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| <b>Standard A1.1</b> | <b>Data and summaries of results on key assessments in relation to standards and proficiencies identified in the EPP's assessment plan (Advanced Programs)</b> |
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### Curriculum Instruction

Key assessments of professional knowledge, skills, and dispositions are tied to *CSC's Visionary Leader* instructional themes and InTASC standards. There are three key assessments for the professional development focused Master of Education in Curriculum and Instruction with programs in elementary education (generalist), elementary education (field), and secondary education. There are five key assessments for Master of Education in Curriculum and Instruction degree options that lead to certification/licensure, including Reading Specialist, Special Education - Masters, and Early Childhood Special Education. Curriculum and Instruction master's candidates demonstrate proficiency in all ten InTASC standards through exit GPA requirements, culminating oral exams/graduate portfolios, clinical practice/field experiences, Praxis II exams, and follow-up studies. The licensure programs are evaluated by the State of Nebraska. Data are presented for 2015-2016, 2016-2017, 2017-2018, and Fall 2018. *Proficient (3)* is the target criterion.

### Key Assessment #1: Cumulative Grade Point Average (GPA)

Table A1.1a: *Mean Exit GPA for Master of Education in Curriculum and Instruction Graduates—(Reading Specialist, Special Education—Masters, and Early Childhood-Special Education) Benchmarked to Elementary C&I and Secondary C&I candidates (CAEP A1.1)*

| Program                           | N         | Summer 2015, Fall 2015, Spring 2016 | N         | Summer 2016, Fall 2016, Spring 2017 | N         | Summer 2017, Fall 2017, Spring 2018 | N         | Summer 2018, Fall 2018, Spring 2019 | N          | Grand Mean         |
|-----------------------------------|-----------|-------------------------------------|-----------|-------------------------------------|-----------|-------------------------------------|-----------|-------------------------------------|------------|--------------------|
| Reading Specialist                | 1         | *                                   | 6         | 3.85 (0.16)                         | 11        | 3.96 (0.04)                         | 5         | 3.92 (0.06)                         | 23         | 3.92 (0.10)        |
| Special Education - Masters       | 5         | 3.70 (0.20)                         | 9         | 3.83 (0.16)                         | 8         | 3.72 (0.28)                         | 0         | #                                   | 22         | 3.76 (0.22)        |
| Early Childhood Special Education | 0         | #                                   | 0         | #                                   | 0         | #                                   | 0         | #                                   | 0          | #                  |
| Elementary C & I                  | 8         | 3.85 (0.26)                         | 9         | 3.88 (0.14)                         | 7         | 3.90 (0.09)                         | 5         | 3.87 (0.14)                         | 29         | 3.88 (0.16)        |
| Secondary C & I                   | 9         | 3.80 (0.19)                         | 9         | 3.83 (0.25)                         | 13        | 3.84 (0.26)                         | 7         | 3.95 (0.14)                         | 38         | 3.85 (0.22)        |
| <b>All C &amp; I Mean/SD</b>      | <b>23</b> | <b>3.80 (0.21)</b>                  | <b>33</b> | <b>3.85 (0.18)</b>                  | <b>39</b> | <b>3.86 (0.21)</b>                  | <b>17</b> | <b>3.91 (0.12)</b>                  | <b>112</b> | <b>3.85 (0.19)</b> |

Scale: 4—Advanced (A-level), 3—Proficient (B-level), 2—Progressing (C-level), 1/0 Unacceptable (D/F level)

### Key Assessment #2: Culminating Oral Examination

Graduate candidates develop a portfolio containing major assignments from graduate courses with reflections on their learning based on InTASC standards and aligned to CAEP standards and the unit's instructional themes. At the time of the comprehensive oral exam, the committee reviews the portfolio. The committee evaluates the portfolio as well as the candidate's performance on the oral exam by utilizing the EPP's oral examination rubric.

Table A1.1b: *Mean Ratings of InTASC Standards Items for Master of Education in Curriculum and Instruction—Reading Specialist, Special Education—Masters, Early Childhood-Special Education with all Elementary & Secondary Recipients by Oral Examination (Benchmarked to Elementary C&I and Secondary C&I candidates)*

| Term/ Year         | N | GPA CAEP A1.1 | The Learner and Learning InTASC 1, 2, 3; CAEP A1.1 | Content Knowledge InTASC 4, 5; CAEP A1.1 | Instructional Practice InTASC 6, 7, 8; CAEP A1.1 | Professional Responsibility InTASC 9, 10; CAEP A1.1 | InTASC Standards Items Grand Mean/SD CAEP A1.1 |
|--------------------|---|---------------|--|--|--|---|--|
| Reading Specialist |   |               |  |  |  |   |  |
| Summer 2015, Fall  | 1 | *             | *  | *  | *  | *   | *  |

|   |                                      |             |             |             |             |             |             |
|---|--------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 2015, Spring 2016                           |                                      |             |             |             |             |             |             |
| Summer 2016, Fall 2016, Spring 2017         | 6                                    | 3.85 (0.16) | 3.49 (0.46) | 3.50 (0.55) | 3.46 (0.56) | 3.39 (0.43) | 3.47 (0.48) |
| Summer 2017, Fall 2017, Spring 2018         | 11                                   | 3.96 (0.04) | 3.66 (0.49) | 3.53 (0.57) | 3.59 (0.52) | 3.59 (0.57) | 3.61 (0.51) |
| Summer 2018, Fall 2018, Spring 2019         | 5                                    | 3.92 (0.06) | 3.80 (0.45) | 3.80 (0.45) | 3.80 (0.45) | 3.80 (0.45) | 3.80 (0.45) |
| <b>Total N/Mean/SD</b>                      | 23                                   | 3.92 (0.10) | 3.66 (0.46) | 3.59 (0.52) | 3.61 (0.50) | 3.59 (0.50) | 3.63 (0.47) |
| <b>Special Education--Masters</b>           |                                      |             |             |             |             |             |             |
| Summer 2015, Fall 2015, Spring 2016         | 5                                    | 3.70 (0.20) | 3.78 (0.48) | 3.76 (0.43) | 3.71 (0.47) | 3.60 (0.53) | 3.73 (0.48) |
| Summer 2016, Fall 2016, Spring 2017         | 9                                    | 3.83 (0.16) | 3.69 (0.36) | 3.64 (0.42) | 3.68 (0.36) | 3.69 (0.33) | 3.68 (0.36) |
| Summer 2017, Fall 2017, Spring 2018         | 8                                    | 3.72 (0.28) | 3.44 (0.34) | 3.49 (0.35) | 3.34 (0.39) | 3.35 (0.45) | 3.41 (0.35) |
| Summer 2018, Fall 2018, Spring 2019         | 0                                    | #           | #           | #           | #           | #           | #           |
| <b>Total N/Mean/SD</b>                      | 22                                   | 3.76 (0.22) | 3.76 (0.37) | 3.75 (0.39) | 3.70 (0.38) | 3.68 (0.41) | 3.73 (0.37) |
| <b>Early Childhood-Special Education</b>    |                                      |             |             |             |             |             |             |
| Summer 2015, Fall 2015, Spring 2016         | 0                                    | #           | #           | #           | #           | #           | #           |
| Summer 2016, Fall 2016, Spring 2017         | 0                                    | #           | #           | #           | #           | #           | #           |
| Summer 2017, Fall 2017, Spring 2018         | 0                                    | #           | #           | #           | #           | #           | #           |
| Summer 2018, Fall 2018, Spring 2019         | 0                                    | #           | #           | #           | #           | #           | #           |
| <b>Total N/Mean/SD</b>                      | New Program—No Graduates or Data Yet |             |             |             |             |             |             |
| <b>Elementary C &amp; I</b>                 |                                      |             |             |             |             |             |             |
| Summer 2015, Fall 2015, Spring 2016         | 8                                    | 3.85 (0.26) | 3.86 (0.17) | 3.80 (0.32) | 3.83 (0.25) | 3.86 (0.14) | 3.84 (0.19) |
| Summer 2016, Fall 2016, Spring 2017         | 9                                    | 3.88 (0.14) | 3.73 (0.46) | 3.78 (0.44) | 3.77 (0.44) | 3.80 (0.33) | 3.76 (0.41) |
| Summer 2017, Fall 2017, Spring 2018         | 7                                    | 3.90 (0.09) | 3.71 (0.42) | 3.71 (0.49) | 3.60 (0.45) | 3.57 (0.45) | 3.66 (0.43) |
| Summer 2018, Fall 2018, Spring 2019         | 5                                    | 3.87 (0.14) | 3.62 (0.50) | 3.60 (0.55) | 3.53 (0.51) | 3.70 (0.45) | 3.61 (0.46) |
| <b>Total N/Mean/SD</b>                      | 29                                   | 3.88 (0.16) | 3.74 (0.38) | 3.74 (0.42) | 3.70 (0.41) | 3.74 (0.35) | 3.73 (0.37) |
| <b>Secondary C &amp; I</b>                  |                                      |             |             |             |             |             |             |
| Summer 2015, Fall 2015, Spring 2016         | 9                                    | 3.80 (0.19) | 3.53 (0.53) | 3.64 (0.51) | 3.59 (0.52) | 3.63 (0.51) | 3.58 (0.51) |
| Summer 2016, Fall 2016, Spring 2017         | 9                                    | 3.83 (0.25) | 3.86 (0.15) | 3.82 (0.29) | 3.85 (0.18) | 3.65 (0.35) | 3.82 (0.19) |
| Summer 2017, Fall 2017, Spring 2018         | 13                                   | 3.84 (0.26) | 3.90 (0.17) | 3.83 (0.34) | 3.86 (0.23) | 3.85 (0.28) | 3.87 (0.19) |
| Summer 2018, Fall 2018, Spring 2019         | 7                                    | 3.95 (0.14) | 3.48 (0.60) | 3.71 (0.40) | 3.57 (0.53) | 3.53 (0.68) | 3.44 (0.67) |
| <b>Total N/Mean/SD</b>                      | 38                                   | 3.85 (0.22) | 3.73 (0.41) | 3.76 (0.38) | 3.74 (0.38) | 3.69 (0.43) | 3.71 (0.42) |
| <b>InTASC Standards Items Grand Mean/SD</b> |                                      |             |             |             |             |             |             |
| <b>Grand Mean/SD<br/>N = 112</b>            | 112                                  | 3.85 (0.19) | 3.72 (0.40) | 3.72 (0.43) | 3.70 (0.41) | 3.68 (0.42) | 3.70 (0.41) |

Scale: 4—Advanced (A-level), 3—Proficient (B-level), 2—Progressing (C-level), 1/0 Unacceptable (D/F level)

Rubrics: *Oral Exam*

Link to: [EDCI Oral Exam Data Groups All Years, EDCI Oral Exam Elementary Summer 2015-Fall 2018, EDCI Oral Exam Secondary Summer 2015-Fall 2018, EDCI Oral Exam Reading Specialist Summer 2015-Fall 2018, EDCI Oral Exam Special Education Summer 2015-Fall 2018](#)

Table A1.1c: *Mean Ratings of InTASC Standards Items for Master of Education in Curriculum and Instruction by Oral Examination —(Reading Specialist, Special Education—Masters, and Early Childhood-Special Education) Benchmarked to Elementary C&I and Secondary C&I candidates*

| Curriculum & Instruction Candidates' InTASC Standards Items   | Reading Specialist Summer 2015-Fall 2018<br>N = 23 | Special Education-Masters Summer 2015-Fall 2018<br>N = 22 | C&I Elementary Summer 2015-Fall 2018<br>N = 29 | C&I Secondary Summer 2015-Fall 2018<br>N = 38 | C&I All Candidates Summer 2015-Fall 2018<br>N = 112 |
|---|--|---|--|---|---|
| <b>The Learner and Learning</b>   |  |   |  |   |   |
| #1 Uses interactions with learners, families, and communities to better understand variations in development than can guide curriculum development and work with learners. (Methodology)(K) (InTASC 1; CAEP A1.1, A1.1d)  | 3.65 (0.48)  | 3.77 (0.43)   | 3.72 (0.45)                                    | 3.74 (0.45)                                   | 3.72 (0.45)   |
| #1 Uses a deep understanding of the ways in which one area of development can affect other areas, in order to personalize learning. (Methodology)(K) (InTASC 1; CAEP A1.1)  | 3.70 (0.56)  | 3.73 (0.46)   | 3.66 (0.55)                                    | 3.74 (0.45)                                   | 3.71 (0.50)   |
| #1 Uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging curriculum (learning experiences). (Methodology)(S) (InTASC 1; CAEP A1.1)        | 3.65 (0.57)  | 3.77 (0.43)   | 3.72 (0.45)                                    | 3.76 (0.49)                                   | 3.73 (0.48)   |
| #1 Works with professional colleagues to design and implement experiences that are responsive to learners' complex developmental needs. (Methodology)(D) (InTASC 1; CAEP A1.1, A1.1c, A1.1f)  | 3.75 (0.45)  | 3.64 (0.58)   | 3.69 (0.47)                                    | 3.71 (0.52)                                   | 3.70 (0.50)   |
| <b>Standard 1</b>   | 3.68 (0.48)  | 3.73 (0.44)   | 3.70 (0.43)                                    | 3.74 (0.40)                                   | 3.71 (0.43)   |
| #2 Demonstrates an increased ability to deepen knowledge of and apply approaches to adapting instruction to meet the specific needs of individuals and groups of learners. (Inclusive Learning Environments)(K) (InTASC 2; CAEP A1.1)   | 3.65 (0.57)  | 3.82 (0.39)   | 3.79 (0.41)                                    | 3.71 (0.73)                                   | 3.74 (0.57)   |
| #2 Uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards. (Inclusive Learning Environments)(S) (InTASC 2; CAEP A1.1, A1.1c) | 3.70 (0.47)  | 3.73 (0.46)   | 3.76 (0.44)                                    | 3.66 (0.48)                                   | 3.71 (0.46)   |
| #2 Examines multiple sources of data to assess the impact of current practice on meeting diverse learners' needs and make adjustments in practice. (Inclusive Learning Environments)(D) (InTASC 2; CAEP A1.1, A1.1a, A1.1b, A1.1c, A1.1f)                                     | 3.65 (0.49)  | 3.59 (0.59)   | 3.62 (0.56)                                    | 3.53 (0.83)                                   | 3.59 (0.65)   |
| #2 Works collaboratively to identify and effectively use resources that can support particular learning needs. (Inclusive Learning Environments)(D) (InTASC 2; CAEP A1.1, A1.1b, A1.1c, A1.1d, A1.1f)   | 3.61 (0.58)  | 3.86 (0.35)   | 3.72 (0.45)                                    | 3.74 (0.45)                                   | 3.73 (0.46)   |
| <b>Standard 2</b>   | 3.65 (0.49)  | 3.75 (0.39)   | 3.72 (0.42)                                    | 3.70 (0.42)                                   | 3.71 (0.42)   |
| #3 Understands the relationship between motivation and engagement and knows how to design curriculum (learning experiences) using strategies that build learner self-direction and ownership of learning. (Inclusive Learning Environments)(K) (InTASC 3; CAEP A1.1)          | 3.65 (0.49)  | 3.73 (0.46)   | 3.72 (0.45)                                    | 3.74 (0.72)                                   | 3.71 (0.56)   |
| #3 Collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility. (Inclusive Learning Environments)(S) (InTASC 3; CAEP A1.1, A1.1d, A1.1f)   | 3.70 (.47)   | 3.77 (0.43)   | 3.86 (0.35)                                    | 3.79 (0.47)                                   | 3.79 (0.43)   |
| #3 Seeks to foster respectful communication among all members of the learning community. (Inclusive Learning Environments)(D) (InTASC 3; CAEP A1.1, A1.1d, A1.1f)   | 3.74 (.45)   | 3.86 (0.35)   | 3.83 (0.38)                                    | 3.82 (0.46)                                   | 3.81 (0.41)   |
| #3 Works collaboratively to identify and effectively use resources that can support particular learning needs. (Inclusive Learning Environments)(D) (InTASC 3; CAEP A1.1, A1.1d, A1.1f)   | 3.61 (0.58)  | 3.82 (0.39)   | 3.83 (0.38)                                    | 3.79 (0.47)                                   | 3.77 (0.46)   |
| #3 Communicates clearly using listening, writing, speaking, and media skills in a manner that is consistent with and responsive to the specific audience. (Communication)(K/S) (InTASC 3; CAEP A1.1, A1.1a, A1.1c, A1.1e, A1.1f)  | 3.55 (0.67)  | 3.81 (0.40)   | 3.67 (0.55)                                    | 3.74 (0.50)                                   | 3.69 (0.54)   |
| <b>Standard 3</b>   | 3.65 (0.46)  | 3.80 (0.43)   | 3.79 (0.34)                                    | 3.79 (0.42)                                   | 3.76 (0.39)   |
| <b>The Learner and Learning Domain Grand Mean</b>   | 3.66 (0.46)  | 3.76 (0.37)   | 3.74 (0.38)                                    | 3.73 (0.41)                                   | 3.72 (0.40)   |
| <b>Content Knowledge</b>  |  |   |  |   |   |
| #4 Develops curriculum based on central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. (Specialty Studies)(K) (InTASC 4; CAEP A1.1, A1.1b)  | 3.57 (0.59)  | 3.77 (0.43)   | 3.72 (0.45)                                    | 3.71 (0.46)                                   | 3.70 (0.48)   |

|  |             |              |             |             |             |
|--|-------------|--------------|-------------|-------------|-------------|
| #4 Implements curriculum based on central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. (Specialty Studies)(S) (InTASC 4; CAEP A1.1, A1.1b)   | 3.57 (0.59) | 3.77 (0.43)  | 3.72 (0.45) | 3.68 (0.53) | 3.69 (0.50) |
| <b>Standard 4</b>  | 3.57 (0.59) | 3.77 (0.43)  | 3.72 (0.45) | 3.70 (0.49) | 3.69 (0.49) |
| #5 Develops curriculum using multiple disciplinary perspectives to help learners develop more complex understandings of concepts and their application to real world contexts. (Thinking Skills)(K) (InTASC 5; CAEP A1.1)  | 3.61 (0.58) | 3.77 (0.43)  | 3.69 (0.54) | 3.82 (0.39) | 3.73 (0.48) |
| #5 Develops curriculum, engaging learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues. (Thinking Skills)(S) (InTASC 5; CAEP A1.1)  | 3.52 (0.59) | 3.68 (0.48)  | 3.76 (0.44) | 3.74 (0.50) | 3.69 (0.50) |
| #5 Values flexible learning environments that encourage learner exploration, discovery, and expression across content areas. (Thinking Skills)(D) (InTASC 5; CAEP A1.1, A1.1f)   | 3.70 (0.47) | 3.77 (0.43)  | 3.79 (0.41) | 3.87 (0.34) | 3.79 (0.41) |
| <b>Standard 5</b>  | 3.61 (0.50) | 3.74 (0.40)  | 3.75 (0.41) | 3.81 (0.38) | 3.74 (0.42) |
| <b>Content Knowledge Domain Grand Mean</b>   | 3.59 (.52)  | 3.75 (0.39)  | 3.74 (0.42) | 3.76 (0.38) | 3.72 (0.43) |
| <b>Instructional Practice</b>  |             |              |             |             |             |
| #6 Aligns assessment techniques to information needed to maximize individual student learning and improve curriculum and instruction. (Assessment)(K) (InTASC 6; CAEP A1.1, A1.1a, A1.1b, A1.1c)   | 3.61 (0.66) | 3.59 (0.580) | 3.66 (0.48) | 3.66 (0.53) | 3.63 (0.54) |
| #6 Uses, designs and adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives. (Assessment)(S) (InTASC 6; CAEP A1.1, A1.1a, A1.1b, A1.1c, A1.1e)   | 3.57 (0.58) | 3.64 (0.49)  | 3.66 (0.48) | 3.66 (0.58) | 3.63 (0.55) |
| #6 Is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth. (Assessment)(D) (InTASC 6; CAEP A1.1, A1.1a, A1.1b, A1.1c, A1.1f)   | 3.70 (0.56) | 3.68 (0.57)  | 3.62 (0.56) | 3.68 (0.53) | 3.67 (0.54) |
| <b>Standard 6</b>  | 3.62 (0.58) | 3.64 (0.48)  | 3.64 (0.48) | 3.67 (0.47) | 3.65 (0.49) |
| #7 Develops curriculum that supports individual learners in developing deep content understanding and critical learning skills. (Methodology)(K) (InTASC 7; CAEP A1.1)   | 3.57 (0.59) | 3.64 (0.49)  | 3.72 (0.45) | 3.68 (0.77) | 3.66 (0.61) |
| #7 Selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills. (Methodology)(S) (InTASC 7; CAEP A1.1)   | 3.61 (0.50) | 3.68 (0.48)  | 3.69 (0.54) | 3.82 (0.39) | 3.71 (0.47) |
| #7 Systematically analyzes student work in relationship to curriculum goals in order to adjust planning to meet student needs. (Methodology)(D) (InTASC 7; CAEP A1.1, A1.1a, A1.1c, A1.1f)   | 3.65 (0.49) | 3.86 (0.35)  | 3.69 (0.47) | 3.74 (0.45) | 3.73 (0.44) |
| <b>Standard 7</b>  | 3.61 (0.59) | 3.73 (0.38)  | 3.70 (0.47) | 3.78 (0.39) | 3.71 (0.43) |
| #8 Develops curriculum using a wide variety of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals. (Methodology)(K) (InTASC 8; CAEP A1.1, A1.1c)   | 3.52 (0.59) | 3.68 (0.48)  | 3.69 (0.54) | 3.79 (0.41) | 3.69 (0.50) |
| #8 Develops curriculum that uses a variety of instructional strategies and makes learning accessible to all learners. (Methodology)(S) (InTASC 8; CAEP A1.1, A1.1c)  | 3.57 (0.59) | 3.73 (0.46)  | 3.79 (0.41) | 3.82 (0.46) | 3.74 (0.48) |
| #8 Is committed to deepening awareness and understanding the strengths and needs of diverse learners when developing and implementing curriculum. (Methodology) (D) (InTASC 8; CAEP A1.1, A1.1f)   | 3.74 (0.45) | 3.77 (0.43)  | 3.83 (0.38) | 3.84 (0.37) | 3.80 (0.40) |
| <b>Standard 8</b>  | 3.61 (0.51) | 3.73 (0.43)  | 3.77 (0.39) | 3.82 (0.36) | 3.74 (0.42) |
| <b>Instructional Practice Domain Grand Mean</b>  | 3.61 (0.50) | 3.70 (0.38)  | 3.70 (0.41) | 3.74 (0.38) | 3.70 (0.41) |
| <b>Professional Responsibility</b>   |             |              |             |             |             |
| #9 Understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse). (Professionalism)(K) (InTASC 9; CAEP A1.1, A1.1f) | 3.43 (0.73) | 3.59 (0.50)  | 3.59 (0.50) | 3.49 (0.73) | 3.52 (0.63) |
| #9 Engages in continuous professional learning and continually evaluates the effects of his/her decisions on others. (Professionalism)(S) (InTASC 9; CAEP A1.1, A1.1a, A1.1b, A1.1c, A1.1, d, A1.1f)   | 3.61 (0.58) | 3.77 (0.43)  | 3.83 (0.38) | 3.76 (0.49) | 3.75 (0.48) |
| #9 Understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant laws and policies. (Professionalism)(D) (InTASC 9; CAEP A1.1, A1.1c, A1.1f)  | 3.65 (0.57) | 3.73 (0.46)  | 3.62 (0.49) | 3.63 (0.82) | 3.65 (0.63) |

|  |                    |                    |                    |                    |                    |
|--|--------------------|--------------------|--------------------|--------------------|--------------------|
| Standard 9   | 3.57 (0.60)        | 3.70 (0.40)        | 3.68 (0.39)        | 3.65 (0.53)        | 3.65 (0.49)        |
| #10 Understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners. (Leadership)(K) (InTASC10; CAEP A1.1, A1.1d, A1.1f) | 3.61 (0.58)        | 3.64 (0.58)        | 3.83 (0.38)        | 3.58 (0.79)        | 3.66 (0.62)        |
| #10 Collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth. (Leadership)(S) (InTASC10; CAEP A1.1, A1.1d, A1.1f)  | 3.65 (0.49)        | 3.68 (0.48)        | 3.86 (0.35)        | 3.66 (0.75)        | 3.71 (0.56)        |
| #10 Seeks appropriate leadership roles and opportunities to take responsibility for student learning and to advance the profession. (Leadership)(S) (InTASC10; CAEP A1.1, A1.1d, A1.1f)  | 3.61 (0.50)        | 3.68 (0.57)        | 3.72 (0.45)        | 3.66 (0.75)        | 3.67 (0.59)        |
| #10 Respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals. (Leadership)(D) (InTASC10; CAEP A1.1, A1.1d, A1.1f)                 | 3.68 (0.49)        | 3.79 (0.43)        | 3.81 (0.40)        | 3.75 (0.85)        | 3.76 (0.59)        |
| Standard 10  | 3.62 (0.47)        | 3.67 (0.49)        | 3.80 (0.36)        | 3.73 (0.37)        | 3.71 (0.42)        |
| <b>Professional Responsibility Domain Grand Mean</b>   | <b>3.59 (0.50)</b> | <b>3.68 (0.41)</b> | <b>3.74 (0.35)</b> | <b>3.69 (0.43)</b> | <b>3.68 (0.42)</b> |
| <b>InTASC Standards Items Grand Mean/SD</b>  | <b>3.63 (0.47)</b> | <b>3.73 (0.37)</b> | <b>3.73 (0.37)</b> | <b>3.71 (0.42)</b> | <b>3.70 (0.41)</b> |

Scale: 4—Advanced (A-level), 3—Proficient (B-level), 2—Progressing (C-level), 1/0 Unacceptable (D/F level)

Rubrics: Oral Exam

Link to: [EDCI Oral Exam Data Groups All Years, EDCI Oral Exam Elementary Summer 2015-Fall 2018, EDCI Oral Exam Secondary Summer 2015-Fall 2018, EDCI Oral Exam Reading Specialist Summer 2015-Fall 2018, EDCI Oral Exam Special Education Summer 2015-Fall 2018](#)

### Key Assessment #3: Clinical Practice

Reading Specialist, Special Education - Masters, and Early Childhood Special Education candidates are required to complete 3 hours of advanced level practicum per NDE Rule 20. Candidates are expected to earn at least a B (3.00) in the respective practicum course. Observation rubrics have been constructed, validated, and are in the pilot stage of collecting data on practicum performance. (See Plan.)

Courses: READ 636 Practicum in Reading; SPED 516 Clinical Experience in Appraisal of Exceptional Children; and FCS 541 Early Childhood: Methods and Materials, respectively

Table A1.1d: *Course Grades for Completers of Clinical Practice-- Reading Specialist, Special Education - Masters, and Early Childhood Special Education* (InTASC 1-10; CAEP A1, A2)

|  | Clinical Practice Course                    | N of Candidates                 | Grade Earned |    |    |
|--|---|---------------------------------|--------------|----|----|
|  |   |                                 | A            | B  | C  |
| <b>Reading Specialist</b>                |   |                                 |              |    |    |
| Spring 2016                              | READ 636                                    | 7                               | 7            | 0  | 0  |
| Spring 2017                              | READ 636                                    | 13                              | 13           | 0  | 0  |
| Spring 2019*                             | READ 636                                    | 10                              | NA           | NA | NA |
| Totals                                   | READ 636                                    | 30                              | 20*          | 0* | 0* |
| <b>Special Education - Masters</b>       |   |                                 |              |    |    |
| Spring 2016                              | SPED 516                                    | 8                               | 7            | 1  | 0  |
| Spring 2017                              | SPED 516                                    | 8                               | 0            | 0  | 0  |
| Spring 2018                              | SPED 516                                    | 7                               | 7            | 0  | 0  |
| Spring 2019*                             | SPED 516                                    | NA                              | NA           | NA | NA |
| Totals                                   | SPED 516                                    | 23*                             | 7*           | 1* | 0* |
| <b>Early Childhood Special Education</b> |   |                                 |              |    |    |
| 2015-2018                                | New Program – No Graduates Yet, No Data Yet |                                 |              |    |    |
| 2018-2019                                | FCS 541                                     | Course has not been taught yet. |              |    |    |
| Totals                                   | FCS 541                                     |                                 |              |    |    |

\*Course grades are not available yet for Spring 2019.

Rubrics: Attach rubrics and procedures for validating, Plan for piloting

#### Key Assessment #4: Praxis II Exam

The Praxis II Exams, 5310 Reading Specialist, 5354 Special Education, and 5691 Preschool/Early Childhood Special Education are required for graduation from Chadron State College for students in each of the related Curriculum and Instruction options. Passing the exam with a score of at least 165 for Reading Specialist; a score of 151 for Special Education; or a score of 159 for Preschool/Early Childhood Special Education is required for licensure in Nebraska.

Table A1.1e: *Median Praxis II Score for Reading Specialist, Special Education—Masters, and Early Childhood Special Education Graduates (InTASC 1-10; CAEP A1)*

|  | N of CSC Students taking the test           | N of Nebraska Students taking the test | Median Score CSC | Median Score National | N of CSC Students Reaching Cut off Score | CSC Pass Rate | Nebraska Pass Rate |
|--|---|--|------------------|-----------------------|--|---------------|--------------------|
| <b>Reading Specialist</b>                |   |  |                  |                       |  |               |                    |
| 2015-2016                                | 1   | NA*                                    | *                | 182                   | *  | *             | @                  |
| 2016-2017                                | 7   | 73                                     | 174              | 183                   | 6  | 86%           | 92%                |
| 2017-2018                                | 6   | 88                                     | 172              | 180                   | 5  | 83%           | 95%                |
| 2018-2019+                               | 1   | NA                                     | *                | 180                   | *  | *             |                    |
| Totals                                   | 15  | NA                                     | 173              | 182                   | 13                                       | 87%           | NA                 |
| <b>Special Education - Masters</b>       |   |  |                  |                       |  |               |                    |
| 2015-2016                                | 4   | NA*                                    | 168              | 174                   | 4  | 100%          | @                  |
| 2016-2017                                | 10  | 207                                    | 170              | 173                   | 10                                       | 100%          | 100%               |
| 2017-2018                                | 5   | 251                                    | 169              | 173                   | 5  | 100%          | 100%               |
| 2018-2019+                               | 0   | NA                                     |                  |                       |  |               |                    |
| Totals                                   | 19  | NA                                     | 169              | 173                   | 19                                       | 100%          | NA                 |
| <b>Early Childhood Special Education</b> |   |  |                  |                       |  |               |                    |
| 2015-2018                                | New Program – No Graduates Yet, No Data Yet |  |                  |                       |  |               |                    |
| 2018-2019                                | 0   |  |                  |                       |  |               |                    |
| Totals                                   | 0   |  |                  |                       |  |               |                    |

+2019 data totals for Nebraska test takers and Pass Rate will be forthcoming from NDE after the 2018-2019 year.

**Follow-up studies of content knowledge, professional knowledge, skills, and dispositions are tied to CSC's Visionary Leader instructional themes and InTASC standards.** Follow-up studies are conducted to measure advanced program candidates' perception of their preparation and their employers' assessment of their preparation as master's level teachers. Each of these ratings is based on a similar rubric. The Chadron State College Education Department—*Master of Education in Curriculum and Instruction* (elementary and secondary) (program completers) and *Master of Education in Curriculum and Instruction Employers* (supervisors) are surveys asking questions based on the InTASC standards. The survey is sent via electronic link to completers. Completers are asked to supply the contact information for their employer. Employers are then sent the Supervisor form of the survey. Survey data are collected once per year. Employer data will be forthcoming for 2018. Note: Data reported are for all C & I completers. There were four SPED completers; their data is shown in Table A1.1fa. There were no Reading Specialist completers included in the survey data.

#### Key Assessment #5: Post-graduation—Follow-up Survey

Table A1.1f: *Curriculum & Instruction Candidates' Knowledge, Skills, and Dispositions as Rated by Completers and their Employers through Surveys 2015, 2016 & 2017 (Graduate Self & Employer Supervisor) and 2018 (Graduate Self/2018 Employer still underway) (InTASC 1-10; CAEP A.1, A.4.1, A.4.2)*

| <b>Curriculum &amp; Instruction Candidates' Performance Evaluated through Follow up Surveys</b>   | <b>2015 Self Mean/SD<br/>N = 8/26<br/>(31%)</b> | <b>2015 Employer Mean/SD<br/>N = 3/4<br/>(75%)</b> | <b>2016 Self Mean/SD<br/>N = 10/18<br/>(56%)</b> | <b>2016 Employer Mean/SD<br/>N = 4/4<br/>(100%)</b> | <b>2017 Self Mean/SD<br/>N = 5/23<br/>(22%)</b> | <b>2017 Employer Mean/SD<br/>N = 0</b> | <b>2018 Self Mean/SD<br/>N = 3/18<br/>(17%)</b> | <b>2018 Employer Mean/SD<br/>N = ?</b> | <b>Grand Mean/SD+ Self 2015-2018<br/>N = 26/85<br/>(31%)</b> | <b>Grand Mean/SD+ Employer through 2017<br/>N = 7/8<br/>(88%)</b> |
|---|---|--|--|---|---|--|---|--|--|---|
| <b>The Learner and Learning</b>   |   |  |  |   |   |  |   |  |  |   |
| # 1 Design and facilitate a learning environment that encourages positive social interaction. (K) (Leadership) (InTASC 3; CAEP A1.1, A1.d)  | 3.63<br>(0.17)                                  | 3.67<br>(0.58)                                     | 3.60<br>(0.49)                                   | 3.25<br>(0.83)                                      | 3.60<br>(0.55)                                  | --                                     | 3.67<br>(0.58)                                  |  | 3.62<br>(0.50)   | 3.43<br>(0.79)  |
| #4 Develop and implement curriculum based on cognitive and developmental levels. (K) (Methodology) (InTASC 1; CAEP A1.1)  | 3.38<br>(0.46)                                  | 3.67<br>(0.58)                                     | 3.60<br>(0.49)                                   | 3.25<br>(0.43)                                      | 3.00<br>(0.00)                                  | --                                     | 3.67<br>(0.58)                                  |  | 3.42<br>(0.58)   | 3.43<br>(0.53)  |
| #6 Develop and implement curriculum based on community and curricular goals. (D) (Methodology) (InTASC 1; CAEP A1.1)  | 3.50<br>(0.50)                                  | 4.00<br>(0.00)                                     | 3.60<br>(0.49)                                   | 3.00<br>(0.00)                                      | 3.40<br>(0.55)                                  | --                                     | 3.67<br>(0.58)                                  |  | 3.54<br>(0.51)   | 3.43<br>(0.53)  |
| #12 Communicate clearly using listening, writing, speaking, and media. (S) (Communication) (InTASC 3; CAEP A1.1, A1.1a, A1.1c, A1.1e, A1.1f)  | 3.50<br>(0.50)                                  | 3.33<br>(0.58)                                     | 3.60<br>(0.49)                                   | 3.00<br>(0.00)                                      | 3.80<br>(0.45)                                  | --                                     | 3.67<br>(0.58)                                  |  | 3.62<br>(0.57)   | 3.14<br>(0.38)  |
| #13 Communicate clearly using listening, writing, speaking, and media skills in a manner that is consistent with and responsive to the specific audience. (D) (Communication) (InTASC 3; CAEP A1.1, A1.1a, A1.1c, A1.1e, A1.1f) | 3.75<br>(0.11)                                  | 3.33<br>(0.58)                                     | 3.60<br>(0.49)                                   | 3.00<br>(0.00)                                      | 3.40<br>(0.55)                                  | --                                     | 3.67<br>(0.58)                                  |  | 3.62<br>(0.57)   | 3.14<br>(0.38)  |
| #16 Develop curriculum based on diverse learner needs and abilities. (K) (Inclusive Learning Environments) (InTASC 2; CAEP A1.1, A1.1c)   | 3.45<br>(0.50)                                  | 3.67<br>(0.58)                                     | 3.50<br>(0.67)                                   | 3.50<br>(0.50)                                      | 3.20<br>(0.45)                                  | --                                     | 3.33<br>(0.58)                                  |  | 3.42<br>(0.58)   | 3.57<br>(0.53)  |
| #17 Implement curriculum based on diverse learner needs and abilities. (S) (Inclusive Learning Environments) (InTASC 2; CAEP A1.1c)   | 3.38<br>(0.46)                                  | 4.00<br>(0.00)                                     | 3.40<br>(0.66)                                   | 3.50<br>(0.50)                                      | 3.20<br>(0.45)                                  | --                                     | 3.33<br>(0.58)                                  |  | 3.35<br>(0.63)   | 3.71<br>(0.49)  |
| #18 Demonstrate cultural awareness,   | 3.38<br>(0.46)                                  | 3.67<br>(0.58)                                     | 3.50<br>(0.67)                                   | 3.25<br>(0.43)                                      | 3.80<br>(0.45)                                  | --                                     | 3.00<br>(0.00)                                  |  | 3.48<br>(0.65)   | 3.43<br>(0.53)  |

|   |                        |                        |                        |                        |                        |    |                        |  |                        |                        |
|---|------------------------|------------------------|------------------------|------------------------|------------------------|----|------------------------|--|------------------------|------------------------|
| gender sensitivity, and racial and ethnic appreciation in fostering an inclusive learning environment. (D) (Inclusive Learning Environments) (InTASC 2; CAEP A1.1)  |                        |                        |                        |                        |                        |    |                        |  |                        |                        |
| <b>The Learner and Learning Domain Grand Mean</b>   | <b>3.50<br/>(0.59)</b> | <b>3.67<br/>(0.48)</b> | <b>3.55<br/>(0.61)</b> | <b>3.22<br/>(0.49)</b> | <b>3.43<br/>(0.50)</b> | -- | <b>3.52<br/>(0.51)</b> |  | <b>3.51<br/>(0.57)</b> | <b>3.41<br/>(0.53)</b> |
| <b>Content Knowledge</b>  |                        |                        |                        |                        |                        |    |                        |  |                        |                        |
| #5 Develop and implement curriculum based on central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. (S) (Specialty Studies) (InTASC 4; CAEP A1.1, A1.1b)                                      | 3.71<br>(0.43)         | 4.00<br>(0.00)         | 3.70<br>(0.46)         | 3.25<br>(0.43)         | 3.40<br>(0.55)         | -- | 3.67<br>(0.58)         |  | 3.64<br>(0.49)         | 3.57<br>(0.53)         |
| #7 Develop curriculum using a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. (K) (Thinking Skills) (InTASC 5; CAEP A1.1)                   | 3.29<br>(0.51)         | 4.00<br>(0.00)         | 3.60<br>(0.49)         | 2.75<br>(0.43)         | 3.40<br>(0.55)         | -- | 3.67<br>(0.58)         |  | 3.48<br>(0.51)         | 3.29<br>(0.76)         |
| <b>Content Knowledge Domain Grand Mean</b>  | <b>3.38<br/>(0.46)</b> | <b>4.00<br/>(0.00)</b> | <b>3.65<br/>(0.49)</b> | <b>3.13<br/>(0.64)</b> | <b>3.40<br/>(0.52)</b> | -- | <b>3.67<br/>(0.52)</b> |  | <b>3.56<br/>(0.50)</b> | <b>3.43<br/>(0.65)</b> |
| <b>Instructional Practice</b>   |                        |                        |                        |                        |                        |    |                        |  |                        |                        |
| #8 Implement curriculum using a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. (S) (Methodology and Thinking Skills) (InTASC 7; CAEP A1.1) | 3.38<br>(0.46)         | 4.00<br>(0.00)         | 3.70<br>(0.46)         | 3.00<br>(0.71)         | 3.20<br>(0.45)         | -- | 3.67<br>(0.58)         |  | 3.50<br>(0.51)         | 3.43<br>(0.79)         |
| #10 Design and facilitate a learning environment that encourages individual and group motivation, and active engagement in learning. (S) (Professionalism) (InTASC 8; CAEP A1.1, A1.1c)   | 3.63<br>(0.17)         | 4.00<br>(0.00)         | 3.60<br>(0.49)         | 3.25<br>(0.43)         | 3.80<br>(0.45)         | -- | 3.33<br>(0.58)         |  | 3.62<br>(0.50)         | 3.57<br>(0.53)         |
| #14 Utilize assessment strategies and data to improve student learning. (S) (Assessment) (InTASC 6; CAEP A1.1, A1.1a, A1.1b, A1.1c, A1.1e)  | 3.38<br>(0.50)         | 3.33<br>(0.58)         | 3.60<br>(0.49)         | 3.25<br>(0.43)         | 3.20<br>(0.45)         | -- | 3.00<br>(0.00)         |  | 3.38<br>(0.50)         | 3.29<br>(0.49)         |
| #15 Utilize assessment  | 3.25                   | 3.33                   | 3.60                   | 3.33                   | 3.00                   | -- | 3.00                   |  | 3.31                   | 3.33                   |



|  |                              |                              |                              |                              |                              |    |                              |  |                              |                              |
|--|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|----|------------------------------|--|------------------------------|------------------------------|
| strategies and data to improve social development at the individual and program level. (D) (Assessment) (InTASC 6; CAEP A1.1, A1.1a, A1.1b, A1.1c, A1.1f)  | (0.51)                       | (0.58)                       | (0.49)                       | (0.47)                       | (0.00)                       |    | (0.00)                       |  | (0.55)                       | (0.52)                       |
| <b>Instructional Practice Domain Grand Mean</b>  | <b>3.41</b><br><b>(0.56)</b> | <b>3.67</b><br><b>(0.49)</b> | <b>3.63</b><br><b>(0.49)</b> | <b>3.20</b><br><b>(0.56)</b> | <b>3.30</b><br><b>(0.47)</b> | -- | <b>3.25</b><br><b>(0.45)</b> |  | <b>3.45</b><br><b>(0.52)</b> | <b>3.41</b><br><b>(0.57)</b> |
| <b>Professional Responsibility</b>   |                              |                              |                              |                              |                              |    |                              |  |                              |                              |
| #2 Foster relationships with school colleagues, parents, and agencies of the larger community to support student learning and well-being. (K/S) (InTASC 10; CAEP A1.1, A1.1d, A1.1f)   | 3.63<br>(0.17)               | 4.00<br>(0.00)               | 3.50<br>(0.50)               | 3.25<br>(0.43)               | 3.60<br>(0.55)               | -- | 3.67<br>(0.58)               |  | 3.58<br>(0.50)               | 3.57<br>(0.53)               |
| #3 Foster relationships with school colleagues, parents, and agencies of the larger community based on an understanding of the impacts of philosophy, sociology, political and legal forces on public education. (D) (InTASC10; CAEP A1.1, A1.1d, A1.1f) | 3.00<br>(0.00)               | 3.33<br>(0.58)               | 3.33<br>(0.47)               | 3.25<br>(0.43)               | 3.00<br>(0.71)               | -- | 3.33<br>(0.58)               |  | 3.16<br>(0.55)               | 3.29<br>(0.49)               |
| #9 Improve instruction based on reflective practice and research-based "best practices". (K) (Professionalism) (InTASC 9; CAEP A1.1, A1.1a, A1.1b, A1.1c, A1.1d, A1.1f)  | 3.50<br>(0.45)               | 3.67<br>(0.58)               | 3.50<br>(0.67)               | 3.25<br>(0.43)               | 3.40<br>(0.89)               | -- | 3.33<br>(0.58)               |  | 3.46<br>(0.65)               | 3.43<br>(0.53)               |
| #11 Actively seek out opportunities to grow as a professional educator. (D) (Professionalism) (InTASC 9; CAEP A1.1, A1.1c, A1.1f)  | 3.75<br>(0.11)               | 3.67<br>(0.58)               | 3.70<br>(0.46)               | 3.25<br>(0.43)               | 3.60<br>(0.55)               | -- | 4.00<br>(0.00)               |  | 3.73<br>(0.45)               | 3.43<br>(0.53)               |
| <b>Professional Responsibility Domain Grand Mean</b>   | <b>3.47</b><br><b>(0.57)</b> | <b>3.67</b><br><b>(0.49)</b> | <b>3.51</b><br><b>(0.56)</b> | <b>3.25</b><br><b>(0.45)</b> | <b>3.40</b><br><b>(0.68)</b> | -- | <b>3.58</b><br><b>(0.51)</b> |  | <b>3.49</b><br><b>(0.58)</b> | <b>3.43</b><br><b>(0.50)</b> |
| <b>InTASC Standards Items Grand Mean/SD</b>  | <b>3.47</b><br><b>(0.19)</b> | <b>3.70</b><br><b>(0.26)</b> | <b>3.57</b><br><b>(0.45)</b> | <b>3.20</b><br><b>(0.29)</b> | <b>3.39</b><br><b>(0.20)</b> | -- | <b>3.49</b><br><b>(0.28)</b> |  | <b>3.49</b><br><b>(0.39)</b> | <b>3.41</b><br><b>(0.39)</b> |

Scale: 4—Advanced (A-level), 3—Proficient (B-level), 2—Progressing (C-level), 1/0 Unacceptable (D/F level)

C&I scoring guide/rubric: *Master of Education in Curriculum and Instruction* (elementary and secondary) (candidate/program completers' rubric); *Master of Education in Curriculum and Instruction Employers* (employers' rubric)

For full data see this link: [EDCI Self & Supervisor Survey All 2015-2018](#)

## Education Administration

Key assessments of professional knowledge, skills, and dispositions are tied to ISLLC standards and CSC's Visionary Leader Instructional Themes. There are five key assessments for the Education Administration master's degree programs. This program leads to licensure and is evaluated by the State of Nebraska. Data are presented for 2015-2016, 2016-2017, 2017-2108, and Fall 2018. *Proficient (3)* is the target criterion.

### Key Assessment #1: Cumulative Grade Point Average (GPA)

Table A1.1g: *Mean Exit GPA for Master of Education in Education Administration Graduates—(Semester & Year are by Graduation date) (ISLLC 1-6; CAEP A.1)*

| Year/ Semester | Summer 2015 & Fall 2015<br>n = 5 | Spring 2016<br>n = 13 | Summer 2016<br>n = 4<br>(no Fall 2016) | Spring 2017<br>n = 19 | Summer 2017 & Spring 2018<br>n = 27<br>(no Fall 2017) | Fall 2018<br>n = 6 | Grand Mean<br>N = 74 |
|----------------|----------------------------------|-----------------------|--|-----------------------|---|--------------------|----------------------|
| Mean           | 3.90                             | 3.88                  | 3.76                                   | 3.76                  | 3.83  | 3.80               | 3.82                 |
| SD             | 0.22                             | 0.17                  | 0.32                                   | 0.28                  | 0.19  | 0.23               | 0.22                 |

Scale: 4—Advanced (A-level), 3—Proficient (B-level), 2—Progressing (C-level), 1/0 Unacceptable (D/F level)

Link to full data sets: [EDAD Oral Exam All Groups Summer 2015-2018](#)

### Key Assessment #2: Culminating Oral Examination

Table A1.1h: *Education Administration Candidates' Knowledge, Skills, and Dispositions as Demonstrated by Oral Exam Scores Disaggregated by ISLLC Principle/Indicator—(Semester & Year are by Graduation Date) (ISLLC 1-6; CAEP A.1)*

| Education Administration Candidates' Oral Examination Performance by ISLLC Principle/Indicator   | Summer 2015 & Fall 2015<br>n = 5 | Spring 2016<br>n = 13 | Summer 2016<br>No Fall 2017<br>n = 4 | Spring 2017<br>n = 19 | Summer 2017 & Spring 2018<br>n = 27<br>(no Fall 2017) | Fall 2018<br>n = 6    | Grand Mean<br>N = 74 |
|--|----------------------------------|-----------------------|--------------------------------------|-----------------------|---|-----------------------|----------------------|
| <b>Principle 1:</b> Candidates are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.  |                                  |                       |                                      |                       |   |                       |                      |
| <b>PRIN 1.1:</b> (S) Uses a variety of assessment techniques in making decisions about student learning and school improvement. (Assessment) (ISLLC 1.1; CAEP A1.1, A1.1a, A1.1b, A1.1c, A1.1d)  | 3.40 (0.55)                      | 3.46 (0.52)           | 3.00 (0.00)                          | 3.58 (0.61)           | 3.67 (0.48)   | 3.50 (0.55)           | 3.54 (0.53)          |
| <b>PRIN 1.2:</b> (S) Communicates effectively. (Communication) (ISLLC 1.2; CAEP A1.1, A1.1d, A1.1e, A1.1f)   | 3.50 (0.58)                      | 3.85 (0.38)           | 3.25 (0.96)                          | 3.58 (0.61)           | 3.93 (0.27)   | 3.50 (0.84)           | 3.73 (0.53)          |
| <b>PRIN 1.3:</b> (D) Works to meet the educational needs of all learners in all settings. (Inclusive Learning Environments) (ISLLC 1.3; CAEP A1.1, A1.1d, A1.1f)   | 4.00 (0.00)                      | 3.77 (0.44)           | 4.00 (0.00)                          | 3.79 (0.42)           | 3.89 (0.32)   | 4.00 (0.00)           | 3.86 (0.34)          |
| <b>PRIN 1.4:</b> (S) Models and practices effective methodologies including the use of technology to support student learning. (Methodology) (ISLLC 1.4; CAEP A1.1, A1.1e)   | 3.80 (0.45)                      | 3.69 (0.48)           | 3.75 (0.50)                          | 3.74 (0.45)           | 3.85 (0.36)   | 3.83 (0.41)           | 3.78 (0.41)          |
| <b>PRIN 1.5:</b> (D) Utilizes creativity and problem solving skills to improve student learning. (Thinking Skills) (ISLLC 1.5; CAEP A1.1, A1.1c, A1.1f)  | 3.80 (0.45)                      | 3.62 (0.51)           | 3.25 (0.50)                          | 3.68 (0.58)           | 3.74 (0.45)   | 3.83 (0.41)           | 3.69 (0.49)          |
| <b>Principle 1 Total</b>   | <b>3.72 (0.30)</b>               | <b>3.68 (0.28)</b>    | <b>3.45 (0.19)</b>                   | <b>3.67 (0.41)</b>    | <b>3.81 (0.28)</b>                                    | <b>3.73 (0.30)</b>    | <b>3.72 (0.33)</b>   |
| <b>Principle 2.0</b> – Candidates are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. |                                  |                       |                                      |                       |   |                       |                      |
| <b>PRIN 2.1:</b> (S) Communicates effectively with various constituencies within the school community. (Communications) (ISLLC 2.1; CAEP A1.1, A1.1d, A1.1f)   | 3.60 (0.55)                      | 3.69 (0.48)           | 4.00 (0.00)                          | 3.63 (0.60)           | 3.78 (0.51)   | 3.67 (0.52)           | 3.72 (0.51)          |
| <b>PRIN 2.2:</b> (S) Provides leadership that appropriately involves all members of the educational and school community. (Leadership) (ISLLC 2.2; CAEP A1.1, A1.1d, A1.1f)  | 3.80 (0.45)                      | 3.46 (0.52)           | 3.75 (0.50)                          | 3.63 (0.60)           | 3.63 (0.56)   | 3.67 (0.52)<br>(0.56) | 3.62 (0.54)          |

|   |                     |                     |                     |                     |                    |                    |                    |
|---|---------------------|---------------------|---------------------|---------------------|--------------------|--------------------|--------------------|
| <b>PRIN 2.3:</b> (K) Explores, assesses, develops, and implements educational concepts that enhance teaching and learning. (Methodology) (ISLLC 2.3; CAEP A1.1, A1.1a, A.1b, A1.1c, A1.1e)  | 3.60 (0.55)         | 3.31 (0.48)         | 3.25 (0.50)         | 3.74 (0.45)         | 3.67 (0.55)        | 3.50 (0.55)        | 3.58 (0.52)        |
| <b>PRIN 2.4:</b> (D) Reflects and evaluates information or thinking for refinement and self-improvement. (Thinking Skills) (ISLLC 2.4; CAEP A1.1, A1.1a, A1.1c, A1.1f)  | 4.00 (0.00)         | 3.85 (0.38)         | 3.75 (0.50)         | 3.68 (0.58)         | 3.81 (0.40)        | 3.83 (0.41)        | 3.80 (0.44)        |
| <b>Principle 2 Total</b>  | <b>3.75 (0.18)</b>  | <b>3.58 (0.31)</b>  | <b>3.69 (.31)</b>   | <b>3.67 (.46)</b>   | <b>3.72 (0.32)</b> | <b>3.67 (0.44)</b> | <b>3.68 (0.38)</b> |
| <b>Principle 3.0</b> – Candidates are educational leaders who have the knowledge and ability to promote the success of all students by managing the organizational, operations, and resources in a way that promotes a safe, efficient and effective learning environment.              |                     |                     |                     |                     |                    |                    |                    |
| <b>PRIN 3.1:</b> (S) Gathers, analyzes, and utilizes data to make decisions about curricular, personnel, and physical resources. (Professionalism) (ISLLC 3.1; CAEP A1.1, A1.1a, A1.1b, A1.1c, A1.1d, A1.1e, A1.1f)   | 3.80 (0.45)         | 3.54 (0.52)         | 3.00 (0.00)         | 3.63 (0.50)         | 3.52 (0.51)        | 3.33 (0.52)        | 3.53 (0.50)        |
| <b>PRIN 3.2:</b> (S) Demonstrates effective means of communication about organizations, operations and resources. (Professionalism) (ISLLC 3.2; CAEP A1.1, A1.1d, A1.1e, A1.1f)   | 3.40 (0.55)         | 3.46 (0.52)         | 3.75 (0.50)         | 3.47 (0.70)         | 3.74 (0.45)        | 3.67 (0.52)        | 3.59 (0.55)        |
| <b>PRIN 3.3:</b> (K) Identifies and creatively coordinates the use of available human and material resources. (Professionalism) (ISLLC 3.3; CAEP A1.1, A1.1c, A1.1f)  | 3.40 (0.55)         | 3.54 (0.52)         | 3.75 (0.50)         | 3.74 (0.45)         | 3.70 (0.47)        | 3.83 (0.41)        | 3.68 (0.47)        |
| <b>PRIN 3.4:</b> (D) Sets high expectations for meeting the needs of all learners. (Learning Environments) (ISLLC 3.4; CAEP A1.1, A1.1d, A1.1f)   | 4.00 (0.00)         | 3.85 (0.38)         | 4.00 (0.00)         | 3.89 (0.32)         | 3.85 (0.36)        | 3.83 (0.41)        | 3.88 (0.33)        |
| <b>PRIN 3.5:</b> (D) Inspires others to acquire new competencies and experiences. (Leadership) (ISLLC 3.5; CAEP A1.1, A1.1d, A1.1f)   | 3.80 (0.45)         | 3.62 (0.51)         | 3.50 (0.58)         | 3.68 (0.48)         | 3.78 (0.51)        | 3.83 (0.41)        | 3.72 (0.48)        |
| <b>PRIN 3.6:</b> (K) Demonstrates research skills to identify quality information for school improvement. (Assessment) (ISLLC 3.6; CAEP A1.1, A1.1a, A1.1b, A1.1c)  | 3.60 (0.55)         | 3.31 (0.48)         | 3.00 (0.00)         | 3.42 (0.69)         | 3.52 (0.51)        | 3.50 (0.55)        | 3.43 (0.55)        |
| <b>Principle 3 Total</b>  | <b>3.67 (0.20)</b>  | <b>3.55 (0.27)</b>  | <b>3.50 (.14)</b>   | <b>3.64 (.43)</b>   | <b>3.69 (0.34)</b> | <b>3.67 (0.38)</b> | <b>3.64 (0.34)</b> |
| <b>Principle 4.0</b> – Candidates are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs and mobilizing community resources. |                     |                     |                     |                     |                    |                    |                    |
| <b>PRIN 4.1:</b> (S) Regularly assesses the needs of the community and responds appropriately. (Assessment) (ISLLC 4.1; CAEP A1.1, A1.1a, A1.1b, A1.1c, A1.1d, A1.1e)   | 3.80 (0.45)         | 3.15 (0.55)         | 3.50 (0.58)         | 3.42 (0.61)         | 3.56 (0.58)        | 3.50 (0.55)        | 3.46 (0.58)        |
| <b>PRIN 4.2:</b> (D) Assures that a multicultural, non-sexist and developmentally appropriate program is provided. (Inclusive Learning Environments) (ISLLC 4.2; CAEP A1.1, A1.1d, A1.1f)   | 4.00 (0.00)         | 3.69 (0.48)         | 3.75 (0.50)         | 3.79 (0.42)         | 3.81 (0.40)        | 3.83 (0.41)        | 3.80 (0.40)        |
| <b>PRIN 4.3:</b> (K) Uses leadership position to promote positive social change. (Leadership) (ISLLC 4.3; CAEP A1.1, A1.1d, A1.1f)  | 3.60 (0.55)         | 3.54 (0.52)         | 3.75 (0.50)         | 3.84 (0.37)         | 3.70 (0.47)        | 3.83 (0.41)        | 3.72 (0.45)        |
| <b>Principle 4 Total</b>  | <b>3.80 (0.30)</b>  | <b>3.46 (0.42)</b>  | <b>3.67 (0.27)</b>  | <b>3.68 (.41)</b>   | <b>3.69 (0.39)</b> | <b>3.72 (0.39)</b> | <b>3.66 (0.39)</b> |
| <b>Principle 5.0</b> – Candidates are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.   |                     |                     |                     |                     |                    |                    |                    |
| <b>PRIN 5.1:</b> (D) Commits to a specific set of values for the leadership role which demonstrates respect for all persons. (Leadership) (ISLLC 5.1; CAEP A1.1, A1.1d, A1.1f)  | 4.00 (0.00)         | 3.77 (0.44)         | 4.00 (0.00)         | 3.89 (0.32)         | 3.93 (0.27)        | 4.00 (0.00)        | 3.91 (0.29)        |
| <b>5.2 (D) Reflectively evaluates information for refinement and self-improvement.</b>  | <b>3.80 (0.45)*</b> | <b>3.62 (0.51)*</b> | <b>3.75 (0.50)*</b> | <b>3.74 (0.56)*</b> | --                 | --                 | 3.73 (0.51)*       |
| <b>PRIN 5.2:</b> (K) Demonstrates knowledge and understanding of the purpose of education and the role of leadership in modern society. (Professionalism) (ISLLC 5.2; CAEP A1.1, A1.1d, A1.1f) * Question changed 2018  | --                  | --                  | --                  | --                  | 3.89 (0.32)*       | 4.00 (0.00)*       | 3.95 (0.16)*       |
| <b>Principle 5 Total</b>  | <b>3.90 (0.22)</b>  | <b>3.69 (0.33)</b>  | <b>3.88 (0.25)</b>  | <b>3.82 (0.42)</b>  | <b>3.91 (0.28)</b> | <b>4.00 (0.00)</b> | <b>3.85 (0.32)</b> |
| <b>Principle 6.0</b> – Candidates are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.                                |                     |                     |                     |                     |                    |                    |                    |
| <b>PRIN 6.1:</b> (S) Applies effective strategies for dealing with political issues. (Methodology) (ISLLC 6.1; CAEP A1.1, A1.1d, A1.1f)   | 3.40 (0.55)         | 3.23 (0.44)         | 3.25 (0.50)         | 3.58 (0.61)         | 3.56 (0.58)        | 3.67 (0.52)        | 3.49 (0.56)        |

|   |                    |                    |                     |                     |                    |                    |                    |
|---|--------------------|--------------------|---------------------|---------------------|--------------------|--------------------|--------------------|
| <b>PRIN 6.2:</b> (S) Communicates effectively with internal and external publics. (Communication) (ISLLC 6.2; CAEP A1.1, A1.1d, A1.1e, A1.1f)   | 3.60 (0.55)        | 3.31 (0.63)        | 3.50 (0.58)         | 3.37 (.60)          | 3.70 (0.47)        | 3.67 (0.52)        | 3.53 (0.55)        |
| <b>6.3 (K) Models and practices effective technological methodologies.</b>  | <b>3.60 (0.55)</b> | <b>3.69 (0.48)</b> | <b>3.50 (0.58)*</b> | <b>3.74 (0.45)*</b> | --                 |                    | 3.63 (0.52)*       |
| <b>PRIN 6.3:</b> (K) Understands the framework of policies, laws, and regulations enacted by local, state, and federal authorities. (Leadership) (ISLLC 6.3; CAEP A1.1, A1.1d, A1.1f) | --                 | --                 | --                  | --                  | 3.59 (0.50)*       | 3.67 (0.52)*       | 3.63 (0.51)*       |
| <b>Principle 6 Total</b>  | <b>3.53 (0.51)</b> | <b>3.41 (0.36)</b> | <b>3.42 (0.32)</b>  | <b>3.56 (0.47)</b>  | <b>3.62 (0.44)</b> | <b>3.67 (0.52)</b> | <b>3.55 (0.44)</b> |
| <b>ISLLC Principles Total</b>   | <b>3.71 (0.21)</b> | <b>3.57 (0.26)</b> | <b>3.57 (0.15)</b>  | <b>3.66 (0.41)</b>  | <b>3.73 (0.31)</b> | <b>3.72 (0.33)</b> | <b>3.67 (0.32)</b> |

Scale: 4—Advanced (A-level), 3—Proficient (B-level), 2—Progressing (C-level), 1/0 Unacceptable (D/F level)

Link to full data sets: [EDAD Oral Exam All Groups Summer 2015-2018](#)

### Key Assessment #3: Clinical Practice (Practicum/Internship)

Table A1.1i: *Education Administration Candidates' Knowledge, Skills, and Dispositions as Demonstrated by Clinical Practice (Supervisors) Disaggregated by ISLLC Principle/Indicator—(Semester & Year are by EDAD 639 Practicum Class Term) Fall 2015, Fall 2016 & Fall 2017 (year-long) and Fall 2018 (semester) (ISLLC 1-6; CAEP A.1)*

| Education Administration Candidates' Clinical Practice Performance Evaluated by Practicum Supervisors<br>ISLLC Principle/Indicator (Multiple Supervisor' evaluations for multiple experiences are included in the N.)  | Fall 2015*<br>Practicum Supervisors' Overall Score Mean/SD<br>N = 34<br>Observations | Fall 2016*<br>Practicum Supervisors' Overall Score Mean/SD<br>N = 37<br>Observations | Fall 2017*<br>Practicum Supervisors' Overall Score Mean/SD<br>n = 69<br>Observations | Fall 2018 (Semester)<br>Practicum Supervisors' Overall Score Mean/SD<br>n = 12<br>Observations | Fall 2015-Fall 2018<br>Practicum Supervisors' Overall Score Mean/SD<br>n = 148<br>Observations |
|--|--|--|--|--|--|
| <b>Principle 1:</b> Candidates are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.  |  |  |  |  |  |
| <b>PRIN 1.1:</b> (S) Uses a variety of assessment techniques in making decisions about student learning and school improvement. (Assessment) (ISLLC 1.1; CAEP A1.1, A1.1a, A1.1b, A1.1c, A1.1d)  | 3.38 (0.49)  | 3.49 (0.56)  | 3.51 (0.50)  | 3.38 (0.52)  | 3.47 (0.51)  |
| <b>PRIN 1.2:</b> (S) Communicates effectively. (Communication) (ISLLC 1.2; CAEP A1.1, A1.1d, A1.1e, A1.1f)   | 3.65 (0.49)  | 3.70 (0.52)  | 3.67 (0.50)  | 3.63 (0.52)  | 3.67 (0.50)  |
| <b>PRIN 1.3:</b> (D) Works to meet the educational needs of all learners in all settings. (Inclusive Learning Environments) (ISLLC 1.3; CAEP A1.1, A1.1d, A1.1f)   | 3.62 (0.49)  | 3.73 (0.45)  | 3.58 (0.50)  | 3.38 (0.52)  | 3.62 (0.49)  |
| <b>PRIN 1.4:</b> (S) Models and practices effective methodologies including the use of technology to support student learning. (Methodology) (ISLLC 1.4; CAEP A1.1, A1.1e)   | 3.71 (0.46)  | 3.62 (0.49)  | 3.61 (0.49)  | 3.63 (0.52)  | 3.63 (0.48)  |
| <b>PRIN 1.5:</b> (D) Utilizes creativity and problem solving skills to improve student learning. (Thinking Skills) (ISLLC 1.5; CAEP A1.1, A1.1c, A1.1f)  | 3.82 (0.39)  | 3.65 (0.48)  | 3.60 (0.49)  | 3.38 (0.52)  | 3.65 (0.48)  |
| <b>Principle 1 Total</b>   | <b>3.67 (0.49)</b>   | <b>3.64 (0.38)</b>   | <b>3.59 (0.39)</b>   | <b>3.48 (0.40)</b>   | <b>3.61 (0.37)</b>   |
| <b>Principle 2.0</b> – Candidates are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. |  |  |  |  |  |
| <b>PRIN 2.1:</b> (S) Communicates effectively with various constituencies within the school community. (Communications) (ISLLC 2.1; CAEP A1.1, A1.1d, A1.1f)   | 3.53 (0.51)  | 3.70 (0.52)  | 3.51 (0.56)  | 3.63 (0.52)  | 3.57 (0.54)  |
| <b>PRIN 2.2:</b> (S) Provides leadership that appropriately involves all members of the educational and school community. (Leadership) (ISLLC 2.2; CAEP A1.1, A1.1d, A1.1f)  | 3.50 (0.51)  | 3.59 (0.55)  | 3.40 (0.55)  | 3.63 (0.52)  | 3.49 (0.54)  |
| <b>PRIN 2.3:</b> (K) Explores, assesses, develops, and implements educational concepts that enhance teaching and learning. (Methodology) (ISLLC 2.3; CAEP A1.1, A1.1a, A1.1b, A1.1c, A1.1e)  | 3.59 (0.50)  | 3.59 (0.50)  | 3.51 (0.56)  | 3.38 (0.52)  | 3.54 (0.53)  |
| <b>PRIN 2.4:</b> (D) Reflects and evaluates information or thinking for refinement and self-improvement. (Thinking Skills) (ISLLC 2.4; CAEP A1.1, A1.1a, A1.1c, A1.1f)   | 3.71 (0.46)  | 3.73 (0.51)  | 3.66 (0.48)  | 3.50 (0.53)  | 3.68 (0.48)  |
| <b>Principle 2 Total</b>   | <b>3.58 (0.31)</b>   | <b>3.66 (0.41)</b>   | <b>3.52 (0.46)</b>   | <b>3.53 (0.31)</b>   | <b>3.57 (0.41)</b>   |
| <b>Principle 3.0</b> – Candidates are educational leaders who have the knowledge and ability to promote the success of all students by managing the organizational, operations, and resources in a way that promotes a safe, efficient and effective learning environment.   |  |  |  |  |  |
| <b>PRIN 3.1:</b> (S) Gathers, analyzes, and utilizes data to make  | 3.47 (0.56)  | 3.54 (0.56)  | 3.52 (0.53)  | 3.38 (0.52)  | 3.50 (0.54)  |

|   |                     |                     |                    |                    |                     |
|---|---------------------|---------------------|--------------------|--------------------|---------------------|
| decisions about curricular, personnel, and physical resources. (Professionalism) (ISLLC 3.1; CAEP A1.1, A1.1a, A1.1b, A1.1c, A1.1d, A1.1e, A1.1f)   |                     |                     |                    |                    |                     |
| <b>PRIN 3.2:</b> (S) Demonstrates effective means of communication about organizations, operations and resources. (Professionalism) (ISLLC 3.2; CAEP A1.1, A1.1d, A1.1e, A1.1f)   | 3.59 (0.50)         | 3.68 (0.53)         | 3.54 (0.50)        | 3.75 (0.46)        | 3.60 (0.51)         |
| <b>PRIN 3.3:</b> (K) Identifies and creatively coordinates the use of available human and material resources. (Professionalism) (ISLLC 3.3; CAEP A1.1, A1.1c, A1.1f)  | 3.53 (0.51)         | 3.62 (0.49)         | 3.54 (0.53)        | 3.75 (0.46)        | 3.57 (0.51)         |
| <b>PRIN 3.4:</b> (D) Sets high expectations for meeting the needs of all learners. (Learning Environments) (ISLLC 3.4; CAEP A1.1, A1.1d, A1.1f)   | 3.85 (0.36)         | 3.73 (0.45)         | 3.62 (0.49)        | 3.75 (0.46)        | 3.71 (0.46)         |
| <b>PRIN 3.5:</b> (D) Inspires others to acquire new competencies and experiences. (Leadership) (ISLLC 3.5; CAEP A1.1, A1.1d, A1.1f)   | 3.65 (0.49)         | 3.54 (0.56)         | 3.51 (0.53)        | 3.50 (0.53)        | 3.55 (0.53)         |
| <b>PRIN 3.6:</b> (K) Demonstrates research skills to identify quality information for school improvement. (Assessment) (ISLLC 3.6; CAEP A1.1, A1.1a, A1.1b, A1.1c)  | 3.47 (0.51)         | 3.69 (0.55)         | 3.43 (0.56)        | 3.50 (0.53)        | 3.49 (0.54)         |
| <b>Principle 3 Total</b>  | <b>3.59 (0.34)</b>  | <b>3.62 (0.41)</b>  | <b>3.52 (0.42)</b> | <b>3.60 (0.33)</b> | <b>3.57 (0.39)</b>  |
| <b>Principle 4.0</b> – Candidates are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs and mobilizing community resources. |                     |                     |                    |                    |                     |
| <b>PRIN 4.1:</b> (S) Regularly assesses the needs of the community and responds appropriately. (Assessment) (ISLLC 4.1; CAEP A1.1, A1.1a, A1.1b, A1.1c, A1.1d, A1.1e)   | 3.35 (0.54)         | 3.43 (0.50)         | 3.37 (0.52)        | 3.50 (0.53)        | 3.39 (0.52)         |
| <b>PRIN 4.2:</b> (D) Assures that a multicultural, non-sexist and developmentally appropriate program is provided. (Inclusive Learning Environments) (ISLLC 4.2; CAEP A1.1, A1.1d, A1.1f)   | 3.62 (0.49)         | 3.73 (0.45)         | 3.50 (0.50)        | 3.63 (0.52)        | 3.59 (0.49)         |
| <b>PRIN 4.3:</b> (K) Uses leadership position to promote positive social change. (Leadership) (ISLLC 4.3; CAEP A1.1, A1.1d, A1.1f)  | 3.61 (0.50)         | 3.70 (0.46)         | 3.48 (0.56)        | 3.88 (0.35)        | 3.59 (0.52)         |
| <b>Principle 4 Total</b>  | <b>3.53 (0.42)</b>  | <b>3.76 (0.45)</b>  | <b>3.44 (0.44)</b> | <b>3.67 (0.40)</b> | <b>3.52 (0.43)</b>  |
| <b>Principle 5.0</b> – Candidates are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.   |                     |                     |                    |                    |                     |
| <b>PRIN 5.1:</b> (D) Commits to a specific set of values for the leadership role which demonstrates respect for all persons. (Leadership) (ISLLC 5.1; CAEP A1.1, A1.1d, A1.1f)  | 3.76 (0.43)         | 3.81 (0.46)         | 3.65 (0.54)        | 3.75 (0.46)        | 3.72 (0.49)         |
| <b>5.2 (D) Reflectively evaluates information for refinement and self-improvement.</b>  | <b>3.68 (0.47)*</b> | <b>3.70 (0.52)*</b> |                    |                    | <b>3.69 (0.50)*</b> |
| <b>PRIN 5.2:</b> (K) Demonstrates knowledge and understanding of the purpose of education and the role of leadership in modern society. (Professionalism) (ISLLC 5.2; CAEP A1.1, A1.1d, A1.1f) * Question changed 2018  | --                  | --                  | 3.65 (0.51)*       | 3.88 (0.35)*       | 3.77 (0.43)*        |
| <b>Principle 5 Total</b>  | <b>3.72 (0.39)</b>  | <b>3.76 (0.45)</b>  | <b>3.65 (0.48)</b> | <b>3.81 (0.37)</b> | <b>3.48 (0.42)</b>  |
| <b>Principle 6.0</b> – Candidates are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.                                |                     |                     |                    |                    |                     |
| <b>PRIN 6.1:</b> (S) Applies effective strategies for dealing with political issues. (Methodology) (ISLLC 6.1; CAEP A1.1, A1.1d, A1.1f)   | 3.32 (0.59)         | 3.41 (0.55)         | 3.34 (0.51)        | 3.38 (0.52)        | 3.35 (0.53)         |
| <b>PRIN 6.2:</b> (S) Communicates effectively with internal and external publics. (Communication) (ISLLC 6.2; CAEP A1.1, A1.1d, A1.1e, A1.1f)   | 3.47 (0.51)         | 3.46 (0.56)         | 3.43 (0.56)        | 3.63 (0.52)        | 3.46 (0.54)         |
| <b>6.3 (K) Models and practices effective technological methodologies.</b>  | <b>3.74 (0.45)*</b> | <b>3.62 (0.49)*</b> |                    |                    | <b>3.68 (0.47)*</b> |
| <b>PRIN 6.3:</b> (K) Understands the framework of policies, laws, and regulations enacted by local, state, and federal authorities. (Leadership) (ISLLC 6.3; CAEP A1.1, A1.1d, A1.1f)   | --                  | --                  | 3.65 (0.48)*       | 3.38 (0.74)*       | 3.52 (0.61)*        |
| <b>Principle 6 Total</b>  | <b>3.51 (0.40)</b>  | <b>3.48 (0.45)</b>  | <b>3.47 (0.43)</b> | <b>3.46 (0.43)</b> | <b>3.48 (0.42)</b>  |
| <b>ISLLC Principles Total</b>   | <b>3.59 (0.29)</b>  | <b>3.62 (0.38)</b>  | <b>3.54 (0.39)</b> | <b>3.57 (0.28)</b> | <b>3.57 (0.36)</b>  |

Scale: 4—Advanced (A-level), 3—Proficient (B-level), 2—Progressing (C-level), 1/0 Unacceptable (D/F level)

\*Fall 2015 course (Fall 2015 & Spring 2016); Fall 2016 course (Fall 2016 & Spring 2017); Fall 2017 course (Fall 2017 & Spring 2018), Fall 2018 course (Fall 2018). EDAD 639 was offered once per year as a two-semester course; beginning in Fall 2018 EDAD 639 will be offered two times per year as a one-semester course.

Link to full data sets: [EDAD Practicum All Data Fall 2015-Fall 2018](#)

### Key Assessment # 4: Praxis II Exam

The Praxis II Exam, 5411 Educational Leadership Administration & Supervision (ELAS), is required for graduation from Chadron State College. Passing the exam with a score of at least 145 is required for licensure as a Principal in Nebraska.

Table A1.1j: *Median Praxis II Score for Master of Education in Education Administration Graduates (ISLLC 1-6; CAEP A.1)*

| EDAD            | N of CSC Students taking the test* | N of Nebraska Students taking the test | Median Score CSC | Median Score National | N of CSC Students Reaching Cut off Score of 145 | CSC Pass Rate | Nebraska Pass Rate |
|-----------------|------------------------------------|--|------------------|-----------------------|---|---------------|--------------------|
| 2015-2016       | 16                                 | 160                                    | 167              | 166                   | 16  | 100%          | @                  |
| 2016-2017       | 24                                 | 202                                    | 165              | 166                   | 24  | 100%          | 97%                |
| 2017-2018       | 41                                 | 264                                    | 162              | 173                   | 41  | 100%          | 97%                |
| Fall 2018-2019* | 6                                  | NA+                                    | 158              | 166                   | 5   | 83%           | NA+                |
| <b>Total</b>    | 84                                 | NA+                                    | 165              | 168                   | 83  | 99%           | NA+                |

\*N includes students who completed the EDAD endorsement, but not the master’s degree. +2019 data totals for Nebraska test takers and Pass Rate will be forthcoming from NDE after the 2018-2019 year.

**Follow-up studies of content knowledge, professional knowledge, skills, and dispositions are tied to ISLCC standards and CSC’s Visionary Leader Instructional Themes.** Follow-up studies are conducted to measure advanced program candidates’ perception of their preparation and their employers’ assessment of their preparation as school leaders. Each of these ratings is based on a similar rubric. The Chadron State College Education Department – Post-Graduate EDAD Supervisor (Employer) Survey is a survey asking the same questions as the Oral Exam Rubric and Practicum Supervisor, Professor, and Self Evaluations. The survey is sent via electronic link to completers. Completers are asked to supply the contact information for their employer. Employers are then sent the Supervisor form of the survey. Survey data are collected once per year. Employer data will be forthcoming for 2018.

**Key Assessment # 5: Post-graduation—Follow-up Surveys**

Table A1.1k: *Education Administration Candidates’ Knowledge, Skills, and Dispositions as Rated by Completers and their Employers through Surveys 2015, 2016 & 2017 (Graduate Self & Employer Supervisor) and 2018 (Graduate Self/2018 Employer still underway) (ISLLC 1-6; CAEP A.1, A.4.1, A.4.2)*

| Education Administration Candidates’ Performance Evaluated Follow up Surveys  | 2015 Self Mean/SD<br>N = 12/26<br>(46%) | 2015 Employer Mean/SD<br>N = 5/9<br>(56%) | 2016 Self Mean/SD<br>N = 1/16<br>(6%) | 2016 Employer Mean/SD<br>N = 1/1<br>(100%) | 2017 Self Mean/SD<br>N = 1/13<br>(8%) | 2017 Employer Mean/SD<br>N = 1/1<br>(100%) | 2018 Self Mean/SD<br>N = 5/12<br>(42%) | 2018 Employer Mean/SD<br>N = | Grand Mean/SD+ Self 2015-2018<br>N = 19/67<br>(28%) | Grand Mean/SD+ Employer through 2017<br>N = 7/11<br>(64%) |
|---|---|---|---------------------------------------|--|---------------------------------------|--|--|------------------------------|---|---|
| <b>Principle 1:</b> Candidates are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. |   |   |                                       |  |                                       |  |  |                              |   |   |
| <b>PRIN 1.1:</b> (S)<br>Uses a variety of assessment techniques in making decisions about student learning and school improvement. (Assessment) (ISLLC 1.1; CAEP A1.1, A1.1a,   | 3.42<br>(0.49)                          | 3.60<br>(0.49)                            | *                                     | *  | *                                     | *  | 3.40<br>(0.49)                         |                              | 3.21 (0.25)   | 3.20 (0.16)   |

|  |                        |                        |   |   |   |   |                        |  |                    |                    |
|--|------------------------|------------------------|---|---|---|---|------------------------|--|--------------------|--------------------|
| A1.1b, A1.1c, A1.1d)   |                        |                        |   |   |   |   |                        |  |                    |                    |
| <b>PRIN 1.2:</b> (S)<br>Communicates effectively. (Communication) (ISLLC 1.2; CAEP A1.1, A1.1d, A1.1e, A1.1f)  | 3.50<br>(0.50)         | 3.40<br>(0.49)         | * | * | * | * | 3.60<br>(0.49)         |  | 3.53 (0.25)        | 3.47 (0.16)        |
| <b>PRIN 1.3:</b> (D)<br>Works to meet the educational needs of all learners in all settings. (Inclusive Learning Environments) (ISLLC 1.3; CAEP A1.1, A1.1d, A1.1f)  | 3.50<br>(0.50)         | 3.60<br>(0.49)         | * | * | * | * | 3.60<br>(0.49)         |  | 3.03 (0.25)        | 3.53 (0.16)        |
| <b>PRIN 1.4:</b> (S)<br>Models and practices effective methodologies including the use of technology to support student learning. (Methodology) (ISLLC 1.4; CAEP A1.1, A1.1e)  | 3.50<br>(0.50)         | 3.60<br>(0.49)         | * | * | * | * | 3.80<br>(0.40)         |  | 3.58 (0.23)        | 3.53 (0.16)        |
| <b>PRIN 1.5:</b> (D)<br>Utilizes creativity and problem solving skills to improve student learning. (Thinking Skills) (ISLLC 1.5; CAEP A1.1, A1.1c, A1.1f)   | 3.50<br>(0.50)         | 3.80<br>(0.40)         | * | * | * | * | 3.40<br>(0.49)         |  | 3.60 (0.25)        | 3.27 (0.13)        |
| <b>Principle 1 Total</b>   | <b>3.48<br/>(0.50)</b> | <b>3.60<br/>(0.47)</b> | * | * | * | * | <b>3.56<br/>(0.47)</b> |  | <b>3.39 (0.24)</b> | <b>3.40 (0.16)</b> |
| <b>Principle 2.0</b> – Candidates are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. |                        |                        |   |   |   |   |                        |  |                    |                    |
| <b>PRIN 2.1:</b> (S)<br>Communicates effectively with various constituencies within the school community. (Communications) (ISLLC 2.1; CAEP A1.1, A1.1d, A1.1f)  | 3.33<br>(0.47)         | 3.80<br>(0.40)         | * | * | * | * | 3.20<br>(0.40)         |  | 3.38 (0.22)        | 3.60 (0.13)        |
| <b>PRIN 2.2:</b> (S)<br>Provides leadership that appropriately involves all members of the educational and school community. (Leadership) (ISLLC 2.2; CAEP A1.1, A1.1d, A1.1f)   | 3.33<br>(0.47)         | 3.20<br>(0.40)         | * | * | * | * | 3.60<br>(0.49)         |  | 3.73 (0.24)        | 3.40 (0.13)        |
| <b>PRIN 2.3:</b> (K)<br>Explores, assesses,  | 3.42<br>(0.49)         | 3.60<br>(0.49)         | * | * | * | * | 3.60<br>(0.49)         |  | 3.26 (0.25)        | 2.87 (0.16)        |

|  |                        |                        |   |   |   |   |                        |  |                    |                    |
|--|------------------------|------------------------|---|---|---|---|------------------------|--|--------------------|--------------------|
| develops, and implements educational concepts that enhance teaching and learning. (Methodology) (ISLLC 2.3; CAEP A1.1, A1.1a, A.1b, A1.1c, A1.1e)  |                        |                        |   |   |   |   |                        |  |                    |                    |
| <b>PRIN 2.4: (D)</b><br>Reflects and evaluates information or thinking for refinement and self-improvement. (Thinking Skills) (ISLLC 2.4; CAEP A1.1, A1.1a, A1.1c, A1.1f)  | 3.42<br>(0.49)         | 3.60<br>(0.49)         | * | * | * | * | 3.80<br>(0.40)         |  | 3.31 (0.22)        | 3.53 (0.16)        |
| <b>Principle 2 Total</b>   | <b>3.38<br/>(0.48)</b> | <b>3.55<br/>(0.45)</b> | * | * | * | * | <b>3.55<br/>(0.45)</b> |  | <b>3.42 (0.23)</b> | <b>3.35 (0.15)</b> |
| <b>Principle 3.0 – Candidates are educational leaders who have the knowledge and ability to promote the success of all students by managing the organizational, operations, and resources in a way that promotes a safe, efficient and effective learning environment.</b> |                        |                        |   |   |   |   |                        |  |                    |                    |
| <b>PRIN 3.1: (S)</b><br>Gathers, analyzes, and utilizes data to make decisions about curricular, personnel, and physical resources. (Professionalism) (ISLLC 3.1; CAEP A1.1, A1.1a, A1.1b, A1.1c, A1.1d, A1.1e, A1.1f)   | 3.25<br>(0.72)         | 3.40<br>(0.49)         | * | * | * | * | 3.60<br>(0.49)         |  | 3.21 (0.30)        | 3.13 (0.16)        |
| <b>PRIN 3.2: (S)</b><br>Demonstrates effective means of communication about organizations, operations and resources. (Professionalism) (ISLLC 3.2; CAEP A1.1, A1.1d, A1.1e, A1.1f)   | 3.17<br>(0.55)         | 3.60<br>(0.49)         | * | * | * | * | 3.60<br>(0.49)         |  | 3.44 (0.26)        | 3.53 (0.16)        |
| <b>PRIN 3.3: (K)</b><br>Identifies and creatively coordinates the use of available human and material resources. (Professionalism) (ISLLC 3.3; CAEP A1.1, A1.1c, A1.1f)  | 3.55<br>(0.50)         | 3.60<br>(0.49)         | * | * | * | * | 3.60<br>(0.49)         |  | 3.42 (0.25)        | 3.20 (0.16)        |
| <b>PRIN 3.4: (D)</b><br>Sets high expectations for meeting the needs of all learners. (Learning Environments) (ISLLC 3.4; CAEP   | 3.09<br>(0.51)         | 3.60<br>(0.49)         | * | * | * | * | 4.00<br>(0.00)         |  | 3.56 (0.15)        | 3.20 (0.16)        |



|   |                        |                        |   |   |   |   |                        |  |                    |                    |
|---|------------------------|------------------------|---|---|---|---|------------------------|--|--------------------|--------------------|
| A1.1, A1.1d, A1.1f)   |                        |                        |   |   |   |   |                        |  |                    |                    |
| <b>PRIN 3.5: (D)</b><br>Inspires others to acquire new competencies and experiences. (Leadership) (ISLLC 3.5; CAEP A1.1, A1.1d, A1.1f)  | 3.25<br>(0.60)         | 3.40<br>(0.49)         | * | * | * | * | 3.60<br>(0.49)         |  | 3.46 (0.27)        | 3.13 (0.16)        |
| <b>PRIN 3.6: (K)</b><br>Demonstrates research skills to identify quality information for school improvement. (Assessment) (ISLLC 3.6; CAEP A1.1, A1.1a, A1.1b, A1.1c)   | 3.25<br>(0.60)         | 3.20<br>(0.40)         | * | * | * | * | 3.80<br>(0.40)         |  | 3.53 (0.22)        | 3.07 (0.13)        |
| <b>Principle 3 Total</b>  | <b>3.22<br/>(0.58)</b> | <b>3.47<br/>(0.40)</b> | * | * | * | * | <b>3.70<br/>(0.49)</b> |  | <b>3.44 (0.24)</b> | <b>3.21 (0.16)</b> |
| <b>Principle 4.0</b> – Candidates are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs and mobilizing community resources. |                        |                        |   |   |   |   |                        |  |                    |                    |
| <b>PRIN 4.1: (S)</b><br>Regularly assesses the needs of the community and responds appropriately. (Assessment) (ISLLC 4.1; CAEP A1.1, A1.1a, A1.1b, A1.1c, A1.1d, A1.1e)  | 3.00<br>(0.58)         | 3.20<br>(0.40)         | * | * | * | * | 3.00<br>(0.63)         |  | 3.00 (0.30)        | 3.07 (0.13)        |
| <b>PRIN 4.2: (D)</b><br>Assures that a multicultural, non-sexist and developmentally appropriate program is provided. (Inclusive Learning Environments) (ISLLC 4.2; CAEP A1.1, A1.1d, A1.1f)  | 3.17<br>(0.69)         | 3.60<br>(0.49)         | * | * | * | * | 3.20<br>(0.40)         |  | 3.09 (0.27)        | 3.53 (0.16)        |
| <b>PRIN 4.3: (K)</b><br>Uses leadership position to promote positive social change. (Leadership) (ISLLC 4.3; CAEP A1.1, A1.1d, A1.1f)   | 3.25<br>(0.60)         | 3.20<br>(0.40)         | * | * | * | * | 3.60<br>(0.49)         |  | 3.21 (0.27)        | 3.40 (0.13)        |
| <b>Principle 4 Total</b>  | <b>3.14<br/>(0.62)</b> | <b>3.33<br/>(0.43)</b> | * | * | * | * | <b>3.27<br/>(0.51)</b> |  | <b>3.10 (0.28)</b> | <b>3.43 (0.14)</b> |
| <b>Principle 5.0</b> – Candidates are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.   |                        |                        |   |   |   |   |                        |  |                    |                    |
| <b>PRIN 5.1: (D)</b><br>Commits to a specific set of values for the leadership role   | 3.36<br>(0.48)         | 3.40<br>(0.49)         | * | * | * | * | 3.60<br>(0.49)         |  | 3.74 (0.24)        | 3.80 (0.16)        |

|  |                        |                        |   |   |   |   |                        |  |                    |                    |
|--|------------------------|------------------------|---|---|---|---|------------------------|--|--------------------|--------------------|
| which demonstrates respect for all persons.<br>(Leadership)<br>(ISLLC 5.1; CAEP A1.1, A1.1d, A1.1f)  |                        |                        |   |   |   |   |                        |  |                    |                    |
| 5.2 (D)<br>Reflectively evaluates information for refinement and self-improvement  | 3.42<br>(0.49)*        | 3.40<br>(0.49)         | * | * |   |   | 3.80<br>(0.40)         |  | 3.56 (0.22)        | 3.13 (0.16)        |
| <b>Principle 5 Total</b>   | <b>3.39<br/>(0.49)</b> | <b>3.40<br/>(0.49)</b> | * | * | * | * | <b>3.70<br/>(0.45)</b> |  | <b>3.65 (0.23)</b> | <b>3.47 (0.16)</b> |
| <b>Principle 6.0</b> – Candidates are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context. |                        |                        |   |   |   |   |                        |  |                    |                    |
| <b>PRIN 6.1:</b> (S)<br>Applies effective strategies for dealing with political issues.<br>(Methodology)<br>(ISLLC 6.1; CAEP A1.1, A1.1d, A1.1f)   | 3.18<br>(0.39)         | 3.49<br>(0.54)         | * | * | * | * | 3.60<br>(0.49)         |  | 3.20 (0.22)        | 3.87 (0.16)        |
| <b>PRIN 6.2:</b> (S)<br>Communicates effectively with internal and external publics.<br>(Communication)<br>(ISLLC 6.2; CAEP A1.1, A1.1d, A1.1e, A1.1f)   | 3.25<br>(0.60)         | 3.46<br>(0.60)         | * | * | * | * | 3.40<br>(0.49)         |  | 3.16 (0.27)        | 3.60 (0.13)        |
| 6.3 (K) Models and practices effective technological methodologies.  | 3.33<br>(0.47)         | 3.60<br>(0.49)         | * | * |   |   | 3.60<br>(0.49)         |  | 3.48 (0.24)        | 3.87 (0.16)        |
| <b>Principle 6 Total</b>   | <b>3.25<br/>(0.49)</b> | <b>3.67<br/>(0.46)</b> | * | * | * | * | <b>3.53<br/>(0.49)</b> |  | <b>3.28 (0.24)</b> | <b>3.78 (0.15)</b> |
| <b>ISLLC Principles Total</b>  | <b>3.31<br/>(0.53)</b> | <b>3.51<br/>(0.46)</b> | * | * | * | * | <b>3.57<br/>(0.45)</b> |  | <b>3.38 (0.24)</b> | <b>3.38 (0.15)</b> |

Scale: 4—Advanced (A-level), 3—Proficient (B-level), 2—Progressing (C-level), 1/0 Unacceptable (D/F level)

\*Data included in totals for all candidates. +SDs for Grand SDs are calculated on groups.

Link to full data sets: [EDAD Follow Up Survey All 2015- 2018](#)

## School Counseling

**Key assessments of professional knowledge, skills, and dispositions are tied to CSC’s Visionary Leader instructional themes and KCREP and ACA standards.** There are five key assessments for the School Counseling master’s degree program. This program leads to licensure and are evaluated by the State of Nebraska. Data are presented for 2015-2016, 2016-2017, 2017-2108, and Fall 2018. *Proficient (3)* is the target standard.

This section presents the data tables for the key assessments and a brief narrative of the results. Means, range and standard deviation are shown for most data sets. The key assessments are (1) grade point average at the completion of the program, PRAXIS II content knowledge and application for school counseling, (3) Internship Score, and (4) oral exam score. The oral examination score is sub-divided into the eight Council for Accreditation of Counseling and

Related Educational Programs (CACREP) standards. Where appropriate, the school counseling candidates are compared to the clinical mental health candidates.

Table A1.11: *Grade Point Average (GPA) at Program Completion (CAEP A.1)*

| <b>Counseling Program<br/>Overall Completion GPA</b> |      |          |                    |
|--|------|----------|--------------------|
|  | Mean | Range    | Standard Deviation |
| 2015-2016  |      |          |                    |
| School Counseling                                    | 3.94 | 3.44-4.0 | 0.16               |
| Clinical Mental Health                               | 3.84 | 3.32-4.0 | 0.22               |
| Total  | 3.89 | 3.32-4.0 | 0.19               |
| 2016-2017  |      |          |                    |
| School Counseling                                    | 3.85 | 3.43-4.0 | 0.20               |
| Clinical Mental Health                               | 3.79 | 3.28-4.0 | 0.25               |
| Total  | 3.82 | 3.28-4.0 | 0.22               |
| 2017-2018  |      |          |                    |
| School Counseling                                    | 3.89 | 3.50-4.0 | 0.16               |
| Clinical Mental Health                               | 3.77 | 3.23-4.0 | 0.26               |
| Total  | 3.84 | 3.23-4.0 | 0.21               |

Scale: 4—Advanced (A-level), 3—Proficient (B-level), 2—Progressing (C-level), 1/0 Unacceptable (D/F level)

The grade point average shows the overall content knowledge understanding and application of knowledge for the candidates. The school counseling candidates are well within the acceptable range and tend to be higher than the clinical mental health candidates for this measurement period.

### Praxis II Exam

The Praxis II Exam, 5421 Professional School Counselor is required for graduation from Chadron State College. Passing the exam with a score of at least 156 is required for licensure as a School Counselor in Nebraska.

Table A1.1m: *Median Praxis II Score for Master of Education in School Counseling Graduates (CAEP A.1)*

| 2016-2017                            | N of CSC Students taking the test | N of Nebraska Students taking the test | Median Score CSC | Median Score National | N of CSC Students Reaching Cut off Score of 145 | CSC Pass Rate | Nebraska Pass Rate |
|--------------------------------------|-----------------------------------|--|------------------|-----------------------|---|---------------|--------------------|
| <b>Professional School Counselor</b> |                                   |  |                  |                       |   |               |                    |
| 2015-2016                            | 5                                 | NA*                                    | 170              | 171                   | 5   | 100%          | @                  |
| 2016-2017                            | 15                                | 62                                     | 164              | 170                   | 13  | 87%           | 97%                |
| 2017-2018                            | 16                                | 104                                    | 170              | 170                   | 16  | 100%          | 100%               |
| 2018-2019                            | 1                                 | NA+                                    | *                | NA+                   | *   | *             | NA+                |
| <b>Total</b>                         | 37                                | NA+                                    |                  |                       | 37  | 100%          | NA+                |

+2019 data totals for Nebraska test takers and Pass Rate will be forthcoming from NDE after the 2018-2019 year.

Table A1.1n: *PRAXIS II Educational Testing Service (ETS) 5421 Professional School Counselor (CAEP A.1)*

| <b>Counseling Program<br/>School Counseling Graduates<br/>Praxis II Score</b> |        |         |                    |
|---|--------|---------|--------------------|
|   | Mean   | Range   | Standard Deviation |
| 2015-2016   | 168.2  | 153-180 | 8.42               |
| 2016-2017   | 167.55 | 153-183 | 9.66               |
| 2017-2018   | 170.38 | 157-183 | 6.94               |

**\*Cut off score is 156 for certification in Nebraska**

In both academic years 2015/16 and 2016/17 one individual did not reach the certification cut score for Nebraska. The Chadron State College requirement is that the test is taken. School Counselor candidates can retake the test at any authorized testing site in order to meet the certification score. The majority of the students do well on this test which indicates to us that they understand content and the application of content to the professional career.

Table A1.1o: *Internship Final Overall Score (Clinical Practice) (CAEP A.1, A.2)*

| <b>Counseling Program<br/>Internship Evaluation<br/>Final score</b> |      |        |                    |
|---|------|--------|--------------------|
|   | Mean | Range  | Standard Deviation |
| <b>2015-2016</b>  |      |        |                    |
| School Counseling   |      |        |                    |
| Clinical Mental Health  |      |        |                    |
| Total   |      |        |                    |
| <b>2016-2017</b>  |      |        |                    |
| School Counseling   | 3.88 | 3.64-4 | 0.15               |
| Clinical Mental Health  | 3.64 | 3.22-4 | 0.33               |
| Total   | 3.80 | 3.22-4 | 0.25               |
| <b>2017-2018</b>  |      |        |                    |
| School Counseling   | 3.88 | 3.59-4 | 0.12               |
| Clinical Mental Health  | 3.83 | 3.43-4 | 0.18               |
| Total   | 3.86 | 3.43-4 | 0.16               |

*Scale: 4—Advanced (A-level), 3—Proficient (B-level), 2—Progressing (C-level), 1/0 Unacceptable (D/F level)*

The internship measures direct application of knowledge content, theory application, diagnostic application and assessment of progress. This table compares the school counselor and the clinic mental health counselor scores. As you can see, with few exceptions the two groups perform at the same level. It should be noted, however that the placements for the two groups are different and associated with their professional specialty.

Table A1.1p: *Oral Examination Overall Score (CAEP A.1)*

| <b>School Counseling and Clinical Mental Health Counseling Graduates<br/>Overall Oral Examination Mean</b> |             |
|--|-------------|
| <b>Year</b>  | <b>Mean</b> |
| 2015-2016  | <b>3.14</b> |
| 2016-2017  | <b>3.17</b> |
| 2017-2018  | <b>3.16</b> |

*Scale: 4—Advanced (A-level), 3—Proficient (B-level), 2—Progressing (C-level), 1/0 Unacceptable (D/F level)*

Due to the way our data management system is set up, we cannot separate the school counselor candidates from the clinical mental health candidates, thus the scores on this table are combined scores. The scoring range is 1 through 4. The scores indicate the student candidates are performing at the proficient level.

Table A1.1q: *Oral Exam Sub-Sections Based on Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards (CAEP A.1)*

| <b>School Counseling and Clinical Mental Health Counseling Graduates<br/>Oral Exam Sub-Section Means<br/>2015-2018</b> |                  |                  |                  |
|--|------------------|------------------|------------------|
|  | <b>2015-2016</b> | <b>2016-2017</b> | <b>2017-2018</b> |
| Professional Orientation and Ethical Practice  | 3.17             | 3.28             | 3.37             |
| Social and Cultural Diversity  | 3.10             | 3.14             | 3.17             |
| Human Growth and Development   | 3.07             | 3.07             | 3.05             |
| Career Development   | 3.00             | 3.11             | 3.07             |
| Counseling and Helping relationships   | 3.22             | 3.24             | 3.13             |
| Group counseling and Group work  | 3.19             | 3.08             | 3.01             |
| Assessment and Testing   | 3.16             | 3.24             | 3.18             |
| Research and Program Evaluation  | 3.10             | 3.09             | 3.06             |

*Scale: 4—Advanced (A-level), 3—Proficient (B-level), 2—Progressing (C-level), 1/0 Unacceptable (D/F level)*

The range of scores for this table is one through four (1 – 4) with one (1) equal to unacceptable two (2) equal to progressing, three (3) equal to proficient, and four (4) equal to advanced knowledge and application of counseling concepts.

The standard of “professional orientation and ethical practice” has increased over the past three years. “Social and cultural diversity” as well as “human growth and development” have remained relative stable. “Career development has been identified as an area for improvement. “Counseling and helping relationships” dropped significantly in 2017/18, as did “group counseling and group work”. “Assessment and testing”, and “research and program development” have remained stable. Faculty are concerned with concepts of program evaluation.

## All Advanced Programs

Table A1.1r: *Change in Praxis II Pass Rate by Advanced Programs Endorsement Area (CAEP A.1, A.5.1, A.5.2, A.5.3)*

| <b>Advanced Programs</b>             | <b>Pass Rate in 2018-2019*</b> | <b>Pass Rate in 2017-2018</b> | <b>Pass Rate in 2016-2017</b> | <b>Pass Rate in 2015-2016</b> | <b>Pass Rate in 2014-2015</b> |
|--------------------------------------|--------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| <b>Reading Specialist</b>            | 100%                           | 83%                           | 86%                           | 100%                          | NA                            |
| <b>Special Education-Master's</b>    | NA                             | 100%                          | 100%                          | 100%                          | NA                            |
| <b>EDAD</b>                          | 83%                            | 100%                          | 100%                          | 100%                          | NA                            |
| <b>Professional School Counselor</b> | 100%                           | 100%                          | 87%                           | 100%                          | 100%                          |

\*Spring 2019 data are not yet complete/available.