

**ANDREWS UNIVERSITY
SCHOOL OF EDUCATION**

ANNUAL ASSESSMENT REPORT

2013-2014

November 2014

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**SECTION 1: ANNUAL
ASSESSMENT REPORT
OVERVIEW**

This School of Education (SED) Annual Assessment Report is prepared for the academic year 2013-2014, and summarizes the data collected by the SED Assessment System from Summer Semester 2013 through Spring Semester 2014 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 section, Section 1, provides an overview.

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

The SED Programs are shown in Table 1. All teacher education programs, as well as other programs that are school-based, are aligned with the requirements of the Council for the Accreditation of Educator Preparation (CAEP), which has replaced the National Council for Accreditation of Teacher Education (NCATE) as the national accrediting body. The Michigan Department of Education has approved all of the teacher preparation programs in the unit. Program enrollments for the 2013-2014 academic year, as reported by the Office of Institutional Research, and program approval status are shown in Table 2 below.

Table 1. Programs in the School of Education

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) in progress.
Elementary Certification	Initial Teacher Education, NCATE Accredited
Secondary Certification	Initial Teacher Education, NCATE Accredited, Recognition by Specialized Professional Associations (SPA) in progress.
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
Graduate Psychology & Counseling	
MS Special Education/Learning Disabilities	Advanced, Other School Personnel. 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 Clinical Mental Health Counseling	Reviewed by CACREP in November 2012
MA, EdD, PhD Educational Psychology	
PhD Counseling Psychology	
Leadership	
Graduate Certificate, MA, EdS, EdD, PhD Educational Leadership	Advanced, Other School Personnel, MA is recognized by NCATE and ELCC.
MA, EdS, EdD, PhD Higher Education Administration	
Undergraduate Certificate, MA, EdS, EdD, PhD Leadership	

Table 2. SED Programs 2013-2014: Candidate Enrollment and Program Approval Status

School	Dept. Program	Award Level	Elem. Cand.	Secnd. Cand.	Advanced Programs	Approval by MDE or Other
CAS	Biology	Bach MAT			-	MDE, 2007; recognized by NSTA Aug 2014
CAS	Chemistry	Bach			-	MDE, 2009; recognized by NSTA Aug 2014
CAS	Communication	Bach			-	MDE, 2004; SPA-like doc. for MDE site visit, Nov 2011
SED	Education, Elementary	Bach MAT	52 6		-	MDE, 2011; preparing to submit to ACEI in 2015
CAS	English	Bach MAT			-	MDE, 2005; submitted to NCTE Mar 2011, Sept 2012, & Mar 2013; not recognized
CAS	ESL	MAT			-	MDE, 2007; preparing to submit to TESOL in 2015
CAS	History	Bach MAT	1		-	MDE, 2011
SED	Integrated Science	Bach		2	-	MDE, 2007, 2008; recognized w/conditions by NSTA Mar 2013; resubmitted Sept 2014
CAS	Language Arts	Bach	4		-	MDE, 2002; SPA-like doc. for MDE site visit, Nov 2011
CAS	Lang: French	Bach MAT			-	MDE, 2008; submitted to ACTFL Sept 2014
CAS	Lang: Spanish	Bach MAT			-	MDE, 2008; submitted to ACTFL Sept 2014
CAS	Math & Math Ed	Bach			-	MDE, 2006; recognized w/conditions by NCTM 9-15-11; recognized Aug 2013
CAS	Music Education	Bach MAT			-	NASM recognition 2010, good until 2020
CAS	Physics	Bach MAT			-	MDE, 2007; recognized by NSTA Aug 2014
CAS	Political Science	Bach			-	MDE, 2011
CAS	Religion	Bach MAT			-	SDA Church (AAA)
SED	Secondary Education	Bach MAT		1 10	-	N/A
CAS	Social Studies Elem Ed	Bach	1		-	Submitted to MDE 2011; revised & approved 2012
CAS	Social Studies Sec Ed	Bach		2	-	MDE, 2011; recognized w/conditions by NCSS July 2013
CAS	Visual Arts Education	Bach			-	MDE, 2004; SPA-like doc. for MDE site visit, Nov 2011

Table 2. SED Programs 2013-2014: Candidate Enrollment & Approval Status (continued)

School	Dept. Program	Award Level	Elem. Cand.	Secnd. Cand.	Advanced Programs	Approval by MDE or Other
SED	Curriculum & Instruction	MA EdS Doct	-	-	12 0 31	N/A
SED	Educational Leadership	GrCert MA EdS Doct	-	-	11 1 3 16	Recognized w/conditions by ELCC Feb. 2012; resubmitted 9-15-12; Recognized Apr 2013
SED	Higher Education Administration	MA EdS Doct	-	-	0 1 10	N/A
SED	Leadership	UCert MA EdS Doct	-	-	14 0 94	N/A
SED	Special Education/ Learning Disabilities	MS	-	-	9	MDE, 2004; preparing to submit to CEC in 2015
SED	School Counseling	MA	-	-	9	CACREP site visit Nov 2012; accredited until Oct 31, 2015 w/conditions
SED	School Psychology	EdS	-	-	22	NASP, 2008; resubmission deferred until 2015
SED	Educational Psych.	MA EdS Doct	- - -	- - -	17 0 14	Applying for APA accreditation
SED	Clinical Mental Health Counseling	MA	-	-	29	CACREP site visit Nov 2012; accredited until Oct 31, 2015 w/conditions
SED	Counseling Psych.	Doct	-	-	32	National Registry
SED	Undeclared/Non-Degree				71	
TOTAL SED ENROLLMENT		Undergraduate			62	
		MAT			17	
		MA/MS			91	
		Graduate Certificate			11	
		EdS			26	
		Doctoral (EdD/PhD)			197	
		Undeclared/Non-degree			<u>71</u>	
		TOTAL			475	

Note: Program enrollment numbers include students with more than one major.

Table 3 shows the number of program completers (graduates) by degree over the period of Summer 2008 through Spring 2014, according to data provided by the Office of Institutional Research.

Table 3. SED Program Completers, 2008-2014

Program	Level	'08-'09	'09-'10	'10-'11	'11-'12	'12-'13	'13-'14	2008-2014 Completers
Elem Ed	Bach	11	8	12	3	9	11	54
Elem Ed	MAT	4	2	5	1	1	2	15
Sec Ed	Bach	0	1	0	3	1	0	5
Sec Ed	MAT	5	3	0	1	2	1	12
C & I	MA	2	4	1	2	4	0	13
C & I	EdS	1	0	2	0	1	0	4
C & I	Doct	4	3	3	1	1	2	14
Ed Lead (K-12)	GrCert	0	0	0	0	0	1	1
Ed Lead (K-12)	MA	1	3	3	0	5	1	13
Ed Lead (K-12)	EdS	0	1	0	1	0	1	3
Ed Lead (K-12)	Doct	0	4	1	1	2	1	9
Higher Ed Adm	MA	0	0	5	1	3	0	9
Higher Ed Adm	EdS	0	0	0	0	0	0	0
Higher Ed Adm	Doct	0	0	0	1	0	0	1
Leadership	GrCert	0	0	0	0	0	1	1
Leadership	MA	1	3	0	0	3	2	9
Leadership	EdS	1	0	0	0	0	0	1
Leadership	Doct	7	20	9	10	11	20	77
Spec Ed/LD	MS	0	0	0	0	3	3	6
School Counsel	MA	2	2	6	1	5	2	18
School Psych	MA	1	0	0	0	0	0	1
School Psych	EdS	6	5	2	9	10	7	39
Clin Ment H C	MA	0	0	3	7	7	4	21
Comm Counsel	MA	8	8	3	2	0	0	21
Counsel Psych	PhD	2	1	1	0	0	2	6
Educ Psych	MA	3	4	8	12	10	5	42
Educ Psych	PhD	0	2	0	0	0	0	2
Ed & Dev Psyc	PhD	0	1	0	0	0	0	1
Education	MA	1	0	1	0	0	0	2
TOTAL COMPLETERS	All Levels	60	75	65	56	78	66	400

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.

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

Since 2007, much of the data collected for assessment purposes have been entered into a LiveText database. Every student enrolled in a program in the unit is required to obtain a LiveText license. The database uses the six Key Elements of the Conceptual Framework and their subsections as organizers (see Table 4 below). The Department of Teaching, Learning, and Curriculum uses an additional section, VII. Content. 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 CAEP 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 and, since Fall 2010, can be aggregated for each element.

In 2010, the Unit voted a list of eight professional dispositions which align with the Conceptual Framework (Table 4), and have been formally added into Unit assessments and into LiveText.

Table 4. The SED Conceptual Framework

ELEMENT	SUBSECTIONS	DISPOSITIONS
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. 	Value Fairness Value Service Value Diversity
II. Human Growth and Change	<ul style="list-style-type: none"> • Describe human development • Apply current theories of learning 	Believe that all students can learn
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 	Recognize personal leadership responsibility
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. 	Value respectful communication
V. Research and Evaluation	<ul style="list-style-type: none"> • Read and evaluate research • Conduct research • Report research findings 	Committed to inquiry
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. 	Value personal and professional growth

**SECTION 2:
CANDIDATE
ASSESSMENT**

DEPARTMENT OF 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)

Teacher candidates are required to take Michigan Test for Teacher Certification (MTTC) content area tests. Three-year aggregated data are reported by the Michigan Department of Education. From August 2010 to July 2013, 154 candidates took the content area tests, with a cumulative pass rate for all subject areas of 90.9%. The statewide three-year cumulative pass rate for all subject areas for 2010-2013 was 88.3%. See Table 5.

Table 5. MTTC Content Area, Initial & Cumulative, 3-Year Aggregated (2010-2013)

	A.U. 2010- 2013	A.U. 2010- 2013 Initial	A.U. 2010- 2013 Cum.	MI 2010- 2013	MI 2010- 2013 Initial	MI 2010- 2013 Cum.
Program:	<i>N</i>	% Pass	% Pass	<i>N</i>	% Pass	% Pass
Biology	3			484	69.2	84.3
Communication Arts	2			20	45.0	50.0
Computer Science	1			42	88.1	92.9
English	12	75.0	91.7	1,849	79.3	88.9
English as a 2 nd Language	11	72.7	81.8	538	81.2	90.0
Fine Arts	1			70	68.6	70.0
History	5			1,503	75.1	84.9
Integr. Science (Elem)	3			1,243	60.9	71.2
Integr. Science (Sec)	4			325	69.5	86.8
Lang. Arts (Elem)	13	76.9	84.6	2,717	66.1	79.1
Math (Elem)	5			1,510	80.1	87.3
Math (Sec)	7			1,078	89.2	96.3
Music Education	1			46	80.4	87.0
Music	5			523	96.2	99.0
Physics	3			189	76.7	91.0
Political Science	1			227	73.6	83.7
Social Studies	13	76.9	76.9	2,558	62.7	74.3
Spanish	10	90.0	90.0	610	80.7	91.1
Visual Arts Educ.	4			380	88.4	95.0
Elementary Educ.	31	93.5	96.8	7,592	90.0	96.0
Professional Areas:						
Guidance Counselor	12	75.0	91.7	404	73.8	86.9
Learning Disabilities	6			1,066	87.3	95.5
Reading	1			341	71.3	80.1
All Tests	154	85.1	90.9	32,828	79.0	88.3

Note: Pass rates are provided only 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.

Grade data was obtained from the Banner student information system for all students who have declared elementary or secondary education and/or certification. This includes students who

may not yet be accepted into the teacher education program. Grade ratings, using the SED 1-5 scale, were calculated using a course grade rubric. Table 6 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) in 2013-2014 (with comparisons to 2012-2011 grade data). Political Science and Communication had the lowest percentages of students achieving Level 3 or better.

Table 6. Summary of CAS Course Grade Evidences, 2013-2014 Compared With 2012-2013

Department	2013-2014 #* of Students	2013-2014 % Grades Levels 3-5	Mean	StDev	2012-2013 #* of Students	2012-2013 % Grades Levels 3-5	Mean
Biology	7	100%	4.29	0.700	7	71%	3.86
Chemistry	0	-	-	-	6	100%	4.83
Communication & Journalism	10	80%	3.80	1.400	39	87%	4.33
Economics	2	100%	4.50	0.500	4	100%	4.25
English	29	90%	4.17	1.116	90	89%	4.22
Geography	0	-	-	-	16	100%	4.94
History	7	86%	4.43	1.400	45	96%	4.49
Integrated Science	6	100%	5.00	0.000	0	-	-
International Languages	7	100%	4.86	0.350	17	100%	4.59
Mathematics	15	87%	4.13	1.024	38	79%	3.87
Physics	12	92%	4.42	0.954	22	91%	4.32
Political Science	8	75%	3.38	1.111	18	89%	4.17
Psychology	0	-	-	-	4	100%	4.00
Religion	0	-	-	-	2	100%	4.00
Visual Arts Education	9	100%	4.67	0.471	25	100%	4.88

*combined totals from all tracked courses for declared elementary & secondary majors

Assessments Using Rubrics

Tables 7 and 8 display findings from assessment rubrics submitted for the initial and advanced teacher education programs of the Department of Teaching, Learning, and Curriculum. Table 8 provides data on all students enrolled in the Curriculum & Instruction program as well as disaggregated data for online students. Tables giving complete data for all courses in this section are found in Appendix A.

Table 7. Learning Outcomes in Initial Teacher Education Program, 2013-2014

Course Acronym	Title of Rubric	N	% at Levels 3-5 (all indicators)*	Mean Level (all indicators)
EDTE 165/630	Portfolio Rubric	15	87%	4.25
EDTE 165/630	Personal Philosophy Paper Rubric	9	100%	4.59
EDTE 228	Clinical Observation & Interaction Matrix	13	94%	4.59
EDTE 228	Clinical Observation & Interaction Matrix (Revised)	12	99%	4.90
EDTE 408	Micro-Teaching Assessment	25	100%	4.36
EDTE 408	Portfolio 1: Worldview	25	100%	4.34
EDTE 408	Portfolio 2: Human Growth & Change	25	98%	4.25
EDTE 408	Portfolio 3: Groups, Leadership, Change	24	100%	4.23
EDTE 408	Portfolio 4: Communication, Technology	25	96%	4.18
EDTE 408	Portfolio 5: Research & Evaluation	25	84%	3.95
EDTE 408	Portfolio 6: Personal, Profession. Growth	25	90%	4.05
EDTE 408	Portfolio 7: Content Area Knowledge	24	81%	3.85
EDTE 408	Portfolio Introduction & Closing	25	96%	4.51
EDTE 420	Literacy Intervention Strategies	13	96%	4.73
EDTE 476	Final Test Technology	14	98%	4.71
EDTE 480	Philosophy of Classroom Management	24	100%	4.87
EDTE 480	Classroom Management Plan	25	97%	4.76
EDTE 488/588	Student Teaching Summative Evaluation by University Supervisors (General)	20	98%	4.30
EDTE 488/588	Student Teaching Summative Evaluation by University Supervisors (English)	3	96%	4.15
EDTE 488/588	Student Teaching Summative Evaluation by University Supervisors (Math)	2	100%	4.05
EDTE 488/588	Student Teaching Summative Evaluation by University Supervisors (Soc Studies)	1	100%	4.44

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

Table 8. Learning Outcomes for Curriculum & Instruction Students (All Compared with Distance), 2013-2014

Course Acronym	Title of Rubric	All Students			Distance Students		
		<i>N</i>	% at Levels 3-5 (all indicators)*	Mean Level (all indicators)	<i>N</i>	% at Levels 3-5 (all indicators)*	Mean Level (all indicators)
EDCI 547	Curriculum Foundations	1	100%	4.60	**	**	**
EDCI 695	Port 1, Christ Philosopher	1	100%	4.80	**	**	**
EDCI 695	Port 2, Learn Theorist	1	100%	4.25	**	**	**
EDCI 695	Port 3, Servant Leader	1	100%	5.00	**	**	**
EDCI 695	Port 4, Effect Communicator	1	100%	4.50	**	**	**
EDCI 695	Port 5, Capable Researcher	1	100%	5.00	**	**	**
EDCI 695	Port 6, Lifelong Learner	1	100%	5.00	**	**	**
EDCI 695	Port 7, Subject Matter Expert	1	100%	5.00	**	**	**
EDCI 730	Theoretical Framework	5	100%	4.57	2	100%	4.71
EDCI 889	Project Evaluation	2	100%	5.00	**	**	**
EDCI 895	Port 1, Christ Philosopher	2	100%	5.00	**	**	**
EDCI 895	Port 2, Learn Theorist	2	100%	4.50	**	**	**
EDCI 895	Port 3, Servant Leader	2	100%	5.00	**	**	**
EDCI 895	Port 4, Effect Communicator	2	100%	5.00	**	**	**
EDCI 895	Port 5, Capable Researcher	2	100%	4.50	**	**	**
EDCI 895	Port 6, Lifelong Learner	2	100%	5.00	**	**	**
EDCI 895	Port 7, Subject Matter Expert	2	100%	5.00	**	**	**

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

**Disaggregated distance students' data was not available.

FOUNDATIONS COURSES

Table 9 provides rubric data on foundations courses for all advanced programs in the School of Education. Tables giving complete data for all courses in this section are found in Appendix A-3.

Table 9. Learning Outcomes for Advanced Programs Foundations Courses (All Compared with Distance), 2013-14

Course Acronym	Title of Rubric	All Students			Distance Students		
		<i>N</i>	% at Levels 3-5 (all indicators)*	Mean Level (all indicators)	<i>N</i>	% at Levels 3-5 (all indicators)*	Mean Level (all indicators)
EDFN 500	Pers & Prof Synthesis	33	91%	3.88	8	90%	4.24
EDRM 505	Final Article Evaluation	30	92%	4.37	11	89%	4.13
EDRM 505	Lit Review Evaluation	28	100%	4.65	9	100%	4.59
EDRM 505	Proposal Evaluation	29	92%	4.21	10	93%	4.18
EDRM 505	Research Design Meth	30	94%	4.25	11	91%	4.07
EDRM 636	Program Evaluation	9	100%	5.00	6	100%	5.00

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

DEPARTMENT OF GRADUATE PSYCHOLOGY & COUNSELING

Assessment data for advanced programs in Graduate Psychology & Counseling are found in Table 10. Details of these assessment findings are located in Appendix B.

Table 10. Learning Outcomes for GPC Courses, 2013-2014

Course Acronym	Title of Rubric	N	% at Levels 3-5 (all indicators)	Mean Level (all indicators)
GDPC 514	Worldview Paper	14	100%	4.34
GDPC 520	Critical Review of HD Theory	21	91%	4.37
GDPC 520	Contemporary Issues in the Media	20	100%	9.26 [^]
GDPC 525	Journal Article Review	8	100%	4.72
GDPC 525	PBS Website Review	4	100%	4.69
GDPC 652	WISC IV Mastery	11	80%	3.91
GDPC 654	Evaluation of Practicum 2.1	1	100%	4.95
GDPC 654	Evaluation of Practicum 2.2	1	100%	4.89
GDPC 654	Evaluation of Practicum 2.3	1	100%	4.89
GDPC 654	Evaluation of Practicum 2.4	1	100%	4.89
GDPC 654	Evaluation of Practicum 2.5	1	100%	5.00
GDPC 654	Evaluation of Practicum 2.6	1	100%	4.88
GDPC 654	Evaluation of Practicum 2.7	1	100%	5.00
GDPC 654	Evaluation of Practicum 2.8	1	100%	5.00
GDPC 654	Evaluation of Practicum 2.9	1	100%	5.00
GDPC 654	Evaluation of Practicum 2.10	1	100%	5.00
GDPC 810	School Psych Portfolio 2.1	5	99%	4.36
GDPC 810	School Psych Portfolio 2.2	5	97%	4.25
GDPC 810	School Psych Portfolio 2.3	5	100%	4.07
GDPC 810	School Psych Portfolio 2.4	5	100%	4.02
GDPC 810	School Psych Portfolio 2.5	5	100%	4.28
GDPC 810	School Psych Portfolio 2.6	5	100%	3.97
GDPC 810	School Psych Portfolio 2.7	5	99%	4.48
GDPC 810	School Psych Portfolio 2.8	5	100%	4.42
GDPC 810	School Psych Portfolio 2.9	5	100%	4.16
GDPC 810	School Psych Portfolio 2.10	5	100%	4.49
GDPC	School Psych Portfolio Evaluation	6	100%	4.12
GDPC	School Counseling Dispositions	6	100%	4.56
GDPC	Clinical Mental Health Counseling Dispositions	25	98%	4.14
GDPC	School Psychology Dispositions	12	92%	4.26
GDPC	Counseling Psychology Dispositions	21	99%	4.14

[^] This assessment was scored using a 10-point rubric.

DEPARTMENT OF LEADERSHIP

Assessment data for courses in the Educational Leadership program are found in Table 11. Details of these assessment findings are located in Appendix C. Assessment data for the Higher Education Administration programs are not available. Assessment data for the Leadership program are reported by competency area and are displayed in Table 12. Assessment data for the Leadership Brazil cohort are reported by competency area, and are displayed in Table 13.

Table 11. Learning Outcomes for Educational Leadership (All Compared with Distance), 2013-14

Course Acronym	Title of Rubric	All Students			Distance Students		
		<i>N</i>	% at Levels 3-5 (all indicators) *	Mean Level (all indicators)	<i>N</i>	% at Levels 3-5 (all indicators) *	Mean Level (all indicators)
EDAL 520	Vision Statement	6	83%	4.00	**	**	**
EDAL 520	Final Project	7	100%	4.89	2	100%	4.90
EDAL 560	Case Study	8	83%	4.08	8	83%	4.08
EDAL 560	School Board Meeting	7	86%	4.46	7	86%	4.46
EDAL 565	Spiritual Goals	7	100%	4.86	7	100%	4.86
EDAL 565	Worldview Paper	7	100%	4.60	7	100%	4.60
EDAL 570	Case Study Evaluation	6	96%	9.63 [^]	6	96%	9.63 [^]
EDAL 570	Observation	5	100%	5.00	5	100%	5.00
EDAL 570	Profile	7	100%	5.00	7	100%	5.00

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

** Disaggregated distance students' data was not available.

[^] This assessment was scored using a 10-point rubric.

Table 12. Learning Outcomes (Portfolio) for the Leadership Program, 2013-2014

Competency	Percent of Students Rated at Each Level*					<i>n</i>	Mean Level
	5	4	3	2	1		
Philosophical Foundations	6%	47%	47%	0%	0%	17	3.59
Ethics, Values, & Spirituality	6%	59%	35%	0%	0%	17	3.71
Learning & Human Development	29%	47%	24%	0%	0%	17	4.06
Effective Communication	18%	65%	18%	0%	0%	17	4.00
Mentor/Coach	24%	65%	12%	0%	0%	17	4.12
Social Responsibility	18%	41%	41%	0%	0%	17	3.76
Resource Development; Human & Financial	12%	59%	29%	0%	0%	17	3.82
Legal & Policy Issues	6%	53%	41%	0%	0%	17	3.65
Organizational Behavior, Development, & Culture	18%	59%	24%	0%	0%	17	3.94
Implementing Change	6%	65%	29%	0%	0%	17	3.76
Evaluation & Assessment	6%	47%	47%	0%	0%	17	3.59
Reading & Evaluating Research	12%	71%	18%	0%	0%	17	3.94
Conduct Research	12%	59%	29%	0%	0%	17	3.82
Reporting & Implementing Research	18%	53%	29%	0%	0%	17	3.88
Individual Choice	24%	41%	35%	0%	0%	17	3.88

*5 = Distinguished, 4 = Proficient, 3 = Satisfactory, 2 = Emerging, 1 = Unsatisfactory.

Table 13. Learning Outcomes (Portfolio) for the Leadership Brazil Cohort, 2013-2014

Competency	Percent of Students Rated at Each Level*					<i>n</i>	Mean Level
	5	4	3	2	1		
Philosophical Foundations	0%	0%	100%	0%	0%	36	3.00
Ethics, Values, & Spirituality	0%	0%	100%	0%	0%	36	3.00
Teamwork	0%	0%	100%	0%	0%	36	3.00
Learning, Mentoring & Human Development	0%	0%	100%	0%	0%	36	3.00
Intercultural Communication & Globalization	0%	0%	100%	0%	0%	36	3.00
Social Responsibility	0%	0%	100%	0%	0%	36	3.00
Resource Development; Human & Financial	0%	0%	100%	0%	0%	36	3.00
Organizational Development & Change	0%	0%	100%	0%	0%	36	3.00
Organizational Behavior	0%	0%	100%	0%	0%	36	3.00
Evaluation & Conducting Research	0%	0%	100%	0%	0%	36	3.00

ASSESSMENT OUTCOMES BY CONCEPTUAL FRAMEWORK ELEMENTS

All rubric assessment data that have been collected for SED courses for the 2013-2014 academic year were aggregated then disaggregated by SED Conceptual Framework (SED CF) elements. Across all SED CF elements, 93% of rubric assessments were scored as Satisfactory or better (at least 3 on a five-point scale). The SED CF items that received the highest mean ratings were CF.6.2 “Demonstrate ethical behavior in all professional activities” (5.00) and CF.3.4

“Managing human, financial, and material resources” (4.81). The CF items that received the lowest mean ratings were CF.6.1 “Demonstrate continuing professional development” (3.91), CF.4.2 “Use electronic tools effectively for professional communication, teaching, and research” (4.06), and CF.4.1 “Communicate effectively in written, verbal, and non-verbal forms” (4.08). See Table 14.

In addition, since the Teacher Education (TLC) and Curriculum and Instruction (C&I) programs have developed their own conceptual frameworks (modifications of the SED CF), rubric assessment data have also been aggregated for those programs’ conceptual frameworks (TLC CF and C&I CF) then disaggregated by their respective conceptual framework elements.

Across all TLC CF elements, 98% of rubric assessments were scored as Satisfactory or better (at least 3 on a five-point scale). Among the TLC CF indicators, the highest ratings were given on CF.2.A “Describe developmentally appropriate educational practices” (4.71) and CF.5.C “Demonstrate and document ability to affect student learning” (also 4.71). The TLC CF item that received the lowest mean rating was TLC-CF.7.A “Demonstrate continued growth in an understanding and appreciation of general and liberal arts” (3.91). See Table 15.

Across all C&I CF elements, 100% of rubric assessments were scored as Satisfactory or better (at least 3 on a five-point scale). More than half of the C&I CF items (15 out of 26) received a mean rating of 5.00. Only two received mean ratings below 4.50: C&I CF.2.1 “Describe human development” (4.40) and C&I CF.2.2 “Apply current theories of learning” (4.40). See Table 16.

Table 14. All SED Rubric Assessments by SED Conceptual Framework Element, 2013-2014

Standard	Description	# of Rubrics	# of Assmnts	5	4	3	2	1	Mean
SED-CF.1.1	Explain worldviews and trace their historical development	1	16	11	5	0	0	0	4.69
SED -CF.1.2	Critique worldviews from a Christian perspective	1	16	12	3	1	0	0	4.69
SED -CF.2.1	Describe human development	1	52	36	10	3	3	0	4.52
SED -CF.3.2	Relate effectively with various cultural, racial, and special interest groups	1	39	31	7	0	0	1	4.72
SED -CF.3.4	Manage human, financial, and material resources	1	26	24	1	0	0	1	4.81
SED -CF.4.1	Communicate effectively in written, verbal, and non-verbal forms	2	51	17	22	11	1	0	4.08
SED -CF.4.2	Use electronic tools effectively for professional communication, teaching, and research	1	16	3	11	2	0	0	4.06
SED -CF.5.1	Read and evaluate research	3	350	189	106	38	6	11	4.30
SED -CF.5.2	Conduct research	3	630	354	158	73	30	15	4.28
SED -CF.5.3	Report research findings	2	385	214	95	44	26	6	4.26
SED -CF.6.1	Demonstrate continuing professional development	1	117	57	25	11	15	9	3.91
SED -CF.6.2	Demonstrate ethical behavior in all professional activities	1	13	13	0	0	0	0	5.00
Total Assessments				961	443	183	81	43	
				56%	26%	11%	5%	3%	
						Avg Mean		4.44	
								(November 2014)	

Table 15. All TLC Rubric Assessments by TLC Conceptual Framework Element, 2013-2014

Standard	Description	# of Rubrics	# of Assmnts	5	4	3	2	1	Mean
TLC-CF.1.A	Understand basic philosophical perspectives	3	58	42	14	2	0	0	4.69
TLC-CF.1.B	Critique philosophical approaches to education.	3	58	43	11	4	0	0	4.67
TLC-CF.1.C	Be able to articulate a personal and professional philosophy and construct support for it based on literature. Select educational practices based on philosophical perspective.	6	97	70	20	7	0	0	4.65
TLC-CF.2.A	Describe developmentally appropriate educational practices.	6	142	107	29	6	0	0	4.71
TLC-CF.2.B	Implement developmentally appropriate educational practices.	7	284	213	48	20	3	0	4.66
TLC-CF.3.A	Implements effective planning to promote learning in the classroom.	4	78	29	37	12	0	0	4.22
TLC-CF.3.B	Works effectively with ALL students, parents, teachers, administrators and community members.	8	96	53	30	9	3	1	4.36
TLC-CF.3.C	Evaluate and articulate opinions of current political and legal issues that affect classroom practice.	2	48	33	10	5	0	0	4.58
TLC-CF.3.D	Creates effective learning environments which efficiently manage students, classroom assistants, and classroom resources.	5	191	133	40	13	2	3	4.56
TLC-CF.3.E	Consistently uses positional power and personal influence to optimize student learning.	1	24	9	7	8	0	0	4.04
TLC-CF.4.A	Communicate effectively in written, verbal, and non-verbal forms	12	402	289	86	18	5	4	4.62
TLC-CF.4.B	Use electronic tools effectively for professional communication, teaching, research, and evaluation of student progress.	5	74	52	15	6	0	1	4.58
TLC-CF.5.A	Read, evaluate, interpret and use appropriate literature.	6	89	68	14	3	2	2	4.62
TLC-CF.5.B	Read, evaluate and interpret standardized and non-standardized assessments.	7	207	162	32	6	5	2	4.68
TLC-CF.5.C	Demonstrate and document ability to affect student learning.	2	35	26	8	1	0	0	4.71

Table 15. All TLC Rubric Assessments by TLC Conceptual Framework Element, 2013-2014 (continued)

Standard	Description	# of Rubrics	# of Assmnts	5	4	3	2	1	Mean
TLC-CF.6.A	Demonstrate continuing professional development	6	128	97	21	5	3	2	4.63
TLC-CF.6.B	Demonstrate ethical behavior in all professional activities	1	25	12	7	3	1	2	4.04
TLC-CF.6.C	Document personal application in maintaining physical, mental, spiritual, and social balance.	1	25	11	8	3	1	2	4.00
TLC-CF.6.D	Reflects on practice and implements plans for growth and change.	2	38	19	13	3	1	2	4.21
TLC-CF.7.A	Demonstrate continued growth in an understanding and appreciation of general and liberal arts.	3	33	13	11	5	1	3	3.91
TLC-CF.7.B	Demonstrate continued growth in knowledge of subject matter and pedagogy.	4	61	34	21	2	1	3	4.34
Total Assessments				1515	482	141	28	27	
Percent				69%	22%	6%	1%	1%	
									Avg Mean 4.45 (November 2014)

Table 16. All C&I Rubric Assessments by C&I Conceptual Framework Element, 2013-2014

Standard	Description	# of Rubrics	# of Assmnts	5	4	3	2	1	Mean
C&I-CF-2010.1.1	Explain worldviews and trace their historical development	2	5	4	1	0	0	0	4.80
C&I-CF-2010.1.2	Critique worldviews from a Christian perspective	2	5	3	2	0	0	0	4.60
C&I-CF-2010.1.3	Integrate principles of a Christian worldview into their chosen fields of study	3	7	6	1	0	0	0	4.86
C&I-CF-2010.2.1	Describe human development	2	5	2	3	0	0	0	4.40
C&I-CF-2010.2.2	Apply current theories of learning	2	5	2	3	0	0	0	4.40
C&I-CF-2010.2.2.1	Understand and use frameworks for organizing instruction	1	2	2	0	0	0	0	5.00
C&I-CF-2010.2.2.2	Demonstrate a repertoire of effective teaching strategies for teaching ALL students	1	2	2	0	0	0	0	5.00
C&I-CF-2010.3.1	Facilitate change in groups and organizations	2	5	5	0	0	0	0	5.00
C&I-CF-2010.3.2	Relate effectively with various cultural, racial, and special interest groups	2	5	5	0	0	0	0	5.00
C&I-CF-2010.3.3	Identify political and legal issues	2	5	5	0	0	0	0	5.00
C&I-CF-2010.3.4	Manage human, financial, and material resources	1	3	3	0	0	0	0	5.00
C&I-CF-2010.3.4.1	Understand and apply curriculum development processes within a systems perspective	1	2	2	0	0	0	0	5.00
C&I-CF-2010.3.5	Demonstrate servant leadership	2	5	5	0	0	0	0	5.00
C&I-CF-2010.4.1	Communicate effectively in written, verbal, and non-verbal forms	3	7	5	2	0	0	0	4.71
C&I-CF-2010.4.2	Use electronic tools effectively for professional communication, teaching, and research	1	3	2	1	0	0	0	4.67
C&I-CF-2010.4.2.1	Create professional-quality curriculum documents	1	2	2	0	0	0	0	5.00
C&I-CF-2010.5.1	Read and evaluate research	1	3	2	1	0	0	0	4.67
C&I-CF-2010.5.2	Conduct research	1	3	2	1	0	0	0	4.67

Table 16. All C&I Rubric Assessments by C&I Conceptual Framework Element, 2013-2014 (continued)

Standard	Description	# of Rubrics	# of Assmnts	5	4	3	2	1	Mean
C&I-CF-2010.5.2.2	Use assessment and/or program evaluation to provide formative assessment and create plans for improvement in a continuous quality improvement model	1	2	2	0	0	0	0	5.00
C&I-CF-2010.5.3	Report research findings	2	5	4	1	0	0	0	4.80
C&I-CF-2010.6.1	Demonstrate continuing professional development	2	4	4	0	0	0	0	5.00
C&I-CF-2010.6.2	Demonstrate ethical behavior in all professional activities	2	5	5	0	0	0	0	5.00
C&I-CF-2010.6.3	Demonstrate balanced physical, mental, spiritual, and social development	1	3	3	0	0	0	0	5.00
C&I-CF-2010.7.1	Demonstrate competency in a specific content area	2	5	5	0	0	0	0	5.00
C&I-CF-2010.7.2	Demonstrate knowledge of current issues in specific content area	2	5	5	0	0	0	0	5.00
C&I-CF-2010.7.2.1	Understand and discuss curriculum literature appropriate to the candidate's degree level	1	2	1	1	0	0	0	4.50
Total Assessments				88	17	0	0	0	
Percent				84%	16%	0%	0%	0%	
									Avg Mean 4.85
									(November 2014)

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 by department.

SUMMARY OF PROGRAM DATA

Department of Teaching, Learning, and Curriculum

Many of the questions in the course evaluations conducted by the university are relevant to program quality. Since the evaluation data are disaggregated by department, but not by program, the following results apply to the Department of Teaching, Learning, and Curriculum (TLC) as a whole. There were 285 respondents. The average of the TLC students' mean ratings on the five questions in the "Course" section of the survey was 4.21. On one other relevant survey item, "Independent of the instructor, my overall rating of this course is:" students' mean rating was 3.94. Table 17 gives mean ratings on the five "Course" section questions and the overall rating question.

Table 17. All TLC Course Evaluation Ratings (Course Section), 2013-2014

Question	<i>N</i>	% at Levels 4 & 5	Mean ^a	StDev
This course helped me to express my ideas more clearly.	283	81.2%	4.15	0.92
The learning objectives or goals for this course were clearly stated.	282	86.6%	4.27	0.89
The grading system of this course was appropriate for the objectives of the course.	282	84.0%	4.21	0.89
Methods of evaluation were fair and accurate measures of my learning.	282	83.0%	4.18	0.89
This course helped me to critically evaluate different sources and/or points of view.	282	83.6%	4.23	0.90
Independent of the instructor, my overall rating of this course is:	284	70.1%	3.94	1.00

^a5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

Teacher Education

In 2013-2014, the Teacher Education program had approximately 130 students, including those who have not yet been accepted into the program. On 21 key assessments across the program, the lowest mean rating was 3.85/5.00, while the average of the mean level across these 21 assessments is 4.38/5.00. On 18 of the 21 assessments, 90% or more of candidates scored at least 3.00/5.00.

Data from the 2013-2014 Senior Exit Surveys conducted across the University are disaggregated by program. In general, seniors in TLC's elementary and secondary education programs rated their program and their program faculty similarly, giving ratings of more than 4.00 (mean rating of 22 seniors on a five-point scale) on 13 out of 16 indicators. Of those ratings that were lower, notable differences between elementary and secondary candidates emerged. On the indicator "Advanced course and program offerings had sufficient depth of subject matter," elementary candidates' mean rating (3.93) was much lower than that of secondary candidates (4.50). On two other indicators, elementary candidates gave much higher ratings than secondary. On "Library resources were adequate for the program," elementary candidates' mean rating was 4.14, while secondary candidates' mean rating was 3.71. Of greater concern is the disparity on the indicator "There were adequate facilities and specialized equipment (studios, computers, instruments, lab supplies, etc.)." While elementary candidates' mean rating was 4.50, secondary candidates gave a mean rating of only 3.25. Even though 3.25 is still a respectable rating, the School of Education should consider what is causing this disparity and low rating compared to the mean rating of all seniors across campus (3.81). (See Table 18.)

Table 18. Selected Senior Survey Ratings (Elementary vs. Secondary), 2013-2014

Indicator	Elementary	Secondary	All Seniors
Advanced course and program offerings had sufficient depth of subject matter.	3.94 (n = 14)	4.50 (n = 8)	4.13
Library resources were adequate for the program.	4.14 (n = 14)	3.71 (n = 7)	3.89
There were adequate facilities and specialized equipment (studios, computers, instruments, lab supplies, etc.).	4.50 (n = 14)	3.25 (n = 8)	3.81
Affirm: Embrace a balanced lifestyle	3.57 (n = 14)	4.25 (n = 8)	3.73
Affirm: Engage in creative problem solving and innovation	3.71 (n = 14)	4.13 (n = 7)	3.93
Change: Engage in generous service to meet human needs	3.64 (n = 14)	4.13 (n = 8)	3.90

Curriculum and Instruction

The Curriculum & Instruction program had 43 students enrolled during the 2013-2014 academic year. In grade and rubric data reported across the program, the average of the mean level across 17 key assessments is 4.81/5.00. Mean student ratings were at or above 4.25/5.00 in 100% of the 17 key assessments sampled.

Department of Graduate Psychology & Counseling

The Department of Graduate Psychology and Counseling (GPC) had 132 students enrolled during the 2013-2014 school year, distributed among the programs as follows: [9 in Special Education (MS), 9 in School Counseling (MA), 29 in Clinical Mental Health Counseling (CMHC) (MA), 22 in School Psychology (EdS), 31 in Educational Psychology (MA, EdD, and PhD), and 32 in Counseling Psychology (PhD)].

There were 527 student course evaluation respondents in GPC. The average of the GPC students' mean ratings on the five questions related to the course (independent of the instructor) was 4.27. On one other relevant survey item, "Independent of the instructor, my overall rating of this course is:" students' mean rating was 3.91. Table 19 gives mean ratings on the five "Course" section questions and the overall rating question.

Table 19. All GPC Course Evaluation Ratings (Course Section), 2013-2014

Question	<i>N</i>	% at Levels 4 & 5	Mean ^a	StDev
This course helped me to express my ideas more clearly.	489	85.3%	4.24	0.87
The learning objectives or goals for this course were clearly stated.	488	89.3%	4.34	0.87
The grading system of this course was appropriate for the objectives of the course.	485	83.7%	4.24	0.90
Methods of evaluation were fair and accurate measures of my learning.	490	81.9%	4.15	0.98
This course helped me to critically evaluate different sources and/or points of view.	486	87.8%	4.40	0.80
Independent of the instructor, my overall rating of this course is:	489	68.9%	3.91	1.02

^a5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

In 28 key assessments sampled across the programs, the lowest mean rating was 3.91/5.00. The average of the mean levels is 4.52/5.00. For all assessments except one, greater than 90% of all ratings were at least 3.00/5.00.

Department of Leadership

In the Department of Leadership (LEAD), there were 304 student course evaluation respondents. The average of the LEAD students' mean ratings on the five questions related to the course (independent of the instructor) was 4.27. On one other relevant survey item, "Independent of the instructor, my overall rating of this course is:" students' mean rating was 4.07. Table 20 gives mean ratings on the five "Course" section questions and the overall rating question.

Table 20. All LEAD Course Evaluation Ratings (Course Section), 2013-2014

Question	N	% at Levels 4 & 5	Mean ^a	StDev
This course helped me to express my ideas more clearly.	304	90.8	4.28	0.65
The learning objectives or goals for this course were clearly stated.	304	84.2	4.19	0.86
The grading system of this course was appropriate for the objectives of the course.	303	83.8	4.23	0.80
Methods of evaluation were fair and accurate measures of my learning.	304	84.5	4.21	0.82
This course helped me to critically evaluate different sources and/or points of view.	302	92.0	4.43	0.69
Independent of the instructor, my overall rating of this course is:	303	74.3%	4.07	0.92

^a5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

Leadership

In 2013-2014, there were 108 students enrolled in the Leadership program. Of those candidates who presented their portfolios, 100% were rated at least 3.00/5.00 on all 15 competencies. The average of the mean ratings across all 15 competencies is 3.83/5.00.

Educational Leadership

Thirty-one students were enrolled in the Educational Leadership program during the 2013-2014 academic year. Of that number, the following levels were represented: 11 Graduate Certification, 1 MA, 3 EdS, and 16 doctoral (EdD or PhD).

In nine key assessments sampled, the lowest mean rating was 4.00. The average of the mean levels is 4.63/5.00. More than 80% of all rating were at least 3.00/5.00. In five of the nine assessments sampled, 100% of the ratings were at least 3.00/5.00.

Higher Education Administration

There were 11 students enrolled in the Higher Education Administration program in the 2013-2014 academic year.

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. An exit survey of teacher education candidates is conducted by the Michigan Department of Education (MDE) at the end of each semester. Each candidate who is completing student teaching is surveyed; additionally, the Director of Student Teaching completes a survey (Supervisor survey) regarding each of these completers. The survey indicators are rated on a 4-point Likert scale. At least 90% of candidates rated the indicators at 3 or 4 in all categories except Special Populations (82%). The mean rating of the Director of Student Teaching was over 90% on all indicators. (See Tables 21 and 22.)

Table 21. Teacher Education Exit Survey (Candidate), 2013-2014

	<i>n</i>	% at 3-4
High Quality Learning Experiences	195	90%
Real World Problems	23	100%
Technology	144	96%
Special Populations	168	82%
Learning Environment	263	95%
Effective Use of Data	143	91%
TOTALS	936	91%

Table 22. Teacher Education Exit Survey (Supervisor), 2013-2014

	<i>n</i>	% at 3-4
Technology	23	96%
Special Populations	23	96%
Learning Environment	23	100%
Effective Use of Data	23	91%
TOTALS	96	96%

SECTION 4:
FACULTY
ASSESSMENT

School of Education faculty members are assessed by administration, peers, and students, using several assessment methods, described in 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.

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). 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.

STUDENT OPINION OF TEACHING

For many years, Andrews students have been asked at the conclusion of each course to evaluate faculty performance and courses using the university's Student Opinion of Teaching form, which seeks feedback on the instructor's pedagogy and the value of the course.

One section of the course evaluation consists of nine questions related to the instructor. Across the SED, there were 962 respondents to the 2013-2014 course evaluations. The average of the SED students' mean ratings on the nine questions related to the instructor was 4.25. The highest mean score was for "the instructor was sensitive to and respectful of all people" (4.42), while the lowest mean score was for "timely, thoughtful, and helpful feedback was provided on tests and other work" (4.07). On one other relevant question, "Independent of the course, my

overall rating of this instructor’s teaching,” students’ mean rating was 4.07. Table 23 presents the means and distribution of scores.

Table 23. Mean Scores of Student Evaluations of SED Courses & Teachers, 2013-2014

Evaluation Statements	N	% at Levels 4 & 5	Mean^a	St Dev
The instructor was well prepared and organized.	898	84.6%	4.27	0.96
The instructor made the subject clear and understandable.	894	83.2%	4.22	0.96
The instructor stimulated my interest in the subject.	894	81.9%	4.23	0.96
The instructor kept me involved in the learning process.	898	86.5%	4.31	0.89
The instructor motivated me to do my best work.	896	82.6%	4.26	0.95
The instructor was sensitive to and respectful of all people.	892	87.4%	4.42	0.91
The instructor was available to provide help when needed.	896	85.0%	4.33	0.90
The instructor helped me to understand the course content from a Christian perspective.	882	77.1%	4.16	0.95
Timely, thoughtful, and helpful feedback was provided on tests and other work.	890	77.3%	4.07	1.06
Independent of the course, my overall rating of this instructor’s teaching effectiveness is:		73.5%	4.07	1.10

^a5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

SENIOR SURVEY

In the annual Senior Survey for 2013-2014, seniors in TLC’s teacher education programs rated their program faculty at 4.00/5.00 (mean) or above on all seven indicators, with the highest ratings given for “Faculty members showed genuine interest in each student” (5.00 for elementary candidates) and “Faculty taught me how Christian faith and ethics relate to my field” (4.86 for elementary). Across elementary and secondary candidates, all ratings were equal to or higher than the ratings given by all Andrews seniors.

In the Senior Survey, students were given the opportunity to leave comments about strengths of the program. Several students commented on the quality of the faculty and staff: “The advisor was extremely helpful, and the teachers were clearly looking out for the best

interest of the students.” “The enthusiasm, professionalism, and commitment of the teachers of this department kept the students engaged, involved, and learning at all times. High expectations allowed us to reach higher standards because of their efforts.” “The teachers were all highly knowledgeable in the content area.” “The professors are helpful and caring.” “The content and methods are taught well.” “First Days of School Experience is a definite strength.” “Mrs. _____ is a wonderful adviser.”

ADVISOR EVALUATIONS

Several years ago, the School of Education voted to ask students to complete written evaluations of their academic advisors at the following times:

- Undergraduate: In EDTE408 and EDTE480.
- MA/EdS: At advancement to candidacy and at comprehensive examinations.
- EdD/PhD: At submission of course plan and at comprehensive examinations.

Logistical challenges have made it difficult to carry out this plan for administering the advisor surveys, not least of which is the imprudence of asking candidates to complete surveys on the days that they are writing comprehensive examinations. In response to this challenge, the School of Education faculty voted in August 2013 to administer the advisor evaluations once a year to all current students. The SED Assessment Committee subsequently determined in September 2013 that the evaluation should be administered online in January of each year. The advisor evaluation did not take place in January of 2014.

SECTION 5: UNIT OPERATIONS
ASSESSMENT

ANNUAL DEPARTMENTAL REPORTS TO ADMINISTRATION

At the conclusion of the 2013-2014 academic year, the Dean of SED submitted the Unit's 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 Institutional Effectiveness), faculty scholarly and professional activities and achievements, efforts to improve teaching strategies, and departmental/school needs. In addition, these items are discussed in regular monthly briefings with the Provost.

All SED Curricular changes are approved through the Academic Policies and Curricula Committee (AP & CC) and are reviewed by the SED General Faculty. Off-campus programs are approved through the Affiliation and Extension Office and Committee. In addition, these initiatives go through the Financial Management Committee (25 members include the President, Provost, VP for Finance, the other five Academic Deans, Human Resources, 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.

FINANCIAL PERFORMANCE

The Dean, through membership in the university Budget and Financial Management Committees, participates in discussions regarding the setting and monitoring of unit budget targets and performance. The unit's financial performance continues to be relatively stable.

UNIT PERFORMANCE SCORES: STATE OF MICHIGAN

For each year since 2005-2006, the Michigan Department of Education (MDE) has evaluated and ranked the 34 institutions in Michigan which have teacher education programs, based on multiple performance indicators. For each of the first seven years that this evaluation has been taking place, the SED's teacher education program has been ranked as an exemplary institution. Table 24 shows the breakdown of our scores from 2005-2006 to 2011-2012.

Table 24. Unit Performance Score for Academic Years 2005-06 through 2011-12

Year	Overall Score (70 pts)	MTTC Test Results (30 pts)	Teacher Exit Surveys (5 pts)	Supervisor Surveys (5 pts)	Program Completion Rate (10 pts)	Program Review Status (10 pts)	Diversity (5 pts)	High Need Content (5 pts)
2005-2006	66	30	10	*	6	10	5	5
2006-2007	70	30	5	5	10	10	5	5
2007-2008	70	30	5	5	10	10	5	5
2008-2009	70	30	5	5	10	10	5	5
2009-2010	70	30	5	5	10	10	5	5
2010-2011	63	25	5	5	8	10	5	5
2011-2012	68	30	5	5	8	10	5	5

*The 2005-2006 reports did not include the survey of student teachers' supervisors. In that year the Teacher Exit Survey was given 10 points.

Beginning with the 2012-2013 academic year, the MDE has developed a new evaluation system for what they are now calling Educator Preparation Institutions (or EPIs). This new EPI Score is based on three elements: “the performance scores for the Michigan Test of Teacher Certification three-year passing percentages (abbreviated MTTC), the 2012-2013 Teacher Candidate and Candidate Supervisor Survey efficacy rates (abbreviated SURV), and the points attributed to the Educator Effectiveness Labels earned by the EPI (abbreviated EFF). These scores contribute to the calculation of the Overall Score. An overall cut score of 84 [out of 100] is the lowest score needed for satisfactory performance for this year’s report” (from EPI score report). The new system categorizes EPIs as Satisfactory, At Risk, or Low Performing. The School of Education’s 2014 EPI Score (overall) is 92.5. (See Table 25.)

Table 25. 2014 EPI Score for Andrews University School of Education

	SED Score	Mean	Highest	Lowest	Cut Score
MTTC	91.0	87.0	95.8	70.8	-
SURV	93.9	94.1	99.3	90.7	-
EFF	80.0	80.4	90.0	71.0	-
Overall	92.5	87.8	93.5	81.1	84

SCHOOL OF EDUCATION FOLLOW-UP DATA

The School of Education continues to conduct follow-up surveys of alumni and employers. This year's Alumni and Employer Surveys were not conducted before the completion of this report.

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

UNIT LEVEL IMPROVEMENTS

The School of Education made several changes during 2013-2014 that affected its programs, some of which are listed below:

1. SPA (Specialized Professional Association) Reports Submitted:
 - a. Biology, Chemistry, and Physics Education: Recognized by NSTA (National Science Teachers Association)
 - b. Social Studies Education: Recognized with conditions by NCSS (National Council for Social Studies)
2. SPA Reports in Preparation to Be Submitted:
 - a. Special Education—Learning Disabilities to submit to CEC (Council for Exceptional Children)
 - b. Social Studies to resubmit to NCSS (National Council for the Social Studies) to satisfy conditions
 - c. French and Spanish to submit to ACTFL (American Council on the Teaching of Foreign Languages)
3. CACREP (Council for Accreditation of Counseling and Related Educational Programs): The School Counseling and Clinical Mental Health Counseling programs were reviewed and Accredited: Two-year Period with Conditions through October 31, 2015.
4. APA (American Psychological Association) Accreditation: The doctoral program in Counseling Psychology is applying for their first APA accreditation.

DEPARTMENT OF TEACHING, LEARNING & CURRICULUM

Teaching, Learning and Curriculum made several changes during 2013-2014 that affected its programs, some of which are listed below:

Teacher Education

1. The new, more robust Impact on Student Learning assignment has been implemented to align with requirements by SPAs and accreditors.

2. Rubrics used to assess student teachers continue to be modified to meet SPA requirements in some of the disciplines.

Curriculum and Instruction

1. In response to student feedback, improvements to be made in the program orientation (EDCI525 and EDCI725) include providing more information and resources, a more detailed syllabus for the session, and a streamlining of the orientation process.
2. Continued offering of frequent AICER (Andrews International Center for Educational Research) sessions has been beneficial for students in EDCI889 Doctoral Seminar.

DEPARTMENT OF GRADUATE PSYCHOLOGY & COUNSELING

Graduate Psychology and Counseling made several changes during 2013-2014 that affected its programs, some of which are listed below:

1. Grade policy was updated in all syllabi and handbooks to assure that this policy is readily available to students.
2. Faculty created a DG policy specific to the classes offered in the department.
3. Faculty undertook making a number of changes for comprehensive exams, aimed at making the exams a more fair and accurate test of students' knowledge.

Special Education

1. A tour course has been added to the curriculum, to include attendance and possible presentation at a special education conference each year.

School Counseling and Clinical Mental Health Counseling

1. Each student who works in the ACCC or in the community with children must be fingerprinted.
2. All students in both programs are now required to create a professional portfolio.

Educational Psychology

1. Names and descriptions of EDRM611, EDRM712, and EDRM713 were changed to Applied Methods I, II, and III.

Counseling Psychology

1. Restructuring of the Counseling Psychology comprehensive exams has necessitated creation of several new policies for the taking of the exams.
2. Names and descriptions of EDRM611, EDRM712, and EDRM713 were changed to Applied Methods I, II, and III.

DEPARTMENT OF LEADERSHIP

The Department of Leadership made several changes during 2013-2014 that affected its programs, some of which are listed below:

Leadership

1. Based on feedback received in advisor evaluations, the department faculty have committed to more timely responses to student communications and increased availability for appointments with students.
2. The program has implemented inclusion of the SED candidate dispositions evaluation in annual reviews of student progress.
3. The department has committed to and is implementing consistent recording and tracking of feedback from portfolio committees.

Educational Leadership

1. The program continues to nurture its network of collaboration among SDA school leaders through webinars, online networking, and service to schools.
2. Continuing recruiting efforts through marketing projects, principal visitations, webinars, and 50% tuition discount.

Higher Education Administration

1. Based on feedback received in advisor evaluations, the department faculty have committed to more timely responses to student communications and increased availability for appointments with students.
2. The department has committed to and is implementing consistent recording and tracking of feedback from portfolio committees.

APPENDIX A.
Teaching, Learning, and
Curriculum (Initial and
Advanced) Programs

APPENDIX A-1. TLC ASSESSMENT DOCUMENTS

**EDTE 165 Personal Philosophy Paper
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Paper Content: Clear, cogent, integrated presentation of worldview	8	1	0	0	0	4.89	5	0.31
Paper Referencing: Well documented philosophical stance	3	5	1	0	0	4.22	4	0.63
Paper Writing: carefully edited and mechanically sound	6	3	0	0	0	4.67	5	0.47
Total Assessments	17	9	1	0	0			
Percent	63%	33%	4%	0%	0%			
N=9					Avg Mean	4.59		

(July 2014)

**EDTE 165/630 Portfolio
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Cover Page	15	0	0	0	1	4.75	5	0.97
Title Page	15	0	0	0	1	4.75	5	0.97
Resume	8	6	1	0	0	4.47	5	0.62
Autobiographical Essay	9	6	1	0	0	4.50	5	0.61
Personal Philosophy - Title	9	3	2	0	1	4.27	5	1.12
Personal Philosophy - Evidence	8	2	2	0	3	3.80	5	1.56
Personal Philosophy -Rationale	9	0	2	1	3	3.73	5	1.65
Artifact 2- Title	10	2	0	1	2	4.13	5	1.45
Artifact 2-Evidence	9	2	1	1	2	4.00	5	1.46
Artifact 2- Rationale	8	3	1	1	2	3.93	5	1.44
Artifact 3- Title	11	2	0	1	1	4.40	5	1.20
Artifact 3- Evidence	10	2	1	1	1	4.27	5	1.24
Artifact 3- Rationale	10	2	1	1	1	4.27	5	1.24
Total Assessments	131	30	12	7	18			
Percent	66%	15%	6%	4%	9%			
N=15						Avg Mean	4.25	

(July 2014)

**EDTE 228 Clinical Observation/Interaction Matrix
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Heading & details: dates, times, locations, settings, schools visited included in journal and grid (sig, sheet).	8	0	2	1	2	3.85	5	1.56
Use of appropriate language and sensitive approach relative to exceptionality including person???'s 1st language or culture/ race.	13	0	0	0	0	5.00	5	0.00
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)	13	0	0	0	0	5.00	5	0.00
Summary includes a brief reflection from each observation (how did you feel/what did you think?) and description of interaction in each setting.	8	3	0	1	1	4.23	5	1.25
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)	9	3	0	1	0	4.54	5	0.84
Thought and effort demonstrated through editing/revision of writing. (correct mechanics observed)	9	2	2	0	0	4.54	5	0.75
20 hours documented by signatures; student ID # on paper.	10	1	2	0	0	4.62	5	0.74
Observations include Blossomland Learning Center (2 hours + tour) plus two other settings for required 20 hours.	12	1	0	0	0	4.92	5	0.27
Total Assessments	82	10	6	3	3			
Percent	79%	10%	6%	3%	3%			

N=13

Avg Mean

4.59

(July 2014)

**EDTE 228 Clinical Observation/Interaction Matrix (Revised)
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Heading & details: dates, times, locations, settings, schools visited included in journal and grid (sig. sheet).	12	0	0	0	0	5.00	5	0.00
Use of appropriate language and sensitive approach relative to exceptionality including person first language and/or culture/ race.	12	0	0	0	0	5.00	5	0.00
Observations & interactive activities are discussed w/ descriptions of students relative to IDEA disability labels, activities, and descriptions of programs viewed. (Objective details)	12	0	0	0	0	5.00	5	0.00
Overall Summary - Describe your first impressions of the students observed as to their abilities and the interactions you saw in three or more settings (composite)	11	1	0	0	0	4.92	5	0.28
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?) Shows evidence of disabilities through content knowledge. (Subjective analysis)	11	0	0	1	0	4.75	5	0.83
Thought and effort demonstrated through editing/revision of writing. (correct mechanics observed) Typewritten product is neatly formatted, clear, and easy to understand.	8	2	2	0	0	4.50	5	0.76
20 hours documented on official signature sheet.	12	0	0	0	0	5.00	5	0.00
Observations include BLC (2 hours + tour) plus two other settings for required 20 hours.	12	0	0	0	0	5.00	5	0.00
Total Assessments	90	3	2	1	0			
Percent	94%	3%	2%	1%	0%			
N=12					Avg Mean	4.90		

(July 2014)

EDTE 408 Micro Teaching Assessment 2013-2014									
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev	
Writing	14	9	2	0	0	4.48	5	0.64	
Scope	14	9	2	0	0	4.48	5	0.64	
Scope	12	10	3	0	0	4.36	5	0.69	
Substance	11	11	3	0	0	4.32	4	0.68	
Substance	10	12	3	0	0	4.28	4	0.67	
Delivery	10	14	1	0	0	4.36	4	0.56	
Reflection	9	13	3	0	0	4.24	4	0.65	
Total Assessments	80	78	17	0	0				
Percent	46%	45%	10%	0%	0%				
N=25						Avg Mean	4.36		

(July 2014)

**EDTE 408 Portfolio Element 1: Worldview
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome 1.A Understand basic philosophical perspectives	12	11	2	0	0	4.40	5	0.63
Outcome 1.B Critique philosophical approaches to education	12	9	4	0	0	4.32	5	0.73
Outcome 1.C Be able to articulate a personal and professional philosophy...	12	9	4	0	0	4.32	5	0.73
Depth of Coverage	2	17	6	0	0	3.84	4	0.54
Personalization	16	8	0	0	0	4.67	5	0.47
Artifact Guidelines	16	6	3	0	0	4.52	5	0.70
Total Assessments	70	60	19	0	0			
Percent	47%	40%	13%	0%	0%			
N=25						Avg Mean	4.34	
								(July 2014)

**EDTE 408 Portfolio Element 2: Human Growth & Change
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome II.A Describe developmentally appropriate educational practices.	12	10	3	0	0	4.36	5	0.69
Outcome II.B Implement developmentally appropriate ed practices.	10	9	5	1	0	4.12	5	0.86
Depth of Coverage	2	16	7	0	0	3.80	4	0.57
Personalization	15	9	0	1	0	4.52	5	0.70
Artifact Guidelines	16	4	5	0	0	4.44	5	0.80
Total Assessments	55	48	20	2	0			
Percent	44%	38%	16%	2%	0%			
N=25						Avg Mean	4.25	

(July 2014)

**EDTE 408 Portfolio Element 3: Groups, Leadership & Change
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome III.A Implements effective planning....	11	10	3	0	0	4.33	5	0.69
Outcome III.B Works effectively with all students...	10	10	4	0	0	4.25	5	0.72
Outcome III.C Evaluate and articulate opinions of current political and legal issues...	10	9	5	0	0	4.21	5	0.76
Outcome III.D Creates effective learning environments...	9	9	6	0	0	4.13	5	0.78
Outcome III.E Consistently uses positional power and personal influence ...	9	7	8	0	0	4.04	5	0.84
Depth of Coverage	2	14	7	0	0	3.78	4	0.59
Personalization	15	9	0	0	0	4.63	5	0.48
Artifact Guidelines	15	6	3	0	0	4.50	5	0.71
Total Assessments	81	74	36	0	0			
Percent	42%	39%	19%	0%	0%			
N=24						Avg Mean	4.23	

(July 2014)

**EDTE 408 Portfolio Element 4: Communication & Technology
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome IV.A Communicate effectively in written, verbal, and non-verbal forms.	12	9	3	0	1	4.24	5	0.95
Outcome IV.B Use electronic tools effectively for professional communication...	11	8	5	0	1	4.12	5	0.993
Depth of Coverage	3	14	7	0	1	3.72	4	0.826
Personalization	15	9	0	0	1	4.48	5	0.854
Artifact Guidelines	16	4	4	0	1	4.36	5	1.015
Total Assessments	57	44	19	0	5			
Percent	46%	35%	15%	0%	4%			
N=25						Avg Mean	4.18	
								(July 2014)

**EDTE 408 Portfolio Element 5: Research & Evaluation
2013-2014**

	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.	12	6	3	2	2	3.96	5	1.28
Outcome V.B Read, evaluate and interpret ...assessments	10	9	2	2	2	3.92	5	1.23
Depth of Coverage	2	15	4	2	2	3.52	4	1.02
Personalization	15	6	0	2	2	4.20	5	1.27
Artifact Guidelines	15	5	1	2	2	4.16	5	1.29
Total Assessments	54	41	10	10	10			
Percent	43%	33%	8%	8%	8%			
N=25						Avg Mean	3.95	
								(July 2014)

**EDTE 408 Portfolio Element 6: Personal & Professional Growth
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome VI.A Demonstrate continuing professional development	12	8	2	1	2	4.08	5	1.20
Outcome VI.B Demonstrate ethical behavior in all professional activities	12	7	3	1	2	4.04	5	1.22
Outcome VI.C Document personal application in maintaining ...balance.	11	8	3	1	2	4.00	5	1.20
Outcome VI.D reflects on practice and implements plans for growth and change	10	10	2	1	2	4.00	4	1.17
Depth of Coverage	2	16	4	1	2	3.60	4	0.98
Personalization	15	6	2	1	1	4.32	5	1.05
Artifact Guidelines	15	6	2	0	2	4.28	5	1.15
Total Assessments	77	61	18	6	13			
Percent	44%	35%	10%	3%	7%			
N=25						Avg Mean	4.05	

(July 2014)

EDTE 408 Portfolio Element 7: Content Area Knowledge

2013-2014

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome VII.A Demonstrate continued growth in an understanding and appreciation of general and liberal arts.	12	5	3	1	3	3.92	5	1.38
Outcome VII.B Demonstrate continued growth in knowledge of subject matter and pedagogy.	11	7	2	1	3	3.92	5	1.35
Depth of Coverage	3	12	4	2	3	3.42	4	1.19
Personalization	13	5	2	1	3	4.00	5	1.38
Artifact Guidelines	14	4	1	2	3	4.00	5	1.44
Total Assessments	53	33	12	7	15			
Percent	44%	28%	10%	6%	13%			
N=24					Avg Mean	3.85		

(July 2014)

**EDTE 408 Portfolio Introduction & Closing
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Cover Page	18	6	1	0	0	4.68	5	0.55
Title Page	19	6	0	0	0	4.76	5	0.43
Resume	12	11	1	0	1	4.32	5	0.88
Autobiographical Essay	18	7	0	0	0	4.72	5	0.45
Reflective Conclusion	14	7	0	0	4	4.08	5	1.41
Total Assessments	81	37	2	0	5			
Percent	65%	30%	2%	0%	4%			
N=25						Avg Mean	4.51	

(July 2014)

**EDTE 420 Literacy Intervention Strategies
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Provided details of all components of unit in a 1-2 page outline; submitted on time.	11	1	0	1	0	4.69	5	0.82
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.	12	1	0	0	0	4.92	5	0.27
A total of ten mini-unit lessons completed on time, unit shows field experience and meets all performance (no absences or late arrivals) criteria.	7	0	4	2	0	3.92	5	1.21
Mini-unit culminating activity presentation. Teacher/tutor presents mini-unit to class through power point demonstration, with student work included. Presentation is between 5 and 10 minutes in length.	13	0	0	0	0	5.00	5	0.00
Final Reflection - summary of initial/final assessments of student's reading skills. Four components + four recommendations. 2-3 pg document; on time.	11	2	0	0	0	4.85	5	0.36
Total Assessments	67	4	4	3	0			
Percent	86%	5%	5%	4%	0%			

N=13

Avg Mean

4.73

(July 2014)

**EDTE 476 Final Test, Technology
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Technology Requested	9	3	1	0	0	4.62	5	0.63
Networking/Internet	9	4	0	0	0	4.69	5	0.46
Rational	11	2	0	0	0	4.85	5	0.36
Formatting of Letter	7	1	2	3	0	3.92	5	1.27
Philosophy	14	0	0	0	0	5.00	5	0.00
Ideal plan for use of Internet at grade level and relationship to NETS	10	3	1	0	0	4.64	5	0.61
Safety in use of technology	10	3	1	0	0	4.64	5	0.61
Equity issues	12	2	0	0	0	4.86	5	0.35
Types of technology activities for both students and teachers	12	2	0	0	0	4.86	5	0.35
Future of the Internet and technology.	14	0	0	0	0	5.00	5	0.00
Total Assessments	108	20	5	3	0			
Percent	79%	15%	4%	2%	0%			
N=14						Avg Mean	4.71	

(July 2014)

**EDTE 480 Classroom Management Plan
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Format	24	1	0	0	0	4.96	5	0.20
Writing	25	0	0	0	0	5.00	5	0.00
Content	25	0	0	0	0	5.00	5	0.00
Content	21	2	2	0	0	4.76	5	0.59
Content	19	3	1	1	1	4.52	5	1.02
Content	13	10	0	1	1	4.32	5	0.97
Content	18	3	3	0	1	4.48	5	0.99
Appropriate to Situation	25	0	0	0	0	5.00	5	0.00
Total Assessments	170	19	6	2	3			
Percent	85%	10%	3%	1%	2%			
N=25						Avg Mean	4.76	

(July 2014)

**EDTE 480 Philosophy of Classroom Management
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Scope	23	1	0	0	0	4.96	5	0.20
Scope	23	1	0	0	0	4.96	5	0.20
Substance	23	1	0	0	0	4.96	5	0.20
Substance	18	6	0	0	0	4.75	5	0.43
Substance	20	4	0	0	0	4.83	5	0.37
Writing	20	4	0	0	0	4.83	5	0.37
Writing	17	7	0	0	0	4.71	5	0.46
Writing	22	2	0	0	0	4.92	5	0.28
Total Assessments	166	26	0	0	0			
Percent	86%	14%	0%	0%	0%			
N=24						Avg Mean	4.87	

(July 2014)

**EDTE 488/588 Student Teaching Final Summative Evaluation (general)
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Classroom climate	4	15	1	0	0	4.15	4	0.48
Mastery of content	11	8	1	0	0	4.50	5	0.59
Long-term planning	9	8	2	1	0	4.25	5	0.83
Phase I (focus)	7	11	1	1	0	4.20	4	0.75
Phase II (construction)	7	12	1	0	0	4.30	4	0.56
Phase III (assessments)	8	10	1	1	0	4.25	4	0.77
Transitions between activities	8	11	1	0	0	4.35	4	0.57
Classroom management	5	11	3	1	0	4.00	4	0.78
Differentiation	7	12	0	1	0	4.25	4	0.70
Works well with others	16	3	1	0	0	4.75	5	0.54
Reflects on practice	10	5	5	0	0	4.25	5	0.83
Total Assessments	92	106	17	5	0			
Percent	42%	48%	8%	2%	0%			
N=20						Avg Mean	4.30	

(July 2014)

**EDTE 488/588 Student Teaching Final Summative Evaluation (English)
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Application of English Content Knowledge	2	1	0	0	0	4.67	5	0.47
Use of English Standards	2	0	1	0	0	4.33	5	0.94
Application of English Pedagogical Knowledge	1	2	0	0	0	4.33	4	0.47
Unit and Daily Planning	1	1	1	0	0	4.00	4	0.82
Assessing, Tracking and Responding to Student Progress	0	3	0	0	0	4.00	4	0.00
Attending Needs of Diverse Learners	1	2	0	0	0	4.33	4	0.47
Use of Technology	1	2	0	0	0	4.33	4	0.47
Reflection and Log	0	2	0	1	0	3.33	4	0.94
Professional Attitudes and Dispositions	0	3	0	0	0	4.00	4	0.00
Total Assessments		8	16	2	1	0		
Percent		30%	59%	7%	4%	0%		
N=3						Avg Mean	4.15	

(August 2014)

**EDTE 488/588 Student Teaching Final Summative Evaluation (Math)
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Demonstrates a sound knowledge of mathematical concepts, procedures, and connections.	0	2	0	0	0	4.00	4	0.00
Demonstrates a sound understanding of mathematics as a process including problem solving and reasoning.	0	0	2	0	0	3.00	3	0.00
Communicates effectively using multiple representation.	0	2	0	0	0	4.00	4	0.00
Creates a learning environment that fosters the development of each student's mathematical power.	0	2	0	0	0	4.00	4	0.00
Cultivates habits that promote professional growth.	2	0	0	0	0	5.00	5	0.00
Uses a variety of instructional strategies to pose learning activities which are both appropriate for the students and mathematically sound.	1	1	0	0	0	4.50	5	0.50
Facilitates mathematical discourse in the classroom.	0	2	0	0	0	4.00	4	0.00
Promotes students' confidence, flexibility, perseverance, and inventiveness in doing mathematics.	0	0	2	0	0	3.00	3	0.00
Exhibits a variety of assessment methods to determine students' understanding of and disposition to do mathematics.	0	2	0	0	0	4.00	4	0.00
Demonstrates depth of knowledge about mathematics curriculum design, including a knowledge of research results and applicable standards or legislation.	0	2	0	0	0	4.00	4	0.00
Makes appropriate use of available technology.	2	0	0	0	0	5.00	5	0.00
Total Assessments	5	13	4	0	0			
Percent	23%	59%	18%	0%	0%			
N=2						Avg Mean	4.05	

(Aug 2014)

**EDTE 488/588 Student Teaching Final Summative Evaluation (Social Studies)
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Assessment of student prior knowledge	0	1	0	0	0	4	4	0
Use of formative assessment during instruction	0	1	0	0	0	4	4	0
Opportunity to learn	0	1	0	0	0	4	4	0
Use of technology to track data regarding student learning	1	0	0	0	0	5	5	0
Reflect on student learning	0	1	0	0	0	4	4	0
Communicating student progress	1	0	0	0	0	5	5	0
Monitoring students' ability to conduct investigations	1	0	0	0	0	5	5	0
Use of summative data for grading purposes	1	0	0	0	0	5	5	0
Growth of civic engagement skills	0	1	0	0	0	4	4	0
Total Assessments	4	5	0	0	0			
Percent	44%	56%	0%	0%	0%			
N=1						Avg Mean	4.44	

(Aug 2014)

APPENDIX A-2. C&I ASSESSMENT DOCUMENTS

**EDCI 547 Rubric
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Evidence of a unified theme; integration of (1) worldview/philosophical assumptions; (2) integration of faith and learning; (3) influence of curriculum change on attitudes, behaviors, and knowledge bases of themselves and learners (SED CF Alignment IA-C, IIA-B)	1	0	0	0	0	5	5	0
Evidence of analysis and synthesis addressing the influence of factors such as historical, political, biographical, and/or gender text, etc., on their understanding of the field and their own practice (SED CF Alignment IA-C, IIA-B, VIIIA)	0	1	0	0	0	4	4	0
Evidence of learner's perspective and distinct voice as an emerging curriculum.(SED CF Alignment VIIIA)	1	0	0	0	0	5	5	0
Evidence of primary and secondary sources supportive of argument (SED CF Alignment VA)	0	1	0	0	0	4	4	0
Evidence of careful editing for grammatical and mechanical errors (SED CF Alignment IVA)	1	0	0	0	0	5	5	0
Total Assessments	3	2	0	0	0			
Percent	60%	40%	0%	0%	0%			

N=1

Avg Mean 4.60

(July 2014)

**EDCI 695 Portfolio Role 1, Christian Philosopher
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome 1.1 ~ Explains worldviews and trace their historical development~	1	0	0	0	0	5.00	5	0
Outcome 1.2 ~Critique worldviews from a Christian perspective~	0	1	0	0	0	4.00	4	0
Outcome 1.3 ~Integrate principles of a Christian Worldview into their chosen fields of study~	1	0	0	0	0	5.00	5	0
Depth of Coverage	1	0	0	0	0	5.00	5	0
Artifacts Guidelines	1	0	0	0	0	5.00	5	0
Total Assessments	4	1	0	0	0			
Percent	80%	20%	0%	0%	0%			
N=1						Avg Mean 4.80		

(July 2014)

**EDCI 695 Portfolio Role 2, Learning Theorist
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome 2.1 ~Describe Human Development~	0	1	0	0	0	4.00	4	0
Outcome 2.2 ~Apply current theories of learning~	0	1	0	0	0	4.00	4	0
Depth of Coverage	0	1	0	0	0	4.00	4	0
Artifact Guidelines	1	0	0	0	0	5.00	5	0
Total Assessments	1	3	0	0	0			
Percent	25%	75%	0%	0%	0%			
N=1						Avg Mean 4.25		

(July 2014)

**EDCI 695 Portfolio Role 3, Servant Leader
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome 3.1 ~Facilitate change in groups and organizations~	1	0	0	0	0	5.00	5	0
Outcome 3.2 ~Relate effectively with various cultural, racial, and special interest groups~	1	0	0	0	0	5.00	5	0
Outcome 3.3 ~Identify political and legal issues~	1	0	0	0	0	5.00	5	0
Outcome 3.4 ~ Manage human, financial & material resources~	1	0	0	0	0	5.00	5	0
Outcome 3.5 ~Demonstrate Servant Leadership~	1	0	0	0	0	5.00	5	0
Depth of Coverage	1	0	0	0	0	5.00	5	0
Artifact Guidelines	1	0	0	0	0	5.00	5	0
Total Assessments	7	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=1						Avg Mean	5.00	

(July 2014)

**EDCI 695 Portfolio Role 4, Effective Communicator
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome 4.1 ~Communicate Effectively in written, verbal, and non-verbal forms~	0	1	0	0	0	4.00	4	0
Outcome 4.2 ~Use electronic tools effectively for professional communication, teaching and research~	0	1	0	0	0	4.00	4	0
Depth of Coverage	1	0	0	0	0	5.00	5	0
Artifact Guidelines	1	0	0	0	0	5.00	5	0
Total Assessments	2	2	0	0	0			
Percent	50%	50%	0%	0%	0%			
N=1						Avg Mean	4.50	

(July 2014)

**EDCI 695 Portfolio Role 5, Capable Researcher
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome 5.1~Read and evaluate research~	1	0	0	0	0	5.00	5	0
Outcome 5.2 ~Conduct research~	1	0	0	0	0	5.00	5	0
Outcome 5.3 ~Report research findings~	1	0	0	0	0	5.00	5	0
Depth of Coverage	1	0	0	0	0	5.00	5	0
Artifacts Guidelines	1	0	0	0	0	5.00	5	0
Total Assessments	5	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=1						Avg Mean 5.00		

(July 2014)

**EDCI 695 Portfolio Role 6, Lifelong Learner
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome 6.1 ~Demonstrate continuing professional development~	1	0	0	0	0	5.00	5	0
Outcome 6.2 ~Demonstrate ethical behavior in all professional activities~	1	0	0	0	0	5.00	5	0
Outcome 6.3 ~Demonstrate balanced physical, emntal, spiritual, and social development~	1	0	0	0	0	5.00	5	0
Depth of Coverage	1	0	0	0	0	5.00	5	0
Artifact Guidelines	1	0	0	0	0	5.00	5	0
Total Assessments	5	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=1						Avg Mean 5.00		

(July 2014)

**EDCI 695 Portfolio Role 7, Subject Matter Expert
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome 7.1~Demomstrate Competency in a specific content area~	1	0	0	0	0	5.00	5	0
Outcome 7.2 ~Demonstrate knowledge of current issues in specific content area~	1	0	0	0	0	5.00	5	0
Depth of Coverage	1	0	0	0	0	5.00	5	0
Artifact Guidelines	1	0	0	0	0	5.00	5	0
Total Assessments	4	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=1						Avg Mean 5.00		

(July 2014)

**EDCI 730 Theoretical Framework (ALL CANDIDATES)
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Assumptions	3	1	1	0	0	4.40	5	0.80
Definitions	4	1	0	0	0	4.80	5	0.40
Propositions	4	1	0	0	0	4.80	5	0.40
Task Guidelines	4	1	0	0	0	4.80	5	0.40
Organization of Writing	3	1	1	0	0	4.40	5	0.80
Internal Consistency	3	2	0	0	0	4.60	5	0.49
Quality of Writing	2	2	1	0	0	4.20	4	0.75
Total Assessments	23	9	3	0	0			
Percent	66%	26%	9%	0%	0%			

N=5

Avg Mean

4.57

(July 2014)

**EDCI 730 Theoretical Framework (ONLINE CANDIDATES)
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Assumptions	2	0	0	0	0	5.00	5	0.00
Definitions	2	0	0	0	0	5.00	5	0.00
Propositions	2	0	0	0	0	5.00	5	0.00
Task Guidelines	2	0	0	0	0	5.00	5	0.00
Organization of Writing	1	0	1	0	0	4.00	3	1.00
Internal Consistency	1	1	0	0	0	4.50	4	0.50
Quality of Writing	1	1	0	0	0	4.50	4	0.50
Total Assessments	11	2	1	0	0			
Percent	79%	14%	7%	0%	0%			

N=2

Avg Mean

4.71

(July 2014)

**EDCI 889 Project Evaluation
20132-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
The educator is able to Integrate principles of a Christian worldview into the profession	2	0	0	0	0	5.00	5	0
The educator is able to Understand and use frameworks for organizing instruction	2	0	0	0	0	5.00	5	0
Demonstrate a repertoire of effective teaching strategies for ALL students	2	0	0	0	0	5.00	5	0
The educator is able to Facilitate learning of individuals in classes, teams, or groups	2	0	0	0	0	5.00	5	0
The educator is able to Relate effectively with diverse clientele, including persons with learning, cultural, racial, and/or ethnic differences	2	0	0	0	0	5.00	5	0
The educator is able to Identify political and legal issues	2	0	0	0	0	5.00	5	0
The educator is able to Understand and apply curriculum development processes within a systems perspective	2	0	0	0	0	5.00	5	0
The educator is able to Demonstrate servant leadership	2	0	0	0	0	5.00	5	0
The educator is able to Communicate effectively	2	0	0	0	0	5.00	5	0
The educator is able to Create professional quality curriculum documents	2	0	0	0	0	5.00	5	0
The educator is able to Use assessment techniques to provide formative feedback and create plans for improvement	2	0	0	0	0	5.00	5	0
The educator is able to Report research findings	2	0	0	0	0	5.00	5	0
The educator is able to Demonstrate continuing professional development	2	0	0	0	0	5.00	5	0
The educator is able to Demonstrate ethical behavior in all professional activities	32	0	0	0	0			
The educator is able to Demonstrate competency in a specific content area	100%	0%	0%	0%	0%			
The educator is able to Demonstrate knowledge of current issues in a specific content area						Avg Mean	5.00	
Total Assessments	2	0	0	0	0	5.00	5	0
Percent	2	0	0	0	0	5.00	5	0
N=2	2	0	0	0	0	5.00	5	0

(July 2014)

**EDCI 895 Portfolio Role 1, Christian Philosopher
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome 1.1 ~ Explains worldviews and trace their historical development~	2	0	0	0	0	5.00	5	0
Outcome 1.2 ~Critique worldviews from a Christian perspective~	2	0	0	0	0	5.00	5	0
Outcome 1.3 ~Integrate principles of a Christian worldview into their chosen fields of study~	2	0	0	0	0	5.00	5	0
Depth of Coverage	2	0	0	0	0	5.00	5	0
Artifacts Guidelines	2	0	0	0	0	5.00	5	0
Total Assessments	10	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=2						Avg Mean 5.00		

(July 2014)

**EDCI 895 Portfolio Role 2, Learning Theorist
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome 2.1 ~Describe Human Development~	1	1	0	0	0	4.50	4	0.50
Outcome 2.2 ~Apply current theories of learning~	1	1	0	0	0	4.50	4	0.50
Depth of Coverage	1	1	0	0	0	4.50	4	0.50
Artifact Guidelines	1	1	0	0	0	4.50	4	0.50
Total Assessments	4	4	0	0	0			
Percent	50%	50%	0%	0%	0%			
N=2						Avg Mean 4.50		

(July 2014)

**EDCI 895 Portfolio Role 3, Servant Leader
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome 3.1 ~Facilitate change in groups and organizations~	2	0	0	0	0	5.00	5	0
Outcome 3.2 ~Relate effectively with various cultural, racial, and special interest groups~	2	0	0	0	0	5.00	5	0
Outcome 3.3 ~Identify political and legal issues~	2	0	0	0	0	5.00	5	0
Outcome 3.4 ~ Manage human, financial & material resources~	2	0	0	0	0	5.00	5	0
Outcome 3.5 ~Demonstrate Servant Leadership~	2	0	0	0	0	5.00	5	0
Depth of Coverage	2	0	0	0	0	5.00	5	0
Artifact Guidelines	2	0	0	0	0	5.00	5	0
Total Assessments	14	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=2						Avg Mean	5.00	

(July 2014)

**EDCI 895 Portfolio Role 4, Effective Communicator
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome 4.1 ~Communicate Effectively in written, verbal, and non-verbal forms~	2	0	0	0	0	5.00	5	0
Outcome 4.2 ~Use electronic tools effectively for professional communication, teaching and research~	2	0	0	0	0	5.00	5	0
Depth of Coverage	2	0	0	0	0	5.00	5	0
Artifact Guidelines	2	0	0	0	0	5.00	5	0
Total Assessments	8	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=2						Avg Mean 5.00		

(July 2014)

**EDCI 895 Portfolio Role 5, Capable Researcher
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome 5.1~Read and evaluate research~	1	1	0	0	0	4.50	4	0.50
Outcome 5.2 ~Conduct research~	1	1	0	0	0	4.50	4	0.50
Outcome 5.3 ~Report research findings~	1	1	0	0	0	4.50	4	0.50
Depth of Coverage	1	1	0	0	0	4.50	4	0.50
Artifacts Guidelines	1	1	0	0	0	4.50	4	0.50
Total Assessments	5	5	0	0	0			
Percent	50%	50%	0%	0%	0%			
N=2						Avg Mean 4.50		

(July 2014)

**EDCI 895 Portfolio Role 6, Lifelong Learner
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome 6.1 ~Demonstrate continuing professional development~	1	0	0	0	0	5.00	5	0
Outcome 6.2 ~Demonstrate ethical behavior in all professional activities~	2	0	0	0	0	5.00	5	0
Outcome 6.3 ~Demonstrate balanced physical, emntal, spiritual, and social development~	2	0	0	0	0	5.00	5	0
Depth of Coverage	2	0	0	0	0	5.00	5	0
Artifact Guidelines	2	0	0	0	0	5.00	5	0
Total Assessments	9	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=2						Avg Mean 5.00		

(July 2014)

**EDCI 895 Portfolio Role 7, Subject Matter Expert
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome 7.1~Demomstrate Competency in a specific content area~	2	0	0	0	0	5.00	5	0
Outcome 7.2 ~Demonstrate knowledge of current issues in specific content area~	2	0	0	0	0	5.00	5	0
Depth of Coverage	2	0	0	0	0	5.00	5	0
Artifact Guidelines	2	0	0	0	0	5.00	5	0
Total Assessments	8	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=2						Avg Mean 5.00		

(July 2014)

APPENDIX A-3. FOUNDATION COURSES ASSESSMENT DOCUMENTS

**EDFN 500 Personal and Professional Synthesis
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
SED Element I.A: Explain worldviews & trace their historical development ANALYSIS OF PERSONAL WORLDVIEW (WV) USING A PHILOSOPHICAL, WORLDVIEW, OR NARRATIVE FRAMEWORK	11	15	7	0	0	4.12	4	0.73
SED Element I.B: Critique worldviews from a Christian perspective RATIONALE FOR CHOSEN WV GIVEN OTHER OPTIONS	14	13	5	1	0	4.21	5	0.81
SED Element I.B: Critique worldviews from a Christian perspective STRENGTHS AND CHALLENGES OF THE CHOSEN WV	8	14	9	2	0	3.85	4	0.86
Element VI.A. Demonstrate continuing professional development AREAS IN WHICH WV NEEDS FURTHER DEVELOPMENT AND STRENGTHENING	15	8	6	3	1	4.03	5	1.13
SED Element I.C: Integrate principles of a Christian worldview into their chosen field of study IMPLICATIONS OF WV FOR CHOSEN FIELD OF STUDY AND PROFESSIONAL LIFE	11	15	5	1	1	4.03	4	0.94
SED Element III.B: Relate effectively with various cultural, racial & special interest groups IMPLICATIONS OF WV FOR UNDERSTANDING AND RELATING TO DIVERSITY	12	10	8	2	1	3.91	5	1.05
SED Element IV.A: Communicate effectively in written, (verbal & nonverbal form[s]) WELL PRESENTED DOCUMENT APPLYING AU STANDARDS FOR WRITTEN WORK AND ASSIGNMENTS	9	9	11	4	0	3.70	5,4	1.00
SED Element IV.A: Communicate effectively in written, (verbal & nonverbal form[s]) SUMMARY SHEET APPROPRIATE FOR INCLUSION IN A PORTFOLIO FOR JOB SEARCH	6	9	9	0	8	3.16	4,3	1.42
Total Assessments	86	93	60	13	11			
Percent	33%	35%	23%	5%	4%			
N=33					Avg Mean	3.88		
								(July 2014)

**EDFN 500 Personal and Professional Synthesis, Online Candidates
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
SED Element I.A: Explain worldviews & trace their historical development ANALYSIS OF PERSONAL WORLDVIEW (WV) USING A PHILOSOPHICAL, WORLDVIEW, OR NARRATIVE FRAMEWORK	3	4	1	0	0	4.25	4	0.66
SED Element I.B: Critique worldviews from a Christian perspective RATIONALE FOR CHOSEN WV GIVEN OTHER OPTIONS	4	3	0	1	0	4.25	5	0.97
SED Element I.B: Critique worldviews from a Christian perspective STRENGTHS AND CHALLENGES OF THE CHOSEN WV	3	4	1	0	0	4.25	4	0.66
Element VI.A. Demonstrate continuing professional development AREAS IN WHICH WV NEEDS FURTHER DEVELOPMENT AND STRENGTHENING	4	3	0	1	0	4.25	5	0.97
SED Element I.C: Integrate principles of a Christian worldview into their chosen field of study IMPLICATIONS OF WV FOR CHOSEN FIELD OF STUDY AND PROFESSIONAL LIFE	4	3	0	1	0	4.25	5	0.97
SED Element III.B: Relate effectively with various cultural, racial & special interest groups IMPLICATIONS OF WV FOR UNDERSTANDING AND RELATING TO DIVERSITY	6	0	0	2	0	4.25	5	1.30
SED Element IV.A: Communicate effectively in written, (verbal & nonverbal form[s]) WELL PRESENTED DOCUMENT APPLYING AU STANDARDS FOR WRITTEN WORK AND ASSIGNMENTS	4	2	1	1	0	4.13	5	1.05
SED Element IV.A: Communicate effectively in written, (verbal & nonverbal form[s]) SUMMARY SHEET APPROPRIATE FOR INCLUSION IN A PORTFOLIO FOR JOB SEARCH	3	3	1	0	0	4.29	5	0.70
Total Assessments	31	22	4	6	0			
Percent	49%	35%	6%	10%	0%			
N=8					Avg Mean	4.24		

(July 2014)

**EDRM 505 Final Exam Article Evaluation
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Research Objectives	15	12	1	0	2	4.27	5	1.03
Sample frame and sampling procedures	14	9	4	1	2	4.07	5	1.15
Data collection and non- response rate	16	8	4	0	2	4.20	5	1.11
Major findings and limitations of the study	25	3	0	0	2	4.63	5	1.02
Discussion of results	26	2	0	0	2	4.67	5	1.01
Total Assessments	96	34	9	1	10			
Percent	64%	23%	6%	1%	7%			
N=30						Avg Mean	4.37	

(August 2014)

**EDRM 505 Final Exam Article Evaluation, Online Candidates
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Research Objectives	4	5	1	0	1	4.00	4	1.13
Sample frame and sampling procedures	4	3	2	1	1	3.73	5	1.29
Data collection and non- response rate	3	5	2	0	1	3.82	4	1.11
Major findings and limitations of the study	9	1	0	0	1	4.55	5	1.16
Discussion of results	9	1	0	0	1	4.55	5	1.16
Total Assessments	29	15	5	1	5			
Percent	53%	27%	9%	2%	9%			
N=11						Avg Mean	4.13	

(August 2014)

**EDRM 505 Literature Review Evaluation
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Indicate the Purpose	17	11	0	0	0	4.61	5	0.49
Defined criteria for selection of sources.	17	11	0	0	0	4.61	5	0.49
Literature are relevant to the problem/topic	24	4	0	0	0	4.86	5	0.35
Primary Literature emphasized	18	9	1	0	0	4.61	5	0.56
Quotation format/references	19	3	6	0	0	4.46	5	0.82
Complete bibliographic data.	24	4	0	0	0	4.86	5	0.35
Logical Organization of the content	18	5	5	0	0	4.46	5	0.78
Comparison and contrast of studies	13	13	2	0	0	4.39	4	0.62
Major studies discussed in detail.	20	8	0	0	0	4.71	5	0.45
Interpretation and understanding of prior research.	24	4	0	0	0	4.86	5	0.35
Methodological analyses appropriate for sustain a design	19	7	2	0	0	4.61	5	0.62
Establish the importance and significance of the study.	22	6	0	0	0	4.79	5	0.41
Total Assessments	235	85	16	0	0			
Percent	70%	25%	5%	0%	0%			
N=28						Avg Mean	4.65	
								(August 2014)

**EDRM 505 Literature Review Evaluation, Online Candidates
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Indicate the Purpose	5	4	0	0	0	4.56	5	0.50
Defined criteria for selection of sources.	4	5	0	0	0	4.44	4	0.50
Literature are relevant to the problem/topic	7	2	0	0	0	4.78	5	0.42
Primary Literature emphasized	6	2	1	0	0	4.56	5	0.69
Quotation format/references	3	2	4	0	0	3.89	3	0.88
Complete bibliographic data.	7	2	0	0	0	4.78	5	0.42
Logical Organization of the content	6	3	0	0	0	4.67	5	0.47
Comparison and contrast of studies	4	4	1	0	0	4.33	4	0.67
Major studies discussed in detail.	7	2	0	0	0	4.78	5	0.42
Interpretation and understanding of prior research.	8	1	0	0	0	4.89	5	0.31
Methodological analyses appropriate for sustain a design	6	2	1	0	0	4.56	5	0.69
Establish the importance and significance of the study.	8	1	0	0	0	4.89	5	0.31
Total Assessments		71	30	7	0	0		
Percent		66%	28%	6%	0%	0%		
						Avg Mean	4.59	
						(August 2014)		

N=9

**EDRM 505 Proposal Evaluation
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Statement of the Problem. Research Question	21	7	0	1	0	4.66	5	0.66
Significance of the study	23	5	1	0	0	4.76	5	0.50
Literature Review	9	12	6	2	0	3.97	4	0.89
Research design	15	5	6	3	0	4.10	5	1.06
Sampling	21	6	1	1	0	4.62	5	0.72
Definition of variables	8	7	5	9	0	3.48	2	1.19
Instrumentation	15	5	7	2	0	4.14	5	1.01
Data Collection	11	11	6	1	0	4.10	5	0.85
Data Analysis	17	7	3	2	0	4.35	5	0.92
Overall Quality of the Proposal	5	17	6	1	0	3.90	4	0.71
Total Assessments	145	82	41	22	0			
Percent	50%	28%	14%	8%	0%			
N=29						Avg Mean	4.21	

(August 2014)

**EDRM 505 Proposal Evaluation, Online Candidates
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Statement of the Problem. Research Question	10	0	0	0	0	5.00	5	0.00
Significance of the study	8	2	0	0	0	4.80	5	0.40
Literature Review	4	2	3	1	0	3.90	5	1.04
Research design	5	2	3	0	0	4.20	5	0.87
Sampling	8	1	1	0	0	4.70	5	0.64
Definition of variables	2	3	1	4	0	3.30	2	1.19
Instrumentation	5	1	3	1	0	4.00	5	1.10
Data Collection	2	5	3	0	0	3.90	4	0.70
Data Analysis	5	2	2	1	0	4.10	5	1.04
Overall Quality of the Proposal	1	7	2	0	0	3.90	4	0.54
Total Assessments	50	25	18	7	0			
Percent	50%	25%	18%	7%	0%			
N=10						Avg Mean	4.18	

(August 2014)

**EDRM 505 Research Design Methodology Exam
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Problem Number One	13	11	5	0	1	4.17	5	0.93
Problem Number Two	15	10	3	1	1	4.23	5	0.99
Problem Number Three	20	7	1	1	1	4.47	5	0.96
Problem Number Four	14	10	4	0	2	4.13	5	1.09
Total Assessments	62	38	13	2	5			
Percent	52%	32%	11%	2%	4%			
N=30						Avg Mean	4.25	
							(August 2014)	

**EDRM 505 Research Design Methodology Exam, Online Candidates
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Problem Number One	7	2	1	0	1	4.27	5	1.21
Problem Number Two	4	5	1	0	1	4.00	4	1.13
Problem Number Three	6	3	1	0	1	4.18	5	1.19
Problem Number Four	4	3	3	0	1	3.82	5	1.19
Total Assessments	21	13	6	0	4			
Percent	48%	30%	14%	0%	9%			
N=11						Avg Mean	4.07	

(August 2014)

**EDRM 636 Program Evaluation
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Background Information and Evaluation Rationale (~3 pages)	9	0	0	0	0	5.00	5	0.00
Purposes & Objectives of the Evaluation (~1.5 page)	9	0	0	0	0	5.00	5	0.00
The Evaluation Design (~1.5 pages)	9	0	0	0	0	5.00	5	0.00
Evaluation Findings (~3-4 pages)	9	0	0	0	0	5.00	5	0.00
Discussion of Findings (~2-3 pages)	9	0	0	0	0	5.00	5	0.00
Recommendations (~1 page)	9	0	0	0	0	5.00	5	0.00
Project Accountability Records (~2 pages)	9	0	0	0	0	5.00	5	0.00
Tables & Figures to Support Data in the Report (~2-6 pages)	9	0	0	0	0	5.00	5	0.00
Document Format	9	0	0	0	0	5.00	5	0.00
Total Assessments	81	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=9						Avg Mean	5.00	

(July 2014)

**EDRM 636 Program Evaluation, Online Candidates
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Background Information and Evaluation Rationale (~3 pages)	6	0	0	0	0	5.00	5	0.00
Purposes & Objectives of the Evaluation (~1.5 page)	6	0	0	0	0	5.00	5	0.00
The Evaluation Design (~1.5 pages)	6	0	0	0	0	5.00	5	0.00
Evaluation Findings (~3-4 pages)	6	0	0	0	0	5.00	5	0.00
Discussion of Findings (~2-3 pages)	6	0	0	0	0	5.00	5	0.00
Recommendations (~1 page)	6	0	0	0	0	5.00	5	0.00
Project Accountability Records (~2 pages)	6	0	0	0	0	5.00	5	0.00
Tables & Figures to Support Data in the Report (~2-6 pages)	6	0	0	0	0	5.00	5	0.00
Document Format	6	0	0	0	0	5.00	5	0.00
Total Assessments	54	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=6						Avg Mean	5.00	

(July 2014)

APPENDIX B.
Graduate Psychology
and Counseling
Programs

APPENDIX B-1. GPC ASSESSMENT DOCUMENTS

**GDPC 514 World View Paper
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Thesis statement	11	1	2	0	0	4.64	5	0.72
Flow	10	3	1	0	0	4.64	5	0.61
Content coverage	10	4	0	0	0	4.71	5	0.45
Clarity	3	10	1	0	0	4.14	4	0.52
Grammar & mechanics	1	6	7	0	0	3.57	3	0.62
Total Assessments	35	24	11	0	0			
Percent	50%	34%	16%	0%	0%			
N=14						Avg Mean	4.34	

(July 2014)

**GDPC 520 Critical Review of HD Theory
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Introduction	20	1	0	0	0	4.95	5	0.21
Summary	15	5	1	0	0	4.67	5	0.56
Critique	7	13	1	0	0	4.29	4	0.55
Conclusion	6	11	4	0	0	4.10	4	0.68
English Grammar Usage	3	13	4	1	0	3.86	4	0.71
Total Assessments		51	43	10	1	0		
Percent		49%	41%	10%	1%	0%		
N=21						Avg Mean	4.37	

(July 2014)

**GDPC 520 Contemporary Issues in the Media
2013-2014**

	Exemplary (10 pts)	Good Quality (9 pts)	Adequate (7 pts)	Needs Improvement (5 pts)	Unsatisfactory (4 pts)	Mean	Mode	Stdev
Identification of Components of Media Source	20	0	0	0	0	10.00	10	0.00
Overview of the Issue	17	3	0	0	0	9.85	10	0.36
Relevance of the Issue to Life-Span Development, Counseling and/or Psychology	7	10	3	0	0	9.05	9	0.97
Writing Style	1	10	9	0	0	8.15	9	1.06
Total Assessments	45	23	12	0	0			
Percent	56%	29%	15%	0%	0%			
N=20						Avg Mean 9.26		

(July 2014)

**GDPG 525 Journal Article Review
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Element 1	6	2	0	0	0	4.75	5	0.43
Element 2	7	1	0	0	0	4.88	5	0.33
Element 3	5	3	0	0	0	4.63	5	0.48
Element 4	6	2	0	0	0	4.75	5	0.43
Element 5	5	3	0	0	0	4.63	5	0.48
Element 6	4	4	0	0	0	4.50	5	0.50
Element 7	6	2	0	0	0	4.75	5	0.43
Element 8	7	1	0	0	0	4.88	5	0.33

Total Assessments	46	18	0	0	0			
Percent	72%	28%	0%	0%	0%			
N=8						Avg Mean	4.72	

(July 2014)

**GDPG 525 PBS Website Review
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Website	4	0	0	0	0	5.00	5	0.00
Application	3	0	1	0	0	4.50	5	0.87
Professional Application	4	0	0	0	0	5.00	5	0.00
Strengths and Weaknesses	2	1	1	0	0	4.25	5	0.83
Total Assessments	13	1	2	0	0			
Percent	81%	6%	13%	0%	0%			
N=4						Avg Mean	4.69	

(July 2014)

**GDPC 652 WISC-IV Mastery
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
1: Standardized Administration: Organization, Setting and Interpersonal	9	1	0	0	1	4.55	5	1.16
2: Appropriate Administration: Culture, Needs, Ethics	11	0	0	0	0	5.00	5	0.00
3: Standardized Administration: Fluency, Verbatim	1	6	3	1	0	3.64	4	0.77
4: Standardized Administration: Subtest Administration	1	3	3	4	0	3.09	2	1.00
5: Protocol: Basic Info	6	5	0	0	0	4.55	5	0.50
6: Protocol: Verbatim, Item Scoring	0	2	0	2	7	1.73	1	1.14
7: Protocol: Score Processing	6	2	0	3	0	4.00	5	1.28
8: Protocol Analysis (p. 2), BASICS: Discrepancy Comparisons, Strengths & Weaknesses analysis, and Process analysis	7	1	2	1	0	4.27	5	1.05
9: Protocol Analysis (p. 2), ADVANCED: Discrepancy Comparisons, Strengths & Weaknesses analysis, and Process analysis	7	2	1	1	0	4.36	5	0.98
Total Assessments	48	22	9	12	8			
Percent	48%	22%	9%	12%	8%			

N=11

Avg Mean 3.91

(July 2014)

**GDPCC 654 Evaluation of Practicum (2.1: Data-Based Decision Making and Accountability)
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.1-TOTAL: The Student has knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.	1	0	0	0	0	5.00	5	0.00
2.1(1a): Standardized cognitive/achievement tests	1	0	0	0	0	5.00	5	0.00
2.1(1b): Behavioral observations	0	1	0	0	0	4.00	4	0.00
2.1(1c): Curriculum based assessments	1	0	0	0	0	5.00	5	0.00
2.1(1d): Interviews	1	0	0	0	0	5.00	5	0.00
2.1(1e): Behavior rating scales	1	0	0	0	0	5.00	5	0.00
2.1(1f): Permanent products (e.g., school records review)	1	0	0	0	0	5.00	5	0.00
SUB-TOTAL: #1 Student will demonstrate competency in using (administers and, where applicable, correctly scores) a variety of assessment methods including the following:	1	0	0	0	0	5.00	5	0.00
2.1(2a): Integrating and accurately interpreting assessment data from a variety of sources in written report	1	0	0	0	0	5.00	5	0.00
2.1(2b): Considering background and environmental factors of students in assessment design and interpretation	1	0	0	0	0	5.00	5	0.00
2.1(2c): Completing written reports accurately and presents findings in ways that students, families, and school staff understand.	1	0	0	0	0	5.00	5	0.00
2.1(2d): Accurately using information and technology resources to enhance data collection and decision-making	1	0	0	0	0	5.00	5	0.00
2.1(2e): Behavior rating scales	1	0	0	0	0	5.00	5	0.00
SUB-TOTAL: #2. Student will demonstrate competency in interpreting data, reaching data-based decisions, and clearly communicating findings as reflected by:	1	0	0	0	0	5.00	5	0.00
2.1(3a): Using data to accurately demonstrate student strengths and needs	1	0	0	0	0	5.00	5	0.00

**GDPG 654 Evaluation of Practicum (2.1: Data-Based Decision Making and Accountability)
2013-2014 (cont'd)**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev	
2.1(3b): Using data to accurately demonstrate student outcomes	1	0	0	0	0	5.00	5	0.00	
2.1(3c): Using data to identify AND demonstrate program outcomes	1	0	0	0	0	5.00	5	0.00	
2.1(3d): Using assessment information to assist in making decisions as part of an interdisciplinary team regarding special education eligibility	1	0	0	0	0	5.00	5	0.00	
Element 18	1	0	0	0	0	5.00	5	0.00	
SUB-TOTAL: #3 3. Student will demonstrate using assessment information in a problem-solving and/or accountability context through:	1	0	0	0	0	5.00	5	0.00	
	Total Assessments					19	1	0	0
	Percent					95%	5%	0%	0%
N=1						Avg Mean	4.95	(July 2014)	

**GDPC 654 Evaluation of Practicum (2.2 Consultation and Collaboration)
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.2-TOTAL: The student has knowledge of varied models of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used them to promote effective implementation of services.	1	0	0	0	0	5.00	5	0.00
2.2(1a): Listening attentively to others	1	0	0	0	0	5.00	5	0.00
2.2(1b): Displaying appropriate empathy	1	0	0	0	0	4.00	4	0.00
2.2(1c): Participating in group discussions	1	0	0	0	0	5.00	5	0.00
2.2(1d): Establishing rapport with adults and children	1	0	0	0	0	5.00	5	0.00
SUB-TOTAL: #1 The student has knowledge of varied models of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used them to promote effective implementation of services.	1	0	0	0	0	5.00	5	0.00
2.2(2a): Writing clearly, coherently, and accurately	0	1	0	0	0	4.00	4	0.00
2.2(2b): Speaking clearly, coherently, and accurately	1	0	0	0	0	5.00	5	0.00
2.2(2c): Adapting language appropriately when communicating with families and presenting all information in a manner that results in understanding by all family members	1	0	0	0	0	5.00	5	0.00
2.2(2d): Translating professional vocabulary/jargon into understandable language in verbal and written communication	1	0	0	0	0	5.00	5	0.00
SUB-TOTAL: #2 Communicates accurately and effectively through:	1	0	0	0	0	5.00	5	0.00
2.2(3a): Soliciting and considering the viewpoints of others involved in problem-solving	1	0	0	0	0	5.00	5	0.00
2.2(3b): Actively seeking input from parents/guardians in assessments and problem-solving	1	0	0	0	0	5.00	5	0.00
2.2(3c): Adapting ideas as appropriate in working with other team members	1	0	0	0	0	5.00	5	0.00

**GDPG 654 Evaluation of Practicum (2.2 Consultation and Collaboration)
2013-2014 (cont'd)**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.2(3d): Being reliable in honoring commitments with others such as appointment times and plans of action	1	0	0	0	0	5.00	5	0.00
SUB-TOTAL: #3 Works collaboratively with others through:	1	0	0	0	0	5.00	5	0.00
2.2(4a): Applying systematic problem solving	1	0	0	0	0	5.00	5	0.00
2.2(4b): Advocating and recommending evidence-based interventions during problem-solving process	1	0	0	0	0	5.00	5	0.00
SUB-TOTAL: #4 Displays consultative problem solving through:	1	0	0	0	0	5.00	5	0.00
Total Assessments	18	1	0	0	0			
Percent	95%	5%	0%	0%	0%			
N=1						Avg Mean	4.89	(July 2014)

GDPG 654 Evaluation of Practicum (2.3 Interventions and Instructional Support to Develop Academic Skills)

2013-2014

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.3-TOTAL: The student has knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.	1	0	0	0	0	5.00	5	0.00
2.3(1a): Formulate instructional recommendations related to student strengths and needs as documented in written reports	1	0	0	0	0	5.00	5	0.00
2.3(1b): Assist in designing and implementing data collection procedures that are appropriate for an intervention in terms of goals and pertinent student and environmental factors	1	0	0	0	0	5.00	5	0.00
2.3(1c): Develop and implement individual/group academic interventions that are empirically validated	1	0	0	0	0	5.00	5	0.00
2.3(1d): Facilitate intervention fidelity	1	0	0	0	0	5.00	5	0.00
SUB-TOTAL: #1 Uses assessment data to:	1	0	0	0	0	5.00	5	0.00
2.3(2a): Integrating information from multiple sources including assessment data, interviews, and input from individuals in the student's learning environment	1	0	0	0	0	4.00	4	0.00
2.3(2b): Developing intervention plans from consultation that are evidence-based, practical and can be reasonably implemented by teachers, staff, and/or parents	1	0	0	0	0	5.00	5	0.00
SUB-TOTAL: #2 Collaborates in academic intervention development by:	1	0	0	0	0	5.00	5	0.00
Total Assessments		9	0	0	0			
Percent		100%	0%	0%	0%			

N=1

Avg Mean 4.89

July 2014

**GDPC 654 Evaluation of Practicum (2.4 Interventions and Mental Health Services to Develop Social and Life Skills)
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.4-TOTAL: The student has knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.	1	0	0	0	0	5.00	5	0.00
2.4(1a): Recommend research-based strategies for improving behavioral, affective, adaptive, and social skills as needed based on assessment results	1	0	0	0	0	5.00	5	0.00
2.4(1b): Assist in designing and implementing data collection procedures that are appropriate for intervention in terms of goals and pertinent student and environmental factors	1	0	0	0	0	5.00	5	0.00
2.4(1c): Develop and implement individual/group social and life skill interventions that are empirically validated	1	0	0	0	0	5.00	5	0.00
2.4(1d): Facilitate intervention fidelity	1	0	0	0	0	5.00	5	0.00
SUB-TOTAL: #1 Uses assessment data to:	1	0	0	0	0	5.00	5	0.00
2.4(2a): Integrating information from multiple sources including assessment data, interviews, and input from individuals in the student's learning environment	1	0	0	0	0	5.00	5	0.00
2.4(2b): Developing intervention plans from consultation that are evidence-based, practical, and can be reasonably implemented by teachers, staff, and/or parents	0	1	0	0	0	4.00	4	0.00
SUB-TOTAL: #2 Collaborates in behavioral, affective, adaptive, and social skills intervention development by	1	0	0	0	0	5.00	5	0.00
Total Assessments	8	1	0	0	0			
Percent	89%	11%	0%	0%	0%			

N=1

Avg Mean 4.89

July 2014

**GDPC 654 Evaluation of Practicum (2.5 School-wide Practices to Promote Learning)
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.5-TOTAL: The student has knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development and mental health.	1	0	0	0	0	5.00	5	0.00
2.5(1a): Deliver psychological services within the framework of federal rules and regulations, school system, and state Department of Education policies and procedures	1	0	0	0	0	5.00	5	0.00
2.5(1b): Collaborate with team members in addressing student or system needs via activities such as effective problem- solving, responding to ???system??? conflict, and maintaining professional objectivity	1	0	0	0	0	5.00	5	0.00
SUB-TOTAL: #1 Works within system structures to:	1	0	0	0	0	5.00	5	0.00
2.5(2a): Demonstrating knowledge of effective disciplinary policies and practices such as working with school administrators to operationally define different categories of problem behavior, developing clear definitions of minor (classroom managed) and major (administration managed) rule violations, etc.	1	0	0	0	0	5.00	5	0.00
2.5(2b): Promoting views that support student learning and needs as opposed to promoting punitive only responses to student behaviors	1	0	0	0	0	5.00	5	0.00
2.5(2c): Demonstrating knowledge of strategies to promote student engagement	1	0	0	0	0	5.00	5	0.00
2.5(2d): Demonstrating knowledge of strategies to promote school-family-community cooperation	1	0	0	0	0	5.00	5	0.00
SUB-TOTAL: #2 Facilitates practices that foster positive school climate by:	1	0	0	0	0	5.00	5	0.00
Total Assessments	9	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=1						Avg Mean	5.00	

July 2014

GDPC 654 Evaluation of Practicum (2.6 Preventive and Responsive Services)

2013-2014

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.6-TOTAL: The Student has knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.	1	0	0	0	0	5.00	5	0.00
2.6(1a): Critical review of system policies and procedures in the context of best practice recommendations for crisis prevention and intervention	0	1	0	0	0	4.00	4	0.00
2.6(1b): Knowing and recognizing behaviors and risk factors that represent threats to wellness	1	0	0	0	0	5.00	5	0.00
2.6(1c): Collaborating with school and community staff to promote practices supportive of mental health and physical well-being of students	1	0	0	0	0	5.00	5	0.00
SUB-TOTAL: #1 Applies knowledge about prevention and response services through:	1	0	0	0	0	5.00	5	0.00
2.6(2a): Implement system-wide (i.e., classwide and/or schoolwide) crisis prevention practices when feasible	1	0	0	0	0	5.00	5	0.00
2.6(2b): Provide training and resource information for ongoing monitoring of school practices related to crisis prevention and intervention	1	0	0	0	0	5.00	5	0.00
SUB-TOTAL: #2 Collaborates with school personnel, students, and families to:	1	0	0	0	0	5.00	5	0.00
Total Assessments	7	1	0	0	0			
Percent	88%	13%	0%	0%	0%			

N=1

Avg Mean 4.88

July 2014

**GDPC 654 Evaluation of Practicum (2.7 Family-School Collaboration Services)
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.7-TOTAL: The student has knowledge of principles and research-related to family systems, strengths, needs, and culture; evidence based strategies to support family influences on children's learning, socialization and mental health; and methods to develop collaboration between families and schools.	1	0	0	0	0	5.00	5	0.00
2.7(1a): Application of family-centered principles in verbal and written communication	1	0	0	0	0	5.00	5	0.00
2.7(1b): Use of appropriate vocabulary allowing for understanding of presented information	1	0	0	0	0	5.00	5	0.00
2.7(1c): Development of interventions in a manner that does not violate cultural norms of the family	1	0	0	0	0	5.00	5	0.00
SUB-TOTAL #1 Applies knowledge about family systems, strengths, and needs, and culture through:	1	0	0	0	0	5.00	5	0.00
2.7(2a): Routinely including family members as Team members for assessment and intervention purposes	1	0	0	0	0	5.00	5	0.00
2.7(2b): Routinely identifying and addressing family concerns as related to a variety of situations	1	0	0	0	0	5.00	5	0.00
2.7(2c): Adapting to meet family schedules in order to obtain input from family members	1	0	0	0	0	5.00	5	0.00
2.7(2d): Appropriately recognizing and addressing concerns raised by family members	1	0	0	0	0	5.00	5	0.00
2.7(2e): Adherence to confidentiality practices recognizing the legal rights of parents/guardians	1	0	0	0	0	5.00	5	0.00
2.7(2f): Effective communication with parents/caregivers	1	0	0	0	0	5.00	5	0.00
SUB-TOTAL: #2 Applies knowledge of evidence-based strategies and methods for developing collaboration through:	1	0	0	0	0	5.00	5	0.00
2.7(3a): Encouraging family involvement and their expression of views/ideas/concerns	1	0	0	0	0	5.00	5	0.00

**GDPC 654 Evaluation of Practicum (2.7 Family-School Collaboration Services)
2013-2014 (cont'd)**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.7(3b): Assisting in the identification of diverse cultural issues and other factors that impact family-school partnerships	1	0	0	0	0	5.00	5	0.00
2.7(3c): Understanding and explaining parent/guardian rights for educational purposes	1	0	0	0	0	5.00	5	0.00
SUB-TOTAL: #3 Advocates for families by:	1	0	0	0	0	5.00	5	0.00
Total Assessments	16	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=1						Avg Mean	5.00	

July 2014

**GDPG 654 Evaluation of Practicum (2.8 Diversity in Development and Learning)
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.8-TOTAL: The student has knowledge of individual differences, abilities, and disabilities, and other diverse characteristics, principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.	1	0	0	0	0	5.00	5	0.00
2.8(1a): Demonstrating sensitivity to cultural and background factors of students, families, and school personnel	1	0	0	0	0	5.00	5	0.00
2.8(1b): Considering background and environmental factors of students in assessment design and interpretation	1	0	0	0	0	5.00	5	0.00
2.8(1c): Applying understanding of the influence of culture, background, and individual learning characteristics when designing and implementing interventions for learning and behavioral issues	1	0	0	0	0	5.00	5	0.00
SUB-TOTAL: #1 Appropriately addresses diversity issues through:	1	0	0	0	0	5.00	5	0.00
2.8(2a): Addressing diverse learning and mental health needs of students	1	0	0	0	0	5.00	5	0.00
2.8(2b): Assessing the needs of English language learners	1	0	0	0	0	5.00	5	0.00
2.8(2c): Assessing the needs of others taking into consideration developmental, gender, cognitive capabilities, social-emotional skills, socioeconomic needs and other diverse characteristics of learners and their families	1	0	0	0	0	5.00	5	0.00
SUB-TOTAL: #2 Work within a problem-solving framework for:	1	0	0	0	0	5.00	5	0.00
Total Assessments	9	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=1						Avg Mean 5.00		

July 2014

**GDPC 654 Evaluation of Practicum (2.9 Research and Program Evaluation)
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.9-TOTAL: The student has knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.	1	0	0	0	0	5.00	5	0.00
2.9(1a): Through accurately incorporating principles of measurement and psychometric standards at individual, group, and system levels	1	0	0	0	0	5.00	5	0.00
2.9(1b): To evaluate outcomes from interventions in collaboration with others	1	0	0	0	0	5.00	5	0.00
2.9(1c): To identify a school psychology related issue and developing an appropriate plan (e.g., Capstone project	1	0	0	0	0	5.00	5	0.00
2.9(1d): To implement improvement plans based on needs assessment, review of literature, and appropriate outcome measurement techniques	1	0	0	0	0	5.00	5	0.00
SUB-TOTAL: #1 Utilizes varied data collection and analysis techniques:	1	0	0	0	0	5.00	5	0.00
2.9(2a): In communicating about assessment findings and recommendations with parents/caregivers, and school personnel	1	0	0	0	0	5.00	5	0.00
2.9(2b): Through designing, implementing, and evaluating fidelity and effectiveness of intervention plans	1	0	0	0	0	5.00	5	0.00
SUB-TOTAL: #2 Applies knowledge of evidence-based interventions and programs:	1	0	0	0	0	5.00	5	0.00
Total Assessments	9	0	0	0	0			
Percent	100%	0%	0%	0%	0%			

N=1

Avg Mean 5.00

July 2014

**GDPC 654 Evaluation of Practicum (2.10 Legal, Ethical, and Professional Practice)
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.10-TOTAL: The student has knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.	1	0	0	0	0	5.00	5	0.00
2.10(1a): Being punctual, meeting deadlines, dressing appropriately, using professional conduct	1	0	0	0	0	5.00	5	0.00
2.10(1b): Demonstration of professional relationships and interpersonal skills with students, parents, and school staff.	1	0	0	0	0	5.00	5	0.00
2.10(1c): Showing respect for the expertise and contributions of other professionals	1	0	0	0	0	5.00	5	0.00
2.10(1d): Accepting responsibility for own behavior such as acknowledging errors and working toward improvement in identified areas	1	0	0	0	0	5.00	5	0.00
2.10(1e): Cooperating with directives of intern supervisor	1	0	0	0	0	5.00	5	0.00
2.10(1f): Completing tasks with minimal supervision	1	0	0	0	0	5.00	5	0.00
2.10(1g): Employs effective organizational strategies such as using a calendar, tracking caseloads, managing time, and meeting deadlines	1	0	0	0	0	5.00	5	0.00
SUB-TOTAL: #1 Demonstrates behaviors consistent with professionalism as reflected by:	1	0	0	0	0	5.00	5	0.00
2.10(2a): Following school psychology practice guidelines related to general and special education regulations, professional interactions, and scope of services	1	0	0	0	0	5.00	5	0.00
2.10(2b): Understanding of parent and child rights under IDEA and FERPA	1	0	0	0	0	5.00	5	0.00
2.10(2c): Understanding and observing laws pertaining to the delivery of	1	0	0	0	0	5.00	5	0.00

**GDPC 654 Evaluation of Practicum (2.10 Legal, Ethical, and Professional Practice)
2013-2014 (cont'd)**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.10(2d): Advocating for needs and rights of students in school settings	1	0	0	0	0	5.00	5	0.00
2.10(2e): Demonstrating knowledge of NASP Principles for Professional Ethics	1	0	0	0	0	5.00	5	0.00
2.10(2f): Adhering to NASP Principles for Professional Ethics, including obligation to advocate for students/families???	1	0	0	0	0	5.00	5	0.00
2.10(2g): Demonstrating ability to use systematic decision-making process in responding to legal and /or ethical dilemmas	1	0	0	0	0	5.00	5	0.00
SUB-TOTAL: #2 Demonstrates a commitment to professional development as reflected by:	1	0	0	0	0	5.00	5	0.00
	Total Assessments	17	0	0	0	0		
	Percent	100%	0%	0%	0%	0%		
N=1						Avg Mean	5.00	

July 2014

**GDPC 810 School Psych Portfolio (2.1: Data-Based Decision Making and Accountability)
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.1-TOTAL: The Student has knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.	2	3	0	0	0	4.40	4	0.49
2.1(1a): Standardized cognitive/achievement tests	2	3	0	0	0	4.40	4	0.49
2.1(1b): Behavioral observations	2	3	0	0	0	4.40	4	0.49
2.1(1c): Curriculum based assessments	2	2	1	0	0	4.20	4	0.75
2.1(1d): Interviews	2	3	0	0	0	4.40	4	0.49
2.1(1e): Behavior rating scales	2	2	1	0	0	4.20	4	0.75
2.1(1f): Permanent products (e.g., school records review)	3	2	0	0	0	4.60	5	0.49
SUB-TOTAL: #1 Student will demonstrate competency in using (administers and, where applicable, correctly scores) a variety of assessment methods including the following:	2	3	0	0	0	4.40	4	0.49
2.1(2a): Integrating and accurately interpreting assessment data from a variety of sources in written report	2	3	0	0	0	4.40	4	0.49
2.1(2b): Considering background and environmental factors of students in assessment design and interpretation	2	2	1	0	0	4.20	4	0.75
2.1(2c): Completing written reports accurately and presents findings in ways that students, families, and school staff understand.	2	2	0	1	0	4.00	4	1.10
2.1(2d): Accurately using information and technology resources to enhance data collection and decision-making	2	3	0	0	0	4.40	4	0.49
2.1(2e): Behavior rating scales	2	2	1	0	0	4.20	4	0.75
SUB-TOTAL: #2. Student will demonstrate competency in interpreting data, reaching data-based decisions, and clearly communicating findings as reflected by:	2	2	1	0	0	4.20	4	0.75
2.1(3a): Using data to accurately demonstrate student strengths and needs	2	3	0	0	0	4.40	4	0.49

**GDPC 810 School Psych Portfolio (2.1: Data-Based Decision Making and Accountability)
2013-2014 (cont'd)**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev		
2.1(3b): Using data to accurately demonstrate student outcomes	2	3	0	0	0	4.40	4	0.49		
2.1(3c): Using data to identify AND demonstrate program outcomes	3	2	0	0	0	4.60	5	0.49		
2.1(3d): Using assessment information to assist in making decisions as part of an interdisciplinary team regarding special education eligibility	2	3	0	0	0	4.40	4	0.49		
Element 18	2	2	0	0	0	4.50	4	0.50		
SUB-TOTAL: #3 3. Student will demonstrate using assessment information in a problem-solving and/or accountability context through:	2	3	0	0	0	4.40	4	0.49		
	Total Assessments					42	51	5	1	0
	Percent					42%	52%	5%	1%	0%
N=5						Avg Mean	4.36	(July 2014)		

**GDPC 810 School Psych Portfolio (2.2 Consultation and Collaboration)
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.2-TOTAL: The student has knowledge of varied models of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used them to promote effective implementation of services.	3	2	0	0	0	4.60	5	0.49
2.2(1a): Listening attentively to others	3	1	1	0	0	4.40	5	0.80
2.2(1b): Displaying appropriate empathy	3	1	1	0	0	4.40	5	0.80
2.2(1c): Participating in group discussions	1	2	2	0	0	3.80	4,3	0.75
2.2(1d): Establishing rapport with adults and children	2	2	1	0	0	4.20	5,4	0.75
SUB-TOTAL: #1 The student has knowledge of varied models of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used them to promote effective implementation of services.	3	0	2	0	0	4.20	5	0.98
2.2(2a): Writing clearly, coherently, and accurately	2	1	1	1	0	3.80	5	1.17
2.2(2b): Speaking clearly, coherently, and accurately	2	2	1	0	0	4.20	5,4	0.75
2.2(2c): Adapting language appropriately when communicating with families and presenting all information in a manner that results in understanding by all family members	2	2	0	1	0	4.00	5,4	1.10
2.2(2d): Translating professional vocabulary/jargon into understandable language in verbal and written communication	2	2	0	1	0	4.00	5,4	1.10
SUB-TOTAL: #2 Communicates accurately and effectively through:	2	2	1	0	0	4.20	5,4	0.75
2.2(3a): Soliciting and considering the viewpoints of others involved in problem-solving	2	2	1	0	0	4.20	5,4	0.75
2.2(3b): Actively seeking input from parents/guardians in assessments and problem-solving	4	1	0	0	0	4.80	5	0.40
2.2(3c): Adapting ideas as appropriate in working with other team members	2	3	0	0	0	4.40	4	0.49

**GDPG 810 School Psych Portfolio (2.2 Consultation and Collaboration)
2013-2014 (cont'd)**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.2(3d): Being reliable in honoring commitments with others such as appointment times and plans of action	2	2	1	0	0	4.20	5,4	0.75
SUB-TOTAL: #3 Works collaboratively with others through:	2	3	0	0	0	4.40	4	0.49
2.2(4a): Applying systematic problem solving	2	2	1	0	0	4.20	5,4	0.75
2.2(4b): Advocating and recommending evidence-based interventions during problem-solving process	3	1	1	0	0	4.40	5	0.80
SUB-TOTAL: #4 Displays consultative problem solving through:	3	1	1	0	0	4.40	5	0.80
Total Assessments	45	32	15	3	0			
Percent	47%	34%	16%	3%	0%			
N=5						Avg Mean	4.25	(July 2014)

GDPC 810 School Psych Portfolio (2.3 Interventions and Instructional Support to Develop Academic Skills)

2013-2014

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Not Observed*	Mean	Mode	Stdev
2.3-TOTAL: The student has knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.	0	4	0	0	0	1		4.00	4
2.3(1a): Formulate instructional recommendations related to student strengths and needs as documented in written reports	1	2	1	0	0	1		4.00	4
2.3(1b): Assist in designing and implementing data collection procedures that are appropriate for an intervention in terms of goals and pertinent student and environmental factors	0	4	0	0	0	1		4.00	4
2.3(1c): Develop and implement individual/group academic interventions that are empirically validated	1	3	0	0	0	1		4.25	4
2.3(1d): Facilitate intervention fidelity	0	3	1	0	0	1		3.75	4
SUB-TOTAL: #1 Uses assessment data to:	0	4	0	0	0	1		4.00	4
2.3(2a): Integrating information from multiple sources including assessment data, interviews, and input from individuals in the student's learning environment	2	3	0	0	0	0		4.40	4
2.3(2b): Developing intervention plans from consultation that are evidence-based, practical and can be reasonably implemented by teachers, staff, and/or parents	0	4	1	0	0	0		3.80	4
SUB-TOTAL: #2 Collaborates in academic intervention development by:	2	3	0	0	0	0		4.40	4
Total Assessments	6	30	3	0	0	6			
Percent	13%	67%	7%	0%	0%	13%			

N=5

Avg Mean

4.07

* Not included in Mean, Mode and Standard Deviation

July 2014

**GDPC 810 School Psych Portfolio (2.4 Interventions and Mental Health Services to Develop Social and Life Skills)
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Not Observed*	Mean	Mode	Stdev
2.4-TOTAL: The student has knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.	0	4	0	0	0	1	4.00	4	0.00
2.4(1a): Recommend research-based strategies for improving behavioral, affective, adaptive, and social skills as needed based on assessment results	1	2	1	0	0	1	4.00	4	0.71
2.4(1b): Assist in designing and implementing data collection procedures that are appropriate for intervention in terms of goals and pertinent student and environmental factors	0	3	1	0	0	1	3.75	4	0.43
2.4(1c): Develop and implement individual/group social and life skill interventions that are empirically validated	1	3	0	0	0	1	4.25	4	0.43
2.4(1d): Facilitate intervention fidelity	1	2	1	0	0	1	4.00	4	0.71
SUB-TOTAL: #1 Uses assessment data to:	0	4	0	0	0	1	4.00	4	0.00
2.4(2a): Integrating information from multiple sources including assessment data, interviews, and input from individuals in the student's learning environment	1	4	0	0	0	0	4.20	4	0.40
2.4(2b): Developing intervention plans from consultation that are evidence-based, practical, and can be reasonably implemented by teachers, staff, and/or parents	0	3	1	0	0	1	3.75	4	0.43
SUB-TOTAL: #2 Collaborates in behavioral, affective, adaptive, and social skills intervention development by	1	4	0	0	0	0	4.20	4	0.40

Total Assessments 5 29 4 0 0 7

Percent 11% 64% 9% 0% 0% 16%

N=5

Avg Mean 4.02

* Not included in Mean, Mode and Standard Deviation

July 2014

**GDPC 810 School Psych Portfolio (2.5 School-wide Practices to Promote Learning)
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Not Observed*	Mean	Mode	Stdev
2.5-TOTAL: The student has knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development and mental health.	2	3	0	0	0	0	4.40	4	0.49
2.5(1a): Deliver psychological services within the framework of federal rules and regulations, school system, and state Department of Education policies and procedures	3	2	0	0	0	0	4.60	5	0.49
2.5(1b): Collaborate with team members in addressing student or system needs via activities such as effective problem- solving, responding to ???system??? conflict, and maintaining professional objectivity	2	3	0	0	0	0	4.40	4	0.49
SUB-TOTAL: #1 Works within system structures to:	3	2	0	0	0	0	4.60	5	0.49
2.5(2a): Demonstrating knowledge of effective disciplinary policies and practices such as working with school administrators to operationally define different categories of problem behavior, developing clear definitions of minor (classroom managed) and major (administration managed) rule violations, etc.	0	2	2	0	0	1	3.50	4,3	0.50
2.5(2b): Promoting views that support student learning and needs as opposed to promoting punitive only responses to student behaviors	3	1	1	0	0	0	4.40	5	0.80
2.5(2c): Demonstrating knowledge of strategies to promote student engagement	2	2	1	0	0	0	4.20	5,4	0.75
2.5(2d): Demonstrating knowledge of strategies to promote school-family-community cooperation	2	2	1	0	0	0	4.20	5,4	0.75
SUB-TOTAL: #2 Facilitates practices that foster positive school climate by:	2	2	1	0	0	0	4.20	5,4	0.75
Total Assessments	19	19	6	0	0	1			
Percent	42%	42%	13%	0%	0%	2%			

N=5

Avg Mean 4.28

* Not included in Mean, Mode and Standard Deviation

July 2014

**GDPC 810 School Psych Portfolio (2.6 Preventive and Responsive Services)
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Not Observed*	Mean	Mode	Stdev
2.6-TOTAL: The Student has knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.	1	3	1	0	0	0	4.00	4	0.63
2.6(1a): Critical review of system policies and procedures in the context of best practice recommendations for crisis prevention and intervention	0	3	1	0	0	1	3.75	4	0.43
2.6(1b): Knowing and recognizing behaviors and risk factors that represent threats to wellness	1	3	1	0	0	0	4.00	4	0.63
2.6(1c): Collaborating with school and community staff to promote practices supportive of mental health and physical well-being of students	1	3	1	0	0	0	4.00	4	0.63
SUB-TOTAL: #1 Applies knowledge about prevention and response services through:	1	3	1	0	0	0	4.00	4	0.63
2.6(2a): Implement system-wide (i.e., classwide and/or schoolwide) crisis prevention practices when feasible	0	2	0	0	0	3	4.00	4	0.00
2.6(2b): Provide training and resource information for ongoing monitoring of school practices related to crisis prevention and intervention	0	2	0	0	0	3	4.00	4	0.00
SUB-TOTAL: #2 Collaborates with school personnel, students, and families to:	0	2	0	0	0	3	4.00	4	0.00
Total Assessments	4	21	5	0	0	10			
Percent	10%	53%	13%	0%	0%	25%			

N=5

Avg Mean 3.97

* Not included in Mean, Mode and Standard Deviation

July 2014

**GDPC 810 School Psych Portfolio (2.7 Family-School Collaboration Services)
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.7-TOTAL: The student has knowledge of principles and research-related to family systems, strengths, needs, and culture; evidence based strategies to support family influences on children's learning, socialization and mental health; and methods to develop collaboration between families and schools.	3	1	1	0	0	4.40	5	0.80
2.7(1a): Application of family-centered principles in verbal and written communication	3	1	1	0	0	4.40	5	0.80
2.7(1b): Use of appropriate vocabulary allowing for understanding of presented information	3	1	0	1	0	4.20	5	1.17
2.7(1c): Development of interventions in a manner that does not violate cultural norms of the family	3	1	1	0	0	4.40	5	0.80
SUB-TOTAL #1 Applies knowledge about family systems, strengths, and needs, and culture through:	3	1	1	0	0	4.40	5	0.80
2.7(2a): Routinely including family members as Team members for assessment and intervention purposes	3	1	1	0	0	4.40	5	0.80
2.7(2b): Routinely identifying and addressing family concerns as related to a variety of situations	3	1	1	0	0	4.40	5	0.80
2.7(2c): Adapting to meet family schedules in order to obtain input from family members	5	0	0	0	0	5.00	5	0.00
2.7(2d): Appropriately recognizing and addressing concerns raised by family members	3	2	0	0	0	4.60	5	0.49
2.7(2e): Adherence to confidentiality practices recognizing the legal rights of parents/guardians	3	2	0	0	0	4.60	5	0.49
2.7(2f): Effective communication with parents/caregivers	3	1	1	0	0	4.40	5	0.80
SUB-TOTAL: #2 Applies knowledge of evidence-based strategies and methods for developing collaboration through:	3	2	0	0	0	4.60	5	0.49
2.7(3a): Encouraging family involvement and their expression of views/ideas/concerns	3	2	0	0	0	4.60	5	0.49

**GDPC 810 School Psych Portfolio (2.7 Family-School Collaboration Services)
2013-2014 (cont'd)**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.7(3b): Assisting in the identification of diverse cultural issues and other factors that impact family-school partnerships	3	1	1	0	0	4.40	5	0.80
2.7(3c): Understanding and explaining parent/guardian rights for educational purposes	3	1	1	0	0	4.40	5	0.80
SUB-TOTAL: #3 Advocates for families by:	3	1	1	0	0	4.40	5	0.80
Total Assessments	50	19	10	1	0			
Percent	63%	24%	13%	1%	0%			
N=5						Avg Mean 4.48		

July 2014

**GDPC 810 School Psych Portfolio (2.8 Diversity in Development and Learning)
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Not Observed*	Mean	Mode	Stdev
2.8-TOTAL: The student has knowledge of individual differences, abilities, and disabilities, and other diverse characteristics, principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.	3	1	1	0	0	0	4.40	5	0.80
2.8(1a): Demonstrating sensitivity to cultural and background factors of students, families, and school personnel	3	1	1	0	0	0	4.40	5	0.80
2.8(1b): Considering background and environmental factors of students in assessment design and interpretation	3	1	1	0	0	0	4.40	5	0.80
2.8(1c): Applying understanding of the influence of culture, background, and individual learning characteristics when designing and implementing interventions for learning and behavioral issues	3	1	1	0	0	1	4.75	5	0.43
SUB-TOTAL: #1 Appropriately addresses diversity issues through:	3	1	1	0	0	0	4.20	5,4	0.75
2.8(2a): Addressing diverse learning and mental health needs of students	3	1	1	0	0	0	4.40	5	0.80
2.8(2b): Assessing the needs of English language learners	3	1	0	0	0	0	4.40	5	0.80
2.8(2c): Assessing the needs of others taking into consideration developmental, gender, cognitive capabilities, social-emotional skills, socioeconomic needs and other diverse characteristics of learners and their families	2	2	1	0	0	0	4.40	5	0.80
SUB-TOTAL: #2 Work within a problem-solving framework for:	3	1	1	0	0	0	4.40	5	0.80
Total Assessments	26	10	8	0	0	1			
Percent	58%	22%	18%	0%	0%	2%			

N=5

Avg Mean

4.42

* Not included in Mean, Mode and Standard Deviation

July 2014

**GDPC 810 School Psych Portfolio (2.9 Research and Program Evaluation)
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Not Observed*	Mean	Mode	Stdev
2.9-TOTAL: The student has knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.	1	4	0	0	0	0	4.20	4	4.00
2.9(1a): Through accurately incorporating principles of measurement and psychometric standards at individual, group, and system levels	2	3	0	0	0	0	4.40	4	0.49
2.9(1b): To evaluate outcomes from interventions in collaboration with others	1	4	0	0	0	0	4.20	4	4.00
2.9(1c): To identify a school psychology related issue and developing an appropriate plan (e.g., Capstone project	1	3	1	0	0	0	4.00	4	0.63
2.9(1d): To implement improvement plans based on needs assessment, review of literature, and appropriate outcome measurement techniques	1	3	1	0	0	0	4.00	4	0.63
SUB-TOTAL: #1 Utilizes varied data collection and analysis techniques:	1	3	1	0	0	0	4.00	4	0.63
2.9(2a): In communicating about assessment findings and recommendations with parents/caregivers, and school personnel	2	2	1	0	0	0	4.20	5,4	0.75
2.9(2b): Through designing, implementing, and evaluating fidelity and effectiveness of intervention plans	1	3	0	0	0	1	4.25	4	0.43
SUB-TOTAL: #2 Applies knowledge of evidence-based interventions and programs:	1	4	0	0	0	0	4.20	4	4.00

Total Assessments	11	29	4	0	0	1
Percent	24%	64%	9%	0%	0%	2%

N=5

Avg Mean 4.16

* Not included in Mean, Mode and Standard Deviation

July 2014

**GDPC 810 School Psych Portfolio (2.10 Legal, Ethical, and Professional Practice)
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.10-TOTAL: The student has knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.	3	2	0	0	0	4.60	5	0.49
2.10(1a): Being punctual, meeting deadlines, dressing appropriately, using professional conduct	3	2	0	0	0	4.60	5	0.49
2.10(1b): Demonstration of professional relationships and interpersonal skills with students, parents, and school staff.	3	2	0	0	0	4.60	5	0.49
2.10(1c): Showing respect for the expertise and contributions of other professionals	4	1	0	0	0	4.80	5	0.40
2.10(1d): Accepting responsibility for own behavior such as acknowledging errors and working toward improvement in identified areas	4	1	0	0	0	4.80	5	0.40
2.10(1e): Cooperating with directives of intern supervisor	3	2	0	0	0	4.60	5	0.49
2.10(1f): Completing tasks with minimal supervision	2	3	0	0	0	4.40	4	0.49
2.10(1g): Employs effective organizational strategies such as using a calendar, tracking caseloads, managing time, and meeting deadlines	2	1	2	0	0	4.00	5,3	0.89
SUB-TOTAL: #1 Demonstrates behaviors consistent with professionalism as reflected by:	3	2	0	0	0	4.60	5	0.49
2.10(2a): Following school psychology practice guidelines related to general and special education regulations, professional interactions, and scope of services	3	2	0	0	0	4.60	5	0.49
2.10(2b): Understanding of parent and child rights under IDEA and FERPA	2	3	0	0	0	4.40	4	0.49
2.10(2c): Understanding and observing laws pertaining to the delivery of	3	2	0	0	0	4.60	5	0.49

**GDPG 810 School Psych Portfolio (2.10 Legal, Ethical, and Professional Practice)
2013-2014 (cont'd)**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.10(2d): Advocating for needs and rights of students in school settings	3	1	1	0	0	4.40	5	0.80
2.10(2e): Demonstrating knowledge of NASP Principles for Professional Ethics	3	1	1	0	0	4.40	5	0.80
2.10(2f): Adhering to NASP Principles for Professional Ethics, including obligation to advocate for students/families' rights	3	1	1	0	0	4.40	5	0.80
2.10(2g): Demonstrating ability to use systematic decision-making process in responding to legal and /or ethical dilemmas	2	2	1	0	0	4.20	5,4	0.75
SUB-TOTAL: #2 Demonstrates a commitment to professional development as reflected by:	3	1	1	0	0	4.40	5	0.80
Total Assessments	49	29	7	0	0			
Percent	58%	34%	8%	0%	0%			
N=5						Avg Mean	4.49	

July 2014

**GPC School Psychology Portfolio Evaluation
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Overall General: Graded on appearance, writing conventions, aesthetic appeal, individualized Data-Based Decision Making and Accountability	1	5	0	0	0	4.17	4	0.37
Consultation and Collaboration Interventions and Instructional Support to Develop Academic Skills	1	5	0	0	0	4.17	4	0.37
Interventions and Mental Health Services to Develop Social and Life Skills Diversity in Development and Learning School-Wide Practices to Promote Learning	1	5	0	0	0	4.17	4	0.37
Preventive and Responsive Services	0	6	0	0	0	4.00	4	0.00
Family-School Collaboration Services	1	5	0	0	0	4.17	4	0.37
Research and Program Evaluation	0	6	0	0	0	4.00	4	0.00
Legal, Ethical, and Profession Practice	1	5	0	0	0	4.17	4	0.37

Total Assessments

8 58 0 0

Percent

12% 88% 0% 0%

N=6

Avg Mean 4.12

(July 2014)

**GPC School Counseling Dispositions
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
1. The counseling professional believes that all individuals can learn and grow	5	1	0	0	0	4.83	5	0.37
2. The counseling professional values fairness	5	1	0	0	0	4.83	5	0.37
3. The counseling professional values respectful communication	1	3	2	0	0	3.83	4	0.69
4. The counseling professional values diversity	6	0	0	0	0	5.00	5	0.00
5. The counseling professional recognizes personal leadership responsibility	2	1	3	0	0	3.83	3	0.90
6. The counseling professional values personal and professional growth	1	4	1	0	0	4.00	4	0.58
7. The counseling professional is committed to inquiry	4	1	1	0	0	4.50	5	0.76
8. The counseling professional is committed to service	5	1	0	0	0	4.83	5	0.37
9. The counseling professional values ethical behavior	6	0	0	0	0	5.00	5	0.00
10. The counseling professional is committed to team/group relations	5	1	0	0	0	4.83	5	0.37
11. The counseling professional values written communication	3	2	1	0	0	4.33	5	0.75
12. The counseling professional values professional demeanor and appearance	5	1	0	0	0	4.83	5	0.37
Total Assessments	48	16	8	0	0			
Percent	67%	22%	11%	0%	0%			
N=6						Avg Mean	4.56	

(July 2014)

**GPC Clinical Mental Health Counseling Dispositions
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
1. The counseling professional believes that all individuals can learn and grow	11	11	3	0	0	4.32	4	0.68
2. The counseling professional values fairness	11	11	3	0	0	4.32	4	0.68
3. The counseling professional values respectful communication	9	11	5	0	0	4.16	4	0.73
4. The counseling professional values diversity	11	10	4	0	0	4.28	5	0.72
5. The counseling professional recognizes personal leadership responsibility	7	6	9	2	1	3.64	3	1.09
6. The counseling professional values personal and professional growth	7	15	3	0	0	4.16	4	0.61
7. The counseling professional is committed to inquiry	8	10	6	1	0	4.00	4	0.85
8. The counseling professional is committed to service	8	13	4	0	0	4.16	4	0.67
9. The counseling professional values ethical behavior	12	10	3	0	0	4.36	5	0.69
10. The counseling professional is committed to team/group relations	12	10	3	0	0	4.36	5	0.69
11. The counseling professional values written communication	8	9	7	1	0	3.96	4	0.87
12. The counseling professional values professional demeanor and appearance	5	14	5	1	0	3.92	4	0.74

Total Assessments

109 130 55 5 1

Percent

36% 43% 18% 2% 0%

N=25

Avg Mean 4.14

(Dec 2014)

**GPC School Psychology Dispositions
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
1. Believes all students can learn and grow	7	2	3	0	0	4.33	5	0.85
2. Values fairness	8	3	1	0	0	4.58	5	0.64
3. Values respectful communication	5	4	1	2	0	4.00	5	1.08
4. Values diversity	9	3	0	0	0	4.75	5	0.43
5. Recognizes personal leadership responsibility	5	3	2	2	0	3.92	5	1.12
6.6. Engages in personal and professional growth	6	3	2	1	0	4.17	5	0.99
7. Committed to inquiry	8	2	1	1	0	4.42	5	0.95
8. Committed to service	4	5	0	0	0	4.44	4	0.50
9. Values ethical behavior	10	1	1	0	0	4.75	5	0.60
10. Committed to team/group relations	9	1	2	0	0	4.58	5	0.76
11. Values written communication	7	0	3	2	0	4.00	5	1.23
12. Values professional demeanor and appearance	7	3	0	2	0	4.25	5	1.09
13. Assessment competencies	1	0	2	1	0	3.25	3	1.09
Total Assessments	86	30	18	11	0			
Percent	59%	21%	12%	8%	0%			
N=12						Avg Mean	4.26	

(July 2014)

**GPC Counseling Psychology Dispositions
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev				
Believes that all individuals can learn and grow	9	7	5	0	0	4.19	5	0.79				
Values fairness	10	6	5	0	0	4.24	5	0.81				
Values respectful communication	13	2	5	1	0	4.29	5	0.98				
Values diversity	11	5	5	0	0	4.29	5	0.83				
Recognizes personal leadership responsibility	7	7	6	1	0	3.95	4	0.90				
Values personal and professional growth	5	11	5	0	0	4.00	4	0.69				
Is committed to inquiry	9	6	6	0	0	4.14	5	0.83				
Is committed to service	9	6	6	0	0	4.14	5	0.83				
Values ethical behavior	13	3	5	0	0	4.38	5	0.84				
Is committed to team/group relations	9	7	5	0	0	4.19	5	0.79				
Written Communication	7	7	7	0	0	4.00	3	0.82				
Professional Demeanor and Appearance	13	3	5	0	0	4.38	5	0.84				
Clinical Performance	6	8	2	0	0	4.25	4	0.66				
Assessment Competency	5	8	4	0	0	4.06	4	0.73				
Research Performance	3	9	5	1	0	3.78	4	0.79				
Graduate Student Role	7	7	7	0	0	4.00	3	0.82				
Total Assessments						136	102	83	3	0		
Percent						42%	31%	26%	1%	0%		
N=21											Avg Mean	4.14

(July 2014)

**GPC Counseling Psychology Practicum
2013-2014**

	Excellent (4 pts)	Above Average (3 pts)	Average (2 pts)	Needs To Improve (1 pts)	Unable To Evaluate (0 pts)*	Mean	Mode	Stdev
Individual psychotherapy skills with adults	5	3	0	0	0	3.63	4	0.52
Individual psychotherapy skills with children and adolescents	3	0	3	0	2	3.00	2, 4	1.10
Group psychotherapy and leadership skills	0	2	0	0	6	3.00	3	0.00
Crisis intervention skills	1	3	0	0	4	3.25	3	0.50
Psychodiagnostic and assessment skills	2	4	2	0	0	3.00	3	0.76
Case conceptualization skills	4	3	1	0	0	3.38	4	0.74
Ability to establish therapeutic relationships with adults	7	1	0	0	0	3.88	4	0.35
Ability to establish therapeutic relationships with children and adolescents	4	1	1	0	2	3.50	4	0.84
Ability to establish therapeutic relationships with couples	3	2	1	0	2	3.33	4	0.82
Ability to establish therapeutic relationships with families	1	1	0	0	6	3.50	3, 4	0.71
Psychological testing, scoring, interpretation and report writing skills	1	3	1	0	3	3.00	3	0.71
Openness to supervision	8	0	0	0	0	4.00	4	0.00
Professional and ethical judgment	7	1	0	0	0	3.88	4	0.35
Awareness of self and his/her impact on clients	5	3	0	0	0	3.63	4	0.52
Self-confidence	2	4	2	0	0	3.00	3	0.76
Demonstrates sensitivity to, and ability to therapeutically engage widely diverse clients	5	3	0	0	0	3.63	4	0.52
Total Assessments	58	34	11	0	25			
Percent	45%	27%	9%	0%	20%			

N=8

Avg Mean 3.41

* Not included in Mean, Mode and Standard Deviation

(July 2014)

APPENDIX C.

Department of

Leadership Programs

APPENDIX C-1. LEADERSHIP ASSESSMENT DOCUMENTS

**EDAL 520 Final Project
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Content & Organization	7	0	0	0	0	5.00	5	0.00
Knowledge Base	7	0	0	0	0	5.00	5	0.00
Reflection (Integration of knowledge base with practice)	6	1	0	0	0	4.86	5	0.35
Style/Format (APA and AU Standards)	4	3	0	0	0	4.57	5	0.50
Mechanics (Spelling, grammar, Sentence structure, Punctuation)	7	0	0	0	0	5.00	5	0.00
Total Assessments	31	4	0	0	0			
Percent	89%	11%	0%	0%	0%			
N=7						Avg Mean	4.89	

(July 2014)

**EDAL 520 Final Project, Online Students
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	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)	2	0	0	0	0	5.00	5	0.00
Mechanics (Spelling, grammar, Sentence structure, Punctuation)	2	0	0	0	0	5.00	5	0.00
Total Assessments	9	1	0	0	0			
Percent	90%	10%	0%	0%	0%			
N=2						Avg Mean	4.90	

(July 2014)

**EDAL 520 Vision Statement
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Content & Organization	4	0	2	0	0	4.33	5	0.94
Identification of vision statement school comparisons included	6	0	0	0	0	5.00	5	0.00
Exemplar Vision Statement Chosen	4	2	0	0	0	4.67	5	0.47
Reflection (integration of knowledge base with practice)	4	2	0	0	0	4.67	5	0.47
Style/Format (APA and AU Standards)	0	1	1	0	4	1.83	1	1.21
Mechanics (spelling, grammar, punctuation, sentence structure)	1	3	0	2	0	3.50	4	1.12
Total Assessments	19	8	3	2	4			
Percent	53%	22%	8%	6%	11%			
N=6						Avg Mean	4.00	

(July 2014)

EDAL 560 Case Study 2013-2014									
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev	
Content & Organization	6	0	0	1	1	4.13	5	1.54	
Knowledge base on lawful practices	1	0	5	0	1	3.00	3	1.07	
Reflection of the case, and quality of answers provided to the issues (Integration of knowledge base with practice)	6	0	0	0	1	4.43	5	1.40	
Style/Format (APA and AU Standards)	6	0	0	0	1	4.43	5	1.40	
Mechanics (Spelling, grammar, punctuation)	6	0	0	0	1	4.43	5	1.40	
Total Assessments	25	0	5	1	5				
Percent	69%	0%	14%	3%	14%				
N=8					Avg Mean	4.08			

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**EDAL 560 School Board Meeting
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Content & Organization	7	0	0	0	0	5.00	5	0.00
Knowledge Base of Issues Presented in the Board Meeting	5	1	1	0	0	4.57	5	0.73
Reflection (Integration of knowledge base with practice)	6	0	0	0	1	4.43	5	1.40
Style/Format (APA and AU Standards)	3	0	0	4	0	3.29	2	1.49
Mechanics (Spelling, grammar, Sentence structure, Punctuation)	7	0	0	0	0	5.00	5	0.00
Total Assessments	28	1	1	4	1			
Percent	80%	3%	3%	11%	3%			
N=7						Avg Mean	4.46	

(July 2014)

**EDAL 565 Spiritual Goals
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Content & Organization	7	0	0	0	0	5.00	5	0.00
Knowledge Base	6	1	0	0	0	4.86	5	0.35
Reflection (integration of knowledge base with practice)	3	4	0	0	0	4.43	4	0.50
Style/Format (APA and AU Standards)	7	0	0	0	0	5.00	5	0.00
Mechanics (spelling, grammar, punctuation, sentence structure)	7	0	0	0	0	5.00	5	0.00
Total Assessments	30	5	0	0	0			
Percent	86%	14%	0%	0%	0%			
N=7						Avg Mean	4.86	

(July 2014)

**EDAL 565 World View Paper
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Content & Organization	4	3	0	0	0	4.571	5	0.50
Knowledge Base	4	3	0	0	0	4.571	5	0.50
Reflection (Integration of knowledge base with practice)	4	0	3	0	0	4.143	5	0.99
Style/Format (APA and AU Standards)	6	1	0	0	0	4.857	5	0.35
Mechanics	6	1	0	0	0	4.857	5	0.35
Total Assessments	24	8	3	0	0			
Percent	69%	23%	9%	0%	0%			
N=7						Avg Mean	4.60	

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**EDAL 570 Educational Supervision: Case Study Evaluation
2013-2014**

	Exceptional (10 pts)	Proficient (8 pts)	Satisfactory (6 pts)	Emerging (4 pts)	Unsatisfactory (2 pt)	Unsatisfactory (0 pts)	Mean	Mode	Stdev
Your description of the case	5	0	0	0	0	1	8.33	10	3.73
Your identification of the problems/issues in and around the case	5	0	0	0	0	1	8.33	10	3.73
Your identification of the two problems you want to solve	6	0	0	0	0	0	10.00	10	0.00
The quality of the solutions to the two problems you choose to address	6	0	0	0	0	0	10.00	10	0.00
The strength and clarity of your Power point presentation	6	0	0	0	0	0	10.00	10	0.00
The overall effectiveness of the presentation	6	0	0	0	0	0	10.00	10	0.00
Your use of notes (audio OK) to tell what you would be saying about each slide in addition to what you included in the slides	6	0	0	0	0	0	10.00	10	0.00
The use of a minimum of 20 slides to present your presentation	6	0	0	0	0	0	10.00	10	0.00
Your use of at least 24 pt. font size for your power point presentation	6	0	0	0	0	0	10.00	10	0.00
Total Assessments	52	0	0	0	0	2			
Percent	96%	0%	0%	0%	0%	4%			
N=6						Avg Mean	9.63		

(July 2014)

**EDAL 570 Educational Supervision: Observation
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Time	5	0	0	0	0	5.00	5	0.00
Data Collection Tools	5	0	0	0	0	5.00	5	0.00
Notes- Description	5	0	0	0	0	5.00	5	0.00
Notes- Clarity	5	0	0	0	0	5.00	5	0.00
Data Collection	5	0	0	0	0	5.00	5	0.00
Total Assessments	25	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=5						Avg Mean	5.00	

(July 2014)

**EDAL 570 Educational Supervision: Profile
2013-2014**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Profile of the teacher for whom the plan is being developed	7	0	0	0	0	5.00	5	0.00
Profile of the supervisory and evaluative procedures in place in the setting	5	0	0	0	0	5.00	5	0.00
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	7	0	0	0	0	5.00	5	0.00
Total Assessments	19	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=7						Avg Mean 5.00		

(July 2014)