

Phase-In Plan

Advanced Standard A.1.1

Relationship to the Standard	
CAEP Standard(s) Addressed in this Plan	A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced through: <ul style="list-style-type: none">• Applications of data literacy;• Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;• Employment of data analysis and evidence to develop supportive school environments;• Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;• Supporting appropriate applications of technology for their field of specialization; and• Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization
Description of Evidence/Data Planned to be Collected	
Timeline and Resources	Timeline and resources are detailed in Table A.
Data Quality	Data quality is outlined in Table B.

Table A: Timeline and Resources

Career and Technical Education MSEED					
Professional Skills	Type of Assessment	Annual schedule of Data Collection	Data Available with Self-Study Report/Site Visit	Data by Calendar Year after Site Visit	Description of Resources (Personnel and Technology) to ensure Data Quality
1. Application of Data Literacy	Comprehensive Examination	Fall Spring	Spring 2018 Fall 2018 Spring 2019	Fall 2019 Spring 2020 Fall 2020 Spring 2021 Fall 2021	The students use the personal computer to type and answer the comprehensive examination. The computer spell and grammar check applications ensure that students' answers are proof read before they submitted for assessment. The coordinator uses the computer to randomize and anonymously assign to CTE faculty the students' exam scripts for assessment.
3. Use of data analysis & evidence	Fieldwork and project report	Spring	Spring 2017 Spring 2018 Spring 2019	Spring 2020 Spring 2021	During the semester, the Data Manager for Assessment uses the Tk20 to share the rubrics to both cooperating teachers and college-based supervisors assessing students as well as generate reports on the student teaching practice. The Tk20 has the capability to calculate the supervisors' scores, proof-read the report and share the results with the Associate Dean for Assessment and Accreditation, Department Chair, and Program Coordinator.
6. Application of professional dispositions, laws & policies, codes of ethics & professional standards	Comprehensive Examination	Fall Spring	Spring 2018 Fall 2018 Spring 2019	Fall 2019 Spring 2020 Fall 2020 Spring 2021 Fall 2021	The comprehensive exam questions are based on topical instructional and CTE program issues submitted by CTE faculty as well as feedback received from the Advisory Board members which the coordinator stores in the question bank. The Graduate Coordinator interprets the data, and reports multiple iterations to CTE faculty and for external review (e.g., CAEP).

Curriculum & Instruction MSED					
Professional Skills	Type of Assessment	Annual schedule of Data Collection	Data Available with Self-Study Report/Site Visit	Data by Calendar Year after Site Visit	Description of Resources (Personnel and Technology) to ensure Data Quality
1. Application of Data Literacy	EDU 510: Key Assessment # 3 Educational Assessment	Fall Spring Summer	Fall 2018 Spring 2019 Summer 2019	Fall 2021	<ul style="list-style-type: none"> ○ During each term, when the course is offered, the Data Manager for Assessment will activate the assessment in Tk20 and notify the instructor of the record. ○ During the semester, faculty ensure all candidates complete the assessment, and then faculty complete the associated rubric. The Data Manager for Assessment audits the completion of all key assessments in Tk20 and communicates to the Program Coordinator and Department Chair any missing data. ○ During the term following the assessment, the Data Manager for Assessment generates a report from Tk20 and shares the results with the Associate Dean for Assessment and Accreditation, Department Chair, and Program Coordinator. ○ The Program Coordinator interprets the data, and reports multiple iterations for external review (SPA/CAEP) ○ The Department Chair and Program Coordinator shares data with partners (e.g. Advisory Board)
5. Supporting appropriate applications of technology	EDU 506: Key Assessment #2 Use of Technology for Professional Development	Fall Spring	Spring 2018 Fall 2018 Spring 2019	Fall 2021	
6. Application of professional dispositions, laws & policies, codes of ethics & professional standards	EDU 500: Key Assessment #1 Critical Pedagogy	Fall Spring	Spring 2018 Fall 2018 Spring 2019	Fall 2021	

Educational Leadership					
Professional Skills	Type of Assessment	Annual schedule of Data Collection	Data Available with Self-Study Report/Site Visit	Data by Calendar Year after Site Visit	Description of Resources (Personnel and Technology) to ensure Data Quality
1. Application of Data Literacy	EAD 610 Key Assessment 1: Integrative Essay (NELP 3.1/ELCC 1.2)	Spring	Spring 2016 Spring 2017 Spring 2018	Spring 2019 Spring 2020 Spring 2021	<ul style="list-style-type: none"> ○ During each term, when the course is offered, the Data Manager for Assessment will active the assessment in Tk20 and notify the instructor of the record. ○ During the semester, faculty ensure all candidates complete the assessment, and then they complete the associated rubric. The Data Manager for Assessment audits the completion of all key assessments in Tk20 and communicates to the Program Coordinator and Department Chair any missing assessments. ○ During the term following the assessment, the Data Manager for Assessment generates a report from Tk20 and shares the results with the Associate Dean for Assessment and Accreditation, Department Chair, and Program Coordinator. ○ The Program Coordinator interprets the data, and reports multiple iterations for external review (SPA/CAEP) ○ The Department Chair and Program Coordinator shares data with partners (i.e., Advisory Board)
2. Use of research & understanding	EAD 610 Key Assessment 7: Unison School Improvement Plan (NELP 6.2/ELCC 3.2)	Spring	Spring 2016 Spring 2017 Spring 2018	Spring 2019 Spring 2020 Spring 2021	
3. Use of data analysis & evidence	EAD 652 Key Assessment 5: Comprehensive Curriculum Handbook (NELP 3.2/ELCC 6.3)	Summer	Spring 2016 Spring 2017 Spring 2018	Spring 2019 Spring 2020 Spring 2021	

Literacy					
Professional Skills	Type of Assessment	Annual schedule of Data Collection	Data Available with Self-Study Report/Site Visit	Data by Calendar Year after Site Visit	Description of Resources (Personnel and Technology) to ensure Data Quality
1. Application of Data Literacy	LIT 509/520: Key Assessment 3: Final Lesson Observation Rubric	Fall Spring	Fall 2018 Spring 2019 Fall 2019	Spring 2020 Fall 2021	<ul style="list-style-type: none"> ○ During each term, when the course is offered, the Data Manager for Assessment will activate the assessment in Tk20 and notify the instructor of the record. ○ During the semester, faculty ensure all candidates complete the assessment, and then they complete the associated rubric. The Data Manager for Assessment audits the completion of all key assessments in Tk20 and communicates to the Program Coordinator and Department Chair any missing assessments. ○ During the term following the assessment, the Data Manager for Assessment generates a report from Tk20 and shares the results with the Associate Dean for Assessment and Accreditation, Department Chair, and Program Coordinator. ○ The Program Coordinator interprets the data, and reports multiple iterations for external review (SPA/CAEP) ○ The Department Chair and Program Coordinator facilitate sharing of data with partners (i.e., Advisory Board)
4. Leading and/or participating in collaborative activities	LIT 510/512/522: Key Assessment 5: Diagnostic Report Rubric	Irregular based on enrollment needs: Fall or Spring only	Spring 2018 Spring 2019 Fall 2019	Spring 2020 Spring 2021 Spring 2022	
5. Supporting appropriate applications of technology	LIT 507: Key Assessment 8: Across Content Areas Assessment Rubric	Irregular based on enrollment needs: Fall or Spring only	Spring 2018 Fall 2018 Spring 2019	Fall 2019 Spring 2020 Fall 2020 Spring 2021 Fall 2021	

School Counseling					
Professional Skills	Type of Assessment	Annual schedule of Data Collection	Data Available with Self-Study Report/Site Visit	Data by Calendar Year after Site Visit	Description of Resources (Personnel and Technology) to ensure Data Quality
1. Application of Data Literacy	Counselor Preparation Comprehensive Exam (CPCE a nationally normed exit exam)	Spring	Spring 2017 Spring 2018 Spring 2019	Spring 2020 Spring 2021	<ul style="list-style-type: none"> ○ The Counselor Preparation Comprehensive Exam (CPCE) is a proprietary assessment that is nationally normed on graduate counseling students. Program and candidate scores are compared to national data. Content knowledge is assessed on the eight knowledge domains defined by the professional counseling accrediting agency (CACREP). ○ All school counseling students must successfully complete the CPCE as a requirement for graduation. ○ The Program Coordinator reviews the results of this assessment and shares the information with all faculty who teach content assessed by the CPCE. ○ The CPCE is taken by candidates in their second year of study to help ensure that program data generated from the CPCE reflects content knowledge gained by students with adequate preparation.
2. Use of research & understanding	Counselor Preparation Comprehensive Exam (CPCE a nationally normed exit exam)	Spring	Spring 2017 Spring 2018 Spring 2019	Spring 2020 Spring 2021	
6. Application of professional dispositions, laws & policies, codes of ethics & professional standards	Counselor Preparation Comprehensive Exam (CPCE a nationally normed exit exam)	Spring	Spring 2017 Spring 2018 Spring 2019	Spring 2020 Spring 2021	

School Psychology					
Professional Skills	Type of Assessment	Annual schedule of Data Collection	Data Available with Self-Study Report/Site Visit	Data by Calendar Year after Site Visit	Description of Resources (Personnel and Technology) to ensure Data Quality
1. Application of Data Literacy	School Psychologist Praxis Exam	Spring	Spring 2017 Spring 2018 Spring 2019	Spring 2020 Spring 2021	<ul style="list-style-type: none"> ○ During each term, when the course is offered, the Data Manager for Assessment will active the assessment in Tk20 and notify the instructor of the record. ○ During the semester, faculty ensure all candidates complete the assessment, and then they complete the associated rubric. The Data Manager for Assessment audits the completion of all key assessments in Tk20 and communicates to the Program Coordinator and Department Chair any missing assessments. ○ During the term following the assessment, the Data Manager for Assessment generates a report from Tk20 and shares the results with the Associate Dean for Assessment and Accreditation, Department Chair, and Program Coordinator. ○ The Program Coordinator interprets the data, and on a cycle, reports multiple iterations for external review (SPA/CAEP) <p>The Department Chair and Program Coordinator shares data with partners (i.e., Advisory Board)</p>
3. Use of data analysis & evidence	CPS 614 Key Assessment: Systems level case consultation.	Spring	Spring 2017 Spring 2018 Spring 2019	Spring 2020 Spring 2021	
6. Application of professional dispositions, laws & policies, codes of ethics & professional standards	CPS 617 Key Assessment: School Psychology Intern Rating Scale (SPIRS)	Spring	Spring 2017 Spring 2018 Spring 2019	Spring 2020 Spring 2021	

Special Education					
Professional Skills	Type of Assessment	Annual schedule of Data Collection	Data Available with Self-Study Report/Site Visit	Data by Calendar Year after Site Visit	Description of Resources (Personnel and Technology) to ensure Data Quality
1. Application of Data Literacy	SPE 514/515 Key Assessment 5: Individualized Reading Instruction Progress Report	Spring	Spring 2017 Spring 2018 Spring 2019	Fall 2019 Fall 2020 Fall 2021	<ul style="list-style-type: none"> ○ During each term, when the course is offered, the Data Manager for Assessment will active the assessment in Tk20 and notify the instructor of the record. ○ During the semester, faculty ensure all candidates complete the assessment, and then they complete the associated rubric. The Data Manager for Assessment audits the completion of all key assessments in Tk20 and communicates to the Program Coordinator and Department Chair any missing assessments. ○ During the term following the assessment, the Data Manager for Assessment generates a report from Tk20 and shares the results with the Associate Dean for Assessment and Accreditation, Department Chair, and Program Coordinator. ○ The Program Coordinator interprets the data, and reports multiple iterations for external review (SPA/CAEP). ○ The Department Chair and Program Coordinator shares data with partners (i.e., Advisory Board, program faculty).
3. Use of data analysis & evidence	Key Assessment 4: SPE 591 Student Teaching 1-6), SPE 596 Internship Evaluation (7-12)	Fall Spring	Fall 2018 Spring 2019 Fall 2019	Spring 2020 Fall 2020 Spring 2021	
6. Application of professional dispositions, laws & policies, codes of ethics & professional standards	Key Assessment 4: SPE 591 Student Teaching 1-6), SPE 596 Internship Evaluation (7-12)	Fall Spring	Fall 2018 Spring 2019 Fall 2019	Spring 2020 Fall 2020 Spring 2021	

Technology MSED					
Professional Skills	Type of Assessment	Annual schedule of Data Collection	Data Available with Self-Study Report/Site Visit	Data by Calendar Year after Site Visit	Description of Resources (Personnel and Technology) to ensure Data Quality
1. Application of Data Literacy	Candidacy Exams for TED 534 – Assessment in TE, TED 536 – Intro. to Research in TE	Academic Year	2017 2018 2019	2020 2021	<ul style="list-style-type: none"> ○ Exams are offered at the end of each semester and the summer sessions and are prepared and proctored by the program coordinator or department graduate faculty member. ○ Exam responses are scored by faculty who teach the related courses using a common rubric. If an adjunct teaches a course, a full-time graduate faculty member or the program coordinator reviews the exam. If a student does not pass or do well on an exam the exam is reviewed by another faculty member or the program coordinator. ○ Questions were developed by a faculty committee based on the objectives in the course outlines. ○ Exam data is tabulated and reviewed annually by the program coordinator and faculty to determine if course or exam changes need to be made.
2. Use of research & understanding	Candidacy Exam for TED 536 – Intro. to Research in TE	Academic Year	2017 2018 2019	2020 2021	
5. Supporting appropriate applications of technology	Candidacy Exams for TED 532 – Adv. Inst. Meth for TE, TED 534 – Assessment in TE, TED 535 – Lab. Instr. Env. for TE	Academic Year	2017 2018 2019	2020 2021	

Table B: Data Quality

Type of Assessment	Programs	Steps to ensure a representative sample	Steps to ensure instruments meet Sufficient level on CAEP Evaluation Framework	Validity – Steps to ensure content validity	Reliability – Steps to ensure inter-rater reliability	Steps to analyze and interpret findings and make use of data for continuous improvement
Key Assessments	<ul style="list-style-type: none"> ○ Curriculum & Instruction ○ Educational Leadership ○ Literacy ○ School Psychology ○ Special Education 	Assessments include all of our candidates rather than a sample. Therefore, by definition, the data are inclusive rather than just representative of our population.	Program Coordinators will evaluate the instruments in their program with the CAEP Evaluation Framework.	Lawshe Content Validity Ratio will be conducted for key assessments linked to the six professional skills.	Inter-rater or internal consistency will be established with data available during the calendar year of the site visit.	Program Coordinators reviews and interprets data annually. Program or curricular changes based on evidence are documented in the SPA or CAEP program review with feedback.
Propriety Assessment	<ul style="list-style-type: none"> ○ School Counseling ○ School Psychology 		Validity and Reliability for propriety assessments has been established through The Center for Credential & Education (School Counseling) and National Association of School Psychologists			

Type of Assessment	Programs	Steps to ensure a representative sample	Steps to ensure instruments meet Sufficient level on CAEP Evaluation Framework	Validity – Steps to ensure content validity	Reliability – Steps to ensure inter-rater reliability	Steps to analyze and interpret findings and make use of data for continuous improvement
Comprehensive Exam	<ul style="list-style-type: none"> ○ Career and Technical Education 	Assessments include all of our candidates rather than a sample. Therefore, by definition, the data are inclusive rather than just representative of our population.	The CTE course syllabi were designed based on the CAEP and SED stipulated standards while the graduate coordinator develops an assessment matrix that covers all aspects of the syllabi for the comprehensive exams.	The questions for the comprehensive exams are provided by CTE faculty members and are drawn from the syllabi of different CTE courses.	At least three CTE faculty members assess each student's essay questions based on the marking scheme provided by the graduate coordinator. The students' final scores are obtained from the average rating of the CTE faculty's assessment. Data will be reviewed by program faculty yearly to determine the consistency of faculty assessments of student work.	The students' comprehensive exam result is an average score of the CTE faculty members' assessment. The comprehensive exam result is presented at the CTE faculty board and CTE faculty members analyze students' performances in the questions they submitted for the exam. The faculty members will use the feedback to improve their course activities, contents, and instructional delivery.
Candidacy Exam	<ul style="list-style-type: none"> ○ Technology Education 		Program coordinator will evaluate the candidacy exam questions to course objectives and the CAEP framework.		All reviewers use a common rubric. A second reviewer is used in some cases. Data will be reviewed by the program coordinator for consistency on an annual basis.	Program Coordinator review and analyze data annually to make data decisions regarding potential curricular or testing changes.