

Department of Education

Assessment Findings and Curricular Improvements

The Department of Education of the School of Arts and Sciences uses systematic measures to assess student learning outcomes and then analyzes this data for curricular improvement. The assessments and curricular improvement efforts are organized by program:

- Secondary Education
- Special Education
- Educational Psychology
- CELPS Program

The Department also offers specialized programs that serve Catholic education (CELPS). Those program assessment measures and their curricular improvement processes are presented in a separate document.

Graduate Programs in Secondary Education

The Department of Education collects and analyzes data from key assessments that comprise the department's Unit Assessment System (UAS). The UAS provides data for accreditation purposes and for ongoing department review of its teacher preparation programs. This report presents data on student assessment outcome measures obtained from the cohort of five graduate students who completed their M.A. programs in secondary education in AY 2007-2008 and one student who completed the GTCP in secondary education in AY 2007-2008. Following the presentation of data for each key assessment is a discussion of how data are used to improve student learning.

The Department of Education offers secondary education programs in the areas of art, drama, English, mathematics, and social studies. As part of the process for meeting NCATE accreditation standards for national recognition of programs and for achieving eligibility for licensure through the District of Columbia, ten graduate program reports have been submitted to NCATE and the DC Office of the State Superintendent of Education. Each report includes data and analyses for up to eight key program assessments. A link to each report submitted through the NCATE program report system is available upon request.

Assessment Findings Master of Arts in Secondary Education

GPA

Data on GPA are used to determine eligibility for admittance into graduate programs in secondary education. A cumulative GPA and a content area GPA are calculated on the applicant's transcript record of prior coursework. In AY 2007-2008, four prospective

students applied to the M.A. program. Each applicant met GPA requirements and was accepted into the graduate program.

Transcript Analysis

In addition to providing a GPA calculation, the process of transcript analysis assesses an applicant's preparation for teaching in a particular content area. Upon admission to a program, data from the transcript analysis are used to determine if additional coursework in the content area is needed to become eligible for state licensure. Coursework must be completed prior to the student teaching semester. A record of the transcript analysis is maintained in the student's file and reviewed to determine eligibility for student teaching and for licensure. In AY 2007-2008, the each student who completed requirements for the M.A. program completed all content area coursework required for licensure.

Licensure Tests (Praxis I, Praxis II)

Students must successfully complete Praxis I (*Reading, Writing, and Math*) and Praxis II (*Content and Pedagogy*) in order to be eligible for licensure through the District of Columbia. In AY 2007-2008, three students applied for state licensure following program completion. Each achieved passing scores on Praxis I and Praxis II tests and met state licensure requirements.

Lesson Plans

In AY 2006-2007, two graduate students completed the lesson plan assignment for EDUC 586: *Curriculum and Methods in Adolescent Education*. Both students exceeded expectations for performance on the assessment. In AY 2007-2008, two graduate students completed the lesson plan assignment and met or exceeded expectations for performance on the assessment. A qualitative review of lesson plans reveals overall improvement of students' ability to align learning outcomes with methods of instruction and assessments. In part, we feel this is related to greater emphasis on curricular alignment in EDUC 586 and modifications to the lesson plan assignment. Data on this assessment are presented in *Attachment A*.

Student Teaching Evaluation

Four student teaching evaluations were submitted during the 2006-2007 and 2007-2008 academic years. An overall score for performance in each category is recorded. Both students achieved scores of Exceeding Expectations for each performance category.

Data on this assessment are presented in *Attachment B*.

Action Research Project

Four students in the M.A. program completed the action research project during their student teaching experiences in AY 2006-2007 and AY 2007-2008. All students met or exceeded expectations for performance on the capstone project. Two students met but did not exceed expectations for the use of pretest and posttest data. Although data from previous academic years suggest that our students have responded to project modifications designed to improve performance in this category, this task continues to be

a challenge for some students and is a continued focus for our current revision of the template for the ARP.

Data on this assessment are presented in *Attachment C*.

Electronic Portfolio

Four students completed the electronic portfolio in AY 2006-2007 and AY 2007-2008, as a requirement for state licensure. Three of the four students exceeded expectations in all performance categories. One student exceeded expectations in five out of six categories. This student met expectations in the category related to the presentation of artifacts in the portfolio.

Data from these two academic years suggest improvements in students' use of the web-based environments for creating portfolios and in the students' ability to link artifacts with professional standards. We attribute these results to more time on needed skills in the student teaching seminar and more explicit guidance from faculty supervisors.

Data on this assessment are presented in *Attachment D*.

Comprehensive Exam

In AY 2007-2008, five students took and passed comprehensive examinations at the end of the academic program. The Department of Education attributes overall improvements on the comprehensive examination in recent semesters to the change from a more traditional testing format to a take-home examination designed to integrate learning across core and specialty area courses.

Assessment Findings Graduate Teacher Certification Program in Secondary Education

GPA

Data on GPA are used to determine eligibility for admittance into graduate programs in secondary education. A cumulative GPA and a content area GPA are calculated on the applicant's transcript record of prior coursework. In AY 2007-2008, three prospective students applied to the GTCP in Secondary Education. One applicant met GPA requirements and was accepted into the graduate program. Two applicants were denied admissions based on GPA calculations.

Transcript Analysis

In addition to providing a GPA calculation, the process of transcript analysis assesses an applicant's preparation for teaching in a particular content area. Upon admission to a program, data from the transcript analysis are used to determine if additional coursework in the content area is needed to become eligible for state licensure. Coursework must be completed prior to the student teaching semester. A record of the transcript analysis is

maintained in the student's file and reviewed to determine eligibility for student teaching and for licensure. In AY 2007-2008, one student completed requirements for the GTCP and completed all content area coursework required for licensure.

Licensure Tests (Praxis I, Praxis II)

Students must successfully complete Praxis I (*Reading, Writing, and Math*) and Praxis II (*Content and Pedagogy*) in order to be eligible for licensure through the District of Columbia. In AY 2007-2008, one student applied for state licensure following program completion. This one achieved passing scores on Praxis I and Praxis II tests and met state licensure requirements.

Action Research Project

One student in the GTCP completed the Action Research Project in AY 2007-2008. This one student met or exceeded expectations for performance on this project. This one student completed the action research project in her full-time teaching experience in a Catholic high school in Baltimore, Maryland. She reported that the project was useful in examining her current curriculum and informing curricular changes to be made in the next school year.

Data on this assessment are presented in *Attachment E*.

Additional Assessments

In the academic years addressed in this report, none of the students enrolled in the GTCP had the opportunity to complete the following key assessments: Electronic Portfolio, Lesson Plan, and Student Teaching Evaluation.

Curricular Improvements for Graduate Programs in Secondary Education

The Department of Education has created structures for making data-based decisions for the purposes of improving impact on student learning. Department of Education committees use information generated by the unit assessment system. The Teacher Education Committee (TEC) meets at the end of each semester to discuss teacher education students' performance in terms of knowledge, skills, and dispositions. This committee is also a platform to discuss changes in programs and course offerings. The Assessment Committee is charged with monitoring data collection in the unit assessment system and making data-based recommendations to TEC regarding key assessments and performance criteria. The Secondary Education Committee, comprising faculty members from departments in the School of Arts and Sciences, reviews program assessments for alignment with professional standards.

Ongoing review of student performance has resulted in the revision of key assessments. For example, we felt that the student teaching evaluation form limited our assessment of students' achievement of standards from professional specialty associations. As a result, evaluation forms were revised in 2006 to include evaluation criteria specific to each

specialty area and its standards. We are now able to report on student achievement of professional standards in student teaching.

Data on student performance on the Action Research Project (ARP) suggested that some students had difficulty providing data on teacher impact on student learning. In response to this finding, the activities and scoring guide for the Action Research Project were revised to better prepare students for the design, implementation and analysis of pretest and posttest data. Data on student performance on the ARP completed in 2007 and 2008 suggest that the modifications to the assignment had positive impact on our student's abilities to measure the impact of instructional interventions on secondary school students' learning. Another challenge noted from data on student performance and from anecdotal information provided by faculty who serve as readers of the ARP, is the broad scope of the project and the demands of the student teaching semester. The Assessment Committee is currently working to revise and simplify the format and scoring guide for the ARP to be piloted in 2009.

The Electronic Portfolio (EP) requires candidates to engage in self-assessment by reflecting upon progress made and standards met throughout the program. Over the past decade, the EP went through a series of modifications based on student performance data, to include the transition from paper to electronic format and the revision of guidelines and scoring guides. We felt that, overall, student performance met or exceeded expectations of the revised assessment, however, we observed that the presentation of artifacts used to demonstrate achievement of specialty professional area standards posed a challenge to some students. The most recent data on this assessment suggest that more explicit instruction on the use of professional standards, in the student teaching seminar and through faculty guidance, improved student performance in this area.

In addition to our use of data from key assessments to inform curricular improvements, institutional data at the course level are considered in the process of program improvement. Course summary data on EDUC 586, *Curriculum and Methods in Adolescent Education* reveal an increase in program enrollments and a decrease in instructor and course ratings. EDUC 586 is a required course for graduate and undergraduate students in secondary education teacher education programs, and more recently, for undergraduate students minoring in Secondary Education and for students majoring in Music Education. Meeting the needs of this diverse audience has been a recent challenge and course improvement will be a focus for the spring 2009 semester. Discussions with Music Education faculty will be useful in this regard. Course summary data is presented in *Attachment F*.

Attachment A

Report Title: Lesson Plan Assessment

Description: This report includes assessment data on lesson plans in AY 2007-2008.

	Exceeding Expectation (3 pts)	Meeting Expectation (2 pts)	Acquiring Skill (1 pts)
Audience/ Rationale	1 (50%)	1(50%)	0
Standards/ Objectives	2 (100%)	0	0
Materials/Procedures	2 (100%)	0	0
Evaluation/Assessment	1 (50%)	1(50%)	0

Total Documents Assessed: 2

Report Title: Lesson Plan Assessment

Description: This report includes assessment data on lesson plans in AY 2006-2007.

	Exceeding Expectation (3 pts)	Meeting Expectation (2 pts)	Acquiring Skill (1 pts)
Audience/ Rationale	2 (100%)	0	0
Standards/ Objectives	2 (100%)	0	0
Materials/Procedures	2 (100%)	0	0
Evaluation/Assessment	2 (100%)	0	0

Total Documents Assessed: 2

Assessment Findings and Curricular Improvements Graduate Programs in Special Education

The Department of Education collects and analyzes data from key assessments that comprise the department's Unit Assessment System (UAS). The UAS provides data for accreditation purposes and for ongoing department review of its teacher preparation programs. This section presents data on student assessment outcome measures obtained from the cohort of graduate students who completed their programs as of the October 2008 graduation date. Following the presentation of data for each key assessment is a discussion of how data are used to improve student learning.

Students completing and enrolled in both the Graduate Teacher Education Program (GTCP) and the Masters in Education with a specialty in Special Education (MA)

The program in special education enrolled its first cohort of students in January 2000, and graduated its first class of master's students in October 2002. Since that date, 43 master's students have graduated from the program, as have 13 graduate teacher certificate students. There are 15 students who are currently pursuing master's degrees in special

education, and 8 who are pursuing graduate teacher certificates. Four students are attending classes, but have not yet been admitted for either the MA or the GTCP.

Assessment Findings

Grade Point Average (GPA) Performance Assessment 1

Grade Point Average is one of the criteria used to determine eligibility for admission into the graduate programs in special education. Both GTCP and MA applicants must demonstrate an undergraduate GPA of 2.7/4.0 and, if they have taken any previous graduate work, they must show a GPA of 3.0/4.0. Students must maintain a cumulative GPA of 2.75 or higher once admitted to the program.

PRAXIS II – PASS RATE Performance Assessment 2

Since the inception of the program, every student who has attempted PRAXIS II in the core knowledge of special education has passed (see the table below). Passing the PRAXIS II examination is a condition for licensure, but is not required to obtain a master's degree. PRAXIS II: Core Knowledge of Special Education addresses the content of the special education competencies. Students must meet the minimum score required for licensure by the District of Columbia Office of the State Superintendent of Education.

Assessment 1: PRAXIS II

1. Description of assessment and its use in the program

The District of Columbia required PRAXIS II # 10350 (passing score of 510) until 2005 and then switched to # 20353 (passing score of 146). The PRAXIS II is designed to measure core knowledge of special education.

2. Alignment with standards

This examination addressed all CEC standards.

3. Brief analysis of data findings

Most of the candidates who seek initial licensing will seek it through the District of Columbia. Since the inception of the CUA special education program a version of the Core Knowledge of Special Education (PRAXIS II) has been required by DC, but DC changed the acceptable version in 2005 to PRAXIS II # 20353. The qualifying score on this test for DC is 146. Furthermore, some of our candidates seek licensure in the State of Maryland and that State requires other versions of the PRAXIS II. For these reasons the scores listed below vary. To date, we have had 56 candidates who have completed our program, of these 42 have filed test scores higher than the

qualifying score, no matter which version of the PRAXIS II they took. In the State of Maryland the qualifying score for PRAXIS II # 20351 is 155, for # 10352 the qualifying score is 147. As can be seen in the table below (attachment 5c), the mean scores of CUA special education completers were substantially above the qualifying scores required by either jurisdiction (DC or Maryland); no candidate attempting the PRAXIS II failed to pass it on their first attempt.

4. Interpretation of how data provides evidence that standards have been met

CUA special education completers earned mean scores on the PRAXIS II that were substantially above the qualifying scores required by either DC or Maryland. As the PRAXIS II is a comprehensive assessment that addresses all CEC standards, these high scores and the 100% pass rate give evidence that knowledge standards have been met.

5. Attachment of assessment documentation

See 5(a), 5(b) and 5(c) below.

Assessment 1, #5(a): DESCRIPTION - PRAXIS II Special Education
 The District of Columbia required PRAXIS II # 10350 (passing score of 510) until 2005 and then switched to # 20353 (passing score of 146). This examination addressed all of the CEC Standards.

Assessment 1, #5(b): SCORING GUIDE – PRAXIS II Special Education
 Scoring guide is not applicable to state licensure exams.

Assessment 1, #5(c): CANDIDATE DATA – PRAXIS II Special Education

DATA TABLE 1: Candidate Information (# of candidates taking that particular test in the corresponding year is shown in brackets)

Program: Special Education Initial Licensure Graduate Teacher Certification Program and Master’s Degree Program		
Academic Year	Candidates Enrolled in the Program who have completed	Program Completers¹

	Praxis II	
2007-2008	20353 – (2) Mean = 187.5	20353 – (6) Mean = 173.83
2006-2007		20353 – (5) Mean = 184.2
2005-2006	20353 – (1) Mean = 173	20353 – (5) Mean = 186.6
2004-2005	10350 - (1) 710	20353 – (2) Mean = 182 10350 – (2) Mean = 580 20351 = 186 /10352 = 173 (1) (Maryland)
2003-2004		10350 - (6) Mean= 613 20353 – (1) Mean = 191
2002-2003		10350 – (10) Mean = 630

Nota Bene

The Special Education Program started its first class in January 2000. During the first two cohorts of students the assessments used, and for which records were kept, were, Grade Point Average, the PRAXIS II examination scores in the Core Knowledge of Special Education, scores on comprehensive examinations, and scores obtained on two non-thesis option papers, one of which was an action research paper. Every graduate who obtained a master’s degree had to maintain a GPA of 2.75 or above, and satisfactorily complete all of the other requirements for a degree, other than taking the PRAXIS II, although most did take this examination. Other assessments were used as part of coursework, but systematic records were not kept of these other assessments, except as part of course grade. Beginning in 2004, in preparation for presenting the special education program for certification by NCATE, the department’s Unit Assessment System (UAS) was initiated and records began to be kept on LiveText. Maintaining performance records was also espoused by the Board of Advisors for the special education program; scoring rubrics were developed and began to be systematically implemented. Initiating this record system

took some time; faculty members had to be trained to use it, as did all special education students. As a consequence of the time it took to develop the assessment system, some of the direct measures do not account for all of the students who have completed either the GTCP or MA.

The Special Education Program is now nationally recognized by NCATE.

Case Study/Lesson Plans Performance Assessment 3

This is the major performance assessment assigned in EDUC 531: Language and Literacy Development in Children with Disabilities. It includes collecting background information that demonstrates an understanding of the similarities and differences in human development and in the characteristics exhibited between and among individuals with and without exceptional learning needs. It also includes an assessment of typical and atypical language and literacy development; a clear indication that the candidate can effectively model and use communication strategies and resources to facilitate understanding of subject matter for students, including those whose primary language is not English; that the candidate can identify instructional needs by assessing the strengths and weaknesses of students, and possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs. This assessment is also used to demonstrate that the candidate can formulate and transmit clear and specific recommendations derived from the candidate's assessments in order to provide a foundation upon which meaningful and challenging learning can be developed for each individual; that the candidate can write a professional case analysis describing their assessment, instructional planning and implementation, and program evaluation within the school context; finally can prepare a similar summary that can be understood by parents, paying attention to the effects of the child's learning on both in-school learning and lifelong learning. This assessment is scored by the instructor of EDUC 531, following an established scoring guide. As with all of the key assessments, this performance assessment is scored on a three point scale: 3 = Exceeding Expectations, 2 = Meeting Expectations and 1 = Developing Skills for each of the elements of the scoring guide.

Data filed for this assessment as part of the Council for Exceptional Children National Recognition Report: September 15, 2007

Assessment 3, #5(a), (b): ASSESSMENT TOOL & SCORING GUIDE – Case Study
This scoring guide will give guidelines for the student in writing the case study.

Case Study – Performance Assessment 3

Exemplary (10 pts)	Meets Expectations (8 pts)	Inadequate (6 pts)
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<p>Background Information (10%) CEC-PBS-2</p>	<p>More information than required for adequate performance. Candidate demonstrates superior understanding of the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN).</p>	<p>Adequate performance is evidenced by completion of Background Information Form. Candidate demonstrates understanding of the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN).</p>	<p>Vague or incomplete</p>
<p>Assessment (30%) CEC-PBS-6</p>	<p>All of the following assessments done correctly: Informal Reading Inventory, running record, miscue analysis, language experience approach, observations. Assessment demonstrate typical and atypical language and literacy development and ways in which exceptional conditions can interact with an individual's experience with and use of language.</p>	<p>All of the assessments done with no serious errors. Most of the assessments done correctly. Assessments demonstrate typical and atypical language and literacy development and ways in which exceptional conditions can interact with an individual's experience with and use of language.</p>	<p>More than two assessments not completed. Serious errors on assessment.</p>
<p>Analysis (20%) CEC-PBS-6 CEC-PBS-8</p>	<p>Correct and complete analysis of assessments. Additional references provided. Analysis demonstrates that the special educator is an effective language model, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English. The analysis compares student performance with statewide assessment programs in reading.</p>	<p>Correct analysis of results. Use text and classroom resources for analysis. Analysis demonstrates that the special educator is an effective language model, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English. The analysis compares student performance with state-wide assessment programs in reading.</p>	<p>Incorrect analysis No evidence of using resources or references</p>
<p>Instructional Needs (10%) CEC-PBS-1 CEC-PBS-4</p>	<p>Finding the students instructional needs, strengths and weaknesses from assessment and background material. Candidate possesses a</p>	<p>Finding the students instructional needs according to assessment and possessing a repertoire of evidence-based instructional strategies to</p>	<p>Instructional needs do not fit results of assessment.</p>

	repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN.	individualize instruction for individuals with ELN.	
Recommendations (10%) CEC-PBS-3	Clear and specific recommendations that correlate with the results of the assessment. The recommendations demonstrate superior understanding of these learning differences and their possible interactions that provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.	Clear or specific recommendations that correlate with the results. The recommendations demonstrate understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.	Recommendations do not correlate with results. Vague or very general recommendations.
School Case Analysis (10%) CEC-PBS-2 CEC-PBS-8	A professional case analysis-suitable for inclusion in a child's file. Fully describes the influence of professional practice, assessment, instructional, planning and implementation, program evaluation and the school context.	Adequate case analysis that could be used by other school personnel. Includes information about the influence of professional practice, assessment, instructional planning, and implementation, program evaluation and the school context.	Case analysis vague or too informal. Limited usefulness.
Home Case Analysis (10%) CEC-PBS-1 CEC-PBS-3	Case analysis and recommendations for the parents. Clear and understandable discussion of the results and recommendations. Attention to the effects of the child's learning differences on both in-school learning and lifelong learning.	A summary of the results that can be understood by the parents. Attention to the effects of the child's learning differences on both in-school learning and lifelong learning.	A jargon filled summary. A summary that parents may not be able to understand.

Assessment 3, #5(c): CANDIDATE DATA – Case Study

ID	Introduction	Assessment	Analysis	Instructional		School Analysis	Home Analysis
				Needs	Recs		
1	3	3	3	3	3	3	3
2	3	3	3	3	3	3	2
3	3	3	2	2	3	3	2
4	3	3	3	3	3	3	3
5	3	3	3	3	3	3	3

Mean	3	3	2.8	2.8	3	3	2.6
Standards							
Met	2	6	6,8	1,4	3	2,8	1,3

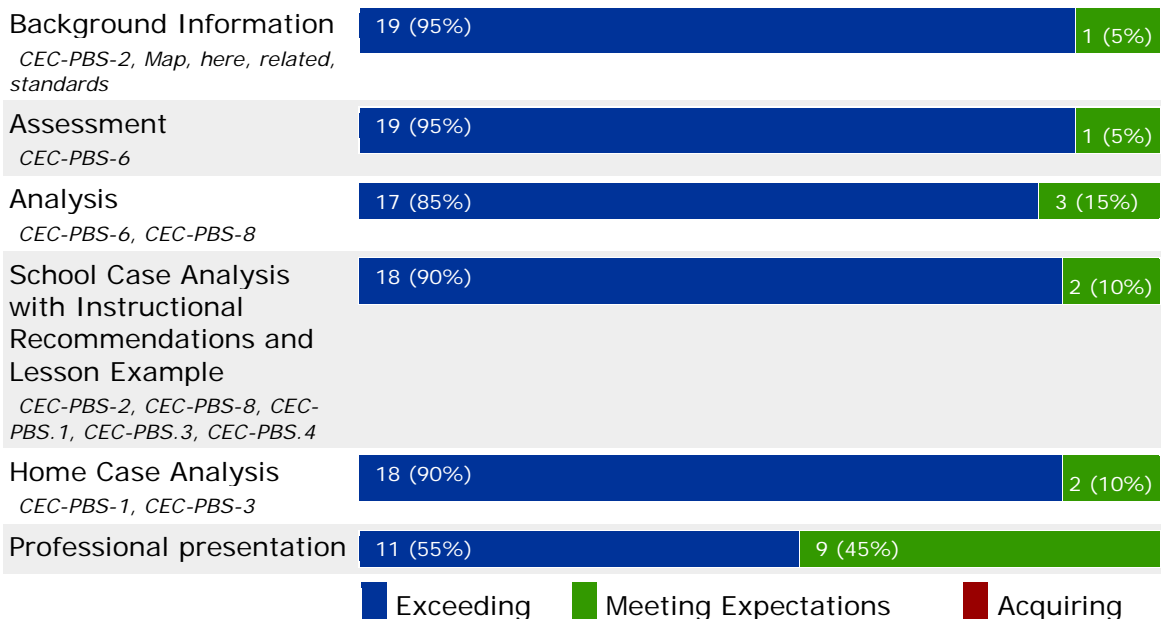
Data filed for this assessment subsequent to the Council for Exceptional Children National Recognition Report: September 15, 2007

Report Title: SPED 531: Case Study

Milestone: All Scoring: All

Rubric: Case Study

	Exceeding (3 pts)	Meeting Expectations (2 pts)	Acquiring (1 pts)	Mean	Mode	Stdev
Background Information	19	1	0	2.95	3	0.22
Assessment	19	1	0	2.95	3	0.22
Analysis	17	3	0	2.85	3	0.36
School Case Analysis with Instructional Recommendations and Lesson Example	18	2	0	2.90	3	0.30
Home Case Analysis	18	2	0	2.90	3	0.30
Professional presentation	11	9	0	2.55	3	0.50



Child Portfolio Performance Assessment 4

This assessment requires each candidate enrolled in EDUC 532 to identify a focus child and collect data regarding this child throughout the semester in order to demonstrate the candidate’s ability to develop individualized instruction for a child with special needs. The specific purpose of this assessment is for each candidate to: (1) become familiar with the child’s current level of functioning; (2) identify the kinds of adaptations and accommodations the student needs; (3) design teaching interactions for the child or make adaptations to the curriculum to meet the student’s needs. This performance assessment is scored by the Instructor of EDUC 532 following an established scoring guide.

Data filed for this assessment as part of the Council for Exceptional Children National Recognition Report: September 15, 2007

[ASSESSMENT 4: Child Portfolio with Environmental Observation and Analysis](#)

Report Title: SPED Child Portfolio

Milestone: All Scoring: All

	Exceeding Expectation (3 pts)	Meeting Expectation (2 pts)	Acquiring Skill (1 pts)	Mean	Mode	Stdev
Use of multiple assessment strategies	16	0	0	3.00	3	0.00
Knowledge of child's developmental functioning in four domains	12	4	0	2.75	3	0.43
Use of culturally and individually specialized instruction	9	5	2	2.44	3	0.70
Environment and adaptations	10	4	2	2.50	3	0.71
Instructional planning	5	7	3	2.13	2	0.72
Journal Reflections on Instructional planning	9	4	3	2.38	3	0.78

Use of multiple assessment strategies <i>CEC-PBS-2, CEC-PBS.8, Map, here, related, standards</i>	16 (100%)
Knowledge of child's developmental functioning in four domains <i>CEC-PBS-2, CEC-PBS-3,</i>	12 (75%) 4 (25%)

CEC-PBS-6, Map, here, related, standards



CEC-PBS-2, CEC-PBS-3, CEC-PBS-6, CEC-PBS-7, Map, here, related, standards



Total Documents Assessed: 16

Data filed for this assessment subsequent to the Council for Exceptional Children National Recognition Report: September 15, 2007

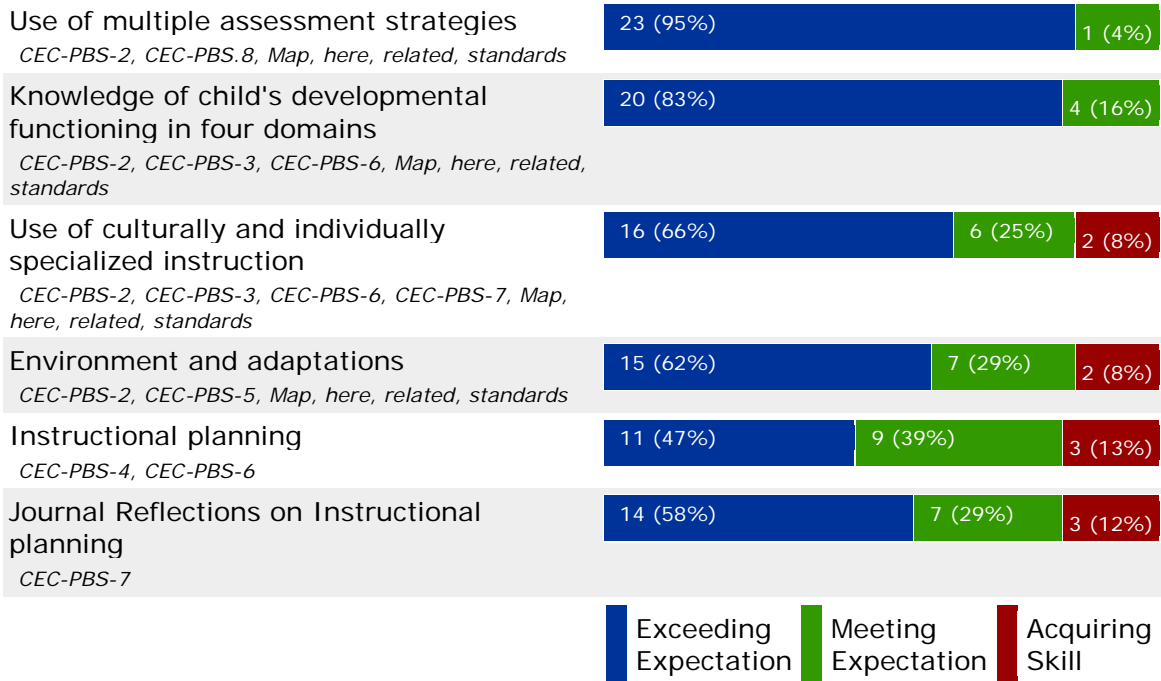
Report Title: SPED Child Portfolio

Milestone: All Scoring: All

Rubric: Performance Assessment

	Exceeding Expectation (3 pts)	Meeting Expectation (2 pts)	Acquiring Skill (1 pts)	Mean	Mode	Stdev
Use of multiple assessment strategies	23	1	0	2.96	3	0.20
Knowledge of child's developmental functioning in four domains	20	4	0	2.83	3	0.37
Use of culturally and individually specialized instruction	16	6	2	2.58	3	0.64
Environment and adaptations	15	7	2	2.54	3	0.64

Instructional planning	11	9	3	2.35	3	0.70
Journal Reflections on Instructional planning	14	7	3	2.46	3	0.71



Total Documents Assessed: 23

Observation of the Student's Teaching Performance Assessment 5

Students are twice observed and evaluated while teaching by University supervisors, during EDUC 532 and again during EDUC 534. The scoring guide used is contained in LiveText. The overall evaluation of student teaching is conducted twice during the EDUC 534 semester, once at midterm and again at the end of the semester. The midterm evaluation is a formative assessment conducted by the University supervisor, the student's cooperating teacher and the student (three-way assessment). During this three-way assessment goals for improvement of the student's performance are developed. The final evaluation is a summative, three-way evaluation of overall student teaching performance. For each of the multiple categories of the scoring guide, the student can be evaluated as Exceeding Expectations, Meeting Expectations, or Acquiring the Skill. Student teaching evaluation forms include performance criteria applicable to all students and performance criteria specific to special education. Students are expected to Meet Expectations in all, or nearly all the aspects of teaching evaluated.

Mean Rating of Student Teaching during Candidate's First Field Placement (EDUC 532) (Exceeding Expectations: 3; Meeting Expectations: 2; Acquiring Skill: 1)

Evaluation of Pedagogical Skills, Knowledge & Dispositions in Student Teaching	Mean Rating by Program Faculty
Candidates in the Department of Education	
Demonstrates enthusiasm about the profession	2.57
I goal oriented and organized	2.42
Has an understanding of self and impact on classroom	2.23
Cooperates with peers and supervisors	2.71
Works for professional growth (e.g., seeks advice to improve)	2.08
Possesses self-confidence and poise	2.50
Adjusts to unexpected events and emergency situations	2.43
Is punctual and dependable	2.29
Conveys a professional demeanor	2.43
Is interested in and works within the total school program	2.00
Effectively works with school staff and resource personnel	2.42
Communicates well with parents regularly about child and about program	2.14
Listens to children with attention and respect	2.57
Conveys a sense of warmth, security and enjoyment	2.71
Demonstrates respect and empathy toward students	2.79
Values differences of culture, race, sex, (dis) ability	2.36
Uses positive verbal and non verbal cues	2.14
Calls students by name and attends carefully to what they say	2.57
Paces activities to meet the needs of students	1.93
Sets high expectations yet maintains a high success rate	1.90
Involves all students, not just a sub group (e.g., students who raise their hands)	2.23
Waits long enough for answers to encourage thinking and volunteering	1.92
Is sensitive to students' perspectives	2.31
Fosters group and cooperative learning	2.09
Checks for student's understanding	2.07
Assesses student progress and makes appropriate adjustments	2.00
Facilitates integration of students with disabilities into classroom community	2.60
Keeps adequate records of student progress and uses them in planning	2.14
Makes methods of assessment clear and purposeful	2.13
Is discrete about confidential matters	2.54
Demonstrates knowledge of cultural and linguistic differences when communicating with children	2.08
Demonstrates understanding and use of augmentative and assistive communication strategies when needed	2.00
Attends to affective, social, and life skills of students	2.00
Uses language interaction strategies to support and enhance	2.10

communication skills of individuals with exceptional learning needs, including vocabulary	
Has command of subject matter including central concepts, tools of inquiry, and structures of content (in various subjects: Language Arts, Science, Math, Social Studies, etc.)	2.00
Uses theoretical approaches to teaching various subject matter	1.69
Communicates directions and expectations clearly and logically	2.15
Uses a variety of teaching methods and materials which are age appropriate and inclusive of diverse cultures and minority groups, including women	2.27
Selects and adapts instructional strategies and materials to individual characteristics of students with disabilities	2.00
Informs students of objectives and expectations	2.08
Links subject matter to students' prior knowledge, interests, and (mis)understandings	1.78
Uses appropriate questioning techniques (e.g. probing, recall, open-ended, higher-order)	1.92
Uses reading (and literacy) methods appropriate to individuals with disabilities	2.08
Modifies pace of instruction and provides organizational cues	2.00
Uses instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval	1.70
Engages students in lessons that utilize technology, when appropriate	2.14
Uses appropriate adaptations and technology for students with disabilities	2.00
Accesses information on disabilities of students in classroom	2.15
Develops and selects instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences	2.25
Incorporates and implements instructional and assistive technology into the educational program	2.13
Plans and implements age and ability appropriate instruction for individuals with disabilities	2.08
Develops interesting and challenging lessons	2.08
Conceptualizes and teaches integrated lessons	2.11
Has all materials and resources ready for use ahead of time	2.38
Keeps observations and records of children's work and events	1.91
Incorporates differentiation into lessons in order to meet the academic needs and interests of students	2.08
Uses instructional time effectively	2.14
Adjusts and/or adapts instruction according to observations of students	2.00
Adapts the physical environment to provide optimal learning for all students	2.09
Creates environment that supports independence of students with disabilities	2.33
Accommodates for individual differences	1.92
Encourages student responsibility, self evaluation, and input on classroom	1.92

decisions	
Keeps students on task	2.15
Gives immediate and constructive feedback	2.31
Maintains a safe and aesthetically pleasant classroom	2.30
Modifies the environment as needed to manage behaviors	2.11
Has established a set of rules and procedures for administrative matters, participation, movement, assignments, etc.	2.67
Constantly and fairly reinforces rules and procedures	2.08
Is willing to try a variety of behavior management systems	2.00
Uses effective transitions between classes and activities	2.17
Demonstrates use of the least intensive behavior management strategy consistent with needs of individuals with disability	2.23
Uses a variety of non-aversive techniques to control targeted behavior and maintains attention of individuals with disabilities (if applicable)	2.44
Generates several options and selects effective and efficient ways to improve teaching	2.00
Analyzes a situation from several perspectives before deciding on a course of action	1.83
Asks ethically oriented questions about student relations, classroom instruction, and school practices/policies	2.08

Mean Rating of Student Teaching during Candidate's Final Semester of Field Placement (EDUC 534) (Exceeding Expectations: 3; Meeting Expectations: 2; Acquiring Skill: 1)

Evaluation of Pedagogical Skills, Knowledge & Dispositions in Student Teaching	Mean Rating by Program Faculty
Candidates in the Department of Education	
Demonstrates enthusiasm about the profession	2.88
I goal oriented and organized	2.88
Has an understanding of self and impact on classroom	2.63
Cooperates with peers and supervisors	2.63
Works for professional growth (e.g., seeks advice to improve)	2.88
Possesses self-confidence and poise	2.75
Adjusts to unexpected events and emergency situations	2.38
Is punctual and dependable	2.75
Conveys a professional demeanor	2.75
Is interested in and works within the total school program	2.50
Effectively works with school staff and resource personnel	2.75
Communicates well with parents regularly about child and about program	2.38
Listens to children with attention and respect	2.75
Conveys a sense of warmth, security and enjoyment	2.88
Demonstrates respect and empathy toward students	2.88
Values differences of culture, race, sex, (dis) ability	2.38

Uses positive verbal and non verbal cues	2.88
Calls students by name and attends carefully to what they say	2.63
Paces activities to meet the needs of students	2.50
Sets high expectations yet maintains a high success rate	2.75
Involves all students, not just a sub group (e.g., students who raise their hands)	2.50
Waits long enough for answers to encourage thinking and volunteering	2.50
Is sensitive to students' perspectives	2.75
Fosters group and cooperative learning	2.50
Checks for student's understanding	2.38
Assesses student progress and makes appropriate adjustments	2.25
Facilitates integration of students with disabilities into classroom community	2.63
Keeps adequate records of student progress and uses them in planning	2.63
Makes methods of assessment clear and purposeful	2.25
Is discrete about confidential matters	2.88
Demonstrates knowledge of cultural and linguistic differences when communicating with children	2.25
Demonstrates understanding and use of augmentative and assistive communication strategies when needed	2.33
Attends to affective, social, and life skills of students	2.63
Uses language interaction strategies to support and enhance communication skills of individuals with exceptional learning needs, including vocabulary	2.50
Has command of subject matter including central concepts, tools of inquiry, and structures of content (in various subjects: Language Arts, Science, Math, Social Studies, etc.)	2.63
Uses theoretical approaches to teaching various subject matter	2.38
Communicates directions and expectations clearly and logically	2.88
Uses a variety of teaching methods and materials which are age appropriate and inclusive of diverse cultures and minority groups, including women	2.50
Selects and adapts instructional strategies and materials to individual characteristics of students with disabilities	2.25
Informs students of objectives and expectations	2.63
Links subject matter to students' prior knowledge, interests, and (mis)understandings	2.50
Uses appropriate questioning techniques (e.g. probing, recall, open-ended, higher-order)	2.50
Uses reading (and literacy) methods appropriate to individuals with disabilities	2.25
Modifies pace of instruction and provides organizational cues	2.50
Uses instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval	2.38
Engages students in lessons that utilize technology, when appropriate	2.25
Uses appropriate adaptations and technology for students with disabilities	2.50

Accesses information on disabilities of students in classroom	2.63
Develops and selects instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences	2.38
Incorporates and implements instructional and assistive technology into the educational program	2.40
Plans and implements age and ability appropriate instruction for individuals with disabilities	2.38
Develops interesting and challenging lessons	2.75
Conceptualizes and teaches integrated lessons	2.63
Has all materials and resources ready for use ahead of time	2.75
Keeps observations and records of children's work and events	2.50
Incorporates differentiation into lessons in order to meet the academic needs and interests of students	2.25
Uses instructional time effectively	2.75
Adjusts and/or adapts instruction according to observations of students	2.38
Adapts the physical environment to provide optimal learning for all students	2.38
Creates environment that supports independence of students with disabilities	2.50
Accommodates for individual differences	2.50
Encourages student responsibility, self evaluation, and input on classroom decisions	2.63
Keeps students on task	2.63
Gives immediate and constructive feedback	2.50
Maintains a safe and aesthetically pleasant classroom	2.75
Modifies the environment as needed to manage behaviors	2.38
Has established a set of rules and procedures for administrative matters, participation, movement, assignments, etc.	2.88
Constantly and fairly reinforces rules and procedures	2.88
Is willing to try a variety of behavior management systems	2.63
Uses effective transitions between classes and activities	2.63
Demonstrates use of the least intensive behavior management strategy consistent with needs of individuals with disability	2.38
Uses a variety of non-aversive techniques to control targeted behavior and maintains attention of individuals with disabilities (if applicable)	2.43
Generates several options and selects effective and efficient ways to improve teaching	2.50
Analyzes a situation from several perspectives before deciding on a course of action	2.50
Asks ethically oriented questions about student relations, classroom instruction, and school practices/policies	2.75

Collaborative/Consultative Video Performance Assessment 6

This specific assessment requires the candidate to conduct and video record a teacher team meeting, these meetings can be comprised of all special educators, or general and special educators, paraeducators, and/or related service providers. These meetings may also include parents and the student (if appropriate) but should not be IEP meetings. These should be meetings that occur on a regular basis as part of the candidate's expected role as a collaborative/consultative special educator. The candidate is to delineate three different behavioral areas that contribute to building good collaborative relationships during meetings (trust building behaviors, communication and leadership behaviors, conflict management behaviors); analyze the team's functioning for each behavioral area addressed; provide a description of the team's strengths and areas for improvement for each participant; identify at least one specific behavior that could help the team function more effectively and describe at least two steps that the team could take to improve that specific behavior; and then the candidate is to write a summary of the collaboration/consultation, reflecting on how the observed behaviors promoted effective communication and/or collaboration, and how the better use of technology might support the team's collaborative effort. The candidates are expected to possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs and to be able to cooperate with their team to select, adapt, and use a variety of instructional strategies to promote positive learning results in the general and special curricula, assisting team members to modify learning environments for individuals with ELN, and helping them discover ways to enhance the learning of critical thinking, problem-solving, and performance skills of individuals with ELN. In these team meetings, candidates should emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings and, ultimately, the life span. The video tape is reviewed by the course instructor of EDUC 534 and evaluated using the scoring guide posted in LiveText.

Data filed for this assessment as part of the Council for Exceptional Children National Recognition Report: September 15, 2007

Assessment 6: SCORING GUIDE - Video

Rubric for Consultation, Collaboration, Co-Teaching, and Systems Change

This rubric allows the course instructor to assess how candidates' knowledge of theory is applied in practice.

The purpose of using this rubric is to provide qualitative and quantitative feedback to Teacher Education candidates on their knowledge, skills, and dispositions in the area of consultation, collaboration, co-planning/co-teaching, and systems change.

This rubric will be used by the professor teaching EDUC 534.

Collaboration/Consultation - Performance Assessment 6

	Target (3 points)	Acceptable (2 points)	Unacceptable (1 point)
Leadership Behavior (25%) CEC-CC-10S2 CEC-CC-5S1 CEC-PBS-10 CUA-CF-05-1B. CUA-CF-05-1B.1 CUA-CF-05-1C CUA-CF-05-1G.1 INTASC-10 INTASC-10.A INTASC-10.B INTASC-10.F INTASC-10.H INTASC-10.I INTASC-10.L INTASC-3.Q INTASC-5	Establishes manageable goals for the meeting; maintains superior control of the meeting and effectively manages time; builds strong consensus on objectives and operating procedures; clearly and specifically defines roles; creates a safe, equitable, positive, and supportive learning environment in which diversities are valued; diagnoses and responds to group difficulties regarding tasks; helps to decide several future steps for the group. Clearly directs collaborators to consider transitions of individuals with ELN across settings and services and plans for these transitions. Clearly directs collaborators to consider transition of individuals with ELN across settings and plans for these transitions.	Establishes goals for the meeting, but they may not all be manageable; maintains sufficient control of the meeting and generally manages time; builds consensus on objectives and operating procedures; defines roles in general and generally creates a safe, equitable, positive, and supportive learning environment; diagnoses group difficulties regarding tasks; helps to decide at least 1 future step for the group. Directs collaborators to consider transitions of individuals with ELN across settings and services and plans for these transitions.	Fails to establish or clarify goals for the meeting or establish goals that are unmanageable; maintains inadequate control of the meeting and/or fails to manage time; fails to build consensus on objectives and operating procedures; inadequately defines roles; creates an environment that is not always perceived as safe, equitable, positive, and/or supportive; fails to diagnose group difficulties regarding tasks; fails to identify any future steps for the group.
Communication Effectiveness (25%) CEC-CC-10K4 CEC-CC-10S1 CEC-PBS-5 CEC-PBS-8 CEC-PBS-9 CUA-CF-05-1C.2 CUA-CF-05-1D	Builds a strong sense of trust; encourages full and active participation; provides equitable time for sharing and ensures that no one dominates the discussion;	Builds trust; encourages some participation from most people; provides enough time for sharing; demonstrates sensitivity to the racial, cultural,	Fails to adequately build trust; seldom encourages participation; fails to provide enough time for sharing; fails to demonstrate sensitivity

<p>CUA-CF-05-1D.1 INTASC-10.G INTASC-5.B INTASC-5.C INTASC-5.O INTASC-6 INTASC-6.B INTASC-6.C INTASC-6.D INTASC-6.F INTASC-6.G INTASC-6.I INTASC-6.K INTASC-6.L</p>	<p>demonstrates sensitivity to the racial, cultural, gender, and religious beliefs of all participants; maintains confidential communication about individuals; uses effective communication skills throughout the meeting (e.g., uses active listening, uses no put-downs, asks for or provides clarification and rationale, solicits others' opinions, checks for understanding, summarizes outcomes before moving on); uses praise appropriate to each situation; asks for and welcomes feedback; paraphrases and affirms team members' contributions most of the time</p>	<p>gender, and religious beliefs of the participants; maintains confidential; communication about individuals; uses effective communication skills most of the time (e.g., uses active listening, uses no put-downs, asks for or provides clarification and rationale, solicits others' opinions, checks for understanding, summarizes outcomes before moving on); uses praise appropriately from time to time; asks for and accepts feedback in a non-confrontational way; paraphrases and affirms team members' contributions at least half the time</p>	<p>to the racial, cultural, gender, and religious beliefs; fails to maintain confidential communication about individuals; demonstrates a lack of; effective communication skills; fails to use praise when it is appropriate; reluctant to ask for and/or accept feedback; fails to appropriately paraphrase and affirm team members' contributions</p>
<p>Effective Group Performance (25%) CEC-PBS-5 CEC-PBS-7 CEC-PBS-10 CUA-CF-05-1D.2 CUA-CF-05-1E.2 CUA-CF-05-1F CUA-CF-05-1G.2 CUA-CF-05-1H.3 CUA-CF-05-2.3 CUA-CF-05-3.2 CUA-CF-05-3.3 INTASC-7 INTASC-7.A INTASC-7.B INTASC-7.D INTASC-7.E INTASC-7.G INTASC-7.H INTASC-7.J INTASC-7.K</p>	<p>Clearly facilitates group problem solving and conflict resolution in most situations; completes the agenda; considers all perspectives when actively planning and implementing age- and ability-appropriate instruction for individuals with disabilities (including responsive adjustments to instruction based on continual observations as well assessment of individualized learning objectives and evaluation of intervention plans); considers all perspectives when actively planning and implementing individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior (using</p>	<p>Demonstrates ability to facilitate group problem solving and conflict resolution at least half the time; completes the majority of the agenda; assists in the planning and implementation of age- and ability-appropriate instruction for individuals with disabilities (including responsive adjustments to instruction based on continual observations, assessment of individualized learning objectives and evaluation of intervention plans); assists in the planning and implementation of individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior (using effective and varied</p>	<p>Fails to facilitate group problem solving and conflict resolution; fails to complete the agenda; is inadequately involved in planning and implementing age- and ability-appropriate instruction for individuals with disabilities (including responsive adjustments to instruction based on continual observations, assessment of individualized learning objectives and evaluation of intervention plans); is inadequately involved in planning and implementing individualized reinforcement systems and environmental modifications at levels equal to the intensity of</p>

	effective and varied behavior management strategies); quickly and easily establishes and consistently maintains rapport with individuals with and without exceptional learning needs, including paraeducators as appropriate; identifies and responds to group difficulties regarding interpersonal problems	behavior management strategies); adequately establishes and maintains rapport with individuals with and without exceptional learning needs, including paraeducators as appropriate; diagnoses and articulates some group difficulties regarding interpersonal problems	the behavior (using effective and varied behavior management strategies); fails to adequately establish and maintain rapport with individuals with and without exceptional learning needs; inadequately diagnoses group difficulties regarding interpersonal problems
Reflection upon Performance and Acting upon Reflection (25%) CEC-PBS-1 CUA-CF-05-1.1 CUA-CF-05-1B.2 CUA-CF-05-1C.1 CUA-CF-05-1C.3 CUA-CF-05-3.5 CUA-CF-05-3.6 INTASC-9 INTASC-9.A INTASC-9.B INTASC-9.C INTASC-9.D INTASC-9.E INTASC-9.F INTASC-9.G INTASC-9.I INTASC-9.J	Reflects on events using all aspects of the conceptual framework; including school organization and educational philosophy or methodology and eloquently summarizes the results of the meeting, including all pertinent details; makes thorough recommendations for future strategies	Reflects on events using some of the conceptual framework; adequately summarizes the results of the meeting; makes at least 2 recommendations for future strategies	Inadequately reflects on events; inadequately summarizes the results of the meeting; makes no or only 1 recommendation for future strategies

Assessment 6: CANDIDATE DATA – Video

ID	Leadership	Communication	Group	Reflection
1	2	2	2	2
2	2	2	2	1
3	2	2	2	2
4	2	2	3	2
5	3	3	3	2
6	2	3	2	2
7	2	2	2	2
8	2	2	2	2
9	2	2	2	1
10	2	2	2	2
11	2	2	2	1
12	2	3	3	2
<i>Mean</i>	2.08	2.25	2.25	1.75
<i>Standards Met</i>	5,10	5,8,9	5,7	1

Data filed for this assessment subsequent to the Council for Exceptional Children National Recognition Report: September 15, 2007

Report Title: SPED Consultation, Collab...

Milestone: All Scoring: All

Rubric: Performance Assessment

	Exceeding Expectations (3 points) (3 pts)	Meeting Expectations (2 points) (2 pts)	Acquiring Skill (1 point) (1 pts)	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
Leadership Behavior	3	7	1	2.18	2	0.57
Communication Effectiveness	3	8	0	2.27	2	0.45
Effective Group Performance	0	10	1	1.91	2	0.29
Reflection upon Performance and Acting upon Reflection	3	8	0	2.27	2	0.45

Leadership Behavior <i>CEC-CC-10S2, CEC-CC-5S1, CEC-PBS-10, CUA-CF-05-1B., CUA-CF-05-1B.1, CUA-CF-05-1C, CUA-CF-05-1G.1, INTASC-10, INTASC-10.A, INTASC-10.B, INTASC-10.F, INTASC-10.H, INTASC-10.I, INTASC-10.L, INTASC-3.Q, INTASC-5</i>	3 (27%)	7 (63%)	1 (9%)
Communication Effectiveness <i>CEC-CC-10K4, CEC-CC-10S1, CEC-PBS-5, CEC-PBS-8, CEC-PBS-9, CUA-CF-05-1C.2, CUA-CF-05-1D, CUA-CF-05-1D.1, INTASC-10.G, INTASC-5.B, INTASC-5.C, INTASC-5.O, INTASC-6, INTASC-6.B, INTASC-6.C, INTASC-6.D, INTASC-6.F, INTASC-6.G, INTASC-6.I, INTASC-6.K, INTASC-6.L</i>	3 (27%)	8 (72%)	
Effective Group Performance <i>CEC-PBS-5, CEC-PBS-7, CEC-PBS.10, CUA-CF-05-1D.2, CUA-CF-05-1E.2, CUA-CF-05-1F, CUA-CF-05-1G.2, CUA-CF-05-1H.3, CUA-CF-05-2.3, CUA-CF-05-3.2, CUA-CF-05-3.3, INTASC-7, INTASC-7.A, INTASC-7.B, INTASC-7.D, INTASC-7.E, INTASC-7.G, INTASC-7.H, INTASC-7.J, INTASC-7.K</i>		10 (90%)	1 (9%)
Reflection upon Performance and Acting upon Reflection <i>CEC-PBS-1, CUA-CF-05-1.1, CUA-CF-05-1B.2, CUA-CF-05-1C.1, CUA-CF-05-1C.3, CUA-CF-05-3.5, CUA-CF-05-3.6, INTASC-9, INTASC-9.A, INTASC-9.B, INTASC-9.C, INTASC-9.D, INTASC-9.E, INTASC-9.F, INTASC-9.G, INTASC-9.I, INTASC-9.J</i>	3 (27%)	8 (72%)	

█ Exceeding
 █ Meeting
 █ Acquiring

■ Expectations (3 points) ■ Expectations (2 points) ■ Skill (1 point)

Total Documents Assessed: 11

Action Research Project (ARP) Performance Assessment 7

The Action Research Paper is written during the student's final teaching experience. This capstone project, which builds on the use of CUA's Conceptual Framework, is completed by Early Childhood, Elementary, Secondary, and Special Education candidates. Completion of this assessment requires the special education student to draw on and apply knowledge of child development, assessment of oneself and the students, and strategies for teaching and learning content, as well as how the student incorporates, assesses and improves his/her skills in co-planning/ co-teaching, consulting and/or collaborating in the student's professional practice. Special Education students usually begin this project while enrolled in EDUC 536: Interpersonal Communication, Consultation and the Process of Change, and complete it while enrolled in EDUC 534: Field Experience: Collaboration, Consultation and Systems Change.

Students are required to identify a dilemma to be solved, develop one or more strategies for resolving the dilemma, implement these strategies, evaluate the success of the strategies used, especially as they increase student learning, and report their research in an extended paper. The ARP demonstrates a student teacher's ability to analyze a problematic situation in the field placement, to use the department's reflective framework to propose a solution to a dilemma, and to evaluate the effectiveness of the strategy's implementation. The faculty member who supervises the student during EDUC 534 serves as the reader of this key assessment. This faculty supervisor provides feedback throughout the development of the ARP and evaluates the final paper using the ARP scoring guide. Criteria include a clear statement of an educational philosophy, use of pretest data to document a problematic situation, exploration and implementation of interventions, use of professional literature, and reflection on the impact of the strategies implemented on the learners in the classroom.

Data filed for this assessment as part of the Council for Exceptional Children National Recognition Report: September 15, 2007

Assessment 7: SCORING GUIDE – Action Research Project

ARP Assessment Instrument

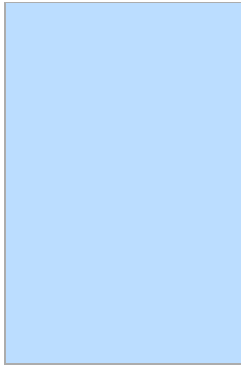
Action Research Project – Performance Assessment 7

	Exceeding (3 pts)	Meeting (2 pts)	Acquiring (1 pt)
<p>Description of Situation (1A-1B) (12%) CEC-PBS-9 INTASC-1 INTASC-5 INTASC-7 INTASC-9 INTASC-9.A INTASC-9.C</p>	<p>Describes in rich detail the setting and circumstances of the field experience as it outlines a learning community that benefits students with exceptional learning needs, involves the student's family and the candidate's colleagues, and contributes to the candidate's own professional growth. Clearly and concisely describes the problem or issue being addressed.</p>	<p>Briefly but adequately describes the circumstances of the field experience as it outlines a learning community that benefits students with exceptional learning needs, involves the student's family and the candidate's colleagues, and contributes to the candidate's own professional growth. Describes the problem or issue to be addressed, at least in general terms.</p>	<p>The description of the setting and circumstances of the field experience lacks sufficient detail for the reader to understand the specific nature of the site, or does not outline a learning community in such a way as to show how it might benefit students with exceptional learning needs, or fails to show how the student's family or the candidate's colleagues might be involved, or contributes to the candidate's own professional growth. Fails to describe the problem or issue to be addressed, or addresses it in such a way as to be unclear to the evaluator.</p>
<p>Reflective Analysis of Situation (1C) (12%) CEC-PBS-9 CUA-CF-05-1.1 INTASC-3 INTASC-3.A INTASC-3.B INTASC-3.C INTASC-3.D INTASC-3.E INTASC-3.F INTASC-3.G INTASC-3.H INTASC-3.I INTASC-3.K INTASC-3.L INTASC-3.O INTASC-3.Q INTASC-4 INTASC-4.D INTASC-9</p>	<p>Analysis demonstrates a clear perception of self as a lifelong learner who regularly reflects on and adjusts one's practice. Provides a clear explanation for why the ARP topic is important and worthy of exploration. Gives a concise overview of the problem that reflects an awareness and analysis of the situation from the standpoint of the eight elements of the learning environment and all three components of decision-</p>	<p>Demonstrates some perception of self as a life-long learner reflects on and makes adjustments to one's practice. Explains adequately why the ARP topic is important. The overview of the problem includes some consideration of the eight elements of the learning environment and three components of decision-making. Demonstrates a general awareness that culture and language can interact with</p>	<p>Fails to perceive oneself as a life-long learner, and/or shows little inclination to adjust one's practice. Fails to explain why the issue or topic at hand is important. Shows little familiarity with the CUA Reflective Framework including the eight elements of the learning environment and/or the components of decision-making. Or fails to demonstrate an awareness that culture</p>

	<p>making. Demonstrates specific awareness that culture and language can interact with exceptionalities, and demonstrates sensitivity to the diversity of individuals with exceptional learning needs and their families.</p>	<p>exceptionalities, and that individuals with exceptional learning needs and their families are diverse.</p>	<p>and language can interact with exceptionalities, or that individuals with exceptional learning needs and their families are diverse.</p>
<p>Description of Data Collected (1B-1C) (12%) CEC-PBS-7 CUA-CF-05-1H CUA-CF-05-1H.1 CUA-CF-05-1H.2 CUA-CF-05-1H.3 INTASC-2 INTASC-2.A INTASC-2.B INTASC-2.C INTASC-2.D INTASC-2.E INTASC-2.F INTASC-2.G INTASC-8 INTASC-8.E INTASC-8.F INTASC-8.I INTASC-8.J INTASC-8.K</p>	<p>Clearly describes how pre and post P-12 student data were collected to document the problem. Observational data are collected in the context of the eight elements of the learning environment and involves both positive and negative incidents.</p>	<p>Provides some information about data collection to document the problem. Observational data are discussed using some of the elements of the learning environment.</p>	<p>Does not describe or poorly describes how data were collected to document the problem. Observational data are not discussed in terms of the eight elements of the learning environment.</p>
<p>Analysis of Data Collected (1C-2A-2B-3A-3B) (12%) CEC-PBS-3 CUA-CF-05-1H CUA-CF-05-1H.1 CUA-CF-05-1H.2 CUA-CF-05-1H.3 CUA-CF-05-2 INTASC-3 INTASC-8 INTASC-8.K</p>	<p>Analyzes pre and post P-12 student data in terms of the eight elements of the learning environment. Generates a comprehensive list of plausible solutions that are clearly related to causes and effects of the problems. Formulates a practical set of advantages and disadvantages to all solutions, acknowledging the costs and benefits of each solution. The candidate's understanding of learning differences and their possible interactions are used to provide the foundation upon which they individualize instruction to provide meaningful and challenging learning for</p>	<p>Analyzes pre and post P-12 student data in terms of some of the elements of the learning environment. Generates an adequate list of plausible solutions related to causes and effects of the problem. The advantages and disadvantages of most of the solutions are discussed and the candidate acknowledges an awareness of the costs and benefits of the solutions presented. The candidate shows an understanding of learning differences and how the candidate individualizes instruction to provide meaningful and challenging learning for individuals with exceptional learning</p>	<p>Does not use the eight elements of the learning environment in the P-12 data analysis. The list of plausible solution strategies is not adequate or related to causes and effects of the problem. The advantages and disadvantages of solutions are not addressed or are addressed inadequately. There appears to be little focus on the costs or benefits of each of the solutions presented. The candidate does not clearly demonstrate an understanding of learning differences or how these influence</p>

	individuals with exceptional learning needs.	needs.	the learning of individuals with exceptional learning needs.
<p>Solution Trials (3A-3B-4A-4B) (12%) CEC-PBS-7 CEC-PBS-4 CUA-CF-05-3 CUA-CF-05-3.2 CUA-CF-05-3.3 CUA-CF-05-3.4 CUA-CF-05-3.5 INTASC-7 INTASC-7.A INTASC-7.B INTASC-7.C INTASC-7.D INTASC-7.H</p>	<p>Individualized decision-making and instruction is at the center of special education practice and the solutions are grounded in long-range individualized, instructional plans anchored in general and special curricula. Individualized instructional plans explicitly emphasize modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Clearly describes steps taken to implement solution strategies. Documents and evaluates effects of solution strategies using components of decision-making. Draws conclusions from results to suggest: other possible steps (refinement/revision) to ensure the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.</p>	<p>Describes adequately the implementation of the solutions strategies. Documents and evaluates effects of the solution strategies using one or more components of decision-making. Draws some conclusions from results to suggest other possible steps for refinement and revision to ensure the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.</p>	<p>It is not clear how solution strategies were implemented. The effects of solution strategies are not evaluated using the three components of decision-making. Does not draw conclusions from results to recommend other possible ways for refinement or revision.</p>
<p>Literature Review (throughout text) (12%) CEC-PBS – 4 CEC-PBS-9 CUA-CF-05-2 CUA-CF-05-3.3 CUA-CF-05-3.4 CUA-CF-05-3.5 CUA-CF-05-3.6 INTASC-9.B INTASC-9.I</p>	<p>Demonstrates that the candidate has actively planned and engaged in activities to promote growth and is current with evidence-based best practices. Introduces relevant literature to address all aspects of the problem and shows evidence of critical evaluation of the literature including competing viewpoints.</p>	<p>Many aspects of the problem are addressed in the literature review including some competing viewpoints. The literature review is related to some of the eight elements of the learning environment, dilemmas of education, or components of decision-making. The use of at least 2 solution strategies is supported by relevant research. Acknowledges,</p>	<p>The literature review is a list of articles summarized one after the other and/or the literature review does not address important aspects of the problem or the candidate does not show evidence of critical evaluation of the literature. The literature is not reviewed based on the eight elements of the</p>

	<p>Relates literature to the eight elements of the learning environment, dilemmas of education, or components of decision-making. Uses relevant research to support the use of solutions strategies proposed, implemented, and evaluated. Uses research to help explain and interpret the findings.</p>	<p>makes use of research to help explain and interpret the findings.</p>	<p>learning environment, dilemmas of education, or the three components of decision-making. The use of solution strategies is not supported or is poorly supported by the literature review. The research reviewed is not helpful in interpreting the findings.</p>
<p>Overall Transformative Reflections on Situation (Conclusion) (5A) (12%) CEC-PBS-6 CEC-PBS 1 CEC-PBS-9 CUA-CF-05-1A CUA-CF-05-1A.1 INTASC-4.G INTASC-4.H</p>	<p>Paper shows awareness of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice. The candidate matches communication methods to an individual's language proficiency and cultural and linguistic differences, making use of effective language models. The candidate thoughtfully re-evaluates his or her own perspective and articulates a consistent philosophy with scholarly support that is illustrated by examples from the action research project and coursework. Draws explicit and significant connections between changes in thinking and personal teaching philosophy to plan for future practice.</p>	<p>The candidate shows how their own and others' attitudes, behaviors, and ways of communicating have influenced their practice. The candidate demonstrates an ability to match communication methods to an individual's language proficiency and cultural and linguistic differences. The candidate demonstrates how his or her own perspective has somewhat changed, and how his or her articulated philosophy is supported by some research. Change in thinking and personal educational philosophy is detected, and some major connections are made to future practice.</p>	<p>The candidate fails to show how their own and others' attitudes, behaviors, and ways of communicating have influenced their practice. The candidate does not appear to re-evaluate one's own perspective and/or one's articulated philosophy nor is it supported by research. No significant change in thinking or personal educational philosophy is apparent or documented.</p>
<p>Style and Form (throughout text including References) (12%)</p>	<p>The candidate expresses ideas clearly, coherently, and concisely. The candidate logically organizes paper, avoiding redundancy by using effective transitions. He or she uses formal language and avoids using "you,"</p>	<p>Most ideas are expressed clearly but not always concisely. Some redundancy and ineffective transitions may be present. The organization of the paper generally allows the reader to follow the train of thought. Formal</p>	<p>It is difficult to understand many ideas. The paper is not well organized. Language use is redundant. Informal language is used. Not all sources are listed in the bibliography. Not all sources are</p>



slang, and contractions. The candidate refers to all sources listed in bibliography. Uses appropriate APA style format. Uses correct syntax, punctuation, spelling, and consistent verb tense.

language is used most of the time, however, informal phrases and usage can be observed. All sources are cited from text and alphabetized. APA style format is used with few errors. Syntax, punctuation, spelling, and verb tense are mostly correct.

alphabetized. There are many errors in syntax, punctuation, spelling, and verb tense.

Assessment 7: CANDIDATE DATA – Action Research Project

ID	Situati on	Ref. Analysi s	Data Desc .	Data Analysi s	Solutio n Trials	Lit Revie w	Overall Reflection s	Style / For m
1	2	2	2	2	2	3	1	2
2	2	2	2	2	2	3	3	3
3	2	2	2	2	2	2	1	2
4	3	3	3	3	3	3	3	3
5	3	3	3	3	3	3	3	3
6	3	2	2	2	3	2	3	3
<i>Mean</i>	2.5	2.33	2.33	2.33	2.5	2.67	2.33	2.67
<i>Stand ards Met</i>	9	9	7	3	4,7	9	6,9	

Data filed for this assessment subsequent to the Council for Exceptional Children National Recognition Report: September 15, 2007

Report Title: SPED ARP

Milestone: All Scoring: All

Rubric: Performance Assessment

	Acquiring Skill (1 pts)	Meets Expectation (2 pts)	Exceeds Expectation (3 pts)	Explanation of Expectation (0 pts)	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
Problem Specification	0	7	2	0	2.22	2	0.42
Taking Action to Improve	0	7	2	0	2.22	2	0.42

Practice							
Gathering Evidence	0	7	2	0	2.22	2	0.42
Drawing Conclusions	0	7	2	0	2.22	2	0.42
Professional Writing	0	6	3	0	2.33	2	0.47

Problem Specification <i>CEC.CC.1.K1, CEC.CC.1.S1, CUA-CF-05.1.1, CUA-CF-05.1A.1, CUA-CF-05.1B.2, CUA-CF-05.1C.3</i>	7 (77%)			2 (22%)			
Taking Action to Improve Practice <i>CEC.CC.4.K1, CEC.CC.4.K2, CEC.CC.4.K4, CEC.CC.4.K5, CEC.CC.4.S1, CEC.CC.4.S12, CEC.CC.4.S13, CEC.CC.4.S14, CEC.CC.4.S2, CEC.CC.4.S4, CEC.CC.4.S8, CEC.CC.4.S9, CEC.CC.5.K1, CEC.CC.5.K2, CEC.CC.5.K3, CEC.CC.5.S1, CEC.CC.5.S4, CEC.CC.6.K6, CEC.CC.6.S1, CEC.CC.6.S2, CEC.CC.6.S7, CEC.CC.6.S8, CEC.CC.7.K3, CEC.CC.7.S2, CEC.CC.7.S6, CEC.CC.7.S7, CUA-CF-05.1.2, CUA-CF-05.1D.1, CUA-CF-05.1E.1, CUA-CF-05.2.1, CUA-CF-05.2.3, CUA-CF-05.3.3, CUA-CF-05.3.5, CUA-CF-05.3.6, Map, here, related, standards</i>	7 (77%)			2 (22%)			
Gathering Evidence <i>CEC.CC.3.K2, CEC.CC.3.K3, CEC.CC.3.K4, CEC.CC.3.K5, CEC.CC.3.K6, CEC.CC.3.K9, CEC.CC.3.S1, CEC.CC.3.S10, CEC.CC.3.S2, CEC.CC.3.S3, CEC.CC.3.S4, CEC.CC.3.S7, CEC.CC.4.S1, CEC.CC.4.S17, CEC.CC.4.S7, CUA-CF-05.1D.2, CUA-CF-05.1H.1, CUA-CF-05.1H.2, CUA-CF-05.1H.3, Map, here, related, standards</i>	7 (77%)			2 (22%)			
Drawing Conclusions <i>CEC.CC.3.S10, CEC.CC.3.S5, CEC.CC.3.S6, CEC.CC.3.S7, CEC.CC.3.S9, CEC.CC.4.S1, CEC.CC.7.K4, CUA-CF-05.1.2, CUA-CF-05.1A.1, CUA-CF-05.1C.2, CUA-CF-05.1C.3, CUA-CF-05.1D.1, CUA-CF-05.1H.3, CUA-CF-05.2.2, CUA-CF-05.2.3, CUA-CF-05.3.2, CUA-CF-05.3.3, CUA-CF-05.3.4, CUA-CF-05.3.5, CUA-CF-05.3.6, Map, here, related, standards</i>	7 (77%)			2 (22%)			
Professional Writing <i>CEC.CC.7.K4, CEC.CC.8.S5, CEC.CC.8.S6, CEC.CC.8.S8, CEC.CC.8.S9, CUA-CF-05.1C.2, CUA-CF-05.1D.1, CUA-CF-05.3.6</i>	6 (66%)			3 (33%)			



Total Documents Assessed: 9

Functional Behavior Analysis Performance Assessment 8

The Functional Behavior Assessment (FBA) is a key assessment in special

education (required in EDUC 635: Psychoeducational Measurement). It provides an opportunity for the student to meaningfully describe in specific qualitative and quantitative ways both problem behaviors and positive social interactions and other behaviors that a child may demonstrate. Based upon multiple sources of information, including a behavioral observation and an interview with a significant adult(s), the student will be able to draw hypotheses about the controlling variables of a child's behaviors, thus providing a framework to remediate these behaviors as needed for the child to perform successfully.

Students are required to complete a behavior analysis matrix, observe the child's classroom (and, if possible, home) behavior, review the child's school record and work samples, and interview the child's parent(s), teacher(s), and any related services personnel working with the child. The student may also administer one or more tests that he or she may consider of value to round out the information being obtained (such as the Test of Developmental Motor Integration, or the Child Behavior Checklist). The student must then generate hypotheses about the child's behavior and create a hypothesis-based behavioral intervention plan to address the needs of the child. The student must finally develop recommendations and write a report based on the obtained information. This assessment allows students to demonstrate that they are able to monitor the progress of individuals with ELN, and can identify supports and adaptations required for individuals with ELN to access the general curriculum and participate in school. This assessment is scored by the Instructor of EDUC 635 following an established scoring guide.

Data filed for this assessment as part of the Council for Exceptional Children National Recognition Report: September 15, 2007

Assessment 8: SCORING GUIDE – Functional Behavior Assessment

The FBA scoring guide is a tool for assessing a candidate's performance on this assessment and it provides information to candidates to help them improve their performance.

Purpose: This assessment will be used to identify standards-based assessment criteria for the Education 635 Project assignment: Functional Behavior Assessment.

Assessor: This performance assessment is scored by the instructors of course.

Performance Assessment Criteria

Functional Behavior Analysis - Performance Assessment 8

	Exceeding (3 pts)	Meeting (2 pts)	Acquiring (1 pt)
Clarity (25%)	1. Evaluation is well written, i.e., writing is fluent; grammar and spelling are correct; 2. Is there sufficient detail to demonstrate post-graduate level effort?	2. Are the concepts presented at a graduate level? And is the evaluation well written?	3. Evaluation is not well written
Completeness (25%) CEC-PBS-8	1. Evaluation is well organized, i.e., uses required format and outline, sets out information in a clear way, and is complete.	2. Is the assignment congruent with the Functional Analysis Questionnaire? (S8)	3. Is the assignment unnecessarily wordy, telegraphic, or incomplete?
Behavioral Approach and Framework (25%) CEC-PBS-5 CEC-PBS-8	1. In addition to items in Meeting and Acquiring in the category, do the definitions or descriptions demonstrate that the writer is conversant in the behavioral approach, e.g., exhibiting clarity, familiarity with the literature, and subtleties of the approach.	2. Are behavior assessment terms addressed and correctly interpreted such as: frequency, topography, and duration, in addition to a full description of observable behavior (S8) (See the Acquiring level for the Behavioral Approach Framework)?	3. Did the student describe observable and measurable problem behaviors and positive social/cultural engagement and interactive behaviors? (S5)
Test Recommendations (25%) CEC-PBS-5	1. FBA presents recommendations (S8) based upon assigned activities (observation and the Functional Analysis Interview) and other available data, including all items in the Meeting level of FBA Recommendations.	2. FBA presents limited or non-specific recommendations based upon test results and includes a plan for intervening safely when a behavior problem provokes a crisis, (as may be needed). (S5)	3. FBA presents no recommendations or the data does not support the proposed recommendations.

Assessment 6, #5(c): CANDIDATE DATA – Functional Behavior Analysis

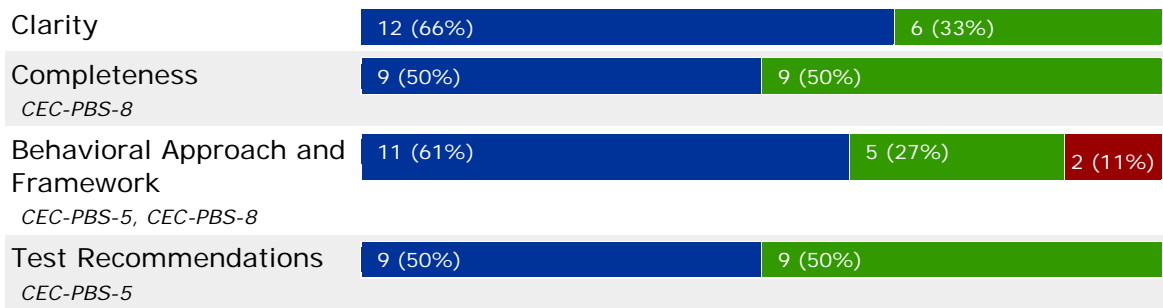
ID	Clarity	Completeness	Behavioral	Test	Total
1	3	3	3	2	11
2	3	3	3	3	12
3	3	3	3	3	12
4	3	3	3	3	12
5	3	3	3	3	12

6	3	3	3	3	12
7	3	2	2	2	9
8	3	3	3	3	12
9	3	3	3	3	12
10	3	3	3	3	12
11	3	3	3	3	12
12	2	2	3	3	10
13	3	3	3	3	12
14	3	3	3	3	12
15	2	2	3	2	9
<i>Mean</i>	2.87	2.8	2.93	2.8	2.85
<i>Standards Met</i>		8	5,8	5	

Data filed for this assessment subsequent to the Council for Exceptional Children National Recognition Report: September 15, 2007
Report Title: EDUC 635 FBA

Milestone: All Scoring: All Rubric: Performance Assessment Criteria

	Exceeding (3 pts)	Meeting (2 pts)	Acquiring (1 pts)	Mean	Mode	Stdev
Clarity	12	6	0	2.67	3	0.47
Completeness	9	9	0	2.50	2	0.50
Behavioral Approach and Framework	11	5	2	2.50	3	0.69
Test Recommendations	9	9	0	2.50	2	0.50



Exceeding Meeting Acquiring

Total Documents Assessed: 18

Woodcock-Johnson Assessment Performance Assessment 9

Woodcock-Johnson Tests of Achievement, 3rd ed. (WJ-III) are supported by additional assessments from academic, communication (speech and language), visual-motor, and behavioral domains. Each student is to administer the WJ-III to a child (after having obtained parental informed consent), conduct a parent interview, administer a Child Behavioral Checklist, score and interpret the data obtained, write-up a complete report and present the results. The course Instructor assigned to EDUC 533 assesses each candidate's performance and scores it against an established scoring guide.

Data filed for this assessment as part of the Council for Exceptional Children National Recognition Report: September 15, 2007

Assessment 9: DESCRIPTION – Woodcock-Johnson Tests of Achievement

This assignment provides field experience in assessment and written evaluation of that assessment.

Purpose: This scoring guide will be used to identify standard assessing criteria for project assignments 2.A Standardized-test Administration: Student Evaluation Report and 3. WJIII Tests Administration: Comprehensive Evaluation Report.

Assessor: The course instructor will assess candidate's performance. This assessment was scored according to the Scoring Guide by the instructor of record for EDUC 533.

Assessment 9: SCORING GUIDE – Woodcock-Johnson Tests of Achievement

Performance Assessment Criteria

	3 = Exceeding (15 pts)	2 = Meeting (13 pts)	1 = Acquiring (11 pts)
Clarity (20%) CEC-PBS-8	1. Evaluation is well written, i.e., writing is fluent, grammar and spelling are correct	2. Evaluation is fluent, but with grammar or spelling errors	3. Evaluation is not well written
Organization (20%) CEC-PBS-8	1. Evaluation is well organized, i.e., uses required format and outline, sets out information in a clear way, and reaches logical conclusions	2. Evaluation is well organized, and follows proper format but some of the information is not presented clearly	3. Evaluation is not well organized by any of the above criteria
Accuracy (20%) CEC-PBS-8	1. Evaluation presents test information accurately, i.e., information about the test and its purpose, the norming of the test, the scores of the child being tested, and ties that information to the	2. Evaluation presents test information about the child that is accurate and explains the meaning of the test results accurately, including the norming properties of the test	3. Evaluation does not present an accurate picture of the child's

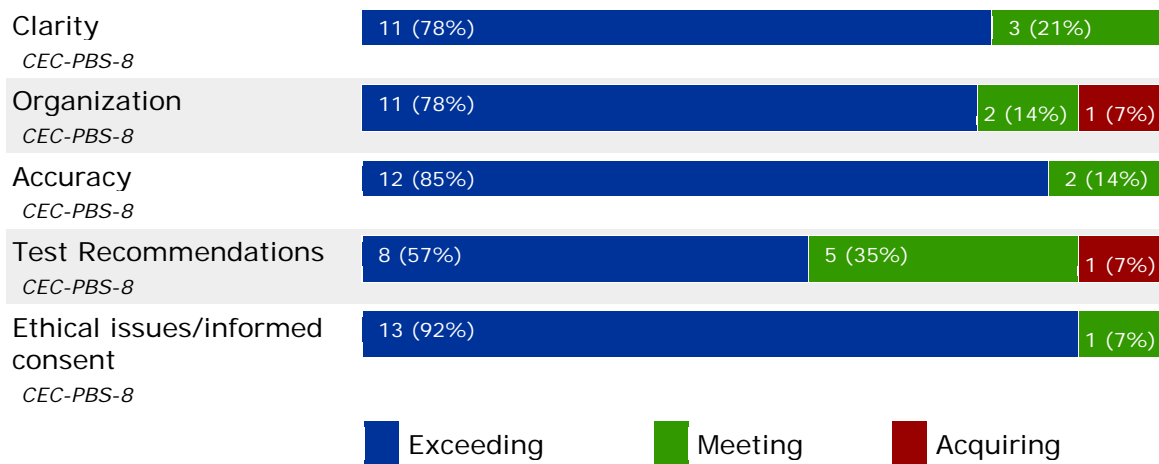
Data filed for this assessment subsequent to the Council for Exceptional Children National Recognition Report: September 15, 2007

Report Title: SPED 533: Woodcock-Johnson

Milestone: All Scoring: All

Rubric: Performance Assessment Criteria

	Exceeding (3 pts)	Meeting (2 pts)	Acquiring (1 pts)	Mean	Mode	Stdev
Clarity	11	3	0	2.79	3	0.41
Organization	11	2	1	2.71	3	0.59
Accuracy	12	2	0	2.86	3	0.35
Test Recommendations	8	5	1	2.50	3	0.63
Ethical issues/informed consent	13	1	0	2.93	3	0.26



Total Documents Assessed: 14

Case Law Ethics Paper Performance Assessment 10

The Case Law presentation is the major assignment for Education 535; Current Trends in Ethical and Legal Issues in Special Education. Students are asked to select one legal case from a list of legal decisions that have had an impact on the implementation of special education policy and practice. The Case Law assignment requires students to work with others in a small group to prepare the presentation. The members of the group study the legal decision and note other legal decisions that serve as precedents for their

case. The group presents the case to the entire class and includes the background of the case, the history and chronology of the case, the other legal decisions and precedents that are cited, and explain the jurisdiction of the court or courts that are part of the case history. In addition, the students present the relevance that the case has for the field of special education, including ethics and advocacy.

This assessment is used to determine how well students understand the process of cases through the judicial system, the legal issues involved, how these cases and the associated issues impact the child, the child's family, and the school system, and how case law helps define educational policy. This assessment also helps candidates understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, and diverse and historical points of view. This assignment further demonstrates for students the skills they need to understand special education ethics, law, regulations, policies, and the role of the advocate, and how these influence professional practice. The Instructor assigned to EDUC 535 assesses each candidate's performance using an established scoring guide.

Data filed for this assessment as part of the Council for Exceptional Children National Recognition Report: September 15, 2007

Assessment 10: DESCRIPTION – Case Law Presentation

The Case Law presentation is the major assignment for Education 535; Current Trends in Ethical and Legal Issues in Special Education. Candidates are asked to select one legal case from a list of legal decisions that have had an impact on the implementation of special education policy and practice. The Case Law assignment requires candidates to work with others in a small group to prepare the presentation. The members of the group study the legal decision and note other legal decisions that serve as precedents for their case. The group presents the case to the entire class and includes the background of the case, the history and chronology of the case, the other legal decisions and precedents that are cited, and explain the jurisdiction of the court or courts that are part of the case history. In addition, the candidates present the relevance that the case has for the field of special education, including ethics and advocacy.

Purpose: This assessment demonstrates clearly the knowledge and skills that candidates need to have related to special education ethics, law, regulations, policies, and advocacy.

Assessor: The professor will assess candidates' performance. The scoring guide used to evaluate this assessment is applied by the instructor of EDUC 535.

Assessment 10: SCORING GUIDE – Case Law Presentation

Performance Assessment

Performance Assessment

	Target	Acceptable	Unacceptable
Recognition of the educational and instructional needs of a child with disabilities and how the lack of appropriate services or other requirement may lead to a legal dispute. Skill1 (25%) CEC-PBS-1 CEC-PBS-3 CEC-PBS-8 CEC-PBS 9	Targeted performance is evidenced by a candidate discussing the educational aspects of the child, including assessment and eligibility, from a legal case, with exceptional detail, such as including a discussion of the child's IEP or special services, (S1) such as assistive technology or other educational service. Further, the candidate discusses fully the cultural, (S3) philosophical/ethical and other contextual issues in the particular case law presentation (S8).	Acceptable performance is evidenced by a candidate discussing the educational aspects, including assessment and eligibility as appropriate of the child whose case is being presented in addition to the presentation of the legal proceedings. Further, the candidate ties the discussion to cultural, philosophical/ethical and other contextual issues that may be relevant.	Unacceptable performance is evidenced by a candidate discussing the educational aspects of the child whose case is being discussed and the legal proceedings, but does not tie the case law decision to cultural or other contextual issues that may be relevant.
Ability to work collaboratively in a group with a positive outcome Disposition2 (25%) CEC-PBS-10	Targeted performance is evidenced by a candidate who may take a leading role in the presentation. The candidate shows respect for all group members. The presentation is lively and engages the audience in useful dialogue.	Acceptable performance is evidenced by a candidate who takes a balanced role in the group presentation. The presentation is interesting and candidate presents a full and accurate view of their portion of the presentation.	Unacceptable performance is evidenced by a candidate who does not take a full role of team member in the group case law presentation in class; presentation lacks depth of overall presentation or is inaccurate.
Ability to describe the steps of a legal process that	Targeted performance is evidenced by a candidate who shows an excellent grasp of case law history	Acceptable performance is evidenced by a candidate who describes the main aspects of the case history	Unacceptable performance is evidenced by a candidate who

<p>parents may take if their child is not receiving services appropriately. Knowledge3 (25%) CEC-PBS-10 CEC-PBS-3</p>	<p>by accurately including all main aspects of the chronology of the case, including the court of original jurisdiction, an explanation of the source of law that is at issue and/or is being applied and related information about the family and context (S3). The candidate also portrays the role of advocacy (S10) in this process.</p>	<p>and chronology, including the court of original jurisdiction, but may not include all relevant related cases; but portrays the role of advocacy in this process.</p>	<p>misses some aspect of the assignment; for example, not accurately tracing the history of the case or misinterpreting the precedents that the court used when making a decision.</p>
<p>Knowledge about the meaning of legal decisions about children with disabilities and education that shows an understanding of the law and how special education should be practiced. 4 (25%) CEC-PBS-1 CEC-PBS 9</p>	<p>Targeted performance is evidenced by a candidate who can articulate a case law decision and explain both the majority and minority opinions that led to a particular outcome. The candidate also explains 2-4 precedents that the case relies on and notes whether or not the decision, itself, distinguishes a precedent. Further, the candidate can discuss clearly the relationship between the case law decision and special education policy, in terms of law, regulations, schools and/or classroom level implementation.</p>	<p>Acceptable performance is evidenced by a candidate who can clearly discuss the relationship between a case law decision and special education policy and practice, in terms of the law, regulations and schools.</p>	<p>Unacceptable performance is evidenced by a candidate who does not include a discussion of the relevance of the case law decision for the field of special education</p>
<p>Element 5: Statement of Philosophy of Special Education (0%) CEC-PBS-1</p>	<p>Candidate's statement of philosophy exceeds elements in CEC's ethics statements; includes statement corresponding to social justice.</p>	<p>Candidate's statement of philosophy includes elements of CEC's ethics statements in substantive ways.</p>	<p>Candidate's statement of philosophy is developing and does not incorporate the substantive components of CEC's statement of ethics.</p>

Assessment 10: CANDIDATE DATA – Case Law Presentation

ID	Recognition	Collaboration	Description	Knowledge	Total
1	3	3	2	3	2.75
2	3	3	2	3	2.75
3	3	3	3	2	2.75

4	3	2	1	1	1.75
5	3	3	3	2	2.75
6	3	3	3	2	2.75
7	2	3	3	3	2.75
8	2	3	3	3	2.75
9	2	3	3	3	2.75
10	2	3	3	3	2.75
11	3	3	3	2	2.75
12	3	3	3	2	2.75
13	2	3	3	2	2.5
14	2	3	3	3	2.75
15	2	3	3	3	2.75
<i>Mean</i>	2.533	2.933	2.733	2.466	2.66
<i>Standards Met</i>	1,3,8	10	3,10	1	

Data filed for this assessment subsequent to the Council for Exceptional Children National Recognition Report: September 15, 2007

Report Title: SPED 535: Case Law

Milestone: All Scoring: All

Rubric: Performance Assessment

	Exceeding Expectations (3 pts)	Meeting Expectations (2 pts)	Acquiring Skill (1 pts)	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
Recognition of the educational and instructional needs of a child with disabilities and how the lack of appropriate services or other requirement may lead to a legal dispute. Skill1	24	12	0	2.67	3	0.47
Ability to work collaboratively in a group	33	3	0	2.92	3	0.28

with a positive outcome Disposition2						
Ability to describe the steps of a legal process that parents may take if their child is not receiving services appropriately. Knowledge3	19	16	0	2.54	3	0.50
Knowledge about the meaning of legal decisions about children with disabilities and education that shows an understanding of the law and how special education should be practiced. 4	22	14	0	2.61	3	0.49
Element 5: Statement of Philosophy of Special Education	12	7	0	2.63	3	0.48

Recognition of the educational and instructional needs of a child with disabilities and how the lack of appropriate services or other requirement may lead to a legal dispute. Skill1
CEC-PBS-1, CEC-PBS-3, CEC-PBS-8, CEC-PBS.9, Map, here, related

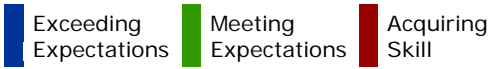
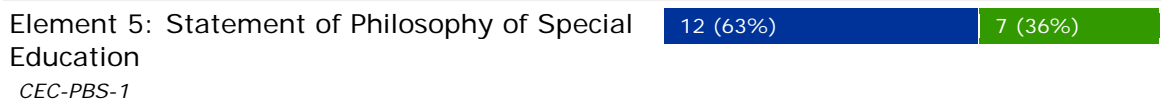


Ability to work collaboratively in a group with a positive outcome Disposition2
CEC-PBS-10, Map, here, related, standards



Ability to describe the steps of a legal process that parents may take if their child is not receiving services appropriately. Knowledge3
CEC-PBS-10, CEC-PBS-3, Map, here, related, standards





Total Documents Assessed: 25

Course and Faculty Evaluations

Students complete course and faculty evaluations at the end of each program course the student takes. These evaluations are submitted to the Department Chairperson and are used as part of the Chairperson’s annual evaluation of each faculty member. Following is a sampling of the results of these evaluations. Included in each of the charts below are the number of students enrolled, the average grade received, and the instructor and course rating tables. Some course and instructor and ratings of individual courses are missing, notably those taught during the summer months, since University personnel seem to omit the summer evaluations.

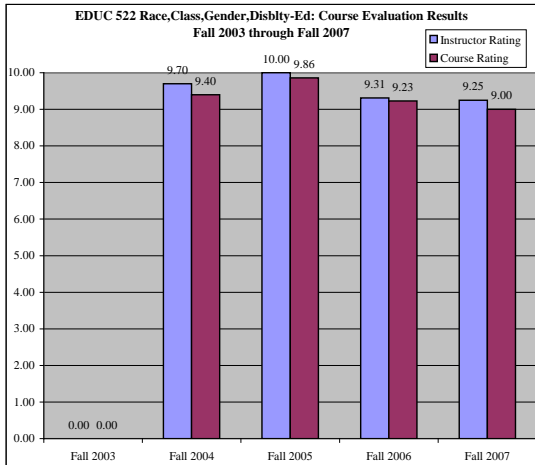
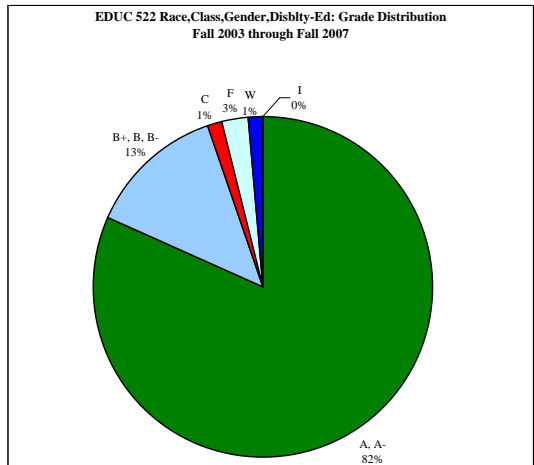
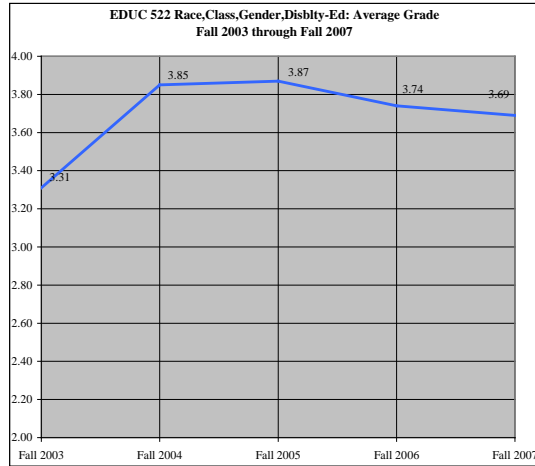
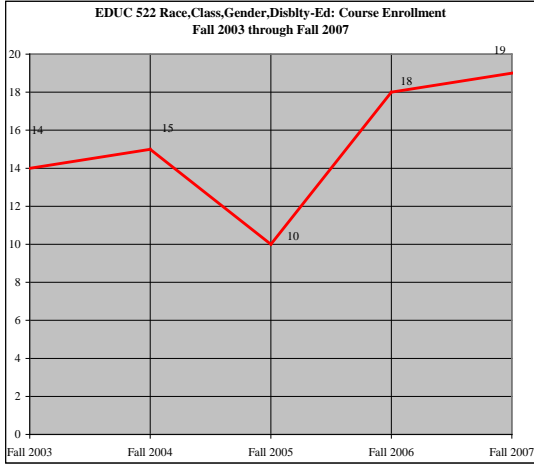
See the Course Summary Data Below

Course Summary Data

THE CATHOLIC UNIVERSITY OF AMERICA
Institutional Assessment

COURSE SUMMARY DATA: DEPARTMENT OF EDUCATION EDUC 522 Race,Class,Gender,Disbly-Ed

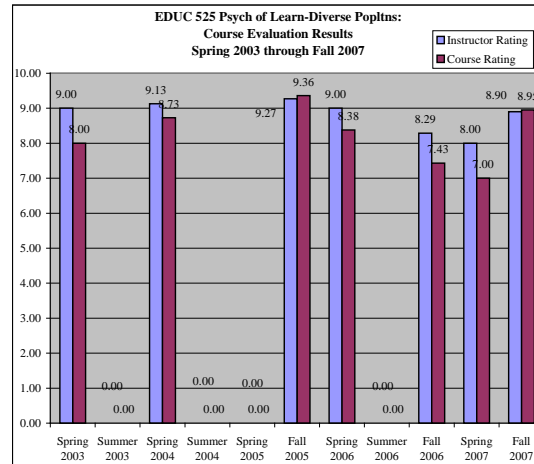
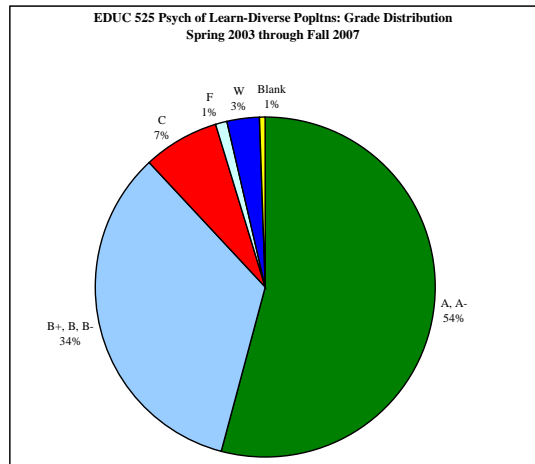
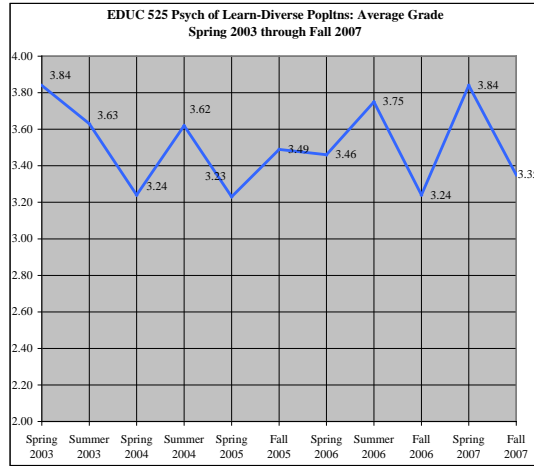
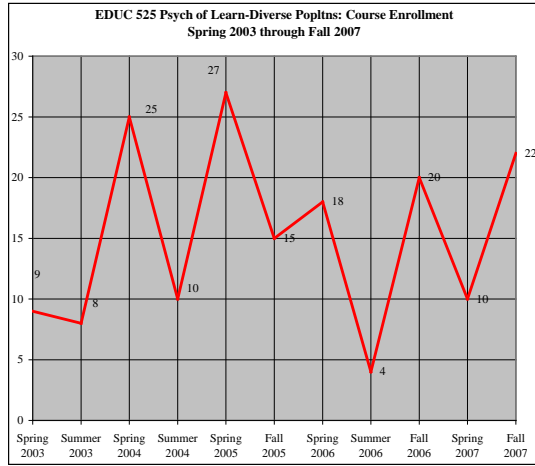
Term	Course Enrollment	Course Grade		Course Grades						Course Evaluation Results							
		Avg.	StDev.	A, A-	B+, B, B-	C	F	W	I	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.		
Fall 2003	14	3.31	1.48	10	1			2	1				0.00%				
Fall 2004	15	3.85	0.37	13	2						10	66.67%	9.70	0.48	9.40	0.84	
Fall 2005	10	3.87	0.41	9	1						7	70.00%	10.00	0.00	9.86	0.38	
Fall 2006	18	3.74	0.49	15	2	1					13	72.22%	9.31	1.65	9.23	1.69	
Fall 2007	19	3.69	0.33	15	4						4	21.05%	9.25	0.96	9.00	1.15	



THE CATHOLIC UNIVERSITY OF AMERICA
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COURSE SUMMARY DATA: DEPARTMENT OF EDUCATION
EDUC 525 Psych of Learn-Diverse Popltns

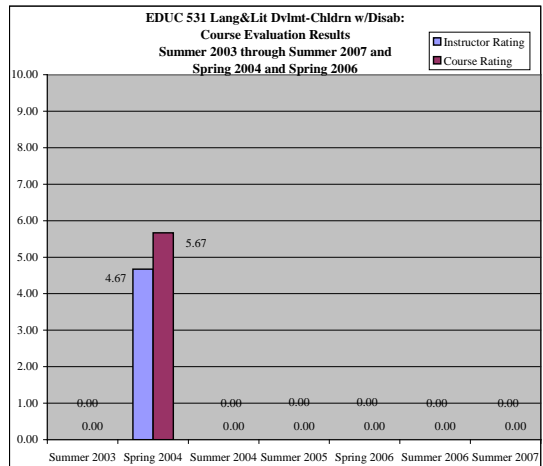
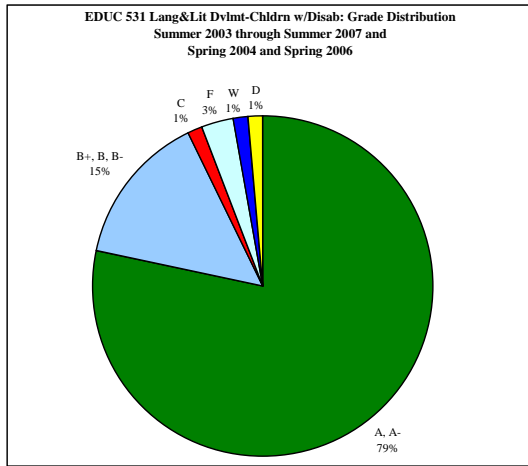
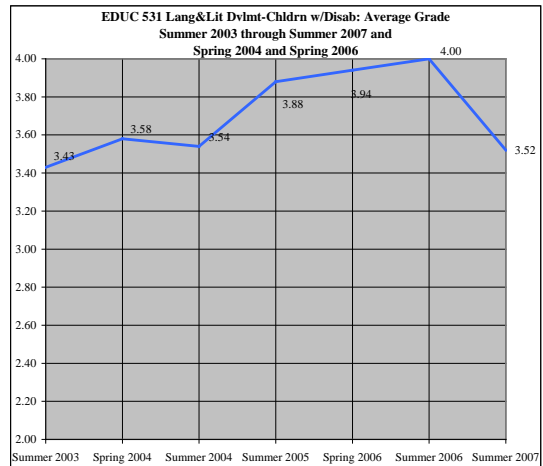
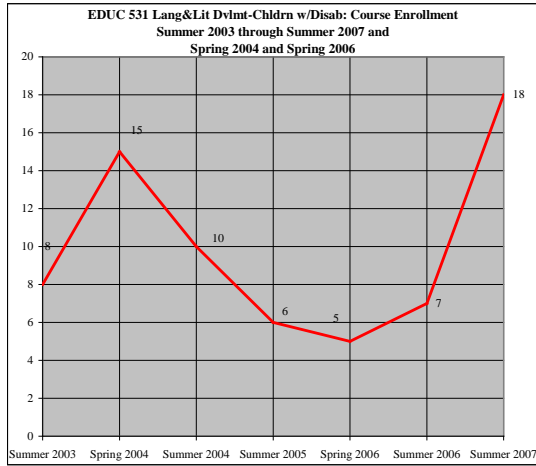
Term	Course Enrollment	Course Grade		Course Grades							Course Evaluation Results					
		Avg.	StDev.	A, A-	B+, B, B-	C	F	W	Blank	Course Eval. #	%	Instructor Rating Avg.	StDev.	Course Rating Avg.	StDev.	
Spring 2003	9	3.84	0.31	7	2						1	11.11%	9.00		8.00	
Summer 2003	8	3.63	0.38	5	3							0.00%				
Spring 2004	25	3.24	1.08	12	11		2				15	60.00%	9.13	1.36	8.73	1.22
Summer 2004	10	3.62	0.59	9		1						0.00%				
Spring 2005	27	3.23	0.74	11	8	5		3				0.00%				
Fall 2005	15	3.49	0.50	8	7						11	73.33%	9.27	0.79	9.36	0.67
Spring 2006	18	3.46	0.68	10	6	2					13	72.22%	9.00	1.41	8.38	1.26
Summer 2006	4	3.75	0.50	3	1							0.00%				
Fall 2006	20	3.24	0.42	5	13	1			1		14	70.00%	8.29	1.44	7.43	1.45
Spring 2007	10	3.84	0.32	9	1						6	60.00%	8.00	1.10	7.00	2.19
Fall 2007	22	3.35	0.73	12	5	3		2			20	90.91%	8.90	0.85	8.95	0.91



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COURSE SUMMARY DATA: DEPARTMENT OF EDUCATION
EDUC 531 Lang&Lit Dvlmt-Chldr w/Disab

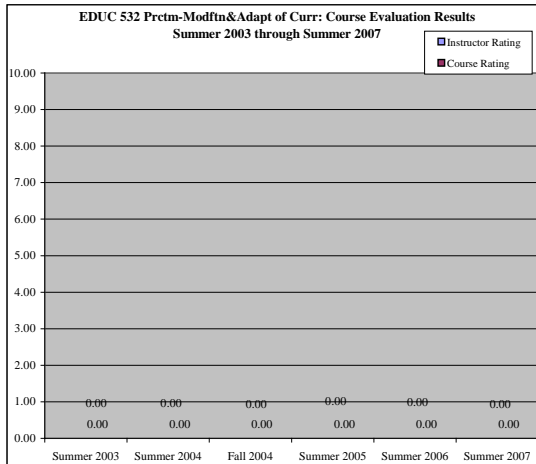
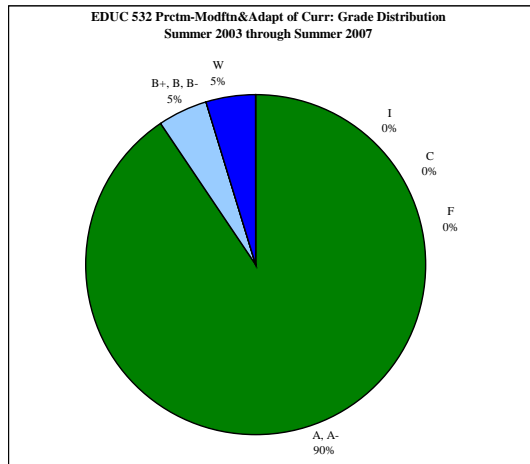
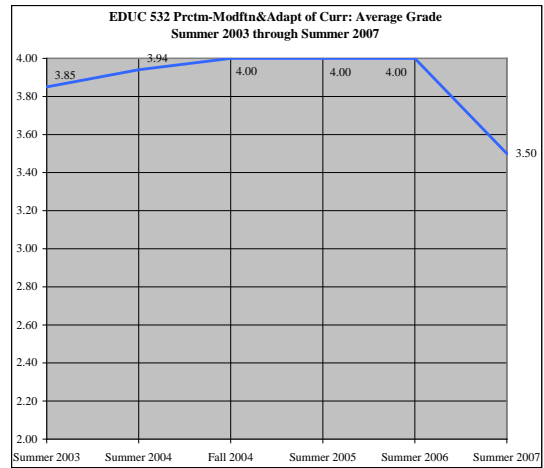
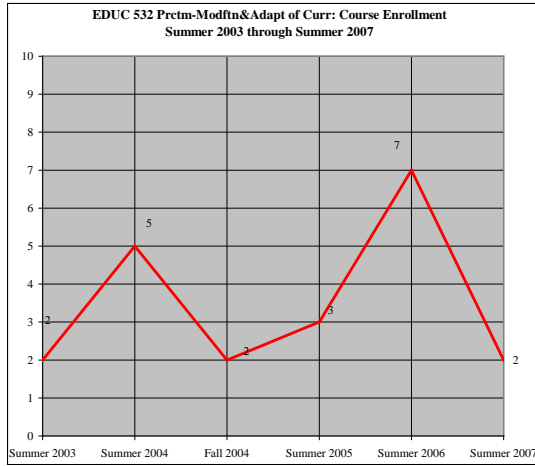
Term	Course Enrollment	Course Grade		Course Grades							Course Evaluation Results					
		Avg.	StDev.	Grade Distribution							Course Eval. #	Course Eval. %	Instructor Rating		Course Rating	
				A, A-	B+, B, B-	C	D	F	W	Avg.			StDev.	Avg.	StDev.	
Summer 2003	8	3.43	1.51	6						1	1	0.00%				
Spring 2004	15	3.58	1.06	12					1			20.00%	4.67	0.58	5.67	0.58
Summer 2004	10	3.54	0.72	7	2	1						0.00%				
Summer 2005	6	3.88	0.29	5	1							0.00%				
Spring 2006	5	3.94	0.13	5								0.00%				
Summer 2006	7	4.00	0.00	7								0.00%				
Summer 2007	18	3.52	0.78	12	5		1					0.00%				



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COURSE SUMMARY DATA: DEPARTMENT OF EDUCATION
EDUC 532 Prctm-Modf'n&Adapt of Curr

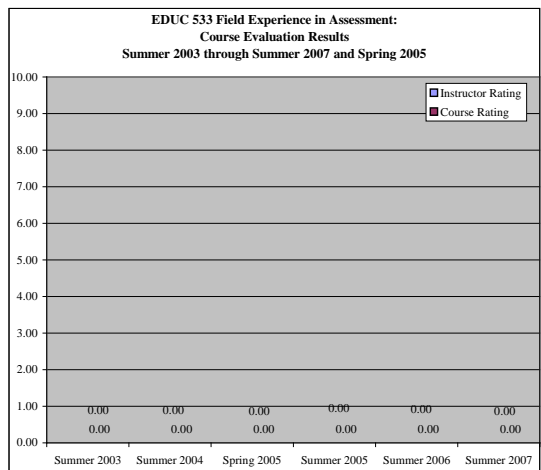
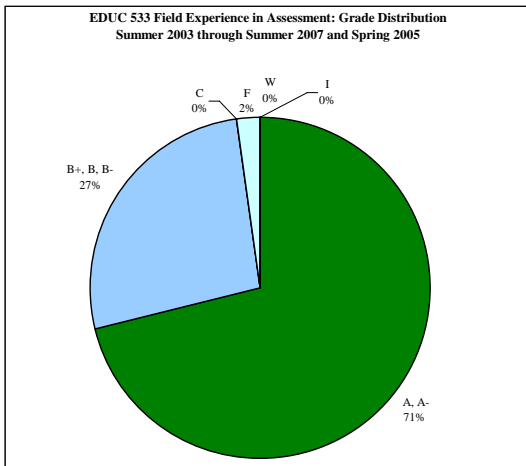
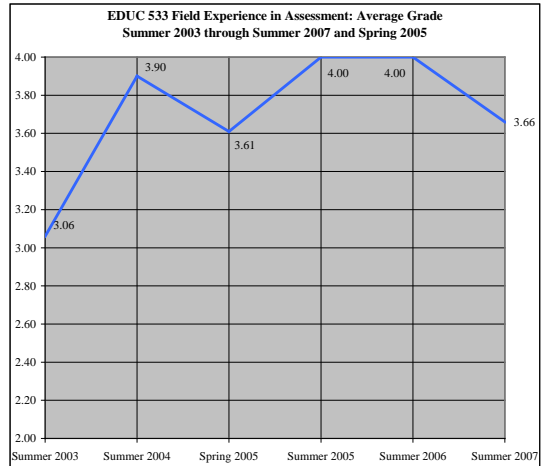
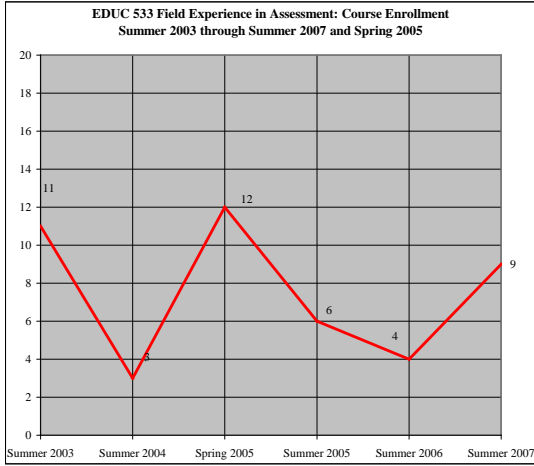
Term	Course Enrollment	Course Grade		Course Grades						Course Evaluation Results						
		Avg.	StDev.	A, A-	B+, B, B-	C	F	W	I	Course Eval. #	%	Instructor Rating Avg.	StDev.	Course Rating Avg.	StDev.	
Summer 2003	2	3.85	0.21	2												
Summer 2004	5	3.94	0.13	5												
Fall 2004	2	4.00	0.00	2												
Summer 2005	3	4.00	0.00	3												
Summer 2006	7	4.00	0.00	6					1							
Summer 2007	2	3.50	0.71	1	1											



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COURSE SUMMARY DATA: DEPARTMENT OF EDUCATION
EDUC 533 Field Experience in Assessment

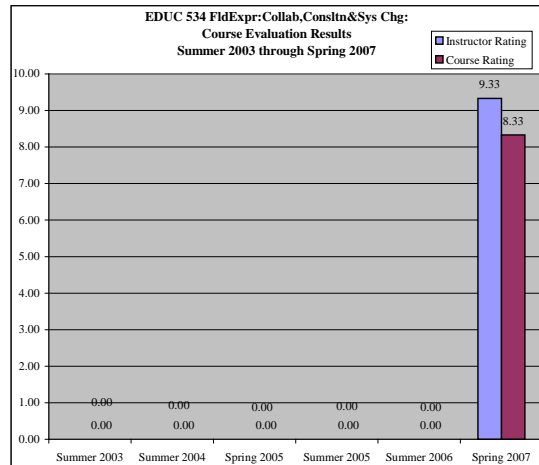
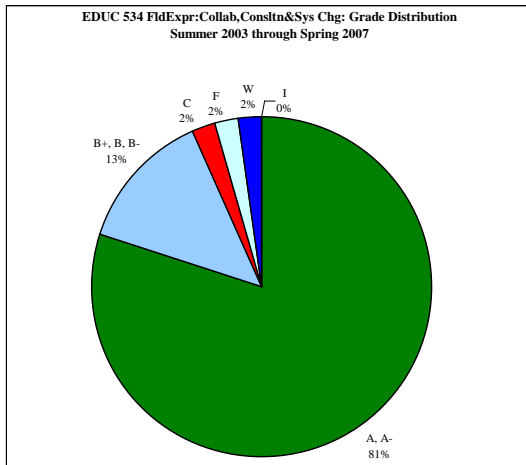
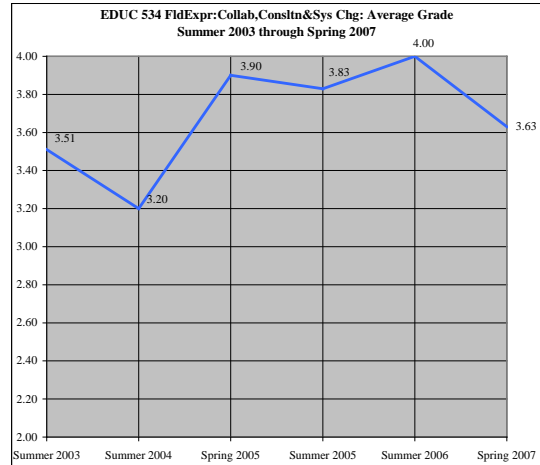
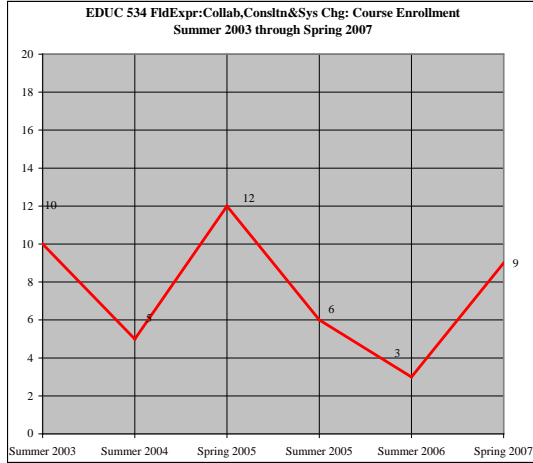
Term	Course Enrollment	Course Grade		Course Grades					Course Evaluation Results							
		Avg.	StDev.	A, A-	B+, B, B-	C	F	W	I	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.	
Summer 2003	11	3.06	1.07	4	6			1								0.00%
Summer 2004	3	3.90	0.17	3												0.00%
Spring 2005	12	3.61	0.36	7	5											0.00%
Summer 2005	6	4.00	0.00	6												0.00%
Summer 2006	4	4.00	0.00	4												0.00%
Summer 2007	9	3.66	0.27	8	1											0.00%



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COURSE SUMMARY DATA: DEPARTMENT OF EDUCATION
EDUC 534 FldExpr:Collab,Consltn&Sys Chg

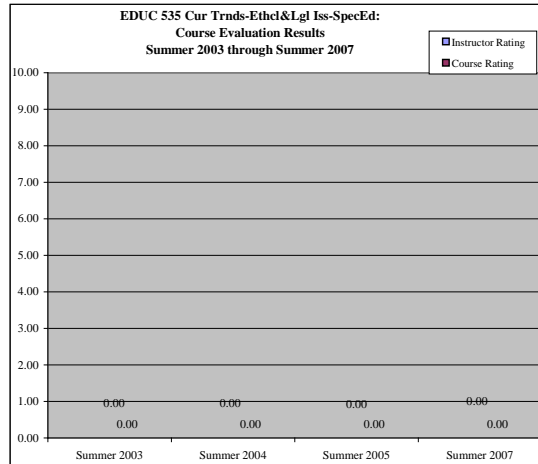
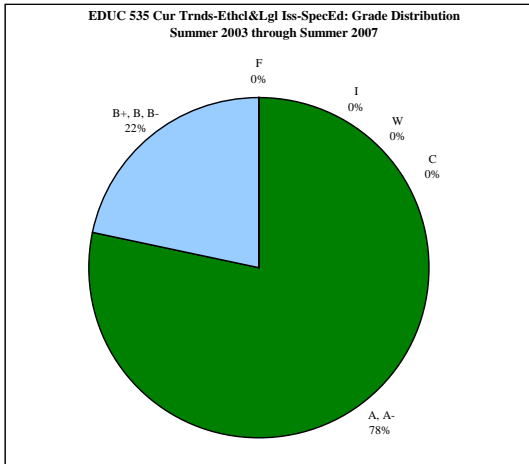
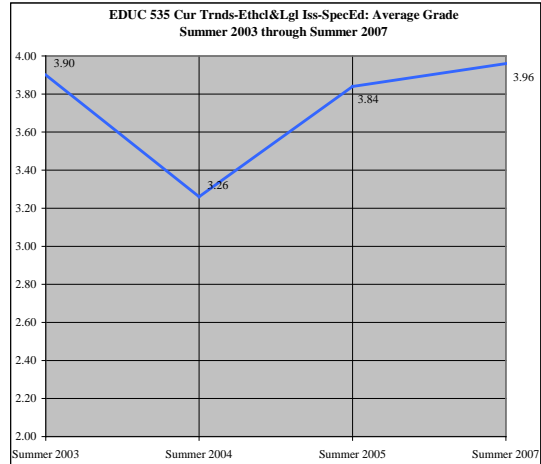
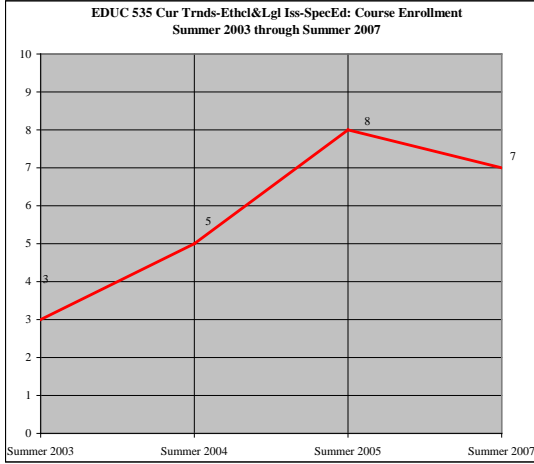
Term	Course Enrollment	Course Grade		Course Grades						Course Evaluation Results						
		Avg.	StDev.	A, A-	B+, B, B-	C	F	W	I	Course Eval. #	%	Instructor Rating Avg.	StDev.	Course Rating Avg.	StDev.	
Summer 2003	10	3.51	0.48	6	4											
Summer 2004	5	3.20	1.79	4			1									
Spring 2005	12	3.90	0.15	12												
Summer 2005	6	3.83	0.29	5	1											
Summer 2006	3	4.00	0.00	3												
Spring 2007	9	3.63	0.74	6	1	1			1		6	66.67%	9.33	1.21	8.33	1.86



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COURSE SUMMARY DATA: DEPARTMENT OF EDUCATION
EDUC 535 Cur Trnds-Ethel&Lgl Iss-SpecEd

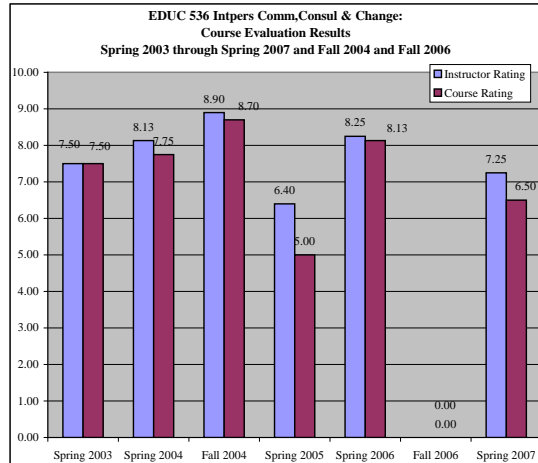
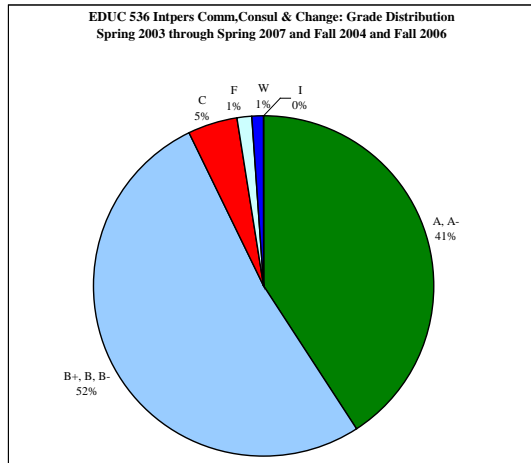
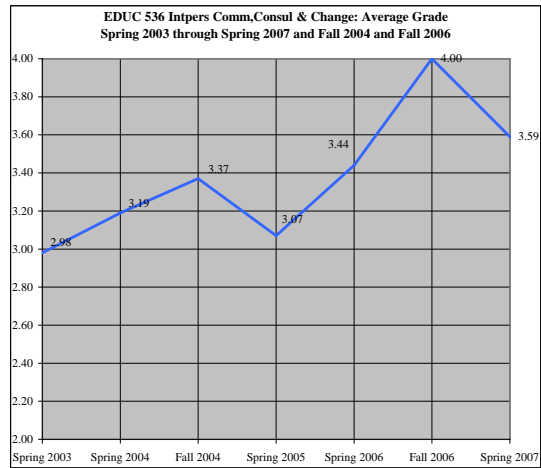
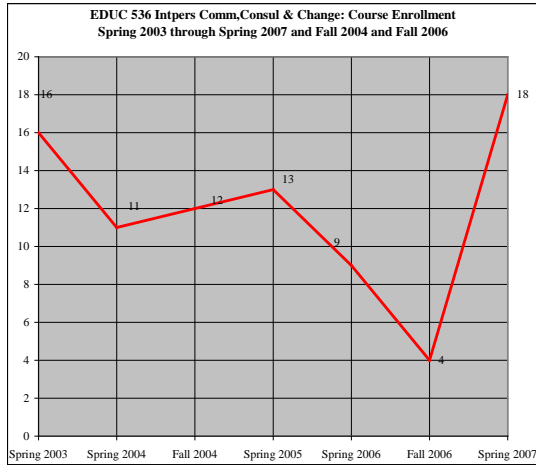
Term	Course Enrollment	Course Grade		Course Grades						Course Evaluation Results						
		Avg.	StDev.	A, A-	B+, B, B-	C	F	W	I	Course Eval. #	%	Instructor Rating Avg.	StDev.	Course Rating Avg.	StDev.	
Summer 2003	3	3.90	0.17	3												
Summer 2004	5	3.26	0.29	1	4											
Summer 2005	8	3.84	0.26	7	1											
Summer 2007	7	3.96	0.11	7												



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Institutional Assessment

COURSE SUMMARY DATA: DEPARTMENT OF EDUCATION
EDUC 536 Intpers Comm, Consul & Change

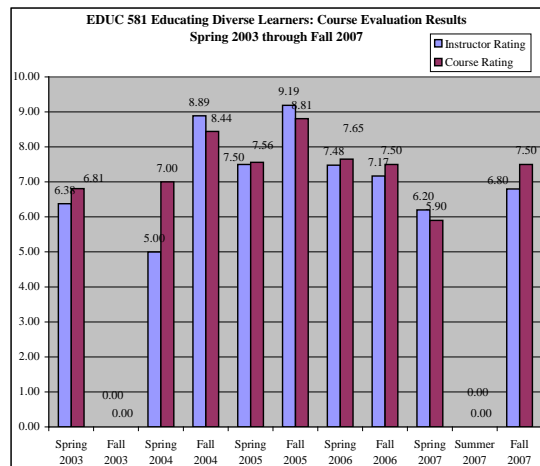
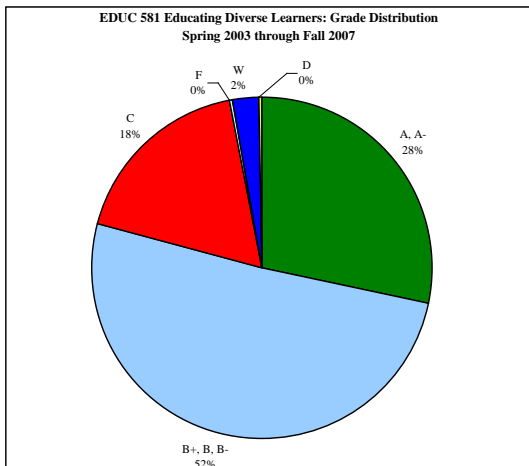
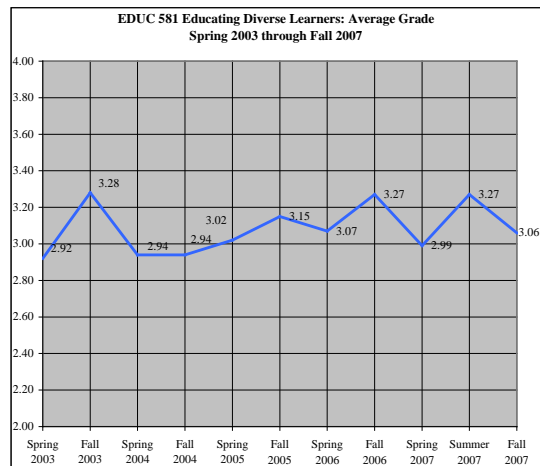
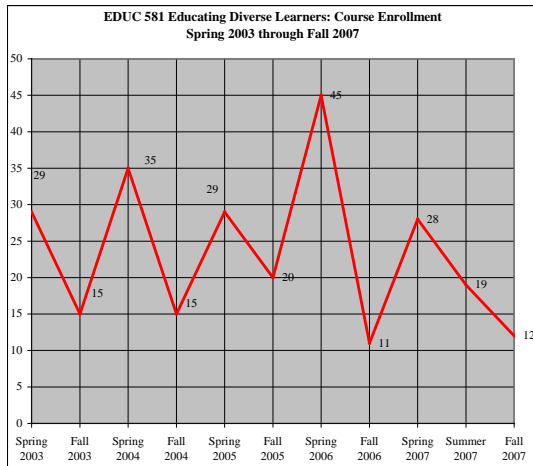
Term	Course Enrollment	Course Grade		Course Grades						Course Evaluation Results					
		Avg.	StDev.	A, A-	B+, B, B-	C	F	W	I	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.
Spring 2003	16	2.98	0.51	2	11	3				2	12.50%	7.50	0.71	7.50	0.71
Spring 2004	11	3.19	1.18	4	5			1	1	8	72.73%	8.13	1.25	7.75	2.25
Fall 2004	12	3.37	0.39	5	7					10	83.33%	8.90	1.20	8.70	0.95
Spring 2005	13	3.07	1.07	5	7	1				10	76.92%	6.40	2.50	5.00	2.91
Spring 2006	9	3.44	0.50	4	5	1				8	88.89%	8.25	1.28	8.13	1.46
Fall 2006	4	4.00	0.00	4							0.00%				
Spring 2007	18	3.59	0.29	10	8					4	22.22%	7.25	1.50	6.50	1.91



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COURSE SUMMARY DATA: DEPARTMENT OF EDUCATION
EDUC 581 Educating Diverse Learners

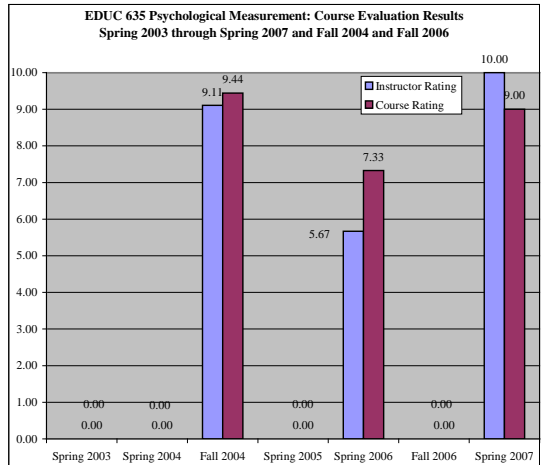
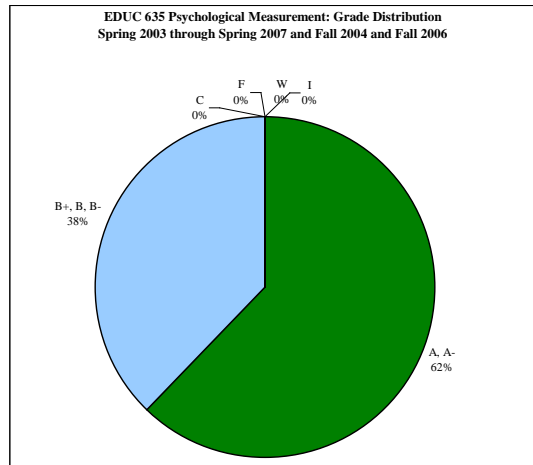
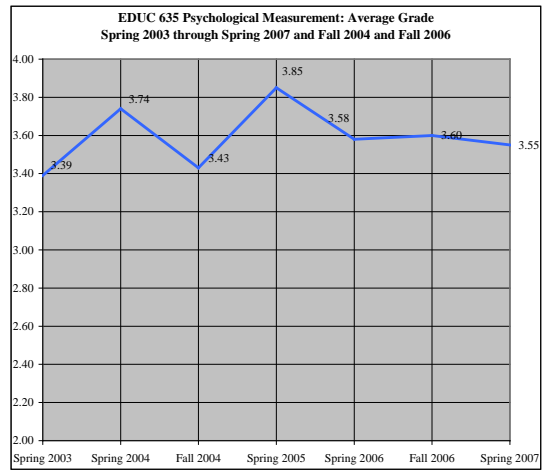
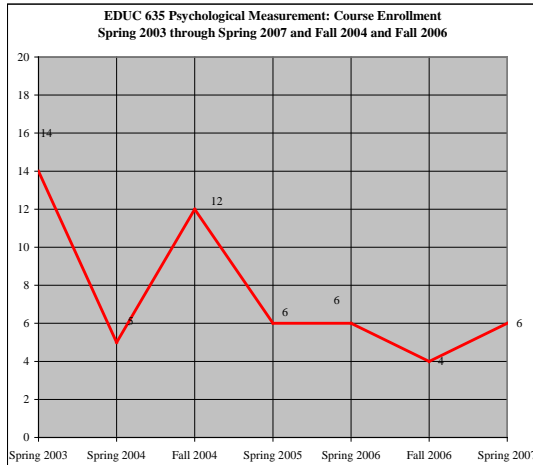
Term	Course Enrollment	Course Grade		Course Grades						Course Evaluation Results					
		Avg.	StDev.	A, A-	B+, B, B-	C	F	W	D	Course Eval. #	%	Instructor Rating Avg.	StDev.	Course Rating Avg.	StDev.
Spring 2003	29	2.92	0.48	2	22	5				16	55.17%	6.38	2.47	6.81	2.95
Fall 2003	15	3.28	0.44	6	9						0.00%				
Spring 2004	35	2.94	0.76	9	15	10		1		2	5.71%	5.00	0.00	7.00	0.00
Fall 2004	15	2.94	0.55	2	10	2		1		9	60.00%	8.89	0.93	8.44	1.01
Spring 2005	29	3.02	0.90	10	13	5	1			18	62.07%	7.50	1.47	7.56	1.50
Fall 2005	20	3.15	0.55	7	11	2				16	80.00%	9.19	0.98	8.81	1.05
Spring 2006	45	3.07	0.74	15	17	12			1	23	51.11%	7.48	2.29	7.65	1.90
Fall 2006	11	3.27	0.41	3	7			1		6	54.55%	7.17	1.72	7.50	2.07
Spring 2007	28	2.99	0.80	10	9	8		1		20	71.43%	6.20	2.71	5.90	2.59
Summer 2007	19	3.27	0.53	7	10	1		1			0.00%				
Fall 2007	12	3.06	0.58	2	8	1		1		10	83.33%	6.80	2.66	7.50	1.84



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COURSE SUMMARY DATA: DEPARTMENT OF EDUCATION
EDUC 635 Psychological Measurement

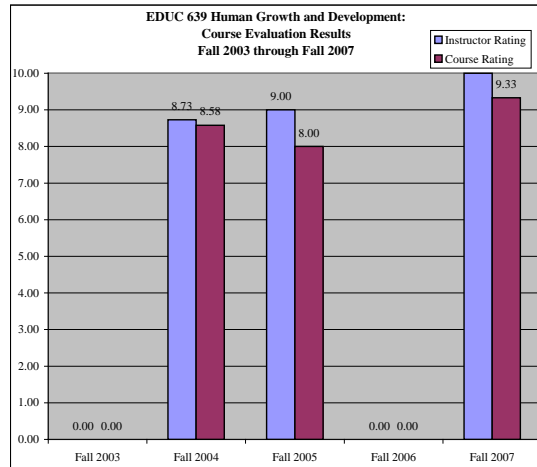
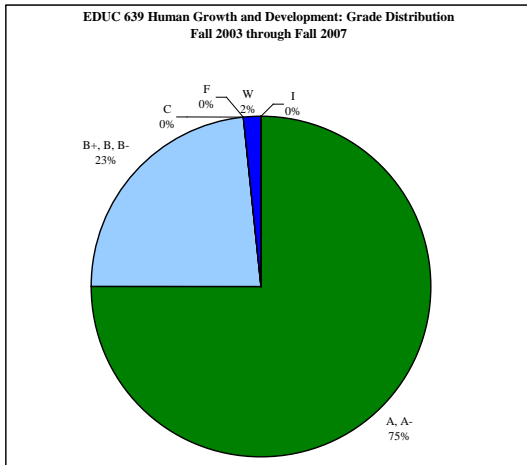
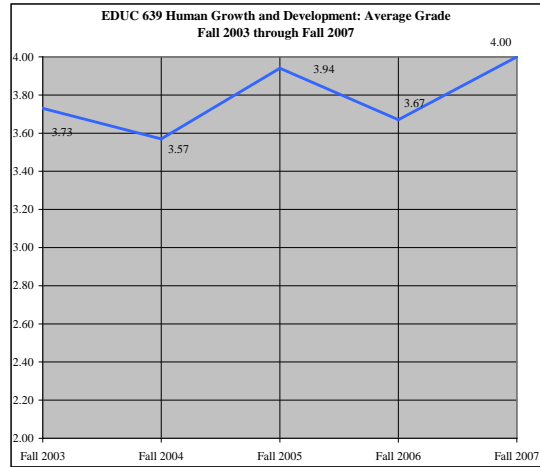
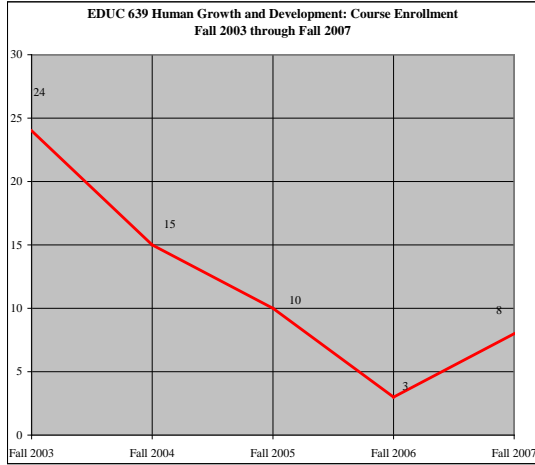
Term	Course Enrollment	Course Grade		Course Grades						Course Evaluation Results					
		Avg.	StDev.	A, A-	B+, B, B-	C	F	W	I	Course Eval. #	%	Instructor Rating Avg.	StDev.	Course Rating Avg.	StDev.
Spring 2003	14	3.39	0.37	6	8										
Spring 2004	5	3.74	0.43	4	1						0.00%				
Fall 2004	12	3.43	0.45	6	6					9	75.00%	9.11	0.60	9.44	0.53
Spring 2005	6	3.85	0.16	6							0.00%				
Spring 2006	6	3.58	0.45	5	1					3	50.00%	5.67	1.53	7.33	0.58
Fall 2006	4	3.60	0.20	3	1						0.00%				
Spring 2007	6	3.55	0.50	3	3					1	16.67%	10.00		9.00	



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COURSE SUMMARY DATA: DEPARTMENT OF EDUCATION
EDUC 639 Human Growth and Development

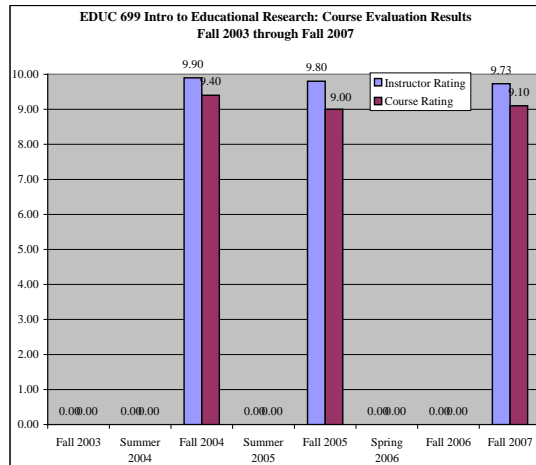
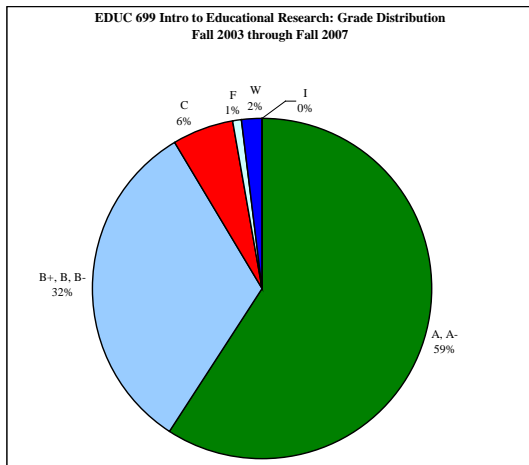
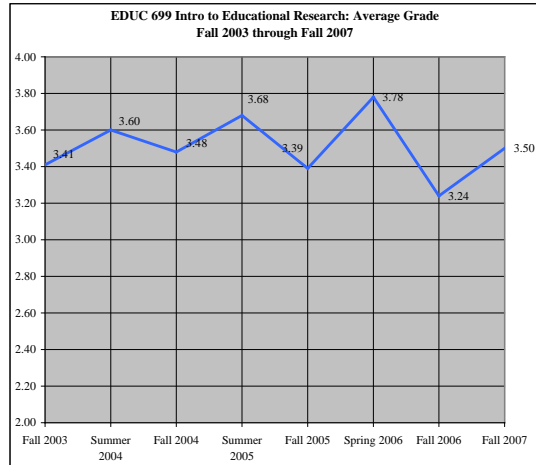
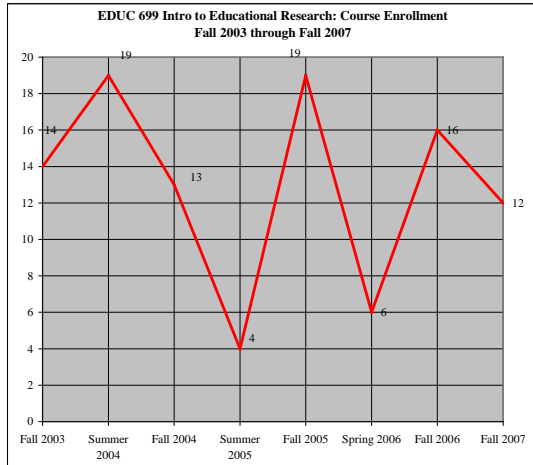
Term	Course Enrollment	Course Grade		Course Grades						Course Evaluation Results					
		Avg.	StDev.	A, A-	B+, B, B-	C	F	W	I	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.
Summer 2003	3	3.57	0.51	2	1										
Fall 2003	24	3.73	0.30	18	5										
Fall 2004	15	3.57	0.36	7	8			1		11	73.33%	8.73	1.10	8.58	1.16
Fall 2005	10	3.94	0.13	10						1	10.00%	9.00		8.00	
Fall 2006	3	3.67	0.58	2	1						0.00%				
Fall 2007	8	4.00	0.00	8						3	37.50%	10.00	0.00	9.33	1.15



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COURSE SUMMARY DATA: DEPARTMENT OF EDUCATION
EDUC 699 Intro to Educational Research

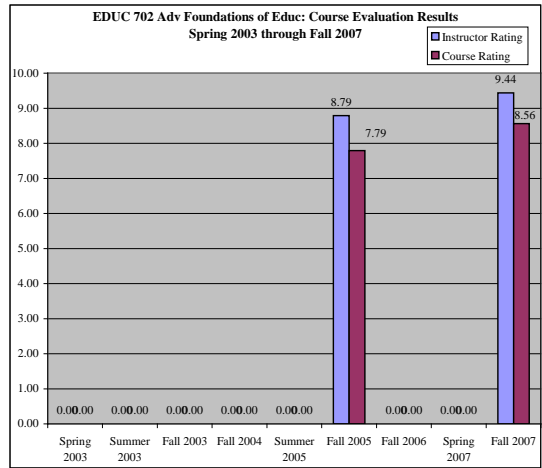
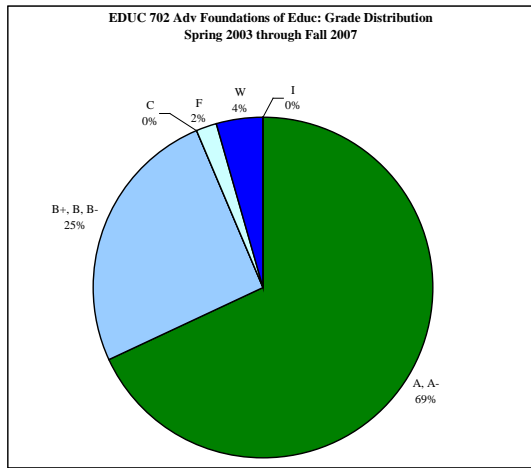
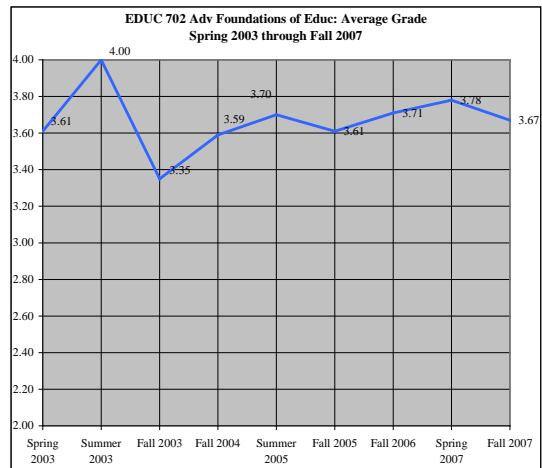
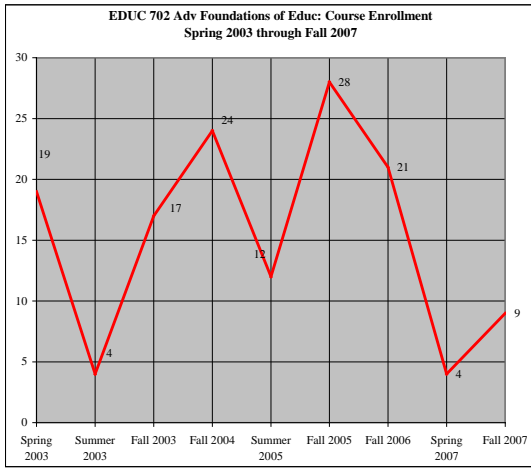
Term	Course Enrollment	Course Grade		Course Grades						Course Evaluation Results						
		Avg.	StDev.	A, A-	B+, B, B-	C	F	W	I	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.	
Fall 2003	14	3.41	0.49	5	8					1						
Summer 2004	19	3.60	0.52	13	5	1										
Fall 2004	13	3.48	0.66	7	5	1					10	76.92%	9.90	0.32	9.40	0.70
Summer 2005	4	3.68	0.65	3	1											
Fall 2005	19	3.39	0.96	13	4	1	1				15	78.95%	9.80	0.56	9.00	1.00
Spring 2006	6	3.78	0.40	5	1											
Fall 2006	16	3.24	0.74	9	3	3				1						
Fall 2007	12	3.50	0.48	6	6						11	91.67%	9.73	0.65	9.10	0.57



THE CATHOLIC UNIVERSITY OF AMERICA
Institutional Assessment

COURSE SUMMARY DATA: DEPARTMENT OF EDUCATION
EDUC 702 Adv Foundations of Educ

Term	Course Enrollment	Course Grade		Course Grades					Course Evaluation Results							
		Avg.	StDev.	A, A-	B+, B, B-	C	F	W	I	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.	
Spring 2003	19	3.61	0.94	16				1	2			0.00%				
Summer 2003	4	4.00	0.00	4								0.00%				
Fall 2003	17	3.35	0.95	8	7			1	1			0.00%				
Fall 2004	24	3.59	0.82	18	5			1				0.00%				
Summer 2005	12	3.70	0.35	8	3				1			0.00%				
Fall 2005	28	3.61	0.31	15	13						24	85.71%	8.79	1.38	7.79	1.50
Fall 2006	21	3.71	0.26	15	4				2			0.00%				
Spring 2007	4	3.78	0.15	4								0.00%				
Fall 2007	9	3.67	0.38	6	3						9	100.00%	9.44	0.73	8.56	1.13



Pass Rates on Comprehensive Examinations

Since the program's inception three of forty-three master's candidates (6.976%) have had to retake comprehensive examinations; all of these passed on retaking the examination.

Student Publications of Conference Presentations

Our master's graduates have been active as providers of in-service training to their schools and local districts. One student testified at a Congressional Hearing about the topic of prematurity.

Four candidates testified at a DC Board of Education Meeting in June, 2008.

Special Education Candidate Participation in Grants: Note below the students whose names are preceded by a * who have worked in one or more of the unit's grants.

Brown, C., "Hear Art, See Music," sub grant from the Kreeger Museum, funded by the Institute for Museum and Library Sciences, October 1, 2006 – September, 30, 2009. (\$183,831)

Evaluator Research Assistants:

*Brittany Wagner-Friel

*Carina Caballero

*Willina Robson

*Nekia Wright

Trained for future events:

*Franco Bujosa

*Amanda Ingram

Brown, C., PI, Transition to Teaching, Subcontract from the University of the District of Columbia, \$38,500 per year for 2005 and \$38,500 for 2006; \$110,023 for 2007, and \$38,500 for 2008 and projected for 2009. Grant provides tuition scholarships to 35 students in special education who are also employed at public charter schools and supervision to candidates.

Mentors (graduates):

*Jenna Landy

*Wanda Pittman Gregory

*Neeta Lobo

Brown, C., PI, Collaborative Professional Development School, September 1, 2004 to June 30, 2005 funded by DC State Education Agency (\$200,000), funded for second year from August 15th, 2005 – June 30, 2006. (\$48,500).

Dr. Brown served as Team leader for the development of a Community of Practice in Professional Development Schools in two public Charter Schools in DC serving multi-cultural children from pre-k to grade 6.

*Joyce Carey served as Graduate Research Assistant for 2004-05. She collected data on math pre and post scores using the Key Math assessment at Capital City Public Charter School, one of our professional development school partners.

*Patrick Shaw carried out post testing in the spring of 2005.

Brown, C., PI, VSA arts at Catholic University, May 1, 2003 – August 31, 2004. Dr Brown led a project to plan interdisciplinary (arts/education) curriculum for candidates in arts and special education. In collaboration with professors from the departments of Drama, Art, and Education, and the School of Architecture, Dr. Brown developed an educational model with focus on the link between drama and literacy outcomes. (\$120,000)

As part of this program students from the Ivymount School (a special needs school) in Montgomery County, Maryland, worked with multiple students from Catholic University to produce an installation drawing inspiration from a Dubuffet painting exhibited at the Kreeger Museum. This was an Arts/Education Pilot that has led to other cooperative endeavors between Catholic University and the Kreeger Museum.

*Mary Ann Medina was one of the special education majors involved with this project.

Teaching and Research Assistantships

Most teaching and research assistantships are given to doctoral students. The special education program is a sub-doctoral program

Employer and Internship Supervisor Ratings of Students Performance

While we have collected three-way evaluations of all of our students while they are in-course, we have not systematically collected employer data after they graduated. All of our students are already employed, and these three-way evaluations were carried out in the schools in which they were/are employed; one of the evaluators is always their immediate supervisor. After our NCATE evaluation, however, we decided that we had to collect Employer data after our students graduated, since many of them moved from

the schools in which they were employed while they were in-course; some taking on more responsible positions in other schools or in the central offices of district schools. This aspect of data collection began with our 2008 graduating class.

Grades, Course Evaluations, and Enrollment Totals for Selected Courses

This data is contained in the Course Summary Data previously identified. This data was collected for every course required of students whether enrolled in the GTCP or MA programs.

Job Placement

All of our students are employed at the time they are admitted into either the GTCP or MA programs. Two of their three field placements in-course are carried out in the schools in which they are employed. Each of these placements is supervised by both a University supervisor and a supervisor employed by their place of employment. This supervision is both formative and evaluative, and simultaneously serves as a mentorship for each student. We are now beginning to track the job placement of each graduate after graduation, and are considering how to extend mentorship during the first post-graduate year for those graduates who remain in the Washington, DC, area.

We are aware of three of our graduates who have interrupted their teaching careers to raise children; otherwise our graduates are all employed as special educators.

Alumni Survey

Another recommendation of the NCATE visitors was to carry out an Alumni Survey, which we had not previously done. We began to collect this data in 2008, but do not have enough data collected to report at this time.

Employer Survey

As mentioned earlier, we have just begun to collect employer data after our graduates leave. We had a good collection of data from the employers of our students in-course, but did not keep track of our graduates after they left. This lack is now being corrected, but we do not yet have enough data collected to report at this time.

Comment on Enrollment

Our current enrollment in special education is the highest since the program began in 2000. We currently have 13 students who began their studies in 2008; there are also 17 students who were previously admitted and who are continuing or completing their programs in 2008.

Eighty-three candidates have enrolled in Catholic University's Special Education programs since 2000.

Comment on Time to Degrees

The Special Education program was designed to be pursued part-time, but year around. Students take three, three-credit graduate courses during two summer months and two, three-credit graduate courses during each academic semester until they complete their course of study. GTCP students, who begin during one summer, should be able to complete their course of study by the end of the next summer, assuming that they have entered having completed coursework in classroom management and normal human growth and development. Master's degree students who begin during a spring semester can finish their program of study by the end of their second summer, or at the latest by the end of their second fall semester, again assuming that they have completed the necessary prerequisites.

Ninety percent of the students who are admitted to the special education program complete a program of study. However, some of the students admitted to pursue a master's degree opt to exit the program with a license without completing their master's (10.8%). On the other hand, some students admitted to only pursue the GTCP decide in course that they would like to also obtain a master's degree. This is a possible step-up, and 3.6% have applied to take this step.

Curricular Improvements

The special education program enrolled its first cohort of students in January 2000. All were funded by a U. S. Department of Education grant. All students during the first four years were fully funded. During this period the program developed and was modified with the help of our Board of Advisors, and during regular meetings of all of the faculty members associated with the program. By 2003 we had also launched a satellite program at the Southern Maryland Higher Education Center. The first cohort of students from Southern Maryland graduated in October 2005. All toll, sixteen students obtained either a master's degree or a GTCP while enrolled in this program. Currently this satellite program is on hold, affected by the additional cost required to transport Catholic University faculty members to California, Maryland.

We subsequently have developed a training program for Charter School teachers who wish to be licensed in special education. This program began in 2006 and is projected to continue to 2009, or as long a supplemental funding continues.

We also presented the special education program for National Recognition by NCATE/CEC, and received this recognition in 2007. Working for National Recognition caused us to revise the way we evaluated our program, implemented key performance assessments, and expanded the places in which we offered students' field placements.

This year we will be working with our Board of Advisors to re-examine our program, attempting to bring it more in line with the needs of the communities we serve. Faculty members associated with the program have presented at several conferences and wrote a series of articles in 2006 and 2007 for *Catholic Education: A Journal of Inquiry and Practice*, a professional Catholic educational journal, in order to explain how the Catholic University's special education program was developed, based on the principles of social justice and the teachings of the Catholic Church.

Attachment B

Report Title: Student Teaching Evaluation

Description: This data analysis is based on four students' performance on the final student teaching evaluations in AY 2006-2007 and AY 2007-2008.

	Exceeding Expectations (3)	Meeting Expectations (2)	Acquiring Skill (1)
Teacher's Personal and Professional Qualities: The candidate is actively engaged in professional growth, through involvement in professional development activities and process of action research	4 (100%)		
Teacher-Student Interactions: The candidate is sensitive to students' diverse backgrounds, perspectives and abilities and implements interactions through whole-class, small group and cooperative learning activities	4 (100%)		
Subject Matter and Pedagogical Skill: The candidate has command of subject matter, uses theory-based approaches to teaching, plans and implements engaging lessons which reflect learner needs and clearly conceptualized learning outcomes. Lessons demonstrate effective use of materials and technology and use of formal and informal measures of assessment	4 (100%)		
Classroom Management: The candidate provides a safe, supportive learning environment and documents student learning and behavior.	4 (100%)		
Decision-Making and Reflective Qualities: The candidate demonstrates reflection on practice through the process of action research.	4 (100%)		
Standards-Based Instruction: The Candidate demonstrates achievement of Specialty Professional Association standards.	4 (100%)		

Total Documents Assessed: 4

Attachment C Action Research Project

Report Title: Action Research Project

Description: This data analysis is based on students' performance on their action research projects in Ay 2006-2007 and AY 2007-2008.

	Exceeding Expectations (3 pts)	Meeting Expectations (2 pts)	Acquiring Expectations (1 pts)
Educational Philosophy	4 (100%)		
Systematic Observations	3 (75%)	1 (25%)	
Exploring Interventions	3 (75%)	1 (25%)	
Plan for Pre/Post Measures	2 (50%)	2 (50%)	
Exploring Interventions	4 (100%)		
Describing Interventions	4 (100%)		
Reflecting on P-12 Impact			
Reflecting on Professional Development	4 (100%)		
Use of Literature	4 (100%)		
Professional Presentation	3 (75%)	1 (25%)	

Total Documents Assessed: 4

Attachment D

Report Title: Electronic Portfolio

Description: This data analysis is based on students' performance on the electronic portfolio in AY 2007-2008

	Exceeding Expectation (3 pts)	Meeting Expectation (2 pts)	Acquiring Skill (1 pts)
Professional Presentation	3 (100%)	0	
Quality of Reflection	3 (100%)	0	
Use of Artifacts	2(67%)	1 (33%)	
SPA and DCPS P-12 Standards Discussion	3 (100%)	0	
Organization and Writing Mechanics	3 (100%)	0	
EP Oral Presentation	3(100%)	0	

Total Documents Assessed: 4

Attachment E

Report Title: Action Research Project

Description: This data analysis is based on student's performance on the action research project in AY 2006-2007 and AY 2007-2008

	Exceeding Expectations (3 pts)	Meeting Expectations (2 pts)	Acquiring Expectations (1 pts)
Educational Philosophy	1 (100%)	0	
Systematic Observations	1 (100%)	0	
Exploring Interventions	1 (100%)	0	
Plan for Pre/Post Measures	1 (100%)	0	
Exploring Interventions	1 (100%)	0	
Describing Interventions	1 (100%)	0	
Reflecting on P-12 Impact	1 (100%)	0	
Reflecting on Professional Development	1 (100%)	0	
Use of Literature	0	1 (100%)	
Professional Presentation	0	1 (100%)	

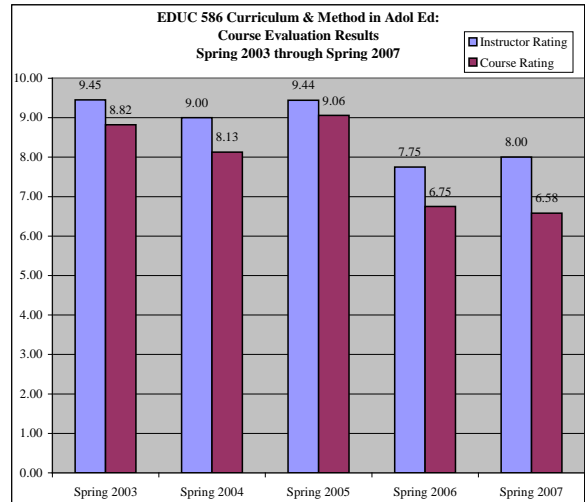
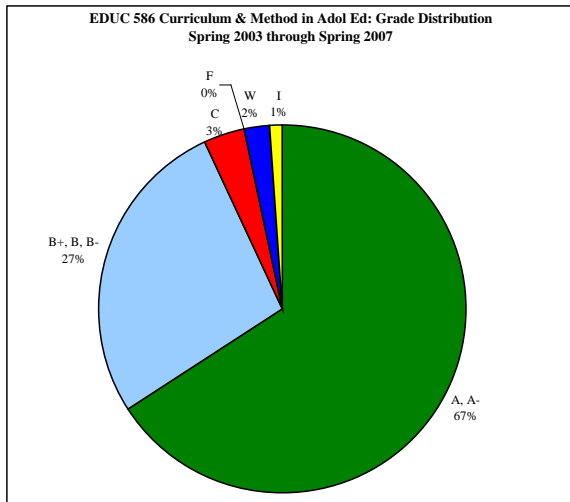
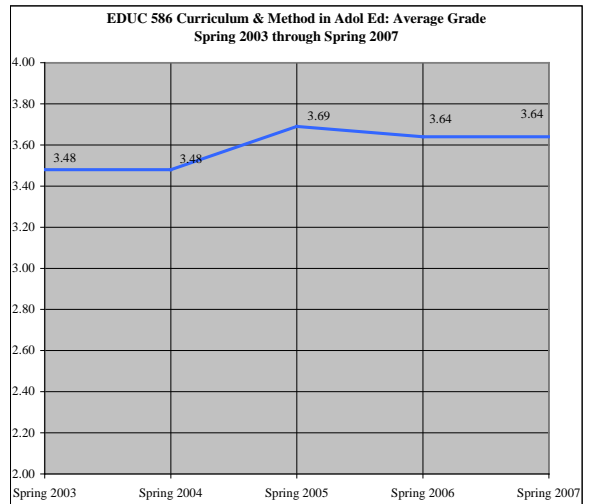
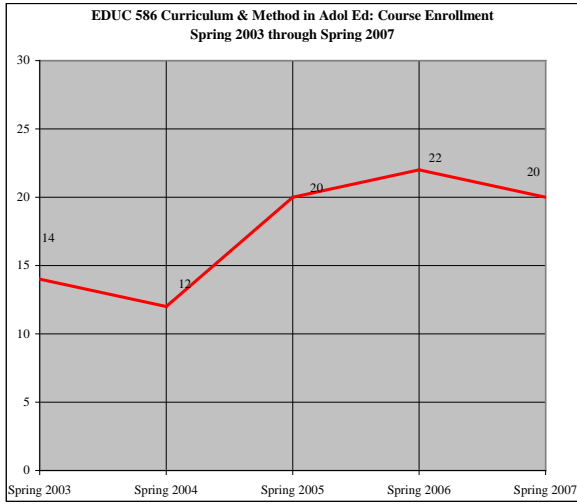
Total Documents Assessed: 1

Attachment F: Course Summary Data, EDUC 586

THE CATHOLIC UNIVERSITY OF AMERICA
Institutional Assessment

COURSE SUMMARY DATA: DEPARTMENT OF EDUCATION EDUC 586 Curriculum & Method in Adol Ed

Term	Course Enrollment	Course Grade		Course Grades						Course Evaluation Results					
		Avg.	StDev.	A, A-	B+, B, B-	C	F	W	I	Course Eval. #	%	Instructor Rating Avg.	StDev.	Course Rating Avg.	StDev.
Spring 2003	14	3.48	0.65	9	3	2				11	78.57%	9.45	0.93	8.82	1.25
Spring 2004	12	3.48	0.53	6	6					8	66.67%	9.00	0.93	8.13	1.13
Spring 2005	20	3.69	0.49	14	5			1		16	80.00%	9.44	0.81	9.06	1.06
Spring 2006	22	3.64	0.39	15	6			1		16	72.73%	7.75	2.18	6.75	2.35
Spring 2007	20	3.64	0.49	14	4	1			1	12	60.00%	8.00	1.91	6.58	2.39



Assessment Measures and Findings

Doctoral Program in Educational Psychology

Upon completion of the doctoral program in Educational Psychology, a student will:

1. Demonstrate the knowledge and skills necessary to act as a researcher, teacher, curriculum designer, or a methodological/statistical consultant within the professional community that includes higher education, government, the private sector, or a state educational agency.
2. Understand the need for and how to use the areas of cognitive science and research methodology to make principled decisions in her chosen area of professionalism.
3. Understand the importance of our departmental reflective framework and use it to guide and improve their professional practice.
4. Acquire the skills to conduct, interpret, and use research findings to improve their professional expertise and foster productive gains in the field of Educational Psychology.

Measures

1. To date, informal measures have been used by both the student's academic advisor and that student's chosen dissertation advisor. Starting this year, the faculty will begin a formal review procedure which includes an annual assessment of the following: (1) adequate academic progress, (2) dispositional readiness to produce a dissertation, (3) readiness to contribute positively to the field of Educational Psychology through publications, paper presentations, and attempts at generating research support. The faculty in the program will evaluate each student annually on the above three areas using the following rubrics: (a) Above Average Progress, (b) Satisfactory Progress, (c) Improvement Required, (d) Recommend Dismissal.
2. Comprehensive examinations are a significant assessment of student knowledge and skills. Students are expected to synthesize their coursework in order to respond to questions related to research methodology and specialty content in the area of cognitive science, particularly areas of academic content. The specialty questions demand knowledge of the traditions, methodologies, and theoretical underpinnings that will guide the student's work in a particular academic domain (e.g., reading comprehension, chemistry education). The rubrics for scoring the comprehensive examination are on a 1-5 scale, with 3 being the minimum score for passing.
3. The defense of a dissertation proposal provides the opportunity to assess a student's (1) research skills, (2) writing skills, (3) her ability to synthesize her knowledge base into a research study, and (4) her ability to become an independent scholar. The proposal defense process in the department has a long history of its rigor in allowing students to proceed with dissertations. The following rubrics are used to assess the performance on each of the areas: (a) Excellent (top 10%), (b) Above Average, (c) Satisfactory, (d) Unsatisfactory.

4. The final defense of a dissertation provides the evidence that the student has the knowledge and skills to become an educational researcher by the presentation of his/her scholarly contribution to the field of Educational Psychology. Currently, the University uses a Pass – Fail criterion to determine this outcome, with the general rule that 4 of 5 participants in the oral defense must vote in favor of the student’s performance.

5. To date the Educational Psychology program has only anecdotal data regarding our graduates’ performances. Our plan is to institute an annual review which will include the following types of information: (1) type of position held, (2) number of years in the position, (3) the graduate’s perception of his/her performance based on interviews or other types of evaluation by the supervisor., and(4) the presence or absence of qualified professional contributions to the field of Educational Psychology.

Available Data

The following tables represent data on our current and recent graduates. Table 1 is simply a breakdown of the number of students who enrolled in the Educational Psychology program during the 2003 – 2008 time period.

Year Enrolled	Number of Students
2003	7
2004	6
2005	2
2006	2
2007	1
2008	5

As is evident, 2003 and 2004 were years of large enrollments. Subsequently, we consciously decreased the sizes of our annual cohorts until this year (2008).

Table 2 presents a breakdown of these classes by student and by progress they have achieved to date.

Year Enrolled	Student	Current Status in the Program
2003	1	Final Oral Scheduled
	2	Dissertation in Progress and On Schedule
	3	Dissertation in Progress and On Schedule
	4	Dissertation in Progress and On Schedule
	5	Failed Comprehensive Exam

	6	Passed Comprehensive Exam Enrolled
	7	Passed Comprehensive Exam Not Enrolled
2004	1	Passed Comprehensive Exam Enrolled
	2	Final Oral Scheduled
	3	Dissertation in Progress and On Schedule
	4	Final Oral Scheduled
	5	Dissertation in Progress and On Schedule
	6	Status Unknown
2005	1	Withdrew from Program
	2	In Coursework
2006	1	In Coursework
	2	In Coursework
2007	1	Withdrew from Program
2008	1	In Coursework
	2	In Coursework
	3	In Coursework
	4	In Coursework
	5	In Coursework

The reason for presenting these data is to demonstrate the degree to which we have met our program goals and objectives to date. As of this writing, 8 students are in coursework and as such will be subject to new annual review procedures. Of the remaining 15 students, 1 failed Comprehensive exams and 2 additional students have voluntarily withdrawn from the University. The suggestion here is that our program is successfully using our measures (both formal and informal) to monitor our students, even though the outcomes for them has not been success. One student has passed all qualifying requirements, but is not currently enrolled and as such represents ABD status. One additional student's status is simply unknown.

But in general, we have 8 students actively in coursework, 2 final orals scheduled, and an additional 8 students on track to finish. Thus, the main conclusion to draw at this point is that the Educational Psychology program has some, but not all of its necessary assessment criteria in place. The data suggest that we are doing a really good job with our students, but we obviously can get better and more systematic, and we will be putting more systematic procedures in place this year.

Other performances of Current Students

We do not have a professional progress monitoring program yet in place, but our students have been quite helpful in providing us with up to date information about their current

activities. This final section reprints responses from several students, currently in good standing, and nearing program completion.

Student 1

PUBLICATIONS

Nagy-Rado, A. & XXX. (in progress). Improving implementation of professional development programs: A qualitative case study examination of teachers' motivational and cognitive processes.

Perencevich, K. & XXX. (in progress). Portrait of an engaging reading teacher.

PRESENTATIONS

XXX. (2008). *Resilience processes at an inner-urban public charter high school*. Presented in a paper session at the 2008 AERA Annual Meeting in New York, NY.

Perencevich, K. & XXX. (2007). *Literacy engagement: Teachers' engaging practices and students' responses*. Presented at the meeting of the National Reading Conference in Austin TX on 11/29/07.

HONORS & AWARDS

- Dissertation Research Award, American Psychological Association (2007, July). Division 15: Educational Psychology, \$1000.
- Participant in Dissertation Guidance Seminar at 2007 APA Convention, sponsored by Division 15: Educational Psychology.
- Presidential Scholarship, The Catholic University of America (2003-present). Full tuition for Ph.D. coursework.
- Richter's Travel Fellowship, Yale University (1998, June-August). \$3000.

RESEARCH EXPERIENCE

Dissertation: *Still I Rise: A Case Study of Resilience Processes at an Inner-Urban Public Charter High School* (in progress). Use qualitative case study methods (e.g., interviews, participant observations, examination of relevant artifacts) to explore and illuminate resilience processes in academic and social-emotional dimensions at an inner-urban public charter high school.

Graduate Research Assistant, Department of Education

The Catholic University of America

October 2006 – Present

Work with an assistant professor to research and write articles for publication, as well as to prepare presentations for various conferences. In this work, I have transcribed and coded interviews and observations related to Concept-Oriented Reading Instruction (a reading engagement program that originated at the University of Maryland), gathered relevant quotes and vignettes, analyzed quantitative observational data in SPSS, and helped to prepare and write articles for publication.

Graduate Research/Teaching Assistant, Department of Education

The Catholic University of America

August 2005 – September 2006

In addition to teaching duties and working to prepare for NCATE accreditation visit (described below), I worked with the Director of Teacher Education to research, edit, and write a literature review. I am now working with this same professor to prepare an article about cognitive and motivational aspects of professional development program implementation. For this article, I coded and analyzed teacher interview transcriptions, helped to organize and structure the article, and am presently collaborating with professor to write and edit the manuscript.

Graduate Research Assistant, Department of Education

The Catholic University of America

September 2004 – June 2005

Assisted with the creation and implementation of a collaborative professional development relationship between public charter schools in downtown Washington D.C. and Catholic University (funded by grant from U.S. Department of Education). The grant's aim was to increase the achievement level of schools in the community by building a professional development collaborative relationship between these schools and others in close proximity. These schools educate students from a broad range of ethnicities and socioeconomic backgrounds (i.e., 46% African American, 26% Latino, 54% low-income, 8% limited English proficiency). Worked to refine and deliver reading and math assessments to students, collaborated with school and university faculty members to build teaching and professional development strategies, and collected and analyzed project data using SPSS and qualitative methods.

Student 2

I used to be a member of AERA until 2007, but I run out budget and couldn't afford it. As publication goes, this is my only publication thus far:

Brown, C., Schuster, J. & XXX. (2008) Early intervention programs. In N. J. Salkind, & K. Rasmussen (Eds.) *Encyclopedia of Educational Psychology* (Vol. 1, pp. 301-307). Los Angeles, CA: Sage Publications.

Student 3

Posters

XXX. & Bunce, D.M. (2002). Changing the Classroom Behavior of Teachers through Partnership in Chemical Education Research. Poster presentation at 17th Biennial Conference on Chemical Education, Western Washington University, Bellingham, WA.

Iriarte-Gross, J., Boehmler, D., XXX., Jones, M.M., Bunce, D.M. (2006). Effect of ConcepTests and Use of Student Response Systems on Student Understanding and Achievement in General Chemistry. Poster presentation at 19th Biennial Conference in

Chemical Education, Purdue University, West Lafayette, IN.

XXX. & Bunce, D.M. (2008). Investigation of successful/unsuccessful student understanding of problem solving in Organic Chemistry. Poster presentation at 20th Biennial Conference on Chemical Education, Indiana University, Bloomington, IN.

Workshops/Presentations

Bunce, D.M. & XXX. (2002). Nuts & Bolts of Chemical Education Research: A practical guide to using surveys. Workshop at 17th Biennial Conference on Chemical Education, Western Washington University, Bellingham, WA.

XXX & Bunce, D.M. (2002) Survival guide to college chemistry. Presentation at 224th National Meeting of the American Chemical Society, Boston, MA.

XXX, Bunce, D.M., VandenPlas, J. (2004). Nuts & Bolts of Chemical Education Research: A primer of statistics for research. Workshop at 18th Biennial Conference on Chemical Education, Iowa State University, Ames, IA.

XXX, & Bunce, D.M., (2006). Nuts & Bolts of Chemical Education Research: Development and validation of survey instruments. Workshop at 19th Biennial Conference in Chemical Education, Purdue University, West Lafayette, IN.

Publications

Baker D.C.; Adah S.A.; XXX.; Deshpande P.P.; Gaines M.; Goncharenko M.P.; Kuai-lin S.; Tagliaferri F.; Victory S.F.; Shijia Y. (1996). Calanolides A and B. Synthesis, Activities, and Structure-Activity Relationships Among Congeners. *Antiviral Research*, 30(1), 40.

Bunce, D.M., VandenPlas, J.R., & XXX (2006). Comparing the effectiveness on student achievement of a student response system versus online WebCt quizzes. *Journal of Chemical Education*, 83(3), 488-493.

Bunce, D.M., XXX, VandenPlas, J.R. (2008). A theory-based evaluation of POGIL workshops: Providing a clearer picture of POGIL adoption. In R.S. Moog & J.N. Spencer, *Process-Oriented Guided Inquiry Learning (POGIL)* (1st ed., pp. 98-113). Washington, DC: American Chemical Society.

Technical Reports

Bunce, D. M., XXX., & VandenPlas, J. (June 2005). POGIL Evaluation Report Year 3.

Bunce, D. M., XXX., & VandenPlas, J. (June 2004). POGIL Evaluation Report Year 2.

Bunce, D. M., & XXX. (June 2003). POGIL Evaluation Report Year 1.

Scholarships/Honors/Awards/etc

Pi Gamma Mu Honor Society

Active membership in which Professional Organizations
American Chemical Society, Division of Chemical Education

Student 4

Regarding my current professional activities..

1. Developing a centralized information repository on minority AIDS initiative (MAI) funded programs sponsored by the Health Resources and Services Administration. This is a pilot project to first identify and test common measures for 12 regional AIDS education and training centers funded by HRSA. This repository is automated. I have developed the survey instrument to collect data from the centers, constructed the measures, constructed the database using a web-based application, perform analysis and prepare reports for the Federal agency. This information is then shared with Congress and Health and Human Services. I have piloted the measures on a subset of the MAI program which is the programs that target American Indian and Alaska Native healthcare providers and communities. This will be expanded to document work for three other MAI subset programs. I also manage a national work group of experts to support this project, write recommendations to the agency and have published/presented one poster this August at the Ryan White HIV/AIDS conference in Washington, DC.
2. I manage a staff of five researchers/evaluators to produce studies and publications on the work funded by the National Minority AIDS Education and Training Center (NMAETC). In this capacity I have just completed data collection in the Los Angeles County area for a survey developed in collaboration with Charles Drew College of medicine and 10 area HIV programs that serve women in Los Angeles. This has been a two year project where our instrument titled the Behavior Risk Factor survey (BRF) documents risk not predicted by the CDC risk factors for HIV but are influencing the disproportionate risk for HIV among African American and Latina women in the Los Angeles metropolitan area. Analysis is underway and a report is planned for February 2009.
3. I am also managing the development of a centralized web-based database and portal to collect all information (pre/post test instrument, program evaluation forms, 3 month and 9 month follow up data) for all training events performed by Howard University (NMAETC) and its seven subcontractor sites located at HBCUs, tribal colleges/universities, Hispanic Serving Institutions throughout the US.
4. I sit on the advisory committee for the National Evaluation Center which is a national program funded by HRSA to support the AETC Network. In this capacity I provide guidance and oversight on projects undertaken by the center.
5. I have just completed the development of two surveys for NMAETC one one provider feedback on the influence of stigma with their choice and level of involvement in HIV care particularly within communities of color. The second survey is to document

provider feedback on the status and desire to be involved in the process of HIV testing. Both surveys are administered nationally. The status with these tools are that pilot data and revisions are underway. I hope to have these ready as final by December.

6. I have written one data collector manual and an addendum to provide guidance for data collection requirements of NMAETC.

7. I provide training in collaboration with GW School of Public Health on logic model development and have developed an interactive training tool that was launched last week for the National Minority AIDS Council.

8. I am also a board member for an IRB and this board monitors the safety and efficacy for medical, medical device, some social science and other research projects. I sit as a non-scientist member. We meet weekly throughout the year. I have CITI certification for this position.

Curricular Improvement

While anecdotal, the above collection of student information demonstrates quite strongly that the program has students who are both active and moving forward toward the goals and measures of our doctoral program. It's particularly important to notice how active each of the 4 students is with respect to professional activities within Educational Psychology's purview.

As a program in Education, we definitely need to become more systematic in the collection of data. But to date, the available evidence suggests a viable, sound program, with basic assessments in place.

Graduate Programs in Catholic Educational Leadership and Policy Studies

The Department of Education collects and analyzes data from key assessments that measure student outcomes within the Masters Program in Catholic School Leadership, the Advanced Graduate Certificate, and the doctoral program in Catholic Educational Leadership and Policy Studies. In the previous five years (2003-2008) few students were admitted into the Catholic School Leadership program. A review of their student outcome data would compromise the student's identity and confidentiality. During that same period (2003-2008), no students were admitted into the Advanced Graduate Certificate program. These program numbers are too small to generate meaningful data for analysis. However, these programs remain active as potential cohort programs for the Archdiocese of Washington or other interested dioceses.

This report presents data on student assessment outcome measures obtained from the cohort of graduate students who were admitted to the Catholic Educational Leadership and Policy Studies doctoral program from 2003-2008. Following the presentation of data for each key assessment is a discussion of how data are used to improve student learning.

Student Assessment Outcome Measures

1. Course work: Grades in courses serve as the primary assessment of progress while students are still taking classes. No more than two grades of C are permitted. Key assessments for doctoral students are the letter grades received for papers in seminar courses and research courses.

During each summer session CELPS doctoral students meet with their advisor to review grade performance in their courses. Summary data on student performance is displayed in Table 1.

Table 1

Cohort	2003	2004	2005	2006	2007
EDUC 615	3.79	4.00	3.30		3.80
EDUC 633	3.56	3.59	2.90	3.74	3.48
EDUC 637	3.57	3.62	1.85	3.95	
EDUC 704	3.91	3.96	3.30	3.82	3.66
EDUC 707	3.76	3.67	1.93	3.74	
EDUC 712	3.73	3.78	1.93	3.46	3.80
EDUC 713	3.86	3.84	1.85	3.78	

EDUC 715	4.00	3.94	1.85	3.60	
EDUC 729	3.86	4.00			
EDUC 733	3.39	3.66	1.50	3.26	3.33
EDUC 751	4.00	4.00	4.00	4.00	
EDUC 792	3.77	3.57	2.10	3.87	
EDUC 828	3.96	4.00			
EDUC 850	4.00	4.00	4.00		
EDUC 860	3.86	4.00	3.30	3.84	3.90
EDUC 891	3.86	4.00	4.00		

2. Course Evaluations: At the end of each course, students complete an evaluation of the course and the teaching. The students rate the course and the instructor on a five-point scale. In addition, students provide feedback about the strengths and weaknesses of the course and make recommendations for improvement.

Course evaluations are used to determine whether students find courses effective and whether the appropriate knowledge is presented. Courses and course sequences have been modified from this feedback.

3. Annual assessment: The Catholic Educational Leadership Committee, consisting of key faculty members who teach in the program, assesses students following each year’s course work to determine their (a) academic progress and (b) commitment to the goals of Catholic education. The assessment is based on the students’ performance in courses and their understanding of the goals of Catholic education as evidenced in class discussions. The Committee evaluates each student annually on the above two areas using the following scale: (a) Above Average Progress, (b) Satisfactory Progress, (c) Improvement Needed. The Chair of the Department meets with students who receive an overall evaluation of “Improvement Needed” to discuss concerns and to develop remediation plans to improve their learning.

The CELPS program’s key faculty members assess students for academic progress at the end of each summer session to determine progress toward student learning goals. Faculty members discuss the progress of students, or lack thereof, and the

Table 2.

Cohort	2003	2004	2005	2006	2007
Initial	7	8	4	8	5
Active	7	5	1	6	4
Withdrawn	0	3	2	2	1
Failed	0	0	1	0	0
Passed Comps	7	5			
Admitted to Candidacy	7	5			
Defended Proposal	1				

4. Internship: Students must complete a supervised internship. Feedback from the supervisor concerning the student's performance constitutes the primary assessment for the internship. Feedback is also obtained from the student as to the quality of the experience and the student's satisfaction with it.

Administrative Internship (EDUC 729) experiences are often considered the most useful practical experience in the program. Students acquire insights into diocesan leadership and have the opportunity to develop an area of expertise. Often these areas of expertise generate into their specialty topic area for comprehensive examinations, and eventually for their dissertation research.

5. Comprehensive Examination: Master's and doctoral candidates complete a comprehensive examination that broadly represents the substantive content of the program. Doctoral candidates also answer a question that relates to their selected area of research for the dissertation. Each question in the exam is graded by two readers using a five-point scale from Well Above the Minimally Acceptable Performance to a Totally Inadequate Response. An overall average score of 3.0 is needed for passing the examination.

Doctoral comprehensive examinations are a capstone assessment for CELPS students. The faculty reviewed the comprehensive examination model which had been modified explicitly for this program. The review indicated that the model is working as planned and no modifications were made. Indeed, several aspects of it are being considered for incorporation into other doctoral programs in the department. See Table 3 for outcomes assessment display.

Table 3.

Cohort	2003	2004
Specialty	4.31	4.27
Total	4.10	4.04

MA students in Catholic School Leadership must also complete comprehensive exams. All MA students in the Catholic School Leadership program have successfully passed their comprehensive examinations.

6. Master's Thesis: Candidates for the Master's degree have the option of doing a thesis or completing two non-thesis papers that are directly related to their coursework. The thesis and the papers are evaluated by two readers who assign a grade of pass or fail based on the quality of the thesis or the papers.

Recent MA students in Catholic School Leadership have been successful in producing successful non-thesis papers.

7. Doctoral Dissertation: Ph.D. candidates complete a doctoral dissertation in accord with the University's requirements for dissertations. The student is guided by a committee of three faculty members during the development of the dissertation proposal, which is defended by the student before the committee plus two additional faculty members from the department. The grading of the proposal defense is Pass, Defer, or Fail depending upon the quality of the proposal and the defense. The formal defense of the completed dissertation is held before the student's committee plus two additional faculty members assigned by the dean's office. The grading of the formal defense is pass or fail, with at least four votes for passing being required to defend successfully.

No CELPS student has successfully defended their dissertation thus far. One student has successfully defended their proposal for research. See Table 2.

8. Conferral of the Degree or Graduate Certificate: For each student who enters the program, a record is kept as to whether the student successfully completes the program and receives the appropriate degree or certificate.

No conferral of degree or graduate certificate at this time.

9. Placement in Catholic Leadership Positions: Following graduation, job placements are noted with regard to whether graduates are employed in a position of Catholic educational leadership as a principal of a Catholic school, central office support, superintendent of Catholic schools, diocesan director of education, staff of the National Catholic Educational Association or the United States Conference of Catholic Bishops or other Catholic educational leadership positions.

No graduates of program.

10. Professional Writing and Presentations: Students' published articles and professional presentations at conferences are noted both during the students' program and following graduation.

Here is an example of a graduate student's presentations:



pub_prese.pdf

11. Employer Survey: Three years after graduating from the program and following employment as an administrator in a Diocesan Office or Catholic School, the graduate's supervisor evaluates his/her performance in the following areas: (a) managerial, academic, and spiritual leadership skills, (b) understanding and applications of the principles of Catholic education, and (c) overall competence as a Catholic school administrator using the following scale: (a) Excellent (top 10%), (b) Above Average, (c) Satisfactory, (d) Unsatisfactory.

No graduates of program.

IV. Use of Results to Improve Student Learning Graduate Programs in Catholic Educational Leadership and Policy Studies

1. Each faculty member who teaches in the program reviews the results of the Course Evaluations and, based on the feedback from students as well as the faculty members own assessment, makes appropriate modifications that are designed to improve student learning.
2. Following its annual review of students and their progress, the Catholic Educational Leadership Committee develops a remediation plan for those students whose evaluation is unsatisfactory.

Chair/Program Director subsequently has met one or more times with individual students to develop corrective action plans to remediate shortcomings. See Table 2.

3. Following its annual review of students, the Catholic Educational Leadership Committee reviews the course offerings and makes any required modifications that will advance student learning.

For example, the course in Diocesan Administration (EDUC 713) and another, Critical issues in Catholic Education (EDUC 707), were initially developed separately but now are conceived of and taught as an integrated 6 credit sequence. For example, student research papers in the first course are used as content for discussion in the second.

4. Based on feedback from supervisors and students in internship placements, the Catholic Educational Leadership Committee may make appropriate modifications in the type of experience and the location of future placements.

The university supervisor continues to make modifications to the implementation of the field based internship in order to provide students with the most useful experience.

5. Based on the results of the Comprehensive Examinations, the Catholic Educational Leadership Committee makes appropriate modifications in the content of future courses.

Following the two cohorts' comprehensive examinations, the program Director in conjunction with key faculty determined that it would be useful to begin dissertation seminars (EDUC 828 and EDUC 860) in the second year of the program. This arrangement allows students to more fully develop their specialty area in advance of comprehensive examinations.

6. Based on the success of students in completing dissertations, theses, non-thesis papers and graduating, the Catholic Educational Leadership Committee may make modifications in the criteria used for admission into the program.

The Director and key faculty continue to examine the dissertation process in order to better determine how to deliver Dissertation Guidance to students who reside long distances from the university. Dissertation Directors meet with faculty at Catholic conferences, the NCEA convention, and at other opportune times.

7. Based on the results of the Employer Survey, the Catholic Educational Leadership Program Committee makes appropriate modification in the program to enhance any knowledge and skills that are noted as deficient by supervisors.

No surveys have been distributed or collected thus far. It is the Director's intent to do so when graduates are placed in their leadership assignment.