

ANDREWS UNIVERSITY
SCHOOL OF EDUCATION

ANNUAL ASSESSMENT REPORT

2009-2010

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**SECTION 1: ANNUAL
ASSESSMENT REPORT
OVERVIEW**

This School of Education (SED) Annual Assessment Report is prepared for the academic year 2009-2010, and summarizes the data collected by the SED Assessment System from Summer Semester 2009 through Spring Semester 2010 on student learning outcomes and evidences of progress towards goals of completion. It also contains assessment of faculty, programs, and the SED as a Unit. This report contains key data for Year 3 of the Unit's self-study, which will be reviewed by NCATE in the fall of 2011.

Section 2 focuses on the assessment of School of Education candidates through the use of aggregated program data from course rubrics, course grades, and program gateways.

Section 3 covers Faculty assessment through the use of student opinion surveys, professional development assessment, and peer evaluations.

Section 4 provides data from the perspective of program quality.

Section 5 reports on assessments of unit operations. The SED Programs are shown in Table 1 below.

Section 6 of this report concludes with a summary of changes and improvements which have resulted from reviews of the various data obtained.

The enrollments in programs during 2009-2010 and program approval status are shown in Table 2 below, as reported by the Office of Institutional Research in the university's Opening Enrollment Report for 2009-2010. At the end of the last academic year, the Michigan Department of Education had approved all folios for teacher preparation in the unit.

Table 1. Programs in SED

| PROGRAM | TYPE |
|---|--|
| Teaching, Learning, & Curriculum | |
| BSELED Bachelor of Science in Elementary Education | Initial Teacher Education, NCATE Accredited |
| BS with Secondary Certification | Initial Teacher Education, Partner departments in the College of Arts and Sciences, NCATE Accredited, Recognition by Specialized Professional Associations (SPA) |
| Elementary Certification | Initial Teacher Education, NCATE Accredited |
| Secondary Certification | Initial Teacher Education, NCATE Accredited, Recognition by Specialized Professional Associations (SPA) |
| MAT Master of Arts in Teaching (Elementary and Secondary) | Initial Teacher Education, NCATE Accredited |
| MA EdS, EdD, PhD Education - Curriculum and Instruction (C&I) | Advanced, Continuing Teacher Education, MA is NCATE Accredited |
| Educational & Counseling Psychology | |
| MS Special Education | Advanced, Other School Personnel, NCATE Accredited Applying for CEC approval |
| EdS School Psychology | Advanced, Other School Personnel, NCATE Accredited. NASP approved. |
| MA School Counseling | Advanced, Other School Personnel, CACREP Accredited |
| MA Community Counseling | CACREP Accredited |
| MA Clinical Mental Health Counseling | For review by CACREP in 2011 |
| MA, EdD, PhD Educational Psychology | |
| PhD Counseling Psychology | |
| Leadership & Educational Administration | |
| MA, EdS, EdD, PhD K-12 Educational Administration | Advanced, Other School Personnel, MA is NCATE Accredited Applying for ELCC approval |
| MA, EdS, EdD, PhD Higher Education Administration | |
| MA, EdS, EdD, PhD Leadership | |

Table 2. SED Programs 2009-10: Candidate Enrollment and Approval Status

| School | Dept. Program | Award Level | Elem. Cand. | Secnd. Cand. | Advanced Programs | Approval by MDE or Other |
|--------|-----------------------|-------------|-------------|--------------|-------------------|---|
| CAS | Art Education | B | | 5 | | MDE, 2004; SPA-like doc. prepared Spring 2010 |
| CAS | Biology | B MAT | | 1 | | MDE, 2007 |
| CAS | Chemistry | B | | 1 | | MDE, 2009 |
| CAS | Communication | B | | 2 | | MDE, 2004 |
| CAS | English | B MAT | | 31 | | MDE, 2005 ; application to NCTE 3-15-11 |
| SED | Education, Elementary | B MAT | 47 15 | | | MDE, Reapply by 11-1-2010 due to new stds |
| SED | Education, Secondary | B MAT | | | 8 | See content areas |
| CAS | ESL | M | | | 1 | MDE, 2007 |
| CAS | History | B MAT | | 6 | | MDE, 2008; Reapply by 11-1-10 due to new stds |
| SED | Integr. Science | B | 1 | 2 | | MDE, 2007, 2008 |
| CAS | Language Arts | B | 10 | | | MDE, 2002; SPA-like doc. for MDE Spring 2011 |
| CAS | Lang: French | B MAT | | 1 | | MDE, 2008 |
| CAS | Lang: Spanish | B MAT | | 13 | | MDE, 2008 |
| CAS | Math & Math Ed | B | 14 | | | MDE, 2006; Application to NCTM by 2011 |
| CAS | Music Educ | B M | | 27 | | NASM, 2010 |
| CAS | Physics | B M | | 1 | | MDE, 2007 |
| CAS | Political Science | B | | 1 | | MDE, 2009; Reapply by 11-1-10 due to new stds |
| CAS | Religion | B M | | 4 | | SDA Church (AAA) |
| CAS | Social Studies Sec Ed | B | 5 | 11 | | MDE 2001; Reapply by 11-1-10 due to new stds |

Table 2. (continued). SED Programs 2009-10: Candidate Enrollment and Approval Status

| School | Dept. Program | Award Level | Elem. Cand. | Secnd. Cand. | Advanced Programs | Approval by MDE or Other |
|--------|---------------------------|-------------|-------------|--------------|-------------------|--|
| SED | Curriculum & Instruction | M E D | | | ?? | N/A |
| SED | Educ. Admin., Supervision | M E D | | | 30 | Application to ELCC 9-15-10 |
| SED | Leadership | M E D | | | 118 | |
| SED | Learning Disabilities | M | | | | MDE, 2004; Application to CEC by 3-15-11 |
| SED | School Counseling | E | | | 5 | CACREP |
| SED | School Psychology | M | | | 21 | NASP, 2008 |
| SED | Educational Psych. | M E D | | | 16 11 | |
| SED | Community Counseling | M | | | 20 | CACREP |
| SED | Counseling Psych. | D | | | 26 | National Registry |

Total $n = 189$

Award Levels: B = BA, BS or post-baccalaureate license; M = MA, MS; E = EdS, EdD; D = PhD

SED ASSESSMENT SYSTEM

The assessment of learner outcomes and program improvement within the SED are described in the SED Assessment System. It contains several sections, including Candidate Performance, Program Quality, Unit Operations, and Faculty Performance, each of which provides a number of sources of data. Learner outcomes are aligned with the SED Conceptual Framework (CF), and with state and national professional accrediting bodies.

All teacher education programs, as well as other programs that are school-based, are aligned with NCATE requirements. This report presents data that will be Year 3 of a self-study

that will be reviewed by NCATE in fall of 2011.

All teacher education programs in the unit worked during this year on finalizing curriculum maps which can be found in the SED Curriculum Maps binder. Curriculum maps for other departments were developed last year. These curriculum maps were designed to display program information in two ways: (a) by identifying Gateways where candidate performance and achievement information would allow candidates to progress through the program; and (b) by allocation to NCATE and SPA requirements. The faculty endeavored to identify which data points would represent “key evidences” for review by external agencies.

Beginning in 2007-08, much of the data collected for assessment purposes was entered into a LiveText database. Every student enrolled in a program in the unit is required to obtain a LiveText license. The current year serves as Year 3 of data obtained and assessed using the LiveText data management system.

Evaluation information comes from rubrics which use a five-point performance scale: Levels 4 and 5 represent “Target Performance,” meaning Proficient (4) or Exceptional (5) performance of the desired outcome; Level 3 is “Acceptable Performance”, and represents satisfactory mastery of the desired outcome; and Levels 1 and 2 represent “Unacceptable Performance” meaning Unsatisfactory (1) or Emerging (2) performance which does not demonstrate sufficient mastery of the outcome to be acceptable.

The database uses the six Key Elements of the Conceptual Framework and their subsections as organizers, shown in Table 3 below. An additional section, VII. Content, is used by the Department of Teaching, Learning, and Curriculum. The sources of data include the following:

- A. Formative and summative evaluation data which are available to provide candidates feedback on their progress.

- B. Key assessment rubrics which provide evidences for mastery of NCATE or SPA required competencies.
- C. Program gateway information which provide evidences relating to Gateway Points (admission to program, program performance, internship, completion of student teaching, and program completion). The unit also collected standardized test scores (Michigan Test for Teacher Certification or MTTC), comprehensive exam results, and alumni and employer survey data.

Assessments within LiveText have been linked to these key elements. However, LiveText reports based on each of the elements are not yet well aggregated. This process is expected to improve in Fall 2010, when LiveText implements a variety of updates.

In 2010, the Unit voted a list of eight professional dispositions:

- Believes that all students can learn
- Is committed to service
- Values fairness
- Values personal and professional growth
- Is committed to inquiry
- Values respectful communication
- Recognizes personal leadership responsibility
- Values diversity

These dispositions align with the Conceptual Framework, and have been formally added into Unit assessments and into LiveText.

Table 3. The SED Conceptual Framework

| ELEMENT | SUBSECTION |
|--------------------------------------|--|
| I. Worldview | <ul style="list-style-type: none">• Explain worldviews and trace their historical development• Critique worldviews from a Christian perspective• Integrate principles of a Christian worldview into their chosen field of study. |
| II. Human Growth and Change | <ul style="list-style-type: none">• Describe human development• Apply current theories of learning |
| III. Groups, Leadership, and Change | <ul style="list-style-type: none">• Facilitate change in groups and organizations• Relate effectively with various cultural, racial, and special interest groups• Identify political and legal issues• Manage human, financial, and material resources• Demonstrate servant leadership |
| IV. Communication and Technology | <ul style="list-style-type: none">• Communicate effectively in written, verbal, and non-verbal forms.• Use electronic tools effectively for professional communication, teaching, and research. |
| V. Research and Evaluation | <ul style="list-style-type: none">• Read and evaluate research• Conduct research• Report research findings |
| VI. Personal and Professional Growth | <ul style="list-style-type: none">• Demonstrate continuing professional development• Demonstrate ethical behavior in all professional activities.• Demonstrate balanced physical, mental, spiritual, and social development. |

**SECTION 2:
CANDIDATE
ASSESSMENT**

TEACHING, LEARNING & CURRICULUM

Key evidences of candidate performance are collected from sources such as candidates' GPAs, course grades, standardized test scores (i.e., Michigan Test for Teacher Certification or Praxis), rubrics on individual assignments, portfolios, field/internship evaluations, and follow-up surveys. Care is taken to ensure that some key evidences come from external sources (such as national and state examinations and employer surveys) as well as from internal sources (such as self-assessments, peer-assessments, and faculty-assessments).

Michigan Test for Teacher Certification: MTTC

MTTC Basic Skills

All prospective teacher education candidates are required to take the Michigan Basic Skills Test prior to entering student teaching. Between Sept. 2009 and August 2010, 22 candidates took this test at Andrews University. All of these candidates passed, giving a Cumulative Pass Rate of 100%, compared to the Statewide Pass Rate of 91.2%.

MTTC Content Scores

Teacher candidates are also required to take content area tests. From September 2009 to August 2010, 28 candidates took the content area tests. Of these, all but one passed, making a cumulative pass rate of 96.4%. The statewide cumulative pass rate for all subject areas for 2009-2010 was 85.0%. Content specific results from September 2007 through August 2010 are presented in Table 4.

Table 4. MTTC Content Area Results, Initial and Cumulative, 3-year

| | 2007- 2010 A.U. | 2007- 2010 A.U. Initial | 2007- 2010 A.U. Cum. | 2007- 2010 MI | 2007- 2010 MI Initial | 2007- 2010 MI Cum. |
|---------------------------------------|-----------------------|----------------------------------|-------------------------------|---------------------|--------------------------------|-----------------------------|
| Program: | <i>N</i> | % Pass | % Pass | <i>N</i> | % Pass | % Pass |
| Biology | | | | 558 | 71.0 | 85.3 |
| Chemistry | | | | 355 | 65.9 | 84.2 |
| Communication Arts | | | | 23 | 69.6 | 78.3 |
| Computer Science | 1 | | | 59 | 81.4 | 89.8 |
| English | 10 | 90.0 | 90.0 | 2,458 | 81.5 | 88.8 |
| English as a 2 nd Language | 1 | | | 443 | 90.5 | 95.5 |
| French | 2 | | | 117 | 58.1 | 70.9 |
| History | 8 | | | 1,870 | 78.5 | 87.8 |
| Integrated Science (Elem) | 3 | | | 1,484 | 65.3 | 74.0 |
| Integrated Science (Sec) | | | | 241 | 77.2 | 88.0 |
| Lang. Arts (Elem) | 15 | 80.0 | 100.0 | 2,873 | 69.6 | 78.3 |
| Math (Elem) | 7 | | | 1,920 | 79.9 | 88.0 |
| Math (Sec) | 3 | | | 1,139 | 88.8 | 94.6 |
| Music Education | 1 | | | 355 | 87.3 | 93.8 |
| Music | 7 | | | 246 | 96.3 | 98.8 |
| Physics | 1 | | | 182 | 81.9 | 92.9 |
| Political Science | | | | 385 | 73.8 | 85.2 |
| Social Studies | 17 | 70.6 | 70.6 | 3,006 | 65.2 | 73.9 |
| Spanish | 13 | 92.3 | 92.3 | 631 | 83.4 | 90.3 |
| Visual Arts Educ. | | | | 480 | 91.3 | 96.0 |
| Elementary Educ. | 34 | 85.3 | 97.1 | 8,350 | 93.1 | 98.1 |
| Professional Areas: | | | | | | |
| Reading | 8 | | | 572 | 79.7 | 85.0 |
| All Tests | 131 | 83.2 | 91.6 | 38,925 | 81.8 | 89.3 |

Note: Pass rates are provided for subjects with 10 or more test takers, since numbers less than this may not be a valid indicator of program strength.

Course Grades

In addition to scores on the MTTC, one of the indicators of cognitive knowledge arises from course grades in content courses. Beginning in the fall of 2008, all SPA organizations permit course grades to be submitted for evaluation of content knowledge. The courses taught in the content departments of the College of Arts and Sciences (CAS) required for all secondary

teacher education students have been identified as core courses.

Data obtained from the Banner student information system for such courses were entered into LiveText, using a course grade rubric. Table 5 presents a summary, by CAS department, of the proportion of students whose undergraduate required course grades were considered Levels 3-5 (satisfactory or above, where C+ is considered satisfactory for undergraduates).

Mathematics courses had the lowest percentage of students achieving Level 3 or better.

Communication, English, History Department, and Physics courses also had a number of students who did not reach the satisfactory level. These data can be compared to similar course data for 2008-2009.

Table 5. Summary of CAS Course Grade Evidences, 2009-2010

| Department | 2009-10 #* of Students | 2009-10 % Grades Levels 3-5 | Mean | Std Dev | 2008-09 # of Students | 2008-09 % Grades Levels 3-5 |
|--|---------------------------------------|--|-------------|----------------|--------------------------------------|--|
| Art Education | 28 | 100 | 4.43 | 0.68 | 9 | 66.7 |
| Biology | 2 | 100 | 5.00 | 0.00 | 8 | 37.5 |
| Chemistry | 2 | 100 | 4.50 | 0.50 | 7 | 71.4 |
| Communication Ed | 26 | 93 | 4.42 | 0.97 | 2 | 100.0 |
| English | 77 | 72 | 3.53 | 1.60 | 83 | 85.5 |
| History, Political Sciences, Social Studies, Economics | 131 | 80 | 3.65 | 1.38 | 31 | 51.6 |
| International Languages | 6 | 100 | 4.67 | 0.47 | 7 | 100.0 |
| Mathematics | 39 | 54 | 2.67 | 1.47 | 37 | 75.7 |
| Physics | 5 | 83 | 4.33 | 1.49 | 3 | 100.0 |

*combined totals from all tracked courses

Assessments Using Rubrics

Tables 6 through 8 display findings from assessment rubrics submitted for the initial and advanced teacher education programs of the Department of Teaching, Learning, and Curriculum.

Tables giving complete data for all courses in this department are found in Appendix A.

Table 6. Learning Outcomes in Initial Teacher Education Program, 2009-2010

| Course Acronym | Title of Rubric | N | % at Levels 3-5 (all indicators)* | Mean Level (all indicators) |
|-----------------------|---|----------|--|------------------------------------|
| EDTE 165 | Portfolio Rubric | 56 | 89.7 | 3.55 |
| EDTE 165 | Personal Philosophy Paper Rubric | 56 | 98.9 | 4.24 |
| EDTE 288 | Clinical Observation & Interaction Matrix | 32 | 93.8 | 4.52 |
| EDTE 408 | Micro-Teaching Assess | 26 | 98.4 | 4.62 |
| EDTE 408 | Portfolio. Element 1 | 24 | 97.2 | 4.56 |
| EDTE 408 | Portfolio. Element 2 | 24 | 93.3 | 4.46 |
| EDTE 408 | Portfolio. Element 3 | 24 | 92.6 | 4.48 |
| EDTE 408 | Portfolio. Element 4 | 24 | 90.8 | 4.42 |
| EDTE 408 | Portfolio. Element 5 | 24 | 92.5 | 4.42 |
| EDTE 408 | Portfolio. Element 6 | 24 | 87.5 | 4.26 |
| EDTE 408 | Portfolio. Element 7 | 24 | 85.2 | 4.25 |
| EDTE 408 | Portfolio. Intro, Closing | 24 | 92.5 | 4.54 |
| EDTE 417 | Implementation Plan | 2 | 100.0 | 5.00 |
| EDTE 420 | Literacy Interv. Mini-Unit Scoring Guide | 13 | 98.7 | 4.85 |
| EDTE 424 | Test Creation Project | 24 | 97.9 | 4.70 |
| EDTE 424 | Philosophy of Assessment Rubric | 24 | 99.5 | 4.74 |
| EDTE 446 | Annotated Biblio,Safety | 7 | 100.0 | 4.61 |
| EDTE 459 | Summative Eval. Rubric | 13 | 100.0 | 4.85 |
| EDTE 476 | Final Test Rubric | 24 | 96.3 | 4.66 |
| EDTE 480 | Classroom Management Plan | 18 | 100.0 | 4.69 |
| EDTE 480 | Philosophy of Management Summary | 13 | 100.0 | 4.41 |
| EDTE 487 | Impact on K-12 Student Learning | 18 | 99.1 | 4.39 |
| EDTE 488/588 | Student Teaching Summative Evaluation | 11 | 98.3 | 4.62 |

* For indicators showing below Satisfactory (Level 3) see Appendix A-1.

Table 7. Learning Outcomes in Advanced Program: Curriculum & Instruction, 2009-10

| Course Acronym | Title of Rubric | N | % at Levels 3-5 (all indicators)* | Mean Level (all indicators) |
|-----------------------|---------------------------------------|----------|--|------------------------------------|
| EDCI 620 | Change Implementation Plan-Assessment | 4 | 97.7 | 4.18 |
| EDCI 636 | Eval. Proposal Scoring Guide | 1 | 100.0 | 4.50 |
| EDCI 730 | Eval. Proposal Scoring Guide | 5 | 97.1 | 4.46 |

* For indicators showing below Satisfactory (Level 3) see Appendix A-2.

Table 8. Learning Outcomes for Advanced Programs Foundations Courses, 2009-10

| Course Acronym | Title of Rubric | N | % at Levels 3-5 (all indicators)* | Mean Level (all indicators) |
|-----------------------|----------------------------------|----------|--|------------------------------------|
| EDFN 500 | Philosophical Foundations | 40 | 91.9 | 3.87 |
| EDRM 505 | Final Exam – Article Evaluation | 27 | 83.9 | 3.66 |
| EDRM 505 | Research Design Methodology Exam | 28 | 98.5 | 2.68 on 3-pt scale |

| | | | | |
|----------|----------------------------|----|------|------|
| EDRM 505 | Proposals Evaluation Sheet | 48 | 85.8 | 3.65 |
|----------|----------------------------|----|------|------|

* For indicators showing below Satisfactory (Level 3) see Appendix A-3.

EDUCATIONAL & COUNSELING PSYCHOLOGY

Assessment data for the advanced programs in this department are found in Table 9.

Details of these assessment findings are located in Appendix B.

Table 9. Learning Outcomes for EDPC Courses, 2009-10

| Course Acronym | Title of Rubric | n | % at Levels 3-5 (all indicators) | Mean Level (all indicators) |
|-----------------------|------------------------------------|----------|---|------------------------------------|
| EDPC 514 | World View Paper Assessment Rubric | 22 | 88.2 | 4.51 |
| EDPC 520 | Position Paper | 3 | 100.0 | 3.42 |
| EDPC 520 | Worldview Paper | 5 | 100.0 | 5.00 |
| EDPC 520 | Worldview Paper | 21 | 91.0 | 4.24 |
| EDPC 525 | Paper Rubric | 18 | 100.0 | 4.83 |
| EDPC 654 | Evaluation of Practicum | 9 | 98.5 | 4.21 |
| EDPC 810 | Evaluation of Internship | 2 | 97.8 | 4.41 |

* For indicators showing below Satisfactory (Level 3) see Appendix B-1.

LEADERSHIP & EDUCATIONAL ADMINISTRATION

Assessment data for courses in the K-12 Educational Administration program are found in Table 10. Details of these assessment findings are located in Appendix C.

Table 10. Learning Outcomes for the Educational Administration Program, 2009-10

| Course Acronym | Title of Rubric | <i>n</i> | % at Levels 3-5 (all indicators)* | Mean Level (all indicators) |
|-----------------------|--|-----------------|--|------------------------------------|
| EDAL 565 | Graded Activity #3 Frame of Reference Paper | 3 | 100.0 | 4.90 |
| EDAL 565 | Graded Activity #4 Write a Paper: The Role of Five Selected Divine Dynamics in Education | 3 | 100.0 | 5.00 |
| EDAL 570 | Graded Activity #4 Policies Compared and Contrasted | 4 | 79.2 | 4.16 |
| EDAL 570 | Graded Activity #6 The Profile Activity | 4 | 91.7 | 4.67 |
| EDAL 570 | Graded Activity #7 The Observation Tools | 4 | 100.0 | 5.00 |
| EDAL 570 | Graded Activity #8 The Pre-Observation Conference | 4 | 100.0 | 5.00 |
| EDAL 570 | Graded Activity #9 The Observation | 4 | 100.0 | 5.00 |
| EDAL 570 | Graded Activity #10 The Post-Observation Conference | 4 | 100.0 | 5.00 |
| EDAL 570 | Graded Activity #11 Professional Development Activity | 4 | 100.0 | 5.00 |
| EDAL 635 | Rubric for Reflection Papers | 2 | 100.0 | 4.70 |
| EDAL 635 | Research Article Critique Rubric | 2 | 100.0 | 4.19 |
| EDAL 645 | Rubric for Reflection Papers | 5 | 100.0 | 4.28 |
| EDAL 645 | Research Article Critique Rubric | 6 | 100.0 | 4.71 |
| EDAL664/665 | Graded Activity #5: Two Short Papers | 8 | 100.0 | 4.71 |

* For indicators showing below Satisfactory (Level 3) see Appendix C-1.

SECTION 3:
PROGRAM
QUALITY

Departments assess the quality of their programs by examining data throughout the program. Much of this data is from the assessments of candidates in the programs by SED faculty, as shown in the previous section. The assessment of candidates in field experiences and clinical practice provides feedback from educational professionals outside of the SED (see appendices). Key program data have been identified by each program for use in assessing program quality. This data is summarized in the following section.

SUMMARY OF PROGRAM DATA

Teaching, Learning, and Curriculum

Major assessments which document the quality of Andrews' teacher education program are those from the Michigan State Board of Education. According to the latest available reports, the three-year pass rate (2008-2010) for Andrews' teacher candidates on the MTTC content area tests is 89.6%. In the three-year summary, scores were weakest in Reading, Integrated Science and Social Studies. The number of students having taken the Reading and Integrated Science tests in that period, however, were too low to draw specific conclusions. In spring of this year, the SED teacher education program received word that it was again rated as the number one teacher education program in the state (based on 2008-2009 data). For the third year in a row, Andrews' program has received a perfect score of 70 out of 70. This score is based on MTTC content area pass rates, teacher exit surveys, supervisor surveys, program review status, diversity, and the percentage of candidates training in high need areas.

The teacher education program has also identified specific areas which will require further attention. The department is working with the History Department to have them help students review for the MTTC content area test. The TLC has provided review materials for the

test. The Social studies program is also being revised to meet new standards. Each year the TLC faculty meet together to review the results of the State Survey of Student Teachers and the Teacher Performance Index. The faculty discuss the relative strengths and weaknesses revealed in the data, how improvements can be made, and how they can maintain a perfect score for the next year.

Educational Counseling & Psychology

For the 2009-2010 school year, the School Counseling program had 5 students. All of the 2010 graduates who took the National Counselor Examination for Licensure and Certification passed. One student took the comprehensive exam and passed. Two students were enrolled in internship during 2009-2010, and both completed their internship and received satisfactory ratings from their supervisor. There were no items on the Clinical Site Internship Supervisor Evaluation of Training Program Survey for the class of 2010 that received a mean response score of less than 3.0 of a five point scale (1=poor to 5=excellent). There was one item on the Graduate Survey for the Class of 2010 (N=3) that received a mean response of less than 3.00 on a five point scale (1=poor to 5=excellent): Item 33 – Professional Credentialing (mean=2.00) (N=1). High points from the Graduate Follow-up Questionnaire were scores of 5 on a 5-point scale for Professional skills taught to you, Career and lifestyle counseling (knowledge areas), and Individual Counseling (skills development). There was one student that graduated with an MA in School Counseling; however, this student was not employed as a School Counselor at the time of follow up.

In 2009-2010, the School Psychology program had 21 students. Four students took the Praxis during the 2009-2010 school year. All four of these students passed on first attempt. Five

students took the comprehensive exam. Three passed on the first attempt, one passed retake, and one failed. Two students completed the School Psychology portfolio. Both met all criteria. One student received all exemplary ratings while the second student's ratings were all satisfactory because the reflective statements did not include critical evaluation of growth for each category. Two students completed the internship. These students received satisfactory ratings from their supervisors. Student exit surveys were reviewed by core and ECP faculty, and recommendations and relevant changes were proposed (see Section 6).

The Community Counseling program had 20 students in 2009-2010. All 2010 graduates who took the National Counselor Examination for Licensure and Certification passed. Eight students took the comprehensive exam and all passed. Twelve students were enrolled in internship during 2009-2010, 10 of whom completed their internship and received satisfactory ratings from their supervisor. There were no items on the Clinical Site Internship Supervisor Evaluation of Training Program Survey for the class of 2010 that received a mean response score of less than 3.0 of a five point scale (1=poor to 5=excellent). There was one item on the Graduate Survey for the Class of 2010 (N=3) that received a mean response of less than 3.00 on a five point scale (1=poor to 5=excellent). This was Item 51, Child adolescent counseling (mean=2.00, $n=2$). On the Graduate Follow-up Questionnaire, "Professional skills taught to you" (Item 23) received a rating of 4.50 on a 5 point scale, "Career and lifestyle counseling" (knowledge areas) (Item 45) received 4.50, and "Individual Counseling" (skills development) (Item 59) received 4.50. On the Employer of a Program Graduate Survey (Top strengths section), employers responses averaged 4.50 on a 5 point scale for "Counseling persons with special needs" (knowledge) (Item 20), 5.00 for Counseling persons with special needs (skills)

(Item 33), and 4.67 for “Responsiveness to supervision feedback and/or suggestions & General work attitude/enthusiasm” (attributes) (Item 38).

The PhD program in Counseling Psychology had 26 students during 2009-2010. In the past year, none of these students took the comprehensive exam, completed internship, or defended their dissertation.

In 2009-2010, the Educational Psychology program had 22 master’s students in Trinidad, 9 masters students on campus, 7 EdS students (after the comps) and 11 PhD students. Fifty students took the comprehensive exam during the 2009-2010 school year. All were at the master’s level, and some went on to the EdS program. In summer of 2009: 12 passed all questions, 6 passed but failed one question, and 2 failed the entire exam. In Fall 2009, 9 passed all questions, 3 passed but failed one question, and 1 failed the entire exam. In spring 2010, 13 passed all questions, 4 passed but failed one question, and 2 failed the entire exam. The Masters in Educational Psychology is mainly a stepping stone for students continuing on in the EdS School Psychology or PhD Educational Psychology programs. There are no licensing requirements/exams or surveys currently being used to evaluate the program. The PhD is also not a program that leads to any licensure. Because of this, PhD comps are the only source of evaluation done on the program.

At the time of this report, there was no assessment information for the Special Education program.

Leadership & Educational Administration

In 2009-2010, the Leadership program had 118 students. The Final assessment in the program consists of a portfolio with well-defined criteria for 15 competencies and the

dissertation defense that is evaluated by a representative from the graduate school. In 2009, 14 candidates completed the portfolio and 15 candidates successfully defended their dissertations. The program faculty have identified three major strengths of the program. Constituent's satisfaction with program outputs is excellent. Employers are satisfied with graduates, and graduates are very appreciative of the curriculum. Second, adding the undergraduate leadership certificate is helping to 'balance' the kinds of credits generated – MA, PhD and undergraduate. Also, a cohort of 50 MA participants in Brazil helps balance out the doctoral work. Lastly, the faculty community continues to provide substantial support for the program – increasing its financial viability.

The K-12 Educational Administration program had 30 students in 2009-2010. There are four final assessments in the program: 1. A portfolio that follows the ELCC/K-12 Standards and Elements criteria; 2. A written comprehensive exam for the EdS, EdD and PhD programs; 3. A dissertation defense evaluated by a representative from the graduate school; and, 4. In the 2009-2010 school year, 2 masters candidates completed their portfolio. Three masters candidates, 3 EdS candidates, and 4 doctoral candidates completed their comprehensive exams. Four candidates successfully defended their dissertations. As of 2010, every candidate must take the ETS Administrator's Licensure Exam.

The K-12 Educational Administration program faculty identified several program strengths. First, candidates are able to secure employment in educational administration after the program. There is a low student to teacher ratio, which facilitates feedback and communication. The program is fully approved for online delivery by North Central Association (NCA) of Colleges (2007, 2010), and all online courses in the program are approved by the AU Office of Distance Learning. A Christian worldview is very evident in all coursework. There is extensive

use of qualified adjunct professors that provide needed support for the program. The diversity of students and faculty add to different perspectives and enrich the learning process.

The Higher Education Administration program has three final assessments in the program. 1.) All program participants are required to create a portfolio which demonstrates competency and growth for 10 well-defined outcome areas. 2.) Participants enrolled in the EdS, EdD and PhD programs are also expected to take a written and oral comprehensive exam; 3.) Participants pursuing a doctorate in this program are also required to write and defend a dissertation which is evaluated by a representative from the graduate school. In 2009-2010, there were 32 students in the program. Three doctoral students completed their comprehensive exams, and three masters students completed the portfolio.

The Higher Education Administration program has identified several strengths. Candidates are competitive in the Higher Education marketplace after the program. There is a low student to teacher ratio, which facilitates feedback and communication. The program is fully approved for online delivery by North Central Association (NCA) of Colleges (2007, 2010), and all online courses in the program are approved by the AU Office of Distance Learning. A Christian worldview is very evident in all coursework. There is extensive use of qualified adjunct professors that provide needed support for the program. The diversity of students and faculty add to different perspectives and enrich the learning process.

FOLLOW-UP DATA

Follow-up data from program graduates and their employers can provide valuable feedback as to how well the program prepared students for their professions. Data from the SED Alumni Survey, for all graduates from 2004-2005 and 2006-2007, were disaggregated by

department. For the Teaching, Learning, and Curriculum department, data were also disaggregated by teacher education and by Curriculum & Instruction programs. Item means by department and the percentage of respondents who rated their preparation as “satisfactory” or better are shown in Tables 11 through 14.

Though employers of these same SED graduates were also surveyed, there were insufficient responses to allow the disaggregation of these data by department. In Fall 2010, graduates from the 2005-2006 and 2007-2008 school years, and their employers, will be surveyed. With the addition of these two years of data, it should be possible to do further analyses by program, and to include employer survey results.

Table 11. Alumni Survey Results: Teaching, Learning, & Curriculum, 2004-05 and 2006-07

| <i>The School of education has prepared you . . .</i> | <i>n</i> | <i>Mean^a</i> | <i>SD</i> | <i>%</i> |
|--|----------|-------------------------|-----------|----------|
| with the necessary knowledge of your content area | 26 | 4.1 | 0.74 | 96.2 |
| for the necessary skills of your profession | 27 | 4.1 | 0.92 | 92.6 |
| to effectively apply skills in professional responsibilities | 27 | 4.2 | 0.88 | 92.6 |
| to practice professional/ethical standards of profession | 27 | 4.4 | 0.79 | 100.0 |
| to evaluate research findings | 25 | 3.6 | 1.12 | 84.0 |
| to conduct & report research | 21 | 3.2 | 1.22 | 71.4 |
| to apply current theories/best practices | 26 | 4.1 | 0.74 | 96.2 |
| to communicate effectively | 27 | 4.2 | 0.91 | 96.3 |
| to use relevant technology in professional practice | 26 | 3.9 | 1.02 | 84.6 |
| to create positive learning environment | 27 | 4.4 | 0.74 | 96.3 |
| to plan/implement appropriate program to enhance learning | 27 | 4.2 | 0.95 | 92.6 |
| to assess/analyze student learning | 27 | 4.2 | 0.99 | 92.6 |
| to utilize outcome data for program improvement | 26 | 3.7 | 1.00 | 84.6 |
| to relate effectively with individuals of diverse population | 27 | 4.2 | 0.85 | 96.3 |
| to relate effectively with individuals with special needs and disabilities | 27 | 3.4 | 1.25 | 74.1 |
| to apply fair practices in your profession | 26 | 4.2 | 1.05 | 88.5 |
| to value services to society at large | 27 | 4.3 | 0.77 | 100.0 |
| to believe that all individuals can learn | 27 | 4.5 | 0.70 | 100.0 |

^aScales based on 5-Excellent, 4-Very well, 3-Satisfactory, 2-Somewhat, 1-Not at all

^bPercent responding 'Satisfactory to Excellent'.

Table 12. Alumni Survey Results: Teaching, Learning, & Curriculum, Initial and Advanced Programs, 2004-05 and 2006-07

| Statement | Bachelors/MAT (N=17) | | | | MA/EdS/PhD (N=10) | | | |
|--|----------------------|-------------------|------|----------------|-------------------|-------------------|------|----------------|
| | N | Mean ^a | SD | % ^b | N | Mean ^a | SD | % ^b |
| The School of Education has prepared you..... | | | | | | | | |
| with the necessary knowledge of your content area | 17 | 4.1 | 0.83 | 94.1 | 9 | 4.1 | 0.60 | 100.0 |
| for the necessary skills of your profession | 17 | 3.9 | 0.99 | 88.2 | 10 | 4.4 | 0.70 | 100.0 |
| to effectively apply skills in professional responsibilities | 17 | 4.1 | 0.99 | 88.2 | 10 | 4.3 | 0.68 | 100.0 |
| to practice professional/ethical standards of profession | 17 | 4.4 | 0.87 | 100.0 | 10 | 4.3 | 0.68 | 100.0 |
| to evaluate research findings | 15 | 3.3 | 1.11 | 86.7 | 10 | 3.9 | 1.10 | 80.0 |
| to conduct & report research | 12 | 3.0 | 1.21 | 66.7 | 9 | 3.6 | 1.24 | 77.8 |
| to apply current theories/best practices | 17 | 4.1 | 0.83 | 94.1 | 9 | 4.1 | 0.60 | 100.0 |
| to communicate effectively | 17 | 4.2 | 0.95 | 94.1 | 10 | 4.1 | 0.88 | 100.0 |
| to use relevant technology in professional practice | 16 | 3.7 | 1.01 | 81.3 | 10 | 4.3 | 0.95 | 90.0 |
| to create positive learning environment | 17 | 4.4 | 0.79 | 94.1 | 10 | 4.4 | 0.70 | 100.0 |
| to plan/implement appropriate program to enhance learning | 17 | 4.0 | 1.00 | 88.2 | 10 | 4.4 | 0.84 | 100.0 |
| to assess/analyze student learning | 17 | 4.1 | 1.09 | 88.2 | 10 | 4.3 | 0.82 | 100.0 |
| to utilize outcome data for program improvement | 16 | 3.7 | 1.01 | 81.3 | 10 | 3.8 | 1.03 | 90.0 |
| to relate effectively with individuals of diverse population | 17 | 4.2 | 0.75 | 100.0 | 10 | 4.2 | 1.03 | 90.0 |
| to relate effectively with individuals with special needs and disabilities | 17 | 3.5 | 1.23 | 76.5 | 10 | 3.3 | 1.34 | 70.0 |
| to apply fair practices in your profession | 16 | 4.3 | 0.87 | 93.8 | 10 | 3.9 | 1.29 | 80.0 |
| to value services to society at large | 17 | 4.3 | 0.85 | 100.0 | 10 | 4.3 | 0.68 | 100.0 |
| to believe that all individuals can learn | 17 | 4.6 | 0.71 | 100.0 | 10 | 4.4 | 0.70 | 100.0 |

Table 13. Alumni Survey Results: Educational Counseling & Psychology, 2004-05 and 2006-07

| <i>The School of education has prepared you . . .</i> | <i>n</i> | <i>Mean^a</i> | <i>SD</i> | <i>%</i> |
|--|----------|-------------------------|-----------|----------|
| with the necessary knowledge of your content area | 23 | 4.1 | 0.60 | 100.0 |
| for the necessary skills of your profession | 21 | 4.1 | 0.66 | 100.0 |
| to effectively apply skills in professional responsibilities | 22 | 4.1 | 0.78 | 100.0 |
| to practice professional/ethical standards of profession | 22 | 4.6 | 0.50 | 100.0 |
| to evaluate research findings | 20 | 3.7 | 0.81 | 90.0 |
| to conduct & report research | 18 | 3.5 | 1.04 | 83.3 |
| to apply current theories/best practices | 22 | 3.9 | 0.77 | 95.5 |
| to communicate effectively | 22 | 4.1 | 0.64 | 100.0 |
| to use relevant technology in professional practice | 22 | 3.3 | 1.08 | 81.8 |
| to create positive learning environment | 18 | 4.3 | 0.59 | 100.0 |
| to plan/implement appropriate program to enhance learning | 16 | 3.8 | 0.86 | 87.5 |
| to assess/analyze student learning | 16 | 3.8 | 0.66 | 100.0 |
| to utilize outcome data for program improvement | 18 | 3.7 | 0.90 | 88.9 |
| to relate effectively with individuals of diverse population | 22 | 4.3 | 0.84 | 95.5 |
| to relate effectively with individuals with special needs and disabilities | 21 | 4.1 | 1.12 | 90.5 |
| to apply fair practices in your profession | 22 | 4.2 | 0.75 | 100.0 |
| to value services to society at large | 23 | 4.4 | 0.72 | 100.0 |
| to believe that all individuals can learn | 22 | 4.4 | 0.67 | 100.0 |

^aScales based on 5-Excellent, 4-Very well, 3-Satisfactory, 2-Somewhat, 1-Not at all

^bPercent responding ‘Satisfactory to Excellent’.

Table 14. Alumni Survey Results: Leadership & Educational Administration, 2004-05 and 2006-07

| <i>The School of education has prepared you . . .</i> | <i>n</i> | Mean ^a | SD | % |
|--|----------|-------------------|------|-------|
| with the necessary knowledge of your content area | 7 | 3.9 | 0.69 | 100.0 |
| for the necessary skills of your profession | 7 | 3.7 | 0.95 | 85.7 |
| to effectively apply skills in professional responsibilities | 7 | 3.9 | 0.69 | 100.0 |
| to practice professional/ethical standards of profession | 7 | 4.1 | 0.69 | 100.0 |
| to evaluate research findings | 7 | 3.4 | 0.98 | 85.7 |
| to conduct & report research | 7 | 3.4 | 1.27 | 71.4 |
| to apply current theories/best practices | 7 | 3.6 | 0.98 | 85.7 |
| to communicate effectively | 7 | 3.9 | 0.90 | 100.0 |
| to use relevant technology in professional practice | 7 | 3.3 | 1.25 | 57.1 |
| to create positive learning environment | 7 | 4.0 | 0.82 | 100.0 |
| to plan/implement appropriate program to enhance learning | 6 | 3.7 | 0.82 | 100.0 |
| to assess/analyze student learning | 7 | 3.6 | 0.78 | 100.0 |
| to utilize outcome data for program improvement | 5 | 3.6 | 0.89 | 100.0 |
| to relate effectively with individuals of diverse population | 7 | 4.0 | 0.82 | 100.0 |
| to relate effectively with individuals with special needs and disabilities | 7 | 3.3 | 1.11 | 71.4 |
| to apply fair practices in your profession | 7 | 3.9 | 0.90 | 100.0 |
| to value services to society at large | 7 | 4.0 | 0.82 | 100.0 |
| to believe that all individuals can learn | 7 | 3.6 | 0.78 | 100.0 |

^aScales based on 5-Excellent, 4-Very well, 3-Satisfactory, 2-Somewhat, 1-Not at all

^bPercent responding ‘Satisfactory to Excellent’.

SECTION 4:
FACULTY
ASSESSMENT

School of Education faculty are assessed by several means, by administration, by peers, and by students. These assessments are described in further detail below.

PROFESSIONAL DEVELOPMENT ASSESSMENT

Each faculty member prepares materials annually for the Faculty Annual Report. This document contains four sections: (1) The Annual Professional Evaluation, showing goals for the past year, achievement of such goals, and plan for the coming year; (2) the current professional resume; (3) the Annual Faculty Activity Report; and (4) if appropriate, the Graduate Faculty Status Review. The document is discussed with the chair of the department, who endorses it with comments, and the completed forms are submitted to the Dean of SED and with the Dean's endorsement to the office of the Chief Academic Officer and Human Resources.

During 2009-2010, 17 of the 26 SED faculty participated in continuing education, through professional conferences, courses, or research. During 2009, 9 faculty published 11 peer reviewed articles, 7 faculty presented 13 peer-reviewed papers or presentations, and 4 faculty published 9 other types of publications. One faculty member applied for advancement and was approved. This faculty went from being an associate to a full professor.

PEER EVALUATION OF FACULTY FOR ADVANCEMENT

Peer evaluation of faculty is done through the process of review for advancement by rank promotion and continuous appointment (a.k.a. tenure). This is a centralized process which was substantively revised during 2002-2004. The process requires a Faculty Advancement Plan which is reviewed by each SED faculty member with the Department Chair in January of each year when the Annual Faculty Professional Evaluation occurs ("the January Report"). When the individual faculty member meets the requirements for readiness to apply for promotion or

continuous appointment, he or she completes the Faculty Member Self-Appraisal Form as a professional portfolio. During 2009-10, xx SED faculty applied for promotion and/or continuous appointment; xx was promoted and given continuous appointment and xx were denied.

STUDENT OPINION OF TEACHING

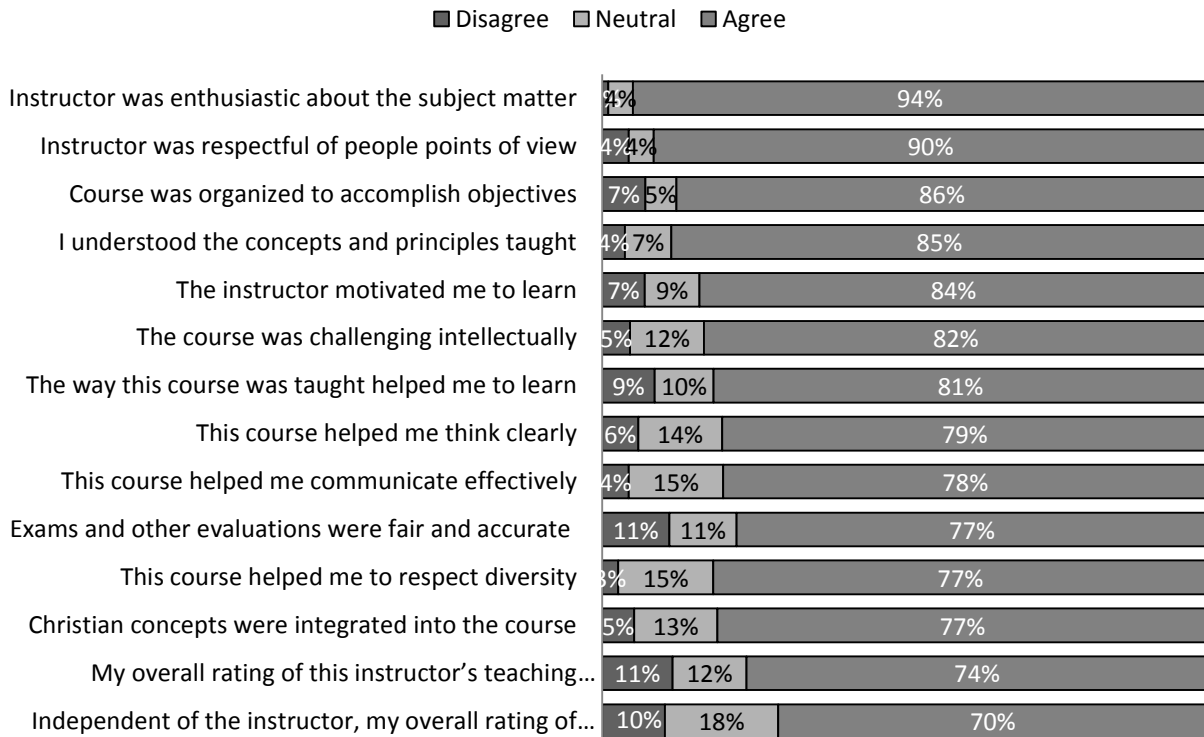
At the conclusion of each course, students in the university are asked to evaluate faculty performance using of the university’s Student Opinion of Teaching form, which seeks feedback on the instructor’s pedagogy and the value of the course. Table 15 presents the Unit means for selected questions on student evaluations from Summer Semester 2009 through Spring Semester 2010. The highest mean scores in all terms were for instructor enthusiasm and instructor respect for all people and other points of view. Table 16 presents the distribution of scores..

Table 15. Student Evaluations of SED Courses & Teachers, 2009-10, Mean Scores

| Selected Evaluation Statements (n=851): | Mean | St Dev |
|---|-------------|---------------|
| The instructor was enthusiastic about the subject matter. | 4.6 | 0.639 |
| The instructor was respectful of all people and other points of view | 4.5 | 0.827 |
| I gained a good understanding of the concepts and principles taught in this course | 4.3 | 0.807 |
| The course was organized to accomplish the course objectives. | 4.3 | 0.946 |
| Christian concepts were integrated into the course effectively | 4.3 | 0.919 |
| The instructor motivated me to learn | 4.2 | 0.982 |
| The course was challenging intellectually. | 4.2 | 0.874 |
| This course helped me to respect gender and cultural diversity | 4.2 | 0.828 |
| The way this course was taught helped me to learn | 4.1 | 1.025 |
| This course helped me communicate effectively | 4.1 | 0.896 |
| This course helped me think clearly | 4.1 | 0.936 |
| Exams and other methods of evaluation were fair and accurate measures of my learning | 4.0 | 1.083 |
| Independent of the course, my overall rating of this instructor’s teaching effectiveness is: | 4.1 | 1.177 |
| Independent of the instructor, my overall rating of this course is: | 4.0 | 1.049 |

A five-point Likert scale was used where 5 = Strongly Agree and 1 = Strongly Disagree

Table 16. Distribution of Student Ratings of SED Courses & Teachers, 2009-10



SECTION 5: UNIT OPERATIONS
ASSESSMENT

ANNUAL DEPARTMENTAL REPORTS TO ADMINISTRATION

At the conclusion of the academic year, the Dean of the Unit submits its departmental reports to academic administration. These reports include summary data about candidates enrolled, departmental organization, faculty workloads, success of graduates, curricular changes, assessment of learner outcomes (forwarded to the university Office of Assessment), faculty scholarly and professional activities and achievements, efforts to improve teaching strategies, and departmental/school needs. This report was submitted in 2010. In addition, these items are discussed in regular monthly briefings with the Provost.

ALL SED Curricular changes are approved through the APPC Committee and are reviewed by the SED General Faculty. Off-campus programs are approved through the Affiliation and Extension Office and Committee. As well, these initiatives go through the Financial Management Committee (25 member include the President, Provost, VP Finance and the other 5 Academic Deans, HR, etc...).

ADMINISTRATIVE PERFORMANCE REVIEW

The Dean of the School of Education receives an annual performance review from the Provost. In this review, the Dean's leadership objectives (and goals for the following year) for the unit and their achievement are reviewed, and plans for the coming year are discussed. This review frequently contains an emphasis on fiscal and strategic planning for the unit. This annual review was conducted in February, 2010. The findings were highly positive for the Dean of the unit, with most categories in the range of 8-10 (7-8 Exceeds expectations, while 9-10 Excels). There was only one 7, which was on fiscal management.

FINANCIAL PERFORMANCE

The SED Dean participates, through membership in the university Budget Committee and Financial Management Committee, in discussions regarding the setting and monitoring of unit budget targets and performance. Financial performance of the unit continues to be strong.

UNIT PERFORMANCE SCORES: STATE OF MICHIGAN

Each year the 32 institutions in Michigan who have teacher education programs are evaluated with multiple performance indicators and are ranked by the State Board of Education. A total of 70 points is possible. In spring of 2010, Andrews University SED received a perfect score (70/70 pts) for the third consecutive year for its teacher education program offerings in 2008-09, as shown in Table 17.

Table 17. Unit Performance Score for Academic Year, 2008-09

| Overall Score | MTTC 30 pts | Teacher Exit Surveys 5 pts | Supervs Surveys 5 pts | Program Compln Rate 10 pts | Program Review Status 10 pts | Diversity 5 pts | High Need Content 5 pts | Principal Feedback Received |
|---------------|----------------|-------------------------------|--------------------------|-------------------------------|---------------------------------|--------------------|----------------------------|-----------------------------|
| Pts = 70 | 30 | 5 | 5 | 10 | 10 | 5 | 5 | Yes |

SCHOOL OF EDUCATION FOLLOW-UP DATA

During the 2009-1010 school year, the School of Education conducted two follow-up surveys: an alumni and an employer survey. The SED Alumni Survey was sent to all SED graduates from 2004-2005 and 2006-2007. For 2004-2005, 91 surveys were sent and 34 responded, giving a response rate of 37%. For 2006-2007, 69 surveys were sent and 24 responded, giving a response rate of 35%. Alumni were asked to provide employer contact information, and SED Employer Surveys were sent to all of these employers.

Combined results for alumni and employers are shown in Item means and the percentage of respondents who rated their preparation in the School of Education as “satisfactory” or better are shown in Table 18. Alumni survey data by year of graduation are shown in Table 19.

Alumni survey data by degree level is presented in Table 20.

Table 18. SED Alumni Survey Results, 2004-05 and 2006-07, Combined

| | Alumni Surveys | | | | Employer Surveys | | | |
|--|----------------|-------------------|------|----------------|------------------|-------------------|------|----------------|
| | <i>n</i> | Mean ^a | SD | % ^b | <i>n</i> | Mean ^a | SD | % ^b |
| Has the necessary content knowledge | 57 | 4.0 | 0.68 | 98 | 30 | 4.3 | 0.66 | 100 |
| Has the necessary skills of the profession | 56 | 4.0 | 0.83 | 95 | 30 | 4.3 | 0.7 | 100 |
| Effectively applies skills in professional responsibilities | 57 | 4.1 | 0.82 | 97 | 30 | 4.4 | 0.76 | 97 |
| Practices professional/ethical standards of the profession | 57 | 4.4 | 0.7 | 100 | 29 | 4.6 | 0.51 | 100 |
| Evaluates research findings | 53 | 3.6 | 0.97 | 85 | 18 | 3.8 | 1.17 | 89 |
| Conducts & reports research | 47 | 3.4 | 1.13 | 72 | 16 | 3.3 | 1.24 | 81 |
| Applies current theories/best practices | 56 | 3.9 | 0.79 | 95 | 29 | 3.9 | 0.96 | 90 |
| Communicates effectively | 57 | 4.1 | 0.81 | 98 | 30 | 4.1 | 0.88 | 93 |
| Uses relevant technology in professional practice | 56 | 3.6 | 1.09 | 77 | 28 | 4.0 | 0.74 | 93 |
| Creates positive learning environment | 53 | 4.3 | 0.72 | 98 | 28 | 4.3 | 0.85 | 93 |
| Plans/implements appropriate program to enhance learning | 50 | 3.9 | 0.91 | 92 | 27 | 4.0 | 0.92 | 93 |
| Assesses/analyzes student learning | 51 | 3.9 | 0.88 | 96 | 26 | 3.9 | 0.97 | 89 |
| Utilizes outcome data for program improvement | 50 | 3.7 | 0.93 | 88 | 27 | 3.8 | 0.88 | 89 |
| Relates effectively with individuals of diverse population | 57 | 4.2 | 0.84 | 97 | 29 | 4.4 | 0.78 | 97 |
| Relates effectively with individuals with special needs/disabilities | 56 | 3.6 | 1.2 | 77 | 28 | 4.3 | 0.9 | 96 |
| Applies fair practices in your profession | 56 | 4.1 | 0.92 | 95 | 29 | 4.5 | 0.69 | 100 |
| Values services to society at large | 58 | 4.3 | 0.77 | 98 | 26 | 4.4 | 0.75 | 100 |
| Believes that all individuals can learn | 57 | 4.3 | 0.76 | 100 | 28 | 4.5 | 0.75 | 96 |

^aScales based on 5-Excellent, 4-Very well, 3-Satisfactory, 2-Somewhat, 1-Not at all

^bPercent responding ‘Satisfactory to Excellent’

Table 19. SED Alumni Survey by Year of Completion

| Statement | 2004-2005 (N=34) | | | | 2006-2007 (N=24) | | | |
|---|------------------|-------------------|------|----------------|------------------|-------------------|------|----------------|
| | N | Mean ^a | SD | % ^b | N | Mean ^a | SD | % ^b |
| The School of Education has prepared you..... | | | | | | | | |
| with the necessary knowledge of your content area | 34 | 4.06 | 0.78 | 97.1 | 23 | 4.00 | 0.52 | 100.0 |
| for the necessary skills of your profession | 33 | 4.00 | 0.90 | 93.9 | 23 | 4.09 | 0.73 | 95.7 |
| to effectively apply skills in professional responsibilities | 34 | 4.06 | 0.81 | 97.1 | 23 | 4.09 | 0.85 | 95.7 |
| to practice professional/ethical standards of profession | 34 | 4.29 | 0.72 | 100.0 | 23 | 4.57 | 0.66 | 100.0 |
| to evaluate research findings | 34 | 3.53 | 1.02 | 82.4 | 19 | 3.63 | 0.90 | 89.5 |
| to conduct & report research | 30 | 3.30 | 1.15 | 70.0 | 17 | 3.47 | 1.13 | 76.5 |
| to apply current theories/best practices | 33 | 3.97 | 0.85 | 93.9 | 23 | 3.83 | 0.72 | 95.7 |
| to communicate effectively | 34 | 3.91 | 0.90 | 97.1 | 23 | 4.35 | 0.57 | 100.0 |
| to use relevant technology in professional practice | 34 | 3.35 | 1.10 | 70.6 | 22 | 3.95 | 1.00 | 86.4 |
| to create positive learning environment | 31 | 4.13 | 0.76 | 96.8 | 22 | 4.50 | 0.60 | 100.0 |
| to plan/implement appropriate program to enhance learning | 29 | 3.97 | 0.98 | 93.1 | 21 | 3.90 | 0.83 | 90.5 |
| to assess/analyze student learning | 31 | 4.03 | 0.91 | 96.8 | 20 | 3.80 | 0.83 | 95.0 |
| to utilize outcome data for program improvement | 32 | 3.66 | 0.97 | 87.5 | 18 | 3.78 | 0.88 | 88.9 |
| to relate effectively with individuals of diverse population | 34 | 4.21 | 0.88 | 97.1 | 23 | 4.22 | 0.80 | 95.7 |
| to relate effectively with individuals with special needs and disabilities | 34 | 3.65 | 1.23 | 73.5 | 22 | 3.59 | 1.78 | 77.3 |
| to apply fair practices in your profession | 33 | 4.06 | 0.93 | 93.9 | 23 | 4.22 | 0.90 | 95.7 |
| to value services to society at large | 34 | 4.24 | 0.82 | 97.1 | 24 | 4.33 | 0.70 | 100.0 |
| to believe that all individuals can learn | 33 | 4.15 | 0.83 | 100.0 | 24 | 4.58 | 0.58 | 100.0 |

^aScales based on 5-Excellent, 4-Very well, 3-Satisfactory, 2-Somewhat, 1-Not at all

^bPercent responding ‘Satisfactory to Excellent’.

Table 20. SED Alumni Survey by Degree Level (2004-05 and 2006-07)

| Statement | Bachelors (N=12) | | | | Masters/EdS (38) | | | | PhD (N=8) | | | |
|---|------------------|-------------------|------|----------------|------------------|-------------------|------|----------------|-----------|-------------------|------|----------------|
| | N | Mean ^a | SD | % ^b | N | Mean ^a | SD | % ^b | N | Mean ^a | SD | % ^b |
| The School of Education has prepared you..... | | | | | | | | | | | | |
| with the necessary knowledge of your content area | 12 | 4.17 | 0.57 | 100.0 | 37 | 4.03 | 0.68 | 97.3 | 8 | 3.88 | 0.84 | 100.0 |
| for the necessary skills of your profession | 12 | 3.83 | 0.94 | 91.7 | 36 | 4.11 | 0.78 | 94.4 | 8 | 4.00 | 0.93 | 100.0 |
| to effectively apply skills in professional responsibilities | 12 | 4.17 | 0.94 | 91.7 | 37 | 4.05 | 0.82 | 97.3 | 8 | 4.00 | 0.76 | 100.0 |
| to practice professional/ethical standards of profession | 12 | 4.42 | 0.90 | 100.0 | 37 | 4.43 | 0.69 | 100.0 | 8 | 4.25 | 0.46 | 100.0 |
| to evaluate research findings | 10 | 3.50 | 0.97 | 90.0 | 35 | 3.54 | 0.98 | 83.8 | 8 | 3.75 | 1.04 | 87.5 |
| to conduct & report research | 8 | 3.13 | 0.99 | 75.0 | 32 | 3.41 | 1.16 | 71.8 | 7 | 3.43 | 1.27 | 71.4 |
| to apply current theories/best practices | 12 | 4.08 | 0.70 | 100.0 | 36 | 3.86 | 0.79 | 94.4 | 8 | 3.88 | 0.99 | 87.5 |
| to communicate effectively | 12 | 4.25 | 0.87 | 100.0 | 37 | 4.05 | 0.78 | 97.3 | 8 | 4.00 | 0.93 | 100.0 |
| to use relevant technology in professional practice | 11 | 3.55 | 0.93 | 81.8 | 37 | 3.65 | 1.16 | 75.7 | 8 | 3.38 | 1.06 | 75.0 |
| to create positive learning environment | 12 | 4.17 | 0.84 | 91.7 | 34 | 4.35 | 0.65 | 100.0 | 7 | 4.14 | 0.90 | 100.0 |
| to plan/implement appropriate program to enhance learning | 12 | 3.83 | 0.84 | 91.7 | 31 | 3.94 | 0.96 | 90.3 | 7 | 4.14 | 0.90 | 100.0 |
| to assess/analyze student learning | 12 | 4.00 | 1.04 | 91.7 | 32 | 3.91 | 0.82 | 96.9 | 7 | 4.00 | 1.00 | 100.0 |
| to utilize outcome data for program improvement | 11 | 3.55 | 0.93 | 81.8 | 33 | 3.73 | 0.94 | 87.9 | 6 | 3.83 | 0.98 | 100.0 |
| to relate effectively with individuals of diverse population | 12 | 4.25 | 0.75 | 100.0 | 37 | 4.22 | 0.92 | 94.6 | 8 | 4.13 | 0.64 | 100.0 |
| to relate effectively with individuals with special needs and disabilities | 12 | 3.50 | 1.31 | 66.7 | 36 | 3.64 | 1.22 | 75.0 | 8 | 3.75 | 1.04 | 87.5 |
| to apply fair practices in your profession | 11 | 4.45 | 0.69 | 100.0 | 37 | 4.11 | 0.94 | 94.6 | 8 | 3.75 | 1.04 | 87.5 |
| to value services to society at large | 12 | 4.50 | 0.67 | 100.0 | 38 | 4.18 | 0.80 | 100.0 | 8 | 4.38 | 0.74 | 100.0 |
| to believe that all individuals can learn | 12 | 4.75 | 0.62 | 100.0 | 37 | 4.30 | 0.78 | 100.0 | 8 | 3.88 | 0.64 | 100.0 |

^aScales based on 5-Excellent, 4-Very well, 3-Satisfactory, 2-Somewhat, 1-Not at all

^bPercent responding 'Satisfactory to Excellent'.

**SECTION 6: IMPROVEMENTS RESULTING FROM
EVALUATION OF EVIDENCE**

UNIT LEVEL IMPROVEMENTS

National Recognition of Programs

During 2009-2010, further work was done toward obtaining national recognition of our NCATE approved programs. Program curriculum maps listing key assessments were further updated to meet NCATE and SPA expectations. English, math, special education, and the K-12 Educational Administration program began writing applications to their Specialized Professional Associations (SPAs).

DEPARTMENT OF TEACHING, LEARNING & CURRICULUM

Teacher Education

Some of the teacher education programs have had to update their approval with the state of Michigan, either because there is no SPA in that area, or the State has chosen not to require that SPA, or because of new state standards. The Visual Arts Education program finished writing a SPA-like report for the Michigan Department of Education (MDE) in the past year. Elementary education, language arts, history, political science, and social studies began work on their applications to MDE during 2009-2010. This process, in and of itself, requires an in-depth examination of the curriculum.

There have been significant changes in the elementary program as a result of the state issuing new standards. What is taught in each class has been evaluated against the new standards and classes are being adjusted where necessary. Negotiations have been entered into with CAS departments to assure alignment of the classes that elementary education candidates are required to take with the new standards.

The teacher education program has also developed a new summative rubric for student

teaching that includes dispositions, conceptual framework items, and Michigan standards to better assess how our students are doing. These along with the required assessments will help us keep an excellent program.

EDUCATIONAL COUNSELING & PSYCHOLOGY

School Counseling

In September, 2009, the School Counseling program faculty reviewed their assessment report and recommended that two courses be required in order to address identified weaknesses: EDPC545 Family Counseling, and EDPC720 Marital Therapy; and that crisis intervention be added to EDPC619. In addition, it was decided to place more emphasis on improving students' diagnosing skills in EDPC540 Behavioral and Emotional Problems of Children. Additional issues that required faculty attention were a discussion on whether the internship credits are fulltime or part time, and new CACREP standards, which took effect July 2009. In September of 2010, based on the overall evaluation of assessment data, the faculty voted on the overall evaluation of assessment data. Faculty also voted to work on the counseling special needs issue this upcoming year. They will continue to cover this in EDPC640 and also hold a workshop for students covering this subject.

Community Counseling

During 2009-2010, faculty of the Community Counseling program made several program changes. Faculty were reminded that in July 2009 the new CACREP began, during the self-study, we must show how each objective is being integrated into the curriculum. This needed to be effective for the fall course outlines, and faculty received a list of the new standards. Discussion took place regarding whether Community Counseling internships should be full or

part time. It was decided to leave them as part time. The faculty reviewed the program assessment report in September, and decided to add crisis intervention to EDPC619, and add the courses EDPC545 Family Counseling and EDPC720 Marital Therapy, in order to strengthen areas that were weak. In addition, it was decided to place more emphasis on improving students' diagnosing skills in EDPC540 Behavioral and Emotional Problems of Children. Several schedule changes were recommended in October, affecting EDPC520, EDPC 554, EDPC600, and EDPC610. In September of 2010, based on the overall evaluation of assessment data, faculty voted to work on the counseling special needs issue this upcoming year. They will continue to cover this in EDPC640 and also hold a workshop for students covering this subject.

The Community Counseling program is being replaced by Clinical Mental Health Counseling. The new program will require more credits, an increase from 48 to 60, which will help to remedy some of the identified weaknesses. Both the School Counseling and the Community Counseling are preparing a self-study for a CACREP site visit in 2011.

School Psychology

During 2009-2010, the School Psychology faculty made several changes to the program. There were changes made to the course sequence: EDPC618 will be moved from spring to fall semester so students can take it as an introductory course during their first semester, and EDPC638 will be eliminated from the program. The School Psychology Core voted to no longer accept new students during spring semester. This will help eliminate issues relating to sequencing, practicum, and internship placement. Faculty discussed splitting EDPC644 into two sections for next fall 2010. This will lower class size and allow for more specialization for the School Psychology students versus Counseling students. Many EdS students take both the

Masters and EdS level comprehensive exams. Changes were made to the EdS exam to eliminate the duplication of questions, including changing the Stats question to Single Case Design and replacing the Learning question with an Issues question. Changes have been implemented in the course outline for EDPC644 to help students be more successful in that course. School Psychology bulletin changes included the following: EDPC625, 626, 644, and 525 are course covered on the comprehensive exam, and need to be moved to the core class section in the bulletin. This will require students to receive at least a B- in the course. Faculty also discussed ways to consolidate the SED and NASP/CACREP disposition forms so they are aligned with what NCATE needs us to collect and the reports are consistent.

The School Psychology program identified two areas that will need improvement. Students are now required to submit a working portfolio prior to internship. In the reflective statements they must provide rationale for including artifacts in each category, discuss the growth they observed through their coursework, and determine goals for improvement during their internship. In response to student recommendations, the idea of a comprehensive evaluation/report will be introduced earlier in the program, and earlier emphasis will be given to the ecological evaluation of children. In addition, a comprehensive exam study session will be provided to help prepare students for their exam.

Counseling Psychology

In the Counseling Psychology program, three changes were implemented in the past year. Changes were made to to improve the format of the Counseling Psychology comprehensive exam. The first day of the exam will be a take home, and the next two days will be written on campus, with the third day being an oral exam. The program has transitioned to a cohort

admission to improve student retention, department course availability, and APA accreditation viability. The program has also implemented a Brown Bag Lunch and Learn to promote presentation and discussion of research between students and faculty.

The Counseling Psychology program has identified several areas they feel need improvement. One is to continue to support IMC to more effectively recruit prospective students for the Counseling Psychology program. The second item is to develop the Culture, Trauma and Resiliency Research Center to encourage students' active involvement in research projects with faculty members. Third is to encourage students to attend conferences and be involved in making presentations. Fourth is to collect and organize data for APA submission. The faculty would also like to encourage students to become members of professional psychology organizations. Lastly, there is a need to enhance program self-assessment and quality benchmarks.

Educational Psychology

The Educational Psychology program made two changes during 2009-2010. In the last year, the PhD students have had available to them review sessions prior to comprehensive exams that go over research and statistics coursework as a refresher. This was due to the low pass rate in the exams. Further options such as this can be made available to master's level students as well. Because many of the students taking the Masters in Educational Psychology are working towards a higher degree, there was a program change that required students in the Developmental and Instructional Emphases to take EDPC615 Advanced Human Development in place of the previously required class, EDPC520 Life Span. This gives the students a more advanced training on development.

Program faculty also identified some areas that will need improvement. The first is in regards to the comprehensive exam. In the last year, 8 students failed the Learning question, 4 students failed the Development question, 10 students failed the Research question, and 3 students failed the Special Ed question. Secondly, students struggle most with grasping concepts in the research and stats classes that are required for the program. Professors have implemented several different things that would help students review the exercises and class work prior to the exam. Further assessment of these review strategies are needed to ensure that the fail rate for that question decreases. Another weakness that comes out in the comprehensive exam results is in the Learning question. Many of the students fail in the application part of the question. They have difficulty in knowing how to apply the theories in a practical way to the teaching and learning environment. Improvement on the success rate could be brought about by giving students application type questions, while showing them how to apply learning principles to the actual classroom environments. Also additional readings could be recommended from journals as well as more videos on application.

Special Education: Learning Disabilities

The Special Education program is in the process of applying for CEC approval, which requires an in-depth look at the curriculum and all assessment practices.

LEADERSHIP & EDUCATIONAL ADMINISTRATION

Leadership

The PhD in Leadership program noted several changes in the program in the past year. The majority of these changes were made as a result of a comprehensive program review in spring of 2010, targeted SLO's (Student Learning Outcomes) in our annual assessment process,

and data collected on the graduate survey and other regular surveys. Small cohorts were accepted in '09 and '10 in an effort to reduce faculty loads. Participants are required to take the Graduate Writing class offered by the department. Participants are required to take EDRM505 or its equivalent as the beginning of the research strand. Chairs work with dissertations to ensure that the final chapter has all the elements for a publishable article. Presentation or publication of research is now listed in the bulletin as a requirement for graduation. Faculty receives payment for overloads. Leadership & Learning Plan includes research topic and goals so an appropriate committee can be formulated.

The program identified several areas that will need improvement. There needs to be consistent use of the competency rubric and a way to record the various levels of achievement so we can compile the results for program changes. Faculty overload is still an issue, however, reduced by about half this past year. The program has identified advisee dissatisfaction with turn-around time and email response from advisors. The research strand needs to be reviewed for overlap of content. The program needs to review the process of establishing dissertation committees so there is adequate expertise to facilitate the dissertation process. There is a need to provide support for group processes. Lastly, the program needs to develop a marketing plan.

Educational Administration

The K-12 Educational Administration program has implemented several improvements in the past year. The program has developed rubrics for assessment purposes, and has mounted them into LiveText. All new participants are now required to take Lead 535 Principles of Academic Writing offered by the department. The program has initiated an annual review and evaluation of candidate dispositions as of January 2010. There is a web-site K-12 Newsletter as

of October 2010. In September 2010, the program applied for the first time to our Special Professional Association (SPA) which is the Educational Leadership Constituent Council (ELCC). This is mandatory as of January 2010 by the Michigan Department of Education for all educational administration programs in the state.

Program faculty have also identified specific areas that will need improvement. There is a need for consistent and intentional recruitment to increase the number of applicants and acceptances. There is also a need for collaboration with other similar programs in SDA institutions. Lastly, there is a need for financial support from the North American Division of Seventh-day Adventist and its Conferences.

The Higher Education Administration program has implemented three major improvements in the past year. There has been a change in the number of required credits for the MA program, from 32 to 36 credits. This was benchmarked from other universities and provides participants with the opportunity to take new courses: LEAD535 Principles of Academic Writing, which enhances their writing skills and ability to produce quality work in the program; LEAD689 Seminar: Diversity, Culture & Leadership; and LEAD689 Seminar: International Higher Education, which provides students with exposure to multicultural perspectives in Higher Education Administration. These courses, especially LEAD689 gives participants the opportunity to acquaint themselves with the phenomena of globalization through experiential learning taken as study tour of selected countries. The second major change was the addition of an annual review and evaluation of participants' progress. Lastly, there will be an exit interview of participants' program experiences.

Six areas have been identified for improvement. There needs to be consistent and

intentional recruitment to increase the number of applicants and acceptances. There is a need for candidates to participate in more student professional development activities, such as co-publishing and co-presenting with students at Higher Education conferences. There is a need for the creation of a structure to address advising issues for online students. This would include the development of an online student tracking system which would provide students with guidance and consistent contact with their advisor. There needs to be a revamping of the Higher Education website to include a more personalized approach to connect with students. Changes made will also include an integration with Web 2.0 technologies such as Facebook, YouTube, & Blogger which are widely used by today's college students. Fifth, is the need for a system in which student to faculty, student to student and faculty to student feedback is normalized and a routine interaction that occurs within the program. The last item is advanced training for students to become more technologically savvy. This will help to facilitate more collaboration for online students that improves learning by offering benefits such as those found in face to face instruction.

APPENDIX A.

Teaching, Learning, and

Curriculum (Initial and

Advanced) Programs

APPENDIX A-1. TLC ASSESSMENT DOCUMENTS

**EDTE 165. Portfolio Rubric
2009-10. All Terms**

July 20.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---------------------------------|------------------------|-----------------------|-------------------------|---------------------|---------------------------|------|------|-------|
| Cover Page | 8 | 26 | 11 | 0 | 9 | 3.44 | 4 | 1.24 |
| Title Page | 4 | 24 | 19 | 1 | 8 | 3.27 | 4 | 1.11 |
| Resume | 0 | 18 | 36 | 3 | 0 | 3.26 | 3 | 0.55 |
| Autobiographical Essay | 10 | 28 | 15 | 1 | 2 | 3.77 | 4 | 0.89 |
| Personal Philosophy – Title | 4 | 23 | 26 | 1 | 2 | 3.46 | 3 | 0.80 |
| Personal Philosophy – Evidence | 13 | 29 | 11 | 1 | 2 | 3.89 | 4 | 0.90 |
| Personal Philosophy – Rationale | 15 | 26 | 12 | 1 | 2 | 3.91 | 4 | 0.93 |
| Artifact 2 – Title | 5 | 22 | 25 | 1 | 4 | 3.40 | 3 | 0.93 |
| Artifact 2 – Evidence | 12 | 28 | 12 | 1 | 4 | 3.75 | 4 | 1.03 |
| Artifact 2 – Rationale | 12 | 24 | 16 | 1 | 4 | 3.68 | 4 | 1.05 |
| Artifact 3 – Title | 5 | 17 | 25 | 3 | 6 | 3.21 | 3 | 1.05 |
| Artifact 3 – Evidence | 9 | 29 | 9 | 3 | 6 | 3.57 | 4 | 1.15 |
| Artifact 3 – Rationale | 10 | 25 | 12 | 3 | 6 | 3.54 | 4 | 1.16 |

N = 56

Course Mean

3.552

% below Level 3:

16% Cover Page, Title Page, Artifact 3 – Title, Artifact 3 – Evidence, Artifact 3 – Rationale

9% Artifact 2 – Title, Artifact 2 – Evidence, Artifact 2 – Rationale

5% Resume, Autobiographical Essay, Personal Philosophy – Title, Personal Philosophy – Evidence, Personal Philosophy – Rationale,

EDTE 165. Personal Philosophy Paper Rubric
2009-10.All Terms

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|--|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|-------------|-------------|--------------|
| Content: clear, cogent, integrated presentation of worldview | 31 | 25 | 5 | 1 | 0 | 4.39 | 5 | 0.70 |
| Referencing: Well documented philosophical stance | 7 | 39 | 15 | 1 | 0 | 3.84 | 4 | 0.63 |
| Writing: carefully edited and mechanically sound | 33 | 26 | 3 | 0 | 0 | 4.48 | 5 | 0.59 |
| N = 62 | | | | | | Course Mean | 4.237 | |

% below Level 3:
 2% Content, Referencing

EDTE 288. Clinical Observation/Interaction Matrix

July 21.10

| | 2009-10.All Terms | | | | | Mean | Mode | Stdev |
|---|------------------------|-----------------------|-------------------------|---------------------|---------------------------|-------|------|-------|
| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | | | |
| Heading & Details: dates, times, locations, settings, schools visited included in grid. | 27 | 2 | 1 | 1 | 1 | 4.66 | 5 | 0.92 |
| Use of appropriate language and sensitive approach relative to exceptionality including person's 1st language or culture/ race. | 31 | 0 | 0 | 0 | 1 | 4.88 | 5 | 0.70 |
| Summary includes a brief reflection from each observation (how did you feel/what did you think?) and description of interaction in each setting. | 28 | 0 | 1 | 0 | 3 | 4.56 | 5 | 1.20 |
| Observations & interactive activities are presented w/ descriptions of students relative to sp. ed. disability labels, descriptions of room/school, and descriptions of programs viewed. (Objective details) | 31 | 0 | 0 | 0 | 1 | 4.88 | 5 | 0.70 |
| Critical, evaluative analysis of the observations as a whole in full page format. (Overall, what did you gain/learn/feel/ think about this experience? How will you apply insights?) Knowledge of disabilities through research is evident. (Subjective analysis) | 21 | 2 | 2 | 6 | 1 | 4.12 | 5 | 1.32 |
| Thought and effort demonstrated through editing/revision of writing. (correct mechanics observed) | 15 | 10 | 6 | 0 | 1 | 4.19 | 5 | 0.95 |
| 20 hours documented by signatures; student ID # on paper. | 21 | 4 | 5 | 1 | 1 | 4.34 | 5 | 1.05 |
| N = 32 | Course Mean | | | | | 4.519 | | |

% below Level 3:

- 22% Critical, evaluative analysis of the observations
- 9% Summary
- 6% Heading & Details, 20 hours documented by signatures
- 3% Use of appropriate language, Observations & interactive activities, Thought and effort

EDTE 408.Micro Teaching Assessment
2009-10.All terms

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---------------|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|--------------------|-------------|--------------|
| Writing | 21 | 4 | 1 | 0 | 0 | 4.77 | 5 | 0.50 |
| Scope | 20 | 6 | 0 | 0 | 0 | 4.77 | 5 | 0.42 |
| Scope | 19 | 6 | 1 | 0 | 0 | 4.69 | 5 | 0.54 |
| Substance | 21 | 5 | 0 | 0 | 0 | 4.81 | 5 | 0.39 |
| Substance | 16 | 10 | 0 | 0 | 0 | 4.62 | 5 | 0.49 |
| Delivery | 19 | 5 | 2 | 0 | 0 | 4.65 | 5 | 0.62 |
| Reflection | 10 | 11 | 2 | 1 | 2 | 4.00 | 4 | 1.14 |
| N = 26 | | | | | | Course Mean | | 4.616 |

% below Level 3:

12% Reflection

EDTE 408.Portfolio.Element 1.Worldview
2009-10. All terms

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|--------------------|-------------|--------------|
| Outcome 1.A Understand basic philosophical perspectives | 16 | 7 | 1 | 0 | 0 | 4.62 | 5 | 0.56 |
| Outcome 1.B Critique philosophical approaches to education | 17 | 6 | 1 | 0 | 0 | 4.67 | 5 | 0.55 |
| Outcome 1.C Be able to articulate a personal and professional philosophy... | 18 | 5 | 1 | 0 | 0 | 4.71 | 5 | 0.54 |
| Depth of Coverage | 14 | 9 | 1 | 0 | 0 | 4.54 | 5 | 0.58 |
| Personalization | 21 | 1 | 2 | 0 | 0 | 4.79 | 5 | 0.58 |
| Artifact Guidelines | 14 | 1 | 3 | 2 | 2 | 4.05 | 5 | 1.40 |
| N = 24 | | | | | | Course Mean | | 4.563 |

% below Level 3:

17% Artifact Guidelines

EDTE 408.Portfolio.Element 2.Human Growth & Change
2009-10. All terms

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---|------------------------|-----------------------|-------------------------|---------------------|---------------------------|------|------|-------|
| Outcome II.B Describe developmentally appropriate educational practices. | 15 | 8 | 0 | 0 | 1 | 4.50 | 5 | 0.87 |
| Outcome II.B Implement developmentally appropriate educational practices. | 17 | 6 | 0 | 0 | 1 | 4.58 | 5 | 0.86 |
| Depth of Coverage | 12 | 11 | 0 | 0 | 1 | 4.38 | 5 | 0.86 |
| Personalization | 21 | 1 | 1 | 0 | 1 | 4.71 | 5 | 0.89 |
| Artifact Guidelines | 16 | 1 | 3 | 2 | 2 | 4.12 | 5 | 1.36 |

N = 24

Course Mean

4.458

% below Level 3:

8% Artifact Guidelines

4% Outcome II.B Describe, Outcome II.B Implement, Depth of Coverage, Personalization

**EDTE 408.Portfolio.Element 3.Groups Leadership
Change**

July 21.10

2009-10. All terms

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---|------------------------|-----------------------|-------------------------|---------------------|---------------------------|------|------|-------|
| Outcome III.A Implements effective planning.... | 18 | 5 | 0 | 0 | 1 | 4.62 | 5 | 0.86 |
| Outcome III.B Works effectively with all students... | 18 | 5 | 0 | 0 | 1 | 4.62 | 5 | 0.86 |
| Outcome III.C Evaluate and articulate opinions of current political and legal issues... | 16 | 5 | 2 | 0 | 1 | 4.46 | 5 | 0.96 |
| Outcome III.D Creates effective learning environments... | 18 | 5 | 0 | 0 | 1 | 4.62 | 5 | 0.86 |
| Outcome III.E Consistently uses positional power and personal influence ... | 19 | 3 | 1 | 0 | 1 | 4.62 | 5 | 0.90 |
| Depth of Coverage | 13 | 8 | 1 | 1 | 1 | 4.29 | 5 | 1.02 |
| Personalization | 19 | 0 | 1 | 1 | 1 | 4.59 | 5 | 1.07 |
| Artifact Guidelines | 16 | 0 | 3 | 3 | 2 | 4.04 | 5 | 1.43 |

N = 24

Course Mean

4.483

% below Level 3:

- 21% Artifact Guidelines
- 8% Depth of Coverage, Personalization
- 4% Outcome III.A, Outcome III.B, Outcome III.C, Outcome III.E,

**EDTE 408.Portfolio.Element 4.Commun & Tech
2009-10. All terms**

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---|------------------------|-----------------------|-------------------------|---------------------|---------------------------|------|------|-------|
| Outcome IV.A Communicate effectively in written, verbal, and non-verbal forms. | 19 | 2 | 2 | 0 | 1 | 4.58 | 5 | 0.95 |
| Outcome IV.B Use electronic tools effectively for professional communication... | 18 | 4 | 1 | 0 | 1 | 4.58 | 5 | 0.91 |
| Depth of Coverage | 12 | 10 | 0 | 1 | 1 | 4.29 | 5 | 0.98 |
| Personalization | 21 | 0 | 1 | 1 | 1 | 4.62 | 5 | 1.03 |
| Artifact Guidelines | 16 | 0 | 3 | 3 | 2 | 4.04 | 5 | 1.43 |

N = 24

Course Mean

4.422

% below Level 3:

- 21% Artifact Guidelines
- 8% Depth of Coverage, Personalization
- 4% Outcome IV.A, Outcome IV.B

EDTE 408.Portfolio.Element 5.Research and Evaluation
2009-10. All terms

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---|------------------------|-----------------------|-------------------------|---------------------|---------------------------|--------------------|------|--------------|
| Outcome V.A Read, evaluate, interpret and use appropriate literature. | 15 | 8 | 0 | 0 | 1 | 4.50 | 5 | 0.87 |
| Outcome V.B Read, evaluate and interpret ...assessments | 18 | 4 | 1 | 0 | 1 | 4.58 | 5 | 0.91 |
| Depth of Coverage | 14 | 7 | 1 | 0 | 2 | 4.29 | 5 | 1.14 |
| Personalization | 20 | 2 | 1 | 0 | 1 | 4.67 | 5 | 0.90 |
| Artifact Guidelines | 15 | 1 | 4 | 2 | 2 | 4.04 | 5 | 1.37 |
| N = 24 | | | | | | Course Mean | | 4.416 |

% below Level 3:

- 17% Artifact Guidelines
- 8% Depth of Coverage
- 4% Outcome V.A, Outcome V.B, Personalization

EDTE 408.Portfolio.Element 6.Personal and Professional Growth

July 21.10

2009-10. All terms

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|--|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|--------------------|-------------|--------------|
| Outcome VI.A Demonstrate continuing professional development | 17 | 4 | 0 | 1 | 2 | 4.38 | 5 | 1.22 |
| Outcome VI.B Demonstrate ethical behavior in all professional activities | 16 | 5 | 0 | 1 | 2 | 4.33 | 5 | 1.21 |
| Outcome VI.C Document personal application in maintaining ...balance. | 17 | 4 | 0 | 1 | 2 | 4.38 | 5 | 1.22 |
| Outcome VI.D reflects on practice and implements plans for growth and change | 17 | 4 | 0 | 1 | 2 | 4.38 | 5 | 1.22 |
| Depth of Coverage | 11 | 8 | 2 | 1 | 2 | 4.04 | 5 | 1.21 |
| Personalization | 19 | 1 | 1 | 1 | 2 | 4.42 | 5 | 1.26 |
| Artifact Guidelines | 15 | 1 | 2 | 2 | 4 | 3.88 | 5 | 1.59 |
| N = 24 | | | | | | Course Mean | 4.26 | |

% below Level 3:

25% Artifact Guidelines

13% Outcome VI.A, Outcome VI.B, Outcome VI.C, Outcome VI.D, Depth of Coverage, Personalization

EDTE 408.Portfolio Element 7. Content Area Knowledge
2009-10. All terms

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|--|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|-------------|-------------|--------------|
| Outcome VII.A Demonstrate continued growth in an understanding and appreciation of general and liberal arts. | 17 | 3 | 0 | 1 | 2 | 4.39 | 5 | 1.24 |
| Outcome VII.B Demonstrate continued growth in knowledge of subject matter and pedagogy. | 16 | 4 | 0 | 1 | 2 | 4.35 | 5 | 1.24 |
| Depth of Coverage | 10 | 9 | 1 | 1 | 2 | 4.04 | 5 | 1.20 |
| Personalization | 18 | 1 | 1 | 1 | 2 | 4.39 | 5 | 1.28 |
| Artifact Guidelines | 16 | 1 | 1 | 2 | 3 | 4.09 | 5 | 1.50 |

N = 24

Course Mean 4.25

% below Level 3:

21% Artifact Guidelines

13% Outcome VII.A, Outcome VII.B, Depth of Coverage, Personalization

EDTE 408.Portfolio.Intro & Closing Rubric
2009-10. All terms

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|------------------------|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|-------------|-------------|--------------|
| Cover Page | 20 | 3 | 0 | 0 | 1 | 4.71 | 5 | 0.84 |
| Title Page | 20 | 2 | 0 | 0 | 2 | 4.58 | 5 | 1.11 |
| Resume | 21 | 3 | 0 | 0 | 0 | 4.88 | 5 | 0.33 |
| Autobiographical Essay | 21 | 3 | 0 | 0 | 0 | 4.88 | 5 | 0.33 |
| Reflective Conclusion | 13 | 2 | 3 | 0 | 6 | 3.67 | 5 | 1.67 |

N = 24

Course Mean

4.54

% below Level 3:

- 25% Reflective Conclusion
- 8% Title Page
- 4% Cover Page

EDTE 417.Implementation Rubric
2009-10. All terms

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|-------------|-------------|--------------|
| Articulation of key terms | 2 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| What is implemented | 2 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Why it is implemented (rationale) | 2 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Discipline specific focus | 2 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Required elements | 2 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Learning personalized | 2 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Organization of writing; conventions | 2 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Quality of writing | 2 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Language conventions | 2 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |

N = 2

Course Mean

5.00

% below Level 3:

0%

EDTE 420.Literacy Intervention Strategies.Mini-Unit Scoring Guide

July 21.10

2009-10. All terms

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---|------------------------|-----------------------|-------------------------|---------------------|---------------------------|------|------|-------|
| Provided details of all components of unit in a 1-2 page outline; submitted on time. | 13 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Lesson plans use language appropriate to church standards and to culture or ethnic group chosen for focus of mini-unit. | 13 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Lesson plans integrate content selection, timeline and organizational structures; objectives aligned with content standards and benchmarks. Formative and summative assessments completed. | 13 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| A total of ten mini-unit lessons completed on time, unit shows field experience and meets all performance (no absences or late arrivals) criteria. | 9 | 0 | 4 | 0 | 0 | 4.38 | 5 | 0.92 |
| Mini-unit culminating activity presentation. Teacher/tutor presents mini-unit to class through power point demonstration, with student work included. Presentation is 10 to 15 minutes in length. | 13 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Summary of key points of mini unit is submitted to LiveText as a 1 to 2 page document and has been submitted on time. | 12 | 0 | 0 | 1 | 0 | 4.69 | 5 | 0.00 |

N = 13

Course Mean

4.85

% below Level 3:

8% Summary of key points of mini unit is submitted to LiveText as a 1 to 2 page document and has been submitted on time.

EDTE 424 Test Creation Project
2009-10. All terms

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---|------------------------|-----------------------|-------------------------|---------------------|---------------------------|------|------|-------|
| Appropriate Topic | 21 | 3 | 0 | 0 | 0 | 4.88 | 5 | 0.33 |
| General Instructional Objectives | 20 | 1 | 1 | 0 | 1 | 4.70 | 5 | 0.91 |
| Specific Objectives or Subject Topics | 20 | 1 | 1 | 0 | 1 | 4.70 | 5 | 0.91 |
| Specifications Table | 16 | 7 | 1 | 0 | 0 | 4.62 | 5 | 0.56 |
| Specifications Table: Emphasis & Distribution of ?s | 11 | 12 | 0 | 1 | 0 | 4.38 | 4 | 0.70 |
| Test Instructions | 16 | 6 | 2 | 0 | 0 | 4.58 | 5 | 0.64 |
| Questions: Multiple-Choice | 23 | 0 | 1 | 0 | 0 | 4.92 | 5 | 0.40 |
| Questions: T/F, Matching, Interpretive Exercise | 22 | 1 | 1 | 0 | 0 | 4.88 | 5 | 0.44 |
| Questions: Short Item | 19 | 4 | 0 | 1 | 0 | 4.71 | 5 | 0.68 |
| Questions: Essay | 18 | 6 | 0 | 0 | 0 | 4.75 | 5 | 0.43 |
| Performance/Alternative Assessment Rubric: Performance/Alternative Assessment | 19 | 1 | 1 | 1 | 0 | 4.73 | 5 | 0.75 |
| 16 | 7 | 0 | 0 | 0 | 0 | 4.70 | 5 | 0.46 |
| Spelling, Grammar, etc. | 20 | 4 | 0 | 0 | 0 | 4.83 | 5 | 0.37 |
| Formatting of Test | 20 | 4 | 0 | 0 | 0 | 4.83 | 5 | 0.37 |
| Scoring Key | 16 | 7 | 0 | 0 | 0 | 4.70 | 5 | 1.19 |
| Bibliography | 14 | 3 | 0 | 2 | 1 | 4.35 | 5 | 1.19 |

N = 24

Course Mean 4.70

% below Level 3:

13% Bibliography

4% General Instructional Objectives, Specific Objectives or Subject Topics, Specifications Table: Emphasis & Distribution of ?s,
 Questions: Short Item, Questions: Short Item, Performance/Alternative Assessment

EDTE 424 Philosophy of Assessment Rubric
2009-10. All terms

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|-----------|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|--------------------|-------------|--------------|
| Scope | 24 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Scope | 18 | 3 | 3 | 0 | 0 | 4.62 | 5 | 0.70 |
| Substance | 18 | 3 | 3 | 0 | 0 | 4.62 | 5 | 0.70 |
| Substance | 17 | 5 | 2 | 0 | 0 | 4.62 | 5 | 0.63 |
| Substance | 17 | 4 | 2 | 1 | 0 | 4.54 | 5 | 0.82 |
| Writing | 21 | 2 | 1 | 0 | 0 | 4.83 | 5 | 0.47 |
| Writing | 21 | 3 | 0 | 0 | 0 | 4.88 | 5 | 0.33 |
| Writing | 19 | 5 | 0 | 0 | 0 | 4.79 | 5 | 0.41 |
| N = 24 | | | | | | Course Mean | 4.74 | |

% below Level 3:
 4% Substance

EDTE 446. Annotated Bibliography & Safety Rules
2009-10. All terms

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|------------------------|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|-------------|-------------|--------------|
| Formatting | 0 | 6 | 1 | 0 | 0 | 3.86 | 4 | 0.35 |
| Summary Writing | 4 | 3 | 0 | 0 | 0 | 4.57 | 5 | 0.49 |
| Quality of Information | 6 | 1 | 0 | 0 | 0 | 4.86 | 5 | 0.35 |
| Age Appropriate | 5 | 2 | 0 | 0 | 0 | 4.71 | 5 | 0.45 |
| 4 Sciences | 5 | 2 | 0 | 0 | 0 | 4.71 | 5 | 0.45 |
| Rules Poster | 6 | 1 | 0 | 0 | 0 | 4.86 | 5 | 0.35 |
| Lesson Plan | 5 | 2 | 0 | 0 | 0 | 4.71 | 5 | 0.45 |

N = 7

Course Mean

4.61

% below Level 3:

0%

**EDTE 459.Summative Evaluation Rubric.
2009-10. All terms**

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|--------------------------------|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|-------------|-------------|--------------|
| Oral Presentation | 10 | 3 | 0 | 0 | 0 | 4.77 | 5 | 0.42 |
| Use of Standards | 11 | 2 | 0 | 0 | 0 | 4.85 | 5 | 0.36 |
| Purpose & rationale | 11 | 2 | 0 | 0 | 0 | 4.85 | 5 | 0.36 |
| Unit Timeline | 12 | 1 | 0 | 0 | 0 | 4.92 | 5 | 0.27 |
| Variety of Teaching Strategies | 13 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Content | 12 | 1 | 0 | 0 | 0 | 4.92 | 5 | 0.27 |
| Language Arts Skills | 11 | 2 | 0 | 0 | 0 | 4.85 | 5 | 0.36 |
| Differentiation Possibilities | 8 | 5 | 0 | 0 | 0 | 4.62 | 5 | 0.49 |

N = 13

Course Mean

4.85

% below Level 3:

0%

**EDTE 476.Final Test Rubric
2009-10. All Terms**

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|--|------------------------|-----------------------|-------------------------|---------------------|---------------------------|------|------|-------|
| Technology requested | 14 | 3 | 6 | 0 | 1 | 4.21 | 5 | 1.08 |
| Networking/Internet | 18 | 5 | 0 | 0 | 1 | 4.62 | 5 | 0.86 |
| Rational | 19 | 5 | 0 | 0 | 0 | 4.79 | 5 | 0.41 |
| Formatting of Letter | 13 | 5 | 3 | 3 | 0 | 4.17 | 5 | 1.07 |
| Philosophy | 22 | 2 | 0 | 0 | 0 | 4.92 | 5 | 0.28 |
| Ideal plan for use of internet at grade level and relationship to NETS | 17 | 3 | 4 | 0 | 0 | 4.54 | 5 | 0.76 |
| Safety in use of technology | 20 | 3 | 0 | 1 | 0 | 4.75 | 5 | 0.66 |
| Equity issues | 21 | 1 | 0 | 1 | 1 | 4.67 | 5 | 0.99 |
| Types of technology activities for both students and teachers | 24 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Future of the internet and technology. | 23 | 0 | 0 | 1 | 0 | 4.88 | 5 | 0.60 |

N = 24

Course Mean 4.66

% below Level 3:

- 13% Formatting of Letter
- 8% Equity issues
- 4% Technology requested, Networking/Internet, Safety in use of technology, Future of the internet and technology

EDTE 480.Classroom Management Plan Rubric
2009-10. All terms

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---------------------------------|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|-------------|-------------|--------------|
| Format | 17 | 1 | 0 | 0 | 0 | 4.94 | 5 | 0.23 |
| Writing | 15 | 3 | 0 | 0 | 0 | 4.83 | 5 | 0.37 |
| Content | 11 | 7 | 0 | 0 | 0 | 4.61 | 5 | 0.49 |
| Content | 9 | 8 | 1 | 0 | 0 | 4.44 | 5 | 0.60 |
| Content | 10 | 8 | 0 | 0 | 0 | 4.56 | 5 | 0.50 |
| Content | 11 | 5 | 2 | 0 | 0 | 4.50 | 5 | 0.69 |
| Content | 14 | 4 | 0 | 0 | 0 | 4.50 | 5 | 0.42 |
| Appropriate to the Situation | 16 | 2 | 0 | 0 | 0 | 4.89 | 5 | 0.31 |
| N =18 | | | | | | | | |
| | | | | Course Mean | | 4.69 | | |
| % below Level 3: | | | | | | | | |
| 0% | | | | | | | | |

EDTE 480.Philosophy of Management Summary
2009-10. All terms

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|-----------|------------------------|-----------------------|-------------------------|---------------------|---------------------------|------|------|-------|
| Scope | 7 | 5 | 1 | 0 | 0 | 4.46 | 5 | 0.63 |
| Scope | 7 | 4 | 2 | 0 | 0 | 4.38 | 5 | 0.74 |
| Substance | 7 | 6 | 0 | 0 | 0 | 4.54 | 5 | 0.50 |
| Substance | 6 | 6 | 1 | 0 | 0 | 4.38 | 5 | 0.62 |
| Substance | 3 | 10 | 0 | 0 | 0 | 4.23 | 5 | 0.42 |
| Writing | 7 | 6 | 0 | 0 | 0 | 4.54 | 5 | 0.50 |
| Writing | 6 | 5 | 2 | 0 | 0 | 4.31 | 5 | 0.72 |
| Writing | 7 | 5 | 1 | 0 | 0 | 4.46 | 5 | 0.63 |

N = 13

Course Mean

4.41

% below Level 3:
0%

EDTE 487. Impact on K-12 Student Learning
2009-10 All Terms

Sept 28.09

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|--|------------------------|-----------------------|-------------------------|---------------------|---------------------------|--------------------|-------------|-------|
| Candidate created written Lesson Plan - incorporated all essential elements | 8 | 8 | 2 | 0 | 0 | 4.33 | 5 | 0.67 |
| Supervisor/Peer Evaluation of Lesson Plan Implementation | 7 | 9 | 2 | 0 | 0 | 4.28 | 4 | 0.65 |
| Candidate created student materials -pre-lesson, during lesson, post-lesson -original/adapeted - appropriate to lesson goal -organized | 10 | 6 | 2 | 0 | 0 | 4.44 | 5 | 0.68 |
| Candidate created lesson delivery materials - original/adapted, - visual, -organized | 11 | 4 | 2 | 0 | 1 | 4.33 | 5 | 1.05 |
| Candidate written reflection on student baseline data and learning growth (achievement) | 9 | 7 | 1 | 0 | 0 | 4.47 | 5 | 0.61 |
| Candidate written reflection of self growth in lesson delivery | 10 | 5 | 2 | 0 | 0 | 4.47 | 5 | 0.70 |
| N = 18 | | | | | | Course Mean | 4.39 | |

% below Level 3:

6% Candidate created student materials

**EDTE 488/588.Student Teaching Summative
Evaluation Rubric
2009-10. All terms**

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|--------------------------------|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|-------------|-------------|--------------|
| Classroom Climate | 5 | 6 | 0 | 0 | 0 | 4.45 | 4 | 0.50 |
| Mastery of content | 5 | 3 | 3 | 0 | 0 | 4.18 | 5 | 0.83 |
| Long-term planning | 8 | 2 | 1 | 0 | 0 | 4.64 | 5 | 0.64 |
| Phase I (focus) | 9 | 2 | 0 | 0 | 0 | 4.82 | 5 | 0.39 |
| Phase II (construction) | 8 | 2 | 1 | 0 | 0 | 4.64 | 5 | 0.64 |
| Phase III (assessments) | 8 | 3 | 0 | 0 | 0 | 4.73 | 5 | 0.45 |
| Transitions between activities | 9 | 0 | 1 | 1 | 0 | 4.55 | 5 | 0.99 |
| Classroom management | 8 | 3 | 0 | 0 | 0 | 4.73 | 5 | 0.45 |
| Differentiation | 9 | 2 | 0 | 0 | 0 | 4.82 | 5 | 0.39 |
| Works well with others | 9 | 0 | 1 | 1 | 0 | 4.55 | 5 | 0.99 |
| Reflects on practice | 8 | 3 | 0 | 0 | 0 | 4.73 | 5 | 0.45 |

N = 11

Course Mean

4.62

% below Level 3:

9% Transitions between activities & Works well with others

APPENDIX A-2. C&I ASSESSMENT DOCUMENTS

**EDCI620. Change Implementation
Plan-Assessment Rubric
2009-2010. All Terms**

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|-------------|-------------|--------------|
| A clear purpose/worldview/ philosophy | 2 | 0 | 2 | 0 | 0 | 4.00 | 5 | 1.00 |
| Implementation strategies for change | 3 | 0 | 1 | 0 | 0 | 4.50 | 5 | 0.87 |
| Analysis of stakeholder groups | 3 | 0 | 1 | 0 | 0 | 4.50 | 5 | 0.87 |
| Introduction (set the context) | 3 | 0 | 1 | 0 | 0 | 4.50 | 5 | 0.87 |
| Innovation (i.e., Innovation Configuration) | 3 | 0 | 1 | 0 | 0 | 4.50 | 5 | 0.87 |
| Major steps (or a task list) | 3 | 0 | 1 | 0 | 0 | 4.50 | 5 | 0.87 |
| Important change process principles | 2 | 0 | 2 | 0 | 0 | 4.00 | 5 | 1.00 |
| Group growth/understanding and use of innovation (i.e., Stages of Concern) | 2 | 0 | 2 | 0 | 0 | 4.00 | 5 | 1.00 |
| Appropriate support for design decisions (cite lit i.e., course readings, etc.) | 2 | 0 | 1 | 0 | 1 | 3.50 | 5 | 1.66 |
| Advice for partial innovation (i.e., Levels of Use) | 2 | 0 | 2 | 0 | 0 | 4.00 | 5 | 1.00 |
| Assessment/evaluation of change plan | 2 | 0 | 2 | 0 | 0 | 4.00 | 5 | 1.00 |
| N = 4 | | | | | | | | |
| | | | | Course Mean | | 4.18 | | |

% below Level 3:

25% Appropriate support for design decisions

EDCI 636. Eval Proposal Scoring Guide
2009-10.All Terms

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|-------------|-------------|--------------|
| Need for the Evaluation Project (~3 pages) | 0 | 1 | 0 | 0 | 0 | 4.00 | 4 | 0.00 |
| The Evaluation Design (~2 pages) | 1 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| The General Study Plan (Research Protocol) (~2 pages) | 0 | 1 | 0 | 0 | 0 | 4.00 | 4 | 0.00 |
| Project Personnel (~1 page) | 1 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Project Performance Plan (~4 pages) | 0 | 1 | 0 | 0 | 0 | 4.00 | 4 | 0.00 |
| Proposal Appendix (~2-6 pages) | 1 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Document Format | 0 | 1 | 0 | 0 | 0 | 4.00 | 4 | 0.00 |
| IRB Application | 1 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |

N = 1

Course Mean

4.50

% below Level 3:

0%

EDCI 730. Eval Proposal Scoring Guide
2009-10. All Terms

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|-----------|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|-------------|-------------|--------------|
| Standards | 2 | 2 | 0 | 1 | 0 | 4.00 | 4 | 1.10 |
| Standards | 3 | 2 | 0 | 0 | 0 | 4.60 | 5 | 0.49 |
| Standards | 2 | 3 | 0 | 0 | 0 | 4.40 | 4 | 0.49 |
| Standards | 5 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Standards | 3 | 2 | 0 | 0 | 0 | 4.60 | 5 | 0.49 |
| Standards | 3 | 2 | 0 | 0 | 0 | 4.60 | 5 | 0.49 |
| Standards | 0 | 5 | 0 | 0 | 0 | 4.00 | 4 | 0.00 |

N = 5

Course Mean

4.46

% below Level 3:
0%

APPENDIX A-3. FOUNDATION COURSES ASSESSMENT DOCUMENTS

**EDRM 505. Final Exam – Article Evaluation
2009-10. Spring Term 2010**

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|-------------|--------------------|--------------|
| Research Objectives | 1 | 7 | 19 | 0 | 0 | 3.33 | 3 | 0.54 |
| Sample frame and sampling procedures | 2 | 6 | 18 | 1 | 0 | 3.33 | 3 | 0.67 |
| Data collection and non-response rate | 3 | 13 | 11 | 0 | 0 | 3.70 | 4 | 0.66 |
| Major findings and limitations of the study | 4 | 16 | 7 | 0 | 0 | 3.89 | 4 | 0.63 |
| Discussion of results | 9 | 12 | 5 | 0 | 1 | 4.04 | 4 | 0.92 |
| N = 27 | | | | | | | Course Mean | 3.66 |

% below Level 3:

4% Sample frame and sampling procedures, Discussion of results

**EDRM 505. Research Design Methodology Exam
2009-10. Spring Term**

July 21.10

| | Satisfactory (3 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|----------------------|---------------------------------|-----------------------------------|--------------------|-------------|--------------|
| Problem Number One | 28 | 0 | 3.00 | 3 | 0.00 |
| Problem Number Two | 22 | 6 | 2.57 | 3 | 0.82 |
| Problem Number Three | 22 | 6 | 2.57 | 3 | 0.82 |
| Problem Number Four | 22 | 6 | 2.57 | 3 | 0.82 |
| N = 28 | | | Course Mean | 2.68 | |

% below Level 3:

21% Problems 2, 3, & 4

EDRM 505.Proposals Evaluation Sheet
2009-10. All terms

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---|------------------------|-----------------------|-------------------------|---------------------|---------------------------|------|------|-------|
| Statement of the Problem. Research Question | 6 | 23 | 13 | 6 | 0 | 3.60 | 4 | 0.86 |
| Significance of the study | 6 | 31 | 10 | 1 | 0 | 3.88 | 4 | 0.63 |
| Literature Review | 11 | 25 | 9 | 3 | 0 | 3.92 | 4 | 0.81 |
| Research design | 8 | 24 | 8 | 5 | 3 | 3.60 | 4 | 1.03 |
| Sampling | 10 | 27 | 7 | 0 | 4 | 3.81 | 4 | 1.03 |
| Definition of variables | 8 | 24 | 6 | 5 | 5 | 3.52 | 4 | 1.19 |
| Instrumentation | 14 | 17 | 9 | 7 | 1 | 3.75 | 4 | 1.09 |
| Data Collection | 11 | 23 | 8 | 4 | 2 | 3.77 | 4 | 1.03 |
| Data Analysis | 5 | 22 | 8 | 8 | 5 | 3.29 | 4 | 1.17 |
| Overall Quality of the Proposal | 5 | 18 | 16 | 9 | 0 | 3.40 | 4 | 0.91 |

N = 48

Course Mean

3.65

% below Level 3:

| | | |
|----|-----|--|
| 13 | 27% | Data Analysis |
| 10 | 21% | Definition of variables |
| 9 | 19% | Overall Quality of the Proposal |
| 8 | 17% | Research design, Instrumentation |
| 6 | 13% | Statement of the Problem. Research Question, |
| 4 | 8% | Sampling |
| 3 | 6% | Literature Review, Data Collection |
| 1 | 2% | Significance of the study |

APPENDIX B.

APPENDIX B-1. ECP ASSESSMENT DOCUMENTS

**EDPC 514. Psychology of Learning.
2009-10. All terms**

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|-----------------------|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|--------------------|-------------|--------------|
| Thesis Statement | 20 | 0 | 0 | 1 | 1 | 4.68 | 5 | 1.02 |
| Flow | 17 | 1 | 0 | 3 | 1 | 4.36 | 5 | 1.26 |
| Content Coverage | 17 | 2 | 2 | 0 | 1 | 4.55 | 5 | 0.99 |
| Clarity | 19 | 0 | 0 | 2 | 1 | 4.55 | 5 | 1.16 |
| Grammar and Mechanics | 18 | 1 | 0 | 0 | 3 | 4.41 | 5 | 1.37 |
| N = 22 | | | | | | Course Mean | | 4.51 |

% below Level 3:

- 18% Flow
- 14% Clarity, Grammar and Mechanics
- 9% Thesis Statement
- 5% Content Coverage

**EDPC520. Position Paper
2009-10. All terms**

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---------------------------------|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|-------------|-------------|--------------|
| Introduction (Thesis Statement) | 0 | 0 | 3 | 0 | 0 | 3.00 | 3 | 0.00 |
| Support for position | 1 | 0 | 2 | 0 | 0 | 3.67 | 3 | 0.94 |
| Opposing views | 0 | 1 | 2 | 0 | 0 | 3.33 | 3 | 0.47 |
| Conclusion | 1 | 0 | 2 | 0 | 0 | 3.67 | 3 | 0.94 |

N = 3

Course Mean 3.42

% below Level 3:
0%

EDPC520. Worldview Paper
2009-10. All terms

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---------------------------------|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|-------------|-------------|--------------|
| Introduction (Thesis Statement) | 5 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Organization and flow | 5 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Synthesis and conclusion | 5 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| English grammar usage | 5 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |

N = 5

Course Mean

5.00

% below Level 3:
 0%

**EDPC520. Worldview Paper
2009-10. All terms**

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---|------------------------|-----------------------|-------------------------|---------------------|---------------------------|------|------|-------|
| Standardized Administration: Organization, Setting and Interpersonal | 10 | 8 | 2 | 1 | 0 | 4.29 | 5 | 0.82 |
| Appropriate Administration: Culture, Needs, Ethics | 18 | 3 | 0 | 0 | 0 | 4.86 | 5 | 0.35 |
| Standardized Administration: Fluency, Verbatim | 1 | 9 | 6 | 5 | 0 | 3.29 | 4 | 0.88 |
| Standardized Administration: Subset | 7 | 6 | 2 | 5 | 1 | 3.62 | 5 | 1.29 |
| Protocol: Basic Information | 18 | 3 | 0 | 0 | 0 | 4.86 | 5 | 0.35 |
| Protocol: Verbatim, Item Scoring | 7 | 5 | 6 | 3 | 0 | 3.76 | 5 | 1.06 |
| Protocol: Score Processing | 11 | 5 | 3 | 2 | 0 | 4.19 | 5 | 1.01 |
| Protocol Analysis (p.2), BASICS: Discrepancy Comparisons, Strengths & Weaknesses analysis, and Process analysis | 15 | 2 | 4 | 0 | 0 | 4.52 | 5 | 0.79 |
| Protocol Analysis (p.2), ADVANCED: Discrepancy Comparisons, Strengths & Weaknesses analysis, and Process analysis | 18 | 1 | 2 | 0 | 0 | 4.76 | 5 | 0.61 |

N = 21

Course Mean 4.24

% below Level 3:

- 29% Statement of the Problem. Research Question,
- 24% Sampling
- 14% Literature Review, Data Collection
- 10% Research design, Instrumentation
- 5% Significance of the study

EDPC525. Paper Rubric
2009-10. All terms

July 23.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---------------------|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|-------------|-------------|--------------|
| Thesis Statement | 15 | 2 | 1 | 0 | 0 | 4.78 | 5 | 0.53 |
| Flow | 17 | 1 | 0 | 0 | 0 | 4.94 | 5 | 0.23 |
| Content Coverage | 18 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Clarity | 18 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Grammar & Mechanics | 8 | 8 | 1 | 0 | 0 | 4.41 | 5 | 0.60 |

N = 18

Course Mean

4.83

% below Level 3:
0%

EDPC654. Evaluation of Practicum

July 21.10

2009-10. All terms

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---|------------------------|-----------------------|-------------------------|---------------------|---------------------------|------|------|-------|
| Data-based Decision Making & Accountability | 3 | 5 | 1 | 0 | 0 | 4.22 | 4 | 0.63 |
| Data-based Decision Making & Accountability | 6 | 1 | 2 | 0 | 0 | 4.44 | 5 | 0.83 |
| Data-based Decision Making & Accountability | 3 | 4 | 2 | 0 | 0 | 4.11 | 4 | 0.74 |
| Data-based Decision Making & Accountability | 1 | 4 | 3 | 0 | 0 | 3.75 | 4 | 0.66 |
| Consultation and Collaboration | 1 | 3 | 4 | 1 | 0 | 3.44 | 3 | 0.83 |
| Consultation and Collaboration | 6 | 2 | 1 | 0 | 0 | 4.56 | 5 | 0.68 |
| Effective Instruction and Development of Cognitive/Academic Skills | 3 | 4 | 1 | 1 | 0 | 4.00 | 4 | 0.94 |
| Socialization and Development of Life Skills | 1 | 1 | 6 | 0 | 0 | 3.38 | 3 | 0.70 |
| Socialization and Development of Life Skills | 3 | 3 | 2 | 0 | 0 | 4.12 | 5 | 0.78 |
| Student Diversity in Development and Learning | 8 | 1 | 0 | 0 | 0 | 4.89 | 5 | 0.31 |
| School and Systems Organization, Policy Development, and Climate | 5 | 4 | 0 | 0 | 0 | 4.56 | 5 | 0.50 |
| Prevention, Crisis, Intervention, and Mental Health | 4 | 1 | 3 | 0 | 0 | 4.12 | 5 | 0.93 |
| Prevention, Crisis, Intervention, and Mental Health | 2 | 3 | 2 | 0 | 0 | 4.00 | 4 | 0.76 |
| Research and Program Evaluation | 1 | 2 | 4 | 1 | 0 | 3.38 | 3 | 0.86 |
| School Psychology Practice and Development | 3 | 4 | 2 | 0 | 0 | 4.11 | 4 | 0.74 |
| School Psychology Practice and Development | 3 | 1 | 5 | 0 | 0 | 3.78 | 3 | 0.92 |
| Information Technology | 3 | 6 | 0 | 0 | 0 | 4.33 | 4 | 0.47 |
| General | 6 | 0 | 3 | 0 | 0 | 4.33 | 5 | 0.94 |
| General | 2 | 0 | 3 | 0 | 0 | 4.33 | 5 | 0.94 |
| General | 7 | 1 | 1 | 0 | 0 | 4.67 | 5 | 0.67 |
| General | 9 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| General | 6 | 3 | 0 | 0 | 0 | 4.67 | 5 | 0.47 |
| General | 6 | 3 | 0 | 0 | 0 | 4.67 | 5 | 0.47 |

N = 9

Course Mean

4.21

% below Level 3:

14% Consultation and Collaboration, Effective Instruction, Research and Program Evaluation

EDPC810. Evaluation of Internship

July 21.10

2009-10. All terms

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---|------------------------|-----------------------|-------------------------|---------------------|---------------------------|------|------|-------|
| Data-based Decision Making & Accountability | 2 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Data-based Decision Making & Accountability | 1 | 1 | 0 | 0 | 0 | 4.50 | 5 | 0.50 |
| Data-based Decision Making & Accountability | 1 | 1 | 0 | 0 | 0 | 4.50 | 5 | 0.50 |
| Data-based Decision Making & Accountability | 1 | 0 | 1 | 0 | 0 | 4.00 | 5 | 1.00 |
| Consultation and Collaboration with Home School | 1 | 1 | 0 | 0 | 0 | 4.50 | 5 | 0.50 |
| Consultation and Collaboration with Home School | 1 | 1 | 0 | 0 | 0 | 4.50 | 5 | 0.50 |
| Effective Instruction and Development of Cognitive/Academic Skills | 1 | 1 | 0 | 0 | 0 | 4.50 | 5 | 0.50 |
| Socialization and Development of Life Skills | 1 | 1 | 0 | 0 | 0 | 4.50 | 5 | 0.50 |
| Socialization and Development of Life Skills | 1 | 0 | 1 | 0 | 0 | 4.00 | 5 | 1.00 |
| Student Diversity in Development and Learning | 0 | 2 | 0 | 0 | 0 | 4.00 | 4 | 0.00 |
| School and Systems Organization, Policy Development, and Climate | 0 | 2 | 0 | 0 | 0 | 4.00 | 4 | 0.00 |
| Prevention, Crisis, Intervention, and Mental Health | 0 | 1 | 1 | 0 | 0 | 3.50 | 4 | 0.50 |
| Prevention, Crisis, Intervention, and Mental Health | 0 | 1 | 0 | 1 | 0 | 3.00 | 2 | 1.00 |
| Research & Program Evaluation | 2 | 0 | 0 | 0 | 0 | 5.00 | 4 | 0.00 |
| School Psychology Practice and Development | 1 | 0 | 1 | 0 | 0 | 4.00 | 5 | 1.00 |
| School Psychology Practice and Development | 1 | 1 | 0 | 0 | 0 | 4.50 | 5 | 0.50 |
| Information Technology | 1 | 1 | 0 | 0 | 0 | 4.50 | 5 | 0.50 |
| General | 2 | 0 | 0 | 0 | 0 | 5.00 | 4 | 0.00 |
| General | 1 | 1 | 0 | 0 | 0 | 4.50 | 5 | 0.50 |
| General | 2 | 0 | 0 | 0 | 0 | 5.00 | 4 | 0.00 |
| General | 2 | 0 | 0 | 0 | 0 | 5.00 | 4 | 0.00 |
| General | 2 | 0 | 0 | 0 | 0 | 5.00 | 4 | 0.00 |
| General | 1 | 1 | 0 | 0 | 0 | 4.50 | 5 | 0.50 |

N = 2

Course Mean

4.41

% below Level 3:

50% Prevention, Crisis, Intervention, and Mental Health

APPENDIX C.

APPENDIX C-1 LEADERSHIP AND EDUCATIONAL ADMINISTRATION ASSESSMENT DOCUMENTS

**EDAL565. Graded Activity #3
Frame of Reference Paper
2009-10. All terms**

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|-----------|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|-------------|-------------|--------------|
| Element 1 | 3 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Element 2 | 3 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Element 3 | 3 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Element 4 | 3 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Element 5 | 1 | 2 | 0 | 0 | 0 | 4.33 | 4 | 0.47 |
| Element 6 | 3 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Element 7 | 3 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |

N = 3

Course Mean

4.90

% below Level 3:

0%

EDAL565. Graded Activity #4
Write a Paper: The Role of Five Selected Divine
Dynamics in Education
2009-10. All terms

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|--------------------|-------------|--------------|
| Title | 3 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Section Identification | 3 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Quotations have been selected | 3 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| The part of the quotation that was meaningful/applicable was presented | 3 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| The application of the ideas generated by the quotation were presented | 3 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Syntax and grammar | 3 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| N = 3 | | | | | | Course Mean | 5.00 | |

% below Level 3:
0%

**EDAL570. Graded Activity #4 Policies Compared
and Contrasted
2009-10. All terms**

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---|------------------------|-----------------------|-------------------------|---------------------|---------------------------|--------------------|------|-------------|
| Policy 1 comp/cont & school or district named | 3 | 0 | 0 | 0 | 1 | 4.00 | 5 | 1.73 |
| Example 1 | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Example 2 | 3 | 0 | 0 | 0 | 1 | 4.00 | 5 | 1.73 |
| Policy 2 comp/cont & school or district named | 3 | 0 | 0 | 0 | 1 | 4.00 | 5 | 1.73 |
| Example 1 | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Example 2 | 3 | 0 | 0 | 0 | 1 | 4.00 | 5 | 1.73 |
| Policy 3 comp/cont & school or district named | 3 | 0 | 0 | 0 | 1 | 4.00 | 5 | 1.73 |
| Example 1 | 3 | 0 | 0 | 0 | 1 | 4.00 | 5 | 1.73 |
| Example 2 | 3 | 0 | 0 | 0 | 1 | 4.00 | 5 | 1.73 |
| Policy 4 comp/cont & school or district named | 3 | 0 | 0 | 0 | 1 | 4.00 | 5 | 1.73 |
| Example 1 | 3 | 0 | 0 | 0 | 1 | 4.00 | 5 | 1.73 |
| Example 2 | 3 | 0 | 0 | 0 | 1 | 4.00 | 5 | 1.73 |
| N = 4 | | | | | | | | |
| | | | | | | Course Mean | | 4.16 |

% below Level 3:

25% Policy 1 comp/cont & school or district named & Example 2; Policy 2 comp/cont & school or district named & Example 2; Policy 3 comp/cont & school or district named, Example 1, & Example 2; Policy 4 comp/cont & school or district named, Example 1, & Example 2

**EDAL570. Graded Activity #6
The Profile Activity
2009-10. All terms**

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|--------------------|-------------|--------------|
| Profile of the teacher for whom the plan is being developed | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Profile of the supervisory and evaluative procedures | 2 | 1 | 0 | 1 | 0 | 4.00 | 5 | 1.22 |
| Profile of the school setting including: *Percentage of free and reduced lunch *Demographic changes *Unique and special programs in place to work with students, parents, community *Emerging programs developed to meet needs *Changes in personnel (principal, teachers) *Instructional issues facing the school *Conference or district wide initiatives *School mission | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| N = 4 | | | | | | Course Mean | | 4.67 |

% below Level 3:

25% Profile of the supervisory and evaluative procedures

**EDAL570. Graded Activity #7
The Observation Tools
2009-10. All terms**

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---------------------|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|-------------|-------------|--------------|
| Tool and Context 1 | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Tool and Context 2 | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Tool and Context 3 | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Tool and Context 4 | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Tool and Context 5 | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Tool and Context 6 | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Tool and Context 7 | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Tool and Context 8 | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Tool and Context 9 | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Tool and Context 10 | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |

N = 4

Course Mean 5.00

% below Level 3:
0%

**EDAL570. Graded Activity #8
The Pre-Observation Conference
2009-10. All terms**

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|--|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|-------------|-------------|--------------|
| Attributes of the Pre-Conference | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Actual Pre-Observation Form | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Explain what you are seeking in each of the seven segments of the form | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Focus serves to do what? | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| How to prepare for the classroom observation | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Supervisory Skills (Pre-Observation Conference) Identification of Classroom context, characteristic of the learners | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Supervisory Skills (Pre-Observation Conference) Identification of Classroom context, Learning Objectives | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Supervisory Skills (Pre-Observation Conference) Identification of Classroom context, Focus mutually identified between supervisor and teacher | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Supervisory Skills (Pre-Observation Conference) Identification of Classroom context, Discussion of which data tools used and why | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Supervisory Skills (Pre-Observation Conference) Completed Pre-Observation Form | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Supervisory Skills (Pre-Observation Conference), Identified Teachers instructional concerns | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Supervisory Skills (Pre-Observation Conference), Identified the Supervisory focus | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Supervisory Skills (Pre-Observation Conference), A copy of the data collection tools to be used during the observation | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |

N = 4

Course Mean

5.00

% below Level 3:

0%

**EDAL570. Graded Activity #9
The Observation
2009-10. All terms**

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---------------------------|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|-------------|-------------|--------------|
| The Classroom Observation | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| The Classroom Observation | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| The Classroom Observation | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| The Classroom Observation | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| The Classroom Observation | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |

N = 4

Course Mean 5.00

% below Level 3:
0%

**EDAL570. Graded Activity #10
The Post-Observation Conference
2009-10. All terms**

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|--|------------------------|-----------------------|-------------------------|---------------------|---------------------------|-------------|------|-------|
| Ten specifics regarding the mission and principles of professional development | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Ten standard focus areas | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Ten planning considerations for professional development | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Based on the pre-observation conference (area of focus,) the observation, and the discussion in the post observation conference | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Detailed professional growth plan: includes areas for the teacher to explore, ways in which the teacher can explore these area, and any other mutually agreed on aspects | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Monitoring plan (e.g., markers of completion, time frame) | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| N = 4 | | | | | | | | |
| | | | | Course Mean | | 5.00 | | |

% below Level 3:
0%

**EDAL570. Graded Activity #11
Professional Development Activity
2009-10. All terms**

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|--|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|-------------|-------------|--------------|
| Ten specifics regarding the mission and principles of professional development | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Ten standard focus areas | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Ten planning considerations for professional development | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Based on the pre-observation conference (area of focus,) the observation, and the discussion in the post observation conference | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Detailed professional growth plan: includes areas for the teacher to explore, ways in which the teacher can explore these area, and any other mutually agreed on aspects | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Monitoring plan (e.g., markers of completion, time frame) | 4 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| N = 4 | | | | | | | | |
| | | | | Course Mean | | 5.00 | | |

% below Level 3:
0%

EDAL635. Research Article Critique Rubric

July 21.10

2009-10. All terms

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---|------------------------|-----------------------|-------------------------|---------------------|---------------------------|------|------|-------|
| Selection of article. Attach e-copy or hardcopy of original to critique | 1 | 1 | 0 | 0 | 0 | 4.50 | 5 | 0.50 |
| Title, Name | 0 | 2 | 0 | 0 | 0 | 4.00 | 4 | 0.00 |
| Introduction | 0 | 2 | 0 | 0 | 0 | 4.00 | 4 | 0.00 |
| Content Summary | 0 | 2 | 0 | 0 | 0 | 4.00 | 4 | 0.00 |
| Critique | 0 | 2 | 0 | 0 | 0 | 4.00 | 4 | 0.00 |
| Conclusion | 0 | 1 | 1 | 0 | 0 | 3.50 | 3 | 0.50 |
| References | 1 | 1 | 0 | 0 | 0 | 4.50 | 5 | 0.50 |
| Mechanics | 2 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |

N = 2

Course Mean

4.19

% below Level 3:

0%

EDAL635. Rubric for Reflection Papers

October 14.10

2009-10. All terms

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|--|------------------------|-----------------------|-------------------------|---------------------|---------------------------|------|------|-------|
| Content & Organization | 2 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Knowledge Base | 2 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Reflection (Integration of knowledge base with practice) | 1 | 1 | 0 | 0 | 0 | 4.50 | 4 | 0.50 |
| Style/Format (APA and AU Standards) | 1 | 1 | 0 | 0 | 0 | 4.50 | 4 | 0.50 |
| Mechanics (Spelling, Grammar, Punctuation, Sentence Structure) | 1 | 1 | 0 | 0 | 0 | 4.50 | 4 | 0.50 |

N = 2

Course Mean

4.70

% below Level 3:

0%

EDAL645. Research Article Critique Rubric
2009-10. All terms

October 14.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|-------------------|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|-------------|-------------|--------------|
| Article Selection | 6 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Citation & Name | 6 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Introduction | 3 | 3 | 0 | 0 | 0 | 4.50 | 4 | 0.50 |
| Content Summary | 6 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Critique | 4 | 2 | 0 | 0 | 0 | 4.67 | 5 | 0.51 |
| Conclusion | 3 | 3 | 0 | 0 | 0 | 4.50 | 4 | 0.50 |
| References | 3 | 3 | 0 | 0 | 0 | 4.50 | 4 | 0.50 |
| Mechanics | 3 | 3 | 0 | 0 | 0 | 4.50 | 4 | 0.50 |

N = 6

Course Mean

4.71

% below Level 3:

0%

EDAL645. Rubric for Reflection Papers

October 14.10

2009-10. All terms

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|--|------------------------|-----------------------|-------------------------|---------------------|---------------------------|------|------|-------|
| Content & Organization | 3 | 0 | 2 | 0 | 0 | 4.20 | 5 | 0.98 |
| Knowledge Base | 4 | 1 | 0 | 0 | 0 | 4.80 | 5 | 0.40 |
| Reflection (Integration of knowledge base with practice) | 4 | 1 | 0 | 0 | 0 | 4.80 | 5 | 0.40 |
| Style/Format (APA and AU Standards) | 2 | 1 | 2 | 0 | 0 | 4.00 | 5 | 0.89 |
| Mechanics (Spelling, Grammar, Punctuation, Sentence Structure) | 1 | 1 | 3 | 0 | 0 | 3.60 | 3 | 0.80 |

N = 5

Course Mean

4.28

% below Level 3:

0%

EDAL664/665.
Graded Activity #5: Two Short Papers
2009-10. All terms

July 21.10

| | Exceptional (5 pts) | Proficient (4 pts) | Satisfactory (3 pts) | Emerging (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|-----------|--------------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|-------------|-------------|--------------|
| Element 1 | 8 | 0 | 0 | 0 | 0 | 5.00 | 5 | 0.00 |
| Element 2 | 5 | 3 | 0 | 0 | 0 | 4.62 | 5 | 0.48 |
| Element 3 | 5 | 2 | 1 | 0 | 0 | 4.50 | 5 | 0.71 |
| Element 4 | 6 | 2 | 0 | 0 | 0 | 4.75 | 5 | 0.43 |
| Element 5 | 7 | 1 | 0 | 0 | 0 | 4.88 | 5 | 0.33 |
| Element 6 | 5 | 2 | 1 | 0 | 0 | 4.50 | 5 | 0.71 |

N = 8

Course Mean 4.71

% below Level 3:
0%