Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

January 2015

Comprehensive Guide to the Annual Performance Report for Educator Preparation Programs

2014 Official Internal Report Edition

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The Missouri Standards for the Preparation of Educators (MoSPE) outline the expectations for programs preparing educators for certification in Missouri. In order to ensure that programs are meeting these expectations, MoSPE also creates an Annual Performance Report for Educator Preparation Programs (APR-EPP) to measure the performance of educator preparation programs (EPPs) in valid, accurate, and meaningful ways. Information provided through these reports will facilitate identification of programs in need of improvement so they can receive appropriate support and interventions. Likewise, the reports will assist in recognizing high-performing programs as models of excellence based on the same set of indicators. The APR-EPP is based on the MoSPE performance standards and provides a mechanism by which to review and approve EPPs at the certification program level.

The Missouri Standards for the Preparation of Educators represent the work of hundreds of educators from K-12 through higher education. Numerous refinements and revisions were made before the State Board of Education approved the final changes in November, 2012. The new standards will guide Missouri's continuing program-improvement efforts as we work together to reach our goal of student achievement in Missouri ranking among the top 10 states by 2020! The Department of Elementary and Secondary Education (the Department) expresses its appreciation to all who contributed to the process.

Just as MoSPE relied extensively on collaboration and continuous dialogue with the education community, the development of the APR-EPP also represents the work of many stakeholders. In addition to representatives from each of the EPPs and Associate of Arts in Teaching (AAT) programs, Department staff regularly consulted with experts from the following organizations:

Center for Great Teachers and Leaders
City University of New York
Council for Approval of Educator Preparation Programs (CAEP)
Educational Testing Service (ETS)
Evaluation Systems group of Pearson
Florida Department of Education
Louisiana Board of Regents
Louisiana State University
Ohio Board of Regents
Ohio Department of Education
Regional Educational Center (REL) Central
TeachPlus
University of Central Florida
Wisconsin Center for Education Research

Contents

Overview of Educator Preparation Program (EPP) Approval 4
Initial Approval 4
Continuing Approval 4
Performance Standards 8
Scope of the Annual Performance Report for Educator Preparation Programs (APR-EPP) 12
Program Types 12
Indicators 13
Scoring Guide for the Annual Performance Report for Educator Preparation Programs (APR-EPP) 15
Methodology 15
Cell Size 15
Cell Size Considerations for Individual Performance Indicators 15
Calculating the Annual Performance Report for Educator Preparation Programs (APR-EPP) 17
Certification Assessment Pass Rate 17
Percent Meeting Certification Requirements – Content GPA 18
Adequate Preparation – First-Year Teacher Survey (Teacher's Response) 19
Adequate Preparation – First-Year Teacher Survey (Principal's Response) 20
Annual Performance Report Transition Notes 21
Appendix A: Data Sources and Collection Schedule 22
Appendix B: Appeals Process for First Official Internal APR-EPP 24
Appendix C: Glossary of Terms 25
Appendix D: Guidelines for Initial Field and Clinical Experiences 29
Appendix E: Guidelines for Advanced Field and Clinical Experiences 31
Appendix E: Certification Clusters 32
Appendix F: Professional Continuum 34
Appendix G: GPA Reporting Requirements by Certification Program 36
Appendix H: Expanded Program Approval Rules 39

Overview of Educator Preparation Program (EPP) Approval

The State Board of Education (Board) is charged with the approval of certification areas within Educator Preparation Programs (EPPs) in Missouri. This approval is based upon the Missouri Standards for the Preparation of Educators (MoSPE) approved by the Board in November 2012. There are two types of approval: initial and continuing.

Initial Approval

EPPs that have not yet been approved by the State Board of Education must go through the initial approval process before they are able to offer preparation in Missouri that leads to a Missouri educator certificate.

EPPs must provide evidence that they will be able to meet the requirements of the Missouri Standards for the Preparation of Educators. Once such evidence has been provided, the proposed certification area(s) within the EPP will receive initial approval from the State Board of Education.

The following information and commitments should be documented in the application materials submitted to the Board by EPPs seeking initial approval:

- Plans to exceed all six MoSPE standards;
- Evidence that valid and reliable assessments, comparable in scope and purpose to those developed under the state plan, will be used to measure the growth and development of candidates;
- A listing of the areas of certification for which approval is sought;
- An outline of the coursework, competencies and/or experiences designed to prepare educators in each one of the certification areas;
- A commitment to host an on-site review that includes opportunities to visit with students, faculty, and partners;
- Timelines for: the approval by the State Board of Education; recruitment of students; and the anticipated date of their first program completers.

Continuing Approval

All certification areas approved by the Department will be subject to continuing approval on an annual basis. The APR-EPP will be used for this purpose. The APR-EPP will be compiled by the Department each year and will consist of performance data measured against statewide benchmarks to determine whether or not a program continues to meet state standards. The reports will be based on the following three performance standards:

- Academics (MoSPE Standard 1)
- Field and Clinical Experiences (MoSPE Standard 3)
- Candidates to Beginning Educators (MoSPE Standard 4).

The following categories will be used to classify certification areas:

1. **Approved:** The certification area meets all of the standards for the preparation of education professionals and may continue to recommend candidates for certification.

2. **Provisional Approval:** Occurs when performance on one or more APR indicators fall below the state benchmark. Certification areas with an "Approved" status prior to receiving the "Provisional Approval" designation are provisionally approved for a minimum of three (3) years. During this period, the certification area(s) is/are subject to conditional approval upon receiving an additional APR result that indicates failure to meet the state benchmark on one or more indicators. If a particular area of certification does not meet cell-size requirements for generating an accountability determination, the corresponding certification cluster may instead be subject to this classification if the combined performance of the certification areas it comprises falls below the state benchmark. The "Provisional Approval" classification does not require action by the Board, and the EPP retains the ability to continue to recommend candidates in those areas of certification.

3. **Conditional Approval:** If a certification area/cluster has not met the state benchmark on one or more APR indicators in an area of certification while already classified as provisionally approved, that area/cluster becomes conditionally approved.

   For conditionally approved certification areas/clusters, the Department will facilitate development and administration of an intervention plan in cooperation with members of a program improvement team. The team will have a total of 3-7 members including EPP leaders and/or faculty, a member of the Department, and other professionals deemed necessary to support the EPP. This team will design an intervention plan to be approved by Department that includes specific actions, timelines, and deliverables that demonstrate how the EPP will work toward meeting state standards in the designated area(s). This classification authorizes an EPP to continue recommending candidates for certification in the designated area(s), but candidates and the public K-12 schools where candidates are to be placed for student teaching must be notified annually of the EPP's conditional classification in those areas.

   In order to exit the conditional approval classification, a certification area/cluster must demonstrate adequate improvement by:
   - meeting the objectives outlined by the intervention team, and
   - meeting all of the standards measured by the APR-EPP for two consecutive years.

   Upon demonstrating the required improvement, the certification area/cluster enters the "Provisional Approval" classification.

4. **Board Action:** If an individual certification area falls short of state benchmarks as indicated on four APR-EPPs over a five-year period, that individual certification area will be subject to Board actions up to and including disapproval. The Department's recommendation will be to disapprove the EPP's ability to recommend candidates for state certification in that certification areas.

   For cases in which small cell-size prevents accountability determinations at the level of individual certification areas, data at the certification cluster level on four APR-EPPs over a five-year period will be used ***in conjunction*** with evidence gathered during development and implementation of the program intervention plan to identify and recommend specific certification areas for Board action.

   EPPs may seek re-approval of certification areas by following the initial program approval process and providing evidence that they will be able to meet the requirements of the Missouri Standards for the Preparation of Educators. If re-authorized by the Board, the certification area will have a conditional status and must meet or exceed the state benchmark in each approved area of certification on the APR indicators for a period of at least three (3) years in order to regain full approval.

The flowchart on Page 7 details the framework for certification area approval described above.

Below are some examples that show how approval classification is affected by APR results over a period of years.

- *Example 1: Conditional Approval Based on Consecutive Years of Poor Performance*

Academic Year	Approval Status at Beginning of Academic Year	APR Finding	Approval Status at the End of Academic Year
2014-15	Approved	Not Met	Provisional
2015-16	Provisional	Not Met	Conditional

- *Example 2: Conditional Approval Based on Inconsistent Performance Over a Period of Years*

Academic Year	Approval Status at Beginning of Academic Year	APR Finding	Approval Status at the End of Academic Year
2014-15	Approved	Not Met	Provisional
2015-16	Provisional	Met	Provisional
2016-17	Provisional	Met	Provisional
2017-18	Provisional	Not Met	Conditional

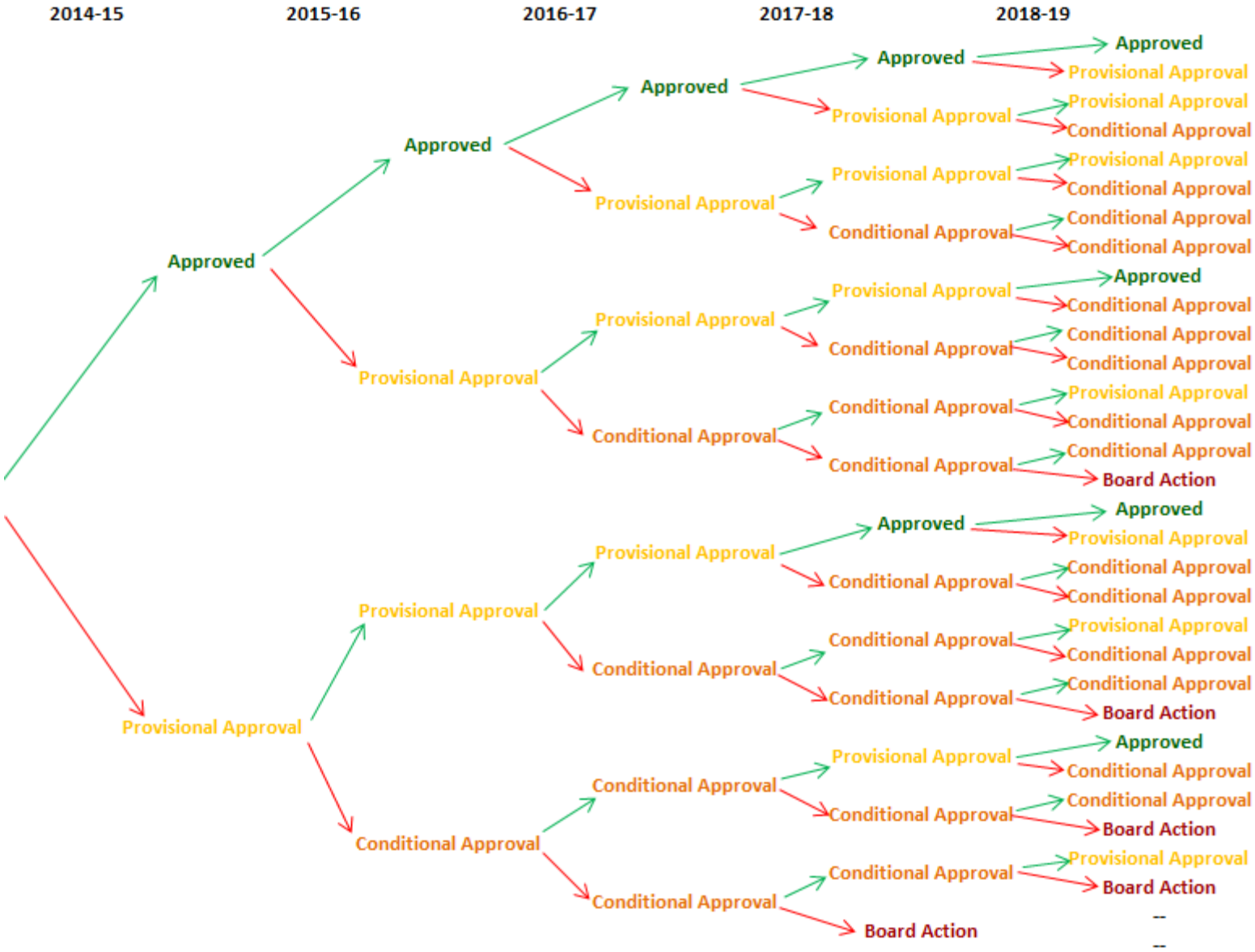
- *Example 3: Board Action Based on Four Consecutive Years of Poor Performance*

Academic Year	Approval Status at Beginning of Academic Year	APR Finding	Approval Status at the End of Academic Year
2014-15	Approved	Not Met	Provisional
2015-16	Provisional	Not Met	Conditional
2016-17	Conditional	Not Met	Conditional
2017-18	Conditional	Not Met	Board Action

- *Example 4: Long-Term Conditional Approval Based on Inconsistent Performance Over a Period of Years*

Academic Year	Approval Status at Beginning of Academic Year	APR Finding	Approval Status at the End of Academic Year
2014-15	Approved	Not Met	Provisional
2015-16	Provisional	Met	Provisional
2016-17	Provisional	Met	Provisional
2017-18	Provisional	Not Met	Conditional
2018-19	Conditional	Met	Conditional
2019-20	Conditional	Not Met	Conditional
2020-21	Conditional	Met	Conditional
2021-22	Conditional	Not Met	Conditional
2022-23	Conditional	Met	Conditional
2023-24	Conditional	Not Met	Conditional

The rules in this section assume that a determination of “Met” or “Not Met” is made every year. It is likely, however, that an EPP will have one or more certification areas/clusters with “No Determination” for one or more indicators, but a “Not Met” or “Met” for one or more indicators in either prior or subsequent years. Under these and related scenarios, the simple rules in this section do not provide adequate guidance to affected EPPs regarding potential consequences over a period of years. **Appendix H** describes extensions to the program approval framework to address some of these scenarios. Note that the guidance in Appendix H is preliminary, and is subject to change pending review by both the national and local Technical Advisory Committees.


2014-15
2015-16
2016-17
2017-18
2018-19
Approved
Provisional Approval
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Provisional Approval
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Board Action
Conditional Approval
Provisional Approval
Board Action
Board Action
= All standards met
= One or more standards not met

Performance Standards

The Missouri Standards for the Preparation of Educators (MoSPE) encompasses:

- Standard 1—Academics
- Standard 2—Design and assessment
- Standard 3—Field and clinical experiences
- Standard 4—Candidates to beginning educators
- Standard 5—Faculty
- Standard 6—Operations and resources

Standards 1, 3, and 4 will be used to generate indicators used to determine whether or not each program continues to meet the Missouri Standards for the Preparation of Educators (MoSPE). Standards 2, 5, and 6 deal with **resources and processes** rather than program performance, and are therefore not included in the APR-EPP. In developing program intervention plans for certification areas/clusters that do not meet state performance benchmarks, a program's resources and processes, such as faculty credentials, may be evaluated qualitatively. Only the three performance standards, however, will be used to determine the eligibility of a certification area for annual approval. More information about MoSPE can be found at http://dese.mo.gov/educator-quality/educator-preparation/mo-standards-preparation-educators.

MoSPE Standard 1 – Academics: Candidates demonstrate knowledge and application of general education, content knowledge, and pedagogy.

A. General education is the curricular foundation of the American academy. Candidates shall acquire and use the intellectual tools, knowledge, and creative capabilities necessary to study and interact with the world. General education equips candidates for success in their specialized areas of study and for fulfilled lives as educated persons, as active citizens, and as effective contributors to their own prosperity and to the general welfare. General education shall be constructed to introduce candidates to the traditional disciplines of the arts and sciences.
B. Content knowledge is a demonstration of having a thorough understanding of the curriculum. Candidates must have command of the curriculum and the standards approved by the board that they are responsible to teach in the PK-12 setting.
C. Professional education provides the pedagogical knowledge about teaching and learning. In addition to having a strong content and general education background, candidates must be able to teach so that students can learn. The ability to differentiate instruction to meet the needs of all students is imperative. Candidates need to develop strong relationships with students that foster respect for learning. Candidates must meet the professional educator standards outlined in MoSPE.

MoSPE Standard 3 – Field and Clinical Experiences: Field and clinical experiences, offered in collaboration with PK-12 schools, support the development of educators.

Field Experiences are defined as activities for candidates in professional education that are completed in off-campus settings such as a school, a classroom or a community center. They include classroom observations, tutoring, and assisting teachers.

Clinical Experiences involve student teaching or internships in a school setting that provides candidates with structured opportunities (as outlined in MoSPE) to develop and demonstrate competence in the professional roles for which they are preparing. The experiences are completed under the guidance and supervision of practicing professionals in the field.

EPPs must:

A. Provide clinically-based educator preparation that creates varied and extensive opportunities for candidates to connect what they learn with the challenge of using it, under the expert tutelage of skilled clinical educators,candidates blend practitioner knowledge with academic knowledge as they learn by doing. They refine their practice in the light of new knowledge acquired and data gathered about whether their students are learning. A close partnership must exist between educator preparation programs and school districts to better serve prospective educators and the students they teach.
B. Use the Missouri Educator Evaluator System to measure the effectiveness of their candidates.
C. Provide three developmental levels of initial field and clinical experiences: Early, Mid-Level and Culminating. Initial field and clinical experiencesare those of programs designed to prepare candidates for their first professional educator certification. Detailed guidelines and requirements for initial field and clinical experiences, including the required length of each developmental level and qualifications of cooperating teachers and supervisors, can be found in Appendix C.
D. Provide two developmental levels of advanced field and clinical experiences: Early and Culminating. Advanced field and clinical experiences are those offered at the post-baccalaureate level to (1) licensed teachers continuing their education and (2) candidates preparing to work in schools in roles other than teaching (e.g., school psychology, reading specialist, administrator, counseling, and school library media specialist). Detailed guidelines and requirements for advanced field and clinical experiences, including clock hour requirements and minimum supervisor qualifications, can be found in Appendix D.

Programs should also:

E. Structure field experiences that are of an exploratory nature with planning and involvement of the PK-12 school partnerships. Clinical experiences shall be accomplished within the grade range(s) and certification area(s) sought by the candidates.
F. Educator preparation programs and school districts shall provide regularly scheduled orientation sessions for student teachers, cooperating teachers, interns, on-site school supervisors, school site administrators, and university faculty/supervisors.
G. Develop a Memorandum of Understanding (MOU) with the school districts that identifies expectations of candidates, PK-12 personnel, and university faculty/supervisors. The MOUs should be shared with each party and evaluated annually. These agreements shall include, but not be limited to, the following areas for discussion:
    - Scope of the Agreement
    - Placement
    - Assignment
    - Duration, Termination, and Change of Assignment
    - Orientation for Pre-Service Teachers, Cooperating Teachers, Candidates, and On-Site Supervisors
    - Supervision and Evaluation of Pre-service Teachers and/or Candidates
    - Status Authority of Pre-service Teachers and/or Candidates
    - Compensation
    - Other Topics of Mutual Importance to Partnering School Districts and Educator Preparation Programs.

    The number of contacts among participants and the number of observations should be clearly spelled out in the MOU. For initial preparation candidates, the MOU should include terms that ensure that the culminating experience includes at least weekly contact among candidates and on-site supervisors and a minimum of one (1) observation every two-to-three weeks. Likewise, for advanced preparation candidates, the MOU should ensure that the early experience and the culminating experience each include at least weekly contact among candidates and on-site supervisors and a minimum of one (1) observation every three-to-four weeks.
H. School sites shall be carefully selected and the appropriate level of participation shall be determined collaboratively. The requirements for school sites are shown in Table 1.

Table 1: Site Requirements for Field and Clinical Experiences by Developmental Levels			
Initial Certification			
	Early Level	**Mid-Level**	**Culminating Level**
Expectations for partnership between EPP, school district, and candidate	Involvement of the candidate determined by MOU	Involvement of the candidate determined by MOU	Involvement of the candidate determined by MOU
	School principal is willing to accommodate the candidates and the educators who will be hosting the candidates.	School principal is willing to accommodate the candidates and the educators who will be hosting the candidates.	District or school principal identifies educators eligible to host student teachers according to the definitions of "proficient" and "distinguished" in Appendix F

Advanced Certification (e.g. Leaders, Librarian, Counselor)		
	Early Level	**Culminating Level**
Expectations for partnership between EPP, school district, and candidate	Involvement of the candidate determined by MOU	Involvement of the candidate determined by MOU
	School principal has knowledge of the interns and the on-site supervisors who will be hosting the interns.	District or school principal identifies educators eligible to host interns according to the definitions found on the department website.

I. Educator preparation programs shall work in collaboration with the department to explore clinical models that increase the level of collaboration between PK-12 schools.
J. Educator preparation programs must have a written policy to permit alternative clinical practice for candidates in lieu of conventional student teaching in accordance with Mo. Rev. Stat. § 168.400 (2005) and Mo. Code Regs. 5 CSR 20-400.330.

MoSPE Standard 4 – Candidates: A diverse pool of candidates, who demonstrate potential for effectiveness as educators are recruited, admitted, developed and retained by educator preparation programs.

Educator preparation programs should establish transition points for candidates to ensure adequate progress throughout the program. Each of these points should be clearly-defined and establish that the candidate is well-prepared to succeed in the next level of preparation and ultimately to succeed in becoming an effective educator in Missouri. A summary of suggested transitions appear~~s~~ below, in Table 2.

Table 2: Suggested Transitions for Candidates – Initial Preparation			
	Entry Requirements	**Mid-Level (Prior to Culminating Experiences)**	**Exit Requirements (Also Required for Certification)**
GPA	• 2.00 Cumulative • 2.50 Content • 2.50 Education	• 2.50 Cumulative • 2.75 Content • 2.75 Education	• 2.75 Cumulative • 3.00 Content • 3.00 Education (Candidates who do not meet these requirements may demonstrate competency via other measures approved by the Board.) • No Professional Education Grades < C
Assessments	Pass Entry Level General Knowledge & Skills Assessment		• Content Knowledge Assessment • Performance Based Assessments • Missouri Educator Evaluation System – includes impact on student achievement

Suggested Transition Points for Candidates – Advanced Preparation	
Entry Level	**Culminating Level**
Professional Competency Profile(s) from Previous Experience in Education Includes Impact on Student Achievement	Professional Competency Profile(s) for the New Area of Certification Includes Potential Impact on Student Achievement
Missouri Educator Evaluation System ratings, or ratings from the employing school district Educator Evaluation System	Performance Based Assessments – Coursework and Field and Clinical Experiences Aligned with the Missouri Educator Evaluation System

Scope of the Annual Performance Report for Educator Preparation Programs (APR-EPP)

Program Types

Programs in the following categories will be evaluated by the APR-EPP:

- Teacher Programs (Traditional and Non-traditional)
- Leadership Programs
- Counselor Programs
- Librarian Programs
- Associate of Arts in Teaching Programs (*reports under development*)
- Alternate Route Providers Programs (*reports under development*)

Definitions follow for each of these program types. The APR-EPP will be used to determine the continuing approval of *individual certification areas* within preparation programs.

Teacher Programs

- A *traditional teacher program* is defined as a program for the preparation of teachers that includes a curriculum of general education, content and professional studies, and clinical experiences designed for candidates who enter college upon graduation from high school and culminates in a bachelor's or higher degree.
- A *non-traditional teacher program* is defined as a program for the preparation of professional school personnel that provides a curriculum for post-baccalaureate degree candidates without professional education preparation to enable them to meet the requirements for state certification; or a program for the preparation of professional school personnel that includes all of the elements and requirements of a conventional program, but utilizes non-conventional methods for delivering the prescribed curriculum (e.g., field-based instruction, distance learning via telecommunications or Internet, etc.).

A *leadership program* is defined as a program for the preparation of building leaders, principals, career education directors, superintendents, and other administrative positions that includes a curriculum of content and professional studies, a progression of planned and supervised clinical experiences designed to develop leadership skills, and culminates in a master's or higher degree.

A *counselor program* is defined as a program for the preparation of school counselors, psychological examiners, and psychologists that includes a curriculum of content and professional studies, a progression of planned and supervised clinical experiences designed to develop counseling and assessment skills, and culminates in a master's or higher degree.

A *librarian program* is defined as a program for the preparation of school librarians and library media specialists that includes a curriculum of content and professional studies, a progression of planned and supervised clinical experiences designed to develop instructional and media collection management skills.

An *Associate of Arts in Teaching (AAT) program* is defined as a two-year degree program offered by community colleges in Missouri and consistently accepted in transfer by four-year Educator Preparation programs across the state. Additional information may be found here: http://www.dhe.mo.gov/cota/.

An *Alternate Route Provider (ARP) program* is defined as a program operated by entities other than an institution of higher education offering preparation of professional school personnel that provides a curriculum for post-baccalaureate degree candidates without professional education preparation to enable them to meet the requirements for state certification.

Indicators

The indicators below will be used to annually measure how well the certification areas/clusters within EPPs are performing relative to each of the three performance standards:

- MoSPE Standard 1- Academics
- MoSPE Standard 3- Field and Clinical Experiences
- MoSPE Standard 4- Candidates to Beginning Educators

Each of the standards will be measured by one or more indicators. For the purpose of this report, a program completer is defined as a person who has met all the requirements of a state-approved educator preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, **the fact that an individual has or has not been recommended to the state for initial certification or licensure <u>may not</u> be used as a criterion for determining who is a program completer**.

Each program will be measured against statewide benchmarks as follows:

Table 3:

MoSPE Standard	Data Source	Indicator	Benchmark
Academics	Praxis, MEGA Content Assessment	Certification Assessment Pass Rates	80% of program completers pass the state certification assessment by the 2rd attempt. This means 80% of completers must pass on either the first attempt or, if applicable, the second attempt.
	Completer Demographics	Grade Point Averages - Content	85% of program completers meet the content GPA standard required for certification
Field and Clinical Experiences	MEGA: Performance Assessment	Pass Rates on Performance Assessment*	TBD
	Missouri Educator Evaluation System	Rating on Missouri Educator Evaluation System*	TBD
Candidates to Beginning Educators	First-Year Teacher Survey	Responses of First-Year Teacher**	90% of program completers report "adequate" or better preparation at the conclusion of their first year teaching
	First-Year Teacher Survey	Responses of Principals Regarding Their First-Year Teachers**	90% of principals report that program completers concluding their first year teaching had "adequate" or better preparation.

** indicator still under development*
***comparable indicators for non-teacher programs are still under development*

MoSPE Standard 1: Academics: Candidates demonstrate knowledge and application of general education, content knowledge, and pedagogy.

- Candidate performance on assessments required by MoSPE* meets or exceeds the state standards: *80% of program completers pass the Exit Content Assessment by the 2rd attempt.* This means 80% of completers must pass on either the first attempt or, if applicable, the second attempt. Applies to Teacher, Leadership, Counselor, Librarian, and Alternative Route Provider programs.

- Content area grade point averages meet or exceed the state standards: *85% of program completers meet the certification requirements for content GPA* OR program cumulative grade point averages meet or exceed the state standards: *85% of program completers meet the certification requirements for program cumulative GPA.* See Appendix G for a list of applicable programs and the type of GPA used to evaluate those programs.

MoSPE Standard 3: Field and Clinical Experiences: Field and clinical experiences, offered in collaboration with PK-12 schools, support the development of educators.

- Candidate performance on assessments required by MoSPE* meets or exceeds the state standards: *Benchmark TBD.*
- Candidate performance on the Missouri Educator Evaluation System meets or exceeds the state standards: *Benchmark TBD.*

MoSPE Standard 4: Candidates to Beginning Educators: A diverse pool of candidates, who demonstrate potential for effectiveness as educators are recruited, admitted, developed and retained by educator preparation programs.

- Responses by teachers on the first-year teacher survey meet or exceed the state standards: *90% of program completers report "adequate" or better preparation at the conclusion of their first year teaching.* Applies to Teacher programs, including those offered by Alternative Route Providers.
- Responses by supervising principals on the first-year teacher survey meet or exceed the state standards: *90% of principals report that program completers concluding their first year teaching had "adequate" or better preparation.* Applies to Teacher programs, including those offered by Alternative Route Providers.

*Note: These indicators reflect the standards in effect at the time the candidate enrolls in a preparation program. For example, since the MoSPE exit requirements for content and cumulative GPA went into effect beginning in March 2013, those requirements will be reflected in the APR-EPP beginning with the completers of 2016-17. Any completer cohort prior to 2016-17 will instead be evaluated according to the requirements indicated in the Missouri Standards for Teacher Education Programs (MoSTEP).

Scoring Guide for the Annual Performance Report for Educator Preparation Programs (APR-EPP)

The overall goal of MoSPE is to ensure that all educator preparation programs will produce effective educators. To measure how well programs are performing relative to the standards, the Department produces an Annual Performance Report for each EPP, with data on each certification area offered. In order to retain approval, certification areas must meet the benchmarks for each indicator that applies.

Notes:

- Data for the Certification Assessment and Performance Assessment are obtained from contracted testing publishers.
- All performance data are reported to the nearest tenth.

Methodology

Each performance indicator included in the APR-EPP is built from data collected on completers over three academic years. The academic year is standardized across programs and begins with the Fall semester. Thus, each academic year includes the fall, winter, spring, and summer semesters, consecutively. Stated another way, the academic year begins on September 1 and runs through August 31 of the following calendar year.

In addition to providing data at the individual certification area level, APR-EPP data are aggregated within nine (9) certification area clusters. The list of clusters and the certification areas they comprise can be found in Appendix E. In addition, reports will be generated by certification area for informational and planning purposes, but only the reports by certification cluster will be used for the purposes of determining whether the EPP meets state performance standards.

Cell Size

Each certification cluster must have at least 30 completers, cumulative, over the past three (3) years, in order to generate an accountability report. This method results in pooled averages for each applicable indicator. “Pooling” means that all the data points collected over the three-year period will be accumulated, and a single aggregate will be computed from those data points.

If the available data, covering up to three years, still accumulates to fewer than 30 completers, the report will be provided for informational and planning purposes only and will not be used as a basis for making accountability decisions. Note that the individual certification area reports will always be released securely to providers for planning purposes, regardless of cell size.

Cell Size Considerations for Individual Performance Indicators

Similar rules are also applied for each accountability indicator. Providers will only be held responsible for those indicators meeting cell size requirements. Below is a list of the populations examined for each indicator in making these determinations:

- **Certification Exam Pass Rate:** Those completers who took one or more exams required for certification in the area of study.
- **Percent of Completers with GPA Sufficient for Certification:** Completers in areas for which GPA data were collected. Content area programs (e.g., “Mathematics 9-12,” “Chemistry 9-12”) and certain professional programs have a GPA reporting requirement. See Appendix E for a full list of programs with GPA reporting requirements.
- **First-Year Teachers’ Self-reported Overall Preparation:** The number of survey respondents recorded either during the year of completion or subsequent to the year of completion.
- **Principals’ Perceptions of First-Year Teachers’ Overall Preparation:** The number of questionnaires submitted by principals and tied to a program completer that were recorded either during the year of completion or subsequent to the year of completion.

In each of these cases, accountability requires 30 members over a three-year period.

Survey Participation Rate

Participation rates are calculated for indicators derived from first-year teacher survey data. In order for a certification area/cluster within an EPP to be held accountable for these indicators, a participation rate of 60 percent or greater is necessary. This means that, regardless of performance on these indicators, there will be no determination relative to the state benchmark unless the required participation rate is met.

The participation rate for the **First-Year Teachers' Self-reported Overall Preparation** indicator is calculated as $\frac{x}{y}$, where:

x = Number of Completers in Survey Sampling Frame Who Respond to Questionnaire; and
y = Number of Completers in Survey Sampling Frame

Similarly, the participation rate for the **Principals' Perceptions of First-Year Teachers' Overall Preparation** indicator is calculated as $\frac{x}{y}$, where:

x = Number of Principal Responses Corresponding to Completers Who Are at the End of Their First Year of Teaching in a Missouri Public School and Are in the Survey Sampling Frame; and
y = Number of Completers in Survey Sampling Frame

The **sampling frame** is the group of first-year teachers in Missouri public schools who were identified by the Office of Economic and Social Data Analysis (OSEDA) to be included in a particular administration of the *First-Year Teacher Survey*. For the purposes of the APR-EPP, the potential respondents from the 2007-08 through 2013-14 administrations of the survey are included in the sampling frame.

Overview of Calculations

The APR-EPP includes supporting data for each indicator. The chart below defines the numerator and denominator referenced in this section of the reports. Note that this information is specific to the first official iteration of the APR-EPP.

Indicator	Numerator	Denominator	Completer Cohorts Used
Certificaiton Assessment Pass Rate	# Completers Passing Exam in Two Attempts	# Completers Taking Exam	2012, 2013, 2014
Content/Program GPA Required for Certification	# Completers with GPA of 2.50 or Greater	# Completers	2012, 2013, 2014
First-Year Teacher Survey – Teacher Self-Report	# Completers Who, at the End of Their First Year of Teaching in a Missouri Public School, Indicate "Adequate" or Better Preparation	# Completers in Survey Sampling Frame Who Respond to Questionnaire	2011, 2012, 2013
First-Year Teacher Survey – Principal's Perception	# Principal Responses Corresponding to Completers Who Are at the End of Their First Year of Teaching in a Missouri Public School, Indicating the Teacher Has "Adequate" or Better Preparation	# Principal Responses Corresponding to Completers Who Are at the End of Their First Year of Teaching in a Missouri Public School and Are in the Survey Sampling Frame	2011, 2012, 2013

Calculating the Annual Performance Report for Educator Preparation Programs (APR-EPP)

The following pages explain how each of the indicators will be calculated.

Program Standard 1 – Academics: Candidates demonstrate knowledge and application of general education, content knowledge, and pedagogy.

Indicator	**Certification Assessment Pass Rate**
Indicator Type	Status
Definition	The percentage of completers who take and pass a PRAXIS II exam (within the first two attempts) that, at the time of testing, was among the exams required for certification. For example, an Elementary Education 1-6 completer would be included in the pass rate calculation if having ever taken the PRAXIS II "Elementary Education: Curriculum, Instruction, and Assessment" exam; a passing score on this exam is required for an Elementary Education 1-6 certificate.
Benchmark	80 percent within the first two attempts. This means 80 percent of completers must pass on either the first attempt or, if applicable, the second attempt.
Example Calculation	NOTE: For the purposes of illustration, this calculation ignores cell size rules in order to demonstrate the aggregation method in a compact space.

Academic Completion Year	**2011-2012**				**2012-2013**			**2013-2014**		
Completer ID	*Stu. A*	*Stu. B*	*Stu. C*	*Stu. D*	*Stu. E*	*Stu. F*	*Stu. G*	*Stu. H*	*Stu. I*	*Stu. J*
Exam Outcome	Pass	Fail	Pass	Pass	Pass	Pass	Pass	Pass	Untested	Pass
Classification	+	-	+	+	+	+	+	+	.	+
Totals	3 successes / 4 test takers				3 successes / 3 test takers			2 successes / 2 test takers		

Three-year pooled average

- $\frac{(3+3+2)}{(4+3+2)} = \frac{8}{9}$
- 8 ÷ 9 = 88.9%
- 88.9% ≥ 80.0%
- **Benchmark Met**

Sources of Data	• *MOSIS Educator Preparation completer records;* • *PRAXIS II exam records*
Years of Data	Three years; standard cell size rules
Population(s)	All completers who take a licensure assessment in the area or areas for which they were prepared, where certification requires such an exam
Methodological Considerations	***For this indicator, examination records will only be counted if the administration date is, at the most, two years prior to completion. For example: completers for AY 2014 will be accountable for test scores from administration dates as early as 9/1/2012, but no earlier.***
Program Types	All, except: • English for Speakers of Other Languages K-12 • Gifted Education K-12 • School Psychological Examiner K-12 • Special Reading K-12
Notes	The Praxis II will transition to the MEGA Content Assessment series in September 2014.

Program Standard 1 – Academics: Candidates demonstrate knowledge and application of general education, content knowledge, and pedagogy.

Indicator	**Percent Meeting Certification Requirements – Content GPA**
Definition	The percentage of completers with a content area GPA of at least 2.5 on a four-point scale.
Benchmark	85 percent.
Example Calculation	NOTE: For the purposes of illustration, this calculation ignores cell size rules in order to demonstrate the aggregation method in a compact space.

Academic Completion Year	**2011-2012**				**2012-2013**			**2013-2014**		
Completer ID	*Stu. A*	*Stu. B*	*Stu. C*	*Stu. D*	*Stu. E*	*Stu. F*	*Stu. G*	*Stu. H*	*Stu. I*	*Stu. J*
GPA	2.50	2.40	3.30	4.00	3.75	3.00	2.90	3.90	3.45	3.50
Outcome	+	-	+	+	+	+	+	+	+	+
Totals	3 successes / 4 completers				3 successes / 3 completers			3 successes / 3 completers		

Three-year pooled average

- $\frac{(3+3+3)}{(4+3+3)} = \frac{9}{10}$
- 9 ÷ 10 = 90.0%
- 90.0% ≥ 85.0%
- **Benchmark Met**

Sources of Data	*MOSIS Educator Preparation completer records*
Years of Data	Three years; standard cell size rules.
Population(s)	All completers
Methodological Considerations	**This indicator uses GPA data provided in *MOSIS Educator Preparation completer records* for the most recent three academic years available to the Department.**
Program Types	**See Appendix G**
Notes	Beginning in 2017, this report will include the percentage of completers with a 3.00 or greater GPA.

Program Standard 4 – Candidates: A diverse pool of candidates, who demonstrate potential for effectiveness as educators are recruited, admitted, developed and retained by educator preparation programs.

Possible Indicator	**Adequate Preparation – First-Year Teacher Survey (Teacher's Response)**
Indicator Type	Status
Definition	The First-Year Teacher Survey captures first-year teachers' self-assessment of their preparedness. **This indicator focuses on the teachers' responses only.** Responses to this item are on a 5-point Likert scale (1=low, 5=high), where a 3.00 indicates"adequate" preparation. Only survey respondents are included in the calculated percentage.
Benchmark	90% of respondents indicate "adequate" or better preparation
Example Calculation	NOTE: For the purposes of illustration, this calculation ignores cell size rules in order to demonstrate the aggregation method in a compact space.

Academic Completion Year	**2010-2011**				**2011-2012**			**2012-2013**		
Completer ID	*Stu. A*	*Stu. B*	*Stu. C*	*Stu. D*	*Stu. E*	*Stu. F*	*Stu. G*	*Stu. H*	*Stu. I*	*Stu. J*
Survey Outcome	5	No Data	No Data	No Data	No Data	2	No Data	No Data	No Data	5
Classification	+	.	.	.	.	-	.	.	.	+
Totals	1 success / 1 respondent				0 successes / 1 respondent			1 success / 1 respondent		

Three-year pooled average

- $\frac{(1+0+1)}{(1+1+1)} = \frac{2}{3}$
- 2 ÷ 3 = 66.7%
- 66.7% < 90.0%
- **Benchmark Not Met**

Sources of Data	• *MOSIS Educator Preparation completer records;* • First-year teacher survey
Years of Data	Three years; standard rules
Population(s)	Completers teaching in a Missouri public schools
Methodological Considerations	**Programs will be held accountable for this indicator only if the survey response rate is at least 60 percent, based on the number of program completers employed as first-year teachers since the date of completion. The APR will note the calculated response rate.**
Program Types	Teacher programs only (traditional and non-traditional)
Notes	First-year teachers are identified using educator human resources records (*MOSIS October Educator Core* and *MOSIS October Educator School*) and the Department subsequently invites them to participate in the survey. Participation is voluntary.

Program Standard 4 – Candidates: A diverse pool of candidates, who demonstrate potential for effectiveness as educators are recruited, admitted, developed and retained by educator preparation programs.

Possible Indicator	**Adequate Preparation – First-Year Teacher Survey (Principal's Response)**
Indicator Type	Status
Definition	The First-Year Teacher Survey captures principals' assessment of the preparedness of their first-year teachers. **This indicator focuses on the principals' responses only.** Responses to this item are on a 5-point Likert scale (1=low, 5=high), where a 3.00 indicates "adequate" preparation. Only survey respondents are included in the calculated percentage
Benchmark	90% of respondents indicate "adequate" or better preparation
Example Calculation	NOTE: For the purposes of illustration, this calculation ignores cell size rules in order to demonstrate the aggregation method in a compact space.

Academic Completion Year	**2010-2011**				**2011-2012**			**2012-2013**		
Completer ID	*Stu. A*	*Stu. B*	*Stu. C*	*Stu. D*	*Stu. E*	*Stu. F*	*Stu. G*	*Stu. H*	*Stu. I*	*Stu. J*
Survey Outcome	5	No Data	No Data	No Data	No Data	2	No Data	No Data	No Data	5
Classification	+	.	.	.	.	-	.	.	.	+
Totals	1 success / 1 respondent				0 successes / 1 respondent			1 success / 1 respondent		

Three-year pooled average

- $\frac{(1+0+1)}{(1+1+1)} = \frac{2}{3}$
- 2 ÷ 3 = 66.7%
- 66.7% < 90.0%
- **Benchmark Not Met**

Sources of Data	• *MOSIS Educator Preparation completer records;* • First-year teacher survey
Years of Data	Three years; standard rules
Population(s)	Completers teaching in a Missouri public schools
Methodological Considerations	**Programs will be held accountable for this indicator only if the survey response rate is at least 60 percent, based on the number of program completers employed as first-year teachers since the date of completion. The APR will note the calculated response rate.**
Program Types	Teacher programs only (traditional and non-traditional)
Notes	First-year teachers are identified using educator human resources records (*MOSIS October Educator Core* and *MOSIS October Educator School*) and the Department subsequently invites them to participate in the survey. Principals are asked to evaluate a subset of first-year teachers, chosen at random, when several are available to be assessed. The two surveys can be linked, if both the teacher and principal completed the surveys. Participation is voluntary.

Annual Performance Report Transition Notes

The APR-EPP is designed to provide meaningful information to help identify the strengths and weaknesses of Missouri's EPPs.

Below is a tentative plan for the development and implementation of performance indicators.

- **2013 (Draft) APR-EPP:** Data available to the Department by late fall 2013 were used to generate the draft APR-EPP. The Department met with each EPP to review these reports. The 2013 draft APR-EPP was taken down from the Missouri Comprehensive Data System reports portal on December 31, 2014, as the reports and data were draft and considered proof of concept. The Department discourages comparison of data from the 2013 draft report to data from the 2014 Official Internal APR-EPP, as some of the methodologies for calculating the APR measures were revised. Data included in the 2013 draft APR were as follows:
    - **Four-Year EPPs** (*DRAFT Annual Performance Report*)
        - **Standard 1:** Academics
            - Praxis Pass Rate
            - GPA
        - **Standard 4:** Candidates to Beginning Educators
            - First-Year Teacher Survey (Teacher response)
            - First-Year Teacher Survey (Principal response)
- **2014 APR-EPP:** Data available to the Department by late fall 2014 will be used to generate this APR. Data included in this APR are as follows:
    - **Four-Year EPPs** (*1st Official Annual Performance Report*)
        - **Standard 1:** Academics
            - Praxis Pass Rate
            - GPA
        - **Standard 4:** Candidates to Beginning Educators
            - First-Year Teacher Survey (Teacher response)
            - First-Year Teacher Survey (Principal response)
- **2015 APR-EPP:** Data available to the Department by late fall 2015 will be used to generate this APR. Data included in this APR are as follows:
    - **Community Colleges** *(DRAFT Annual Performance Report)*
        - **Standard 1:** Academics
            - CBASE/Missouri General Education Assesssment (MoGEA), or other measures as determined by the Department in collaboration with Missouri Technical Advisory Committee representatives
    - **Four-Year EPPs** (*2nd Official Annual Performance Report*)
        - **Standard 1:** Academics
            - Praxis/Missouri Content Assessment Pass Rate
            - GPA
        - **Standard 3:** Field and Clinical Experiences (Draft Indicators)
            - Evaluation system ratings of candidates by cooperating teachers, principals, program supervisors and/or identified faculty members.
        - **Standard 4:** Candidates to Beginning Educators
            - First-Year Teacher Survey (Teacher response)
            - First-Year Teacher Survey (Principal response)
            - Additional draft indicators, as appropriate

Appendix A: Data Sources and Collection Schedule

*= years of data available
- = pilot year
()=revision to existing indicators may occur, resulting in “draft” data for the indicated years

Data utilized in the APR-EPP include:

- *Praxis II exam records* include the scale scores from each attempt made by Missouri examinees. Data are used to determine whether a candidate for licensure has passed the required PRAXIS exam.
    - Received from Education Testing Services (ETS)
    - Used in MoSPE Standard 1: Licensure Assessment Pass Rate Indicator.
- *MOSIS Educator Preparation completer records*, reported by Missouri EPPs. Records include students’ program information (subject area and grade span) as well as GPA (where applicable).
- *Teacher / Principal Surveys* are completed each year in the spring by first-year teachers in Missouri public schools. These surveys assess preparation to teach. Surveys are also completed by principals regarding their first-year teachers’ preparation.

Teacher Programs								
Data Points – Collection Schedule For Annual Reports	**Fall 2013 / Spring 2014**	**Fall 2014 / Spring 2015**	**Fall 2015 / Spring 2016**	**Fall 2016 / Spring 2017**	**Fall 2017 / Spring 2018**	**Fall 2018 / Spring 2019**	**Fall 2019 / Spring 2020**	**Fall 2020 / Spring 2021**
AY Collected / Reported (Sept. 1-Aug. 31)	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Praxis	*****	*****	****	***	**	*		
Missouri Content Assessments		START	*	**	***	****	*****	*****
Content GPA	*****	*****	*****	*****	*****	*****	*****	*****
Missouri Performance Assessment		START	-	*	**	***	****	*****
Educator Evaluation System		START	-	*	**	***	****	*****
1st Year Survey	*****	*****	(*****)	(*****)	*****	*****	*****	*****

Leadership Programs								
Data Points – Collection Schedule For Annual Reports	**Fall 2013 / Spring 2014**	**Fall 2014 / Spring 2015**	**Fall 2015 / Spring 2016**	**Fall 2016 / Spring 2017**	**Fall 2017 / Spring 2018**	**Fall 2018 / Spring 2019**	**Fall 2019 / Spring 2020**	**Fall 2020 / Spring 2021**
AY Collected / Reported (Sept. 1-Aug. 31)	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Program GPA	*****	*****	*****	*****	*****	*****	*****	*****
Praxis	*****	*****	****	***	**	*		
Missouri Content Assessments		START	*	**	***	****	*****	*****
Missouri Performance Assessments			START	-	*	**	***	****
Educator Evaluation System	TBD							
1st Year Survey	TBD							

Counselor Programs								
Data Points – Collection Schedule For Annual Reports	**Fall 2013 / Spring 2014**	**Fall 2014 / Spring 2015**	**Fall 2015 / Spring 2016**	**Fall 2016 / Spring 2017**	**Fall 2017 / Spring 2018**	**Fall 2018 / Spring 2019**	**Fall 2019 / Spring 2020**	**Fall 2020 / Spring 2021**
AY Collected / Reported (Sept. 1-Aug. 31)	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Program GPA	*****	*****	*****	*****	*****	*****	*****	*****
Praxis	*****	*****	****	***	**	*		
Missouri Content Assessments		START	*	**	***	****	*****	*****
Missouri Performance Assessments			START	*	**	***	****	*****
Educator Evaluation System	TBD							
1st Year Survey	TBD							

Librarian Programs								
Data Points – Collection Schedule For Annual Reports	**Fall 2013 / Spring 2014**	**Fall 2014 / Spring 2015**	**Fall 2015 / Spring 2016**	**Fall 2016 / Spring 2017**	**Fall 2017 / Spring 2018**	**Fall 2018 / Spring 2019**	**Fall 2019 / Spring 2020**	**Fall 2020 / Spring 2021**
AY Collected / Reported (Sept. 1-Aug. 31)	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Content GPA	*****	*****	*****	*****	*****	*****	*****	*****
Praxis	*****	*****	****	***	**	*		
Missouri Content Assessment		START	*	**	***	****	*****	*****
Missouri Performance Assessment			START	*	**	***	****	*****
Educator Evaluation System	TBD							
1st Year Survey	TBD							

Appendix B: Appeals Process for First Official Internal APR-EPP

An appeal is the formal procedure for requesting that a specific data point be revisited, recalculated, rescored, or otherwise altered. This memorandum provides guidance on the APR-EPP appeal process.

EPPs will be notified annually of the beginning and end dates of any data review periods in a memorandum addressed to the Chief Academic Officer.

Assessment Appeals

EPPs may appeal students' exam scores if the EPP believes that the Department does not have the most accurate data. The first two exam attempts are used to generate the pass rate indicator for Standard 1. EPPs may present documentation that shows the percent of candidates passing the state-approved certification assessment within two attempts meets or exceeds the state benchmark of eighty (80) percent. The appeal will need to be accompanied by a cover letter with the Chief Academic Officer's signature.

If you believe a candidate's certification assessment was mis-scored, you will need to follow the policies set by Educational Testing Service (ETS) in order to have the assessment re-scored. It is best to request re-scores early enough that the new result will be received by the Department in time to be reflected in the APR.

General Appeals

EPPs have the right to appeal any numeric data included in the APR. Concerns that are unrelated to the assessment appeals procedure noted above will be handled on a case-by-case basis. Strong documentation must support all appeals. General appeals must be submitted on the program's official letterhead, and must meet the requirements indicated in this memorandum.

Your completer data should be corrected during the data submission window (September 1 – October 31). However, if any edits are needed, you may make them from December 1 through January 16 without an appeal. Note that those edits will not be reflected until your final APR is made available on January 26.

Recency Requirement

Once an APR-EPP is made final, data included in that APR-EPP may not be appealed during a subsequent appeals window unless those data are also to be used in an APR-EPP that has not yet reached a final status. Any changes that are made to prior data will not affect an APR-EPP report that has already reached the final status.

If you believe that your completer data for a prior year collection is in error, an appeal must be requested to re-open that prior collection for editing.

Program Cover Letter Requirements for all Appeals

The following information must be included in your written request on program letterhead:

- Student Name (if applicable)
- Date of Birth (if applicable)
- Certification Program (if applicable)
- Brief explanation of reason for appeal
- Signed by the Chief Academic Officer

Notification of Appeal Status

All requests for appeals must be received by January 9 in order to be considered. Notification of approval or denial of appeals, addressed to the Chief Academic Officer, will be postmarked on or before January 20.

Appendix C: Glossary of Terms

Academic Year. The period of time in which candidates are recommended for certification. Academic years begin with the fall semester, and end with the summer semester (September 1 – August 31). For example, students completing a state-approved educator preparation program in Spring 2013 are among the academic year 2012-13 completers.

Alternate Route Provider: An entity other than an institution of higher education that provides one or more educator preparation programs.

Approval. The action by the board authorizing an educator preparation program(s) to recommend candidates for certification as a result of the program having demonstrated compliance with all of the standards for the preparation of educational professionals.

Annual Performance Reports for Educator Preparation Programs (APR-EPP). Written reports prepared by the Department *and individual certification areas* each year attesting to an educator preparation program's continuing capacity to meet the standards and measures of accountability required by the State Board of Education (board). Such attestation is required in order for an EPP to gain and retain approval. The report provides information regarding institutional demographics and candidate performance, as well as documentation of changes and additional data requested by the department.

Approved: The action by the board authorizing an educator preparation program to continue to recommend candidates for certification as a result of the program's having met all of the standards for the preparation of education professionals.

Assessment Appeals
EPPs may appeal students' exam scores if the EPP believes that the Department does not have the most accurate data. The first two exam attempts are used to generate the pass rate indicator for Standard 1. EPPs may present documentation that shows the percent of candidates passing the state-approved certification assessment within two attempts meets or exceeds the state benchmark of eighty (80) percent. The Appeals will need to be accompanied by a cover letter with the Chief Academic Officer's signature.

Associate of Arts in Teaching (AAT): a two-year degree offered by community colleges in Missouri and consistently accepted in transfer by four-year Educator Preparation programs across the state. Additional information may be found here: http://www.dhe.mo.gov/cota/.

Benchmark: refers to the threshold, or cutscore, that separates one performance classification from another.

Board. Missouri State Board of Education.

Candidate. An individual who is seeking admission to or is enrolled in a program for initial or advanced certification of professional educators.

Certification. The official recognition by the board that an individual has met state requirements and is, therefore, approved to practice as a duly certified/licensed education professional;

Clinical Experience. Student teaching or internships in a school setting that provides candidates with structured opportunities (as outlined in MoSPE) to develop and demonstrate competence in the professional roles for which they are preparing. The experiences are completed under the guidance and supervision of practicing professionals in the field.

Competencies. Knowledge or skills expected of professional educators.

Conceptual Framework. The underlying structure that includes rationale and principles to guide the operation of the professional education unit and provide direction for programs, curriculum, faculty and candidate performance, and accountability.

Conditional Approval. A program classification. If a certification area/cluster has not met the state benchmark on one or more APR indicators in an area of certification while already classified as provisionally approved, that area/cluster becomes conditionally approved. Conditional approval requires identification of a Program Intervention Team and a plan to improve in areas of weakness. Conditional approval over a period of years may lead to actions up to and including disapproval by the State Board of Education.

Content Area GPA*:* The GPA for required courses to meet the content for certification requirements. For example, Mathematics 9-12 requires specific courses in mathematics. An approved program should have a list of the required courses on file with the Department.

Cumulative GPA. The overall GPA, factoring in grades for all courses required by the program. Please see Appendix E for a list of programs for which Program-Specific GPA is required.

Disapproved. The status of a certification area which, by action of the State Board of Education, is no longer authorized as a recognized area in which candidates may be recommended for state certification by a particular educator preparation program.

Educator Preparation Program (EPP). An approved provider that is primarily responsible for the initial and advanced preparation of professional educators in the State of Missouri.

Field Experiences. Activities for candidates in professional education that are completed in off-campus settings such as a school, a classroom or a community center. They include classroom observations, tutoring, and assisting teachers.

General Appeals
EPPs have the right to appeal any numeric data included in the APR. Concerns that are unrelated to the assessment appeals procedure noted above will be handled on a case-by-case basis. Strong documentation must support all appeals. General appeals must be submitted on the program's official letterhead, and must meet the requirements indicated in this memorandum.

Indicator. A measurable outcome.

Initial Approval. The action by the Board authorizing a provider to begin offering programs based upon having demonstrated compliance with all of the standards for the preparation of educational professionals. The approved program has the authority to recommend candidates for those certification areas in which they are approved.

Initial Programs. Programs at the baccalaureate or post-baccalaureate levels that prepare candidates for their first certificate of license to teach.

License. Official recognition by a state governmental agency that an individual has met state requirements and is, therefore, approved to practice as a duly certified/licensed education professional. Licensure is often used interchangeably with certification.

Missouri Certification Requirements. The courses, experiences, and other requirements outlined in the *Compendium of Missouri Certification Requirements* available on the department website: www.dese.mo.gov.

Missouri Educator Evaluation System (MEES). The Department's model evaluation system. This system is designed to continuously improve the effective practice of those teaching in classrooms and providing leadership in schools by focusing on the formative development of teachers and leaders. Educator preparation programs should ensure that all

candidates are familiar with this model system and are prepared to engage productively with it. The model evaluation system is outlined by the Department at www.dese.mo.gov.

Missouri Model Standards and Quality Indicators. Standards that articulate expectations of performance for the professional educator in Missouri. The standards are based on: (1) theories of teaching and leading and expect that educators continuously acquire new knowledge and skills and are constantly seeking to improve their practice to provide high academic achievement for all students. (2) A developmental sequence that defines a professional continuum to illustrate how educators' knowledge and skills mature and strengthen throughout their career. Professional teachers and leaders are expected to exercise good professional judgment and use these standards to inform and improve their own practice. These standards are articulated by the Department at www.dese.mo.gov.

Non-Traditional Programs. A program for the preparation of professional school personnel that provides a curriculum for post-baccalaureate degree candidates without professional education preparation to enable them to meet the requirements for state certification; or a program for the preparation of professional school personnel that includes all of the elements and requirements of a conventional program, but utilizes non-conventional methods for delivering the prescribed curriculum (ex. field-based instruction, distance learning via telecommunications or Internet, etc.).

Pre-service Teacher. Individuals enrolled in programs at the baccalaureate or post-baccalaureate levels leading to initial licensure/certification as classroom teachers.

Professional Competency Profile. A summative document developed by the candidate as they exit their educator preparation program. The information identifies the candidates' results on the various assessments. The candidate and the program supervisor will identify the standards and quality indicators which will be used to develop the professional learning plan for the induction into the profession.

Professional Continuum. A framework identifying the development of an educator through five levels: Candidate, Emerging, Developing, Proficient, and Distinguished.

Program Completer. refers to a person who has met all the requirements of a state-approved educator preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer. Completers include any student who has completed a program of study to become a teacher, librarian, student services provider (e.g. counselor), and leader (e.g. principal).

Program Intervention Team (PIT). A team of 3-7 members, including EPP leaders and/or faculty, a member of the Department, and other professionals deemed necessary to support an EPP with designated areas under conditional approval. This team will design an intervention plan to be approved by Department that includes specific actions, timelines, and deliverables that demonstrate how the EPP will work toward meeting state standards in the designated area(s). This classification authorizes an EPP to continue recommending candidates for certification in the designated area(s), but candidates and the public K-12 schools where candidates are to be placed for student teaching must be notified annually of the EPP's conditional classification in those areas.

Provisional Approval: A program classification designated when performance on one or more APR indicators fall below the state benchmark. Certification areas with an "Approved" status prior to receiving the "Provisional Approval" designation are provisionally approved for a minimum of three (3) years. During this period, the certification area(s) is/are subject to conditional approval upon receiving an additional APR result that indicates failure to meet the state benchmark on one or more indicators. The "Provisional Approval" classification does not require action by the Board, and the EPP retains the ability to continue to recommend candidates in those areas of certification. Certification clusters are also subject to this classification when one or more certification areas within a grade span do not meet cell-size requirements for generating an accountability determination.

Recency Requirement
Once an APR-EPP is made final, data included in that APR-EPP may not be appealed during a subsequent appeals window unless those data are also to be used in an APR-EPP that has not yet reached a final status. Any changes that are made to prior data will not affect an APR-EPP report that has already reached the final status.

Student. A pupil engaged in learning at the early childhood, pre-kindergarten, kindergarten, elementary, or secondary~~,~~ levels. In contrast, a *candidate* is engaged in learning at the postsecondary level as part of a professional education program or in preparation for admission to such a program.

Traditional Program. A program for the preparation of professional educators that includes a curriculum of general education, content and professional studies, and clinical experiences designed for candidates who enter college upon graduation from high school and culminates in a bachelor's or higher degree.

Appendix D: Guidelines for Initial Field and Clinical Experiences

Initial field and clinical experiences, i.e., those of programs designed to prepare candidates for their first professional educator certification, shall be divided into three developmental levels: Early, Mid-Level and Culminating. The requirements for cooperating teachers and university supervisors shall vary for each developmental level.

Each field and clinical experience should be appropriate to the progress of the candidate through the program and should be supervised through a close partnership of effective professionals. Programs should typically have a minimum of three experiences to align with the transition points described in Standard 4:

- Early/Entry Experience
- Mid-Level Experience
- Culminating/Exit Experience

Early/Entry (Field) Experience

The field experience should be designed for those who are considering entry into a program or who have just entered a program. It should consist of observations and limited experiences with students. These limited field experience includes the initial placement in which the candidate would be asked to observe and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

Candidates shall have a minimum of 30 clock hours of field experiences. Cooperating teachers should have a minimum of three (3) years of successful PK-12 teaching experience, a bachelor's degree, state-approved certification in the content area and grade range (e.g. English 9-12), and a rating of either "proficient" or "distinguished" on the professional continuum (see Appendix F). Program supervisors should also a have a minimum combination of three years in the PK-12 setting or the educator preparation program setting, a master's degree, and the ability to interact, mentor, and communicate effectively with candidates and on-site supervisors. The number of contacts among participants and the number of observations should be clearly spelled out in a Memorandum of Understanding (MOU) that outlines the specific roles of candidates, cooperating teachers, and program supervisors.

Mid-Level Experience

The mid-level experience should be designed for candidates mid-way through a program, or as a prerequisite for continuing on to the culminating clinical experience. This experience should consist of observations and *structured* experiences with students. Candidates continue to observe cooperating teachers; respond to specific class assignments; and work with students individually, in small groups, and with a whole class as requested and under the supervision of the classroom teacher.

Candidates shall have a minimum of 45 clock hours of these experiences. Cooperating teachers should have a minimum of three (3) years of successful PK-12 teaching experience, a bachelor's degree, state-approved certification in the content area and grade range (e.g. English 9-12), and a rating of either "proficient" or "distinguished" on the professional continuum (see Appendix F). Program supervisors should also a have a minimum combination of five (5) years in the PK-12 setting or the educator preparation program setting, a master's degree, experience in either the content area or grade range of the experience, and the ability to interact, mentor, and communicate effectively with candidates and on-site supervisors. The number of contacts among participants and the number of observations should be clearly spelled out in a Memorandum of Understanding that outlines the specific roles of candidates, cooperating teachers, and program supervisors.

Culminating Experience

The culminating experience should be designed for candidates completing a program. This experience should consist of student teaching in close collaboration with a cooperating teacher. These collaborative clinical experiences refer to the placements typically in the final sequence leading up to and including student teaching. Candidates are active

participants completing required assignments; working with students as requested and under the supervision of the classroom teacher; and have the opportunity and responsibility to lead the class over an extended period of time.

Candidates shall have a minimum of 12 weeks of this experience. Cooperating teachers should have a minimum of three (3) years of PK-12 teaching experience, a master's degree, state-approved certification in the content area and grade range (e.g. English 9-12), and a rating of either "proficient" or "distinguished" on the professional continuum (see Appendix F). Program supervisors should also a have a minimum combination of five (5) years in the PK-12 setting or the educator preparation program setting, a master's degree, experience in either the content area or grade range of the experience and the ability to interact, mentor, and communicate effectively with candidates and on-site supervisors. A schedule of weekly contacts among participants and a minimum of one (1) observation every two - three weeks should be clearly spelled out in a Memorandum of Understanding that outlines the specific roles of candidates, cooperating teachers, and program supervisors.

These requirements are summarized in the Table 4

Table 4: Expectations for Initial Field and Clinical Experiences

	Early Experience	**Mid-Level Experience**	**Culminating Experience**
Expectations for Experience	Observations & Limited Experiences with Students	Observations & Structured Experiences with Students	Student Teaching in Collaboration with Cooperating Teacher
Required Length	30 Clock Hours	45 Clock Hours	Minimum of 12 Weeks

Recommended Cooperating Teacher Qualifications	**Minimum Years**		
	Minimum of 3 Years of PK-12 Teaching Experience	Minimum of 3 Years of PK-12 Teaching Experience	Minimum of 3 Years of PK-12 Teaching Experience
	Minimum Degree		
	Bachelors Degree	Bachelors Degree	Masters Degree
	Certification		
	State Approved Certification in the Content Area & Grade Range	State Approved Certification in the Content Area & Grade Range	State Approved Certification in the Content Area & Grade Range

Recommended Field and Clinical Supervisor Qualifications	**Minimum Years**		
	Minimum of 3 Years of Experience in PK-12 Schools and/or Educator Preparation	Minimum of 5 Years of Experience In PK-12 Schools and/or Educator Preparation	Minimum of 5 Years of Experience In PK-12 Schools and/or Educator Preparation
	General Practitioner	PK-12 Knowledge & Expertise Students, Content, and/or Pedagogy	PK-12 Knowledge & Expertise Students, Content, and/or Pedagogy
	Minimum Degree		
	Masters Degree	Masters Degree +	Masters Degree +
	All Supervisors should have the ability to interact, mentor, and communicate effectively with students and on-site supervisors		
	Number of Contacts & Observations		
	Determined by MOU	Determined by MOU	Weekly Contact with Student Teachers and Cooperating Teachers
			One Observation Every Two or Three Weeks

Appendix E: Guidelines for Advanced Field and Clinical Experiences

Advanced field and clinical experiences, i.e., those offered at the post-baccalaureate level to (1) licensed teachers continuing their education and (2) candidates preparing to work in schools in roles other than teaching (e.g., school psychology, reading specialist, administrator, counseling, and school library media specialist), shall be divided into two developmental levels: Early and Culminating. The requirements for candidates may vary by the developmental level. The requirements for university supervisors will be the same for both Early and Culminating levels.

- *Early Field Experiences*: This field experience includes the first year placement in which the candidate would be asked to observe and respond to specific class assignments. The candidate may work with students and/or faculty members individually and/or in small groups as requested and under the supervision of the internship supervisor.
- *Culminating Clinical Experiences*: These collaborative clinical experiences refer to the placements typically in the final sequence leading up to and including the final internship. Candidates are active participants completing required assignments; working with students and faculty/staff members as requested and under the supervision of the internship supervisor; and taking on increasing responsibilities over an extended period of time.

The requirements for both the Early and the Culminating levels are the same, and are illustrated in Table 5. Programs have the flexibility to allocate the minimum number of clock hours across the two experiences as appropriate. On-site supervisors should have a minimum of five (5) years experience, and a minimum of a master's degree (counselors, librarians) or a Specialist degree (leaders). As with all school-level partners, they should be rated the equivalent of "proficient" or "distinguished" according to the Missouri Standards for Professional Educators, as detailed in Appendix F. Supervisors at the program level should have a minimum of five (5) years of experience in PK-12 schools in the specific content area they are supervising as well as the ability to mentor and effectively communicate with candidates and on-site supervisors.

Educator preparation programs and school districts shall develop a Memorandum of Understanding (MOU) that identifies expectations of candidates, PK-12 personnel, and university faculty/supervisors. The MOU specifically outlines the key duties of each partner, including but not limited to: weekly contact among candidates and supervisors and a minimum of one observation every three to four weeks.

These requirements and expectations are summarized in the chart below:

Table 5: Expectations for Advanced Field and Clinical Experiences

Program	**Clock-Hour Requirement**
Counselors	Minimum Number of Clock Hours = 300
Librarians	Minimum Number of Clock Hours = 100
Building Principals	Minimum Number of Clock Hours = 300
Superintendents	Minimum Number of Clock Hours = 300
Recommended Supervisor Qualifications	
On-Site Supervisor Qualifications (All Advanced Programs)	Minimum of 5 Years Experience
	Minimum of a Masters Degree for Counselors and Librarians
	Minimum of a Specialist Degree for Building and District Leaders
	"Proficient" or "Distinguished" (*see professional continuum, Appendix F*)
Field and Clinical Supervisor Qualifications (All Advanced Programs)	Minimum of 5 Years Experience in PK-12 Schools
	PK-12 Knowledge & Expertise Students, Content, and/or Pedagogy
	Ability to Interact, Mentor, Communicate with Students and On-Site Supervisors
	Weekly Contact with Candidates and On-Site Supervisors
	One Observation Every Three to Four Weeks

Appendix E: Certification Clusters

Certification Area	Cluster
CAREER EDUCATION DIRECTOR 7-12	Administrator
CAREER EDUCATION DIRECTOR S-P	Administrator
PRINCIPAL 5-9	Administrator
PRINCIPAL 7-12	Administrator
PRINCIPAL K-8	Administrator
SPECIAL EDUCATION ADMINISTRATOR K-12	Administrator
SUPERINTENDENT K-12	Administrator
EARLY CHILDHOOD EDUCATION B-3	Early Childhood Education
ELEMENTARY EDUCATION 1-6	Elementary Education
ART 9-12	Grades K-12
ART K-12	Grades K-12
ART K-9	Grades K-12
DANCE K-12	Grades K-12
FAMILY AND CONSUMER SCIENCES B-12	Grades K-12
FRENCH K-12	Grades K-12
FRENCH K-9	Grades K-12
GERMAN K-12	Grades K-12
GERMAN K-9	Grades K-12
HEALTH 9-12	Grades K-12
HEALTH K-12	Grades K-12
HEALTH K-9	Grades K-12
JAPANESE K-12	Grades K-12
JAPANESE K-9	Grades K-12
LATIN K-12	Grades K-12
LATIN K-9	Grades K-12
LIBRARY MEDIA SPECIALIST K-12	Grades K-12
MUSIC - INSTRUMENTAL K-12	Grades K-12
MUSIC - VOCAL K-12	Grades K-12
PHYSICAL EDUCATION 9-12	Grades K-12
PHYSICAL EDUCATION K-12	Grades K-12
PHYSICAL EDUCATION K-9	Grades K-12
RUSSIAN K-12	Grades K-12
RUSSIAN K-9	Grades K-12
SPANISH K-12	Grades K-12
SPANISH K-9	Grades K-12
AGRICULTURAL EDUCATION 5-9	Middle School Education
BUSINESS EDUCATION 5-9	Middle School Education
GENERAL SCIENCE 5-9	Middle School Education
LANGUAGE ARTS 5-9	Middle School Education
MATHEMATICS 5-9	Middle School Education
SOCIAL SCIENCE 5-9	Middle School Education

SOCIAL STUDIES 5-9	Middle School Education
SPEECH AND THEATRE 5-9	Middle School Education
TECHNOLOGY AND ENGINEERING 5-9	Middle School Education
ELEMENTARY MATHEMATICS SPECIALIST K-6	Specialty Areas
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES K-12	Specialty Areas
GIFTED EDUCATION K-12	Specialty Areas
SPECIAL READING K-12	Specialty Areas
AGRICULTURAL EDUCATION 9-12	Secondary Education
BIOLOGY 9-12	Secondary Education
BUSINESS EDUCTION 9-12	Secondary Education
CHEMISTRY 9-12	Secondary Education
DRIVER EDUCATION 9-12	Secondary Education
EARTH SCIENCE 9-12	Secondary Education
ENGLISH 9-12	Secondary Education
GENERAL SCIENCE 9-12	Secondary Education
JOURNALISM 9-12	Secondary Education
MARKETING 9-12	Secondary Education
MATHEMATICS 9-12	Secondary Education
PHYSICS 9-12	Secondary Education
SOCIAL SCIENCE 9-12	Secondary Education
SPEECH AND THEATRE 9-12	Secondary Education
TECHNOLOGY AND ENGINEERING 9-12	Secondary Education
UNIFIED SCIENCE: BIOLOGY 9-12	Secondary Education
UNIFIED SCIENCE: CHEMISTRY 9-12	Secondary Education
UNIFIED SCIENCE: EARTH SCIENCE 9-12	Secondary Education
UNIFIED SCIENCE: PHYSICS 9-12	Secondary Education
BLIND/PARTIALLY SIGHTED B-12	Special Education
DEAF AND HEARING IMPAIRED B-12	Special Education
DEAF AND HEARING IMPAIRED K-12	Special Education
EARLY CHILD SPECIAL EDUCATION B-3	Special Education
MILD/MODERATE CROSS CATEGORICAL K-12	Special Education
SEVERELY DEVELOPMENTALLY DISABLED B-12	Special Education
COUNSELOR 7-12	Student Services
COUNSELOR K-8	Student Services
COUNSELOR NON-TEACHING	Student Services
SCHOOL PSYCHOLOGICAL EXAMINER K-12	Student Services
SCHOOL PSYCHOLOGIST K-12	Student Services

Appendix F: Professional Continuum

Missouri's model educator evaluation system provides a framework for measuring the knowledge, skills, and practices of educators along a continuum. At each stage along the continuum, the state has defined a set of standards and quality indicators. The levels along the continuum are:

- Candidate / Pre-Service Educator
- Emerging / New Educator
- Developing Educator
- Proficient Educator
- Distinguished Educator

Additional information about the levels on the continuum is available from the Department's website (http://dese.mo.gov/eq/Standards.htm). The proficient and distinguished levels, the two that are directly relevant to MoSPE and to the APR-EPP, are defined below.

Teacher

Proficient Teacher: This level describes the performance expected of a career, professional teacher who continues to advance his/her knowledge and skills while consistently advancing student growth and achievement.

Distinguished Teacher: This level describes the career, professional teacher whose performance exceeds proficiency and who contributes to the profession and larger community while consistently advancing student growth and achievement. The Distinguished Teacher serves as an educational leader in the school, district, and the profession.

Counselor

Proficient School Counselor: This level describes the performance expected of a career, professional school counselor who continues to advance his/her knowledge and skills while consistently advancing student growth and achievement.

Distinguished School Counselor: This level describes the career, professional school counselor whose performance exceeds proficiency and who contributes to the profession and larger community while consistently advancing student growth and achievement. The Distinguished School Counselor serves as a leader in the school, district, state, and the profession.

Librarian

Proficient School Librarian: The Proficient school librarian continues to advance his/her knowledge, and skills in dispositions 21st century school library practice, effectively and efficiently working to advance student growth and achievement. The individual demonstrates expected proficient performance in the roles of leader, information specialist, teacher, instructional partner, and program administrator in the library, school community, district, region and state.

Distinguished School Librarian: The Distinguished school librarian is a career professional whose performance consistently exceeds proficiency. The individual demonstrates expected distinguished performance in the roles of leader, information specialist, teacher, instructional partner, and program administrator in the library, school community, district, region, state and nation while effectively advancing student growth and achievement.

Leader

Proficient Leader: This level describes the performance expected of a career, professional leader who continues to advance his/her knowledge and skills while consistently advancing student growth and achievement.

Distinguished Leader: This level describes the career, professional leader whose performance exceeds proficiency and contributes to the professional community while consistently advancing student growth and achievement. The distinguished leader is not only a leader in the school, but also the district and broader profession.

Superintendent

Proficient Superintendent: This level describes the performance expected of a career, professional superintendent who continues to advance his/her knowledge and skills while consistently advancing student growth and achievement.

Distinguished Superintendent: This level describes the career, professional superintendent whose performance exceeds proficiency and contributes to the professional community while consistently advancing student growth and achievement. The distinguished superintendent is not only a leader in the district, but also the broader professional community.

Appendix G: GPA Reporting Requirements by Certification Program

CONTENT GPA: The GPA for approved courses that are listed on file with the Department to meet the content for certification requirements. For example, Mathematics 9-12 requires specific courses in mathematics. An approved program should have a list of approved courses on file with the Department . The GPA for these content courses is what is meant by "Content Area GPA." Please provide the GPA on a 4.00 scale (two decimal points).
B-12 FAMILY AND CONSUMER SCIENCES
K-12 ART
K-12 DANCE
K-12 FRENCH
K-12 GERMAN
K-12 HEALTH
K-12 HEBREW
K-12 ITALIAN
K-12 JAPANESE
K-12 LATIN
K-12 LIBRARY MEDIA SPECIALIST*
K-12 MUSIC - INSTRUMENTAL
K-12 MUSIC - VOCAL
K-12 PHYSICAL EDUCATION
K-12 RUSSIAN
K-12 SPANISH
5-9 AGRICULTURAL EDUCATN
5-9 BUSINESS EDUCATION
5-9 GENERAL SCIENCE
5-9 LANGUAGE ARTS
5-9 MATHEMATICS
5-9 SOCIAL SCIENCE
5-9 SPEECH AND THEATRE
5-9 TECHNOLOGY AND ENGINEERING
5-9 BUSINESS EDUCATION
9-12 AGRICULTURAL EDUCATN
9-12 ART
9-12 BIOLOGY
9-12 BUSINESS ED COOP
9-12 BUSINESS EDUC
9-12 CHEMISTRY
9-12 COOPERATIVE EDUCATION
9-12 EARTH SCIENCE
9-12 ENGLISH
9-12 GENERAL SCIENCE
9-12 HEALTH
9-12 INDUSTRIAL TECHNOLOGY
9-12 JOURNALISM

9-12 MARKETING
9-12 MATHEMATICS
9-12 PHYSICAL EDUCATION
9-12 PHYSICS
9-12 PHYSICS
9-12 SOCIAL SCIENCE
9-12 SPEECH AND THEATRE
9-12 TECHNOLOGY AND ENGINEERING
9-12 UNIFIED SCIENCE: BIOLOGY
9-12 UNIFIED SCIENCE: CHEMISTRY
9-12 UNIFIED SCIENCE: EARTH SCIENCE
9-12 UNIFIED SCIENCE: PHYSICS
PROGRAM GPA: The cumulative GPA for the specific program. Please provide the GPA on a 4.00 scale (two decimal points).
5-9 PRINCIPAL (CANNOT STAND ALONE)
7-12 PRINCIAL
7-12 SCHOOL COUNSELOR
K-12 ADVANCED SCHOOL COUNSELOR
K-12 SCHOOL COUNSELOR
K-12 SPECIAL EDUCATION ADMINISTRATION
K-12 SUPERINTENDENT
K-8 PRINCIPAL
K-8 SCHOOL COUNSELOR
N/A : Please provide demographic information only for completers of the following programs:
AAT
1-6 ELEMENTARY EDUCATION
9-12 DRIVER EDUC
9-12 ROTC
B-12 BLIND/PARTIALLY SIGHTED
B-12 DEAF AND HEARING IMPAIRED
B-12 SEVERE DEVELOPMENT DISABLED
B-12 SPEECH/ LANGUAGE PATHOLOGIST
B-3 EARLY CHILD SPECIAL EDUCATION
B-3 EARLY CHILDHOOD EDUCATION
B-3 FAMILY RESOURCE SPECIALIST
K-12 BLIND/PARTIALLY SIGHTED
K-12 DEAF AND HEARING IMPAIRED
K-12 ENG FOR SPEAKERS OF OTHER LANGUAGES
K-12 GIFTED EDUCATION
K-12 MILD/MOD CROSS CATEGORICAL
K-12 SCHOOL PSYCHOLOGICAL EXAMINER
K-12 SCHOOL PSYCHOLOGIST
K-12 SPECIAL READING

K-9 ART
K-9 FRENCH
K-9 GERMAN
K-9 HEALTH
K-9 JAPANESE
K-9 LATIN
K-9 PHYSICAL EDUCATION
K-9 RUSSIAN
K-9 SPANISH
K-9 HEBREW
K-9 ITALIAN
P POSTSECONDARY CAREER ED COUNSELOR
S-P CAREER ED ADULT SUPERVISOR
S-P CAREER ED EVALUATOR
S-P CAREER ED PLACEMENT COORDINATOR

Appendix H: Expanded Program Approval Rules

The program classification rules on pages 4-7 of the Comprehensive Guide are not exhaustive. It is likely, for example, that an EPP will have one or more certification areas/clusters with "No Determination" for one or more indicators, but a "Not Met" or "Met" for one or more indicators in either prior or subsequent years. The basic guidance provides no indication of how scenarios of this nature would be addressed. **Appendix H** describes extensions to thebasic program approval framework to address some of these scenarios. *Note that this guidance is preliminary, will not affect the 2014 1st Official APR-EPP, and is subject to change pending review by both the national and local Technical Advisory Committees.*

Ex. 1) Elementary Education 1-6

Most Recent Completer Cohort Included	APR Release	Call	Pass Rate	Completers	Status Going into Next Academic Year
2014	1st Official APR	**Not Met**	77%	30	Provisional
2015	2nd Official	ND*	75%	28	Conditional (see below)
2016	3rd	**Not Met**	73%	33	Conditional (see below)
2017	4th	ND*	76%	25	Board Action (see below)
2018	5th	ND**	69%	26	
2019	6th	**Not Met****	66%	35	

*Call revised to "Not Met" according to proposed guidance

**No APR and no call under proposed guidance unless Board authorizes continuing program approval; already disapproved

Possible Solutions

- First, determine whether any of the "No Determination" (ND) cells having an observed pass rate under 80 percent would be revised to "Not Met" if the number of completers were 30, assuming that the additional completers added have positive outcomes. For the "Certification Pass Rate" indicator, a call of "Met" requires a minimum 80 percent pass rate. In certification areas/clusters with exactly 30 completers in the denominator for the pass rate calculation, no fewer than 24 completers would need to pass the relevant certification assessment in order to meet this benchmark. In the above example, the 2nd and 5th Official APRs would have revised findings under this rule:
    - In the first case, 21 out of 28 pass, and an additional 2 passing would still only result in 23 out of 30 passing.
    - In the second case, 18 out of 26 pass, and an additional 4 passing would still only result in 22 out of 30 passing.
- If, after applying the "If N Were 30 Rule," there are still ND cells remaining, add another cohort to the calculation. In this example, the 4th Official APR would be subject to re-calculation of the pass rate indicator after adding a fourth completer cohort into the calculation—normally, the pass rate incorporates only the most recent three completer cohorts. By adding a fourth cohort, the pass rate will use the accumulated data from the 2014, 2015, 2016, and 2017 completer cohorts. In doing so, the 'N' of completers increases to 35. With 25 candidates failing to pass the certification assessment, the new pass rate for the four combined cohorts is 71 percent (25 out of 35), and the performance benchmark is "Not Met."
- If, after adding another cohort to the calculation, an 'N' of 30 is still not achieved, utilize the "If N Were 30 Rule" to the accumulated data represented by all cohorts thus far included in the calculation.

- If a determination still cannot be made, add yet another cohort to the calculation. No more than five completer cohorts may be included in the calculation of a particular indicator.
    - Once five cohorts have been combined, check whether there is an 'n' of at least 30. If there is, calculate the indicator using the accumulated data for all five cohorts combined.
    - If the 'n' is still less than 30, apply the "If N Were 30 Rule" to determine whether a "Not Met" would be generated anyway. If it would, the benchmark is "Not Met."
    - If the "If N Were 30 Rule" does not result in a determination, the certification area or cluster retains a "No Determination" status.

Ex. 2A) Middle School Education Cluster

In this example, a Middle School Education Cluster comprises three individual areas of certification. The cluster level data are shown first, followed by the certification area data.

Cluster

Most Recent Completer Cohort Included	**APR Release**	**Call**	**Pass Rate**	**Completers**	**Status Going into Next Academic Year**
2014	1st Official APR	**Not Met**	77%	60	Provisional
2015	2nd Official	**Not Met**	75%	64	Conditional
2016	3rd	**Not Met**	73%	63	Conditional
2017	4th	**Not Met**	70%	61	Action

Language Arts 5-9

2014	1st Official APR	**Not Met**	77%	30	Provisional
2015	2nd Official	**Not Met**	79%	34	Conditional
2016	3rd	ND	82%	22	ND
2017	4th	ND	88%	17	ND

General Science 5-9

2014	1st Official APR	ND	73%	15	See Below
2015	2nd Official	ND*	67%	15	See Below
2016	3rd	ND*	67%	21	Conditional (See Below)
2017	4th	ND*	68%	22	See Below

Mathematics 5-9

2014	1st Official APR	ND	80%	15	ND
2015	2nd Official	ND	73%	15	See Below
2016	3rd	ND*	70%	20	See Below
2017	4th	ND*	59%	22	Conditional (See Below)

*Call revised to "Not Met" according to proposed guidance

Possible Solution

- First, determine whether any of the "No Determination" (ND) cells having an observed pass rate under 80 percent would be revised to "Not Met" if the number of completers were 30, assuming that the additional completers added have positive outcomes. For the "Certification Pass Rate" indicator, a call of "Met" requires a minimum 80 percent pass rate. In certification areas/clusters with exactly 30 completers in the denominator for the pass rate calculation, no fewer than 24 completers would need to pass the relevant certification assessment in order to meet this benchmark. In the above example, the 3rd and 4th Official APRs for General Science 5-9, and the 4th Official APR for Mathematics 5-9, would have revised findings under this rule:
    - The 3rd Official APR shows that 14 out of 21 General Science 5-9 completers passed, and an additional 9 passing would still only result in 23 out of 30 passing.
    - The 4th Official APR shows that 15 out of 22 General Science 5-9 completers passed, and an additional 8 passing would still only result in 23 out of 30 passing
    - The 4th Official APR shows that 13 out of 22 Mathematics 5-9 completers passed, and an additional 8 passing would still only result in 21 out of 30 passing
- If, after applying the "If N Were 30 Rule," there are still ND cells remaining, add another cohort to the calculation. Normally, the pass rate incorporates only the most recent three completer cohorts. By adding a fourth cohort, there may in some cases be a sufficient 'n' to allow for the pass rate to be re-calculated. In the above examples, however, none of the ND cells are resolved by adding a fourth cohort to the calculation.
- If, after adding another cohort to the calculation, an 'N' of 30 is still not achieved, utilize the "If N Were 30 Rule" to the accumulated data represented by all cohorts thus far included in the calculation.
    - Under this rule, the 2nd Official APR finding for General Science 5-9 would be revised to a "Not Met." After combining the 2012, 2013, 2014, and 2015 cohorts, the data show that 13 out of 20 completers pass the certification assessment. An additional 10 completers passing would still only result in 23 out of 30 passing.
    - Under this rule, the 3rd Official APR finding for Mathematics 5-9 would be revised to a "Not Met." After combining the 2013, 2014, 2015, and 2016 cohorts, the data show that 18 out of 25 completers pass the certification assessment. An additional 5 completers passing would still only result in 23 out of 30 passing.
- If a determination still cannot be made, add yet another cohort to the calculation. No more than five completer cohorts may be included in the calculation of a particular indicator.
    - Once five cohorts have been combined, check whether there is an 'n' of at least 30. If there is, calculate the indicator using the accumulated data for all five cohorts combined.
    - If the 'n' is still less than 30, apply the "If N Were 30 Rule" to determine whether a "Not Met" would be generated anyway. If it would, the benchmark is "Not Met."
    - If the "If N Were 30 Rule" does not result in a determination, the certification area or cluster retains a "No Determination" status.
        - In the above example, an ND would remain for General Science 5-9 on the 1st Official APR
        - In the above example, an ND would remain for Mathematics 5-9 on the 1st Official APR
        - In the above example, an ND would remain for Mathematics 5-9 on the 2nd Official APR
- Any area with an 'n' less than 30 that meets the State performance benchmark retains its ND. An ND may be changed into a "Met" by accumulating a fourth year of performance data, or, if necessary, a 5th year of performance data, until an 'n' of 30 is achieved. As soon as an 'n' of 30 is achieved, the performance indicator is re-calculated and compared to the State benchmark. If the benchmark is met or exceeded, the

determination becomes "Met." If the benchmark is not met after the re-calculation, the determination remains ND.

- At the discretion of the Program Intervention Team (PIT), and with the approval of the Department, any time the measured performance for a particular certification area falls below the State benchmark (80 percent in this case, for the certification pass rate indicator), an ND may be recorded as "Effectively Not Met." Such a judgment requires, at a minimum, that observed performance be below the State benchmark.
    - If the Department, in consultation with the PIT, opts to mark General Science 5-9 as "Not Met" on the 1st Official APR, the logic described on pages 4-7 applies, resulting in Board action following release of the 4th Official APR.
    - If the Department, in consultation with the PIT, opts to retain an ND for General Science 5-9 on the 1st Official APR, then the logic described on pages 4-7 will begin applying with the 2nd Official APR.
    - If the Department, in consultation with the PIT, opts to mark Mathematics 5-9 as "Not Met" on the 2nd Official APR, the logic described on pages 4-7 will begin applying following the release of that APR.
    - If the Department, in consultation with the PIT, opts to retain an ND for Mathematics 5-9 on the 2nd Official APR, then the logic described on pages 4-7 will begin applying with the 3rd Official APR.
- After exhausting all of the above rules, any remaining NDs will cause the logic on pages 4-7 to "suspend" for those years in which the ND occurred. Up to six years may be suspended over a seven-year period.
    - In the above example, Language Arts 5-9 has an ND for the Certification Pass Rate indicator on both the 3rd and the 4th Official APRs. Assuming that a call is possible on the 5th Official APR, the impact of that call will be determined per the rules illustrated under the 2016-17 column of the diagram appearing on page 7 of the Comprehensive Guide—as though the report had been released that year.
- If all seven years are suspended over a seven-year period, the certification area will remain in an indeterminate status.

Ex. 2B) Middle School Education Cluster

The example below duplicates the data in Example 2A. In this case, however, a streamlined solution is offered:

Cluster

Most Recent Completer Cohort Included	**APR Release**	**Call**	**Pass Rate**	**Completers**	**Status Going into Next Academic Year**
2014	1st Official APR	**Not Met**	77%	60	Provisional
2015	2nd Official	**Not Met**	75%	64	Conditional
2016	3rd	**Not Met**	73%	63	Conditional
2017	4th	**Not Met**	70%	61	Action

Language Arts 5-9

2014	1st Official APR	**Not Met**	77%	30	Provisional
2015	2nd Official	**Not Met**	79%	34	Conditional
2016	3rd	ND	82%	22	ND
2017	4th	ND	88%	17	ND

General Science 5-9

2014	1st Official APR	ND*	73%	15	Provisional (See Below)
2015	2nd Official	ND*	67%	15	Conditional (See Below)
2016	3rd	ND*	67%	21	Conditional (See Below)
2017	4th	ND*	68%	22	Action (See Below)

Mathematics 5-9

2014	1st Official APR	ND	80%	15	ND
2015	2nd Official	ND*	73%	15	Provisional (See Below)
2016	3rd	ND*	70%	20	Conditional (See Below)
2017	4th	ND*	59%	22	Conditional (See Below)

*Call revised to "Not Met" according to proposed guidance

Alternative Solution

- If at any time the measured performance for a particular certification area falls below the State benchmark (80 percent in this case, for the certification pass rate indicator), as long as the corresponding cluster-level performance is also below the State benchmark, then the certification area receives a call of "Not Met."
- Any area with an 'n' less than 30 that meets the State performance benchmark retains its ND. An ND may be changed into a "Met" by accumulating a fourth year of performance data, or, if necessary, a 5th year of performance data, until an 'n' of 30 is achieved. As soon as an 'n' of 30 is achieved, the performance indicator is re-calculated and compared to the State benchmark. If the benchmark is met or exceeded, the determination becomes "Met." If the benchmark is not met after the re-calculation, the determination remains ND.
- After determining any "Mets" or "Not Mets," any remaining NDs will cause the logic on pages 4-7 to "suspend" for those years in which the ND occurred. Up to six years may be suspended over a seven-year period.
    - In the above example, Language Arts 5-9 has an ND for the Certification Pass Rate indicator on both the 3rd and the 4th Official APRs. Assuming that a call is possible on the 5th Official APR, the impact of that call will be determined per the rules illustrated under the 2016-17 column of the diagram appearing on page 7 of the Comprehensive Guide—as though the report had been released that year.
- If all seven years are suspended over a seven-year period, the certification area will remain in an indeterminate status.

Ex. 3) Middle School Education Cluster

In this example, a Middle School Education Cluster comprises two individual areas of certification. The cluster level data are shown first, followed by the certification area data.

Cluster

Most Recent Completer Cohort Included	**APR Release**	**Call**	**Pass Rate**	**Completers**	**Status Going into Next Academic Year**
2014	1st Official APR	**Not Met**	78%	60	Provisional
2015	2nd Official	**Not Met**	78%	64	Conditional
2016	3rd	**Not Met**	78%	63	Conditional
2017	4th	**Not Met**	75%	61	Action

Language Arts 5-9

2014	1st Official APR	ND	91%	22	ND
2015	2nd Official	ND	83%	29	ND
2016	3rd	**Not Met**	74%	34	Provisional
2017	4th	**Not Met**	65%	37	Conditional

General Science 5-9

2014	1st Official APR	**Not Met**	71%	38	Provisional
2015	2nd Official	**Not Met**	74%	35	Conditional
2016	3rd	ND	83%	29	ND
2017	4th	ND	92%	24	ND

*Call revised to "Not Met" according to proposed guidance

Possible Solution

- Any area with an 'n' less than 30 that meets the State performance benchmark retains its ND. An ND may be changed into a "Met" by accumulating a fourth year of performance data, or, if necessary, a 5th year of performance data, until an 'n' of 30 is achieved. As soon as an 'n' of 30 is achieved, the performance indicator is re-calculated and compared to the State benchmark. If the benchmark is met or exceeded, the determination becomes "Met." If the benchmark is not met after the re-calculation, the determination remains ND.
    - In this example, each of the NDs remain.
- After exhausting all of the above rules, any remaining NDs will cause the logic on pages 4-7 to "suspend" for those years in which the ND occurred. Up to six years may be suspended over a seven-year period.
    - In the above example, General Science 5-9 has an ND for the Certification Pass Rate indicator on both the 3rd and the 4th Official APRs. Assuming that a call is possible on the 5th Official APR, the impact of that call will be determined per the rules illustrated under the 2016-17 column of the diagram appearing on page 7 of the Comprehensive Guide—as though the report had been released that year.
- If all seven years are suspended over a seven-year period, the certification area will remain in an indeterminate status.
- Even though Board action is called for according to the cluster-level data, the Department would not recommend any particular certification area for disapproval in this case.
    - Language Arts 5-9 is experiencing a steady decline in performance, but only the most recent two APRs demonstrate performance below the State benchmark. At a minimum, four "Not Mets" over a five year period, excluding suspended years, would be necessary in order to lead to recommendation to disapprove the certification area.
    - General Science 5-9 is steadily improving, and only two of the most recent four APRs demonstrate inadequate performance. Therefore, General Science 5-9 would also not be recommended for disapproval.

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