

**ANDREWS UNIVERSITY
SCHOOL OF EDUCATION**

ANNUAL ASSESSMENT REPORT

2015-2016

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**SECTION 1: ANNUAL
ASSESSMENT REPORT
OVERVIEW**

This School of Education (SED) Annual Assessment Report is prepared for the academic year 2015-2016, and summarizes the data collected by the SED Assessment System from Summer Semester 2015 through Spring Semester 2016 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 2015-2016 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
MS Special Education/Learning Disabilities	Advanced, Other School Personnel. Applying for CEC approval.
Graduate Psychology & Counseling	
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 2015-2016: 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		37 1	-	MDE, 2011; report submitted to ACEI in September 2015
CAS	English	Bach MAT		1	-	MDE, 2015; submitted to NCTE Mar 2011, Sept 2012, & Mar 2013; not recognized
CAS	ESL	MAT			-	MDE, 2007
CAS	History	Bach MAT			-	MDE, 2011
SED	Integrated Science	Bach	1	2	-	MDE, 2007, 2008; recognized by NSTA February 2015
CAS	Language Arts	Bach	6		-	MDE, 2002; SPA-like doc. for MDE site visit, Nov 2011
CAS	Lang: French	Bach MAT			-	MDE, 2008; submitted to ACTFL Sept 2014; needs further development
CAS	Lang: Spanish	Bach MAT			-	MDE, 2008; submitted to ACTFL Sept 2014; needs further development
CAS	Math Ed	Bach			-	MDE, 2006; recognized by NCTM August 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)
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; resubmitted September 2015, reverted to Not Recognized
CAS	Visual Arts Education	Bach			-	MDE, 2004; SPA-like doc. for MDE site visit, Nov 2011
SED/ CAS	Secondary (unspecified)	Bach MAT		3		

Table 2. SED Programs 2015-2016: 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	-	-	6	N/A
		EdS	-	-	1	
		Doct	-	-	20	
SED	Educational Leadership	GrCert	-	-	5	Recognized by ELCC April 2013
		MA	-	-	13	
		EdS	-	-	2	
		Doct	-	-	16	
SED	Higher Education Administration	MA	-	-	14	N/A
		EdS	-	-		
		Doct	-	-		
SED	Leadership	UCert	-	-	2	N/A
		PDCert	-	-		
		MA	-	-		
		EdS	-	-		
SED	Special Education/ Learning Disabilities	Doct	-	-	56	MDE, 2004; preparing to submit to CEC in 2016
		MS	-	-	6	
		MA	-	-	3	
SED	School Counseling	MA	-	-	3	CACREP accredited until October 31, 2020
SED	School Psychology	EdS	-	-	16	NASP, 2008; Recognized w/conditions February 2016
SED	Educational Psych.	MA	-	-	8	N/A
		EdS	-	-	17	
		Doct	-	-	17	
SED	Clinical Mental Health Counseling	MA	-	-	30	CACREP accredited until October 31, 2020
SED	Counseling Psych.	Doct	-	-	33	Application submitted for APA accreditation
SED	Professional Development	Grad				N/A
TOTAL SED ENROLLMENT		Undergraduate			49	
		MAT			5	
		MA/MS			68	
		Grad & PostDoc Cert			5	
		EdS			19	
		Doctoral (EdD/PhD)			156	
		TOTAL			302	

*Note: Enrollments are calculated based on Fall Semester 2015. 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 2010 through Spring 2016, according to data provided by the Office of Institutional Research.

Table 3. SED Program Completers, 2010-2016

Program	Level	'10-'11	'11-'12	'12-'13	'13-'14	'14-'15	'15-'16	2010-2016 Completers
Elem Ed	Bach	9	3	9	14	6	12	53
Elem Ed	MAT	3	2	1	1	-	-	7
Sec Ed	Bach	7	9	9	10	12	7	54
Sec Ed	MAT	2	1	2	1	3	5	14
C & I	MA	-	1	-	-	-	4	5
C & I	EdS	2	1	-	-	-	-	3
C & I	Doct	1	-	2	4	5	8	20
Ed Lead (K-12)	GrCert	-	-	-	1	-	-	1
Ed Lead (K-12)	MA	-	-	-	-	-	2	2
Ed Lead (K-12)	EdS	1	-	-	1	-	-	2
Ed Lead (K-12)	Doct	2	1	2	1	-	-	6
Higher Ed Adm	MA	-	-	-	-	-	-	0
Higher Ed Adm	EdS	-	-	-	-	-	-	0
Higher Ed Adm	Doct	-	1	-	-	-	-	1
Leadership	GrCert	-	-	-	1	-	-	1
Leadership	MA	-	-	-	-	2	2	4
Leadership	EdS	-	-	-	-	-	-	0
Leadership	Doct	18	11	12	24	10	6	81
Spec Ed/LD	MS	-	1	4	1	2	1	9
School Counsel	MA	6	1	6	2	4	6	25
School Psych	MA	-	-	-	-	-	-	0
School Psych	EdS	7	9	7	6	2	2	33
Clin Ment H C	MA	8	7	4	10	9	9	47
Comm Counsel	MA	5	1	-	-	-	-	6
Counsel Psych	PhD	1	-	-	2	2	2	7
Educ Psych	MA	21	12	9	5	14	9	70
Educ Psych	PhD	-	-	-	1	-	1	2
Ed & Dev Psyc	PhD	-	-	-	-	-	-	0
Education	MA	8	10	26	34	12	-	90
TOTAL COMPLETERS	All Levels	101	71	93	119	83	76	543

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 2012 to July 2015, 134 candidates took the content area tests, with a cumulative pass rate for all subject areas of 94.0%. The statewide three-year cumulative pass rate for all subject areas for 2012-2015 was 87.0%. See Table 5.

In addition to the MTTC content area tests, the Michigan Department of Education (MDE) is also administering a general skills test, called the Professional Readiness Examination (PRE). During the 2014-2015 academic year, 16 of our candidates took the PRE, with a cumulative pass rate of 31.3%. The statewide pass rate on the PRE for the same period was 9.9%. See Table 6. It is clear that candidates across the state are struggling to pass the PRE.

Table 5. MTTC Content Area, Initial & Cumulative, 3-Year Aggregated (2011-2014)

Program:	Andrews University			Michigan		
	<i>N</i>	% Pass Initial	% Pass Cum.	<i>N</i>	% Pass Initial	% Pass Cum.
Biology	1			381	72.7	87.4
Chemistry	3			250	66.0	83.2
Communication Arts	1			8	-	-
Computer Science	-	-	-	21	85.7	85.7
English	12	91.7	100.0	1,353	80.6	90.8
English as a 2 nd Language	7			597	84.1	91.3
History	6			1,007	58.2	71.8
Integr. Science (Elem)	5			891	64.3	76.5
Integr. Science (Sec)	2			296	73.0	88.5
Lang. Arts (Elem)	12	83.3	91.7	2,034	69.8	81.1
Math (Elem)	4			1,150	81.1	87.4
Math (Sec)	7			838	89.7	96.5
Music Education	5			553	96.7	99.5
Physics	2			117	74.4	87.2
Political Science	1			125	57.6	64.0
Social Studies (Sec)	9			1,408	65.4	81.1
Spanish	6			452	84.1	90.5
Visual Arts Educ.	6			312	89.1	98.1
Elem Educ--old (← 9-30-13)	16	93.8	100.0	2,644	82.8	94.3
Elem Educ--new (→ 10-1-13)	10	90.0	90.0	2,666	75.7	88.7
Professional Areas:						
School Counselor	11	72.7	90.9	308	86.0	94.8
Learning Disabilities	5			830	87.6	94.6
Reading	3			241	78.0	85.5
All Tests	134	85.8	94.0	23,962	76.3	87.0

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.

Table 6. Andrews University and Statewide PRE Pass Rates (2014-2015)

	Andrews University			Michigan		
	<i>N</i>	% Pass Initial	% Pass Cum	<i>N</i>	% Pass Initial	% Pass Cum
PRE (overall)	16	25.0	31.3	2,362	7.1	9.9
PRE: Reading	16	81.3	81.3	1,766	74.1	79.2
PRE: Math	16	50.0	50.0	1,828	33.9	40.1
PRE: Writing	16	25.0	37.5	2,232	18.4	25.0

Course Grades

In addition to scores on the MTTC, one of the indicators of cognitive knowledge arises from course grades in content 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 7 presents a summary, by CAS subject area, of the proportion of students whose undergraduate course grades were considered Levels 3-5 (satisfactory or above, where C+ is considered satisfactory for undergraduates) in 2015-2016 (with comparisons to 2014-2015 grade data). History, Mathematics, and Economics had the lowest percentages of students achieving Level 3 or better.

Table 7. Summary of CAS Course Grade Evidences, 2015-2016 Compared With 2014-2015

Subject	2015-2016 ## of Students	2015-2016 % Grades Levels 3-5	Mean	StDev	2014-2015 ## of Students	2014-2015 % Grades Levels 3-5	Mean	StDev
Biology	8	100%	4.38	0.696	4	100%	4.50	0.866
Chemistry	1	100%	1.00	0.000	8	100%	4.50	0.707
Communication & Journalism	23	100%	4.57	0.577	40	95%	4.55	0.805
Economics	4	75%	3.25	1.479	2	50%	2.50	0.500
English	39	95%	4.36	1.000	47	91%	4.23	1.096
Geography	18	100%	4.83	0.500	12	100	4.75	0.595
History	31	71%	3.42	1.582	31	77%	3.65	1.206
International Languages	4	100%	4.00	0.000	12	100%	4.83	0.553
Mathematics	19	74%	3.58	1.270	29	83%	3.48	1.193
Physics	8	88%	3.88	1.053	9	100%	4.22	0.786
Political Science	17	82%	3.94	1.392	20	80%	3.45	1.359
Psychology	-	-	-	-	3	67%	3.00	1.414
Visual Arts Education	4	100%	4.25	0.829	4	100%	4.75	0.433

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

Assessments Using Rubrics

Tables 8 and 9 display findings from assessment rubrics submitted for the initial and advanced teacher education programs of the Department of Teaching, Learning, and Curriculum. Table 9 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 8. Learning Outcomes in Initial Teacher Education Program, 2015-2016

Course Acronym	Title of Rubric	<i>N</i>	% at Levels 3-5 (all indicators)*	Mean Level (all indicators)
EDTE 165	Portfolio Rubric	22	90%	3.60
EDTE 165	Personal Philosophy Paper Rubric	19	95%	4.35
EDTE 408	Micro-Teaching Assessment	13	100%	4.03
EDTE 408	Portfolio 1: Worldview	13	100%	4.14
EDTE 408	Portfolio 2: Human Growth & Change	13	100%	4.05
EDTE 408	Portfolio 3: Groups, Leadership, Change	13	100%	4.00
EDTE 408	Portfolio 4: Communication, Technology	13	100%	4.02
EDTE 408	Portfolio 5: Research & Evaluation	13	100%	3.86
EDTE 408	Portfolio 6: Personal, Profession. Growth	13	100%	4.02
EDTE 408	Portfolio 7: Content Area Knowledge	13	100%	4.17
EDTE 408	Portfolio Introduction & Closing	13	100%	4.43
EDTE 424	Philosophy of Assessment	9	100%	4.56
EDTE 424	Test Creation Project	9	98%	4.63
EDTE 445	Planning of Instruction	10	79%	3.06
EDTE 476	Final Test, Technology	8	94%	4.51
EDTE 480	Philosophy of Classroom Management	17	100%	3.89
EDTE 480	Classroom Management Plan	2	100%	3.75
EDTE 488	Student Teaching Summative Evaluation by University Supervisors (General)	16	98%	3.85
EDTE 488	Student Teaching Summative Evaluation by University Supervisors (New Format)	17	83%	3.16
EDTE 588	Student Teaching Summative Evaluation by University Supervisors (MAT)	2	100%	4.14
SPED 525	PBS Website Review	1	100%	4.50
SPED 525	RTL	1	100%	4.25
SPED 610	Group Differentiation Project	12	100%	4.87

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

Table 9. Learning Outcomes for Curriculum & Instruction Students (All Compared with Distance), 2015-2016

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	Autobiog Curric Critique	3	100%	4.90	2	100%	4.90

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

**Disaggregated distance students' data was not available.

FOUNDATIONS COURSES

Table 10 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 10. Learning Outcomes for Advanced Programs Foundations Courses, 2015-16

Course Acronym	Title of Rubric	<i>N</i>	% at Levels 3-5 (all indicators)	Mean Level (all indicators)
EDFN 500	Pers & Prof Synthesis	37	96%	4.11
EDRM 505	Article Evaluation	10	96%	4.62
EDRM 505	Proposal Evaluation	10	68%	3.34
EDRM 505	Research Design Methodology	10	92%	4.30

DEPARTMENT OF GRADUATE PSYCHOLOGY & COUNSELING

Assessment data for advanced programs in Graduate Psychology & Counseling are found in Table 11. Details of these assessment findings are located in Appendix B.

Table 11. Learning Outcomes for GPC Courses, 2015-2016

Course Acronym	Title of Rubric	N	% at Levels 3-5 (all indicators)	Mean Level (all indicators)
GDPC 514	Worldview Paper	8	89%	4.28
GDPC 525	PBS Website Review	3	100%	4.75
GDPC 525	RTL	3	100%	5.00
GDPC 525	Journal Article Review	3	100%	4.67
GDPC 810	School Psych Internship 2.1	1	100%	4.10
GDPC 810	School Psych Internship 2.2	1	100%	4.05
GDPC 810	School Psych Internship 2.3	1	100%	4.11
GDPC 810	School Psych Internship 2.4	1	100%	3.56
GDPC 810	School Psych Internship 2.5	1	100%	3.67
GDPC 810	School Psych Internship 2.6	1	100%	3.71
GDPC 810	School Psych Internship 2.7	1	97%	3.88
GDPC 810	School Psych Internship 2.8	1	100%	3.78
GDPC 810	School Psych Internship 2.9	1	100%	4.00
GDPC 810	School Psych Internship 2.10	1	100%	4.29
GDPC	School Psych Counseling Evaluation	1	97%	3.24
GDPC	School Counseling Dispositions	2	96%	4.13
GDPC	Clinical Mental Health Counseling Dispositions	24	97%	4.00
GDPC	School Psychology Dispositions	5	86%	3.05
GDPC	Educational Psychology Dispositions	7	97%	3.83

*22% were marked Unable to Evaluate.

**Based on a 1-4 scale where 4 = Excellent, 3 = Above Average, 2 = Average, 1 = Needs to Improve.

DEPARTMENT OF LEADERSHIP

Assessment data for courses in the Educational Leadership program are found in Table 12. 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 consist of portfolio and dissertation defense assessments, which are displayed in Tables 13 and 14.

Table 12. Educational Leadership Program Learning Outcomes (All vs. Distance), 2015-16

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	9	89%	4.67	9	89%	4.67
EDAL 520	Article Critique	8	96%	4.71	8	96%	4.71
EDAL 520	Final Project	4	95%	4.45	4	95%	4.45
EDAL 520	Portfolio Development	2	100%	4.89	2	100%	4.89
EDAL 560	School Board Project	7	94%	4.54	7	94%	4.54
EDAL 570	Policies	7	100%	5.00	7	100%	5.00
EDAL 570	Profile	7	100%	5.00	7	100%	5.00
EDAL 570	Observation Tools	6	100%	5.00	6	100%	5.00
EDAL 570	Pre-Observ Conference	6	100%	5.00	6	100%	5.00
EDAL 570	Observation	6	100%	5.00	6	100%	5.00
EDAL 570	Post-Observ Conference	6	91%	4.91	6	91%	4.91
EDAL 570	Professional Development	6	100%	5.00	6	100%	5.00

ASSESSMENT OUTCOMES BY CONCEPTUAL FRAMEWORK ELEMENTS

All rubric assessment data that have been collected for SED courses for the 2015-2016 academic year were aggregated then disaggregated by SED Conceptual Framework (SED CF) elements. Across all SED CF elements, 86% of rubric assessments were scored as Satisfactory or better (at least 3 on a five-point scale). The SED CF item that received the highest mean rating was CF 1.1 “Explain worldviews and trace their historical development” (4.56). The SED CF item that received the lowest mean rating was CF 5.3 “Report research findings” (3.75). 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, 89% of rubric assessments were scored as Satisfactory or better (at least 3 on a five-point scale). Among the TLC CF indicators, the highest mean ratings were given on TLC-CF 1.C "Articulate a personal and professional philosophy" (4.53), TLC-CF 6.D "Reflects on practice and implements plans for growth and change" (4.38), and TLC-CF 1.B "Critique philosophical approaches to education" (4.30). The TLC CF items that received the lowest mean ratings were TLC-CF 3.D "Creates effective learning environments" and TLC-CF 4.B "Use electronic tools effectively" (3.01) and TLC-CF 5.C "Demonstrate and document ability to affect student learning" (3.10). See Table 15.

Across all C&I CF elements, 100% of rubric assessments were scored as Proficient or better (at least 4 on a five-point scale). The C&I CF item that received the highest mean rating was C&I-CF 5.1 "Read and evaluate research" (5.00). The C&I CF item that received the lowest mean rating was C&I-CF 7.2.1 "Understand and discuss curriculum literature appropriate to the candidate's degree level" (4.67). See Table 16.

Table 14. All SED Rubric Assessments Disaggregated by SED Conceptual Framework Element, 2015-2016

Standard	Description	# of Rubrics	# of Assmnts	5*	4	3	2	1	Mean
SED-CF 1.1	Explain worldviews and trace their historical development	1	9	8	0	0	0	1	4.56
SED-CF 1.2	Critique worldviews from a Christian perspective	1	9	6	1	2	0	0	4.44
SED-CF 4.1	Communicate effectively in written, verbal, and non-verbal forms	2	19	7	7	2	2	1	3.89
SED-CF 4.2	Use electronic tools effectively for professional communication, teaching, and research	1	9	5	3	0	1	0	4.33
SED-CF 5.1	Read and evaluate research	3	100	53	31	8	8	0	4.29
SED-CF 5.2	Conduct research	3	180	80	53	20	20	7	3.99
SED-CF 5.3	Report research findings	2	110	40	31	18	13	8	3.75
Total Assessments				199	126	50	44	17	
Percent				46%	29%	11%	10%	4%	
									Avg Mean 4.18 (June 2017)

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

Table 15. All TLC Rubric Assessments Disaggregated by TLC Conceptual Framework Element, 2015-2016

Standard	Description	# of Rubrics	# of Asmnts	5*	4	3	2	1	Mean
TLC-CF 1.A	Understand basic philosophical perspectives	4	165	78	58	17	6	6	4.19
TLC-CF 1.B	Critique philosophical approaches to education.	4	50	21	25	3	0	1	4.30
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.	4	86	55	24	6	0	1	4.53
TLC-CF 2.A	Describe developmentally appropriate educational practices.	7	190	58	88	35	3	6	3.99
TLC-CF 2.B	Implement developmentally appropriate educational practices.	6	326	68	141	102	12	3	3.79
TLC-CF 3.A	Implements effective planning to promote learning in the classroom.	4	170	4	72	77	17	0	3.37
TLC-CF 3.B	Works effectively with ALL students, parents, teachers, administrators and community members.	5	168	33	61	60	10	4	3.65
TLC-CF 3.C	Evaluate and articulate opinions of current political and legal issues that affect classroom practice.	2	30	5	16	9	0	0	3.87
TLC-CF 3.D	Creates effective learning environments which efficiently manage students, classroom assistants, and classroom resources.	5	376	12	115	161	42	46	3.01
TLC-CF 3.E	Consistently uses positional power and personal influence to optimize student learning.	1	13	1	6	6	0	0	3.62
TLC-CF.4	Communication and Technology: oral, written, intrapersonal, and interpersonal communication	1	18	13	5	0	0	0	
TLC-CF 4.A	Communicate effectively in written, verbal, and non-verbal forms	9	309	122	131	49	7	0	4.19
TLC-CF 4.B	Use electronic tools effectively for professional communication, teaching, research, and evaluation of student progress.	5	228	18	79	60	30	41	3.01
TLC-CF 5.A	Read, evaluate, interpret and use appropriate literature.	4	95	24	47	16	5	3	3.88
TLC-CF 5.B	Read, evaluate and interpret standardized and non-standardized assessments.	5	220	62	45	82	26	5	3.60
TLC-CF 5.C	Demonstrate and document ability to affect student learning.	2	147	8	34	74	26	5	3.10

Table 15. All TLC Rubric Assessments Disaggregated by TLC Conceptual Framework Element, 2015-2016 (continued)

Standard	Description	# of Rubrics	# of Asmnts	5*	4	3	2	1	Mean
TLC-CF 6.A	Demonstrate continuing professional development	2	64	2	48	12	2	0	3.78
TLC-CF 6.B	Demonstrate ethical behavior in all professional activities	1	13	3	8	2	0	0	4.08
TLC-CF 6.C	Document personal application in maintaining physical, mental, spiritual, and social balance.	2	22	1	17	4	0	0	3.86
TLC-CF 6.D	Reflects on practice and implements plans for growth and change.	2	21	11	7	3	0	0	4.38
TLC-CF 7.A	Demonstrate continued growth in an understanding and appreciation of general and liberal arts.	2	16	3	13	0	0	0	4.19
TLC-CF 7.B	Demonstrate continued growth in knowledge of subject matter and pedagogy.	4	340	11	172	111	34	12	3.40
Total Assessments				613	1212	889	220	133	
Percent				20%	40%	29%	7%	4%	
Avg Mean									3.80
(June 2017)									

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

Table 16. All C&I Rubric Assessments Disaggregated by C&I Conceptual Framework Element, 2015-2016

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	1	6	5	1	0	0	0	4.83
C&I-CF-2010 1.2	Critique worldviews from a Christian perspective	1	6	5	1	0	0	0	4.83
C&I-CF-2010 1.3	Integrate principles of a Christian worldview into their chosen fields of study	1	6	5	1	0	0	0	4.83
C&I-CF-2010 2.1	Describe human development	1	6	5	1	0	0	0	4.83
C&I-CF-2010 2.2	Apply current theories of learning	1	6	5	1	0	0	0	4.83
C&I-CF-2010 4.1	Communicate effectively in written, verbal, and non-verbal forms	1	6	5	1	0	0	0	4.83
C&I-CF-2010 5.1	Read and evaluate research	1	3	3	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	6	4	2	0	0	0	4.67
Total Assessments				37	8	0	0	0	
Percent				82%	18%	0%	0%	0%	
Avg Mean									4.83
(June 2017)									

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 189 respondents to the 2015-2016 course evaluations. The average of the TLC students' mean ratings on the five questions in the "Course" section of the survey was 4.24. On one other relevant survey item, "Independent of the instructor, my overall rating of this course is:" students' mean rating was 3.77. 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), 2015-2016

Question	N	% at Levels 4 & 5	Mean ^a	StDev
This course helped me to express my ideas more clearly.	189	80	4.10	0.85
The learning objectives or goals for this course were clearly stated.	189	90	4.37	0.77
The grading system of this course was appropriate for the objectives of the course.	188	85	4.24	0.83
Methods of evaluation were fair and accurate measures of my learning.	189	87	4.24	0.77
This course helped me to critically evaluate different sources and/or points of view.	189	83	4.24	0.82
Independent of the instructor, my overall rating of this course is:	189	58	3.77	1.07

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

Teacher Education

In 2015-2016, the Teacher Education program had approximately 100 students, including those who have not yet been accepted into the program. On 20 key assessments across the program, the lowest mean rating was 3.06/5.00, while the average of the mean level across these 18 assessments is 4.01/5.00. On all key assessments reported except two, at least 90% of candidates scored 3.00/5.00 or higher.

Data from the 2015-2016 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 at least 4.00 (mean rating of 18 seniors on a five-point scale) on 16 indicators. In last year's report (2014-2015), it was noted that there were considerable differences between elementary and secondary candidates on some indicators. This year (2015-2016), however, the differences are far less pronounced, within half a point on all indicators in the "program" section of the survey, suggesting that last year's differences may represent normal variations across candidates, programs, and years. Also of note is the fact that SED student ratings are above ratings for all seniors across the university on nearly all indicators.

Curriculum and Instruction

The Curriculum & Instruction program had 27 students enrolled during the 2015-2016 academic year. Rubric data were only available for one course; the mean level on one key assessment is 4.90/5.00.

Special Education

There were 6 students enrolled in the Special Education program during the 2015-2016 school year. On three key assessments across the program, the lowest mean rating was 4.25/5.00, while the average of the mean level across these 3 assessments is 4.54/5.00. On all key assessments reported, 1000% of candidates scored 3.00/5.00 or higher.

Department of Graduate Psychology & Counseling

The Department of Graduate Psychology and Counseling (GPC) had 107 students enrolled during the 2015-2016 school year, distributed among the programs as follows: 3 in School Counseling (MA), 30 in Clinical Mental Health Counseling (CMHC) (MA), 16 in School Psychology (EdS), 25 in Educational Psychology (MA and PhD), and 33 in Counseling Psychology (PhD).

There were 399 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 4.36. On one other relevant survey item, "Independent of the instructor, my overall rating of this course is:" students' mean rating was 3.98. Table 18 gives mean ratings on the five "Course" section questions and the overall rating question.

Table 18. All GPC Course Evaluation Ratings (Course Section), 2015-2016

Question	N	% at Levels 4 & 5	Mean ^a	StDev
This course helped me to express my ideas more clearly.	398	87	4.28	0.73
The learning objectives or goals for this course were clearly stated.	396	93	4.46	0.71
The grading system of this course was appropriate for the objectives of the course.	398	87	4.36	0.82
Methods of evaluation were fair and accurate measures of my learning.	398	85	4.29	0.87
This course helped me to critically evaluate different sources and/or points of view.	398	91	4.43	0.77
Independent of the instructor, my overall rating of this course is:	396	71	3.98	0.97

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

In 19 key assessments sampled across the programs, the lowest mean rating was 3.05/5.00. The average of the mean levels is 4.01/5.00. Across the 19 assessments, more than 86% of all ratings were at least 3.00/5.00.

Department of Leadership

In the Department of Leadership (LEAD), there were 420 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 4.34. On one other relevant survey item, "Independent of the instructor, my overall rating of this course is:" students' mean rating was 4.28. Table 19 gives mean ratings on the five "Course" section questions and the overall rating question.

Table 19. All LEAD Course Evaluation Ratings (Course Section), 2015-2016

Question	N	% at Levels 4 & 5	Mean ^a	StDev
This course helped me to express my ideas more clearly.	419	89	4.36	0.80
The learning objectives or goals for this course were clearly stated.	419	87	4.26	0.85
The grading system of this course was appropriate for the objectives of the course.	416	88	4.33	0.77
Methods of evaluation were fair and accurate measures of my learning.	419	86	4.29	0.84
This course helped me to critically evaluate different sources and/or points of view.	417	90	4.45	0.77
Independent of the instructor, my overall rating of this course is:	414	83	4.28	0.88

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

Leadership

In 2015-2016, there were 62 students enrolled in the Leadership program.

Educational Leadership

Thirty students were enrolled in the Educational Leadership program during the 2015-2016 academic year. Of that number, the following levels were represented: 5 Graduate Certification, 7 MA, 1 EdS, and 16 doctoral (EdD or PhD).

In twelve key assessments sampled, the lowest mean rating was 4.45/5.00. The average of the mean levels is 4.85/5.00. More than 86% of all ratings were at least 3.00/5.00.

Higher Education Administration

There were 20 students enrolled in the Higher Education Administration program in the 2015-2016 academic year (5 MA, 1 EdS, and 14 doctoral).

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 1008 respondents to the 2015-2016 course evaluations. The average of the SED students' mean ratings on the nine questions related to the instructor was 4.34. The highest mean score was for "the instructor was sensitive to and respectful of all people" (4.57), while the lowest mean score was for "timely, thoughtful, and helpful feedback was provided on tests and other work" (4.19). On one other relevant question, "Independent of the course, my

overall rating of this instructor's teaching," students' mean rating was 4.16. Table 20 presents the means and distribution of scores.

Table 20. Mean Scores of Student Evaluations of SED Courses & Teachers, 2015-2016

Evaluation Statements	N	% at Levels 4 & 5	Mean^a	St Dev
The instructor was well prepared and organized.	1003	88	4.35	0.87
The instructor made the subject clear and understandable.	975	85	4.28	0.91
The instructor stimulated my interest in the subject.	1001	85	4.30	0.89
The instructor kept me involved in the learning process.	1004	88	4.34	0.84
The instructor motivated me to do my best work.	1007	86	4.32	0.87
The instructor was sensitive to and respectful of all people.	999	94	4.57	0.73
The instructor was available to provide help when needed.	1001	90	4.45	0.81
The instructor helped me to understand the course content from a Christian perspective.	1000	82	4.30	0.89
Timely, thoughtful, and helpful feedback was provided on tests and other work.	994	81	4.19	1.01
Independent of the course, my overall rating of this instructor's teaching effectiveness is:	998	78	4.16	1.04

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

SENIOR SURVEY

In the annual Senior Survey for 2015-2016, seniors in TLC's teacher education programs rated their program faculty at 4.00/5.00 (mean) or above on all seven indicators related to faculty, with the highest ratings given for "Academic advising was helpful" (4.70 for elementary candidates and 4.63 for secondary candidates) and "Faculty members showed genuine interest in each student" (4.80 for elementary candidates and 4.63 for elementary candidates). Across elementary and secondary candidates, all ratings were higher than the mean ratings given by all Andrews University seniors.

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 2016.

SECTION 5: UNIT OPERATIONS
ASSESSMENT

ANNUAL DEPARTMENTAL REPORTS TO ADMINISTRATION

At the conclusion of the 2014-2015 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 21 shows the breakdown of our scores from 2005-2006 to 2011-2012.

Table 21. 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 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 84.5 [out of 100] is the minimum score needed for satisfactory performance for this year’s report” (from EPI score report). This system categorizes EPIs as Satisfactory, At Risk, or Low Performing. The School of Education’s 2016 EPI Score (overall) is 94.7 (highest score given in the state for the second year in a row). (See Table 22.)

Table 22. EPI Score for Andrews University School of Education Compared to Michigan Mean and Range, 2014-2016

2014				
	SED Score	Michigan Mean	Michigan Range	Cut Score
MTTC	91.0	87.0	70.8–95.8	-
SURV	93.9	94.1	90.7–99.3	-
EFF	80.0	80.4	71.0–90.0	-
Overall	92.5	87.8	81.1–93.5	84
2015				
	SED Score	Michigan Mean	Michigan Range	Cut Score
MTTC	93.4	86.1	70.3–95.8	-
SURV	96.1	94.4	88.8–99.4	-
EFF	80.0	81.8	75.7–87.7	-
Overall	94.7	88.1	82.4–94.7	84.5
2016				
	SED Score	Michigan Mean	Michigan Range	Cut Score
MTTC	94.0	85.6	62.5–95.6	-
SURV	96.5	94.5	88.3–99.5	-
EFF	80.0	82.6	77.8–89.6	-
Overall	95.3	88.0	77.2–95.3	84.5

SCHOOL OF EDUCATION FOLLOW-UP DATA

The School of Education continues to conduct follow-up surveys of alumni and employers. This year, the SED Alumni Survey was sent to 77 alumni who graduated during the 2013-2014 school year. Of those 77 alumni, 18 responded, giving an overall response rate of 23.38%. Mean alumni ratings were above “Satisfactory” (3 or more on a five-point scale) on all questions. The questions with the lowest mean ratings were “utilize outcome data for program improvement” (3.47), “collect data in a systematic way for professional use” (3.53), and “deepen your faith commitment” (3.59), while the highest mean ratings were for “believe that all individuals can learn, regardless of their background or experience” (4.67), “create a positive environment for learning/development” (4.59), and “relate effectively with individuals of diverse

population” (4.50). Table 23 displays data from alumni surveys (2013-2014), including item means and the percentage of respondents who rated their preparation in the School of Education as “Satisfactory” or better.

Table 23. SED Alumni Survey Results, 2013-2014

The School of Education has prepared you to...	<i>n</i>	Mean ^a	SD	% ^b
have the necessary knowledge of your content area	18	4.22	0.55	100
have the necessary skills of your profession	18	4.00	0.84	95
effectively apply skills in professional responsibilities	17	4.00	0.71	94
practice professional/ethical standards of profession	17	4.47	0.62	100
understand and interpret research in your profession	18	4.06	0.94	94
use research findings for decision making	17	3.94	0.90	94
collect data in a systematic way for professional use	17	3.53	1.07	82
report research findings	17	3.65	1.11	82
apply current theories/best practices to your profession	17	4.41	0.62	100
communicate effectively (written)	18	4.00	0.97	95
communicate effectively (oral)	18	3.89	1.13	89
use relevant technology in professional practice	17	3.76	0.97	88
create a positive environment for learning/development	17	4.59	0.51	100
plan/implement appropriate programs to enhance learning and development	17	4.06	0.90	94
assess and analyze learning and development	18	3.78	1.00	89
utilize outcome data for program improvement	17	3.47	0.94	82
relate effectively with individuals of diverse population	18	4.50	0.51	100
relate effectively with individuals with special needs and disabilities	18	4.00	0.91	94
apply fair practices in your profession	17	4.29	0.69	100
value service to society at large	18	4.22	0.81	100
believe that all individuals can learn	18	4.67	0.49	100
grow spiritually	17	3.71	1.26	82
understand your profession from a Christian perspective	18	3.94	1.06	89
integrate your worldview with your profession	18	4.39	0.85	95
deepen your faith commitment	17	3.59	1.12	82

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

^bPercent responding "Satisfactory" to "Excellent" or "Adequate" to "Significantly."

Alumni were asked to provide employer contact information so SED Employer Surveys could be sent to all their employers. Of the 6 employer surveys solicited, 5 responded, giving a response rate of 83.33%. Employers mean ratings were higher than the graduates' self-ratings on most of the questions. The question with the lowest mean rating was "uses research findings for decision making" (3.50). Six questions received the highest mean rating, 4.60: "has the necessary skills of the profession," "effectively applies his/her skills in professional responsibilities," "practices professional/ethical standards of profession," "relates effectively with individuals from diverse population," "relates effectively with individuals with special needs or disabilities," and "believes that all individuals can learn." Table 24 displays employer survey data (2013-2014).

Table 24. SED Employer Survey Results, 2013-2014

Please rate your employee, a graduate of Andrews University, on the following qualities:	<i>n</i>	Mean ^a	SD	% ^b
has the necessary content knowledge	5	4.40	0.55	100
has the necessary skills of the profession	5	4.60	0.55	100
effectively applies his/her skills in professional responsibilities	5	4.60	0.55	100
practices professional/ethical standards of profession	5	4.60	0.55	100
understands and interprets research in the profession	5	4.00	1.00	100
uses research findings for decision making	4	3.50	0.58	100
collects data in a systematic way for professional use	4	4.00	1.15	100
reports research findings	4	4.00	0.82	100
applies the profession's current theories/best practices	5	4.20	0.84	100
communicates effectively (written)	5	4.20	0.84	100
communicates effectively (oral)	5	4.00	1.00	100
uses relevant technology in professional practice	5	4.00	0.71	100
creates a positive environment for learning/development	5	4.40	0.55	100
plans/implements appropriate programs to enhance learning/development	5	4.20	0.45	100
assesses and analyzes learning and development	5	4.00	0.71	100
utilizes outcome data for program improvement	5	4.00	0.71	100
relates effectively with individuals from diverse population	5	4.60	0.55	100
relates effectively with individuals with special needs or disabilities	5	4.60	0.55	100
applies fair practices in the profession	5	4.40	0.89	100
values service to society at large	5	4.40	0.55	100
believes that all individuals can learn	5	4.60	0.55	100

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

^bPercent responding "Satisfactory" to "Excellent."

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

UNIT LEVEL IMPROVEMENTS

The School of Education made several changes during 2015-2016 that affected its programs, some of which are listed below:

1. The SED Dean (Jim Jeffery) retired, and a new Dean was hired to replace him (Robson Marinho). An Associate Dean was appointed from among the SED faculty (Lee Davidson) to oversee accreditation and assessment.
2. SPA (Specialized Professional Association) Reports Submitted:
 - a. Elementary Education: Submitted to ACEI (Association for Childhood Education International). Notification received that further development is required.
 - b. Social Studies Education: Resubmitted in response to conditions by NCSS (National Council for Social Studies). Conditions were not met and the program reverted to No Recognized.
 - c. School Psychology: Recognized with conditions by NASP (National Association of School Psychologists).
3. APA (American Psychological Association) Accreditation: The doctoral program in Counseling Psychology is in process of applying for their first APA accreditation.

DEPARTMENT OF TEACHING, LEARNING & CURRICULUM

Teaching, Learning and Curriculum made several changes during 2015-2016 that affected its programs, some of which are listed below:

Teacher Education

1. 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.

Special Education

1. The Special Education program has moved from to TLC from GPC in order to have the program more closely aligned with the Teacher Education program.

DEPARTMENT OF GRADUATE PSYCHOLOGY & COUNSELING

Graduate Psychology and Counseling made several changes during 2015-2016 that affected its programs, some of which are listed below:

1. The Special Education program has moved from GPC to TLC in order to have the program more closely aligned with the Teacher Education program.
2. Two new faculty members have been hired to replace two faculty members who are moving toward retirement.

DEPARTMENT OF LEADERSHIP

The Department of Leadership made several changes during 2015-2016 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 continued to use the SED candidate dispositions evaluation in annual reviews of student progress.
3. The department has committed to and is continuing its 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 continuing its 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
2015-2016**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Goals for Student Learning ...	18	0	0	0	1	4.79	5	0.893
Educational Challenges ...	14	3	1	0	1	4.53	5	0.993
Teaching Methods ...	17	1	1	0	0	4.84	5	0.488
Teaching Methods Examples...	8	10	0	0	1	4.26	4	0.909
Assessment ...	8	6	2	0	3	3.84	5	1.387
Philosophy of Education ...	16	2	1	0	0	4.79	5	0.521
Diverse Learners ...	9	7	3	0	0	4.32	5	0.729
Equity in Education...	1	5	7	6	0	3.05	3	0.887
Guiding Structure...	19	0	0	0	0	5.00	5	0.000
Identifiable Philosophy ...	12	6	0	1	0	4.53	5	0.752
Connection to outside sources...	15	2	2	0	0	4.68	5	0.653
Examples ...	6	9	4	0	0	4.11	4	0.718
Mechanics ...	14	3	1	1	0	4.58	5	0.815
APA...	6	0	13	0	0	3.63	3	0.930

Total Assessments

163 54 35 8 6

Percent

61% 20% 13% 3% 2%

N=19

Avg Mean

4.35

(Nov 2016)

**EDTE 165 Portfolio
2015-2016**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Cover Page...	0	12	9	1	0	3.50	4	0.584
Title Page...	0	21	1	0	0	3.96	4	0.208
Resume...	0	14	4	2	1	3.48	4	0.852
Autobiographical Essay...	0	12	10	0	0	3.55	4	0.498
Reflective Conclusion...	0	0	0	0	0			
Element I: Worldview Outcome I.A Understand basic philosophical perspectives...								
Refer to Above Standard ...	0	13	5	2	1	3.43	4	0.849
Reflective Conclusion...	0	0	0	0	0			
Refer to Above Standard ...	0	13	6	2	0	3.52	4	0.663
Element I: Worldview Outcome I.B. Critiques philosophical approaches to education....								
Refer to Above Standard ...	0	1	0	0	0	4.00	4	0.000
Refer to Above Standard ...	0	0	0	0	0			
Refer to Above Standard ...	0	0	0	0	0			
Element I: Worldview Outcome I.C. Is able to articulate a personal and professional philosophy....								
Refer to Above Standard ...	0	1	0	0	0	4.00	4	0.000
Refer to Above Standard ...	0	1	0	0	0	4.00	4	0.000
Element II: Human Growth & Change Outcome II.A. Describes developmentally appropriate educational practices....								
	0	14	6	1	0	3.62	4	0.575

**EDTE 165 Portfolio
2015-2016 (continued)**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Refer to Above Standard ...	0	16	4	1	0	3.71	4	0.547
Refer to Above Standard ...	0	10	10	1	0	3.43	4	0.583
Element II: Human Growth & Change Outcome II.B. Implements developmentally appropriate educational practices....								
	0	0	0	1	0	2.00	2	0.000
Refer to Above Standard ...	0	0	0	1	0	2.00	2	0.000
Refer to Above Standard ...	0	0	1	0	0	3.00	3	0.000
Element III: Groups, Leadership, & Change Outcome III.A. Implements effective planning to promote learning in the classroom....								
	0	9	6	5	0	3.20	4	0.812
Refer to Above Standard ...	0	9	10	1	0	3.40	3	0.583
Refer to Above Standard ...	0	8	9	3	0	3.25	3	0.698
Element III: Groups, Leadership, & Change Outcome III.B. Works effectively with all students. ...								
	0	1	1	0	0	3.50	4	0.500
Refer to Above Standard ...	0	1	1	0	0	3.50	4	0.500
Refer to Above Standard ...	0	1	1	0	0	3.50	4	0.500
Element III: Groups, Leadership, & Change Outcome III.C. Evaluates and articulates opinions of current political and legal issues....								
	0	0	0	0	0			
Refer to Above Standard ...	0	0	0	0	0			
Refer to Above Standard ...	0	0	0	0	0			

**EDTE 165 Portfolio
2015-2016 (continued)**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Element III: Groups, Leadership, & Change Outcome								
III.D. Creates effective learning environments....	0	0	0	0	0			
Refer to Above Standard ...	0	0	0	0	0			
Refer to Above Standard ...	0	0	0	0	0			
Element III: Groups, Leadership, & Change Outcome								
III.E. Consistently uses positional power and personal influence....	0	0	0	0	0			
Refer to Above Standard ...	0	0	0	0	0			
Refer to Above Standard ...	0	0	0	0	0			
Element IV: Communication & Technology Outcome								
IV.A. Communicates effectively in written, verbal, and non-verbal forms....	0	9	2	1	0	3.67	4	0.624
Refer to Above Standard ...	0	9	2	1	0	3.67	4	0.624
Refer to Above Standard ...	0	9	0	3	0	3.50	4	0.866
Element IV: Communication & Technology Outcome								
IV.B. Uses electronic tools effectively for professional communication....	0	9	1	0	0	3.90	4	0.300
Refer to Above Standard ...	0	9	0	1	0	3.80	4	0.600
Refer to Above Standard ...	0	9	1	0	0	3.90	4	0.300

**EDTE 165 Portfolio
2015-2016 (continued)**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Element V: Research & Evaluation Outcome V.A. Reads, evaluates, interprets and uses appropriate literature....	1	13	3	1	1	3.63	4	0.871
Refer to Above Standard ...	1	13	3	1	1	3.63	4	0.871
Refer to Above Standard ...	0	11	5	2	1	3.37	4	0.871
Element V: Research & Evaluation Outcome V.B. Reads, evaluates and interprets assessments....	0	2	0	0	0	4.00	4	0.000
Refer to Above Standard ...	0	2	0	0	0	4.00	4	0.000
Refer to Above Standard ...	0	2	0	0	0	4.00	4	0.000
Element V: Research & Evaluation Outcome V.C. Demonstrate and document ability to affect student learning....	0	0	0	0	0			
Refer to Above Standard ...	0	0	0	0	0			
Refer to Above Standard ...	0	0	0	0	0			
Element VI: Personal & Professional Growth Outcome VI.A. Demonstrates continuing professional development....	0	13	4	0	0	3.77	4	0.424
Refer to Above Standard ...	0	13	3	1	0	3.71	4	0.570
Refer to Above Standard ...	0	11	5	1	0	3.59	4	0.600

**EDTE 165 Portfolio
2015-2016 (continued)**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Element VI: Personal & Professional Growth Outcome VI.B. Uses electronic tools effectively for professional communication....	0	0	0	0	0			
Refer to Above Standard ...	0	0	0	0	0			
Refer to Above Standard ...	0	0	0	0	0			
Element VI: Personal & Professional Growth Outcome VI.C. Documents personal application in maintaining balance....	0	3	0	0	0	4.00	4	0.000
Refer to Above Standard ...	0	3	0	0	0	4.00	4	0.000
Refer to Above Standard ...	0	2	1	0	0	3.67	4	0.471
Element VI: Personal & Professional Growth Outcome VI.D. Reflects on practice and implements plans for growth and change....	0	0	0	0	0			
Refer to Above Standard ...	0	0	0	0	0			
Refer to Above Standard ...	0	0	0	0	0			
Element VII: Content Knowledge Outcome VII.A. Demonstrates continued growth in an understanding and appreciation of general and liberal arts....	0	1	0	0	0	4.00	4	0.000
Refer to Above Standard ...	0	1	0	0	0	4.00	4	0.000
Refer to Above Standard ...	0	1	0	0	0	4.00	4	0.000

**EDTE 165 Portfolio
2015-2016 (continued)**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Element VII: Content Knowledge Outcome VII.B. Demonstrates continued growth in knowledge of subject matter and pedagogy....	0	13	2	5	0	3.40	4	0.860
Refer to Above Standard ...	0	13	3	4	0	3.45	4	0.805
Refer to Above Standard ...	0	12	6	2	0	3.50	4	0.671
Total Assessments	2	352	129	47	6			
Percent	0%	66%	24%	9%	1%			
N=22					Avg Mean	3.60		
								(Nov 2016)

EDTE 408 Micro Teaching Assessment 2015-2016									
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev	
Writing...	3	10	0	0	0	4.23	4	0.421	
Scope...	4	9	0	0	0	4.31	4	0.462	
Scope...	4	8	1	0	0	4.23	4	0.576	
Substance...	2	8	3	0	0	3.92	4	0.615	
Substance...	2	9	2	0	0	4.00	4	0.555	
Delivery...	1	9	3	0	0	3.85	4	0.533	
Reflection...	0	9	4	0	0	3.69	4	0.462	
Total Assessments	16	62	13	0	0				
Percent	18%	68%	14%	0%	0%				
N=13						Avg Mean	4.03		

(Nov 2016)

EDTE 408 Portfolio Element 2: Human Growth & Change 2015-2016								
	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....	3	10	0	0	0	4.23	4	0.421
Outcome II.B Implement developmentally appropriate ed practices....	2	9	2	0	0	4.00	4	0.555
Depth of Coverage...	0	9	4	0	0	3.69	4	0.462
Personalization...	2	11	0	0	0	4.15	4	0.361
Artifact Guidelines...	2	11	0	0	0	4.15	4	0.361
Total Assessments	9	50	6	0	0			
Percent	14%	77%	9%	0%	0%			
N=13						Avg Mean	4.05	

(Nov 2016)

**EDTE 408 Portfolio Element 4: Communication & Technology
2015-2016**

	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....	2	11	0	0	0	4.15	4	0.361
Outcome IV.B Use electronic tools effectively for professional communication.....	2	9	2	0	0	4.00	4	0.555
Depth of Coverage...	1	6	6	0	0	3.62	3	0.625
Personalization...	2	11	0	0	0	4.15	4	0.361
Artifact Guidelines...	2	11	0	0	0	4.15	4	0.361
Total Assessments	9	48	8	0	0			
Percent	14%	74%	12%	0%	0%			
N=13						Avg Mean	4.02	
								(Nov 2016)

EDTE 408 Portfolio Introduction & Closing 2015-2016									
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev	
Cover Page...	6	7	0	0	0	4.46	4	0.499	
Title Page...	5	8	0	0	0	4.39	4	0.487	
Resume...	7	6	0	0	0	4.54	5	0.499	
Autobiographical Essay...	6	7	0	0	0	4.46	4	0.499	
Reflective Conclusion...	4	9	0	0	0	4.31	4	0.462	
Total Assessments	28	37	0	0	0				
Percent	43%	57%	0%	0%	0%				
N=13						Avg Mean	4.43		

(Nov 2016)

**EDTE 424 Philosophy of Assessment
2015-2016**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Scope...	9	0	0	0	0	5.00	5	0.000
Scope...	4	5	0	0	0	4.44	4	0.497
Substance...	7	2	0	0	0	4.78	5	0.416
Substance...	8	0	1	0	0	4.78	5	0.629
Substance...	9	0	0	0	0	5.00	5	0.000
Writing...	3	2	4	0	0	3.89	3	0.875
Writing...	3	2	4	0	0	3.89	3	0.875
Writing...	6	3	0	0	0	4.67	5	0.471
Total Assessments		49	14	9	0	0		
Percent		68%	19%	13%	0%	0%		
N=9						Avg Mean	4.56	

(Nov 2016)

**EDTE 424 Test Creation Project
2015-2016**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Appropriate Topic...	8	0	1	0	0	4.78	5	0.629
General Instructional Objectives...	5	0	2	0	2	3.67	5	1.633
Specific Objectives or Subject Topics...	5	0	4	0	0	4.11	5	0.994
Specifications Table...	6	0	3	0	0	4.33	5	0.943
Specifications Table-Emphasis & Distribution of ?s...	6	0	3	0	0	4.33	5	0.943
Test Instructions...	8	0	1	0	0	4.78	5	0.629
Questions Multiple-Choice...	9	0	0	0	0	5.00	5	0.000
Questions-T/F, Matching, Interpretive, Exercise...	9	0	0	0	0	5.00	5	0.000
Questions-Short Item...	9	0	0	0	0	5.00	5	0.000
Questions-Essay...	9	0	0	0	0	5.00	5	0.000
Performance/Alternative Assessment...	7	0	2	0	0	4.56	5	0.831
Rubric-Performance / Alternative Assessment ...	9	0	0	0	0	5.00	5	0.000
Spelling, Grammar, etc...	9	0	0	0	0	5.00	5	0.000
Formatting of Test...	5	0	4	0	0	4.11	5	0.994
Scoring Key...	8	0	1	0	0	4.78	5	0.629
Bibliography (VIB)...	8	0	0	1	0	4.67	5	0.943

Total Assessments

120

0

21

1

2

Percent

83%

0%

15%

1%

1%

N=9

Avg Mean

4.63

(Nov 2016)

**EDTE 445 Planning of Instruction
2015-2016**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Learner Development and Knowledge of Learners...	0	9	1	0	0	3.90	4	0.300
Learner Development and Knowledge of Learners...	0	6	4	0	0	3.60	4	0.490
Learner Development and Knowledge of Learners...	0	7	2	1	0	3.60	4	0.663
Learner Development and Knowledge of Learners...	0	7	3	0	0	3.70	4	0.458
Learner Development and Knowledge of Learners...	0	7	3	0	0	3.70	4	0.458
Subject Matter...	0	6	4	0	0	3.60	4	0.490
Subject Matter...	0	9	1	0	0	3.90	4	0.300
Subject Matter...	0	4	1	3	1	2.89	4	1.100
Content Pedagogy...	0	7	3	0	0	3.70	4	0.458
Content Pedagogy...	0	4	4	0	2	3.00	4	1.095
Content Pedagogy...	0	7	3	0	0	3.70	4	0.458
Content Pedagogy...	0	3	1	0	6	2.10	1	1.375
Content Pedagogy...	0	9	1	0	0	3.90	4	0.300
Content Pedagogy...	0	4	5	1	0	3.30	3	0.640
Resources...	0	0	6	2	0	2.75	3	0.433
Resources...	0	1	3	4	0	2.63	2	0.696
Resources...	0	1	6	1	0	3.00	3	0.500
Resources...	0	0	0	1	9	1.10	1	0.300
Resources...	0	0	0	1	9	1.10	1	0.300
Resources...	0	4	3	1	0	3.38	4	0.696

**EDTE 445 Planning of Instruction
2015-2016 (continued)**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Instructional Planning...	0	2	3	5	0	2.70	2	0.781
Instructional Planning...	0	1	9	0	0	3.10	3	0.300
Instructional Planning...	0	5	5	0	0	3.50	4	0.500
Differentiated Instruction...	0	1	7	1	1	2.80	3	0.748
Differentiated Instruction...	0	1	7	1	1	2.80	3	0.748
Differentiated Instruction...	0	0	8	1	1	2.70	3	0.640
Procedures: Instruct Strat for Critical Think	0	0	6	3	1	2.50	3	0.671
Procedures: Instruct Strat for Critical Think	0	4	2	3	1	2.90	4	1.044
Procedures: Instruct Strat for Critical Think	0	6	4	0	0	3.60	4	0.490
Motivation and Learning...	0	0	0	0	0			
Motivation and Learning...	0	0	0	0	0			
Motivation and Learning...	0	0	0	0	0			
Collaboration...	0	3	3	3	1	2.80	4	0.980
Collaboration...	0	2	4	3	1	2.70	3	0.900
Collaboration...	0	2	6	1	1	2.90	3	0.831
Assessment...	0	0	10	0	0	3.00	3	0.000
Assessment...	0	2	6	2	0	3.00	3	0.632
Assessment...	0	0	5	3	0	2.63	3	0.484
Assessment...	0	6	3	0	1	3.40	4	0.917
Assessment...	0	7	2	0	1	3.50	4	0.922
Total Assessments	0	137	144	41	37			
Percent	0%	38%	40%	11%	10%			

N=10

Avg Mean

3.06

(Nov 2016)

EDTE 476 Final Test Technology 2015-2016								
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Technology								
Requested...	6	2	0	0	0	4.75	5	0.433
Networking/Internet...	2	1	2	3	0	3.25	2	1.199
Rational...	4	4	0	0	0	4.50	5	0.500
Formatting of Letter...	6	0	2	0	0	4.50	5	0.866
Philosophy...	7	1	0	0	0	4.88	5	0.331
Ideal plan for use of Internet at grade level and relationship to NETS...	6	1	0	1	0	4.50	5	1.000
Safety in use of technology...	6	1	1	0	0	4.63	5	0.696
Equity issues...	5	2	0	0	1	4.25	5	1.299
Types of technology activities for both students and teachers...	7	1	0	0	0	4.88	5	0.331
Total Assessments	57	13	5	4	1			
Percent	71%	16%	6%	5%	1%			
N=8						Avg Mean	4.51	

(Nov 2016)

**EDTE 480 Classroom Management Plan
2015-2016**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Format...	0	2	0	0	0	4.00	4	0.000
Writing...	0	2	0	0	0	4.00	4	0.000
Content...	0	2	0	0	0	4.00	4	0.000
Content...	0	1	1	0	0	3.50	4	0.500
Content...	0	1	1	0	0	3.50	4	0.500
Content...	0	1	1	0	0	3.50	4	0.500
Content...	0	2	0	0	0	4.00	4	0.000
Appropriate to the Situation...	0	1	1	0	0	3.50	4	0.500
Total Assessments	0	12	4	0	0			
Percent	0%	75%	25%	0%	0%			
N=2						Avg Mean	3.75	

(Nov 2016)

**EDTE 488 Student Teaching Summative Evaluation (old form)
2015-2016**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Classroom climate...	4	11	1	0	0	4.19	4	0.527
Mastery of content...	5	8	3	0	0	4.13	4	0.696
Long-term planning...	2	11	2	1	0	3.88	4	0.696
Phase I (focus)...	2	10	3	1	0	3.81	4	0.726
Phase II (construction)...	2	12	2	0	0	4.00	4	0.500
Phase III (assessments)...	1	8	7	0	0	3.63	4	0.599
Transitions between activities...	0	10	6	0	0	3.63	4	0.484
Classroom management...	0	13	3	0	0	3.81	4	0.390
Differentiation...	0	7	8	1	0	3.38	3	0.599
Works well with others...	5	8	3	0	0	4.13	4	0.696
Reflects on practice...	1	11	3	1	0	3.75	4	0.661
Total Assessments	22	109	41	4	0			
Percent	13%	62%	23%	2%	0%			
N=16						Avg Mean	3.85	
								(Nov 2016)

**EDTE 488 Student Teaching Summative Evaluation (new form)
2015-2016**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Learner Devel & Know of Learners	0	13	3	1	0	3.71	4	0.570
Learner Devel & Know of Learners	0	11	6	1	0	3.56	4	0.598
Learner Devel & Know of Learners	0	11	6	1	0	3.56	4	0.598
Learner Devel & Know of Learners	0	11	6	1	0	3.56	4	0.598
Learner Devel & Know of Learners	0	9	8	1	0	3.44	4	0.598
Subject Matter...	0	10	7	1	0	3.50	4	0.601
Subject Matter...	0	8	10	0	0	3.44	3	0.497
Subject Matter...	0	7	9	1	1	3.22	3	0.786
Content Pedagogy...	0	10	6	2	0	3.44	4	0.685
Content Pedagogy...	0	10	4	4	0	3.33	4	0.816
Content Pedagogy...	0	8	7	3	0	3.28	4	0.731
Content Pedagogy...	0	3	10	3	2	2.78	3	0.853
Content Pedagogy...	0	7	9	2	0	3.28	3	0.650
Content Pedagogy...	0	5	13	0	0	3.28	3	0.448
Resources...	0	8	5	3	2	3.06	4	1.026
Resources...	0	8	5	5	0	3.17	4	0.833
Resources...	0	4	7	3	4	2.61	3	1.061
Resources...	0	4	4	1	9	2.17	1	1.258
Resources...	0	4	4	3	7	2.28	1	1.193
Resources...	0	5	9	3	1	3.00	3	0.816
Learner Devel & Know of Learners	0	13	3	1	0	3.71	4	0.570
Learner Devel & Know of Learners	0	11	6	1	0	3.56	4	0.598
Learner Devel & Know of Learners	0	11	6	1	0	3.56	4	0.598
Learner Devel & Know of Learners	0	11	6	1	0	3.56	4	0.598
Learner Devel & Know of Learners	0	9	8	1	0	3.44	4	0.598
Subject Matter...	0	10	7	1	0	3.50	4	0.601

EDTE 488 Student Teaching Summative Evaluation (new form) 2015-2016 (continued)								
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Instructional Planning...	0	3	14	1	0	3.11	3	0.458
Instructional Planning...	0	5	13	0	0	3.28	3	0.448
Instructional Planning...	0	11	5	2	0	3.50	4	0.687
Differentiated Instruction...	0	11	7	0	0	3.61	4	0.487
Differentiated Instruction...	0	8	9	1	0	3.39	3	0.591
Differentiated Instruction...	0	10	8	0	0	3.56	4	0.497
Procedures: Instructional Strategies for Critical Thinking...	0	4	12	2	0	3.11	3	0.567
Procedures: Instructional Strategies for Critical Thinking...	0	3	14	1	0	3.11	3	0.458
Procedures: Instructional Strategies for Critical Thinking...	0	5	12	1	0	3.22	3	0.533
Motivation and Learning...	0	0	1	0	0	3.00	3	0.000
Motivation and Learning...	0	1	0	0	0	4.00	4	0.000
Motivation and Learning...	0	0	1	0	0	3.00	3	0.000
Collaboration...	0	6	4	3	5	2.61	4	1.208
Collaboration...	0	5	5	3	5	2.56	4	1.165
Collaboration...	0	5	10	2	1	3.06	3	0.780
Assessment...	0	2	10	4	2	2.67	3	0.816
Assessment...	0	2	9	7	0	2.72	3	0.650
Assessment...	0	3	8	6	1	2.72	3	0.803
Assessment...	0	4	13	1	0	3.17	3	0.500
Assessment...	0	8	7	3	0	3.28	4	0.731
Total Assessments	0	252	300	76	40			
Percent	0%	38%	45%	11%	6%			
N=17					Avg Mean	3.16		

(Nov 2016)

**EDTE 588 Student Teaching Summative Evaluation, MAT (old form)
2015-2016**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Classroom climate...	0	2	0	0	0	4.00	4	0.000
Mastery of content...	1	0	1	0	0	4.00	3	1.000
Long-term planning...	1	1	0	0	0	4.50	5	0.500
Phase I (focus)...	1	0	1	0	0	4.00	3	1.000
Phase II (construction)...	1	1	0	0	0	4.50	5	0.500
Phase III (assessments)...	1	0	1	0	0	4.00	3	1.000
Transitions between activities...	0	1	1	0	0	3.50	3	0.500
Classroom management...	1	1	0	0	0	4.50	5	0.500
Differentiation...	0	1	1	0	0	3.50	3	0.500
Works well with others...	1	1	0	0	0	4.50	5	0.500
Reflects on practice...	1	1	0	0	0	4.50	5	0.500
Total Assessments	8	9	5	0	0			
Percent	36%	41%	23%	0%	0%			
N=2						Avg Mean	4.14	

(Nov 2016)

APPENDIX A-2.1 SPECIAL EDUCATION ASSESSMENT DOCUMENTS

SPED 525 PBS Website Review 2015-2016									
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev	
Website...	1	0	0	0	0	5.00	5	0	
Application...	0	1	0	0	0	4.00	4	0	
Professional Application...	0	1	0	0	0	4.00	4	0	
Strengths and Weakness'...	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		

(Nov 2016)

SPED 525 RTL 2015-2016									
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev	
Website...	1	0	0	0	0	5.00	5	0	
Application...	0	1	0	0	0	4.00	4	0	
Professional Application...	1	0	0	0	0	5.00	5	0	
Strengths and Weakness'...	0	0	1	0	0	3.00	3	0	
Total Assessments	2	1	1	0	0				
Percent	50%	25%	25%	0%	0%				
N=1						Avg Mean	4.25		

(Nov 2016)

**SPED 610 Group Differentiation Project
2015-2016**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Appropriate differentiated resources for grade...	12	0	0	0	0	5.00	5	0.000
Appropriate differentiated resources for content area...	10	2	0	0	0	4.83	5	0.373
Differentiated resources were research-based...	10	2	0	0	0	4.83	5	0.373
Presenters explained how the differentiated resource will improve instruction in the content area_...	8	4	0	0	0	4.67	5	0.471
Presenters explained the rationale for choosing this differentiated resource...	12	0	0	0	0	5.00	5	0.000
Total Assessments	52	8	0	0	0			
Percent	87%	13%	0%	0%	0%			
N=12						Avg Mean	4.87	

(Nov 2016)

APPENDIX A-2. C&I ASSESSMENT DOCUMENTS

**EDCI 547 Autobiographical Curriculum Critique (All Candidates)
2015-2016**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Evidence of a unified theme: (1) Integration of worldview / philosophical assumptions; (2) Integration of faith and learning; (3) Influence of curriculum change on attitudes, behaviors, and knowledge bases of learners. ...	3	0	0	0	0	5.00	5	0.000
Evidence of analysis and synthesis addressing the influence of factors such as historical, political, biographical, and/or gender text. Etc. on their own understanding of the field and their own practice. ...	2	1	0	0	0	5.00	5	0.000
Evidence of learner's perspectives and distinct voice as an emerging curriculum. ...	2	1	0	0	0	4.50	5	0.500
Evidence of primary and secondary sources supportive of argument. ...	3	0	0	0	0	5.00	5	0.000
Evidence of careful editing for grammatical and mechanical errors. ...	2	1	0	0	0	5.00	5	0.000

Total Assessments

12 3 0 0 0

Percent

80% 20% 0% 0% 0%

N=3

Avg Mean 4.90

(Nov 2016)

**EDCI 547 Autobiographical Curriculum Critique (Online Candidates)
2015-2016**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Evidence of a unified theme: (1) Integration of worldview / philosophical assumptions; (2) Integration of faith and learning; (3) Influence of curriculum change on attitudes, behaviors, and knowledge bases of learners. ...	2	0	0	0	0	5.00	5	0.000
Evidence of analysis and synthesis addressing the influence of factors such as historical, political, biographical, and/or gender text. Etc. on their own understanding of the field and their own practice. ...	2	0	0	0	0	5.00	5	0.000
Evidence of learner's perspectives and distinct voice as an emerging curriculum. ...	1	1	0	0	0	4.50	5	0.500
Evidence of primary and secondary sources supportive of argument. ...	2	0	0	0	0	5.00	5	0.000
Evidence of careful editing for grammatical and mechanical errors. ...	2	0	0	0	0	5.00	5	0.000
Total Assessments	9	1	0	0	0			
Percent	90%	10%	0%	0%	0%			
N=2						Avg Mean	4.90	
								(Nov 2016)

APPENDIX A-3. FOUNDATION COURSES ASSESSMENT DOCUMENTS

**EDRM 505 Final Exam Article Evaluation
2015-2016**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Research Objectives...	8	2	0	0	0	4.80	5	0.400
Sample frame and sampling procedures...	6	3	0	1	0	4.40	5	0.917
Data collection and non- response rate...	8	1	0	1	0	4.60	5	0.917
Major findings and limitations of the study...	6	4	0	0	0	4.60	5	0.490
Discussion of results...	7	3	0	0	0	4.70	5	0.458
Total Assessments	35	13	0	2	0			
Percent	70%	26%	0%	4%	0%			
N=10						Avg Mean	4.62	

(Nov 2016)

EDRM 505 Proposal Evaluation 2015-2016								
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Statement of the Problem. Research Question ...	3	1	5	1	0	3.6	3	1.020
Significance of the study...	6	2	1	1	0	4.3	5	1.005
Literature Review...	2	7	0	1	0	4.0	4	0.775
Research design...	2	5	2	1	0	3.8	4	0.872
Sampling...	1	3	3	1	2	3.0	4	1.265
Definition of variables...	1	1	2	3	3	2.4	2	1.281
Instrumentation...	3	2	3	2	0	3.6	3	1.114
Data Collection...	2	3	1	3	1	3.2	2	1.327
Data Analysis...	5	1	1	2	1	3.7	5	1.487
Overall Quality of the Proposal...	2	6	1	0	1	3.8	4	1.077
Total Assessments	13	13	8	10	6			
Percent	26%	26%	16%	20%	12%			
N=10						Avg Mean	3.34	

(Nov 2016)

APPENDIX B.
Graduate Psychology
and Counseling
Programs

APPENDIX B-1. GPC ASSESSMENT DOCUMENTS

**GDPC 514 Worldview Paper
2015-2016**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Thesis Statement...	4	1	1	2	0	3.88	5	1.269
Flow...	5	1	2	0	0	4.38	5	0.857
Content Coverage...	7	0	0	0	1	4.50	5	1.323
Clarity...	4	3	0	1	0	4.25	5	0.968
Grammar and Mechanics...	3	5	0	0	0	4.38	4	0.484
Total Assessments	23	10	3	3	1			
Percent	58%	25%	8%	8%	3%			
N=8						Avg Mean	4.28	

(Nov 2016)

GDPG 525 PBS Website Review 2015-2016									
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev	
Website...	3	0	0	0	0	5.00	5	0.000	
Application...	3	0	0	0	0	5.00	5	0.000	
Professional Application...	3	0	0	0	0	5.00	5	0.000	
Strengths and Weakness'...	1	1	1	0	0	4.00	4	0.816	
Total Assessments	10	1	1	0	0				
Percent	83%	8%	8%	0%	0%				
N=3						Avg Mean	4.75		

(Nov 2016)

GDPC 525 RTL 2015-2016									
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev	
Website...	3	0	0	0	0	5.00	5	0	
Application...	3	0	0	0	0	5.00	5	0	
Professional Application...	3	0	0	0	0	5.00	5	0	
Strengths and Weakness'...	3	0	0	0	0	5.00	5	0	
Total Assessments	12	0	0	0	0				
Percent	100%	0%	0%	0%	0%				
N=3						Avg Mean	5.00		

(Nov 2016)

GDPC 525 Journal Article Review 2015-2016								
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Element 1...	2	1	0	0	0	4.67	5	0.471
Element 2...	1	2	0	0	0	4.33	4	0.471
Element 3...	2	1	0	0	0	4.67	5	0.471
Element 4...	2	1	0	0	0	4.67	5	0.471
Element 5...	3	0	0	0	0	5.00	5	0
Element 6...	0	3	0	0	0	4.00	4	0
Element 7...	3	0	0	0	0	5.00	5	0
Element 8...	3	0	0	0	0	5.00	5	0
Total Assessments	16	8	0	0	0			
Percent	67%	33%	0%	0%	0%			
N=3						Avg Mean	4.67	

(Nov 2016)

**GDPC 810 School Psych Internship (2.1: Data-Based Decision Making and Accountability)
2015-2016**

	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....	0	1	0	0	0	4.00	4	0
2.1(1a): Standardized cognitive/achievement tests...	0	1	0	0	0	4.00	4	0
2.1(1b): Behavioral observations...	0	1	0	0	0	4.00	4	0
2.1(1c): Curriculum based assessments...	0	1	0	0	0	4.00	4	0
2.1(1d): Interviews...	0	1	0	0	0	4.00	4	0
2.1(1e): Behavior rating scales...	0	1	0	0	0	4.00	4	0
2.1(1f): Permanent products (e.g., school records review)...	0	1	0	0	0	4.00	4	0
SUB-TOTAL: #1 Student will demonstrate competency in using (administers and, where applicable, correctly scores) a variety of assessment methods including the following: ...	0	1	0	0	0	4.00	4	0
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
2.1(2b): Considering background and environmental factors of students in assessment design and interpretation ...	0	1	0	0	0	4.00	4	0
2.1(2c): Completing written reports accurately and presents findings in ways that students, families, and school staff understand....	0	1	0	0	0	4.00	4	0
2.1(2d): Accurately using information and technology resources to enhance data collection and decision-making...	0	1	0	0	0	4.00	4	0
2.1(2e): Behavior rating scales...	0	1	0	0	0	4.00	4	0
SUB-TOTAL: #2. Student will demonstrate competency in interpreting data, reaching data-based decisions, and clearly communicating findings as reflected by:...	0	1	0	0	0	4.00	4	0
2.1(3a): Using data to accurately demonstrate student strengths	0	1	0	0	0	4.00	4	0

**GDPC 810 School Psych Internship (2.1: Data-Based Decision Making and Accountability)
2015-2016 (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
2.1(3c): Using data to identify AND demonstrate program outcomes ...	0	1	0	0	0	4.00	4	0
2.1(3d): Using assessment information to assist in making decisions as part of an interdisciplinary team regarding special education eligibility ...	0	1	0	0	0	4.00	4	0
Element 18...	0	1	0	0	0	4.00	4	0
SUB-TOTAL: #3 3. Student will demonstrate using assessment information in a problem-solving and/or accountability context through:...	0	1	0	0	0	4.00	4	0
Total Assessments	2	18	0	0	0			
Percent	10%	90%	0%	0%	0%			
N=1						Avg Mean	4.10	(Nov 2016)

**GDPC 810 School Psych Internship (2.2 Consultation and Collaboration)
2015-2016**

	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. ...	0	1	0	0	0	4.00	4	0
2.2(1a): Listening attentively to others...	1	0	0	0	0	5.00	5	0
2.2(1b): Displaying appropriate empathy...	0	1	0	0	0	4.00	4	0
2.2(1c): Participating in group discussions...	0	1	0	0	0	4.00	4	0
2.2(1d): Establishing rapport with adults and children...	1	0	0	0	0	5.00	5	0
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. ...	0	1	0	0	0	4.00	4	0
2.2(2a): Writing clearly, coherently, and accurately...	0	1	0	0	0	4.00	4	0
2.2(2b): Speaking clearly, coherently, and accurately...	0	0	1	0	0	3.00	3	0
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...	0	1	0	0	0	4.00	4	0
2.2(2d): Translating professional vocabulary/jargon into understandable language in verbal and written communication...	0	1	0	0	0	4.00	4	0
SUB-TOTAL: #2 Communicates accurately and effectively through:...	0	1	0	0	0	4.00	4	0
2.2(3a): Soliciting and considering the viewpoints of others involved in problem-solving...	0	1	0	0	0	4.00	4	0
2.2(3b): Actively seeking input from parents/guardians in assessments and problem-solving...	0	1	0	0	0	4.00	4	0
2.2(3c): Adapting ideas as appropriate in working with other team members...	0	1	0	0	0	4.00	4	0

**GDPC 810 School Psych Internship (2.2 Consultation and Collaboration)
2015-2016 (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
SUB-TOTAL: #3 Works collaboratively with others through:...	0	1	0	0	0	4.00	4	0
2.2(4a): Applying systematic problem solving ...	0	1	0	0	0	4.00	4	0
2.2(4b): Advocating and recommending evidence-based interventions during problem-solving process...	0	0	1	0	0	3.00	3	0
SUB-TOTAL: #4 Displays consultative problem solving through:...	0	1	0	0	0	4.00	4	0
Total Assessments	3	14	2	0	0			
Percent	16%	74%	11%	0%	0%			
N=1						Avg Mean	4.05	(Nov 2016)

**GDPC 810 School Psych Internship (2.3 Interventions and Instructional Support to Develop Academic Skills)
2015-2016**

	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....	0	1	0	0	0	4.00	4	0
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
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	1	0	0	0	4.00	4	0
2.3(1c): Develop and implement individual/group academic interventions that are empirically validated ...	0	1	0	0	0	4.00	4	0
2.3(1d): Facilitate intervention fidelity...	0	1	0	0	0	4.00	4	0
SUB-TOTAL: #1 Uses assessment data to:...	0	1	0	0	0	4.00	4	0
2.3(2a): Integrating information from multiple sources including assessment data, interviews, and input from individuals in the student's learning environment...	0	1	0	0	0	4.00	4	0
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	1	0	0	0	4.00	4	0
SUB-TOTAL: #2 Collaborates in academic intervention development by:	0	1	0	0	0	4.00	4	0
Total Assessments	1	8	0	0	0			
Percent	11%	89%	0%	0%	0%			

N=1

Avg Mean 4.11

(Nov 2016)

**GDPC 810 School Psych Internship (2.4 Interventions and Mental Health Services to Develop Social and Life Skills)
2015-2016**

	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....	0	1	0	0	0	4.00	4	0
2.4(1a): Recommend research-based strategies for improving behavioral, affective, adaptive, and social skills as needed based on assessment results...	0	0	1	0	0	3.00	3	0
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	1	0	0	0	4.00	4	0
2.4(1c): Develop and implement individual/group social and life skill interventions that are empirically validated...	0	1	0	0	0	4.00	4	0
2.4(1d): Facilitate intervention fidelity...	0	1	0	0	0	4.00	4	0
SUB-TOTAL: #1 Uses assessment data to:...	0	1	0	0	0	4.00	4	0
2.4(2a): Integrating information from multiple sources including assessment data, interviews, and input from individuals in the student's learning environment...	0	0	1	0	0	3.00	3	0
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	0	1	0	0	3.00	3	0
SUB-TOTAL: #2 Collaborates in behavioral, affective, adaptive, and social skills intervention development by...	0	0	1	0	0	3.00	3	0
Total Assessments	0	5	4	0	0			
Percent	0%	56%	44%	0%	0%			

N=1

Avg Mean 3.56

(Nov 2016)

**GDPC 810 School Psych Internship (2.5 School-wide Practices to Promote Learning)
2015-2016**

	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...	0	1	0	0	0	4.00	4	0
2.5(1a): Deliver psychological services within the framework of federal rules and regulations, school system, and state Department of Education policies and procedures...	0	1	0	0	0	4.00	4	0
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...	0	0	1	0	0	3.00	3	0
SUB-TOTAL: #1 Works within system structures to:...	0	1	0	0	0	4.00	4	0
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	0	1	0	0	3.00	3	0
2.5(2b): Promoting views that support student learning and needs as opposed to promoting punitive only responses to student behaviors...	0	1	0	0	0	4.00	4	0
2.5(2c): Demonstrating knowledge of strategies to promote student engagement...	0	1	0	0	0	4.00	4	0
2.5(2d): Demonstrating knowledge of strategies to promote school-family-community cooperation...	0	0	1	0	0	3.00	3	0
SUB-TOTAL: #2 Facilitates practices that foster positive school climate	0	1	0	0	0	4.00	4	0
Total Assessments	0	6	3	0	0			
Percent	0%	67%	33%	0%	0%			

N=1

Avg Mean 3.67

(Nov 2016)

**GDPC 810 School Psych Internship (2.6 Preventive and Responsive Services)
2015-2016**

	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....	0	1	0	0	0	4.00	4	0
2.6(1a): Critical review of system policies and procedures in the context of best practice recommendations for crisis prevention and intervention...	0	0	1	0	0	3.00	3	0
2.6(1b): Knowing and recognizing behaviors and risk factors that represent threats to wellness...	0	1	0	0	0	4.00	4	0
2.6(1c): Collaborating with school and community staff to promote practices supportive of mental health and physical well-being of students...	0	1	0	0	0	4.00	4	0
SUB-TOTAL: #1 Applies knowledge about prevention and response services through:...	0	1	0	0	0	4.00	4	0
2.6(2a): Implement system-wide (i.e., classwide and/or schoolwide) crisis prevention practices when feasible...	0	0	1	0	0	3.00	3	0
2.6(2b): Provide training and resource information for ongoing monitoring of school practices related to crisis prevention and intervention...	0	0	0	0	0			
SUB-TOTAL: #2 Collaborates with school personnel, students, and families to:...	0	1	0	0	0	4.00	4	0
Total Assessments	0	5	2	0	0			
Percent	0%	71%	29%	0%	0%			

N=1

Avg Mean 3.71

(Nov 2016)

**GDPC 810 School Psych Internship (2.7 Family-School Collaboration Services)
2015-2016**

	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 & mental health; and methods to develop collaboration between families & schools....	0	1	0	0	0	4.00	4	0
2.7(1a): Application of family-centered principles in verbal and written communication ...	0	0	1	0	0	3.00	3	0
2.7(1b): Use of appropriate vocabulary allowing for understanding of presented information...	0	1	0	0	0	4.00	4	0
2.7(1c): Development of interventions in a manner that does not violate cultural norms of the family...	0	1	0	0	0	4.00	4	0
SUB-TOTAL #1 Applies knowledge about family systems, strengths, and needs, and culture through:...	0	1	0	0	0	4.00	4	0
2.7(2a): Routinely including family members as Team members for assessment and intervention purposes...	0	0	1	0	0	3.00	3	0
2.7(2b): Routinely identifying and addressing family concerns as related to a variety of situations...	0	1	0	0	0	4.00	4	0
2.7(2c): Adapting to meet family schedules in order to obtain input from family members...	0	1	0	0	0	4.00	4	0
2.7(2d): Appropriately recognizing and addressing concerns raised by family members...	0	1	0	0	0	4.00	4	0
2.7(2e): Adherence to confidentiality practices recognizing the legal rights of parents/guardians...	1	0	0	0	0	5.00	5	0
2.7(2f): Effective communication with parents/caregivers...	0	1	0	0	0	4.00	4	0
SUB-TOTAL: #2 Applies knowledge of evidence-based strategies and methods for developing collaboration through:...	0	1	0	0	0	4.00	4	0
2.7(3a): Encouraging family involvement and their expression of views/ideas/concerns...	1	0	0	0	0	5.00	5	0

**GDCP 810 School Psych Internship (2.7 Family-School Collaboration Services)
2015-2016 (cont'd)**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
1	0	0	1	0	0	3.00	3	0
1	0	0	1	0	0	3.00	3	0
1	0	1	0	0	0	4.00	4	0
	2	10	4	0	0	2		
	13%	63%	25%	0%	0%	13%		
N=1						Avg Mean	3.88	

(Nov 2016)

**GDPC 810 School Psych Internship (2.8 Diversity in Development and Learning)
2015-2016**

	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....	0	1	0	0	0	4.00	4	0
2.8(1a): Demonstrating sensitivity to cultural and background factors of students, families, and school personnel...	0	1	0	0	0	4.00	4	0
2.8(1b): Considering background and environmental factors of students in assessment design and interpretation...	0	1	0	0	0	4.00	4	0
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...	0	1	0	0	0	4.00	4	0
SUB-TOTAL: #1 Appropriately addresses diversity issues through:...	0	1	0	0	0	4.00	4	0
2.8(2a): Addressing diverse learning and mental health needs of students...	0	1	0	0	0	4.00	4	0
2.8(2b): Assessing the needs of English language learners...	0	0	1	0	0	3.00	3	0
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...	0	0	1	0	0	3.00	3	0
SUB-TOTAL: #2 Work within a problem-solving framework for:...	0	1	0	0	0	4.00	4	0
Total Assessments	0	7	2	0	0			
Percent	0%	78%	22%	0%	0%			

N=1

Avg Mean

3.78

(Nov 2016)

**GDPC 810 School Psych Internship (2.9 Research and Program Evaluation)
2015-2016**

	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....	0	1	0	0	0	4.00	4	0
2.9(1a): Through accurately incorporating principles of measurement and psychometric standards at individual, group, and system levels...	0	0	1	0	0	3.00	3	0
2.9(1b): To evaluate outcomes from interventions in collaboration with others...	0	1	0	0	0	4.00	4	0
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
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
SUB-TOTAL: #1 Utilizes varied data collection and analysis techniques:...	0	1	0	0	0	4.00	4	0
2.9(2a): In communicating about assessment findings and recommendations with parents/caregivers, and school personnel...	0	1	0	0	0	4.00	4	0
2.9(2b): Through designing, implementing, and evaluating fidelity and effectiveness of intervention plans...	0	0	1	0	0	3.00	3	0
SUB-TOTAL: #2 Applies knowledge of evidence-based interventions and programs:...	0	1	0	0	0	4.00	4	0
Total Assessments	2	5	2	0	0			
Percent	22%	56%	22%	0%	0%			
N=1						Avg Mean	4.00	

(Nov 2016)

**GDPC 810 School Psych Internship (2.10 Legal, Ethical, and Professional Practice)
2015-2016**

	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....	0	1	0	0	0	4.00	4	0
2.10(1a): Being punctual, meeting deadlines, dressing appropriately, using professional conduct...	0	1	0	0	0	4.00	4	0
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
2.10(1c): Showing respect for the expertise and contributions of other professionals...	0	1	0	0	0	4.00	4	0
2.10(1d): Accepting responsibility for own behavior such as acknowledging errors and working toward improvement in identified areas...	0	1	0	0	0	4.00	4	0
2.10(1e): Cooperating with directives of intern supervisor...	1	0	0	0	0	5.00	5	0
2.10(1f): Completing tasks with minimal supervision ...	1	0	0	0	0	5.00	5	0
2.10(1g): Employs effective organizational strategies such as using a calendar, tracking caseloads, managing time, and meeting deadlines...	0	1	0	0	0	4.00	4	0
SUB-TOTAL: #1 Demonstrates behaviors consistent with professionalism as reflected by:...	0	1	0	0	0	4.00	4	0
2.10(2a): Following school psychology practice guidelines related to general and special education regulations, professional interactions, and scope of services...	0	1	0	0	0	4.00	4	0
2.10(2b): Understanding of parent and child rights under IDEA and FERPA...	0	1	0	0	0	4.00	4	0
2.10(2c): Understanding and observing laws pertaining to the delivery of ...	0	1	0	0	0	4.00	4	0

**GDPC 810 School Psych Internship (2.10 Legal, Ethical, and Professional Practice)
2015-2016 (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...	0	1	0	0	0	4.00	4	0
2.10(2e): Demonstrating knowledge of NASP Principles for Professional Ethics...	1	0	0	0	0	5.00	5	0
2.10(2f): Adhering to NASP Principles for Professional Ethics, including obligation to advocate for students/families'™ rights...	1	0	0	0	0	5.00	5	0
2.10(2g): Demonstrating ability to use systematic decision-making process in responding to legal and /or ethical dilemmas...	0	1	0	0	0	4.00	4	0
SUB-TOTAL: #2 Demonstrates a commitment to professional development as reflected by:...	0	1	0	0	0	4.00	4	0
Total Assessments	5	12	0	0	0			
Percent	29%	71%	0%	0%	0%			
N=1						Avg Mean	4.29	

(Nov 2016)

**GPC School Counseling Dispositions
2015-2016**

	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...	2	0	0	0	0	5.00	5	0.000
2. The counseling professional values fairness...	2	0	0	0	0	5.00	5	0.000
3. The counseling professional values respectful communication ...	0	2	0	0	0	4.00	4	0.000
4. The counseling professional values diversity...	2	0	0	0	0	5.00	5	0.000
5. The counseling professional recognizes personal leadership responsibility ...	0	0	1	1	0	2.50	2	0.500
6. The counseling professional values personal and professional growth...	0	1	1	0	0	3.50	4	0.500
7. The counseling professional is committed to inquiry...	0	2	0	0	0	4.00	4	0.000
8. The counseling professional is committed to service ...	1	1	0	0	0	4.50	4	0.500
9. The counseling professional values ethical behavior...	1	1	0	0	0	4.50	4	0.500
10. The counseling professional is committed to team/group relations...	1	1	0	0	0	4.50	4	0.500
11. The counseling professional values written communication...	0	0	2	0	0	3.00	3	0.000
12. The counseling professional values professional demeanor and appearance...	0	2	0	0	0	4.00	4	0.000
Total Assessments	9	10	4	1	0			
Percent	38%	42%	17%	4%	0%			
N=2						Avg Mean	4.13	

(Nov 2016)

**GPC Clinical Mental Health Counseling Dispositions
2015-2016**

	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	7	13	4	0	0	4.13	4	0.665
2. The counseling professional values fairness	7	15	2	0	0	4.21	4	0.576
3. The counseling professional values respectful communication	6	8	9	1	0	3.79	3	0.865
4. The counseling professional values diversity	8	13	3	0	0	4.21	4	0.644
5. The counseling professional recognizes personal leadership responsibility	9	11	3	1	0	4.17	4	0.799
6. The counseling professional values personal and professional growth	10	9	3	1	1	4.08	5	1.037
7. The counseling professional is committed to inquiry	8	9	5	2	0	3.96	4	0.934
8. The counseling professional is committed to service	6	13	4	1	0	4.00	4	0.764
9. The counseling professional values ethical behavior	5	16	2	1	0	4.04	4	0.676
10. The counseling professional is committed to team/group relations	6	12	5	1	0	3.96	4	0.789
11. The counseling professional values written communication	4	8	10	2	0	3.58	3	0.862
12. The counseling professional values professional demeanor and appearance	6	9	9	0	0	3.88	4	0.781
Total Assessments	82	136	59	10	1			
Percent	28%	47%	20%	3%	0%			

N=24

Avg Mean 4.00

(Nov 2016)

GPC School Psychology Dispositions 2015-2016									
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev	
(1) All Students Learn & Grow...	0	2	2	1	0	3.20	3	0.748	
(2) Fairness...	0	0	5	0	0	3.00	3	0.000	
(3) Communication Skills...	0	1	3	1	0	3.00	3	0.632	
(4) Written Communication...	0	1	2	2	0	2.80	3	0.748	
(5) Independent Functioning...	0	1	3	1	0	3.00	3	0.632	
(6) Diversity Sensitivity...	0	1	3	1	0	3.00	3	0.632	
(7) Leadership / Prof Demeanor...	0	1	3	1	0	3.00	3	0.632	
(8) Inquiry...	0	1	4	0	0	3.20	3	0.400	
(9) Service...	0	0	4	0	0	3.00	3	0.000	
(10) Ethics...	0	2	3	0	0	3.40	3	0.490	
(11) Team & Groups...	0	2	3	0	0	3.40	3	0.490	
(12) Assessment...	0	0	4	1	0	2.80	3	0.400	
(13) Initiative...	0	2	3	0	0	3.40	3	0.490	

GPC School Psychology Dispositions 2015-2016 (Cont'd)									
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev	
(14) Dependability...	0	2	3	0	0	3.40	3	0.490	
(15) Time & Organization...	0	0	5	0	0	3.00	3	0.000	
(16) Problem solving & Critical Thinking...	0	1	3	1	0	3.00	3	0.632	
(17) Adaptability & Flexibility...	0	1	4	0	0	3.20	3	0.400	
(18) Personal Growth...	0	2	2	1	0	3.20	3	0.748	
(19) Professional Growth...	0	0	5	0	0	3.00	3	0.000	
(20) Case Conceptualization...	0	0	2	3	0	2.40	2	0.490	
(21) Systems Orientation...	0	0	3	2	0	2.60	3	0.490	
	Total Assessments	0	20	69	15	0			
	Percent	0%	19%	66%	14%	0%			
N=5						Avg Mean	3.05		

(Nov 2016)

GPC Educational Psychology Dispositions 2015-2016									
	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 ...	0	4	3	0	0	3.57	4	0.495	
2. Values fairness...	1	4	2	0	0	3.86	4	0.639	
3. Values respectful communication ...	1	2	4	0	0	3.57	3	0.728	
4. Values diversity ...	1	5	1	0	0	4.00	4	0.535	
5. Recognizes personal leadership responsibility ...	1	3	3	0	0	3.71	4	0.700	
6. Values personal and professional growth...	1	3	3	0	0	3.71	4	0.700	
7. Committed to inquiry...	0	2	5	0	0	3.29	3	0.452	
8. Committed to service...	2	1	0	0	0	4.67	5	0.471	
9. Values ethical behavior...	0	5	2	0	0	3.71	4	0.452	
10. Committed to team/group relations...	3	3	1	0	0	4.29	4	0.700	
11. Values written communication...	0	2	4	1	0	3.14	3	0.639	
12. Values professional demeanor and appearance...	3	4	0	0	0	4.43	4	0.495	
	Total Assessments	13	15	7	1	0			
	Percent	36%	42%	19%	3%	0%			
N=7						Avg Mean	3.83		

(Nov 2016)

**GPC School Psychology Dispositions
2015-2016**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
1. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning....	0	0	1	0	0	3.00	3	0
2. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling....	0	0	1	0	0	3.00	3	0
3. Applies multicultural competencies through case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders....	0	0	1	0	0	3.00	3	0
4. Applies effective strategies to promote client understanding of and access to a variety of community resources....	0	0	1	0	0	3.00	3	0
5. Demonstrates the ability to use procedures for assessing and managing suicide risk....	0	0	0	0	0			
6. Applies current record-keeping standards....	1	0	0	0	0	5.00	5	0
7. Provides appropriate strategies when working with clients with addiction and co-occurring disorders....	1	0	0	0	0	5.00	5	0

GPC School Psychology Dispositions 2015-2016 (Cont'd)									
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev	
8. Demonstrates the ability to recognize his or her own limitations and seek supervision or refer clients when appropriate....	0	1	0	0	0	4.00	4	0	
9. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations....	0	0	1	0	0	3.00	3	0	
10. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management....	0	0	0	1	0	2.00	2	0	
11. Applies relevant research findings to inform practice....	0	0	1	0	0	3.00	3	0	
12. Develops measurable outcomes in programs, interventions, and treatments....	0	0	0	1	0	2.00	2	0	
13. Analyzes and uses data to increase the effectiveness of interventions and programs....	0	0	1	0	0	3.00	3	0	

**GPC School Psychology Dispositions
2015-2016 (Cont'd)**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
14. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments....	0	0	1	0	0	3.00	3	0
15. Conceptualizes an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals....	0	0	0	1	0	2.00	2	0
16. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events....	0	1	0	0	0	4.00	4	0
17. Makes appropriate referrals to school and/or community resources....	0	0	0	0	0			
18. Starts and ends sessions on time....	0	0	1	0	0	3.00	3	0
19. Maintains confidentiality at all times....	0	1	0	0	0	4.00	4	0
20. Dresses in a professionally appropriate manner and is neatly groomed....	0	0	1	0	0	3.00	3	0
21. Demonstrates ethical behavior....	0	0	1	0	0	3.00	3	0
22. Responds with genuineness, accurate empathy, and positive regard....	0	1	0	0	0	4.00	4	0

GPC School Psychology Dispositions 2015-2016 (Cont'd)									
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev	
23. Follows approved format for writing intake reports, progress notes, and termination/transfer summaries....	0	0	1	0	0	3.00	3	0	
24. Writes intake reports and progress notes as soon as possible for each session....	0	0	1	0	0	3.00	3	0	
25. Videotapes or records every session and reviews important segments in supervision....	0	0	1	0	0	3.00	3	0	
26. Accepts responsibility in supervision for self-evaluation....	0	1	0	0	0	4.00	4	0	
27. Applies new insights and interventions resulting from supervision....	0	0	1	0	0	3.00	3	0	
Total Assessments	2	5	15	3	0				
Percent	8%	20%	60%	12%	0%				
N=1						Avg Mean	3.24		

(Nov 2016)

APPENDIX C.
Leadership Programs

APPENDIX C-1. EDUCATIONAL LEADERSHIP ASSESSMENT DOCUMENTS

EDAL 520 Vision Statement 2015-2016									
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev	
Content & Organization...	9	0	0	0	0	5.00	5	0.000	
Identification of vision statement school comparisons included...	9	0	0	0	0	5.00	5	0.000	
Exemplar Vision Statement Chosen...	9	0	0	0	0	5.00	5	0.000	
Reflection (integration of knowledge base with practice)...	9	0	0	0	0	5.00	5	0.000	
Style/Format (APA and AU Standards)...	4	0	0	5	0	3.33	2	1.491	
Mechanics (spelling, grammar, punctuation, sentence structure)...	8	0	0	1	0	4.67	5	0.943	
Total Assessments	48	0	0	6	0				
Percent	89%	0%	0%	11%	0%				
N=9						Avg Mean	4.67		

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EDAL 520 Final Project 2015-2016									
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev	
Content & Organization...	4	0	0	0	0	5.00	5	0.000	
Knowledge base...	4	0	0	0	0	5.00	5	0.000	
Reflection (Integration of knowledge base with practice)...	4	0	0	0	0	5.00	5	0.000	
Style/Format (APA and AU Standards)...	0	0	4	0	0	3.00	3	0.000	
Mechanics (Spelling, grammar, Sentence structure, Punctuation)...	3	0	0	1	0	4.25	5	1.299	
	Total Assessments	15	0	4	1	0			
	Percent	75%	0%	20%	5%	0%			
N=4						Avg Mean	4.45		

(Nov 2016)

EDAL 520 Article Critique 2015-2016									
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev	
Content & Organization...	8	0	0	0	0	5.00	5	0.000	
Article Selection...	8	0	0	0	0	5.00	5	0.000	
Abstract...	7	1	0	0	0	4.88	5	0.331	
Analysis of Ideas...	8	0	0	0	0	5.00	5	0.000	
Implications ...	7	1	0	0	0	4.88	5	0.331	
Knowledge base on the Article and its issues...	8	0	0	0	0	5.00	5	0.000	
Reflection and comparison of the Article, and quality of answers provided to the issues (Integration of knowledge base with practice)...	8	0	0	0	0	5.00	5	0.000	
Style/Format (APA and AU Standards)...	3	0	2	0	3	3.00	1	1.732	
Mechanics (Spelling, grammar, punctuation, and sentence structure)...	6	1	1	0	0	4.63	5	0.696	
Total Assessments	63	3	3	0	3				
Percent	88%	4%	4%	0%	4%				
N=8						Avg Mean	4.71		

(Nov 2016)

EDAL 560 School Board Meeting Project 2015-2016									
	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	0.000	
Knowledge base of issues presented in the Board Meeting...	7	0	0	0	0	5.00	5	0.000	
Reflection (Integration of knowledge base with practice)...	7	0	0	0	0	5.00	5	0.000	
Style/Format (APA and AU Standards)...	2	0	3	0	2	3.00	3	1.512	
Mechanics (Spelling, grammar, punctuation, and sentence structure)...	5	2	0	0	0	4.71	5	0.452	
	Total Assessments	28	2	3	0	2			
	Percent	80%	6%	9%	0%	6%			
N=7						Avg Mean	4.54		

(Nov 2016)

**EDAL 570 Activity #4 Policies Compared & Contrasted
2015-2016**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Policy 1 comp/cont & school or district named...	7	0	0	0	0	5.00	5	0.000
Example 1...	7	0	0	0	0	5.00	5	0.000
Example 2...	7	0	0	0	0	5.00	5	0.000
Policy 2 comp/cont & school or district named...	7	0	0	0	0	5.00	5	0.000
Example 1...	7	0	0	0	0	5.00	5	0.000
Example 2...	7	0	0	0	0	5.00	5	0.000
Policy 3 comp/cont & school or district named...	7	0	0	0	0	5.00	5	0.000
Example 1...	7	0	0	0	0	5.00	5	0.000
Example 2...	7	0	0	0	0	5.00	5	0.000
Policy 4 comp/cont & school or district named...	7	0	0	0	0	5.00	5	0.000
Example 1...	7	0	0	0	0	5.00	5	0.000
Example 2...	7	0	0	0	0	5.00	5	0.000
Total Assessments	84	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=7						Avg Mean	5.00	

(Nov 2016)

EDAL 570 Activity #6 Profile 2015-2016									
	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	0.000	
Profile of the supervisory and evaluative procedures in place in the setting...	7	0	0	0	0	5.00	5	0.000	
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	0.000	
Total Assessments	21	0	0	0	0				
Percent	100%	0%	0%	0%	0%				
N=7						Avg Mean	5.00		

(Nov 2016)

EDAL 570 Activity #7 Observation Tools 2015-2016									
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev	
Tool and Context 1...	6	0	0	0	0	5.00	5	0.000	
Tool and Context 2...	6	0	0	0	0	5.00	5	0.000	
Tool and Context 3...	6	0	0	0	0	5.00	5	0.000	
Tool and Context 4...	6	0	0	0	0	5.00	5	0.000	
Tool and Context 5...	6	0	0	0	0	5.00	5	0.000	
Tool and Context 6...	6	0	0	0	0	5.00	5	0.000	
Tool and Context 7...	6	0	0	0	0	5.00	5	0.000	
Tool and Context 8...	6	0	0	0	0	5.00	5	0.000	
Tool and Context 9...	6	0	0	0	0	5.00	5	0.000	
Tool and Context 10...	6	0	0	0	0	5.00	5	0.000	
	Total Assessments	60	0	0	0	0			
	Percent	100%	0%	0%	0%	0%			
N=6						Avg Mean	5.00		

(Nov 2016)

**EDAL 570 Activity #8 Pre-Observation Conference
2015-2016**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Attributes of the Pre-Conference...	6	0	0	0	0	5.00	5	0.000
Actual Pre-Observation Form...	6	0	0	0	0	5.00	5	0.000
Explain what you are seeking in each of the seven segments of the form...	6	0	0	0	0	5.00	5	0.000
Focus serves to do what?...	6	0	0	0	0	5.00	5	0.000
How to prepare for the classroom observation...	6	0	0	0	0	5.00	5	0.000
Supervisory Skills (Pre-Observation Conference) Identification of Classroom context, characteristic of the learners...	6	0	0	0	0	5.00	5	0.000
Supervisory Skills (Pre-Observation Conference) Identification of Classroom context, Learning Objectives...	6	0	0	0	0	5.00	5	0.000
Supervisory Skills (Pre-Observation Conference) Identification of Classroom context, Focus mutually identified between supervisor and teacher...	6	0	0	0	0	5.00	5	0.000
Supervisory Skills (Pre-Observation Conference) Identification of Classroom context, Discussion of which data tools used and why...	6	0	0	0	0	5.00	5	0.000

EDAL 570 Activity #8 Pre-Observation Conference 2015-2016 (Cont'd)									
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev	
Supervisory Skills (Pre-Observation Conference) Completed Pre-Observation Form...	6	0	0	0	0	5.00	5	0.000	
Supervisory Skills (Pre-Observation Conference), Identified Teachers instructional concerns...	6	0	0	0	0	5.00	5	0.000	
Supervisory Skills (Pre-Observation Conference), Identified the Supervisory focus...	6	0	0	0	0	5.00	5	0.000	
Supervisory Skills (Pre-Observation Conference), A copy of the data collection tools to be used during the observation...	6	0	0	0	0	5.00	5	0.000	
	Total Assessments	78	0	0	0	0			
	Percent	100%	0%	0%	0%	0%			
N=6						Avg Mean	5.00		

(Nov 2016)

EDAL 570 Activity #9 Observation 2015-2016									
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev	
The Classroom Observation...	6	0	0	0	0	5.00	5	0.000	
The Classroom Observation...	6	0	0	0	0	5.00	5	0.000	
The Classroom Observation...	6	0	0	0	0	5.00	5	0.000	
The Classroom Observation...	6	0	0	0	0	5.00	5	0.000	
The Classroom Observation...	6	0	0	0	0	5.00	5	0.000	
	Total Assessments	30	0	0	0	0			
	Percent	100%	0%	0%	0%	0%			
N=6						Avg Mean	5.00		

(Nov 2016)

**EDAL 570 Activity #10 Post-Observation Conference
2015-2016**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Purposes of the Post-Observation Conference...	6	0	0	0	0	5.00	5	0.000
Six ground laying supervisory tasks... Explains how the supervisor promotes teacher talk, inquiry and reflection including two supervisory approaches and examples...	6	0	0	0	0	5.00	5	0.000
Ten guidelines for effective feedback ...	6	0	0	0	0	5.00	5	0.000
The Post-Observation conference...	5	1	0	0	0	4.83	5	0.373
The Post-Observation conference...	5	1	0	0	0	4.83	5	0.373
The Post-Observation conference...	5	1	0	0	0	4.83	5	0.373
The Post-Observation conference...	5	1	0	0	0	4.83	5	0.373
The Post-Observation conference...	5	1	0	0	0	4.83	5	0.373
Total Assessments	49	5	0	0	0			
Percent	91%	9%	0%	0%	0%			
N=6						Avg Mean	4.91	

(Nov 2016)

**EDAL 570 Activity #11 Professional Development
2015-2016**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Ten specifics regarding the mission and principles of professional development...	6	0	0	0	0	5.00	5	0.000
Ten Standard Focus Areas...	6	0	0	0	0	5.00	5	0.000
Ten Planning considerations for Professional development...	6	0	0	0	0	5.00	5	0.000
Based on the pre-observation conference (area of focus), the observation, and the discussion in the post observation conference...	6	0	0	0	0	5.00	5	0.000
Detailed Professional Growth Plan includes areas for the teacher to explore, ways in which the teacher can explore these areas, and any other mutually agreed on aspects (e.g., what artifacts to include)...	6	0	0	0	0	5.00	5	0.000
Monitoring plan (e.g., markers of completion, time frame)...	6	0	0	0	0	5.00	5	0.000
Total Assessments	36	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=6						Avg Mean	5.00	

(Nov 2016)