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| **Mean of Candidate Performance on EDL 610: Case Study Part 2: School Profile**  **(4 point scale)** | | | | | | |
| 1-Unacceptable: Has not developed or used this skill  2-Emerging: Is beginning to incorporate this skill  3-Proficient: Uses this skill appropriately and competently  4-Accomplished: Uses this skill consistently with a high degree of competence and confidence | Semester | | | | | |
| Spring 2014  n=26 | Fall  2013  n=22 | Spring 2013  n=35 | Fall  2012  n=15 | Spring 2012  n=95 | Fall  2011  n=6 |
| **Technology:** Shows the ability to apply technology to enhance their professional practice and to increase their own productivity and that of others. | 3.885 | 3.273 | 3.229 | 4 | 3.926 | 3 |
| **School Profile:** The case study shows how data-based research strategies and strategic planning processes were used, and that there was a focus on student learning inform the development of a vision, drawing on relevant information sources such as demographic data, and an analysis of community needs. | 3 | 3.045 | 3.029 | 3 | 2.979 | 3 |
| Assesses school culture using multiple methods and implementation of context- appropriate strategies that identify the barriers to effective teaching and learning and capitalize on the diversity (e.g., population, language , disability, gender, race, socio-economic) of the school community to improve school programs and culture where employed. | 3 | 3.091 | 3.029 | 3 | 2.979 | 3 |
| Develops the school profile in order to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs. | 3.038 | 3.091 | 3.029 | 3 | 2.979 | 3 |
| Uses appropriate research strategies to profile student performances in a school and analyze students to promote an environment for improved student achievement. | 3 | 3.091 | 3.029 | 3 | 2.979 | 3 |
| **Communication:** Oral Presentation Skills: Speaks very clearly; makes and maintains eye contact with audience; keeps and maintains the attention of the audience. | 3.885 | 3.864 | 3.229 | 4 | 3.958 | 3 |
| **Written Skills:** Mature command of language and usage; variety of correct sentence patterns; effective transitions; consistent tense; excellent agreement; no spelling or punctuation errors. | 3.885 | 3.864 | 3.229 | 4 | 3.568 | 3 |

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| **Mean of Candidate Performance on EDL 612: Case Study Part 1**  **(4 point scale)** | | | | | | |
| 1-Unacceptable  2-Approaching Expectations  3-Meets Expectations  4-Exceeds expectations | Semester | | | | | |
| Spring 2014  n=31 | Fall  2013  n=23 | Spring 2013  n=30 | Fall  2012  n=26 | Spring 2012  n=95 | Fall  2011  n=9 |
| Developing a Vision | 2.968 | 3 | 2.933 | 3 | 3.063 | 3 |
| Communicating the Vision | 2.968 | 2.913 | 2.933 | 2.923 | 3.074 | 3.111 |
| Implementing the Vision | 3 | 2.957 | 2.933 | 2.962 | 3.032 | 3 |
| Monitoring the Vision | 3 | 2.957 | 2.933 | 2.962 | 3.095 | 3 |
| Sharing the Data | 3 | 2.913 | 2.733 | 2.769 | 2.947 | 2.889 |
| Philosophy Statement | 3 | 3.043 | 2.933 | 3.462 | 3.179 | 3 |
| References | 3 | 2.957 | 2.867 | 2.962 | 3.053 | 3 |
| Writing Skills - fluency, cohesiveness | 3 | 3.087 | 3.033 | 3 | 3.115 | 3.222 |
| Mechanics - spelling, punctuation | 2.968 | 3.043 | 2.767 | 2.962 | 3.053 | 3.444 |

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| **Mean of Candidate Performance on EDL 661: (Seminar II) Organizational Management and Legal Issues**  **(4 point scale)** | | | | | | |
| 1-Unacceptable: Has not developed or used this skill  2-Emerging: Is beginning to incorporate this skill  3-Proficient: Uses this skill appropriately and competently  4-Accomplished: Uses this skill consistently with a high degree of competence and confidence | Semester | | | | | |
| Spring 2014  n=20 | Fall  2013  n=13 | Spring 2013  n=25 | Fall  2012  n=38 | Spring 2012  n=57 | Fall  2011  n=57 |
| Description of policies and procedures for the chosen area(s) are detailed and demonstrates that the candidate has considered the area(s) from multiple perspectives (5.1, 5.2, 5.3, 6.1). | 3.4 | 3.846 | 3.64 | 4 | 3.93 | 3.877 |
| Analysis of the policies and procedures, from an organizational and legal standpoint, reflects a strong (5.1, 5.2, 5.3, 3.1, 3.2, 3.3). | 3.4 | 3.846 | 3.64 | 4 | 3.93 | 3.895 |
| Recommendations for change are feasible and would accomplish the goal of reducing the district's or school's potential for legal liability (6.3, 3.1, 3.2, 3.3). | 3.4 | 3.846 | 3.64 | 4 | 3.912 | 3.895 |
| Project presentation is organized, coherent, and illuminates the specifics of the project for other class members and faculty | 3.4 | 3.846 | 3.64 | 4 | 3.912 | 3.895 |
| Oral Presentation Skills: Speaks very clearly, makes and maintains eye contact with audience; uses appropriate language for the topic and audience. | 3.5 | 3.846 | 3.64 | 4 | 3.965 | 3.877 |
| Written Skills (Grammar and Spelling): Mature command of language and usage; variety of correct sentence patterns; effective transitions; consistent tense; excellent agreement; no spelling or punctuation errors. | 3.5 | 3.846 | 3.64 | 4 | 3.947 | 3.877 |

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| **Mean of Candidate Performance on EDL 662: Professional Development Plan**  **(4 point scale)** | | | | | | |
|  | Semester | | | | | |
| Spring 2014  n=18 | Fall  2013  n=13 | Spring 2013  n=63 | Fall  2012  n=44 | Spring 2012  n=41 | Fall  2011  n=32 |
| Introduction: Rationale ELCC 2.4 | 3.333 | 3.077 | 3.381 | 3.523 | 3.707 | 3.063 |
| Introduction: Literature Review ELCC 3.2 | 3.111 | 2.923 | 3.286 | 3.432 | 3.585 | 3.031 |
| Administrative Support: Support Structures ELCC 3.2, 3.1 | 3.389 | 3 | 3.381 | 3.432 | 3.659 | 3.031 |
| Professional Development Plan: Orientation ELCC 3.1, 2.1 | 3.278 | 3 | 3.365 | 3.432 | 3.634 | 3.156 |
| Professional Development Plan: Mentoring ELCC 3.2, 3.1, 1.3, 5.3 | 3.389 | 3 | 3.397 | 3.409 | 3.634 | 3 |
| Professional Growth Plan: Adult Learning ELCC 2.4 | 2.833 | 3.154 | 3.254 | 3.091 | 3.634 | 3.125 |
| Professional Growth Plan: Management Plan ELCC 3.1 | 3.389 | 3 | 3.349 | 3.432 | 3.585 | 3.063 |
| Instruction Plan ELCC 2.3, 4.1 | 3.389 | 3.077 | 3.429 | 3.591 | 3.683 | 3.094 |
| Writing/ Grammar Skills ELCC 1.4 | 3.556 | 3.308 | 3.651 | 3.591 | 3.878 | 3.625 |
| Power Point Presentation ELCC 2.2 | 3.5 | 3.231 | 3.587 | 3.568 | 3.585 | 3.25 |
| Oral Presentation Skills ELCC 1.5 | 3.556 | 3.615 | 3.698 | 3.523 | 3.878 | 3.5 |

1-Unacceptable: Presents poor reasoning for a p.d. plan for new teachers; includes info on only one or none of the following: the attrition rate of new teachers, the wasted time, talent, money.

2-Emerging: Presents acceptable reasoning for a p.d. plan for new teachers; includes info on two of the following: the attrition rate of new teachers, the wasted time, talent, money.

3-Proficient: Presents credible reasoning for a p.d. plan for new teachers; includes info on three of the following: the attrition rate of new teachers, the wasted time, talent, money.

4-Accomplished : Presents clear, compelling reasoning for a p.d. plan for new teachers; includes info on the attrition rate of new teachers as well as the wasted time, talent, money.

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| **Mean of Candidate Performance on EDL 663 (Seminar IV): Strategic Improvement Plan**  **(4 point scale)** | | | | | | |
| 1-Unacceptable: Has not developed or used this skill  2-Emerging: Is beginning to incorporate this skill  3-Proficient: Uses this skill appropriately and competently  4-Accomplished: Uses this skill consistently with a high degree of competence and confidence | Semester | | | | | |
| Spring 2014  n=15 | Fall  2013  n=25 | Spring 2013  n=84 | Fall  2012  n=0 | Spring 2012  n=52 | Fall  2011  n=38 |
| Organization and Planning: Locates the SIP and rubric; develops a team that involves families and plan meetings and topics using strategic, long-range, and operational planning; demonstrates effective, ethical, and equitable use of fiscal, human, and material resource allocation; conducts first meeting to align resources with the vision (3.2, 3.3, 4.1, 5.3) | 3 | 3.08 | 3.167 | 0 | 3.192 | 3.395 |
| Walk Through: Leads team in collaborative decision making; plains for technology use during or after the walk-through; focuses on effective organization and management of the team; focuses on effective use of fiscal, human, and/or material resources, giving priority to student learning, safety, and curriculum, and making recommendations that fully accommodates learners' diverse needs. (2.2, 2.4, 3.1, 5.1, 5.2, 5.3) | 3 | 3 | 3.214 | 0 | 3.212 | 3.395 |
| School Profile: Examines relevant data to inform the development of a vision; assesses school culture using multiple methods and context appropriate strategies; explains theories of best practices for student learning; understands the use of appropriate research strategies to promote an environment for improved student achievement; describes how economics, legal, and political systems shaped the school population.(1.2, 2.1, 2.3, 6.1) | 3 | 3.12 | 3.155 | 0 | 3.231 | 3.342 |
| Score the SIP: Collaborates with team member to score the SIP using the rubric (1.1, 1.3, 1.4, 2.2, 2.4, 3.1, 3.2) | 3.067 | 3 | 3.226 | 0 | 3.173 | 3.474 |
| Analysis of Plan: Analyzes the SIP with respect to the following: what does the SIP tell you about the culture of the school  what is the focus of the SIP  how is professional development viewed  how are components of effective teaching reflected in the plan  what impact with this plan have on teaching and learning (1.4, 2.1, 2.2, 2.4) | 3.067 | 3 | 3.155 | 0 | 3.077 | 3.395 |
| Action Plan: Prepares an action plan that addresses curriculum and teaching strategies; professional development; provisions for maintaining a culture conductive to learning, communicating the vision, making decisions in an ethical manner, and managing time and operations; and data-based strategies to monitor, evaluate, and revise the SIP with fairness and integrity. (1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 5.1, 5.2, 5.3) | 3 | 3.08 | 3.143 | 0 | 2.942 | 3.316 |
| Presentation and Evaluation: Leads the team in the communication plan; presents plan to principal and faculty; self-evaluates instructional leadership skills, and receives evaluations by team members. (1.4, 1.5, 4.1, 6.1) | 3 | 3 | 3.167 | 0 | 3.192 | 3.474 |

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| **Mean of Candidate Performance on EDL 664: Action Research**  **(4 point scale)** | | | | | | |
| 1-Unacceptable: Has not developed or used this skill  2-Emerging: Is beginning to incorporate this skill  3-Proficient: Uses this skill appropriately and competently  4-Accomplished: Uses this skill consistently with a high degree of competence and confidence | Semester | | | | | |
| Spring 2014  n=37 | Fall  2013  n=33 | Spring 2013  n=49 | Fall  2012  n=22 | Spring 2012  n=63 | Fall  2011  n=16 |
| Written Expression: Candidate uses appropriate writing conventions: Mature command of language and usage; variety of correct sentence structures; effective transitions; consistent tense; excellent agreement; no spelling or punctuation errors. | 3.784 | 3.909 | 3.878 | 3.864 | 3.667 | 3.625 |
| Introduction: Identify the purpose in relation to their studies in the field by citing essential relevant references. The purpose needs to be explained ethically and with integrity, and supported by educational theory (5.1, 5.2, 6.1a) | 3.946 | 3.97 | 3.878 | 3.773 | 3.619 | 3.563 |
| Review of Literature: Identify a fair representation of controversy in literature(4.2a, 5.2) | 3.514 | 3.576 | 3.612 | 3.591 | 3.27 | 3.313 |
| Sample: Analyze and describe the cultural diversity in a school community and community norms and values (2.1a, 6.1f, 6.1g) | 3.486 | 3.394 | 3.469 | 3.273 | 3.254 | 3.125 |
| Explain change efforts that have been tried in the past and how you will deal with people citing various theories of change and conflict resolution (6.1h) | 3.432 | 3.364 | 3.449 | 3.591 | 3.46 | 3.375 |
| Demonstrates an understanding of how to use appropriate research strategies to promote an environment for improved student achievement (2.3c) | 3.405 | 3.485 | 3.592 | 3.591 | 3.365 | 3.375 |
| Identify, clarify, and address the barriers to student learning (2.0) | 3.378 | 3.333 | 3.408 | 3.545 | 3.556 | 3.438 |
| In relation to your topic, explain how to design, implement , and evaluate activities (including technology) that apply principles of effective instruction (2.2a, 2.2b, 2.2c) | 3.568 | 3.303 | 3.306 | 3.364 | 3.381 | 3.5 |
| Explain an improved strategy for family involvement and community outreach that use community relations models and communications theory (4.1b, 4.1c, 4.1d, 4.1e) | 3.757 | 3.697 | 3.469 | 3.409 | 3.381 | 3.438 |
| Explain how active involvement within the community, including interactions with those of conflicting perspectives (4.2a) | 3.514 | 3.485 | 3.449 | 3.636 | 3.381 | 3.5 |
| Explain the use of adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel (2.4b) | 3.865 | 3.939 | 3.653 | 3.682 | 3.46 | 3.5 |
| Explain the use of appropriate assessment strategies and research methods to understand and lead programs that serve special education students and celebrate differences (4.2b, 4.2c, 4.2d) | 3.135 | 3.333 | 3.347 | 3.227 | 3.397 | 3.25 |
| Explain the ways to use school and public resources to encourage communities to provide new resources (4.1a, 4.3b, 4.3c) | 3.297 | 3.182 | 3.367 | 3.5 | 3.143 | 3.25 |
| Explain the involvement of staff in conducting operations (3.2a) | 3.811 | 3.848 | 3.612 | 3.727 | 3.556 | 3.625 |
| Provide ideas for funding this study (3.3b) | 3.402 | 3.242 | 3.449 | 3.5 | 3.175 | 3.188 |
| Explain how the policies, laws, legal and political systems have an effect on the school and community (6.1b, 6.1c, 6.1d, 6.1e) | 3.135 | 3.303 | 3.408 | 3.636 | 3.524 | 3.625 |
| Explain the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families (6.3b) | 3.189 | 3.364 | 3.449 | 3.636 | 3.476 | 3.438 |
| Advocate policies and programs that promote equitable learning opportunities (6.3c) | 3.865 | 3.97 | 3.694 | 3.682 | 3.524 | 3.563 |

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| **Mean of Candidate Performance on EDL 725: Internship Evaluation**  **(4 point scale)** | | | | | | |
| 1-Unacceptable: Has not developed or used this skill  2-Emerging: Is beginning to incorporate this skill  3-Proficient: Uses this skill appropriately and competently  4-Accomplished: Uses this skill consistently with a high degree of competence and confidence | Semester | | | | | |
| Spring 2014  n=29 | Fall  2013  n=55 | Spring 2013  n=19 | Fall  2012  n=18 | Spring 2012  n=58 | Fall  2011  n=28 |
| I. PROFESSIONAL CONDUCT Standards 1, 2, 3, 4, 5, 6  Conducts oneself as a professional in accordance with the Code of Professional Responsibility | 3.345 | 3.655 | 3.379 | 3 | 3.362 | 3.893 |
| I. PROFESSIONAL CONDUCT Standards 1, 2, 3, 4, 5, 6  Works collaboratively with colleagues in the school setting | 3.31 | 3.655 | 3.379 | 3 | 3.431 | 3.929 |
| I. PROFESSIONAL CONDUCT Standards 1, 2, 3, 4, 5, 6  Demonstrates dispositions critical to self, staff and students | 3.345 | 3.673 | 3.345 | 3 | 3.293 | 3.929 |
| II. SITE PERFORMANCE Standards 2, 3  Works to create a positive teaching and learning environment | 3.31 | 3.673 | 3.345 | 3 | 3.086 | 3.929 |
| II. SITE PERFORMANCE Standards 2, 3  Communicates and reinforces developmentally appropriate standards of behavior | 3.31 | 3.655 | 3.31 | 3 | 3 | 3.929 |
| II. SITE PERFORMANCE Standards 2, 3  Handles both routine and unplanned situations in an appropriate manner. | 3.31 | 3.655 | 3.31 | 3 | 3.155 | 3.929 |
| II. SITE PERFORMANCE Standards 2, 3  Displays empathy and sensitivity toward all staff members and students | 3.31 | 3.673 | 3.31 | 3 | 3 | 3.929 |
| III. INTERNSHIP REQUIREMENTS Standard 5  Demonstrates good oral and written communication skills. | 3.345 | 3.636 | 3.345 | 3 | 3.034 | 3.929 |
| III. INTERNSHIP REQUIREMENTS Standard 5  Requirements are completed in a timely manner. | 3.345 | 3.636 | 3.345 | 3 | 3.259 | 3.929 |
| III. INTERNSHIP REQUIREMENTS Standard 5  University attendance policy has been observed. | 3.31 | 3.636 | 3.31 | 3 | 3.259 | 3.929 |

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| **Mean of Candidate Performance on EDL Portfolio Defense Rubric**  **(4 point scale)** | | | | | | |
| 1-Unacceptable: Has not developed or used this skill  2-Emerging: Is beginning to incorporate this skill  3-Proficient: Uses this skill appropriately and competently  4-Accomplished: Uses this skill consistently with a high degree of competence and confidence | Semester | | | | | |
| Spring 2014  n=29 | Fall  2013  n=54 | Spring 2013  n-29 | Fall  2012  n=19 | Spring 2012  n=58 | Fall  2011  n=30 |
| Standards are appropriate and clearly articulate the knowledge, skills and dispositions STANDARDS | 3.345 | 3.667 | 3.414 | 3.105 | 3.069 | 3.033 |
| Information/Discussion is presented in a logical, interesting sequence which audience can follow ORGANIZATION | 3.345 | 3.648 | 3.414 | 3.105 | 3.086 | 3.333 |
| A clear demonstration of subject/ knowledge SUBJECT/KNOWLEDGE | 3.31 | 3.648 | 3.414 | 3.105 | 3.086 | 3.1 |
| Reflection provides connections between artifacts and knowledge , skills, and dispositions REFLECTION | 3.31 | 3.611 | 3.414 | 3.105 | 3.069 | 3 |
| Innovative use of graphics, sound, additional software, and internet resources | 3.31 | 3.574 | 3.414 | 3.105 | 3.086 | 3 |
| Written/Oral Skills (Grammar and Spelling) Mature command of language and usage; variety of correct sentence patterns; effective transitions; consistent tense; excellent agreement; no spelling or punctuation errors. | 3.276 | 3.685 | 3.414 | 3.105 | 3.069 | 3 |

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| **Mean of Candidate Performance on ETEC 615: Technology Studies**  **(4 point scale)** | | | | | | |
| 1-Unacceptable: Has not developed or used this skill  2-Emerging: Is beginning to incorporate this skill  3-Proficient: Uses this skill appropriately and competently  4-Accomplished: Uses this skill consistently with a high degree of competence and confidence | Semester | | | | | |
| Spring 2014  n=29 | Fall  2013  n=55 | Spring 2013  n=32 | Fall  2012  n=18 | Spring 2012  n=58 | Fall  2011  n=30 |
| Narrative accurately summarizes the five statements and connections | 3.793 | 3.8 | 4 | 3.778 | 3.862 | 3.833 |
| Statement/Artifacts document achievement of the SBESE Standards for School Principals , ISLLC, and ELCC Standards using ELCC as Framework | 3.793 | 3.8 | 4 | 3.722 | 3.862 | 3.833 |
| Proper use of type and size is consistency in design (alignment, contrast, proximity, repetition) | 3.414 | 3.8 | 4 | 3.778 | 3.862 | 3.833 |
| Use of technology reflect NETS\*A best practice | 3.862 | 3.8 | 4 | 3.778 | 3.862 | 3.833 |
| Alignment between NETS\*A and other standards demonstrate alignment | 3.828 | 3.782 | 4 | 3.778 | 3.862 | 3.833 |
| Written Skills (Grammar and Spelling) Mature command of language and usage; variety of correct sentence patterns; effective transitions; consistent tense; excellent agreement; no spelling or punctuation errors. | 3.828 | 3.855 | 4 | 3.778 | 3.862 | 3.833 |