansas met in from fall 2016 to February 2017 to draft the crosswalk, descriptors associated with the standards, and descriptions of what it meant to be a Novice, Beginning, Proficient, or Exemplary-level student teacher for each indicator. A draft version with Standards One and Two completed was shared with KAPCOTE unit heads at a meeting on February 10, 2017. The final draft was completed on February 24, 2017. After subsequent feedback and revisions, a revised version of the K-CAT (formerly called the Student Observation Assessment Record or SOAR) was distributed to thirteen institutions to pilot in fall 2017. Pilot data collected were in fall 2017 and spring 2018. Preliminary analyses of pilot data were conducted with support from the Regional Educational Laboratory (REL) Central in late 2018 and suggest high reliability of the 44-item scale and moderate to high reliability for items associated with each K-CAT standard. Results from pilot data analyses were used to inform revisions to the instrument in late 2018, including changes to rubric wording and the addition of an item (bringing the total number of items to 45).

2. Standards

The K-CAT is closely aligned with KSDE and InTASC Performance Standards. Exhibit 2 lists the ten K-CAT standards, their alignment with each KSDE and InTASC standard, and the number of K-CAT indicators used to generate a rating for each standard.

Exhibit 2. K-CAT Alignment with Standards and Number of Indicators

K-CAT Standard	KSDE Standard	InTASC Standard	Number of K-CAT Indicators
(1) Learner Development	The [candidate] understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant and rigorous learning experiences.	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	5
(2) Learning Differences	The [candidate] uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	4
(3) Learning Environments	The [candidate] works with others to create learning environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	5
(4) Content Knowledge	The [candidate] understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	4
(5) Application of Content	The [candidate] understands how to engage learners through interdisciplinary lessons that utilize concept-based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	4

K-CAT Standard	KSDE Standard	InTASC Standard	Number of K-CAT Indicators
(6) Student Assessment	The [candidate] understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	5
(7) Planning for Instruction	The [candidate] plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	5
(8) Instructional Strategies	The [candidate] understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	4
(9) Professional Learning and Ethical Practice	The [candidate] engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	4
(10) Leadership & Collaboration	The [candidate] seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	5

3. Expectations for Users of the K-CAT

All Users

- Maintaining candidate confidentiality

K-CAT Coordinator – A representative(s) at each EPP responsible for . . .

- Participating in K-CAT training, initial and ongoing
- Facilitating implementation
- Coordinating training for K-CAT users
- Answering questions about the K-CAT
- Monitoring use and providing as-needed guidance to K-CAT users
- Entering K-CAT data, maintaining lists of ID numbers and codes
- Submitting data to the K-CAT data repository

University Supervisors

- Participating in K-CAT training, initial and ongoing
- Communicating with cooperating teachers
 - Providing orientation to the K-CAT and documentation including the K-CAT and student teaching handbooks
 - Discussion about candidate practice to inform ratings
- Communicating with content faculty
 - Discussion about candidate practice to inform ratings
- Reviewing of sources of evidence
 - See primary sources of evidence in Exhibit 3
 - Observations of candidate
 - Conferences with cooperating teacher, candidates
- Communicating with candidates
 - Providing orientation to the K-CAT and documentation including the K-CAT and student teaching handbooks
 - Providing ongoing feedback to candidates
- Submitting data to EPP (mid-term and final)

Cooperating Teachers

- Participating in K-CAT training, initial and ongoing
- Communicating with supervisors
 - Discussion about candidate practice to inform ratings
- Reviewing of sources of evidence
 - See primary sources of evidence in Exhibit 3
 - Observations of candidate
 - Conferences with university supervisor, candidates
- Communicating with candidates

- Providing ongoing feedback to candidates
- Submitting data to EPP (mid-term and final)

Candidates

- Becoming familiar with KSDE Professional Education Standards and the K-CAT instrument
- Preparing primary/secondary evidence for supervisor and cooperating teacher (what, when, where, how)
- Communication with cooperating teacher(s) and supervisor

4. Administering the K-CAT

This section describes how the K-CAT is administered, including instructions for data collection, scoring, timeline for data collection, and types of evidence to be collected.

Instructions for Data Collection (for University Supervisors and Cooperating Teachers)

To ensure the reliability and validity of this tool, nothing can be changed. Do not change the wording. Do not change the formatting. Notes should be kept to facilitate completion of the K-CAT. The University Supervisor Observation Notes and the Cooperating Teacher Progress Notes found in the Appendix may be for this purpose.

- **Administration:**
 - An institution may use the tool as often as liked during the course of the student teaching semester.
 - For data collection purposes, however, the mid-term and final iterations of the tool are the only items gathered by the corporate group. Both the cooperating teacher and university supervisor's data will be collected.
 - The document has the Standard/s at the top of the page, Criteria for the standard in the left column, and indicators for the criteria in the four performance columns.

- **Rating:**
 - Rating is done on a 4-point scale. 1 is low, 4 is high.
 - As a general rule, the **Accomplished Candidate Practitioner-Target** level is the expected rating of a typically successful student teacher at the culmination of the clinical experience.
 - This is a teaching tool. Low scores on criteria indicate an area of focus, an area where growth is needed. Do not purposefully score low at the beginning of the semester in order to show growth. If the candidate is at target level from the first observation, that's fine.
 - It is suggested that the observer circle the elements of the category observed. A preponderance of evidence should guide the rating. Notes and other sources of data (see Exhibit 3 below) should be used to inform rating decisions.
 - Candidates must meet more than 50% of the elements in a category to move to the next higher level.
 - What to do with N/A (Not Applicable) or N/O (Not Observed)? If an item is not observed during the exact lesson observed, please reflect on the candidates' approximate abilities at that time of the observation. As a teaching tool, candidates need feedback on criteria.

- **Scoring:**
 - Cooperating teachers are asked to rate the candidate on each performance indicator of each standard and identify the raw score (1, 2, 3, or 4) for the indicator. The cooperating teacher should not feel obligated to figure the averages for each standard.
 - Fractions or decimal points cannot be used in the raw scores.
 - The ratings (raw scores) of each performance indicator in the standard will be averaged to determine the mean of the standard.
 - The K-CAT coordinator will be responsible for averaging the raw scores.
 - The raw scores of each performance indicator will be averaged to determine an overall score on the tool.

- If any performance indicator is marked at the novice or developing level, the highest overall score possible is Target. The candidate cannot be exemplary.
- Possible scores as averaged by the institution:
 - 3.50001 to 4 = Exemplary
 - 2.50001 to 3.5=Accomplished Candidate Practitioner-Target level
 - 1.50001 to 2.5=Apprentice-Developing
 - 0 to 1.5=Novice

Exhibit 3: Prioritized Evidence for Each K-CAT Standard

K-CAT Standard	Primary Evidence	Secondary Evidence
(1) Learner Development	<ul style="list-style-type: none"> • Pre/Post <u>observation conferences</u> (minimum of #) with evaluators • All <u>lesson plans</u> include full, data-driven descriptions of: (a) evidence of differentiation, and (b) pre/post assessments of students to determine instruction • <u>Observations</u> (by peers or evaluators) or <u>artifacts</u> of classroom activities that: (a) explore cultural awareness based on student demographics, and (b) provide evidence of the variety of methods used which meet learner development needs 	<ul style="list-style-type: none"> • <u>Conversations</u> between cooperating teachers • Mid-Term may influence Final evaluation
(2) Learning Differences	<ul style="list-style-type: none"> • All <u>lesson plans</u> include evidence of: (a) multi-tiered instruction/activity/assessment components, (b) making content accessible to English language learners and support development of English proficiency, and (c) prior knowledge and experiences • <u>Observations</u> (by peers or evaluators) substantiate candidate’s active implementation of meeting the needs of all learners (ELL, SPED, Below/At/Above Grade Level) in the lessons 	<ul style="list-style-type: none"> • Candidate reflection via <u>weekly journal</u> or <u>contact log</u> with specific descriptions included. • Collaborates with professional and community resources • Professional Learning Communities (PLC)/Parent-Teacher (PT) Conference/Staff conference <u>notes</u> with colleagues • Candidate presents PLC Learning with Education Preparation Provider (EPP) peers
(3) Learning Environments	<ul style="list-style-type: none"> • <u>Observations</u> (by peers or evaluators) that includes: (a) individual and collaborative learning, (b) candidate and student use of technology, and (c) encourages positive social interaction, active engagement in learning, and self-motivation • Pre/Post <u>observation conferences</u> with evaluators 	<ul style="list-style-type: none"> • Candidate provides evidence via <u>links, videos, blogs, flipped classroom assignments</u>, etc. of student technology use • The candidate submits <u>pictures of room design</u> of flex seating, learning environment changes, etc. • Candidate reflection via <u>weekly journal</u> or <u>contact log</u>

		with specific descriptions included
(4) Content Knowledge	<ul style="list-style-type: none"> • <u>Lesson plans</u> include evidence of: (a) content specific learning, (b) literacy experiences, (c) mastery learning, (d) scaffolding, and (e) differentiation based on MTSS • <u>Observations</u> (by peers or evaluators) substantiate candidate's: (a) understanding of central concepts, tools of inquiry, and structures of the discipline(s), (b) use of assessment to assure student mastery of content, and (c) differentiation based on MTSS • Pre/Post <u>observation conferences</u> with evaluators 	
(5) Application of Content	<ul style="list-style-type: none"> • <u>Lesson plans</u> include evidence of: (a) interdisciplinary learning opportunities, (b) authentic learning experiences, (c) student collaboration, effective, communication, and critical/creative thinking, (d) alignment with College/Career Readiness Standards (CCRS), (e) candidate and student use of technology, and (f) family literacy opportunities demonstrating an understanding of community diversity • <u>Observations</u> (by peers or evaluators) substantiate candidate's: (a) integration of technology in presentations and student use of technology, (b) interdisciplinary learning opportunities, and (c) authentic learning experiences 	<ul style="list-style-type: none"> • Candidate produced <u>classroom website, newsletter, blog</u> • <u>Communication log</u>
(6) Student Assessment	<ul style="list-style-type: none"> • <u>Lesson plans</u> that include: (a) pre-assessment, formative (including formal and informal), summative, and diagnostic assessments, (b) opportunities for student self-assessment, (c) instructions that are clear, and (d) use of data in decision-making • <u>Observations</u> (by peers or evaluators) substantiate that instruction and directions are clearly presented • Pre/Post <u>observation conferences</u> with evaluators 	<ul style="list-style-type: none"> • <u>Journal (reflections)</u> demonstrate use of data in decision-making
(7) Planning for Instruction	<ul style="list-style-type: none"> • <u>Observations</u> (by peers or evaluators) which include: (a) differentiation in content, process, and assessment, (b) student engagement in a wide variety of meaningful, real world activities and assessment, (c) cross-curricular activity, (d) higher level questioning, and (e) use of technology • <u>Lesson plans</u> that include: (a) plans for sequenced scaffolded learning, (b) learning goals/objectives aligned with state and/or national standards, (c) planned use of technology (candidate and student), and (d) cross-curricular activity 	<ul style="list-style-type: none"> • <u>Reflections, journals, blogs</u>
(8) Instructional Strategies	<ul style="list-style-type: none"> • <u>Observations</u> (by peers or evaluators) which include: (a) a variety of instructional strategies, and (b) higher level questioning and demonstration of student critical thinking 	<ul style="list-style-type: none"> • <u>Reflections, journals, blogs</u>

	<ul style="list-style-type: none"> • <u>Lesson plans</u> that include: (a) a variety of instructional strategies and relevant learning experiences based on understanding of students and community resources, (b) appropriate assessments for monitoring of student learning/progress, (c) cross-curricular connections, and (d) opportunities for students to extend lesson product • Pre/Post <u>observation conference</u> with evaluators 	
(9) Professional Learning and Ethical Practice	<ul style="list-style-type: none"> • <u>Observations</u> (by peers and evaluators) demonstrates: (a) adherence to and modeling of Kansas Educator Code of Conduct, and (b) differentiation of instruction based on the needs of the students and self-reflection • Pre/Post <u>observation conferences</u> with evaluators • Professional learning activities 	<ul style="list-style-type: none"> • <u>Reflections, journals, and blogs</u>: (a) use of data to impact planning, teaching, and learning, (b) adherence to modeling of Kansas Educator Code of Conduct, and (c) involvement in Professional Learning Communities (PLC) • <u>Communication log</u>
(10) Leadership & Collaboration	<ul style="list-style-type: none"> • Pre/Post-<u>observation conferences</u> with evaluators • <u>Communication log</u> including electronic communications: (a) collaborations with learners and their families, and (b) collaborations with other professionals 	<ul style="list-style-type: none"> • <u>Reflections, journals, newsletters, websites, and blogs</u> • <u>Learning team minutes</u> and responsibilities • <u>Peer evaluations</u> • Staff/Faculty meeting <u>sign-in sheets/logs</u>

5. Policies and Procedures for Data Entry and Use

This section presents information for the designated K-CAT Coordinator at each EPP about how to enter and manage K-CAT data.

Assigning Candidate and Rater Identification Numbers

Conventions for numbering. To ensure that data can be combined over time, candidates and raters must be assigned unique identification (ID) numbers within each EPP.

- All candidate ID numbers are 4-digits long, beginning with “1000;” a 2-letter prefix indicates their content area code (see list below) and a 1-letter suffix indicates their EPP (see list below).
- All rater ID numbers are 4-digits long, beginning with “1000” and include a single-letter prefix (“C” for cooperating teacher and “S” for university supervisor) and a 1-letter suffix indicates their EPP (see list below).
- At no time should numbers be repeated. Each academic year, the numbering continues in sequence from the previous semester. Each individual will always have the same code ID number.
 - For example, a supervisor or cooperating teacher used multiple times will have the same number as before. But all new candidates will have new numbers that are sequential.

Lists of names and IDs. EPPs are expected to maintain lists of all candidate and rater names and their associated ID numbers. This allows for EPPs to review and correct data entry errors as needed and to ensure that the same ID number is not used for multiple individuals. Assigning sequential ID numbers helps ensure that no ID is used for multiple individuals. A sample list is below.

Candidates		Cooperating Teachers		Supervisors	
Fred Smith	Ar1000A	Sandra Lewis	C1000A	Rhonda Day	S1000A
Janice Rogers	Bi1001A	Alice Kim	C1001A	Carlos Asencio	S1001A
Chandra Wang	Bu1002A	Lisa Liu	C1002A	Felicia Garcia	S1002A
William Jones	EI1003A	Larry Clark	C1003A	Rhonda Day	S1000A

In the example, Fred Smith (AR1000A) is seeking Art licensure from Baker University.

Here is an EPP coding scheme that should be used when combining data submitted from multiple EPPs. This coding scheme is consistent with KSDE’s coding for the KPTP.

EPP	Code	EPP	Code
Baker University	A	McPherson College	L
Barclay College	U	MidAmerica Nazarene University	W
Benedictine College	B	Newman University	J
Bethany College	C	Ottawa University	M
Bethel College	D	Pittsburg State University	X
Central Christian College	E	Southwestern College	N
Emporia State University	F	Sterling College	O
Fort Hays State University	G	Tabor College	P
Friends University	H	University of Kansas	Q
Haskell Indian Nations University	I	University of Saint Mary	R
Kansas State University	V	Washburn University	S
Kansas Wesleyan University	K	Wichita State University	T

Content Area	Code
Agriculture	Ag
Art	Ar
Biology	Bi
Business	Bu
Chemistry	Ch
Earth Space Science	Ea
Elementary	El
English/Language Arts	En
Family and Consumer Science	Fa
Foreign Language	Fl
Health	He
History/Government/Social Studies	Hi
Mathematics	Ma
Music	Mu
Physical Education	Pe
Physics	Ph
Psychology	Ps
Speech/Theater	Sp
Technology Education	Te

- **Procedures for submission of Candidates in Multiple/split placements:**
 - A split placement is defined as a candidate in a PK-12 licensure area such as PE, music, art, etc. OR a single licensure area AND SPED or ESOL.
 - For example, if a candidate completes an elementary placement in October and then transitions to a SPED placement, although each is thought to be a final assessment for each placement, for K-CAT purposes the elementary placement is considered the K-CAT mid-term evaluation and the SPED assessment is the K-CAT final evaluation.
 - For institutions having placements in interterm, we encourage the use of the K-CAT as an assessment tool for the candidate, but this data will not be submitted for aggregation to the K-CAT repository.
- **Procedures for submission of data to the K-CAT repository**
 - Each EPP is responsible for compiling midterm and final data onto the provided/approved Excel sheet. (See Appendix F K-CAT EPP Data entry tool/instructions for more details)
 - Each EPP will send their data to Shane Kirchner (kirchnes@mcpherson.edu) to be aggregated for the K-CAT repository.
 - Timeline for data submission to the K-CAT repository:
 - Fall midterm by Nov. 1
 - Fall final by January 1
 - Spring midterm by April 1
 - Spring final by June 1
 - State data will be held on the server at the Kansas Independent College Association (KICA)
- **Information about how K-CAT data are to be shared and with whom**
 - Institutions are responsible to keep their own data.
 - Aggregate state-wide data will be shared with participants.
 - Institutional data will be protected and kept confidential.

- Once the initial reliability and validity study is complete a standardized accreditation statement will be developed for participating institutions to use as evidence for accreditation purposes. (See Appendix E...when complete.)
- **Data sharing agreements to share state aggregate data; summary of appropriate data use, sharing provisions**
 - Each participating institution will sign a data sharing agreement and MOU confirming participation, use of the data, and financial costs incurred in processing the data.
 - MOU –see Appendix G
- **Accessing the data.**
 - At this time, aggregate K-CAT state data are obtained via Shane Kirchner (kirchnes@mcperson.edu) upon request.
 - Aggregate state data will be distributed periodically, at least once annually.

6. Appendices

- A. K-CAT Crosswalk of InTASC and KSDE Professional Education Standards
- B. University Supervisor Observation Notes
- C. University Supervisor Midterm/Final Comments
- D. Cooperating Teacher Progress Notes
- E. Evidence of Reliability and Validity (to be added)
- F. K-CAT EPP Data Entry Tool-Instructions
- G. Data sharing agreement/MOU

Appendix A: Crosswalk of InTASC and KSDE Professional Education Standards

Four InTASC Categories	Observation Rubric Ten Standards	<u>InTASC Performance Standards</u>	<u>KS Educator Prep Standards</u>
The Learner and Learning	I. Learner Development	1(a), 1(b), 1(c)	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1 , (1.2.2), (1.3.1), 1.3.2 , (1.3.3), (1.3.4), (3.3.1), (4.2.5), 7.3.1 , (8.1.1)
	II. Learner Differences	2(a), 2(b), 2(c), 2(d), 2(e), 2(f)	2.1.1, 2.1.2, 2.1.3, 2.1.6, 2.2.1, 2.2.2 , (2.2.3), (2.2.4), (3.3.4), (3.3.5), 4.2.8 , (6.1.6), (7.1.4), 7.3.2 , (8.1.2), (8.1.3), (8.1.5)
	III. Learning Environments	3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h)	3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.1, 3.2.3 , (3.3.4), 3.3.5
Content Knowledge	IV. Content Knowledge	4(a), 4(b), 4(c), 4(d), 4(e), 4(f), 4(g), 4(h), 4(i)	4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 5.3.1 , (7.2.1)
	V. Application of Content	5(a), 5(b), 5(c), 5(d), 5(e), 5(f), 5(g), 5(h)	(4.1.2), (4.2.1), (4.2.4), (4.2.7), 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5, 5.2.1, 5.2.2, 5.2.3 , (5.2.4), (5.2.5), 5.3.2, 5.3.3 , (5.3.4), 5.3.5, 5.3.6 , (7.2.2)
Instructional Practice	VI. Assessment	6(a), 6(b), 6(c), 6(d), 6(e), 6(f), 6(g), 6(h), 6(i)	1.3.3 , (4.2.8), 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.1.6, 6.1.7, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 6.2.6, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.3.5, 6.3.6 , (7.1.2), (7.3.5), (8.1.6), (9.2.3)
	VII. Planning for Instruction	7(a), 7(b), 7(c), 7(d), 7(e), 7(f),	1.2.2, 1.3.4, 2.1.5 , (2.2.1), 2.2.3, 2.2.5, 3.3.1, 3.3.3, 5.3.4 , (6.3.2), (6.3.5), 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.2.1, 7.2.2 , (7.2.3), 7.2.4 , (7.2.5), (7.3.1), (7.3.2), 7.3.3, 7.3.4, 7.3.5 , (8.1.7)
	VIII. Instructional Strategies	8(a), 8(b), 8(c), 8(d), 8(e), 8(f), 8(g), 8(h), 8(i)	1.3.1 , (2.1.1), (2.1.2), 2.1.4 , (2.2.1), 2.2.4 , (3.1.4), (4.1.4), (4.2.3), 5.2.4, 5.2.5, 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.1.6, 8.1.7, 8.1.8, 8.1.9, 8.1.10, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.2.6
Professional Responsibility	IX. Professional Learning and Ethical Practice	9(a), 9(b), 9(c), 9(d), 9(e), 9(f)	9.1.1, 9.1.2, 9.1.3, 9.1.4, 9.1.5, 9.2.1, 9.2.2, 9.2.3, 10.1.3
	X. Leadership and Collaboration	10(a), 10(b), 10(c), 10(d), 10(e), 10(f), 10(g), 10(h), 10(i), 10(j), 10(k)	(1.1.3), 3.2.2, 3.3.2, 3.3.4, 7.2.3, 7.2.5, 10.1.1, 10.1.2, 10.2.1, 10.2.2, 10.2.3, 10.2.4, 10.2.5, 10.2.6

BOLD=Primary elements which address the standard.

() Standard elements which are supportive to the standard.

Cross-cutting theme Technology: (3.2.1), (3.2.2) (3.2.3), (4.1.6), (5.3.6), (6.2.6), (7.1.1), (8.1.4), (8.2.2), (8.2.4), (8.2.6)

Cross-cutting theme Diversity: (1.1.2), (1.2.1), (1.2.2), (1.3.3), (2.1.1), (2.1.2), (2.1.3), (2.1.4), (2.1.5), (2.1.6), (2.2.1), (2.2.2), (2.2.3), (2.2.4), (2.2.5), (3.3.5), (4.1.6), (4.2.2), (4.2.8), (6.1.6), (6.3.5), (7.1.1), (8.1.2), (8.1.5)

Appendix B: University Supervisor Observation Notes

Observation Notes on Student Teacher

Candidate _____

University Supervisor _____

Lesson:

Learner Development	Std 1.1 -Learner growth & development	
	1.2 -Individual differences in readiness instruction	
	1.3 -Assess learning needs & performance	
	1.4 -Cultural context	
	1.5 -Behavior management	
Learning Differences	Std 2.1 -Understanding learner differences	
	2.2 -Differentiation in instruction	
	2.3 -Collaboration w/others to meet learner needs	
	2.4 -Instruction designed to meet learner needs	
Learning Environments	Std 3.1 -Individual & collaborative learning	
	3.2 -Behavior management	
	3.3 -Active engagement in learning	
	3.4 -Teacher & student use of technology	
	3.5 -Positive social interaction	

Observation Notes on Student Teacher

Content Knowledge	Std 4.1 -Central concepts, structures of content	
	4.2 -Evaluation of content	
	4.3 -Inquiry	
	4.4 -Differentiation for accessible learning	
Application of Content	Std 5.1 -Interdisciplinary instruction w/effective communication, collaboration & critical thinking	
	5.2 -Lesson plans integrating CCRS	
	5.3 -Concept based instruction w/authentic learning experiences	
	5.4 -Use of technology-candidate & student	
Student Assessment	Std 6.1 -Multiple measures to monitor & assess	
	6.2 -Learner self-assessment	
	6.3 -Learner awareness	
	6.4 -Feedback to students & use of data	
	6.5 -Data driven decisions	
Planning for Instruction	Std 7.1 -Instruction planning to meet learning goals	
	7.2 -Differentiation in instruction	
	7.3 -Learning experiences that are cross-curricular	
	7.4 -Learning motivation	
	7.5 -Use of technology-candidate and student	

Observation Notes on Student Teacher

Instructional Strategies	Std 8.1 -Instructional strategies	
	8.2 -Assessment & monitoring	
	8.3 -Understanding content	
	8.4 -Knowledge application	
Professional Learning and Ethical Practice	Std 9.1 -Professional learning	
	9.2 -Use of data to evaluate practice	
	9.3 -Differentiation of instruction	
	9.4 -Ethical practice	
Leadership and Collaboration	Std 10.1 -Leadership & student learning	
	10.2 -Learning community	
	10.3 -Collaboration	
	10.4 -Context of learners	
	10.5 -Technology-candidate & student use	

Appendix C: University Supervisor Midterm/Final Comments

University Supervisor Midterm/Final Comments

Institution _____

Candidate _____

Standard 1 Midterm Comments:
Final Comments:
Standard 2 Midterm Comments:
Final Comments:
Standard 3 Midterm Comments:
Final Comments:
Standard 4 Midterm Comments:
Final Comments:
Standard 5 Midterm Comments:
Final Comments:
Standard 6 Midterm Comments:
Final Comments:
Standard 7 Midterm Comments:
Final Comments:
Standard 8 Midterm Comments:
Final Comments:
Standard 9 Midterm Comments:
Final Comments:
Standard 10 Midterm Comments:
Final Comments:

Appendix D: Cooperating Teacher Progress Notes

Progress Notes on Student Teacher

Candidate _____

Cooperating Teacher _____

Lesson:

Learner Development	Std 1.1 -Learner growth & development	
	1.2 -Individual differences in readiness instruction	
	1.3 -Assess learning needs & performance	
	1.4 -Cultural context	
	1.5 -Behavior management	
Learning Differences	Std 2.1 -Understanding learner differences	
	2.2 -Differentiation in instruction	
	2.3 -Collaboration w/others to meet learner needs	
	2.4 -Instruction designed to meet learner needs	
Learning Environments	Std 3.1 -Individual & collaborative learning	
	3.2 -Behavior management	
	3.3 -Active engagement in learning	
	3.4 -Teacher & student use of technology	
	3.5 -Positive social interaction	
Content Knowledge	Std 4.1 -Central concepts, structures of content	
	4.2 -Evaluation of content	
	4.3 -Inquiry	
	4.4 -Differentiation for accessible learning	

Progress Notes on Student Teacher

Application of Content	Std 5.1 -Interdisciplinary instruction w/effective communication, collaboration & critical thinking	
	5.2 -Lesson plans integrating CCRS	
	5.3 -Concept based instruction w/authentic learning experiences	
	5.4 -Use of technology-candidate & student	
Student Assessment	Std 6.1 -Multiple measures to monitor & assess	
	6.2 -Learner self-assessment	
	6.3 -Learner awareness	
	6.4 -Feedback to students & use of data	
	6.5 -Data driven decisions	
Planning for Instruction	Std 7.1 -Instruction planning to meet learning goals	
	7.2 -Differentiation in instruction	
	7.3 -Learning experiences that are cross-curricular	
	7.4 -Learning motivation	
	7.5 -Use of technology-candidate and student	
Instructional Strategies	Std 8.1 -Instructional strategies	
	8.2 -Assessment & monitoring	
	8.3 -Understanding content	
	8.4 -Knowledge application	

Progress Notes on Student Teacher

Professional Learning and Ethical Practice	Std 9.1 -Professional learning	
	9.2 -Use of data to evaluate practice	
	9.3 -Differentiation of instruction	
	9.4 -Ethical practice	
Leadership and Collaboration	Std 10.1 -Leadership & student learning	
	10.2 -Learning community	
	10.3 -Collaboration	
	10.4 -Context of learners	
	10.5 -Technology-candidate & student use	

Appendix E: Evidence of Reliability and Validity

- Forthcoming, based on results from planned REL Central study

Appendix F: K-CAT EPP Data Entry Tool-Instructions



Instructions for using the K-CAT Data Entry Tool

Step One - Preparing for data entry

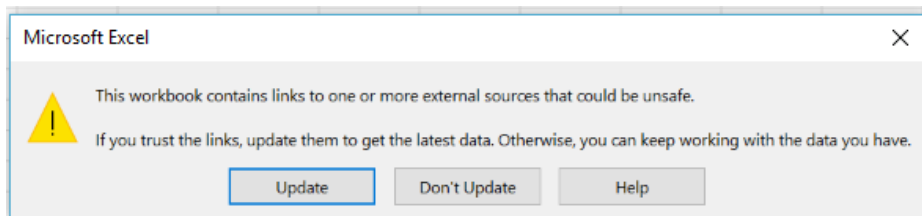
Create a codebook that assigns each student, cooperating teacher, and supervising teacher a unique id. As stated in the Implementation Guide, Section 5,

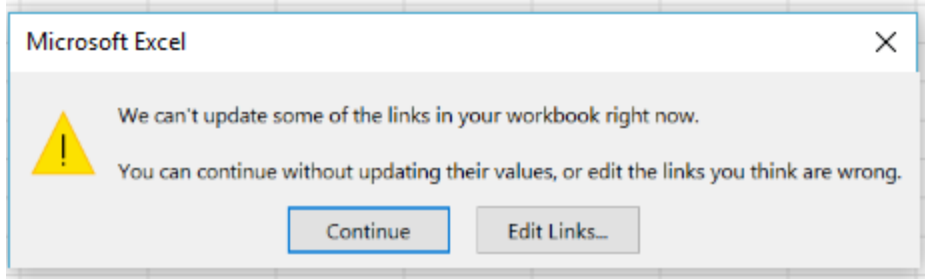
- All candidate ID numbers are 4-digits long, beginning with “1000;” a 2-letter prefix indicates their content area code and a 1-letter suffix indicates their EPP (see list below).
- All rater ID numbers are 4-digits long, beginning with “1000” and include a single-letter prefix (“C” for cooperating teacher and “S” for university supervisor) and a 1-letter suffix indicates their EPP (see list below).

Candidates		Cooperating Teachers		Supervisors	
Fred Smith	Ar1000A	Sandra Lewis	C1000A	Rhonda Day	S1000A
Janice Rogers	Bi1001A	Alice Kim	C1001A	Carlos <u>Asencio</u>	S1001A
Chandra Wang	Bu1002A	Lisa Liu	C1002A	Felicia Garcia	S1002A

Step Two - Creating the report

Open the template and immediately “save as” a unique name. If any “warning” windows show up, click *update, yes or continue.*





Enter or upload all information on the “data entry” tab. You must use enter after each entry, not tab or clicking. Enter the score for each indicator. You may copy data, if you have it in excel already, but you must use enter not control V/paste.

The tool will calculate the average for the standard. Skip over those columns. Do not enter manually.

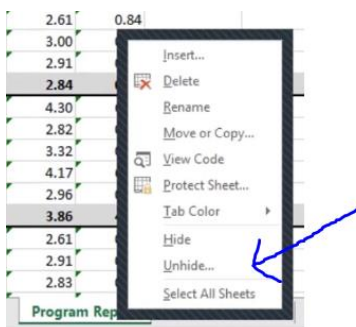
As you work in the data tab, you will notice that scores < 2.5 will automatically shade yellow

3	2	2	1	3
4	3	3	2	3
3	3	2	3	4
3	4	3	3	2
3	2	3	4	2
3	4	3	3	3
3	4	3	3	2

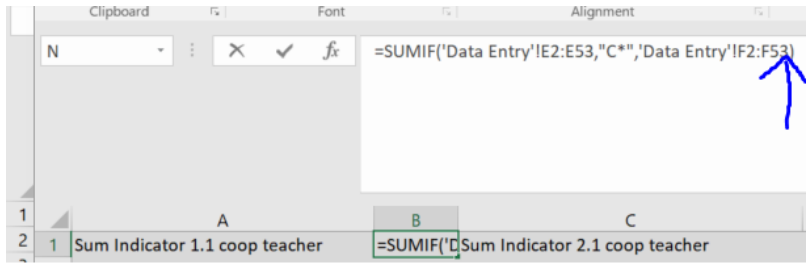
and scores >4 or <1 (which are most likely entry errors) will shade red for easy identification.

4	4	4	3	3	3.6
14	44	3	20.33		
3	3	4	3	4	3.4

When all data is entered, check the program report pages. If there are any problem(s), check the formula in cell B1 on the hidden calculated variable tab (right click on any tab and select “unhide” to locate it).



If the number of entries is MORE than the current range (F2:F53), you will have to carefully do find and replace with the appropriate number in ALL cells.



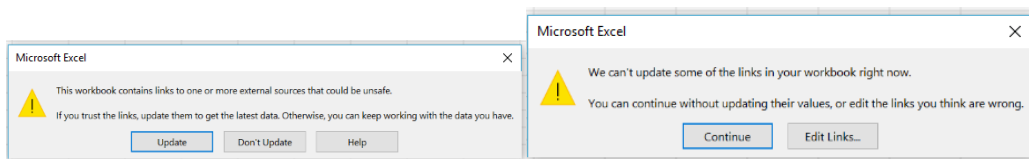
The state average columns may be blank. These will be populated and returned to you after the report is submitted to the central hub in step 4.

2017 Final	Program A		State Average		Overall Student Average-Coop	Overall Student Average-Supervisor
	Overall Mean	SD	Mean	SD	Mean	Mean
Final						
Perf Indicator 1.1	3.91	2.27			3.50	4.36
Perf Indicator 1.2	3.05	1.74			3.08	2.73
Perf Indicator 1.3	4.57	8.63			2.92	6.36
Perf Indicator 1.4	2.77	0.75			2.92	2.36
Perf Indicator 1.5	2.57	0.99			2.83	2.27
Summative Standard 1	3.38	4.08			3.05	4.36

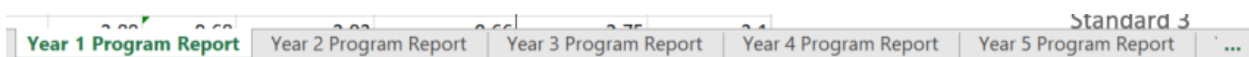
Email your report to the central hub.

Step Three - Adding information to the Longitudinal Report

Open the longitudinal report and immediately “save as” with today’s date. . If any “warning” windows show up, click update, yes or continue.



Locate the appropriate Program Report tab (Year 1-7).



Copy and use **enter** to paste the program report page from the program report file. Be sure that the year shows up in cell B1 to ensure alignment.

	A	B	C	D	E	F	G	H
1		2018	Mock Site B		State Average		Overall Student Average-Coop	Overall Student Average-Supervisor
2		Final	Overall Mean	SD	Mean	SD	Mean	Mean
3		Perf Indica	2.95	0.65	2.95	0.65	3.00	2.90
4		Perf Indica	2.91	0.66	2.91	0.68	3.17	2.60
5		Perf Indica	3.09	0.61	3.09	0.60	3.00	3.20
6		Perf Indica	3.09	0.53	3.09	0.52	3.08	3.10
7		Perf Indica	3.12	0.48	3.10	0.45	3.20	2.95
8		Summative	3.01	0.31	3.01	0.61	3.06	2.95

The longitudinal report page will update automatically.

If you encounter any difficulties with Steps One through Three, contact Jeanette.joyce@marzanoresearch.com or marc.brodersen@marzanoresearch.com for support

Step Four – Report Returned from Central Hub

The Central Hub will compile all program data and return the report with state averages and standard deviations. When this arrives, click “save as” and add the word FINAL to the file name.

	2017	Mock Site B		State Average		Overall Student Average-Coop	Overall Student Average-Supervisor
Final		Overall Mean	SD	Mean	SD	Mean	Mean
Perf Indicator 1.1		2.95	0.65	2.95	0.65	3.00	2.90
Perf Indicator 1.2		2.91	0.66	2.91	0.68	3.17	2.60
Perf Indicator 1.3		3.09	0.61	3.09	0.60	3.00	3.20
Perf Indicator 1.4		3.09	0.53	3.09	0.52	3.08	3.10
Perf Indicator 1.5		3.12	0.48	3.10	0.45	3.20	2.95
Summative Standard 1		3.01	0.31	3.01	0.61	3.06	2.95

This handout was prepared under Contract ED-IES-17-C-0005 by Regional Educational Laboratory Central, administered by Marzano Research. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.



Colorado • Kansas • Missouri • Nebraska • North Dakota • South Dakota • Wyoming

RELCentral@marzanoresearch.com

Appendix G: Data sharing agreement/MOU

Memorandum of Understanding
Between All Participants
Using
Kansas Clinical Assessment Tool (K-CAT)

All Participants (as listed below) do hereby enter into an agreement to share responsibilities for, support, and nurture the stated purposes of the Memorandum of Understanding (MOU).

Representative members from participating institutions have collaboratively developed the MOU. Members of the K-CAT MOU include: Baker University, Bethel College, Haskell Indian Nations University, Kansas Wesleyan University, Kansas Independent College Association, McPherson College, Southwestern College, and Sterling College.

We, the undersigned representatives of the K-CAT MOU, do pledge our support for the Memorandum of Understanding.

We, the undersigned representatives of the K-CAT MOU, do pledge to submit complete data as outlined in the K-CAT Implementation Handbook.

We, the undersigned representatives of the K-CAT MOU, do pledge to pay nominal compensation per institution to support the data entry into the aggregate tool.

This Memorandum of Understanding will establish guidelines and responsibilities of participants.

Benefits to the K-CAT Participants

The MOU promises a number of benefits to all the participants.

The benefits of the partnership will result in:

1. Centralized repository for data;
2. Supports exchange of aggregated state data to all participants;
3. Permission to use the valid and reliable assessment tool;
4. Training opportunities and resources;
5. Clerical support for data entry;
6. Mutual support at time of the accreditation visit;
7. Development of a professional learning community;
8. Correlation between K-CAT, Praxis Principles of Learning and Teaching, and current KPTP.

The assessment tool is not designed:

1. To be the single determiner of the student teaching grade
2. To guarantee successful completion of student teaching
3. To ensure successful completion of full accreditation

Roles and Responsibilities of Coordinator, Supervisors, Cooperating Teachers and Candidates can be found in the [K-CAT Implementation Guidance Handbook](#).

New membership into the K-CAT group will have the opportunity to receive mentoring, training and support from a current participant.

Compensation for support of data entry

Per semester

Kansas Clinical Teaching Assessment Tool (K-CAT)

Per Number of candidate student teachers (floating rate-to be determined after initial data entry)

Per hourly rate commensurate with state average for data entry.

(Estimated approximately \$30 to \$50 annually per IHE, to be refined after initial data entry in fall 2019.)

Grant money will be used to compensate for spring 2019 and fall 2019.

Baker University

Date

Bethel College

Date

Haskell Indian Nations University

Date

Kansas Wesleyan University

Date

Kansas Independent College Association

Date

McPherson College

Date

Southwestern College

Date

Sterling College

Date