

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**



**QUALITY ASSURANCE SYSTEM
HANDBOOK**

2020-2021

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

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I. College of Education Vision, Mission, Values

Vision: Changing Tomorrow Through Education Today

Mission: The mission of the College of Education is to prepare highly qualified professionals to serve as teachers, administrators, supervisors, counselors, and other professionals in educational settings, industry, and human service agencies.

Values:

- The College of Education values outstanding teaching and is dedicated to offering nationally accredited programs that are based on essential knowledge, sound practice, relevant research, and realistic clinical training in the preparation of its students.
- The College of Education is committed to providing diverse professional development opportunities at the baccalaureate, master's, educational specialist and doctoral degrees.
- The College of Education, through its leadership in teaching, service, research, recruitment, and international activities, prepares professionals who contribute substantially to the improvement of the lives of an increasing diverse group of individuals in our changing, technologically complex, and diverse society.

II. University, College, and Educator Preparation Provider (EPP) Organizational Structure

The organizational structure of Mississippi State University (MSU), the College of Education (COE), and the Educator Preparation Provider (EPP) are outlined below:

Organization of the University

MSU is organized into the following colleges:

- Bagley College of Engineering
- College of Agriculture and Life Sciences
- College of Architecture, Art, and Design
- College of Arts and Sciences
- College of Business
- College of Education
- College of Forest Resources
- College of Veterinary Medicine
- Meridian Campus

Each college is headed by a Dean who reports to the Provost/Executive Vice President.

Graduate programs are housed within the colleges and governed by the Office of the Graduate School.

Organization of the College of Education

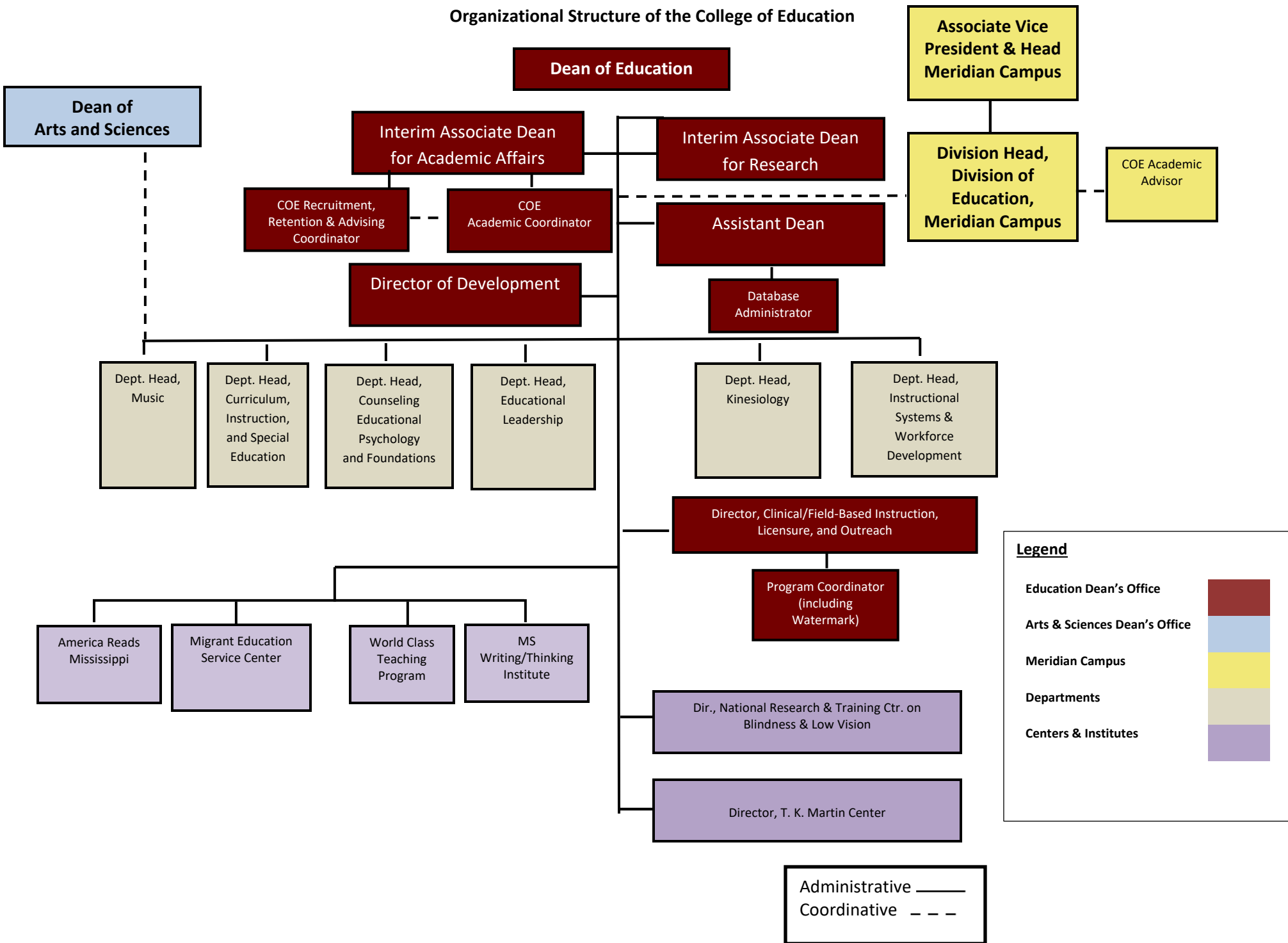
The COE is organized into the following departments and a division of education at the Meridian campus:

- Department of Counseling, Educational Psychology, and Foundations
- Department of Curriculum, Instruction, and Special Education
- Department of Educational Leadership
- Department of Instructional Systems and Workforce Development
- Department of Kinesiology
- Department of Music
- Division of Education (Meridian campus)

Each department on the Starkville campus is led by a Department Head who reports to the Dean. Two Interim Associate Deans and one Assistant Dean assist the Dean in the oversight of the COE and report to the Dean. The Meridian campus houses the Division of Education, which is headed by a Division Head who reports to the COE Dean and Associate Vice President & Head of the Meridian campus.

Graduate programs are offered within the departments and are overseen by graduate coordinators, who are members of the graduate faculty, and are governed by the Office of the Graduate School.

Organizational Structure of the College of Education



Legend

- Education Dean's Office
- Arts & Sciences Dean's Office
- Meridian Campus
- Departments
- Centers & Institutes

Organization of the EPP programs

Initial Licensure Programs

The EPP offers initial licensure programs within three of the academic departments. These initial licensure programs are as follows:

Department of Curriculum, Instruction, and Special Education

- Elementary Education
 - Early Childhood
 - Middle Grades
- Secondary Education
 - Biology Education
 - Chemistry Education
 - English Education
 - Mathematics Education
 - Physics Education
 - Social Studies Education
- Special Education
- Master of Arts in Teaching – Secondary
 - Biology, Physics, or Chemistry
 - Computer Science
 - English
 - Foreign Language - French, German, or Spanish
 - Mathematics
 - Physical Education (K-12)
 - Social Studies
- Master of Arts in Teaching Special Education (K-12)

Department of Kinesiology

- Kinesiology-Physical Education and Coaching (K-12)

Department of Music-Accredited through National Association of Schools of Music (NASM)

- Music Education
 - Instrumental
 - Voice

Advanced Licensure Programs

Within the EPP, Master's and Educational Specialist programs are offered. These advanced licensure programs are as follows:

Department of Educational Leadership

- Master of Science in Educational Leadership with concentration in School Administration
- Educational Specialist in Education with concentration in School Administration

III. College of Education Conceptual Framework

The faculty in the College of Education at Mississippi State University are committed to ensuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. Consequently, the faculty in the College of Education assist educational professionals in acquiring the necessary knowledge, skills, behaviors, and attitude to function competently and ethically; they also dedicate themselves to the continual improvement of all students' educational experiences.



The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences.

The visual symbol is a shield depicting a burning torch, a metaphor for the necessary knowledge, skills, behaviors, and attitudes of educational professionals and a globe, symbolizing the dedication of educational professionals to the improvement of **all** students' educational experiences. On the outside edges of the shield are the areas of study which constitute the components of the educative process and are essential underpinnings for development of knowledge, skills, behaviors and attitudes of educational professionals: (1) **General Studies** which constitute the university core curriculum, assist educational professionals in understanding themselves and the world around them and allow them to gain both a more integrated view of knowledge and an authentic view of life; (2) **Professional/Pedagogical Studies** encourage educational professionals to connect their knowledge of those areas of specialization to an understanding of how students or clients learn and think at various stages in their development; (3) **Content/Specialty Studies** enhance and build upon the general studies, allowing students opportunity to learn to think about how knowledge in their discipline can contribute to educating

productive educational professionals; **and** (4) **Field/Clinical Experiences** allow students the opportunity to participate in field/site-based experiences where they explore the issues involved in the setting and develop specific competencies through guided practice, both of which contribute to effective teaching/leadership and build reflective practice to help ensure that the necessary skills have been mastered. The Conceptual Framework delineates a set of proficiencies which include the desired outcomes for all students in the College of Education – see the **Conceptual Framework Program Outcomes** (CFPO's).

Contained within the shield are the words “knowledge,” “practice,” “reflection,” and “collaboration” identifying the essential characteristics of effective educational professionals. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

IV. Alignment with Professional and State Standards

Professional and state standards are at the center of the conceptual framework for all programs.

Initial Licensure Programs

Initial licensure programs have defined 12 program outcomes which must be met by all program completers. Each initial program outcome is aligned with the Interstate Teacher Assessment and Support Consortium (InTASC; 2013) standards that were adopted as the Mississippi standards for teacher education along with the standards of the Specialized Program Associations (SPAs) related to the various programs of study. The InTASC standards were divided into a set of required skills. These skills were cross-referenced with the standards derived from sources such as SPAs and Praxis Core and Praxis Subject Assessments. This resulted in the 12 Conceptual Framework Program Outcomes that are listed below.

The Teacher Education Initial Program Outcomes alignment with the InTASC Standards follows:

Conceptual Framework Initial Program Outcomes:

1. Professionalism: The knowledge, skills, and dispositions needed to become a professional and needed to help all students learn; the demonstration of responsible, ethical behavior, and good judgment. InTASC #9, 10
2. Differentiation and Individualization: The knowledge and understanding of human behavior and individual differences; the ability to adapt instruction/services to meet the needs of all students/clientele. InTASC #1, 2, 3
3. Knowledge of Content: The depth and breadth of understanding of both content and teaching strategies relevant to the discipline. InTASC #4, 8
4. Assessment/Evaluation: The basic skills of assessment and evaluation relevant to the major field of study; the ability to use assessments to improve teaching, learning, and performance. InTASC #6, 9
5. Communication Skills: The ability to use appropriate language, to speak and write with clarity, and to use standard English in writing and speaking; the demonstration of good listening and interpersonal skills. InTASC #3, 5, 8, 10
6. Social/Cultural Skills: The belief that all students can learn and the relevant social and cultural skills for working in diverse environments; tolerance, fairness, and culturally appropriate behavior. InTASC #3
7. Technology: The ability to infuse appropriate technology into professional practice. InTASC #5
8. Reflection: The ability to use self-reflection and problem-solving for improvement and personal and professional growth. InTASC #9
9. Collaboration: The ability to work cooperatively with peers/colleagues, parents, the community, and other entities. InTASC #10
10. Planning: The basic skills of planning instruction/services to meet the needs of diverse populations; the ability to design and implement effective strategies that positively impact student learning. InTASC #7
11. Managing: The basic skills of management in diverse settings. InTASC #3
12. Resourcefulness: The skills necessary to locate and use relevant resources at the local, state, regional, national, and international levels. InTASC #7

Advanced Licensure Programs

Fourteen program outcomes have been defined for advanced licensure programs which must be met by all program completers. The Conceptual Framework Advanced Program Outcomes were derived from the specific standards including SPAs. Each set of professional standards and indicators were cross-referenced and categorized resulting in the 14 Conceptual Framework Program Outcomes described below.

The Advanced Program Outcomes alignment with the InTASC indicators follows:

Conceptual Framework Advanced Program Outcomes:

1. Professionalism: Knowledge, skills, and dispositions needed to become a professional and needed to help all students learn; demonstration of responsible, ethical behavior, and good judgment. InTASC #9, 10
2. Diversity: Commitment to diversity and the ability to work with students of varied backgrounds and abilities groups. InTASC #1, 2, 3
3. Knowledge: Pursuit and demonstration of in-depth knowledge in the discipline. InTASC #4, 8
4. Assessment: Competency in curriculum/training evaluation and assessment in the discipline. InTASC #6, 9
5. Communication Skills: Ability to use appropriate language, to speak and write with clarity, and to use standard English in writing and speaking; demonstration of good listening and interpersonal skills. InTASC #3, 5, 8, 10
6. Social/Cultural Skills: Belief that all students can learn and the relevant social and cultural skills for a diverse educational environment; tolerant, fair, and culturally appropriate behavior. InTASC #3
7. Technology: Ability to infuse appropriate technology into professional practice. InTASC #5
8. Reflection: Use of self-reflection for improvement of student learning and personal and professional growth. InTASC #9
9. Collaboration: Genuine collaboration with all stakeholders (recipients) in the world of practice. InTASC #10
10. Inquiry and Problem-solving: Ability to demonstrate problem-solving skills in professional practice. InTASC #9
11. Pedagogy: Demonstration of competency in instruction/training in the discipline. InTASC #4, 8

12. Curriculum Development: Demonstration of competency in curriculum/training development in the discipline. InTASC #4, 8
13. Research: Ability to use research findings to enhance instruction/training and advance knowledge in the discipline. InTASC #7, 9
14. Issues/Trends: Awareness of issues, problems, and trends in the area of professional practice. InTASC #9

V. Quality Assurance System Roles and Assessment System

The COE (EPP) maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations. A description of its organization and assessment cycle are provided:

Roles of COE (EPP)

- The Teacher Education Council (TEC) aids in the design and review of curricula, requirements, and assessments related to undergraduate teacher education and school administration programs. Analyses of assessments, such as the Teacher Intern Assessment Instrument (TIAI) evaluations, exit surveys' results, disposition results, Praxis Subject tests, and Teacher Candidate Educational Experience Survey results are routinely shared with the TEC. The advice and recommendations of the TEC are carefully considered by the Dean, Associate Deans, Assistant Dean, Director of the Office of Clinical/Field-Based Instruction and Licensure (OCFBI), COE department heads, and faculty. The TEC includes P-12 teachers and administrators, alumni, College of Arts and Science faculty, and COE teacher education faculty and administrators. The Dean of the COE is the official designated head of the EPP and has the responsibility and authority to provide direction and leadership to the TEC. The TEC meets bi-annually in the fall and spring semesters.
- The COE Assessment Committee regularly engages in self-evaluation and assessment to improve operations and programs of the COE and coordinate the efforts for national accreditation and regional accreditation, SACSCOC. This involves regularly reviewing standards, developing and maintaining an integrated professional education core curriculum, developing a comprehensive program evaluation system, and regularly reviewing programs based on results of program reviews. The membership of this committee is comprised of representatives from the COE departments, the MSU Meridian campus, the Associate Dean, the Assistant Dean, the Director of the OCFBI, the Database Administrator, and Program Coordinators. Faculty members are appointed by department heads for each program area with input of the Dean, Assistant Dean, and Associate Dean. Members must hold the rank of tenure track assistant professor or above with the exceptions of the OCFBI Director and the Assistant Dean who are appointed to the Assessment Committee.
- The Barry F. Box Curriculum Council coordinates the curriculum review process for the COE to promote academic and professional excellence. The Box Council determines if proposed curricula and courses for undergraduate and graduate programs are within the scope of the stated mission and goals of the college, state, and university; and serves as the recommending body for the modification, addition, or deletion of courses and degree programs. Membership is comprised of elected faculty representatives from each COE academic department and one elected representative from the MSU Meridian Division of Education. Ex-Officio members include the Associate Dean and the Assistant Dean. The University Committee on Courses and Curricula (UCCC) is the central university body that monitors, reviews, and approves all course and degree program proposals submitted by the college curriculum councils such as Box Curriculum Council. If the curriculum

proposal involves graduate programs, it is then submitted the University's Graduate Council for review and approval. In summary, the University structure stipulates that any proposed curricula and courses originate with the department's program coordinator and then move through the following committees for review:

1. Department/program faculty
 2. College Curriculum Committee (Barry F. Box Council)
 3. Dean of College
 4. University Committee on Courses and Curricula (UCCC)
 5. Graduate Council (if proposal is an addition, modification, or deletion of a graduate program)
 6. Academic Deans Council (only if a question has been raised by member of the UCCC or Graduate Council)
 7. Board of Trustees of the Institutes of Higher Learning (new degree program proposal must be submitted to the Board)
- The COE Recruitment and Outreach Committee create plans and goals to recruit and support completion of quality students from a broad range of backgrounds and diverse populations and ensures that recruitment materials and presentations accurately represent the COE and University's practices and policies. The members serve as the liaisons representing their departments at recruitment and outreach functions including but not limited to: Scholars Day (s), Fall Preview Day (s), Spring Preview Day (s), Academic Insight, Phi Theta Kappa Scholar's Day, Honor's Orientation, Freshman Orientation, and Transfer Orientation. Membership is comprised of the Director of Clinical/Field-Based Instruction, Licensure and Outreach, Recruiting, Retention, and Advising Coordinator, Assistant Dean, and appointed representatives from COE departments/units, and an undergraduate student and a graduate student representative. Members of the Recruitment and Outreach Committee are appointed by the department heads.
 - The Office of Clinical/Field-Based Instruction, Licensure, and Outreach (OCFBI) serves as a resource for teacher candidates and works with the program coordinators, university supervisors, and classroom mentor teachers to manage partnerships with K-12 stakeholders, maintain and develop program clinical practices, and support teacher candidates in their clinical experiences. Additionally, OCFBI provides training to the faculty, university supervisors, and classroom mentor teachers to ensure validity and reliability.

Quality Assurance Assessment System and Graphic Diagram

MSU, including the EPP (COE), has a systematic and broad-based culture of quality assurance system in place. Annually, all programs are required to identify expected outcomes/goals, assess the extent to which they achieve these outcomes/goals, and provide evidence of improvement based upon the analysis of the results. The EPP's foundation for a broad-based assessment process is through the annual institutional effectiveness/assessment reports (IE reports). The annual assessment process begins in July and the cycle closes at the end of August. MSU follows a conceptual model for IE reports that consist of a four-column matrix: Expected Outcomes/Goals, Assessment Procedures/ Criteria, Assessment Results, and Use of Results.

Each academic program completes the process as follows:

- *Identify or Establish Outcomes/Goals:* Each fall, faculty involved in each educational program participate in the adoption and review expected outcomes/goals that include student learning as well as program outcomes that link directly to and are consistent with the appropriate goals such as the CFPOs, professional, and state standards. Faculty members of the academic programs develop student learning outcomes that state what a student should be able to think, know, or perform by the completion of the program.
- *Establish Criteria for Success:* Faculty along with stakeholders review criteria for success (benchmark) through valid and reliable assessments and evaluation measures and if needed update the assessments based upon the previous year's results. For each expected outcome, at least two assessments evaluate these outcomes and provides evidence of improvement based upon those results.
- *Assess performance against criteria:* Faculty along with stakeholders assess the candidates' performance against the criteria through collecting data systematically through Watermark/Taskstream and Canvas for summer, fall, and spring semesters.
- *Review Assessment Results:* Throughout the year, the academic program faculty, in conjunction with the Assistant Dean and Database Administrator, review and analyze assessment data to determine the strengths and areas for improvement of the educational programs. Program coordinators are charged with holding a data review meeting(s) with program faculty as well as with sharing data with external partners and gathering their feedback via established program advisory groups.
- *Use the Results to make program improvements:* Upon reviewing the data results, the program faculty use the results to make program improvements and these changes/improvements are documented in the IE Report which is submitted through TracDat annually.

The diagram below describes the process of the Quality Assurance System Assessment Cycle. This diagram is based on the foundation that:

- Assessment should be designed to support candidate learning,
- All faculty members should be involved,
- External stakeholders should be intentionally included in the assessment processes from co-construction to making data-informed decisions, and
- Assessment should be made relevant through integration into course and program activities.



VI. Use of Information Technologies for the Quality Assurance System

The EPP uses an electronic portfolio system, Watermark/Taskstream, an online assessment planning system TracDat, and two university supported web-based information systems, Banner and Canvas to maintain the majority of its data on candidates and the results of key assessments. Faculty members use Canvas and Watermark/Taskstream in their courses to post course information and to hold discussions with candidates. Watermark/Taskstream is used throughout the EPP to collect and analyze evidence of learning to deliver and collect key assignments and capstone projects; to gather candidate performance data by standard or program learning outcome; and to track completion of course and program requirements. Summary key assessment data reports are provided to all initial licensure and advanced licensure programs for review at the conclusion of each semester through the Dean's office and maintained on an internal server. Faculty members use Banner to obtain course enrollment information, and to post course grades. Through Banner, faculty members can view candidates' transcripts, ACT scores, schedules, profiles, and other information. Through the MyState portal, candidates can track their academic progress and grades. In addition, candidates are encouraged to use Banner to participate in the advisement process. Using Banner via degree audit system CAPP (curriculum, advising, and program planning), advisors and candidates are able to track progress to degree completion and to plan needed coursework each semester leading to completion of the program. Annual Institutional Effectiveness (IE) reports are submitted through TracDat which includes programs and student learning outcomes, assessments, and data results to document continuous improvement.

VII. Program Review and Accountability

The COE Dean's Office provides ongoing support for faculty members and department heads as they collect and report program-specific data for programs using the Specialized Professional Associations (SPAs), the Mississippi Department of Education (MDE) program review process, MDE annual reports, CAEP annual reports, and IE annual reports. Programs moving through the SPA review submit a report to the respective SPA three years prior to the CAEP Site Visit. The MDE program review process, as mandated in the *EPP Process and Performance Guidelines*, is also submitted three years prior to the CAEP visit.

VIII. Procedures for Data Collection, Analysis, and Use of Data for Continuous Improvement

The EPP is committed to annual data collection, analysis, and reporting of program data, and has developed an assessment reporting schedule (see **Appendix A-EPP Assessment Reporting Schedule**) to provide guidance in the delivery of findings to TEC and other stakeholder groups and to provide a public venue for these annual reporting measures on the COE Department's webpage: <https://www.educ.msstate.edu/accreditation/caep/>

Key assessments, which are housed in Watermark/Taskstream, are reviewed and scored by faculty, university supervisors, and classroom mentors each semester. The data from these key assessments, which are aggregated and disaggregated each semester, by the Dean's office and OCFBI are shared with faculty. The data are reviewed by faculty to identify areas of strengths

and areas in need of improvement for each program area. Praxis scores are disseminated through the Dean's office to program coordinators at the conclusion of the academic year.

The Assistant Dean and Database Administrator meet with program area faculty at the conclusion of the academic year to analyze data from the key assessments completed during the year. During these meetings, faculty members complete an IE Report on assessments and document improvements to the program based on the data.

Additionally, EPP-wide data are shared with faculty (internal stakeholders) and P-12 external stakeholders at the Teacher Education Council (TEC) biannually (once in the fall and once in the spring). The meetings may be based on an EPP-wide meeting structure with all faculty and P-12 stakeholders looking at the same data such as survey results, statewide Impact Report Cards, etc. or initial and advanced programs may break into smaller faculty groups to look at data specific to initial and advanced level preparation. The TEC and faculty analyze EPP-wide aggregated data and disaggregated program data to inform EPP-wide as well as program changes for continuous improvement.

IX. Procedures for Admission and Monitoring Candidates' Progress

Initial Licensure Programs

Phase I/II: Enrollment in the College of Education and Admission to Teacher Education

Phase I identifies candidates who have declared a major in a Teacher Education program prior to official admission into a specific Teacher Education program. This early identification allows the necessary counseling, screening, and advisement for candidates aspiring to become teachers. To enroll in the College of Education (COE), candidates must be admitted to Mississippi State University; meet with an assigned advisor in the College of Education to select a major within a department that has a basic teacher preparation program; and complete the Phase I Enrollment in the College of Education Form for Teacher Education Majors with a designated faculty advisor.

Phase II-Prior to Admission to Teacher Education, a teacher candidate must have:

- Completed a Phase II Admission to Teacher Education Form;
- Achieved a minimum 2.75 GPA on 44 hours of academic credit including the 36-hour University core and a minimum 2.5 overall GPA;
- Earned a grade of C or higher in the following university core courses (excluding developmental, remedial, or intermediate courses): English Composition I & II and Mathematics (College Algebra or a math higher than College Algebra);
- Presented a passing score on one of the following tests:
 - ACT – composite score of 21
 - SAT – minimum score of 1060 (must be taken before entrance into college)
 - Core Academic Skills for Educators (Praxis Core) – must pass all three sections; and,
 - 3.0 overall GPA in at least 60 hours at the time of admission to Phase II
- Submitted two completed recommendation forms from educators.

- Submitted verification of 40 hours of work experience with children and/or youth.; each work experience must be substantiated by a letter of verification from the organization where the candidate worked or volunteered;
- Submitted proof of professional liability insurance
- Submitted Preservice Licensure form via Canvas;
- Submitted a signed Teacher Education Professional Disposition form;
- Submitted confirmation of subscription for a Watermark/Taskstream account; and
- Completed a criminal background check.

The COE Phase II Form is submitted to the Dean’s office for approval. Once all admission requirements have been reviewed and verified, candidates are admitted to the teacher education program.

Phase III: Admission to the Internship in Teaching

A candidate seeks admittance to Phase III, the teaching internship, by submitting an Application for Admission to the Internship in Teaching to the Director of the OCFBI the semester prior to the internship semester. To be eligible for the internship, the candidate must have been admitted to Teacher Education and maintained an overall GPA of 2.5 or higher at the time of application. Candidates must document that they have taken the Praxis II (Subject) examination for their respective subject area and the Principles of Learning and Teaching (PLT), prior to the teaching internship semester. Passing scores on both examinations are required by the Mississippi Department of Education for a teacher’s license. Final eligibility is determined through individual candidate screening by the end of the semester prior to the internship semester. The candidate must also have achieved a minimum grade of C in all professional education, content major, and concentration courses which must be completed prior to the internship.

Candidates seeking an education degree and an educator license are expected to schedule the internship during the last semester of the senior year. As a general rule, graduate students seeking admission to teacher education and the internship are expected to meet the same requirements as undergraduate students prior to their internship experience. All candidate placements and other communications with school districts are directed by the OCFBI. OCFBI makes the final decision regarding all internship placements in collaboration with program faculty and P12 partners.

OCFBI staff members monitor progress of candidates throughout Phase III during their internship semester. Candidates are evaluated a minimum of eight times over the course of the semester by their classroom mentor teacher and an appointed university supervisor using the Teacher Intern Assessment Instrument.

During the first eight weeks of the internship, candidates are expected to meet proficiency benchmarks on assessments such as the Statewide Common Professional Dispositions (SCPD) instrument. Teacher candidates must earn a “C” or better in order to progress to the second placement (eight weeks) of internship.

During the second eight weeks of internship, candidates must again meet proficiency benchmarks on assessments such as the SCPD. Additionally, they are required to report and reflect on their effectiveness using the Impact on Student Learning assessment. Candidates must also earn a C or better in both placements of the internship as well as the classroom management class/seminar in order to successfully complete graduation requirements.

Phase IV: Exit Requirements

To be eligible for graduation, candidates in teacher education programs must have completed no more than half of their degree hours at a community college and satisfied residence requirements (at least last 25 percent of the degree), have a C or higher in all professional education courses and all courses in their majors and concentration areas, and have a 2.0 overall GPA at MSU.

At Phase IV, the Director of the OCBFI and the COE's Academic Coordinator examine each candidate's records to ensure all Curriculum, Advising, and Program Planning (CAPP) compliances have been met by each candidate.

Initial Licensure Program at Graduate Level-Master of Arts in Teaching-MAT (Secondary Education-MATS; Special Education-MATX)

Phase I: Admission in Graduate Program

Prior to admission to the MSU Graduate School for the Master of Arts in Teaching (either in Secondary Education-MATS or Special Education-MATX), a candidate must:

1. Submit undergraduate degree transcript providing evidence of a minimum grade point average (GPA) of a 2.75 or higher GPA on the last 60 hours of the Bachelor's degree;
2. Present a passing score on one of the following tests:
 - ACT – composite score of 21
 - SAT – minimum score of 1060 (must be taken before entrance into college)
 - Core Academic Skills for Educators (Praxis Core) – must pass all three sections;
3. Present a passing Praxis II Subject Content Area score for an acceptable area of study
4. Completed a criminal background check

Phase II: Application for a 3-Year, Non-Renewable License

Once admitted to the MAT graduate program, candidate must form a graduate advisory committee consisting of a major professor and a minimum of two committee members (greater than fifty percent must hold a graduate faculty appointment).

The candidate enters into licensure coursework leading to the *3-year, non-renewable educator license*. Once the candidate has successfully completed the courses listed below, the candidate is eligible for the 3-year non-renewable educator license.

- MATS: EDS 8243 Advanced Planning and Managing Learning; EPY 8473 Middle Level Assessment OR EDS 6403 Evaluation in Secondary Schools;
- MATX: EDX 6193 Advanced Planning for Special Education; EDX 6813 Introduction to Assessment Special Education; and EDX 8173 Special Education in the Regular Classroom

Phase III: Application for a 5-Year, Non-Renewable License

(Continuation of the MAT courses for the MAT degree leading to Graduation and "AA" licensure)

Upon receipt of the *3-year, non-renewable educator license* in the specific area, the candidate will apply for a teaching position in a public school in the state of Mississippi. At this point, the candidate must provide evidence of a teaching contract as a full-time teacher to the EPP to move into the Phase III. Once the candidate has successfully completed the courses listed below, the candidate is eligible for the *5-year renewable educator license*.

- MATS: EDS 8886 Dimensions I (6 hours Internship)
- MATX: EDX 8233 Special Education Internship I; EDX 6173 Introduction Contingency Management; EDX 8243 Special Education Internship II; EDX 8053 Fundamentals of Teaching Individuals with Emotional/ Behavioral Disorders

Phase III is **optional** for the candidate who is seeking to complete the MAT degree program (beyond standard licensure) and requires the successful completion of the courses listed below:

- MATS (seven additional courses): EDS 8103 Advanced Methodologies in Middle and Secondary Education; EDX 8173 Special Education in the Regular Classroom; EDS 8623 Principles of Effective Instruction; RDG 8653 Teaching Reading in the Secondary Schools; EDS 8613 Middle and Secondary School Curriculum; EDS 6633/6643/6653/6673 Secondary Methods of Teaching or FL 8693 Advanced Foreign Language Pedagogy or PE 6163 Principles and Methods of Secondary Health and Physical Education; and EDS 8896 Dimensions of Learning II
- MATX (4 additional courses): 8013 Fundamentals of Teaching Individuals with Intellectual and Developmental Disorders; EDX 8023 Fundamentals of Teaching Individuals with Learning Disabilities; and a math pedagogy course EDE 8163 Teaching Middle Level Mathematics or EDS 6633 Mathematics Education Pedagogy and a reading pedagogy course RDG 8113 Middle Level Literacy Instruction or RDG 8123 Supporting the Middle Level Literacy Learner, or RDG 8653 Teaching Reading in the Secondary Schools

Monitoring of Phase II and III for Initial Licensure program at Graduate Level-Master of Arts in Teaching-MAT

The graduate candidate must maintain a minimum of 3.0 and faculty members monitor progress of candidates throughout Phase II and Phase III. Graduate candidates are evaluated on key assessment components and dispositions by faculty members. When academic deficiencies include but are not limited to the following: GPA falls below 3.00 required by the University; Receives a third course grade lower than a B (one of these courses must be retaken and the graduate candidate must earn a grade of B or higher); or Fails to meet a departmental requirement, a graduate candidate is placed on academic probation if he or she falls short of these standards for satisfactory academic performance.

Specific information relative to retaking of courses or completing remedial work is established by the appropriate academic advisor, graduate committee, and Graduate Coordinator and is documented in written form. This remediation plan specifies a required date of completion. If the graduate candidate intends to pursue the academic appeal process relating to the reason for being placed on probation, he or she must do so during the first probationary semester. If, at the end of the probationary period, the graduate candidate has not met the requirements outlined in the remediation plan, she or he shall be dismissed.

A graduate candidate cannot take a comprehensive examination during the probationary period without prior approval from the Academic Dean.

Advanced Licensure Programs

Phase I: Admission in Graduate Program

Prior to admission to a master's graduate program in the College of Education (COE), Department of Educational Leadership, a candidate must have:

1. a minimum grade point average (GPA) of 3.00 on a 4.00 scale on the last half of the bachelor's degree;
2. letter of endorsement from current school administrator and two other letters of reference;
3. statement of purpose;
4. copy of valid teacher's license;
5. evidence of three years of teaching experience;
6. current résumé; and
7. interview.

Prior to admission to a specialist graduate program in the COE, a candidate must have a master's degree:

1. a minimum grade point average (GPA) of 3.00 on a 4.00 scale on master's degree;
2. letter of endorsement from current school administrator and two other letters of reference;
3. statement of purpose;
4. copy of valid teacher's license;
5. evidence of three years of teaching experience;
6. current résumé; and
7. interview.

Phase II: Monitoring Progress toward Program Completion

Once admitted to a graduate program, graduate candidates must form a graduate advisory committee consisting of a major professor and a minimum of two committee members (greater than 50% must hold a graduate faculty appointment).

The graduate candidate must develop, with his/her graduate committee, a program of study consisting of all graduate-level courses required for degree completion according to University-approved program requirements and outlined in the respective program description. Changes made to the graduate candidate's program of study must be approved by the entire committee; the approval should occur prior to the graduate candidate's registration in course(s), particularly if the course is a substitution for a required program course. The graduate candidate must maintain a minimum of 3.0 and faculty members monitor progress of graduate candidates throughout Phase II including internship semesters. Graduate candidates are evaluated on key assessment components and dispositions by faculty members.

When academic deficiencies include but are not limited to the following: GPA falls below 3.00 required by the University; Receives a third course grade lower than a B (one of these courses must be retaken and the graduate candidate must earn a grade of B or higher); or Fails to meet a departmental requirement, a graduate candidate is placed on academic probation if he or she falls short of these standards for satisfactory academic performance. Specific information relative to retaking of courses or completing remedial work is established by the appropriate academic

advisor, graduate committee, and Graduate Coordinator and is documented in written form. This remediation plan specifies a required date of completion. If the graduate candidate intends to pursue the academic appeal process relating to the reason for being placed on probation, he or she must do so during the first probationary semester. If, at the end of the probationary period, the graduate candidate has not met the requirements outlined in the remediation plan, she or he shall be dismissed.

A graduate candidate cannot take a comprehensive examination during the probationary period without prior approval from the Academic Dean.

A graduate candidate shall be dismissed from the University if one or more of the following conditions occur:

- He or she receives a second course grade of D or lower;
- He or she receives a fourth course grade of C or lower;
- He or she is found to be responsible for violating the Student Honor Code for a second time;
- He or she was placed on academic probation and failed to meet the requirements for release from probationary status;
- He or she failed a comprehensive examination or final thesis defense two times in pursuit of an academic degree, unless the academic program has a different requirement; or
- He or she falls short of any standards established by his or her academic unit, and the department recommends dismissal with approval of the Department Head and the Academic Dean.

A graduate candidate shall be dismissed by the Graduate School for failure to meet University requirements as stated above after the academic unit confirms that there are no extenuating circumstances. A graduate candidate can also be dismissed if the candidate's academic department recommends dismissal by submitting a Recommendation for Academic Dismissal form (a letter may be attached) from the Graduate Coordinator, approved by the Department Head and the Academic Dean, clearly stating the departmental requirements the candidate failed to meet.

Upon review and approval of the reason(s) for dismissal, an official academic dismissal letter from the Dean of the Graduate School is sent to the graduate candidate via email to the graduate candidate's MSU account. The letter informs the graduate candidate that any schedule of classes for the following semester(s) will be dropped, and the Graduate School places an academic dismissal hold on the graduate candidate's record to prevent further enrollment. The graduate candidate may refer to the *Graduate Catalog* for information regarding the appeals process (see Academic Dismissal Appeal Procedure). A graduate candidate who has been dismissed from a graduate program and has not been reinstated via the appeal process cannot apply for readmission into that program, except by meeting the conditions necessary to request Academic Amnesty.

Phase III: Program Completion

Graduate candidates must apply for and successfully complete comprehensive examinations at the end of coursework for their respective programs. The graduate candidate must complete all university and degree program requirements under which he/she began the program. A graduate candidate cannot graduate under any of the following circumstances.

1. A GPA lower than 3.00 for all courses attempted for graduate credit after admission to the degree program or
2. A grade of D or lower for any courses attempted for graduate credit after admission to the degree program or
3. A grade of I (Incomplete) on his/her transcript.

Grades of pass/fail are not awarded at MSU and cannot be transferred to MSU.

Phase IV: Post-Program Completion Follow-Up

Graduate candidates who have successfully completed a graduate program in the COE are required to complete an exit survey as follow-up to their program completion.

X. Fairness, Accuracy, Consistency, and Elimination of Bias

The EPP ensures that its key assessments are aligned with the unit's conceptual framework, and that the InTASC, CAEP, and SPA standards are reflected in syllabi and key assessments where applicable. The EPP faculty use a standard template to create syllabi for all their courses. This template includes a clear description of performance expectations and grading policy and includes all sets of standards appropriate for that particular course to clarify course requirements and operations.

Program and curriculum changes must be submitted for approval and follow established procedures. These changes or modifications are submitted by program level faculty to department level faculty to college level faculty (Box Council) and then to the university level faculty (University Committee on Courses and Curricula). Program and curriculum changes to teacher education programs must also be approved the Mississippi Department of Education. A main purpose of these procedures is ensure that the changes maintain fairness, accuracy, consistency, and the elimination of bias.

Initial program candidates are informed of requirements in the education program when they meet with their advisors and before they submit their application for admission to the program. Orientations are provided for candidates regarding the requirements, policies, and procedures for programs and field experiences and clinical practice, and individual and group advising sessions are held. Advanced program candidates are informed of the requirements in orientation sessions designed to explain procedures for program matriculation. Information about the conceptual framework, dispositions, and program requirements is available on the COE's website and is also discussed with the candidates by their advisors and course instructors.

New or revised assessments including rubrics are piloted and faculty and candidates (as well as other stakeholders) are given opportunities for feedback with modifications to occur if applicable. Thus, candidates know on what they will be assessed, what is expected of them, and the level of proficiency associated with each scoring decision. The level of proficiency should meet the following criteria:

- 80% of the candidates meet expectation or higher on the items included in the content of the scoring guide
- The mean is at least 2.00 on a (0 to 3) Likert scale or 3.00 on (1 to 4) Likert scale

Program coordinators discuss candidate performance data with faculty members teaching courses in which programmatic key assessments are given focusing on candidates' academic performance. If assessment instruments seem to have deficiencies in measuring candidate knowledge, skills, or dispositions, program coordinators revise the assignment or scoring guide based on data with faculty.

Validity and Reliability

Proprietary Assessments

In the case of proprietary assessments for *initial and advanced* programs (e.g., Praxis Content Knowledge, Principles of Learning and Teaching, Foundations of Reading, School Leaders Licensure Assessment), the applicable validity and reliability analysis were conducted by the organizations offering the instrument.

For *initial programs*, the Educator Preparation Provider Collaborative Committee (EPPCC) which is comprised of field directors, assessment coordinators, and upper-level administrators from Mississippi Institutes of Higher Learning both public and private throughout the state of Mississippi worked on the establishment of statewide common assessments. Initially, the group considered the current *Teacher Intern Assessment Instrument (TIAI)* and then developed *Statewide Common Professional Dispositions (SCPD)* which were both implemented in fall 2018 at the EPP. The current *Impact on Student Learning* was an EPP-Created Assessment and was used as foundation to the newly developed EPPCC statewide Impact on Student Learning (IoSL) which is being piloted in spring 2021 at the EPP.

The directions of the assignment or instrument were reviewed item by item and if needed the item was revised to make it clearer, more easily assessable, and align to CAEP standards. Once finalized, EPPCC committee members shared the instrument with their faculty, mentor teachers, and university supervisors. The EPPCC members considered all feedback and further revised the instrument. The newly revised statewide common assessments, TIAI, SCPD, and IoSL were based on 10 standards developed by the Interstate New Teacher Assessment and Support Consortium (InTASC), CAEP Standards, and the Teacher Growth Rubric (TGR) used in Mississippi public P-12 schools and Statewide Common Professional Dispositions references to the Mississippi Code of Ethics.

In validating the revised or newly developed assessment instruments, the EPPCC used the Lawshe Content Validity Ratio (CVR) and the calculated the CVR. The Lawshe CVR for the TIAI is 0.778, the SCPD is 0.940, and IoSL is 0.764.

To ensure reliability for the statewide instruments, inter-rater reliability was established. The percentage of absolute agreement was selected to determine the interrater agreement among raters scoring students' responses on the TIAI, SCPD, and IoSL. The overall agreement ratings provide an indication of how reliable the assessment is for making decisions regarding students' performance. The percentage of interrater absolute agreement is calculated by the number of times raters agreed on a rating, divided by the total number of ratings (Graham et. al., 2012). The concept recognizes how often raters agree on the exact rating and is considered the best measure to use when many rates receive the same rating. Various experts recommend that when using percentage of absolute agreement, values from 75% to 90% demonstrate an acceptable level of agreement (Graham et. al., 2012).

The Office of Clinical/Field-Based Instruction, Licensure, and Outreach (OCBFI) provided multiple trainings for the USs at both campuses to ensure inter-rater reliability in December 2018 and June 2019 after the Fall 2018 pilot.

The overall interrater absolute agreement for the TIAI was 0.74 (74%) and SCPD was 0.86 (86%) using five raters as expert panelists. To ensure interrater absolute agreement value of at least 80%, all CMTs, USs, and teacher candidates now complete the statewide Mississippi Common Assessment Training. <http://training.education.olemiss.edu/> The online training consists of a Prezi presentation that uses narrative, examples, and video to explain the expectations of each indicator of the instruments. The professional development training was designed such that each stakeholder must meet 80% on each domain/assessment before a certificate is issued to show adequate understanding of the TIAI, Statewide Common Professional Dispositions, and Impact on Student Learning. The statewide training is used by the Mississippi Institutes of Higher Learning both public and private. As part of the continuous improvement of this process to ensure that every US and CMT are appropriately trained for administering the statewide common assessment instruments, all USs and CMTs must now complete a Confirmation of Training Form in Watermark, an electronic data management e-portfolio system, to document completion of the online statewide training. Teacher candidates must upload their Certificate of Completion that was received after participating in the online statewide training. The Program Coordinator within the EPP's OCFBI runs report(s) to track and document that all USs, CMTs, and teacher candidates have completed the online training.

Initial Programs-Statewide Proprietary Completer and Employer Surveys

In 2016, statewide Completer and Employer web surveys, "*Completer Survey-Graduates of an Educator Preparation Program in Mississippi*" and "*Principal Survey-First & Third Year Teachers in Mississippi,*" were developed by the Mississippi Association of Colleges for Teacher Education (MACTE) members. MACTE is a statewide organization and its members (deans and appointed representative) include the departments and schools of Mississippi's regionally accredited colleges and universities engaged in the preparation of professional school personnel. As a consortium of teacher education schools, MACTE is vitally interested in the support and enhancement of all aspects of education in Mississippi. Its members work

cooperatively within the organization, as well as with the Mississippi Department of Education and other statewide education groups.

The survey questions are based on the 4 InTASC Domains: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. The survey consists of 18 Likert scale questions with responses ranging from Strongly Agree, Agree, Disagree, to Strongly Disagree. The first nine questions ask demographic type questions as well as questions regarding their employment. There is also an additional question at the end to provide an opportunity for open-ended responses relating to program strengths and weaknesses.

An Associate Professor of Educational Research at the University of Southern Mississippi provided reliability and validity evidence of the surveys. Cronbach's alpha was used to measure the reliability and provide evidence that the items were related to each other. Cronbach's alpha values above .70 are considered to show adequate internal consistency. Within these surveys, Cronbach's alpha for each factor, showed all alphas above .86, indicating high reliability. A confirmatory factor analysis (CFA) was conducted to assess validity. CFA uses fit statistics to determine how good the match is between the proposed model and actual data. The three fit statistics used were the CFI, TLI, and RMSEA. For the CFI and TLI, values above .90 are considered adequate and above .95 good. For the RMSEA, values below .05 are considered good, below .08 adequate, and above .10 not adequate.

For the completers, the CFI was .94, the TLI was .92, and the RMSEA was .095 (90% CI, .090 - .101). For the principals, the CFI was .96, the TLI was .94, and the RMSEA was .082 (90% CI, .075 - .089).

CFA also produces factor loadings, which are in essence the correlation of the item to its factor. Loadings above .60 are considered strong. For the completers, all showed at or above .80 with the exception of one at .73 indicating very strong loading. For the principals, all showed at or above .80 indicating very strong loading.

The chi-square difference test was used where the chi-square value of the alternative model is compared to the proposed model. The four-factor model fit significantly better than the one factor model.

To ensure competency at completion of the program, the EPP deployed the same proprietary Completer survey as the "*Teacher Candidate Educational Experience Survey*" to the teacher candidates at the conclusion of their internship to assess their content knowledge, foundational pedagogical skills, and technology integration in the fields. The same 18 questions were listed in addition to two overall rated questions regarding the experience with the OCFBI that conducts the internships, and the teacher candidate's overall satisfaction of the educational experience. Also, six open ended questions were asked:

- What was most beneficial from their MSU educational experience?
- Prior to internship, what was an area of your educational experience that needed improvement?

- Within your internship experience, what was an area that was most beneficial?
- Within your internship experience, what was an area that needed improvement?
- Provide suggestions that you believe would enhance the internship experience to be more beneficial to future interns.
- Please share any other comments/suggestion below.

Advanced Programs-Statewide Proprietary Completer and Employer Surveys

A pre-existing survey first piloted by two Mississippi institutions was utilized to assess the preparation of completers and employers of advanced programs. The EPPCC reviewed the pilot survey and some of the survey items were amended to best align with CAEP standards A.1.1. and/or A.2.2 and A.4. The EPPCC then adopted the two completer and employers surveys as statewide proprietary surveys, “*Graduates of Advanced Programs Completer Survey*,” and *Employers of Graduates of Advanced Programs Survey*

The *Graduates of Advanced Programs Completer Survey* consists of 10 statements, each designed to measure completers’ perceptions of the preparation they received in either the Master of Science or the Educational Specialist degrees with concentrations offered in School Administration. Each statement is accompanied by a response set of Strongly Satisfied (4), Satisfied (3), Dissatisfied (2), and Strongly Dissatisfied (1). The *Employers of Graduates of Advanced Programs Survey* consists of eleven statements, each designed to measure employers’ ratings of their level of satisfaction with the preparation their educators who had completed an advanced degree in the area of School Administration received. Each statement is accompanied by a response set of Strongly Satisfied (4), Satisfied (3), Dissatisfied (2), and Strongly Dissatisfied (1).

A faculty member in the Department of Educational Leadership at MSU provided reliability and validity evidence of the surveys. Cronbach’s alpha was used to measure the reliability and provide evidence that the items were related to each other. Cronbach’s alpha reliability coefficient ranges between 0 and 1; as the coefficient nears 1.0, it signals greater internal consistency of items. Cronbach’s alpha values of over .9 are considered to be excellent (George & Mallery, 2003). Cronbach’s alpha for the reliability of the ten items included in the *Completers of Advanced Programs Survey* equated to .952, while the reliability of the eleven items included in the *Employers of Graduates of Advanced Programs Survey* equated to .972. Both reliability coefficients signal that the internal consistency of the surveys is excellent.

The following is a summary table of the validity and reliability calculations on the *Initial and Advanced Programs Proprietary Assessments*:

Program	Assessment	Validity	Reliability
Initial	ETS Principles of Learning and Teaching (PLT)	ETS Technical Manual for The Praxis Series® & Related Assessments (2018) located at https://www.ets.org/s/praxis/pdf/technical_manual.pdf	ETS Technical Manual for The Praxis Series® & Related Assessments (2018) located at https://www.ets.org/s/praxis/pdf/technical_manual.pdf
Initial	ETS Praxis II (Subject)	ETS Technical Manual for The Praxis Series® & Related Assessments (2018) located at https://www.ets.org/s/praxis/pdf/technical_manual.pdf	ETS Technical Manual for The Praxis Series® & Related Assessments (2018) located at https://www.ets.org/s/praxis/pdf/technical_manual.pdf
Initial	Teacher Intern Assessment Instrument	Content Validity (Lawshe's Method); CVR= 0.778	Absolute Interrater Reliability Agreement = 0.74 (74%) 5 Raters
Initial	Statewide Common Professional Dispositions	Content Validity (Lawshe's Method); CVR= 0.940	Absolute Interrater Reliability Agreement = 0.86 (86%) 5 Raters
Initial	Completer Survey- Graduates of an Educator Preparation Program in Mississippi	Confirmatory factor analysis (CFA) was conducted to assess validity. The three fit statistics used were the CFI, TLI, and RMSEA. The CFI was .94, the TLI was .92, and the RMSEA was .095 (90% CI, .090 - .101). CFA also produces factor loadings, which are in essence the correlation of the item to its factor. All showed at or above .80 with the exception of one at .73 indicating very strong loading.	Cronbach's alpha was used to measure the reliability. Cronbach's alpha for each factor, showed all alphas above .86, indicating high reliability.
Initial	Principal Survey-First & Third Year Teachers in Mississippi	Confirmatory factor analysis (CFA) was conducted to assess validity. The three fit statistics used were the CFI, TLI, and RMSEA. The CFI was .96, the TLI was .94, and the RMSEA was .082 (90% CI, .075 - .089). CFA also produces factor loadings, which are in essence the correlation of the item to its factor. All showed at or above .80 indicating very strong loading.	Cronbach's alpha was used to measure the reliability. Cronbach's alpha for each factor, showed all alphas above .86, indicating high reliability.
Initial	Teacher Candidate Educational Experience Survey	Confirmatory factor analysis (CFA) was conducted to assess validity. The three fit statistics used were the CFI, TLI, and RMSEA. The CFI was .94, the TLI was .92, and the RMSEA was .095 (90% CI, .090 - .101). CFA also produces factor loadings, which are in essence the correlation of the item to its	Cronbach's alpha was used to measure the reliability. Cronbach's alpha for each factor, showed all alphas above .86, indicating high reliability.

		factor. All showed at or above .80 with the exception of one at .73 indicating very strong loading.	
Advanced	School Leader Licensure Assessment	ETS Technical Manual for The Praxis Series® & Related Assessments (2018) located at https://www.ets.org/s/praxis/pdf/technical_manual.pdf	ETS Technical Manual for The Praxis Series® & Related Assessments (2018) located at https://www.ets.org/s/praxis/pdf/technical_manual.pdf
Advanced	Graduates of Advanced Programs Completer Survey	Content validity established using Lawshe's Method. Current pilot used factor analysis.	Cronbach's alpha was used to measure the reliability. Cronbach's alpha for each factor, showed all alphas above .952 indicating high reliability
Advanced	Employers of Graduates of Advanced Programs Survey	Content validity established using Lawshe's Method. Current pilot used factor analysis.	Cronbach's alpha was used to measure the reliability. Cronbach's alpha for each factor, showed all alphas above .972 indicating high reliability

EPP-Created Assessments

Assignment directions and rubrics were reviewed by subject matter experts including instructional faculty, university supervisors, and administrators to affirm the knowledge and/or skills that will be assessed and the appropriateness of the assignment. Content validity is assured through the close alignment of the assessment elements with the standards. The EPP has conducted Lawshe CVR scores and inter-rater reliability analysis for each of the assessments.

For the *initial programs*, a panel of experts consisting of fourteen university supervisors participated in the evaluation of the EPP-Created Assessment Impact on Student Learning (IoSL). During the evaluation session, the panel members reviewed Lawshe's method for assessing content validity. Sample items were presented and discussed for agreement by the panelists using "essential," "useful but not essential," or "not necessary." Lawshe CVR was 0.92. A subgroup of three from the fourteen panel of experts participated in a separate training for interrater reliability of the IoSL. During training, a sample of student work items were presented and scored for agreement by the panelists. Raters discussed the instances and any problems scoring the rates or applying the corresponding rubrics. Raters discussed how evidence may be easier to evaluate. Following the training session, panelists were provided with the documents and instructions for scoring samples of students' work using the rubric. Responses from all panelists were entered into an Excel worksheet and the interrater absolute agreements were computed for each item as well as the overall scores. The percentage of absolute agreement was selected to determine the interrater agreement among three raters scoring students' responses on instrument. The overall agreement ratings provide an indication of how reliable the assessment is for making decisions regarding students' performance. The overall interrater absolute agreement for the IoSL was 0.93 (93%).

For the *advanced programs*, a panel of experts consisting of seven professors in educational leadership participated in the evaluation six EPP-Created Assessments beginning with a presentation and a training session. The panel members included professors at all ranks. During the training session, the panel members reviewed Lawshe's method for assessing content validity. Sample items were presented and discussed for agreement by the panelists using "essential," "useful but not essential," or "not necessary." Following the training session, panelists were provided with the documents and instructions for rating the items included on the instrument. Responses from all panelists were entered into an Excel worksheet and the number indicating "essential" for each item was determined on the instrument. The content validity ratio (CVR) was used to determine the validity of the individual items on instrument rated by the panel of content experts. Researchers refer to the CVI as the mean CVR for all the items included in an instrument.

Interrater reliability indices assess the extent to which raters consistently distinguish between different responses (Rivadeneira, 2017). The same panel of experts consisting of seven professors in educational leadership participated in the interrater evaluation beginning with a training session. The panel members included professors at all ranks. During the training session, the panel members reviewed three common indexes of inter-rater agreement: the percentage of absolute agreement, Cohen's kappa, and the intra-class correlation coefficient (ICC). All three indexes have scores that range from 0 to 1 where 1 indicates perfect agreement and 0 indicates no agreement. The percentage of absolute agreement was selected to determine the interrater agreement among raters scoring students' responses on instrument. The overall agreement ratings provide an indication of how reliable the assessment is for making decisions regarding students' performance. During training, a sample of student work items were presented and scored for agreement by the panelists. Raters discussed the instances and any problems scoring the ratees or applying the corresponding rubrics. Raters discussed how evidence may be easier to evaluate. Following the training session, panelists were provided with the documents and instructions for scoring samples of students' work using the rubric. Responses from all panelists were entered into an Excel worksheet and the interrater absolute agreements were computed for each item as well as the overall scores. The percentage of interrater absolute agreement is calculated by the number of times raters agreed on a rating, divided by the total number of ratings (Graham et. al., 2012). The concept recognizes how often raters agree on the exact rating and is considered the best measure to use when many ratees receive the same rating. Various experts recommend that when using percentage of absolute agreement, values from 75% to 90% demonstrate an acceptable level of agreement (Graham et. al., 2012).

The following is a summary table of the validity and reliability calculations on the *Initial and Advanced Programs* (MS and EDS-Educational Leadership-School Administration) EPP-Created Assessments:

Program	Assessment	Validity	Reliability
Initial	Impact on Student Learning	Content Validity (Lawshe's Method); 14 Reviewers CVR=0.92	Absolute Interrater Reliability Agreement = 0.93 (93%) 3 Raters
Advanced	Community Engagement Project	Content Validity (Lawshe's Method); 7 Reviewers CVI = 0.97	Absolute Interrater Reliability Agreement = 0.96 (96%) 7 Raters
Advanced	Ethical Leadership for Student Success Project	Content Validity (Lawshe's Method); 7 Reviewers CVI =1.00 (adjusted to 0.99)	Absolute Interrater Reliability Agreement = 0.89 (89%) 7 Raters
Advanced	Instruction, School Culture, and Technologies Project	Content Validity (Lawshe's Method); 7 Reviewers CVI = 1.00 (adjusted to 0.99)	7 Raters Absolute Interrater Reliability Agreement = 0.97
Advanced	School Vision/Management Operations Project	Content Validity (Lawshe's Method); 7 Reviewers CVI =1.00 (adjusted to 0.99)	Absolute Interrater Reliability Agreement = 0.94 (94%) 7 Raters
Advanced	Professional Dispositions	Content Validity (Lawshe's Method); 7 Reviewers CVI = 1.00 (adjusted to 0.99)	Absolute Interrater Reliability Agreement = 1.00 4 Raters
Advanced	Comprehensive Examination	Content Validity (Lawshe's Method); 7 Reviewers CVI = 1.00 (adjusted to 0.99)	Absolute Interrater Reliability Agreement = 0.95 (95%) 7 Raters

Data are triangulated wherever possible. Many of the same questions are asked on follow-up surveys for both the initial and advanced programs. The candidate, classroom mentor teacher, and university supervisor independently complete surveys at the end of the semester for the initial programs.

Note: Classroom Mentor Teachers (CMT) and University Supervisors (US) shall be trained every three years on statewide proprietary assessments. The EPP shall document calibration scores every three years for inter-rater reliability.

XI. Initial Program Assessments

Proprietary Assessment: Teacher Intern Assessment Instrument (TIAI)

Aligned: CAEP R1.1, R1.2, R1.3, R1.4

INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 10

TGR: 1, 2, 3, 4, 5, 6, 7, 9

ISTE: 5, 6, 7

Description

The Teacher Intern Assessment Instrument (TIAI) is a state proprietary instrument used to evaluate all Mississippi teacher candidates completing a licensure program particularly during the semester of student teaching/internship and is also used in other previous field placements. The TIAI evaluation rubric is aligned with the Mississippi Statewide Teacher Growth Rubric (TGR), which is used by MDE to assess practicing teachers in the classroom, and the InTASC Standards.

Purpose

The purpose of the TIAI is to provide a comprehensive assessment (both formative and summative) of instructional practices of teacher candidates. The TIAI uses four descriptors for each indicator on the instrument. Items rated at the “Meets Standard” level (a rubric score of *two*) or “Exceeds Standard” (a rubric score of *three*) represents successful planning and/or implementation of that TIAI item by the candidate. Rubric scores of *one* (“Needs Improvement”) or *zero* (“Unacceptable”) are viewed as areas in need of developmental strengthening, and the candidate will meet with the classroom mentor teacher (CMT) and university supervisor (US) for guidance and suggestions for greater success.

Administration

The TIAI instrument is administered by EPP faculty and university supervisors in various methods courses and field-based, clinical experiences prior to student teaching/internship. It is also administered by the university supervisor (US) and classroom mentor teacher (CMT) throughout the student teaching/internship semester. Each teacher candidate will be evaluated by the US and CMT using the TIAI for a total of 8 assessments over the 16-week semester.

EPP faculty, CMTs, and USs are required to view a presentation on the evaluation instrument and to complete a statewide online training module prior to evaluating teacher candidates. Upon completion of the training, a certificate of completion is awarded. Training is to be completed once every three years.

Teacher candidates are introduced to the instrument in various methods courses and review the instrument at the beginning of the student teaching/internship semester during the orientation meetings with the Director of Clinical Field Based Instruction, Licensure, and Outreach. A copy of the evaluation is uploaded to their *Internship Handbook*. After the evaluation has been completed by either the US or the CMT, the teacher candidate has instant access to view the scores and the feedback provided in Watermark. The US as well as the CMT also verbally review scores with the teacher candidate.

Content of the Assessment

STANDARD	KEY ELEMENT	ELEMENT DESCRIPTION
CAEP	R1.1	The Learner and Learning: The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.
	R1.2	Content: The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Outcome data can be provided from a Specialized Professional Associations (SPA) process, a state review process, or an evidence review of Standard 1.
	R1.3	Instructional Practice: The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure candidates model and apply national or state approved technology standards to engage and improve learning for all students.
	R1.4	R1.4 Professional Responsibility The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.
InTASC	1 (The Learner and Learning)	Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
	2 (The Learner and Learning)	Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
	3	Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that

	(The Learner and Learning)	encourages positive social interaction, active engagement in learning, and self-motivation.
	4 (Content)	Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
	5 (Content)	Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
	6 (Instructional Practice)	Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
	7 (Instructional Practice)	Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and community context.
	8 (Instructional Practice)	Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
	10 (Professional Responsibility)	Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
ISTE	5	Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
	6	Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.
	7	Educators understand and use data to drive their instruction and support students in achieving their learning goals.
TGR	1	Lessons are aligned to standards and represent a coherent sequence of learning.
	2	Lessons have high levels of learning for all students.
	3	The teacher assists students in taking responsibility for learning and monitors student learning.

	4	The teacher provides multiple ways for students to make meaning of content.
	5	The teacher manages a learning-focused classroom community.
	6	The teacher manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.
	7	The teacher creates and maintains a classroom of respect for all students.
	9	The teacher establishes and maintains effective communication with families/guardians.

Scoring

The TIAI uses a scoring rubric with a 0-3 point Likert scale including descriptors for each of the indicators on the instrument. Items rated at the “Meets Standard” level (a rubric score of two) or “Exceeds Standard” (a rubric score of three) represents successful planning and/or implementation of that TIAI item by the teacher candidate. Rubric scores of one (“Needs Improvement”) or zero (“Unacceptable”) are viewed as areas in need of developmental strengthening, and the teacher candidate will meet with the CMT and US for guidance and suggestions for greater success. The US, CMT, and Director of OCFBI work together to offer extra remediation and support to teacher candidates who are not successful in meeting the minimum level of proficiency on this assessment or who struggle at any point during their student teaching/internship experience. This sometimes warrants a change of placement.

Maximum Points Possible: 75 points

Data Validity

The TIAI was written based on the former, statewide teacher candidate measurement tool: the MTAI In-Class Evaluation (Mississippi Teacher Assessment Instrument). In 2012, the Directors of Field Experiences and faculty in the state of Mississippi gathered and collaboratively developed the TIAI. This new assessment instrument was piloted in fall 2012. After piloting, revisions were made and the instrument was reduced to 25 indicators and aligned to the MSTAR and InTASC Standards.

As a result of the CAEP Evaluation Framework for EPP-Created Assessments, the statewide EPP Collaboration Committee (EPPCC) consisting of field directors, department chairs/heads, faculty, and assessment coordinators began meeting in 2017 to revise the 2012 instrument. The EPPCC worked to remove subjectivity in the indicators and content validity is assured through the close alignment of the indicators with the CAEP, InTASC, and the state Teacher Growth Rubric (TGR –state of Mississippi evaluation of teachers in the classroom). The updated instrument was piloted in fall 2017 and spring 2018. Minor revisions were made in spring 2018 and all institutions (public and private) in the state of Mississippi adopted the instrument for implementation starting fall 2018. Summative data are reported to the Mississippi Department of Education as part of the MDE Annual Report. The Lawshe CVR is 0.778 agreement.

Data Reliability

As stated earlier, EPP faculty, CMTs, and USs are required to view a presentation on the evaluation instrument and to complete a statewide online training module prior to evaluating teacher candidates. Upon completion of the training, a certificate of completion is awarded.

To ensure reliability for the statewide instruments, inter-rater reliability was established. The percentage of absolute agreement was selected to determine the interrater agreement among raters scoring students' responses on the TIAI. The overall agreement ratings provide an indication of how reliable the assessment is for making decisions regarding students' performance. The percentage of interrater absolute agreement is calculated by the number of times raters agreed on a rating, divided by the total number of ratings (Graham et. al., 2012). The concept recognizes how often raters agree on the exact rating and is considered the best measure to use when many ratees receive the same rating. Various experts recommend that when using percentage of absolute agreement, values from 75% to 90% demonstrate an acceptable level of agreement (Graham et. al., 2012).

The OCFBI provided multiple trainings for the USs at both campuses to ensure inter-rater reliability in December 2018 and June 2019 after the fall 2018 pilot. The overall interrater absolute agreement for the TIAI was 0.74 (74%)



MISSISSIPPI STATE UNIVERSITY

TEACHER INTERN ASSESSMENT INSTRUMENT (TIAI) (FALL 2018)

Purpose: To provide a comprehensive assessment (both formative and summative) of the teaching practice of teacher candidates.

Administration: This instrument is administered by mentor teachers and/or University Supervisors, formative and summative, during each field experience placement.

Success Indicator: Items rated at the “Meets Standard” level represent successful teaching practice by the teacher candidate. Anything below “Meets Standard” can be seen as an area in need of improvement.

The TIAI has been aligned to Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Council Accreditation of Educator Preparation (CAEP) Revised Initial Level Standards, & Mississippi Educator Performance Growth System/Teacher Growth Rubric (TGR), and International Society for Technology in Education (ISTE).

Teacher Intern _____ Semester/Year: _____

Check one: 1st Placement: _____ 2nd Placement: _____ Grade Level/Subject: _____

Evaluator: _____ Check one: Classroom Mentor Teacher ___ University Supervisor ___

School: _____ Date(s) Evaluation Completed: _____

Note: Classroom Mentor Teachers may take up to two weeks to complete the Formative and Summative Teacher Intern Assessments for assigned teacher interns. University Supervisors will schedule classroom evaluation visits with teacher interns twice each placement. Additional visits will be made if needed. The TIAI has been aligned to InTASC Standards, CAEP Standards, & Mississippi Educator Performance Growth System/Teacher Growth Rubric (TGR).

DOMAIN I: PLANNING AND PREPARATION

*Items 1-6 should be assessed from written lesson plans, unit plans, classroom observations, and other artifacts (pretests, inventories, surveys, etc.)

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	7	1	1. Develops measurable and observable grade and subject level objectives that are aligned with appropriate state curricula frameworks.	Objectives are not measurable, observable, or aligned with appropriate state curricula frameworks.	Objectives are aligned with appropriate state curricula frameworks, but they are not measurable or observable.	Objectives are measurable, observable, and aligned with appropriate state curricula frameworks.	In addition to meets standard , objectives are stated at different instructional levels based on individual needs of students (DOK Levels and/or Bloom's Taxonomy).
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:					Summative Assessment Score:		
Formative Assessment Comments/Evidence:					Summative Assessment Comments/Evidence:		
CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	2	2	2. Develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group.*	Does not develop meaningful nor authentic learning experiences that accommodate developmental and individual needs of each learner in the group.	Develops meaningful and authentic learning experiences, but accommodations are not made to meet individual needs of each learner in the group.	Develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group.	In addition to meets standard , provides evidence of research-based strategies that accommodate developmental and individual needs of each learner in the group.

*Examples include developing learning experiences (remediation, enrichment, accommodations) planned for students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin.

SCORES AND COMMENTS ON EFFECTIVENESS

Formative Assessment Score:	Summative Assessment Score:
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Formative Assessment Comments/Evidence:	Summative Assessment Comments/Evidence:
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CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.2	7	4	3. Integrates core content knowledge across and within subject areas in lessons when appropriate.	Instructional plans never integrate core content knowledge across and within subject areas.	Instructional plans integrate irrelevant core content knowledge across and within subject areas (does not make connections).	Instructional plans integrate core content knowledge across and within subject areas in lessons when appropriate.	In addition to meets standard, instructional plans include connections of content across disciplines.*

*To Exceed Standard, the instructional plans include integrating content connections across disciplines throughout the internship experience.

SCORES AND COMMENTS ON EFFECTIVENESS

Formative Assessment Score:	Summative Assessment Score:
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Formative Assessment Comments/Evidence:	Summative Assessment Comments/Evidence:
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CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	8	2	4. Plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate	Does not plan appropriate or sequential teaching procedures that include	Plans lack logical sequence and different teaching strategies.	Plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate	In addition to meets standard, multiple lesson plans cited research-based evidence.

			different teaching strategies that positively impact student learning and development.*	innovative introductions and closures. Different teaching strategies are not utilized.		different teaching strategies that positively impact student learning and development.	
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*Examples include but are not limited to the following: cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.

SCORES AND COMMENTS ON EFFECTIVENESS

Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	6	3	5. Plans indicate use of appropriate assessments that effectively evaluate student learning and development.*	Plans do not indicate use of assessments that effectively evaluate student learning and development.	Plans indicate use of assessments but not all are appropriate.	Plans indicate use of appropriate assessments that effectively evaluate student learning and development.	In addition to meets standard , assessments are performance-based to enhance critical thinking and problem solving.

*Examples include assessments aligned with standards and objectives such as pre/post assessments, quizzes, unit tests, rubrics, and/or checklists.

SCORES AND COMMENTS ON EFFECTIVENESS

Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	ISTE	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	7	6	5	6. Plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding.*	Plans do not include technology that will engage students.	Plans lack logical use of technology.	Plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding.	In addition to meets standard, multiple lesson plans utilize technology to enhance learning opportunities.
*Examples of technology include the implementation of digital learning programs using Ipads, Chromebooks, PowerPoints, Smart Boards, Promethean Boards, cell phones, etc.								
SCORES AND COMMENTS ON EFFECTIVENESS								
Formative Assessment Score:						Summative Assessment Score:		
Formative Assessment Comments/Evidence:						Summative Assessment Comments/Evidence:		

DOMAIN II: ASSESSMENT

*Items 7 – 8 should reflect the teacher intern’s ability to effectively communicate assessment information to the students, provide feedback, and incorporate informal and formal assessments. Items should be assessed from written lesson plans, unit plans, classroom observations, and other artifacts (pretests, inventories, surveys, etc.)

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	6	3	7. Communicates assessment criteria and performance standards to the students and provides feedback to students about academic performance.	Does not communicate assessment criteria or performance standards to the students or provide feedback to students about academic performance.	Communicates assessment criteria and performance standards to the students. Fails to provide students with feedback.	Communicates assessment criteria and performance standards to the students and provides feedback to students about their academic performance.	Student input is sought in developing assessment criteria. Provides clear and actionable feedback that helps the student understand what s/he did well and provides guidance for improvement.*

*To meet the **Exceeds Standard**, intern must complete both stated requirements.

SCORES AND COMMENTS ON EFFECTIVENESS

Formative Assessment Score:

Summative Assessment Score:

Formative Assessment Comments/Evidence:

Summative Assessment Comments/Evidence:

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	6	3	8. Uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.*	Does not use formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.	Uses formative and summative assessments but fails to differentiate learning experiences that accommodate differences in learning and development of each learner in the group,	Uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.	In addition to meets standard , conferences with individual students to assist with monitoring progress.

*Examples of assessments include pretests, quizzes, unit tests, checklists, rating scales, rubrics, and remediation and enrichment activities.

SCORES AND COMMENTS ON EFFECTIVENESS

Formative Assessment Score:

Summative Assessment Score:

Formative Assessment Comments/Evidence:

Summative Assessment Comments/Evidence:

DOMAIN III: INSTRUCTION

*Items 9 – 19 should reflect the teacher intern’s overall ability to effectively communicate with students and implement innovative lessons using a variety of teaching strategies that meet the needs of all students. Items should be assessed from written lesson plans, unit plans and classroom observations.

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	5	4	9. Uses standard written, oral, and nonverbal communication in instruction.	Does not use standard written, oral, and nonverbal communication in instruction.	Standard written, oral, and nonverbal communication is difficult to follow for students.	Uses standard written, oral, and nonverbal communication in instruction to engage students.	In addition to meets standard, enriches conversation with expressive language and vocabulary to engage students.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:					Summative Assessment Score:		
Formative Assessment Comments/Evidence:					Summative Assessment Comments/Evidence:		
CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	5	4	10. Provides explicit written and oral directions for instructional activities.	Does not provide explicit written and oral directions for instructional activities.	Provides written and oral directions for instructional activities that are not explicit.	Provides explicit written and oral directions for instructional activities.	In addition to meets standard, uses concrete examples to model and to clarify tasks and concepts.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:					Summative Assessment Score:		
Formative Assessment Comments/Evidence:					Summative Assessment Comments/Evidence:		

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	2	2	11. Communicates positive expectations for learning for all students.	Does not communicate positive expectations for learning for all students.	Has difficulty communicating positive expectations for learning for all students.	Communicates positive expectations for learning for all students.	In addition to meets standard, encourages all students to set positive expectations for themselves and peers.
SCORES COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:					Summative Assessment Score:		
Formative Assessment Comments:					Summative Assessment Comments/Evidence:		
CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	3	7	12. Conveys enthusiasm for teaching and learning for all students.	Does not convey enthusiasm for teaching and learning for all students.	Has difficulty conveying enthusiasm for teaching and learning for all students.	Conveys enthusiasm for teaching and learning for all students.	In addition to meets standard, elicits enthusiasm from students.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:					Summative Assessment Score:		
Formative Assessment Comments/Evidence:					Summative Assessment Comments/Evidence:		

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	3	5	13. Provides opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	Does not provide opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	Provides opportunities for all students to cooperate, communicate, and interact with each other but does not enhance learning.	Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	In addition to meets standard , enhances the development of student leadership and provides opportunities for students to work cooperatively on projects/activities of their choice.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:					Summative Assessment Score:		
Formative Assessment Comments/Evidence					Summative Assessment Comments/Evidence:		
CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.2	4	4	14. Demonstrates content knowledge and an understanding of how to teach the content.	Does not demonstrate content knowledge and how to teach the content.	Has difficulty demonstrating content and pedagogical knowledge.	Demonstrates content knowledge and an understanding of how to teach the content.	In addition to meets standard , uses a variety of instructional methods to ensure an understanding of the content.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:					Summative Assessment Score:		
Formative Assessment Comments/Evidence:					Summative Assessment Comments/Evidence:		

CAEP	InTASC	TGR	ISTE	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	8	4	5,6,7	15. Uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.*	Does not use a variety of appropriate teaching strategies, including technology, to impact student learning.	Has difficulty using a variety of appropriate teaching strategies, including technology, to impact student learning and development.	Uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.	In addition to meets standard, uses a variety of appropriate student-centered teaching strategies to impact student learning and development.
*Examples include use of teaching strategies such as cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.								
SCORES AND COMMENTS ON EFFECTIVENESS								
Formative Assessment Score:					Summative Assessment Score:			
Formative Assessment Comments/Evidence:					Summative Assessment Comments/Evidence:			
CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)	
R1.1	1	2	16. Planned learning experiences are implemented that accommodate differences in developmental and individual needs of each learner in the group.*	Does not implement planned learning experiences that accommodate differences in developmental and individual needs of each learner in the group.	Implements learning experiences, but fails to accommodate the differences in developmental needs of each learner in the group.	Implements planned learning experiences that accommodate differences in developmental and individual needs of each learner in the group.	In addition to meets standard, cites research to support the planned learning experiences.	
*Examples include students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin).								

SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments:/Evidence:				Summative Assessment Comments/Evidence:			
CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.2	5	4	17. Engages all students in critical thinking through higher-order questioning.*	Does not engage all students in critical thinking through higher-order questioning.	Relies on lower level questioning.	Engages all students in critical thinking through higher-order questioning.	In addition to meets standard, provides opportunities for students to apply concepts in problem-solving and critical thinking.
*Guiding questions need to be listed in lesson plans.							
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	8	4	18. Adjusts instruction as needed based on student input, cues, and individual/group responses.	Does not adjust instruction as needed based on student input, cues, and individual/group responses.	Elicits student input during instruction and attempts are made to adjust instruction based on student responses.	Elicits student input and adjusts instruction as needed based on student input, cues, and individual/group responses.	In addition to meets standard , constructs appropriate prompts to encourage student responses that expand and justify their reasoning. Revises instruction based on student responses.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:					Summative Assessment Score:		
Formative Assessment Comments/Evidence:					Summative Assessment Comments/Evidence:		
CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.4	10	9	19. Uses family and/or community resources in instruction to impact student learning and development.*	Does not use family and/or community resources in instruction to impact student learning and development.	Attempts to use family and/or community resources to impact instruction but meaningful connections are not made.	Uses family and/or community resources in instruction to impact student learning and development.	In addition to meets standard , designs and organizes instruction to foster ongoing communication and high expectations for learners.
*Examples include special guests, materials, extracurricular activities, etc.							
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:					Summative Assessment Score:		
Formative Assessment Comments/Evidence:					Summative Assessment Comments/Evidence:		

DOMAIN IV: LEARNING ENVIRONMENT

*Items 20 - 24 should reflect the teacher intern's ability to manage the classroom environment in a way that is conducive to learning. Items should be assessed from classroom observations.

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	3	5	20. Adjusts the classroom environment to enhance positive peer relationships, motivation, and learning.	Does not adjust the classroom environment to enhance positive peer relationships, motivation, and learning.	Has difficulty adjusting the classroom environment to enhance positive peer relationships, motivation, and learning.	Adjusts the classroom environment and delivers instruction to enhance positive peer relationships, motivation, and learning.	In addition to meets standard, encourages students to develop self-monitoring skills.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:					Summative Assessment Score:		
Formative Assessment Comments/Evidence:					Summative Assessment Comments/Evidence:		
CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	3	6	21. Attends to and delegates routine tasks.	Does not attend to and delegate routine tasks.	Attempts to attend to and delegate routine tasks but there is no consistency or established routine.	Attends to and delegates routine tasks.	In addition to meets standards, has a systematic routine for attending to and delegating tasks.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:					Summative Assessment Score:		
Formative Assessment Comments/Evidence:					Summative Assessment Comments/Evidence:		

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	3	5	22. Uses multiple strategies to foster appropriate student behavior according to individual and situational needs.	Does not manage student behavior.	Has difficulty applying appropriate strategies in managing student behavior.	Uses multiple strategies to foster appropriate student behavior according to individual and situational needs.	In addition to meeting the standard, students self-monitor their behavior.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:					Summative Assessment Score:		
Formative Assessment Comments/Evidence:					Summative Assessment Comments/Evidence:		
CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	3	7	23. Creates a culturally inclusive environment that promotes fairness, safety, respect, and support for all students.	Does not create a culturally inclusive environment.	Has difficulty maintaining a culturally inclusive environment.	Creates and maintains a culturally inclusive environment that promotes fairness, safety, respect, and support for all students.	In addition to meets standard, cultural inclusivity is evident in student interactions.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:					Summative Assessment Score:		
Formative Assessment Comments/Evidence:					Summative Assessment Comments/Evidence:		

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	7	6	24. Maximizes instructional time.	Does not maximize instructional time.	Has difficulty maximizing instructional time.	Maximizes instructional time.	In addition to meets standard , transitions, routines and procedures are executed in an efficient manner with minimal teacher direction.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:					Summative Assessment Score:		
Formative Assessment Comments/Evidence:					Summative Assessment Comments/Evidence:		

DOMAIN V: PROFESSIONAL RESPONSIBILITIES

*Item 25 should reflect the teacher intern’s ability to collaborate with professional colleagues to involve parents and/or guardians in the student’s learning and development. Items should be assessed from written lesson plans, unit plans, classroom observations, and other artifacts (inventories, surveys, and other documentation).

CAEP	InTASC	TGR	ISTE	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.4	10	9	4	25. Collaborates with professional colleagues (classroom mentor teacher and/or university supervisor) to communicate with families about student learning and development.	Does not collaborate with professional colleagues to communicate with families about student learning and development.	Has difficulty collaborating with professional colleagues to communicate with families about student learning and development.	Collaborates with professional colleagues to communicate with families about student learning and development.	In addition to meets standard, engages in ongoing professional learning opportunities with professional colleagues, and seeks advice/information from experienced educators.
*Examples include documented evidence such as PLCs, data meetings, newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.								
SCORES AND COMMENTS ON EFFECTIVENESS								
Formative Assessment Score:						Summative Assessment Score:		
Formative Assessment Comments/Evidence:						Summative Assessment Comments/Evidence:		

Proprietary Assessment: Statewide Common Professional Dispositions (SCPD)

ALIGNED: CAEP R1.4
InTASC 9
McoE 1, 2, 4, 5, 6, 9

Description

The Statewide Common Professional Dispositions (SCPD) is used in various method courses and field placements including the student teaching/internship experience for the evaluation of professional dispositions relating specifically to the Mississippi Educator Code of Ethics. It is a state proprietary instrument used to evaluate all teacher candidates across the state during their student teaching/internship semester. The evaluation rubric is aligned with the Mississippi Educator Code of Ethics and the InTASC Standards.

Purpose

The purpose of the evaluation is to ensure the adherence to the Mississippi Educator Code of Ethics (McoE), university, and district policies which support the habits of professional action and ethical commitments that underlie an educator's performance (attitude and behavior). The Statewide Common Dispositions Instrument uses four descriptors for each indicator on the instrument. Items rated at the "Meets Standard" level (a rubric score of *two*) or "Exceeds Standard" (a rubric score of *three*) represents successful teaching practice by the candidate. Rubric scores of *one* ("Needs Improvement") or *zero* ("Unacceptable") are viewed as areas in need of improvement.

Administration

The Statewide Common Dispositions Instrument is used in various method courses and field placements including the student teaching/internship experience for the evaluation of professional dispositions relating specifically to the Mississippi Educator Code of Ethics. EPP faculty, university supervisors (USs), and classroom mentor teachers (CMTs) are required to view a presentation on the evaluation instrument and complete a statewide online training module and must meet 80% on each domain/assessment. Then, USs and CMTs complete the online Confirmation of Training form prior to evaluating teacher candidates. Upon completion of the training, a certificate of completion is awarded. Training is to be completed once every three years.

Teacher candidates become familiar with the instrument at orientation after being accepted into the program. They are also required to complete the statewide online training. The Director of Clinical/Field-Based Instruction, Licensure, and Outreach and USs review the instrument with the teacher candidates at the beginning of the student teaching/internship semester during the orientation meetings prior to Student Teaching. A copy of the evaluation is uploaded to their *Internship Handbook*. Each teacher candidate is evaluated by the US and CMT using the Statewide Common Disposition Instrument for a total of 4 times over the 16-week semester (internship). After the evaluation has been completed by either the EPP faculty member, US, or the CMT, the teacher candidate has instant access to view the scores and the feedback provided in Watermark/Taskstream. The US as well as the CMT also verbally review scores with the teacher candidate.

Content of the Assessment

STANDARD	KEY ELEMENT	ELEMENT DESCRIPTION
CAEP	R1.4	Professional Responsibility: The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.
InTASC	9 (Professional Responsibility)	Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
McoE	1	Professional Conduct. An educator should demonstrate conduct that follows generally recognized professional standards
	2	Trustworthiness. An educator should exemplify honesty and integrity in the course of professional practice and does not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.
	4	Educator/Student Relationships. An educator should always maintain a professional relationship with all students, both in and outside the classroom.
	5	Educator/Collegial Relationships. An educator should always maintain a professional relationship with colleagues, both in and outside the classroom.
	6	Alcohol, Drug and Tobacco Use or Possession. An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.
	9	Maintenance of Confidentiality. An educator shall comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

Scoring

The Statewide Common Professional Dispositions (SCPD) uses a scoring rubric with a 0-3 point Likert scale including descriptors for each of the indicators on the instrument (Unacceptable, Needs Improvement, Meets Standard, and Exceeds). Items rated at the “Meets Standard” level (a rubric score of *two*) or “Exceeds Standard” (a rubric score of *three*) represents successful planning and/or implementation of the Statewide Common Dispositions Instrument item by the candidate. Rubric scores of *one* (“Needs Improvement”) or *zero* (“Unacceptable”) are viewed as areas in need of developmental strengthening, and the candidate will meet with the CMT and US for guidance and suggestions for greater success. Teacher candidates who are not successful in

meeting the minimum level of proficiency on this assessment or struggling at any point during their student teaching experience, the process for remediation, change of placement or removal from the program will be initiated.

Maximum Points Possible

25 points

Data Validity

As a result of the CAEP Evaluation Framework for EPP-Created Assessments, the statewide EPP Collaboration Committee (EPPCC) consisting of field directors, department chairs/heads, faculty, and assessment coordinators began meeting in 2017 to revise the Teacher Intern Assessment Instrument (TIAI), a statewide evaluation that was developed in 2012. The EPPCC worked to removed subjectivity in the indicators and content validity is assured through the close alignment of the indicators with the CAEP, InTASC, and the state's Teacher Growth Rubric (TGR), Mississippi State Evaluation for evaluation of teachers in the classroom. As a result of updating the TIAI, the group also decided to create a Dispositions Evaluation that would be used across the state. The instrument was piloted in fall 2018 with minor revisions spring 2019. All institutions (public and private) in the state of Mississippi adopted the instrument for evaluation starting fall 2018. Summative data completed by the university supervisor is reported to the Mississippi Department of Education as part of the MDE Annual Report starting with the 2020 Report. The Lawshe CVR is 0.940 agreement.

Data Reliability

As stated earlier, EPP faculty, CMTs and USs are required to view a presentation on the evaluation instrument and to complete a statewide online training module prior to evaluating teacher candidates. Upon completion of the training, a certificate of completion is awarded.

To ensure reliability for the statewide instrument, inter-rater reliability was established. The percentage of absolute agreement was selected to determine the interrater agreement among raters scoring students' responses on the SCPD. The overall agreement ratings provide an indication of how reliable the assessment is for making decisions regarding students' performance. The percentage of interrater absolute agreement is calculated by the number of times raters agreed on a rating, divided by the total number of ratings (Graham et. al., 2012). The concept recognizes how often raters agree on the exact rating and is considered the best measure to use when many rates receive the same rating. Various experts recommend that when using percentage of absolute agreement, values from 75% to 90% demonstrate an acceptable level of agreement (Graham et. al., 2012). The Office of Clinical/Field-Based Instruction, Licensure, and Outreach provided multiple trainings for the USs at both campuses to ensure inter-rater reliability in December 2018 and June 2019 after the fall 2018 pilot. The overall interrater absolute agreement for the SCPD was 0.86 (86%) using five raters as expert panelists.



STATEWIDE COMMON PROFESSIONAL DISPOSITIONS

Purpose: To ensure the adherence to the Mississippi Educator Code of Ethics (MCoE), university, and district policies which support the habits of professional action and ethical commitments that underlie an educator’s performance (attitude and behavior).

Administration: This instrument is administered at least four times: Pre-candidacy by instructor/faculty, and during internship by the University Supervisor and Classroom Mentor Teacher.

Success Indicator: Items rated at the “Meets Standard” level represent successful teaching practice by the candidate. Anything before “Meets Standard” can be seen as an area in need of improvement.

Domain I: PROFESSIONALISM & ACADEMIC INTEGRITY DISPOSITIONS				
Indicator	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1. The teacher candidate exhibits professional teacher behaviors concerning confidential information and obeys privacy laws. (CAEP R1.4, InTASC 9, MCoE 9)	The teacher candidate reveals confidential information concerning students and/or colleagues.	The teacher candidate unknowingly reveals confidential information concerning students and/or colleagues.	The teacher candidate exhibits professional teacher behaviors concerning confidential information and obeys privacy laws.	The teacher candidate exemplifies professional behaviors by never revealing confidential information concerning colleagues and/or students unless the law requires disclosure.
2. The teacher candidate exhibits professional behaviors that demonstrate maturity and sound judgment in all interactions with peers, university P-12 personnel, and parents. (CAEP R1.4, InTASC 9, MCoE 5)	The teacher candidate exercises unethical conduct with colleague(s). {This could include, but is not limited to revealing confidential information, making false statements about a colleague and/or the school system, discriminating against a colleague, using coercive means, and promising of special treatment in order to influence professional decisions of colleagues. }	The teacher candidate lacks maturity or sound judgment that results in one or more interactions with colleagues.	The teacher candidate exhibits professional behaviors that demonstrate maturity and sound judgment in all interactions with peers, university P-12 personnel, and parents.	The teacher candidate exhibits professional behaviors that demonstrate poise, maturity, and sound judgment in all interactions with colleagues and works to build consensus in the workplace.

<p>3. The teacher candidate exhibits professional behaviors by following school policy by demonstrating maturity, and sound judgement concerning alcohol, drugs, tobacco, and any form of social media. (CAEP R1.4, InTASC 9, MCoE 6)</p>	<p>The teacher candidate fails to exemplify sound judgement and is found under the influence of, possessing, or consuming, alcoholic beverages, drugs, and/or tobacco while on school premises or at a school-related activity involving students.</p>	<p>The teacher candidate demonstrates a lack of professionalism to the sensitivity of the dangers of the use of alcohol, drugs, and tobacco as represented on school premises, at school activities, or through any forms of social media.</p>	<p>The teacher candidate exhibits professional behaviors by following school policy by demonstrating maturity, and sound judgement concerning alcohol, drugs, tobacco, and any form of social media.</p>	<p>As teachable moments arise or in planned instruction, the teacher candidate reinforces following school policy by demonstrating maturity, and sound judgement concerning alcohol, drugs, tobacco, and any form of social media.</p>
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DOMAIN II: CHARACTER DISPOSITIONS

Indicator	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
<p>4. The teacher candidate exemplifies honesty and integrity by modeling professional behavior with all stakeholders (honesty, tact, and fairness). (CAEP R1.4, InTASC 9, MCoE 2)</p>	<p>The teacher candidate does not exemplify honesty and integrity with all stakeholders in the course of professional practice and/or knowingly engages in deceptive practices regarding official policies and procedures.</p>	<p>The teacher candidate demonstrates an effort toward honesty and integrity with all stakeholders in the course of professional practice but lacks understanding of official policies and procedures.</p>	<p>The teacher candidate exemplifies honesty and integrity with all stakeholders in the course of professional practice and does not knowingly engage in deceptive practices regarding official policies and procedures.</p>	<p>The teacher candidate exemplifies honesty and integrity with all stakeholders in the course of professional practice, does not knowingly engage in deceptive practices regarding official policies, and encourages students to act with honesty and integrity while abiding by school policy and procedures.</p>

5. The teacher candidate accepts constructive criticism in a positive manner. (CAEP R1.4, InTASC 9, MCoE 1)	The teacher candidate is non-receptive and/or rebuffs constructive criticism.	The teacher candidate listens to constructive criticism, but disagrees with various comments, feedback, suggestions, and recommendations.	The teacher candidate accepts constructive criticism in a positive manner.	In addition to accepting constructive criticism in a positive manner, the teacher candidate initiates self-reflection and involvement in professional development activities to promote personal professional growth.
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DOMAIN III: CLINICAL/FIELD EXPERIENCES DISPOSITIONS

Indicator	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
6. The teacher candidate provides fair and equitable opportunities for all P-12 students in a nondiscriminatory manner. (CAEP R1.4, InTASC 9, MCoE 4)	The teacher candidate shows bias against certain students or groups of students based on race, gender, national origin, religion, or disability.	The teacher candidate plans narrow, one-size-fits-all, instruction and makes little or no attempt to learn about students' prior knowledge, learning preferences, or interests and needs.	The teacher candidate provides fair and equitable opportunities for all P-12 students in a nondiscriminatory manner by nurturing the intellectual, physical, emotional, social, and civic potential of all students.	The teacher candidate provides fair and equitable opportunities for all P-12 students in a nondiscriminatory manner and intentionally establishes a culture of fairness and equity for all P-12 students.
7. The teacher candidate maintains a professional relationship with all students both inside and outside the classroom. (CAEP R1.4, InTASC 9, MCoE 4)	The teacher candidate exercises poor judgment when dealing with student(s). Inappropriate actions and/or body language, speech, and/or electronic communications result in a student being unsafe, endangered, threatened, or harassed.	The teacher candidate exhibits inappropriate speech, electronic communication, and/or actions that result/may result in a student feeling unsafe, endangered, threatened, or harassed.	The teacher candidate maintains a professional relationship with all students both inside and outside the classroom.	The teacher candidate exemplifies professional behaviors that demonstrate maturity and sound judgment in all interactions with students and encourages students at every opportunity to treat each other with respect.

EPP-Created Assessment: Impact on Student Learning (IoSL)

(Note: The current *Impact on Student Learning* is an EPP-Created Assessment and was used as foundation to the newly developed EPPCC statewide Impact on Student Learning (IoSL) which is being piloted in spring 2021 at the EPP.)

ALIGNED: CAEP R1.1, R1.3
InTASC 3, 5, 6, 7, 8, 9
TGR 1, 3, 4, 7
ISTE 5, 6, 7

Description

Each teacher candidate (TC) is to use the students in the class where they complete internship to determine the impact of his/her teaching on student learning. The TC uses a unit and/or group of lessons and decide on methods of collecting data to determine the impact on student learning. Prior to implementing the lessons, the TC conducts a pre-assessment and record the data from this assessment in a spreadsheet. These pre-assessment data are used to generate baseline data needed to determine how to plan unit/lessons. During the implementation of the lessons, TC uses a formative assessment to assist in determining whether or not the students are learning the information. After implementing the unit/lessons, TC uses a post-assessment to determine the impact on student learning. TC records all the data from the assessments in a spreadsheet. After reviewing the data, the TC will determine areas that were taught well, areas for improvement, and whether or not all students understood what was taught. The TC submits a paper, data (graph, chart, table) and student work/assessment samples for this assessment.

Purpose

The Impact on Student Learning assignment provides an opportunity for each teacher candidate to 1) Determine the impact of instruction on all students' learning; 2) Use assessments to make decisions about instruction; 3) Analyze and communicate students' performance results; and 4) Reflect on teaching performance. The IoSL uses four descriptors for each indicator on the instrument. Items rated at the "Meets Standard" level (a rubric score of *three* or "Exceeds Standard" (a rubric score of *four*) represents successful teaching practice by the candidate. Rubric scores of *two* ("Needs Improvement") or *one* ("Unacceptable") are viewed as areas in need of improvement, and the candidate will meet with the university supervisor for guidance and suggestions for greater success.

Administration

The IoSL is administered by the University Supervisor (US) during the second field experience placement. The Director of Clinical/Field-Based Instruction, Licensure, and Outreach and USs also review the instrument with the candidates at the beginning of the student teaching/internship semester during the orientation meetings prior to Student Teaching. A copy of the evaluation is uploaded to their *Internship Handbook*.

Content of the Assessment

STANDARD	KEY ELEMENT	ELEMENT DESCRIPTION
CAEP	R1.1	The Learner and Learning: The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.
	R1.3	Instructional Practice: The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure candidates model and apply national or state approved technology standards to engage and improve learning for all students.
InTASC	3 (The Learner and Learning)	Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation.
	5 (Content)	Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
	6 (Instructional Practice)	Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
	7 (Instructional Practice)	Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and community context.
	8 (Instructional Practice)	Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
	9 (Professional Responsibility)	Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

ISTE	5	Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
	6	Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.
	7	Educators understand and use data to drive their instruction and support students in achieving their learning goals.
TGR	1	Lessons are aligned to standards and represent a coherent sequence of learning.
	3	The teacher assists students in taking responsibility for learning and monitors student learning.
	4	The teacher provides multiple ways for students to make meaning of content.
	7	The teacher creates and maintains a classroom of respect for all students.

Scoring

The IoSL uses four descriptors for each indicator on the instrument. Items rated at the “Meets Standard” level (a rubric score of *three* or “Exceeds Standard” (a rubric score of *four*) represents successful teaching practice by the candidate. Rubric scores of *two* (“Needs Improvement”) or *one* (“Unacceptable”) are viewed as areas in need of improvement, and the candidate will meet with the university supervisor for guidance and suggestions for greater success.

Maximum Points Possible

36 points

Data Validity

Assignment direction and rubric have been reviewed by subject matter experts including university supervisors and administration to affirm the knowledge and/or skills that will be assessed and the appropriateness of the assignment. A panel of experts consisting of fourteen university supervisors participated in the evaluation of the EPP-Created Assessment Impact on Student Learning (IoSL). During the evaluation session, the panel members reviewed Lawshe’s method for assessing content validity. Sample items were presented and discussed for agreement by the panelists using “essential,” “useful but not essential,” or “not necessary.” Lawshe CVR was 0.92.

Data Reliability

To ensure reliability for the statewide instrument, inter-rater reliability was established. The percentage of absolute agreement was selected to determine the interrater agreement among raters scoring students’ responses on the IoSL. The overall agreement ratings provide an indication of how reliable the assessment is for making decisions regarding students’ performance. The percentage of interrater absolute agreement is calculated by the number of times raters agreed on a rating, divided by the total number of ratings (Graham et. al., 2012). The concept recognizes how often raters agree on the exact rating and is considered the best measure to use when many ratees receive the same rating. Various experts recommend that when using percentage of absolute agreement, values from 75% to 90% demonstrate an acceptable level of agreement (Graham et. al., 2012). A subgroup of three from the fourteen panel of experts participated in a separate training for interrater reliability of the IoSL. During training, a sample of student work items were presented and scored for agreement by the panelists. Raters discussed the instances and any problems scoring the ratees or applying the corresponding rubrics. Raters discussed how evidence may be easier to evaluate. Following the training session, panelists were provided with the documents and instructions for scoring samples of students’ work using the rubric. The percentage of absolute agreement was selected to determine the interrater agreement among three raters scoring students’ responses on instrument. The overall agreement ratings provide an indication of how reliable the assessment is for making decisions regarding students’ performance. The overall interrater absolute agreement for the IoSL was 0.93 (93%)



**Office of Clinical/Field-Based Instruction,
Licensure, and Outreach (OCFBI)**

IMPACT ON STUDENT LEARNING ASSIGNMENT (IoSL)

Purpose

The Impact on Student Learning assignment provides an opportunity for each teacher intern to:

- Determine the impact of instruction on all students' learning
- Use assessments to make decisions about instruction
- Analyze and communicate students' performance results
- Reflect on teaching performance

Method

Each teacher intern will use the students in the class where they complete internship to determine the impact of his/her teaching on student learning. The teacher intern will use a unit and/or group of lessons and decide on methods of collecting data to determine the impact on student learning.

Prior to implementing the lessons, the teacher intern will conduct a pre-assessment and record the data from this assessment in a spreadsheet. This pre-assessment data will be used to generate baseline data needed to determine how to plan unit/lessons.

During the implementation of the lessons, use a formative assessment to assist in determining whether or not the students are learning the information. After implementing the unit/lessons, use a post-assessment to determine the impact on student learning.

Record all the data from the assessments in a spreadsheet. After reviewing the data, the teacher intern will determine areas that were taught well, areas for improvement, and whether or not all students understood what was taught.

Note:

- Assessments can be traditional which focus on knowledge, curriculum, and/or skills. Pre-assessments include classroom assessments such as Graphic Organizers (KWL, Concept Maps), Yes/No Cards, Self-Evaluations, Writing Prompts, Student Interviews, Inventories, quizzes, or assignments. Post-Assessment(s) will be administered at the end of the unit/lessons to assess the impact on student learning.

- Assessments can be portfolio-based, which focus on process, product, and growth. Portfolio assessments include growth and development, reflection, goal setting, and self-evaluation. Assessments can be performance-based, which focus on standards, application, and transfer. Performance-based assessments include collaboration, tasks, criteria, and rubrics.

Components of the Assignment:

1. Contextual Factors

Note: Contextual factors affect the teaching/learning process and give insight to individual and classroom experiences because they assist in explaining student behavior and achievement. Contextual factors must include all of the following:

- Geographic location
- School district demographics
 - Socio-economic profile (Free/Reduced Lunch)
 - Community/school population
 - Race/ethnicity/culture
 - Student characteristics (age, gender, ELL, exceptionalities – disabilities and giftedness, developmental levels, interests, etc.)
- Physical characteristics of the classroom/school (technology, resources, etc.)
- Parental/Guardian Participation/Collaboration

2. Learning Goals

Include a brief statement explaining the overall goals for the unit and/or lessons.

Objectives

Identify specific measurable and observable objectives that are aligned with appropriate state curricula frameworks and/or national standards.

3. Assessments

Describe the assessments that were used before, during, and after instruction e.g., **pre-assessments (before instruction), formative (during instruction), and summative assessments (after instruction)**. Assessments, which are matched with objectives, **must** consider the diverse learning needs of the students.

After the pre-assessment is administered, analyze student performance in relation to the learning goals and objectives. Use the data from the spreadsheet to report pre-assessment data in a table, graph, and/or chart. Describe how the data was used to plan and guide instruction to meet learning goals and objectives.

4. Instruction

From the pre-assessment results, develop meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group. Describe procedures, instructional materials, and assessments that will be used for teaching the unit and/or lessons. Activities should include a variety of teaching strategies/techniques that describes how student learning will be assessed **during** and **after** a learning activity (i.e., formative assessment).

5. Analysis of Student Learning (Assessment Results)

Describe the final test or project (summative assessment). The summative assessment should align with the pre-assessment, instruction/activities objectives, and learning goals.

Use the data from the spreadsheet to create a chart or graph to compare post- assessment data. Then, explain what you learned from the data.

6. Reflection on Data and Teaching Performance

After analyzing the data, complete a reflection about your teaching performance. In the reflection, discuss what you learned from planning, implementing, and assessing these lessons. Identify strengths and steps you will take to improve your teaching practice as you grow professionally,

Note: Reflection prompts for the discussion:

- Objectives where students were most and/or least successful
- Accommodations for developmental and individual needs of each learner in the group
- Effectiveness in measuring student learning (assessments)
- Changes in assessment
- Anticipated modifications to instructional strategies for future teaching

ORGANIZATION OF PAPER

Submit a paper and student work/assessment samples for this assignment. The following organization **must** be followed for the completion of the paper.

Part I:

Contextual Factors

In the introduction section, describe the contextual factors.

Part II:

Learning Goals and Objectives

Provide an outline of the unit and/or lessons including learning goals and objectives.

Include a description of each learning goal and the objective(s) aligned with each goal.

Part III:

Assessments

Include a description of each assessment (pre-, formative, and summative), instructions, scoring guides/rubrics, when the assessment was administered, and how the assessments connect to the instructional unit and/or lessons. Label each assessment (pre-assessment, formative assessment, and summative assessment).

Note: Assessments should be used to differentiate learning experiences to accommodate the learning and development of each learner in the group.

Part IV:

Instructional Procedures

Include an explanation/description of the instructional procedures/strategies used for the unit and/or lessons.

Part V:

Analysis of Student Learning (Assessment Results)

Include charts, graphs, or tables with data. Provide a description of the results of the impact on student learning from the data.

Part VI:

Reflection on Data & Teaching Performance

Discuss what you think students learned from the implementation of the unit and/or lessons. Discuss the implications of the results from the data that was analyzed. Identify at least **two** specific steps you will take to improve teaching performance based on data results. In addition, explain how a culturally inclusive environment was supported to enhance learning.

Rubric: Impact on Student Learning Assignment (IoSL)

Purpose: The Impact on Student Learning assignment provides an opportunity for each teacher intern to:

- Determine the impact of instruction on all students' learning
- Use assessments to make decisions about instruction
- Analyze and communicate students' performance results
- Reflect on teaching performance

Administration: This instrument is administered by the University Supervisor during the second field experience placement

Success Indicator: Items rate at the "Meets Standard" level present successful teaching practice by the teacher candidate. Anything below "Meets Standard" can be seen as an area in need of improvement.

CAEP, InTASC, & TGR Standards	Levels/Criteria	Unacceptable (1)	Needs Improvement (2)	Meets Standard (3)	Exceeds Standard (4)
CAEP R1.1 InTASC 7 TGR 1	Part I: Contextual Factors give insight to individual and classroom experiences as they include a thorough description of geographic location, school district demographics, student characteristics (age, gender, ELL, exceptionalities, developmental levels, interests, etc.), physical characteristics of classroom/school (technology, resources, etc.), and parental/guardian participation/collaboration.	Provides limited and/or unclear description of contextual factors.	Provides an adequate description of most, but not all of the contextual factors.	Provides a thorough description of geographic location, all school district demographics, student characteristics (age, gender, ELL, exceptionalities, developmental levels, interests, etc.), physical characteristics of classroom/school (technology, resources, etc.), and parental/guardian participation/collaboration.	In addition to meets standard, provides contextual factors for accommodating developmental and individual needs of individuals and small groups are included.

<p>CAEP R1.3 InTASC 7 TGR 1</p> <p>MS College and Career-Readiness Standards for all content areas.</p>	<p>Part II: Learning Goals and Objectives Learning goals are clear and thorough and provide an outline of unit and/or lessons that include developmentally appropriate learning goals and objectives that are measurable and observable that are aligned with appropriate MS CCR Standards or appropriate state curricula frameworks.</p>	<p>Learning goals are unclear and are not clearly connected to appropriate state curricula frameworks.</p>	<p>Learning goals are stated, but do not clearly connected to measurable and observable framework.</p>	<p>Learning goals are clear and thorough and provide an outline of unit and/or lessons that include developmentally appropriate learning goals and objectives that are measurable and observable that are aligned with appropriate state curriculum frameworks.</p>	<p>In addition to meets standard, objectives are stated at different instructional levels based on individual/small group needs of students.</p>
<p>CAEP R1.3 InTASC 6 TGR 3</p>	<p>Part III: Assessment–Descriptions Describes the pre-assessment, formative assessment, and post-assessments that are used to differentiate learning experiences to accommodate the learning and development of each learner in the group. The description of each assessment includes a clear and thorough explanation of instructions, scoring guides/rubrics, administration details, and connections to the instructional unit and/or lessons.</p>	<p>Does not use pre-assessment, formative assessment, and post-assessment (all three) to differentiate learning experiences that accommodate the learning and development of each learner in the group. The description of each assessment contains a limited and/or unclear explanation of instructions, scoring guides/rubrics, administration details, and connections to the instructional unit and/or lessons.</p>	<p>Describes the pre-assessment, formative assessment, and post-assessment (all three) but fails to differentiate learning experiences that accommodate differences in learning and development of each learner in the group. The description of each assessment contains an adequate explanation of instructions, scoring guides /rubrics, administration details, and connections to the instructional unit and/or lessons.</p>	<p>Describes the pre-assessment, formative assessment, and post- assessment (all three) to differentiate learning experiences that accommodate the learning and development of each learner in the group. The description of each assessment includes a clear and thorough explanation of instructions, scoring guides/rubrics, administration details, and connections to the instructional unit and/or lessons.</p>	<p>In addition to meets standard, at least one of the assessments is performance-based to enhance critical thinking and problem solving.</p>

CAEP R1.3 InTASC 6 TGR 1	Part III: Assessments Includes a clear and thorough description of how the pre-assessment data was used to guide instruction and/or to modify learning goals and objectives.	Includes a limited and/or unclear description of how the pre-assessment data was used to guide instruction and/or to modify learning goals and objectives.	Includes an adequate description of how the pre-assessment data was used to guide instruction and/or to modify learning goals and objectives.	Includes a clear and thorough description of how the pre-assessment data was used to guide instruction and/or to modify learning goals and objectives.	In addition to meets standard, conferences with individual students to assist with monitoring progress. (Documentation is provided.)
CAEP R1.3 InTASC 8 TGR 4 ISTE 5,6,7	Part IV: Instructional Procedures Uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.	Does not use a variety of teaching appropriate teaching strategies, including technology, to impact student learning.	Has difficulty using a variety of appropriate teaching strategies, including technology, to impact student learning and development.	Uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.	In addition to meets standard, uses a variety of appropriate student-centered teaching strategies to impact student learning and development.
CAEP R1.1 InTASC 6 TGR 4	Part V: Analysis of Student Learning (Assessment Results) Includes a clear and thorough description of data in (two formats: chart/graph format and narrative format) charts, graphs, or tables and statistical data in a narrative format is included in the paper. Rationale about statistical techniques used, description of the findings, and interpretation of the data is clear and thorough.	Includes a limited and/or unclear description of data in charts, graphs, or tables, and statistical data in a narrative format is included in the paper. Rationale about statistical techniques used, description of the findings, and interpretation of the data is unclear, limited, or missing.	Includes an adequate description of data in charts, graphs, or tables, and provides some description of the results of the impact on student learning data in narrative format. Rationale about statistical techniques used, description of the findings, and interpretation of the data is adequately explained.	Includes a clear and thorough description of data in (two formats: chart/graph format and narrative format) charts, graphs, or tables, and statistical data in a narrative format is included in the paper. Rationale about statistical techniques used, description of the findings, and interpretation of the data is clear and thorough.	In addition to meets standard, future steps are included for implementation of this unit and/or group of lessons based on the assessment results.

CAEP R1.1 InTASC 9 TGR 4	Part VI: Reflection on Data & Teaching Performance Includes a clear and thorough discussion about what students learned from the implementation of the unit and/or lessons, the implications of the results from the analyzed data, and the impact on student learning.	Includes a limited and/or unclear discussion about what students learned from the implementation of the unit and/or lessons, the implications of the results from the analyzed data, and the impact on student learning.	Includes an adequate discussion about what students learned from the implementation of the unit and/or lessons, the implications of the results from the analyzed data, and the impact on student learning.	Includes a clear and thorough discussion about what students learned from the implementation of the unit and/or lessons, the implications of the results from the analyzed data, and the impact on student learning.	In addition to meets standard, clearly identifies two specific steps to improve the unit and/or lessons and the teaching performance based on data results.
CAEP R1.1 InTASC 3 TGR 7	Part VI: Reflection Explains how a culturally inclusive environment was supported that promotes fairness, safety, respect, and support for all students.	Does not explain how the environment was culturally inclusive.	Has difficulty explaining how the environment was culturally inclusive.	Explains how the environment was culturally inclusive to promote fairness, safety, respect, and support for all students.	In addition to meets standard, provides research-based strategies that enhance a culturally inclusive environment.
CAEP R1.1 InTASC 5 TGR 4	Overall assignment is free with no more than one spelling, punctuation, capitalization, grammar, and paragraphing error. Writing exemplifies professionalism and effective writing skills.	Overall assignment includes four or more spelling, punctuation, capitalization, grammar, and paragraphing errors.	Overall assignment is free with most spelling, punctuation, capitalization, grammar, and paragraphing errors. Submission may include no more than three errors.	Overall assignment is free with no more than one spelling, punctuation, capitalization, grammar, and paragraphing error. Writing exemplifies professionalism and effective writing skills.	In addition to meets standard, the assignment is free with no spelling, punctuation, capitalization, grammar, and paragraphing errors. Writing exemplifies professionalism and effective writing skills.

XII. Advanced Programs Assessments (Educational Leadership-School Administration)

EPP-Created Assessment: Community Engagement Project

(The EPP is working jointly with the statewide Mississippi Educational Leadership Faculty Association (MELFA) and the Mississippi Educator Preparation Provider Collaborative Committee (EPPCC) to develop Statewide Proprietary Assessments and Statewide Proprietary Surveys for advanced programs. These instruments are being piloted in Spring 2021 and Summer 2021 semesters by the EPP.)

Within this handbook, the EPP-Created assessments currently being used are listed below.

ALIGNED: CAEP A1.1 (Data Literacy, Data Analysis, Research, Collaboration)
ELCC: 4.1, 4.2, 4.3, 4.4, 6.1, 6.2, 6.3
NELP: 1.2, 4.4, 5.1, 5.2, 5.3, 6.1, 6.3
PSEL: 3b, 3g, 3h, 4a, 4b, 4e, 8a, 8b, 8c, 8d, 8e, 8h, 8i, 8j, 9b, 9f, 9g, 9h, 10a, 10b, 10d, 10g, 10h, 10j

Description

The Community Engagement Project is a key assessment used to evaluate candidates' leadership abilities related to assessing community engagement with the school and determining strategies for working with advisory groups/boards as well as identifying key challenges in working with these groups. This assessment requires candidates to critically analyze and assess community engagement activities and attend school board and advisory board meetings to assess emerging trends. The candidate applies professional skills in the area of responsibilities related to advocacy and engaging others in community-related issues. The assessment has two parts: (1) community engagement, and (2) school board/advisory meeting. Candidates are expected to conduct literature searches, analyze research findings, and determine promising practices for success including the use of technologies. Candidates are expected to be able to collaborate with others, use research skills, and analyze existing data using appropriate technologies.

Purpose

The purpose of the Community Engagement Project is to evaluate a candidate's ability to apply knowledge and professional skills related to community engagement and strategies for working with advisory groups-boards to identify key challenges for school success. The candidate is required to work collaboratively with internal and external groups focusing on facility/grounds related to safety, attractiveness, and support for learning. The candidate is required to critically analyze and assess community engagement activities and emerging trends.

Administration

The Community Engagement Project is administered as a key assessment required in the school leadership building-level program. Part of the assessment is required in the EDL 8723 Leadership for Positive School Culture course and the other part is required in the internship course, EDL 8513 School Leadership Internship I. Both courses are offered during the fall semester of the candidate's program. Candidates begin the program during a summer term and complete the program during the end of the second summer term. This course with the key assessment is sequentially offered during the first half of the program. Candidates receive a copy of the assessment and review the materials at the beginning of the courses along with reviews of course syllabi. Candidates complete the assessment and submit the documentation of the

assessment using technology through Canvas and Watermark. The course instructor uses the assessment rubric to score each candidate’s work and provide feedback to each candidate.

Content of the Assessment

Standard	Key Element	Element Description
CAEP A.1.1	Data Literacy	Applications of data literacy;
CAEP A.1.1	Research	Use of research and understanding qualitative, quantitative and/or mixed methods research methodologies;
CAEP A.1.1	Data Analysis	Employment of data analysis and evidence to develop supportive school environments;
CAEP A.1.1	Collaboration	Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
ELCC 4.0 Diverse Community Needs and Resources	4.1	Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.
ELCC 4.0 Diverse Community Needs and Resources	4.2	Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.
ELCC 4.0 Diverse Community Needs and Resources	4.3	Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
ELCC 4.0 Diverse Community Needs and Resources	4.4	Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.
ELCC 6.0 Influencing the Larger Political, Social, Economic, Legal, and Cultural Context	6.1	Candidates understand and can advocate for school students, families, and caregivers.
ELCC 6.0 Influencing the Larger Political, Social, Economic, Legal, and Cultural Context	6.2	Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

ELCC 6.0 Influencing the Larger Political, Social, Economic, Legal, and Cultural Context	6.3	Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.
NELP 1.0 Mission, Vision, and Improvement	1.2	Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.
NELP 4.0 Learning and Instruction	4.4	Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school’s curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable and systematic manner.
NELP 5.0 Community and External Leadership	5.1	Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.
NELP 5.0 Community and External Leadership	5.2	Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.
NELP 5.0 Community and External Leadership	5.3	Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community.
NELP 6.0 Operations and Management	6.1	Program completers understand and demonstrate the capacity to evaluate, develop and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school.
NELP 6.0 Operations and Management	6.3	Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.
PSEL 3 Equity and Cultural Responsiveness	3b	Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.
PSEL 3 Equity and Cultural Responsiveness	3g	Act with cultural competence and responsiveness in their interactions, decision making and practice.

PSEL 3 Equity and Cultural Responsiveness	3h	Address matters of equity and cultural responsiveness in all aspects of leadership.
PSEL 4 Curriculum, Instruction, and Assessment	4a	Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
PSEL 4 Curriculum, Instruction, and Assessment	4b	Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote students' academic success, love of learning, the identities and habits of learners, and healthy sense of self.
PSEL 4 Curriculum, Instruction, and Assessment	4e	Promote the effective use of technology in the service of teaching and learning.
PSEL 8 Engagement of Families/Community	8a	Are approachable, accessible, and welcoming to families and members of the community.
PSEL 8 Engagement of Families/Community	8b	Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
PSEL 8 Engagement of Families/Community	8c	Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
PSEL 8 Engagement of Families/Community	8d	Maintain a presence in the community understand its strengths and needs, develop productive relationships, and engage its resources for the school.
PSEL 8 Engagement of Families/Community	8e	Create means for the school community to partner with families to support student learning in and out of school.
PSEL 8 Engagement of Families/Community	8h	Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
PSEL 8 Engagement of Families/Community	8i	Advocate publicly for the needs and priorities of students, families, and the community.
PSEL 8 Engagement of Families/Community	8j	Build and sustain productive partnerships with public and private sectors to promote school improvements and student learning.

PSEL 9 Operations and Management	9b	Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs.
PSEL 9 Operations and Management	9f	Employ technology to improve the quality and efficiency of operations and management.
PSEL 9 Operations and Management	9g	Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
PSEL 9 Operations and Management	9h	Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
PSEL 10 School Improvement	10a	Seek to make school more effective for each student, teachers and staff, families, and the community.
PSEL 10 School Improvement	10b	Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
PSEL 10 School Improvement	10d	Engage others in an ongoing process of evidence-based inquiry learning, strategic goal setting, planning, implementation and evaluation for continuous school and classroom improvement.
PSEL 10 School Improvement	10g	Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback , and evaluation.
PSEL 10 School Improvement	10h	Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
PSEL 10 School Improvement	10j	Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Scoring

The scoring rubric is based on a 3-point scale with a target score of 3. An acceptable score is 2 and an unacceptable score is 1. Candidates who are not successful in meeting the acceptable level of proficiency on the assessment are given feedback and an opportunity to respond to the feedback provided by the instructor.

Maximum Points Possible

The rubric for scoring the assessment includes seven items. The maximum available points for the assessment = 21.

Data Validity

The Lawshe (1975) method for assessing content validity was used for the Community Engagement Project included in the school building program. A panel of experts consisting of seven professors in educational leadership participated in the evaluation of the Community Engagement Project. The results show the *CVI* was .959 for part one of Community Engagement Project, indicating a high degree of content validity. The results show the *CVI* was 1.00 for part two of the Community Engagement Project, likewise, indicating a very high degree of content validity. The overall *CVI* for the Community Engagement Project was .97, indicating a very high degree of content validity.

Data Reliability

The percentage of absolute agreement was selected to determine the interrater agreement among raters scoring students' responses on the Community Engagement Project for the school building program. The interrater absolute agreement for the first part of the Community Engagement Project was 1.0 (100%) and the interrater absolute agreement for the second part of the Community Engagement Project was .91 (91%). The overall interrater absolute agreement for the Community Engagement Project was .96 (96%), indicating an acceptable level of agreement.

Assessment: Community Engagement Project
Part I Community Engagement Project
in EDL 8723 Leadership for Positive School Culture

Directions: Candidates are expected to conduct literature searches, analyze research findings, and determine promising practices for success including the use of technologies. Candidates are expected to be able to collaborate with others, use research skills, and analyze existing data using appropriate technologies. Candidates must ensure that all activities are aligned with the specific professional standards for this assessment (CAEP A1.1 Data Literacy, Research, Data Analysis, Collaboration; ELCC 4.0, 6.0; NELP 1.2, 4.4, 5.1, 5.2, 5.3, 6.1, 6.3; PSEL 3b, 3g, 3h, 4a, 4b, 8a, 8b, 8c, 8d, 8e, 8h 8i 8j, 9b, 9f, 9g, 9h, 10a, 10b, 10d, 10g, 10h, 10j). Candidates must indicate the notations for the specific standards to show alignment with the responses.

Identify What Works Well and Possible Concerns from Other Viewpoints

Briefly talk with a few individuals from the internal community (perhaps teachers, students, staff members) and a few from the external community (perhaps parents/caregivers, local community partners) about what is working well and any particular challenges/concerns they identify with the facility/grounds related to safety, attractiveness, and as support for learning. Identify collaboration strategies to collect, analyze, and interpret school, students, faculty, and community information and how you would communicate the information about the school within the community. **(Part I, Indicator 1: CAEP A1.1 Collaboration; ELCC 4.1; NELP 1.2, 6.1; PSEL 4e, 9b, 9f, 9g, 10a, 10b, 10d, 10g, 10h, 10j)**

Identify Community Resources and Community Needs

Talk with a few internal/external individuals to the school about the relationship and communication that occurs between school leaders with students, family, caregivers, and community partners related to the school facility for the purpose of marshaling resources and support, and for enhancing the facility as an effective learning environment.

(1) Identify Community Resources and Community Needs Related to Facilities

Determine at least 2 ways diverse community resources and/or various groups have or could assist with school facility/safety issues to improve school programs. Identify 3 ways you would use the diverse community resources to improve school programs. **(Part I, Indicator 2: A.1.1 Collaboration; ELCC 4.2; NELP 5.2; PSEL 3g, 8b, 8c, 8d, 8e, 8j)**

(2) Identify Community Resources and Community Needs Related to Facilities—Families and Caregivers

Review external community usage of the facilities/grounds, procedures for using the facilities/grounds. Conduct a needs assessment of families and caregivers in the school and community. Develop at least 2 collaboration strategies for effective relationships with families and caregivers and how they may be involved in decision-making processes. **(Part I, Indicator 3: CAEP A1.1 Data Literacy; ELCC 4.3; NELP 5.1; PSEL 3b,3g, 8a,8b, 8c)**

(3) Identify Community Resources and Community Needs Related to Facilities—Community Partners

Conduct a needs assessment of the community partners in terms of facilities/grounds use. Present at least 2 collaboration strategies for developing effective relationships with a variety of community partners. Present how you would develop an effective relationship with at least 2 partners to provide support for the school. Identify at least 2 ways to involve community partners in the decision-making processes at the school. **(Part I, Indicator 4: CAEP A.1.1 Research; ELCC 4.4; NELP 5.2; PSEL 3g, 8b, 8c, 8d, 8e, 8j)**

Part II School Board/Advisory Meetings In EDL 8513 School Leadership Internship I

The candidate will learn about the role of the superintendent, district staff, principals, and school board members. The candidate will attend one school board meeting and one school advisory board meeting during the semester. The candidate will participate to identify key political and social issues that are discussed in these meetings and identify how these groups serve the local school needs. The students will meet with the principal and discuss strategies for working with advisory groups/boards and identify key challenges in working with these groups.

- 1. School Board Meeting:** The student will collect a copy of the agenda and keep a record of discussions. The candidate will analyze discussions and write a brief summary of the board meeting and indicate how the discussion focused on the larger political, social, economic, legal, and cultural contexts. The candidate will discuss with the principal (mentor) and describe strategies in each instance on how the principal could serve as an advocate for the students, families, and caregivers **(Part II, Indicator 1: CAEP A1.1 Data Analysis; ELCC 6.1; NELP 5.3; PSEL 8h, 8i)**
- 2. School Advisory Board Meeting:** The candidate will collect a copy of the agenda and keep a record of discussions. The candidate will write a brief summary of the meeting and indicate how each topic of discussion and decisions might relate to local, district, state, and national issues/topics and the role of the principal in influencing the local, district, state, and national decisions related to the issues/topics. **(Part II, Indicator 2: CAEP A1.1 Data Literacy; ELCC 6.2; NELP 6.3; PSEL 9h)**
- 3. School Advisory Board Meeting:** Based on discussions during the Board Meeting and the analysis of the meeting, the candidate will discuss with the principal and present emerging trends and initiatives and possible strategies for addressing these anticipated trends/issues at the school building level **(Part II, Indicator 3: CAEP A1.1 Collaboration; ELCC 6.3; NELP 4.4; PSEL 3h, 4a, 4b)**

**Assessment: Community Engagement Project
Scoring Guide Rubric**

Assessment Task	Unacceptable 1	Acceptable 2	Target 3	Score
<p><u>Part I, Indicator 1: Identify What Works Well and Possible Concerns from Others</u></p> <p>Conduct inquiries with internal and external communities to identify challenges with the facility/grounds related to safety and support for learning. Identify and demonstrate use of collaboration strategies to collect, analyze, and interpret school, students, faculty, and community information and communicate the information. (CAEP A.1.1 Collaboration; ELCC 4.1; NELP 1.2, 6.1; PSEL 4e, 9b, 9f, 9g,10a, 10b, 10d,10g,10h, 10j)</p>	<p>The candidate demonstrates little ability to conduct inquiries to identify challenges related to the facility/grounds’ safety and support for learning. The candidate demonstrates minimal use of collaboration strategies and communication skills with faculty, students, family/caregivers.</p>	<p>The candidate demonstrates acceptable ability to conduct inquiries with individuals from internal/external communities to identify challenges with the facility/grounds related to safety and support for learning. The candidate demonstrates the use of at least 2 collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information; and communicate with faculty, students, family/caregivers in order to collect/share views about facility strengths or improvement areas.</p>	<p>The candidate demonstrates strong ability to conduct inquiries with individuals from internal and external communities to identify challenges with the facility/grounds related to safety and support for learning. The candidate clearly demonstrates the use of 3 or more collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information; and communicate with faculty, students, family/caregivers in order to collect/share views about facility strengths or improvement areas.</p>	
<p><u>Part I, Indicator 2: Identify Community Resources and Community Needs Related to Facilities</u></p> <p>Talk with a few individuals from internal/external communities. Determine how community resources or various groups have or could assist with school facility/safety issues. Identify how you would use diverse community resources to improve school programs. (CAEP A.1.1 Collaboration;</p>	<p>The candidate demonstrates limited ability to mobilize diverse community resources in an effort to improve facility or gives limited importance to involving the community in school matters. The candidate fails to provide ways how diverse community resources can help improve schools.</p>	<p>The candidate demonstrates general ability to mobilize diverse community resources in an effort to improve the facility and provides at least 2 instances of appropriate ways diverse community resources and/or various groups have or could assist with school facility/safety issues. The candidate presents ways to mobilize diverse community resources.</p>	<p>The candidate demonstrates strong ability to conduct inquiries with individuals from internal/external communities to determine existing relationships and communication. The candidate provides 3 or more exemplary ways diverse community resources and/or various groups have or could assist with school facility/safety issues and how to mobilize diverse community</p>	

Assessment Task	Unacceptable 1	Acceptable 2	Target 3	Score
ELCC 4.2; NELP 5.2; PSEL 3g, 8b, 8c, 8d, 8e, 8j)			resources to improve school programs.	
<p><u>Part I, Indicator 3: Identify Community Resources and Community Needs Related to Facilities--Families, and Caregivers:</u></p> <p>Conduct a needs assessment of families and caregivers by reviewing external community usage of the facilities/grounds, procedures for using the facilities/grounds. Present collaboration strategies for effective relationships with families and caregivers and how they are involved in decision-making processes. (CAEP A.1.1)</p> <p>Data Literacy; ELCC 4.3; NELP 5.1; PSEL 3b, 3g, 8a, 8b, 8c)</p>	<p>The candidate demonstrates limited ability to conduct a needs assessment of families and caregivers and build positive relationships with families and caregivers. The candidate fails to develop strategies that involve families and caregivers in the decision-making processes at the school.</p>	<p>The candidate demonstrates general ability to conduct a needs assessment of families and caregivers and develop positive relationships with families and caregivers by developing at least 2 collaboration strategies for effective relationships with families and caregivers. The candidate develops 2 strategies that clearly involve families and caregivers in the decision-making processes at the school.</p>	<p>The candidate demonstrates strong ability to conduct a needs assessment of families and caregivers and develops positive relationships with families and caregivers by developing 3 or more excellent collaboration strategies for effective relationships with families and caregivers. The candidate develops 3 or more strategies that clearly involve families and caregivers in the decision-making processes at the school.</p>	
<p><u>Part I, Indicator 4: Identify Community Resources and Community Needs Related to Facilities-- Community Partners</u></p> <p>Conduct needs assessment of the community partners by reviewing external community usage of the facilities/grounds, procedures for using the facilities/grounds. Develop effective relationships and present collaboration strategies for effective relationships with community partners and how they are involved in decision-making processes. (CAEP A.1.1)</p>	<p>The candidate demonstrates limited ability to conduct a needs assessment of community partners and respond to community interests and needs by neglecting to provide evidence of how school leaders have or could build productive relationships with community partners. The candidate fails to present strategies for involving partners in decision-making processes.</p>	<p>The candidate demonstrates general ability to conduct a needs assessment of community partners. The candidate responds to community interests and needs by developing effective relationships with at least 2 partners. The candidate provides examples/evidence of the effective relationships and develops at least 2 strategies for involving community partners in the decision-making process at the school.</p>	<p>The candidate demonstrates strong ability to conduct a needs assessment of community partners. The candidate responds to community interests and needs by developing effective relationships with 3 or more partners. The candidate provides examples/evidence of the effective partnerships and develops 3 or more strategies for involving community partners in the decision-making processes at the school.</p>	

Assessment Task	Unacceptable 1	Acceptable 2	Target 3	Score
Research; ELCC 4.4; NELP 5.2; PSEL 3g, 8b, 8c,8d, 8e, 8j)				
<p><u>Part II, Indicator 1: School Board Meeting</u></p> <p>Attend a school Board Meeting; collect a copy of the agenda and keep a record of discussions. The candidate will analyze discussions and write a brief summary of the board meeting and indicate how the discussion focused on the larger political, social, economic, legal, and cultural contexts. Discuss with the principal (mentor) and describe strategies in each instance on how the principal could serve as an advocate for the students, families, and caregivers (CAEP A1.1 Data Analysis; ELCC 6.1; NELP 5.3; PSEL 8h, 8i)</p>	<p>The candidate demonstrates limited ability in collecting a copy of the agenda and keeping a record of discussions. The candidate does not analyze discussions and write a brief summary of the board meeting and indicate how the discussion focused on the larger political, social, economic, legal, and cultural contexts. The candidate does not describe strategies in each instance on how the principal could serve as an advocate for students, families, and caregivers.</p>	<p>The candidate demonstrates acceptable ability in collecting a copy of the agenda and keeping a record of discussions. The candidate analyzes discussions and writes a brief summary of the board meeting and indicates how the discussion focused on the larger political, social, economic, legal, and cultural contexts. The candidate provides a general description with at least one strategy in each instance on how the principal could serve as an advocate for students, families, and caregivers.</p>	<p>The candidate demonstrates outstanding ability in collecting a copy of the agenda and keeping a record of discussions. The candidate analyzes discussions and writes a brief summary of the board meeting and indicates how the discussion focused on the larger political, social, economic, legal, and cultural contexts. The candidate provides an excellent description of 2 or more strategies in each instance on how the principal could serve as an advocate for the students, families, and caregivers.</p>	
<p><u>Part II, Indicator 2: School Advisory Board Meeting</u></p> <p>Attend a School Advisory Board Meeting. Write a brief summary of the meeting and indicate how each topic of discussion and decisions relates to local, district, state, and national issues/topics and the role of the principal in influencing the local, district, state, and national decisions related to the issues/topics affecting student learning at the building level. (CAEP A1.1 Data Literacy;</p>	<p>The candidate demonstrates limited ability in analyzing discussions related to local, district, state, and national issues and the role of the principal in influencing the issues/decisions affecting student learning the building level after attending a school advisory board meeting.</p>	<p>The candidate demonstrates acceptable ability in attending an Advisory Board Meeting and analyzing discussions related to local, district, state, and national issues. The candidate provides a detailed summary and analysis of the meeting and includes descriptions of the role of the principal in influencing the issues/decisions affecting student learning at the building level.</p>	<p>The candidate demonstrates exemplary ability in attending an Advisory Board Meeting and analyzing discussions related to local, district, state, and national issues. The candidate provides a detailed summary and analysis of the meeting and includes descriptions of the role of the principal in influencing the issues/decisions affecting student learning at the building level.</p>	

Assessment Task	Unacceptable 1	Acceptable 2	Target 3	Score
ELCC 6.2; NELP 6.3; PSEL 9h)				
<p><u>Part II, Indicator 3: School Advisory Board Meeting</u></p> <p>Attend a school board meeting and school advisory board meeting. After the meetings, discuss with the principal; present emerging trends and initiatives, possible leadership strategies for addressing these anticipated trends/issues at the school building level. (CAEP A1.1 Collaboration; ELCC 6.3; NELP 4.4; PSEL 3h, 4a, 4b)</p>	<p>The candidate demonstrates limited ability in understanding and discussing and presenting emerging trends and initiatives and possible leadership strategies for addressing these anticipated trends/issues at the school building level.</p>	<p>The candidate demonstrates acceptable ability in understanding and discussing and presenting emerging trends and initiatives and at least two possible leadership strategies for addressing these anticipated trends/issues at the school building level.</p>	<p>The candidate demonstrates acceptable ability in understanding and discussing and presenting emerging trends and initiatives and three or more possible leadership strategies for addressing these anticipated trends/issues at the school building level.</p>	

Advanced Programs –Educational Leadership

EPP-Created Assessment: Ethical Leadership for Student Success Project

ALIGNED: CAEP A1.1 (Research, Data Analysis, Technology, Professional Dispositions)
ELCC: 5.1, 5.2, 5.3, 5.4, 5.5
NELP: 2.1, 2.2, 2.3, 6.3
PSEL: 2a, 2b, 2c, 2d, 2e, 2f, 3h, 9h
MCoE: 4.1, 4.2, 9.1, 9.2

Description

The Ethical Leadership for Student Success Project is a key assessment consisting of two parts used to evaluate candidates' leadership abilities related to ethical leadership for exceptional education and ethical leadership for managing schools. The candidates are required to perform professional tasks associated with acting with integrity, fairness, and in an ethical manner. Candidates assess the process for special education evaluation, specifically focusing on the Response to Intervention (RTI) process, as it exists in the school. Further, the candidate observes and critiques instructional services for special education students as these services show evidence of addressing student needs. Candidates are required to assess management documents and observe, interact, and analyze management responsibilities acting with transparency, ethical behavior, and awareness of the moral and legal consequences that go along with managing the school.

Purpose

The purpose of the Ethical Leadership for Student Success Project is to evaluate a candidate's ability to apply knowledge and professional skills related to ethical leadership for exceptional education and ethical leadership for managing schools. Candidates are expected to conduct literature searches, analyze research findings, and determine promising practices for success including the use of appropriate and emerging technologies. Candidates are expected to be able to collaborate with others, use research skills, and analyze existing data using appropriate technologies to evaluate candidates' leadership abilities related to ethical leadership for exceptional education and ethical leadership for managing schools.

Administration

The Ethical Leadership for Student Success Project is administered as a required key assessment in the school leadership building-level program. The assessment is completed while enrolled in two courses: EDL 8413 School Legal and Ethical Perspectives and EDL 8523 Educating Diverse Learners. The courses are offered during the first summer term of the candidate's program. Candidates begin the program during a summer term and complete the program during the end of the second summer term. Candidates receive a copy of the assessment and review the materials at the beginning of the course along with a review of the course syllabus. Candidates complete the assessment and submit the documentation of the assessment using technology through Canvas and Watermark. The course instructor uses the assessment rubric to score each candidate's work and provides feedback to each candidate.

Content of the Assessment

Standard	Key Element	Element Description
CAEP A.1.1	Research	Use of research and understanding qualitative, quantitative and/or mixed methods research methodologies
CAEP A.1.1	Data Analysis	Employment of data analysis and evidence to develop supportive school environments;
CAEP A.1.1	Technology	Supporting appropriate applications of technology for their field of specialization;
CAEP A.1.1	Professional Dispositions	Application of professional dispositions, laws, and policies, codes of ethics, and professional standards, appropriate to their field of specialization.
ELCC 5.0 Acting with Integrity, Fairness, and in an Ethical Manner	5.1	Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.
ELCC 5.0 Acting with Integrity, Fairness, and in an Ethical Manner	5.2	Candidates understand and can model principles of self-awareness, reflective practice, transparency and ethical behavior as related to their roles within the school.
ELCC 5.0 Acting with Integrity, Fairness, and in an Ethical Manner	5.3	Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.
ELCC 5.0 Acting with Integrity, Fairness, and in an Ethical Manner	5.4	Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.
ELCC 5.0 Acting with Integrity, Fairness, and in an Ethical Manner	5.5	Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.
NELP 2.0 Ethics and Professional Norms	2.1	Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model dispositions and professional norms (e.g., equity, fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning, digital citizenship) that support the educational success and well-being of each student and adult.
NELP 2.0 Ethics and Professional Norms	2.2	Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

Standard	Key Element	Element Description
NELP 2.0 Ethics and Professional Norms	2.3	Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.
NELP 6.0 Operations and Management	6.3	Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.
PSEL 2 Ethics and Professional Norms	2a	Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.
PSEL 2 Ethics and Professional Norms	2b	Act according to an promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
PSEL 2 Ethics and Professional Norms	2c	Place children at the center of education and accept responsibility for each student’s academic success and well-being.
PSEL 2 Ethics and Professional Norms	2d	Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
PSEL 2 Ethics and Professional Norms	2e	Lead with interpersonal and communication skill, social -emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.
PSEL 2 Ethics and Professional Norms	2f	Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.
PSEL 3 Equity and Cultural Responsiveness	3h	Address matters of equity and cultural responsiveness in all aspects of leadership.
PSEL 9 Operations and Management	9h	Know, comply with, and help the school community understand local, state, and federal laws, rights policies, and regulations so as to promote student success.
MCoE 4	4.1, 4.2	An educator should always maintain a professional relationship with all students, both in and outside of the classroom.
MCoE 9	9.1, 9.2	An educator shall comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test materials, and other information covered by confidentiality agreements.

Scoring

The scoring rubric is based on a 3-point scale with a target score of 3. An acceptable score is 2 and an unacceptable score is 1. Candidates who are not successful in meeting the acceptable level of proficiency on the assessment are given feedback and an opportunity to respond to the feedback provided by the instructor.

Maximum Points Possible

The scoring rubric includes five items. The maximum available points for the assessment = 15.

Data Validity

The Lawshe (1975) method for assessing content validity was used for the Ethical Leadership for Student Success Project for the school building program. A panel of experts consisting of seven professors in educational leadership participated in the evaluation. The results show the *CVI* = 1.00 for the Ethical Leadership for Student Success Project, indicating a very high degree of content validity.

Data Reliability

A panel of experts consisting of seven professors in educational leadership participated in the inter-rater evaluation beginning with a training session. During training, a sample of student work items were presented and scored for agreement by the panelists. Raters discussed the instances and any problems scoring the ratees or applying the corresponding rubrics. Following the training session, panelists were provided with the documents and instructions for scoring two samples of students' work using the instrument for Ethical Leadership for Student Success Project. The interrater absolute agreement for the Ethical Leadership for Student Success Project was .89, (89%) indicating an acceptable level of agreement. Nonetheless, as a result of the discussions after the calculation of the ratings, revisions were made to the directions and for each component of the assignment. Further, the directions for the administration of the assessment were revised to ensure that candidates indicated references to the specific professional standards within their responses and provided documentation of completing the tasks included in the assessment.

Assessment: Ethical Leadership for Student Success Project

Part I. Ethical Leadership for Exceptional Education In EDL 8523 Educating Diverse Learners

Candidate Instructions: This project is designed to determine the candidate's level of performance in the areas of safeguarding democracy, equity, and diversity and promoting social justice within schools. Effective school leaders demonstrate multi-faceted roles as they work to address the needs of all learners in academically, socially, and emotionally responsive classrooms. School leaders need strong understanding of the legal and ethical obligations that schools have to educate special needs students. Likewise, leaders need skills to work with teachers to establish programs and classroom practices that enhance learning for these students. This section of Assessment 5 requires candidates to explore the basis of special needs education and to demonstrate decision-making skills needed to safeguard values of democracy, equity, diversity, and social justice.

Step 1: Background and Placement Evaluation Process

Obtain a copy of a school district's K-12 Special Needs Checklist: Tier to Placement (to include the 3 step Tier Process and the 10 Step Placement Evaluation Process). Review and critique this process in a brief narrative before completing the remaining steps. Explain the legal and ethical foundation for educating special needs learners and how the infrastructure of special needs education is structured to help a school leader monitor and ensure equitable practices for students. Identify how you, as a school leader, would exhibit ethical behaviors, along with integrity and fairness in managing and providing oversight to the special needs process to ensure academic and social success for every student. **(Part I, Indicator 1: CAEP A.1.1 Data Analysis; ELCC 5.1; NELP 2.1; PSEL 2b, 2c, 2d, 3h)**

Step 2: RTI Process

Attend, observe, and summarize a Response to Intervention (RTI) meeting held to discuss learning issues for one student in the school. In a summary include (a) the number of adults present, (b) their positions (i.e., classroom teacher, inclusion teacher, counselor, administrator, etc.), and (c) their roles at the meeting. Following confidentiality protocol, explain what you learned about the student in terms of (a) social, emotional, and intellectual dimensions, (b) current interventions being utilized by teachers, (c) what is working and what is not working, and (d) subsequent action steps. Make a list of the resources that have been or will be provided to assist this student in the learning process. Identify school-, home-, or community-based resources discussed for the student. Explain where the student is in the Tier Process/Placement Process and what you see as the strengths in the RTI process/ procedures as these support democratic values, equity, and diversity. Finally, identify the communication skills that others in this meeting, would/could have used to support democratic values of equity and diversity issues so that communication is clear, appropriately sensitive, and shows appropriate advocacy for the student under review. **(Part I, Indicator 2: CAEP A.1.1 Professional Dispositions; ELCC 5.3; NELP 2.1; PSEL 2b, 2c, 2d, 3h)**

Step 3: Special Needs Student Observation

Observe the student in a classroom setting. Explain: (a) How would you characterize his/her learning preferences? (b) How do gender, race, ethnicity, social class, and other differences impact the student's cognitive, social, and emotional intelligences? (c) What are the implications for teaching this student? (d) What suggestions do you recommend for instructional materials, pedagogical strategies, and affective growth (i.e., sense of belonging, relationships and worth)? (e) Finally, comment on how the observation data supports or fails to support student achievement, social justice, equity, confidentiality, acceptance and respect between and among students and faculty with the school. Address how you would uphold core values and persist in the face of adversity. If there were areas of concerns, give recommendations that you would make for improvement. **(Part I, Indicator 3: CAEP A.1.1 Professional Dispositions; ELCC 5.5; NELP 2.1; PSEL 2b, 2c, 2d, 3h)**

Evidence of Completion

Report your findings in a narrative form to include the following:

- Critique and Artifact Checklist: K-12 Special Needs Checklist and Evaluation Process
- RTI Meeting Summary
- Student Observation Analysis
- List of references/resources used.

Part II. Ethical Leadership for Managing Schools
In EDL 8413 School Legal and Ethical Perspectives

Candidate Directions:

Effective school leaders manage their schools so that optimal conditions are created for student learning and growth. In this portion of the Assessment, you will be interacting with school leaders to identify management practices that you can use to build capacity so that your school can have continuous and sustainable school improvement. Through observation and document review, you will analyze a principal's management decisions in terms of ethics and how principals arrive at decisions in ways that are reflective, self-aware, and transparent. You will also analyze the moral and legal consequences of the management actions that occur and consider the overall impact on your school's effectiveness. Finally, with the principal, you will identify various management challenges and how to address challenges so improvement can be sustained.

Step 1: Observe and Reflect on Key Management Tasks

Identify 3-4 key management areas in which you could observe school leaders in action sustaining school improvement to promote student learning. Schedule eight hours of observation time with principals and/or assistant principals to observe them work in these identified management areas. Keep a brief log of your observation time and activities you observe. Record what actions you saw, the timeframe, and briefly reflect on any key thoughts or questions you had as a result of the experience. You may conduct the observation over one day or several days. Observations can occur during or outside of the school day. As you observe, reflect, and analyze what you see, focus on how these management tasks build capacity and help your school improve. Identify the potential moral and legal consequences of these management actions and the importance of these management actions to overall effectiveness of your school.

Step 2: Conduct a Document Review to Assess How Management Supports Transparency, Ethical Behavior, and School Benefits

Review various available school plans and documents that may help you understand how school leaders model principles of transparency and ethical behavior (example: school improvement plan, Title I plan, community/parent involvement documents, safety plan, behavior management plan, staffing plan/process, organizational chart, etc.). Look for how the structure of management systems supports principles of transparency and ethical behavior. Analyze a leadership decision in terms of an established ethical practice. Report on the documents you reviewed in a chart format/matrix and your pertinent findings. Formulate your leadership platform grounded in ethical standards and practices. **(Part II, Indicator 1: CAEP A.1.1 Technology; ELCC 5.2; NELP 2.1, 2.3; PSEL 2a, 2b, 2c, 2d, 2e, 2f, 3h)**

Step 3: Interact with Leader to Evaluate Management Actions

Prepare interview questions about aspects of management that you saw or did not get to observe or understand in your document review. Develop questions for use with a principal/assistant principal to help you identify (a) key dilemmas that leaders face in working in the management areas, (b) tips and best practices/strategies for managing these dilemmas effectively, and (d) ways the school leader structures this management area to help the school achieve its vision and sustain improvement. Consider the legal and moral consequences that are tied to these important leadership challenges and how you would deal with these as a school leader. Conduct the interview, then write a one-page summary of the interview responses, including tips for managing the areas and ways to respond to the legal and moral circumstances. Provide 3 school strategies to address educational dilemmas to prevent difficulties related to moral and legal issues. **(Part II, Indicator 2: CAEP A.1.1 Research; ELCC 5.4; NELP 2.1, 2.2, 6.3; PSEL 2b, 2c, 2d, 3h, 9h)**

Step 4: Prepare your Evidence of this Project

Using your log, reflection, interview questions, and one-page summary, summarize what you did and learned. Critique how actions of leaders and management structures they put in place have potential to sustain school improvement. Cite data when possible. (For instance, you may be critiquing the management system used for student attendance and see evidence that student attendance processes and interventions are effectively decreasing student absenteeism. This evidence may be an important indicator that this management task is helping to sustain school improvement.) Discuss areas of strength that exist in the management systems of the school. Likewise, comment on any improvement to that may be needed to have an even greater positive impact on sustained school improvement. Discuss how the school leader models principles of transparency and ethical behavior related to their management and leadership decisions.

Evidence of Completion:

- Observational Log and Reflection
- Interview Questions and One-Page Summary
Summary Document

**Scoring Guide Rubric for
Assessment: Ethical Leadership for Student Success**

Task Assessed	Unacceptable 1	Acceptable 2	Target 3	Score
<p><u>Part I, Indicator 1:</u> <u>Critique an Artifact; Checklist for Special Needs Evaluation Process</u> Provide critique of legal and ethical foundation for educating special needs learners and how the infrastructure of special needs education is structured to help a school leader monitor and ensure equitable practices for students. Identify ethical behaviors, integrity and fairness in managing and providing oversight to the special needs process. (CAEP A.1.1 Data Analysis; ELCC 5.1; NELP 2.1; PSEL 2b, 2c, 2d, 3h)</p>	<p>Candidate demonstrates limited ability to act with fairness and integrity by failing to accurately assess infrastructures needed for the special needs process or to identify leadership responsibilities related to policies and practices that ensure every special need student’s needs are met.</p>	<p>Candidate demonstrates general ability to assess special needs processes/ infrastructures as a foundation for treating special needs students with integrity and fairness; candidate provides discussion of appropriate ethical behaviors that should be used when monitoring and managing the special needs process.</p>	<p>Candidate demonstrates strong ability to assess processes/infrastructures as a foundation for treating students with integrity and fairness in serving their special needs; and provides a compelling rationale for ethical behaviors that should be used when monitoring and managing the special needs process.</p>	
<p><u>Part I, Indicator 2:</u> <u>RTI Meeting</u> Attend, observe, and summarize a Response to Intervention (RTI) meeting; List resources to assist this student in the learning process. Identify school-, home-, or community-based resources; identify the communication skills to support democratic values of equity and diversity issues so that communication is clear, appropriately sensitive, and shows appropriate advocacy for the student under review. (CAEP A.1.1 Professional Dispositions; ELCC 5.3; NELP 2.1; PSEL 2b, 2c, 2d, 3h)</p>	<p>Candidate demonstrates limited ability to evaluate the RTI procedures as these support democratic values, equity, and diversity by failing to analyze strengths, weaknesses, or communication supporting these values.</p>	<p>Candidate demonstrates general ability to evaluate RTI procedures and communication as each supports values of democratic, equity, and diversity; and provides two recommendations of specific student learning resources that would support these values.</p>	<p>Candidate demonstrates strong ability to evaluate RTI communication/ procedures as each supports values of democracy, equity, and diversity; and provides two or more ways that resources support these values, justifying each resource with research.</p>	
<p><u>Part I, Indicator 3:</u> <u>Special Needs Student Observation</u> Observe the student in a classroom setting. Provide recommendation for instructional materials, pedagogical strategies, and growth; comment on student achievement, social justice, equity, confidentiality, acceptance and respect between and among students and faculty with the school. Address how you would uphold core values and persist in the face of adversity give recommendations that you would make for improvement. (CAEP A.1.1</p>	<p>The candidate has limited ability to critique classroom practices that promote social justice or meet student needs as evidenced by failure to identify classroom instructional practices that appropriately serve special needs students.</p>	<p>The candidate demonstrates general ability to be able to promote social justice by identifying classroom practices that appropriately serve the needs of special needs students—honoring equity, social justice, acceptance and respect; upholds core values in face of adversity.</p>	<p>The candidate shows strong ability to promote social justice by identifying classroom practices that appropriately serve the needs of special needs students—honoring equity, social justice, acceptance and respect; upholds core values in face of adversity; candidate cites rules/laws for justifying</p>	

Professional Dispositions; ELCC 5.5; NELP 2.1; PSEL 2b, 2c, 2d, 3h)			these values and practices.	
Task Assessed	Unacceptable 1	Acceptable 2	Target 3	Score
<p><u>Part II, Indicator 1:</u> <u>Observation and Document Review</u> Conduct a Document Review to Assess How Management Supports Transparency, Ethical Behavior, and School Benefits: Look for how the structure of management systems supports principles of transparency and ethical behavior. Analyze a leadership decision in terms of an established ethical practice. Report on the documents you reviewed. Formulate your leadership platform grounded in ethical standards and practices. (CAEP A.1.1 Technology; ELCC 5.2; NELP 2.1, 2.3; PSEL 2a, 2b, 2c, 2d, 2e, 2f, 3h)</p>	The candidate demonstrates limited/ no ability to identify how leaders set up management structures that reflect principles of transparency, ethics, and self-awareness.	The candidate demonstrates how the management documents reflect the school leader’s management decisions that are ethical, are transparent to others, and reflect self-awareness, citing at least one example where behaviors were observed or needed in future procedures/policies. The candidate formulates a clear leadership platform grounded in ethical standards and practice.	The candidate demonstrates strong principles of ethical behavior, reflective practice, transparency, and self-awareness and gives two or more specific examples of management structures or behaviors, and how these benefit students and connect to their own personal beliefs/values. The candidate formulates a clear leadership platform grounded in ethical standards and practice.	
<p><u>Part II, Indicator 2:</u> <u>Interact with Leader to Evaluate Management Actions</u> Prepare interview questions; develop questions for use with a principal/assistant principal to help identify (a) key dilemmas that leaders face in working in the management areas, (b) tips/best practices and strategies for managing these dilemmas effectively, and (d) ways the school leader structures the management area to help the school achieve its vision and sustain improvement. Provide 2 school strategies to address educational dilemmas to prevent difficulties related to moral and legal issues. (CAEP A.1.1 Research; ELCC 5.4; NELP 2.1, 2.2, 6.3; PSEL 2b, 2c, 2d, 3h, 9h)</p>	The candidate does not show ability to evaluate management actions taken by leaders and fails to correctly identify moral and legal consequences for management decisions. The candidate does not present strategies to address educational dilemmas.	The candidate shows general ability to evaluate general management actions taken by leaders and correctly speaks to the moral and legal consequences for decisions citing at least two specific examples with strategies to address educational dilemmas to prevent difficulties related to moral and legal issues pulled from the exercise.	The candidate shows strong ability to evaluate general management actions taken by leaders and correctly speaks to the moral and legal consequences for decisions, citing two or more specific examples and justifies the actions with proven legal and ethical practices. The candidate provides exemplary strategies to address educational dilemmas and prevent difficulties related to moral and legal issues.	

Advanced Programs-Educational Leadership

EPP-Created Assessment: Instruction, School Culture, and Technologies Project

ALIGNED: CAEP A.1.1 (Data Literacy, Data Analysis, Technology)
ELCC: 2.1, 2.2, 2.3, 2.4
NELP: 3.1, 3.2, 4.1, 4.2, 4.3, 7.1, 7.4
PSEL: 4c, 4d, 4e, 5a, 5b, 5c, 5d, 5f, 6e, 6f, 7c, 7d, 7e, 7g

Description

This is a key assessment used to evaluate candidates' leadership abilities related to instruction, school culture, and the use of technologies. The candidates are required to perform professional tasks associated with addressing professional standards related to curriculum, instructional staffing, cultural responsiveness, and technologies to support teaching and learning. The candidates perform professional tasks that may assist in welcoming back students and parents to a new academic school year. The candidates are required to evaluate, develop, and implement coherent systems of curriculum, instruction, and technologies. The assessment is designed to provide building-level school leaders with skills necessary to promote the current and future success and well-being of students and staff.

Purpose

The purpose of this assessment is to evaluate a candidate's ability to apply knowledge and professional skills related to the curriculum, instruction, cultural responsiveness, and technologies. Candidates are expected to conduct literature searches, analyze research findings, and determine promising practices for success including the use of technologies. Candidates are expected to be able to collaborate with others, use research skills, and analyze existing data using appropriate technologies to evaluate, develop, and implement the school's curriculum and instruction.

Administration

This key assessment is administered as a requirement in the school leadership building-level program. The assessment is required in the course EDL 8623 Leading Curriculum, Instruction and Assessment which is offered during the spring semester of the candidate's program. Candidates begin the program during a summer term and complete the program during the end of the second summer term. This course with the key assessment is sequentially offered during the last half of the program. Candidates receive a copy of the assessment and review the materials at the beginning of the course along with a review of the course syllabus. Candidates must ensure that all activities and responses to the assessment are aligned with the specific professional standards for this assessment. Candidates complete the assessment and submit the documentation of the assessment using technology through Canvas and Watermark. The course instructor uses the assessment rubric to score each candidate's work and provides feedback to each candidate.

Content of the Assessment

Standard	Key Element	Element Description
CAEP A.1.1	Data Literacy	Applications of data literacy;
CAEP A.1.1	Data Analysis	Employment of data analysis and evidence to develop supportive school environments;
CAEP A.1.1	Technology	Supporting applications of technology appropriate for the field of specialization;
ELCC 2.0 School Culture and Instructional Program	2.1	Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
ELCC 2.0 School Culture and Instructional Program	2.2	Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
ELCC 2.0 School Culture and Instructional Program	2.3	Candidates understand and can develop and supervise the instructional leadership capacity of school staff.
ELCC 2.4 School Culture and Instructional Program	2.4	Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.
NELP 3.0 Equity, Inclusiveness, and Cultural Responsiveness	3.1	Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.
NELP 3.0 Equity, Inclusiveness, and Cultural Responsiveness	3.2	Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.
NELP 4.0 Learning and Instruction	4.1	Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technologically rich curricula, programs, and other supports for academic and non-academic student programs.
NELP 4.0 Learning and Instruction	4.2	Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

NELP 4.0 Learning and Instruction	4.3	Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.
NELP 7.0 Building Professional Capacity	7.1	Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.
NELP 7.0 Building Professional Capacity	7.4	Program completers understand and have the capacity to develop and implement systems of supervision, support and evaluation designed to promote school improvement and student success.
PSEL 4 Curriculum, Instruction, and Assessment	4c	Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
PSEL 4 Curriculum, Instruction, and Assessment	4d	Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
PSEL 4 Curriculum, Instruction, and Assessment	4e	Promote the effective use of technology in the service of teaching and learning.
PSEL 5 Community of Care and Support for Students	5a	Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
PSEL 5 Community of Care and Support for Students	5b	Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
PSEL 5 Community of Care and Support for Students	5c	Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
PSEL 5 Community of Care and Support for Students	5d	Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
PSEL 5 Community of Care and Support for Students	5f	Infuse the school's learning environment with the cultures and languages of the school's community.
PSEL 6 Professional Capacity of School Personnel	6e	Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

PSEL 6 Professional Capacity of School Personnel	6f	Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
PSEL 7 Professional Community for Teachers and Staff	7c	Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
PSEL 7 Professional Community for Teachers and Staff	7d	Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
PSEL 7 Professional Community for Teachers and Staff	7e	Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
PSEL 7 Professional Community for Teachers and Staff	7g	Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

Scoring

The scoring rubric is based on a 3-point scale with a target score of 3. An acceptable score is 2 and an unacceptable score is 1. Candidates who are not successful in meeting the acceptable level of proficiency on the assessment are given feedback and an opportunity to respond to the feedback provided by the instructor.

Maximum Points Possible

The scoring rubric includes four items. The maximum available points for the assessment = 12.

Data Validity

The Lawshe (1975) method for assessing content validity was used for the Instruction, School Culture, and Technologies Project Assessment for the school building program. A panel of experts consisting of seven professors in educational leadership participated in the evaluation beginning with presentation and a training session. The results show the $CVR = 1.00$ for each item for the Instruction, School Culture, and Technologies Project indicating a high degree of content validity. As a result, the CVI is 1.00 indicating a high degree of content validity.

Data Reliability

A panel of experts consisting of seven professors in educational leadership participated in the inter-rater evaluation beginning with a training session. During training, a sample of candidates' work items were presented and scored for agreement by the panelists. Raters discussed instances of disagreement and any problems scoring the ratees or applying the corresponding rubrics. Raters discussed how evidence may be easier to evaluate. Following the training session, panelists were provided with the documents and instructions for scoring two samples of

candidates' work using the rubric for the Instruction, School Culture, and Technologies Project. The inter-rater absolute agreement for the Instruction, School Culture, and Technologies Project was .97 (97%), indicating a high level of agreement.

Assessment: Instruction, School Culture, and Technologies Project In EDL 8623 Leading Curriculum, Instruction and Assessment

Directions for Candidate: The candidate works in collaboration with a school building-level principal and the instructor to identify key activities related to school culture, the instructional program, instructional staffing, and technologies to support teaching and learning where he/she can assist in helping to welcome-back students and parents to the school year. Candidates must ensure that all activities are aligned with the specific professional standards for this assessment (CAEP A1.1 Data Literacy, Data Analysis, Technology; ELCC 2.1, 2.2, 2.3, 2.4; NELP 3.1, 3.2, 4.1, 4.2, 7.1, 7.4; PSEL 4c, 4d, 4e, 5a, 5b, 5c, 5d, 5f, 6.3, 6f, 7c, 7d, 7e, 7g). Candidates must indicate the notations for the specific standards/areas/elements to show alignment with the responses.

Candidates are expected to conduct literature searches, analyze research findings, and determine promising practices for success including the use of technologies. Candidates are expected to be able to collaborate with others, use research skills, and analyze existing data using appropriate technologies to evaluate, develop, and implement the school's curriculum and instruction. This work should fulfill a need at the school and help the candidate gain experience where he/she may have limited experience.

1. Review the demographics for the school (students, teachers, and administrators), previous surveys or documents related to an evaluation of the school's culture/climate. Prepare a profile of the school (e.g., demographics, history, traditions, and rituals, accomplishments, etc.). Write a brief reflection paper addressing how the school culture and instructional program are conducive to student learning. Emphasize how high expectations for student learning, collaboration, and trust influence positive outcomes. Share the profile and reflection paper with the principal. Discuss ways for promoting a strong instructional program and positive school culture conducive to student learning. Provide a summary of activities with recommendations to focus on for the opening of school for promoting a school culture and instructional program that are conducive to student learning for the opening of the school (**Indicator 1: CAEP A.1.1 Data Analysis; ELCC 2.1; NELP 3.1, 3.2, 4.1, 4.3, 7.1; PSEL 4e, 5a, 5b, 5c, 5d, 5f, 7c, 7d, 7e, 7g**)
2. Review the school's curriculum/instructional program using a suggested checklist or evaluation instrument. Focus on ensuring the instructional program is aligned with state requirements and that the program is comprehensive, rigorous, and coherent. Provide a summary of activities completed, artifacts, and an analysis of your overall evaluation and recommendations for any changes. (**Indicator 2: CAEP A.1.1 Data Literacy; ELCC 2.2; NELP 4.1; PSEL 4e, 5c**)
3. Review the staffing capacity of instructional and non-instructional assignments for the school year. Focus on the leadership capacity of the school including teacher leadership, curriculum leadership, supervision, professional development, etc. Provide a summary of activities completed, artifacts, and recommendations for the academic year. (**Indicator 3: CAEP A.1.1 Data Analysis; ELCC 2.3; NELP 4.2, 7.4; PSEL 4c, 4d, 6e, 6f**)
4. Review the school's technology plan to support teaching and learning for the year. Work with the principal to determine any specific needs. Provide a summary of activities

completed, artifacts, and recommendations for the academic year. (**Indicator 4: CAEP A.1.1 Technology; ELCC 2.4; NELP 3.2, 4.2; PSEL 4c, 4d**)

**Instruction, School Culture and Technologies Project
Rubric for Scoring**

Tasks Assessed	Unacceptable 1	Acceptable 2	Target 3	Score
<p><u>Indicator 1: School Culture/Climate</u> Review previous surveys/ documents related to an evaluation of the school’s culture/climate. Focus on collaboration, trust and high expectations for students. Provide a summary of activities with recommendations focused on the opening of school for promoting a school culture and instructional program that are conducive to student learning for the opening of the school. (CAEP A.1.1 Data Analysis; ELCC 2.1; NELP 3.1, 3.2, 4.1, 7.1; PSEL 4e, 5a, 5b, 5c, 5d, 5f, 7c, 7d, 7e, 7g)</p>	<p>Candidate shows limited proficiency in how to sustain a school and instructional program that builds trust/ collaboration among teachers and administrators so that the school culture and instructional program are conducive to student learning for the opening of the school.</p>	<p>Candidate shows general ability in how to sustain a school culture and instructional program that builds trust/ collaboration among teachers, student, parents, and administrators, and cites at least one activity with recommendations for the opening of school for promoting a school culture and instructional program that are conducive to student learning.</p>	<p>Candidate shows strong ability in how to sustain a school culture and instructional program that builds trust/ collaboration among teachers, student, parents, and administrators, and cites at least two activities with recommendations for the opening of school for promoting a school culture and instructional program that are conducive to student learning.</p>	
<p><u>Indicator 2: Evaluating a Curriculum</u> Review the school’s curriculum/instructional program using a checklist or evaluation instrument. Focus on ensuring the instructional program is aligned with state requirements and the program is comprehensive, rigorous, and coherent. Provide a summary of activities, artifacts, and an analysis of your evaluation and recommendations for any changes. (CAEP A.1.1 Data Literacy; ELCC 2.2; NELP 4.1; PSEL 4e, 5c)</p>	<p>Candidate shows limited proficiency in demonstrating the ability to create, and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program aligned with state requirements. Candidate does not provide a complete summary and analysis of the evaluation of the curriculum and instructional program.</p>	<p>Candidate shows acceptable ability in creating, and evaluating a comprehensive, rigorous, and coherent curricular and instructional school program aligned with state requirements. Candidate provides descriptions of at least 2 activities and artifacts related to the evaluation of the curriculum program and a summary and analysis of the evaluation of the curriculum and instructional program.</p>	<p>Candidate shows strong ability in creating, and evaluating a comprehensive, rigorous, and coherent curricular and instructional school program aligned with state requirements. Candidate provides descriptions of at 3 or more activities and artifacts related to the evaluation of the curriculum/instructional program and a summary and analysis of the evaluation of the curriculum and instructional program.</p>	

<p><u>Indicator 3: Leadership Capacity</u> Review the staffing capacity of instructional and non-instructional assignments for the school year. Focus on the leadership capacity of the school including teacher leadership, curriculum leadership, supervision, professional development, etc. Provide a summary of activities completed, artifacts, and recommendations for the academic year. CAEP A.1.1 Technology; ELCC 2.3; NELP 4.2, 7.4; PSEL 4c, 4d, 6e, 6f)</p>	<p>Candidate shows limited proficiency in demonstrating the ability to develop and supervise the instructional and leadership capacity of the school. Candidate does not provide a complete summary and analysis of the leadership capacity and recommendations for the school year.</p>	<p>Candidate shows acceptable ability in demonstrating the ability to develop and supervise the instructional and leadership capacity of school staff. Candidate provides a description of at least one activity and artifact and recommendations related to the staffing assignments focusing on teacher leadership, curriculum leadership, supervision, and professional development for the school year.</p>	<p>Candidate shows strong ability in demonstrating the ability to develop and supervise the leadership capacity of school staff. Candidate provides a description of at two or more activities and artifacts and recommendations related to the staffing assignments focusing on teacher leadership, curriculum leadership, supervision, and professional development for the school year.</p>	
<p><u>Indicator 4: Technologies to Support Teaching and Learning</u> Review the school’s technology plan to support teaching and learning for the year. Work with the principal to determine any specific needs. Provide a summary of activities completed, artifacts, and recommendations for the academic year. (CAEP A.1.1 Technology; ELCC 2.4; NELP 3.2, 4.2, 4.3; PSEL 4c, 4d)</p>	<p>Candidate shows limited proficiency in demonstrating the ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment. Candidate does not provide a complete summary and analysis of the school’s technology plan with artifacts and recommendations.</p>	<p>Candidate shows acceptable ability in demonstrating the ability to promote the most effective and appropriate technologies to support teaching and learning. Candidate provides a complete summary of at least two activities, artifacts, and an analysis of the evaluation of the school’s technology plan with recommendations for specific needs for the academic year.</p>	<p>Candidate shows strong ability in demonstrating the ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment. Candidate provides a complete summary of at 3 or more activities, artifacts, and an analysis of the evaluation of the school’s technology plan with recommendations for specific needs for the academic year.</p>	

Advanced Programs-Educational Leadership

EPP-Created Assessment: School Vision and Management Operations Project

ALIGNED: CAEP A1.1 (Data Literacy, Research, Data Analysis, Collaboration, Technology)
ELCC: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5
NELP: 1.1, 1.2, 3.3, 4.4, 6.1, 6.2, 7.3
PSEL: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 3d, 3g, 3h, 4a, 4b, 4e, 5e, 6c, 6d, 6g, 7a, 7b, 7f, 9b, 9c, 9d, 9f, 9g, 10a, 10b, 10d, 10g, 10h, 10j

Description

The School Vision and Management Operations Project is a key assessment used to evaluate a candidate's leadership abilities related to school vision, mission, improvements, and management operations. The assessment is divided into two parts. The first part focuses on the school's vision, mission, and improvements. The second part of the assessment focuses on the school's management and operations to support teaching and learning. The assessment is designed to provide building-level school leaders with skills necessary to promote the current and future success and well-being of students and staff.

Purpose

The purpose of this assessment is to evaluate a candidate's ability to apply knowledge and professional skills related to school vision, mission, improvements, and management operations. Candidates are expected to use appropriate and emerging technologies to conduct literature searches, analyze research findings, and determine promising practices for school success. Candidates are expected to be able to collaborate with school administrators, teachers, and students. Candidates must use research skills, and analyze existing data to evaluate, develop, implement, and steward the school's vision and mission as well as perform school management operations. Candidates are expected to work closely with a school building administrator and demonstrate professional skills in addressing standards. All activities are performed during the internship experiences.

Administration

The School Vision and Management Operations Project is administered as a required key assessment in the school leadership building-level program. The assessment is required in the EDL 8613 School Leadership Internship II course which is offered during the spring semester. Candidates begin the program during a summer term and complete the program during the end of the second summer term. Candidates receive a copy of the assessment materials (tasks, rubric, and professional standards) at the beginning of each course. The instructor reviews the materials and answers questions along with a review of the course syllabus at the beginning of the program and within the course. Candidates complete the assessment and submit the documentation of the assessment using technology through Canvas and Watermark. The course instructor uses the assessment rubric to score each candidate's work and provides feedback to each candidate.

Content of the Assessment

Standard	Key Element	Element Description
CAEP A.1.1	Data Literacy	Applications of data literacy;
CAEP A.1.1	Research	Use of research and understanding qualitative, quantitative and/or mixed methods research methodologies;
CAEP A.1.1	Data Analysis	Employment of data analysis and evidence to develop supportive school environments;
CAEP A.1.1	Collaboration	Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
CAEP A.1.1	Technology	Supporting applications of technology appropriate for the field of specialization;
ELCC 1.0 School Vision of Learning	1.1	Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
ELCC 1.0 School Vision of Learning	1.2	Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.
ELCC 1.0 School Vision of Learning	1.3	Candidates understand and can promote continual and sustainable school improvement.
ELCC 1.0 School Vision of Learning	1.4	Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.
ELCC 3.0 School Management and Operational Systems	3.1	Candidates understand and can monitor and evaluate school management and operational systems.
ELCC 3.0 School Management and Operational Systems	3.2	Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
ELCC 3.0 School Management and Operational Systems	3.3	Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.
ELCC 3.0 School Management and Operational Systems	3.4	Candidates understand and can develop school capacity for distributed leadership.

ELCC 3.0 School Management and Operational Systems	3.5	Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.
NELP 1.0 Mission, Vision, and Improvement	1.1	Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
NELP 1.0 Mission, Vision, and Improvement	1.2	Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.
NELP 3.0 Equity, Inclusiveness, and Cultural Responsiveness	3.3	Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive and culturally responsive instruction and behavior support practices among teachers and staff.
NELP 4.0 Learning and Instruction	4.4	Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school’s curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.
NELP 6.0 Operations and Management	6.1	Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school.
NELP 6.0 Operations and Management	6.2	Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.
NELP 7.0 Building Professional Capacity	7.3	Program completers understand and have the capacity to personally engage in, as well as collaboratively engage staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.
PSEL 1 Mission, Vision, and Core Values	1a	Develop an educational mission for the school to promote the academic success and well-being of each student.
PSEL 1 Mission, Vision, and Core Values	1b	In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

PSEL 1 Mission, Vision, and Core Values	1c	Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
PSEL 1 Mission, Vision, and Core Values	1d	Strategically develop, implement, and evaluate actions to achieve the vision for the school.
PSEL 1 Mission, Vision, and Core Values	1e	Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school and changing needs and situations of students.
PSEL 1 Mission, Vision, and Core Values	1f	Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
PSEL 1 Mission, Vision, and Core Values	1g	Model and pursue the school’s mission, vision, and core values in all aspects of leadership.
PSEL 3 Equity and Cultural Responsiveness	3d	Develop student policies and address student misconduct in a positive fair, and unbiased manner.
PSEL 3 Equity and Cultural Responsiveness	3g	Act with cultural competence and responsiveness in their interactions, decision making, and practice.
PSEL 3 Equity and Cultural Responsiveness	3h	Address matters of equity and cultural responsiveness in all aspects of leadership.
PSEL 4 Curriculum, Instruction, and Assessment	4a	Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
PSEL 4 Curriculum, Instruction, and Assessment	4b	Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
PSEL 4 Curriculum, Instruction, and Assessment	4e	Promote the effective use of technology in the service of teaching and learning.

PSEL 5 Community of Care and Support for Students	5e	Cultivate and reinforce student engagement in school and positive student conduct.
PSEL 6 Professional Capacity of School Personnel	6c	Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
PSEL 6 Professional Capacity of School Personnel	6d	Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
PSEL 6 Professional Capacity of School Personnel	6g	Develop the capacity, opportunities and support for teacher leadership and leadership from other members of the school community.
PSEL 7 Professional Community for Teachers and Staff	7a	Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
PSEL 7 Professional Community for Teachers and Staff	7b	Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
PSEL 7 Professional Community for Teachers and Staff	7f	Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
PSEL 9 Operations and Management	9b	Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
PSEL 9 Operations and Management	9c	Seek, acquire, and manage fiscal, physical, and other resources to support curriculum instruction, and assessment, student learning community, professional capacity and community; and family and community engagement.
PSEL 9 Operations and Management	9d	Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
PSEL 9 Operations and Management	9f	Employ technology to improve the quality and efficiency of operations and management.
PSEL 9 Operations and Management	9g	Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

PSEL 10 School Improvement	10a	Seek to make school more effective for each student, teachers and staff, families, and the community.
PSEL 10 School Improvement	10b	Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
PSEL 10 School Improvement	10d	Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
PSEL 10 School Improvement	10g	Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
PSEL 10 School Improvement	10h	Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
PSEL 10 School Improvement	10j	Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Scoring

The scoring rubric is based on a 3-point scale with a target score of 3. An acceptable score is 2 and an unacceptable score is 1. Candidates who are not successful in meeting the acceptable level of proficiency on the assessment are given feedback and an opportunity to respond to the feedback provided by the instructor.

Maximum Points Possible

The scoring rubric contains nine items. The maximum available points for the assessment = 27.

Data Validity

The Lawshe (1975) method for assessing content validity was used for the School Vision and Management Operations Project for the school building program. A panel of experts consisting of seven professors in educational leadership participated in the evaluation beginning with presentation and a training session. The results show the *CVR* = 1.00 for each item on the School Vision and Management Operations Project, indicating a very high degree of content validity. The *CVI* for the assessment is 1.00.

Data Reliability

A panel of experts consisting of seven professors in educational leadership participated in the inter-rater evaluation beginning with a training session. During training, samples of student work items were presented and scored for agreement by the panelists. Raters discussed the instances and any problems scoring the ratees or applying the corresponding rubrics. Raters discussed how evidence may be easier to evaluate. Following the training session, panelists were provided with the documents and instructions for scoring two samples of candidates' work using the instrument for the School Vision and Management Operations Project. The overall inter-rater absolute

agreement for the School Vision and Management Operations Project was .94 (94%), indicating a high level of inter-rater agreement.

Assessment: School Vision and Management Operations Project
In EDL 8613 School Leadership Internship II

Candidate Directions: The candidate works in collaboration with a school building-level principal and the instructor to identify key activities related to the school’s vision, mission, management operations, and improvements to support teaching and learning. The candidates are required to perform professional tasks associated with addressing the professional standards in these areas of specialization. The assessment is divided into two parts. The first part focuses on the school’s vision, mission, and improvements. The second part of the assessment focuses on the school’s management and operations to support teaching and learning. The assessment is designed to provide building-level school leaders with skills necessary to promote the current and future success and well-being of students and staff.

Candidates are expected to conduct literature searches, analyze research findings, and determine promising practices for success including the use of technologies. Candidates are expected to be able to collaborate with others, use research skills, and analyze existing data using appropriate technologies to evaluate, develop, and implement the school’s vision. This work should help the candidate gain experience where he/she may have limited experience. Candidates must indicate the notations for the specific standards to show alignment with their responses. . Candidates complete the assessment and submit the documentation of the assessment using technology through Canvas and Watermark.

Part I School Vision and Mission

1. School Vision Plan

This assignment can include up to 10 hours towards the internship and thus, should be listed on the contract document with the mentor. This plan requires you to review your school’s mission and vision statements and consider steps you could propose to improve student performance in your school in the areas of either literacy/reading or mathematics. (1) You must articulate a school vision statement of learning characterized by a respect for students and their families and community partnerships. (2) Develop a school vision plan consisting of the vision statement of learning, a description of a collaborative process for developing and implementing the school vision, a process of how you would communicate the school’s vision to appropriate school constituencies, and how you would steward the school vision statement of learning. **(Part I, Indicator 1: CAEP A.1.1 Data Analysis; ELCC 1.1; NELP 1.1; PSEL 1a, 1b, 1c, 1d, 1e, 1f, 1g)**

2. Development, Alignment, and Implementation of Goals

You must conduct research on developing and using strategic planning processes. Using the data from your school, you should then create at least two school-based strategic and tactical goals to achieve the vision of student learning. The strategic and tactical goals should be based on evidence-centered research. You must show how you aligned the school’s goals with district improvement goals and provide implementation plans to achieve the goals. **(Part I, Indicator 2: CAEP A.1.1 Research; ELCC 1.2; NELP 1.1, PSEL 1a, 1b, 1c, 1d, 1e, 1f, 1g)**

3. Transformational Change Plan with Professional Development

This part of your plan must focus on transformation change at the school-building level. You should design a transformation change plan that consists of a comprehensive professional development program to promote school improvement. You should include the identification of strategies or practices in the professional development program to build organizational capacity in order to promote continuous and sustainable school improvement in the plan. **(Part I, Indicator 3: CAEP A.1.1 Data Literacy; ELCC 1.3; NELP 1.2; PSEL 10a, 10b, 10d, 10g, 10h, 10j)**

4. Evaluation Process for Assessing Effectiveness

You must construct an evaluation process to assess the effectiveness of a school program. You should include how you will monitor program development, implementation of the program's goals, how you will interpret information, and how you will communicate progress toward the achievement of the school's vision and program goals to students, staff, families, community, and other stakeholders. **(Part I, Indicator 4: CAEP A. 1.1 Research; ELCC 1.4; NELP 1.2; PSEL 10a, 10b, 10d, 10g, 10h, 10j)**

Part II Management Operations

This assignment may count up to 10 hours toward the internship hours, and thus, should also be listed on the contract document. The candidate will analyze the purpose, policies, processes, and regulations that provide for maintaining accurate and accessible student data records. Candidate will consider efficiently using human, fiscal, and technological resources while protecting the welfare and safety of school students and staff as well as developing capacity for distributed leadership. Candidates will explore ways to ensure that teacher and administrator time is focused to support high-quality teaching and learning.

1. Candidates will interview key personnel to determine the management and process/procedures for monitoring and evaluating at least one aspect of maintaining/securing student records, i.e., grades, health records/medication logs, attendance data and discipline data. Provide a summary of your interview and recommendations for improvement. **(Part II, Indicator 1: CAEP A.1.1 Research; ELCC 3.1; NELP 6.1; PSEL 4e, 9b, 9f, 9g)**
2. Include discussions with the principal on ways human, fiscal, and technological resources are efficiently used to manage computerized student data. Identify key challenges and benefits and processes for legally/ethically releasing student grades and other information. Provide a summary of your activity and recommendations for improvement. **(Part II, Indicator 2: CAEP A.1.1 Technology; ELCC 3.2; NELP 6.1, 6.2; PSEL 3h, 9b, 9c, 9d, 9f, 9g)**
3. Review school-based policies and procedures that relate to maintaining/securing student records. Provide a summary of the policy and discuss how the policy legally and ethically protects the welfare and safety of student and staff within the school. **(Part II, Indicator 3: CAEP A.1.1 Data Literacy; ELCC 3.3 NELP 3.3; PSEL 3d, 3g, 3h, 5e, 7b)**
4. Discuss with the principal aspects of distributed leadership. Provide a conceptual illustration and narrative summary of ways distributed leadership is present within the school. Include strengths and challenges. **(Part II, Indicator 4: CAEP 1.1A Collaboration; ELCC 3.4; NELP 7.3; PSEL 3h, 6c, 6d, 6g, 7a, 7f)**

5. Review the school's daily/weekly schedule of events for teachers and administrators. Discuss with the principal how he/she encourages and supports teacher time and ensures teacher time is focused on high-quality school instruction and student learning. Provide a summary of your activity and recommendations for improvement. **(Part II, Indicator 5: CAEP A.1.1 Data Analysis; ELCC 3.5; NELP 4.4; PSEL 3h, 4a, 4b)**

**Scoring Rubric for Assessment:
School Vision and Management Operations Project**

Tasks Assessed	Unacceptable 1	Acceptable 2	Target 3	Score
<p><u>Part I, Indicator 1: School Vision Plan</u></p> <p>Articulate a vision of learning statement characterized by a respect for students and their families and community partnerships; develop a school vision plan that includes communication of school’s vision with appropriate school constituencies, and process for implementing and stewarding the school vision. (CAEP A.1.1 Data Analysis ELCC 1.1; NELP 1.1; PSEL 1a, 1b, 1c, 1d, 1e, 1f, 1g)</p>	<p>Candidate demonstrates minimal school building-level leadership skills in articulating a vision statement of learning and developing a school vision plan. The plan does not include one or more of the required components.</p>	<p>Candidate demonstrates acceptable school building-level leadership skills which include articulation of a vision of learning statement characterized by respect for students and their families and community partnerships; and Candidate develops an acceptable school vision plan which includes a process for implementing and stewarding the school’s vision and communicating the school’s vision with appropriate constituencies.</p>	<p>Candidate demonstrates exceptional school building-level leadership skills which include articulating a clear vision of learning statement characterized by respect for students and their families and community partnerships; and the candidate develops a detailed school vision plan which includes a collaborative process for implementing and stewarding the school’s vision and communicating the school’s vision with appropriate constituencies.</p>	
<p><u>Part I, Indicator 2: Development, Alignment, and Implementation of Goals</u></p> <p>Conduct evidenced-centered research on strategic planning processes; using data to create strategic and tactical goals; show goal alignment with district – level goals, and include implementation plans to achieve the goals. (CAEP A.1.1 Research; ELCC 1.2; NELP 1.1, PSEL 1a, 1b, 1c, 1d, 1e, 1f, 1g)</p>	<p>Candidate demonstrates limited school building-level leadership skills in conducting research on strategic planning processes and creating strategic and tactical goals. Candidate does not show goal alignment with district level goals or implementation plans to achieve the goals.</p>	<p>Candidate demonstrates acceptable school building-level leadership skills in conducting evidenced-centered research on strategic planning processes and using data to create 2 goals aligned with district –level goals. Candidate develops implementation plans to collaboratively achieve the strategic and tactical goals.</p>	<p>Candidate demonstrates exceptional school building- level leadership skills in conducting evidenced-centered research on strategic planning processes and using data to create 3 or more goals aligned with district –level goals. Candidate develops clear implementation plans to collaboratively achieve the strategic and tactical goals for the school.</p>	

**Scoring Rubric for Assessment:
School Vision and Management Operations Project**

Tasks Assessed	Unacceptable 1	Acceptable 2	Target 3	Score
<p><u>Part I, Indicator 3:</u> <u>Transformational Change Plan with Professional Development Program</u></p> <p>Design a transformational change plan that includes a professional development program with strategies or practices to build organizational capacity for continuous and sustainable school improvement. (CAEP A.1.1 Data Literacy; ELCC 1.3; NELP 1.2; PSEL 10a, 10b, 10d, 10g, 10h, 10j)</p>	<p>Candidate demonstrates limited school building-level leadership skills in designing a transformation change plan that includes a professional development program.</p>	<p>Candidate demonstrates acceptable school building-level leadership skills in designing a transformation change plan consisting of a comprehensive professional development program to promote school improvement. The professional development plan includes at least 2 strategies/practices to promote continuous school improvement.</p>	<p>Candidate demonstrates exceptional school building-level leadership skills in designing a transformation change plan consisting of a comprehensive professional development program to promote school improvement. The professional development plan includes at least 3 or more strategies/practices to promote continuous and sustainable school improvement.</p>	
<p><u>Part I, Indicator 4:</u> <u>Evaluation Process for Assessing Effectiveness</u></p> <p>Construct an evaluation process to assess effectiveness of a school program; include monitoring program development, implementation of school's goals, interpretation of information, and communication of progress to constituents. (CAEP A.1.1 Research; ELCC 1.4; NELP 1.2; PSEL 10a, 10b, 10d, 10g, 10h, 10j)</p>	<p>Candidate demonstrates limited school building-level leadership skills in constructing an evaluation process to assess effectiveness of a school's program or plan. The plan does not include one or more of the following: monitoring, implementation, interpretation of information, and communication of progress.</p>	<p>Candidate demonstrates acceptable school building-level leadership skills in constructing an evaluation process to assess the effectiveness of a school program. The process includes monitoring program development, implementation of the goals, interpretation of information, and communication of the program's progress toward the achievement of the programs' goals to students, staff, families, community and other stakeholders.</p>	<p>Candidate demonstrates excellent school building-level leadership skills in constructing an evaluation and communication process to assess the effectiveness of a school program. The evaluation process includes details on monitoring program development, implementation of program goals, interpretation of information, and communication of the program's progress toward the achievement of the programs' goals to students, staff, families, community and other stakeholders.</p>	

**Scoring Rubric for Assessment:
School Vision and Management Operations Project**

Tasks Assessed	Unacceptable 1	Acceptable 2	Target 3	Score
<p>Part II, Indicator 1: <u>Student Recordkeeping and Data Management</u></p> <p>Interview key personnel to determine the management and process/procedures for monitoring and evaluating at least one aspect of maintaining/ securing student records, i.e., grades, health records/ medication logs, attendance data and discipline data. Provide a summary of your interview and recommendations for improvement. (CAEP A. 1.1 Research; ELCC 3.1; NELP 6.1; PSEL 4e, 9b, 9f, 9g)</p>	<p>Candidate shows limited proficiency in demonstrating ability to monitor and evaluate school management and operation systems related to maintaining/securing student records. Candidate provides a limited weak summary of the interview and recommendations for improvement.</p>	<p>Candidate shows acceptable ability in demonstrating how to monitor and evaluate a process/procedure for at least one aspect of maintaining/securing student records. Candidate provides an acceptable summary of the interview and meaningful recommendations for improvement.</p>	<p>Candidate shows exemplary ability in demonstrating how to monitor and evaluate a process/procedure for two or more aspects of maintaining/securing student records. Candidate provides an acceptable summary of the interview and meaningful recommendations for improvement.</p>	
<p>Part II, Indicator 2 <u>Human, Fiscal, and Technological Services</u></p> <p>Include discussions with the principal and identify ways human, fiscal, and technological resources are efficiently used to manage computerized student data. Identify key challenges and benefits and processes for legally/ethically releasing student grades and other information. Provide a summary of your activity and recommendations for improvement. (CAEP A.1.1 Technology; ELCC 3.2;</p>	<p>Candidate shows limited proficiency in demonstrating ability to identify ways human, fiscal, and technological resources are efficiently used to manage computerized student data. Candidate does not present key challenges and benefits for legally/ethically releasing student data or recommendations for improvement.</p>	<p>Candidate shows acceptable ability in demonstrating ways human, fiscal, and technological resources are efficiently used to manage computerized student data. Candidate presents key challenges and benefits for legally/ethically releasing student data and provides meaningful recommendations for improvement.</p>	<p>Candidate shows exemplary ability in demonstrating ways human, fiscal, and technological resources are efficiently used to manage computerized student data. Candidate presents several key challenges and benefits for legally/ethically releasing student data and provides meaningful recommendations for improvement.</p>	

**Scoring Rubric for Assessment:
School Vision and Management Operations Project**

Tasks Assessed	Unacceptable 1	Acceptable 2	Target 3	Score
NELP 6.1, 6.2; PSEL 3h, 9b, 9c, 9d, 9f, 9g)				
<p><u>Part II, Indicator 3:</u> <u>Policies and Procedures</u></p> <p>Review and analyze school-based policies and procedures that relate to maintaining/securing student records. Provide a summary of the policy and discuss how the policy legally and ethically protects the welfare and safety of student and staff within the school presenting key points. (CAEP A.1.1 Data Literacy; ELCC 3.3 NELP 3.3; PSEL 3d, 3g, 3h, 5e, 7b)</p>	<p>Candidate shows limited proficiency in demonstrating ability to review and analyze school-based policies and procedures to discuss how the policy legally and ethically protects the welfare and safety of student and staff within the school.</p>	<p>Candidate shows acceptable ability in providing an analysis of at least one school-based policy related to maintaining/securing student records and procedures. Candidate presents a summary and key points related to how the policy legally and ethically protects the welfare and safety of student and staff within the school.</p>	<p>Candidate shows exemplary ability in providing an analysis of two or more school-based policies related to maintaining/securing student records and procedures. Candidate presents a summary and discussion on several key points related to how the policy legally and ethically protects the welfare and safety of student and staff within the school.</p>	
<p><u>Part II, Indicator 4:</u> <u>Distributed Leadership</u></p> <p>Discuss with the principal aspects of distributed leadership related to maintaining/securing student records. Provide a conceptual illustration and narrative summary of ways distributed leadership is present within the school. Include strengths and challenges. (CAEP A. 1.1 Collaboration; ELCC 3.4; NELP 7.3; PSEL 3h, 6c, 6d, 6g, 7a, 7f)</p>	<p>Candidate shows limited proficiency in demonstrating ability to provide a conceptual framework and discussion related to distributed leadership in maintaining/securing student records. Candidate provides minimum strengths and challenges related to the process.</p>	<p>Candidate shows acceptable ability in providing a conceptual framework and discussion related to distributed leadership in maintaining/securing student records. Candidate provides a summary analysis of how distributed leadership is present in the school and a list of at least two strengths and two challenges related to the process of maintaining some aspect of student records.</p>	<p>Candidate shows exemplary ability in providing a conceptual framework and discussion related to distributed leadership in maintaining/securing student records. Candidate provides a summary analysis of how distributed leadership is present in the school and a list of at least three or more strengths and three of more challenges related to the process of maintaining some aspect of student records.</p>	

**Scoring Rubric for Assessment:
School Vision and Management Operations Project**

Tasks Assessed	Unacceptable 1	Acceptable 2	Target 3	Score
<p><u>Part II, Indicator 5:</u> <u>Management Operations-</u> <u>High Quality Instruction</u></p> <p>Review the school’s daily/weekly schedule of events for teachers and administrators. Discuss with the principal how he/she encourages and supports teacher time and ensures teacher time is focused on high-quality school instruction and student learning. Provide recommendations for improvement. (CAEP A.1.1 Data Analysis; ELCC 3.5; NELP 4.4; PSEL 3h, 4a, 4b)</p>	<p>Candidate shows limited proficiency in demonstrating ability to provide a review, summary, and recommendations for improvement related to ensuring that teachers time is focused on high-quality school instruction and student learning.</p>	<p>Candidate shows proficiency in demonstrating ability to conduct a review of school schedules and provides a written review, summary, and recommendations for improvement related to ensuring that teachers’ time is focused on high-quality school instruction and student learning.</p>	<p>Candidate shows proficiency in demonstrating exemplary ability to conduct a review of school schedules and provides a written review, summary, and two or more recommendations for improvement related to ensuring that teachers’ time is focused on high-quality school instruction and student learning.</p>	

Mississippi State University Educational Leadership

EPP-Created Assessment: Educational Leadership Professional Dispositions

ALIGNED: CAEP A1.1 (Professional Dispositions)
ELCC: 2.1, 3.3, 3.4, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2
NELP: 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.3, 7.2, 7.3
PSEL: 2a, 2b, 2c, 2d, 2e, 2f
MCoE: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Description

The professional dispositions are assessed during classes and field experiences of all candidates enrolled in the Educational Leadership program. The Educational Leadership Professional Dispositions Assessment addresses personal qualities such as the values, commitments, and professional ethics needed by administrators. The dispositions are described as the expected tendencies of candidates to act in a given manner reflecting their personal beliefs and values. These reflect the desired attitudes and beliefs about learning and teaching (e.g., the belief that all children can learn). Candidates are required to demonstrate professional conduct and behavior in the following areas: responsibilities, communications, interpersonal skills, classroom characteristics, judgment, ethics, and self-reflection. Candidates should aspire to conduct themselves in a manner that is consistent with the highest degree of integrity and professionalism, whether included below or not. Statewide Common Dispositions (SCDI) and Mississippi Code of Ethics (MCoE) are identified in the Educational Leadership Professional Dispositions.

Purpose

The purpose of the Educational Leadership Professional Dispositions assessment is to assess the candidates' tendencies to demonstrate behaviors that reflect the attitudes and beliefs about learning, teaching, and leading needed by building-level school administrators. The purpose of the assessment is to assess the candidates in seven areas on the following behaviors: responsibilities, communications, interpersonal skills, classroom characteristics, judgment, ethics, and self-reflection.

Administration

This assessment is administered as a requirement in the school leadership building-level program. Candidates are assessed at least three times during enrollment in the program. Graduate students enrolled in the Department of Educational Leadership are introduced to the Educational Leadership Professional Dispositions through the Department's Handbook. In addition, information regarding dispositions are articulated in all departmental classes. If an instructor or faculty member has concerns about a student's professional behavior or dispositions at any time, that instructor or faculty member will meet with the student and recommend corrective action. If warranted, documentation of the meeting is placed in the student's folder. If the concern is serious or the problem is not resolved, the faculty member will complete an Educational Leader Professional Dispositions form (Step 1) and send it to the Graduate Coordinator and Department Head. The Graduate Coordinator will schedule a review of the form by the program area committee. The program area committee will review the Educational Leader Professional Dispositions form and recommend a plan of action (Step 2) if one is needed. The plan of action

could include specific recommendations for assistance or improvement. In addition, action may include deferring conditional requirements for continuing in the program or denying continuation in the program. In some cases, no action will be taken. Committee decisions will be forwarded to the student, originating faculty member, the Department Head and placed in the student's file. If the situation warrants, the Graduate Coordinator and/or Department Head will meet with the student to inform him/her of the committee decision. Documentation of that conference will be forwarded to the Dean of the COE. The student may appeal the decision to the Dean of Education. The decision of the Dean is final.

Content of the Assessment

Standard	Key Element	Element Description
CAEP A.1.1	Professional Dispositions	Application of professional dispositions, laws and policies codes of ethics and professional standards appropriate to their field of specialization.
ELCC 2.0 School Culture and Instructional Program	2.1	Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
ELCC 3.0 School Management and Operational Systems	3.3	Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school
ELCC 3.0 School Management and Operational Systems	3.4	Candidates understand and can develop school capacity for distributed leadership.
ELCC 4.0 Diverse Community Needs and Resources	4.3	Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
ELCC 5.0 Acting with Integrity, Fairness, and in an Ethical Manner	5.1	Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.
ELCC 5.0 Acting with Integrity, Fairness, and in an Ethical Manner	5.2	Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

ELCC 5.0 Acting with Integrity, Fairness, and in an Ethical Manner	5.3	Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.
ELCC 5.0 Acting with Integrity, Fairness, and in an Ethical Manner	5.4	Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.
ELCC 5.0 Acting with Integrity, Fairness, and in an Ethical Manner	5.5	Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.
ELCC 6.0 Influencing the Larger Political, Social, Economics, Legal, and Cultural Context	6.2	Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.
NELP 2.0 Ethics and Professional Norms	2.1	Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model dispositions and professional norms (e.g., equity, fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.
NELP 2.0 Ethics and Professional Norms	2.2	Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.
NELP 2.0 Ethics and Professional Norms	2.3	Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.
NELP 3.0 Equity, Inclusiveness, and Cultural Responsiveness	3.1	Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.
NELP 3.0 Equity, Inclusiveness, and Cultural Responsiveness	3.2	Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.
NELP 3.0 Equity, Inclusiveness, and Cultural Responsiveness	3.3	Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

NELP 5 Community and External Leadership	5.1	Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school
NELP 5 Community and External Leadership	5.2	Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.
NELP 5 Community and External Leadership	5.3	Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community.
NELP 6 Operations and Management	6.3	Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.
NELP 7 Building Professional Capacity	7.3	Program completers understand and have the capacity to personally engage in, as well as collaboratively engage staff in , professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.
PSEL 2 Ethics and Professional Norms	2a	Effective leaders act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.
PSEL 2 Ethics and Professional Norms	2b	Effective leaders act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
PSEL 2 Ethics and Professional Norms	2c	Effective leaders place children at the center of education and accept responsibility for each student’s academic success and well-being.
PSEL 2 Ethics and Professional Norms	2d	Effective leaders safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
PSEL 2 Ethics and Professional Norms	2e	Effective leaders lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.
PSEL 2 Ethics and Professional Norms	2f	Effective leaders provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

MCoE1	1.1, 1.2	An educator should demonstrate conduct that follows generally recognized professional standards.
MCoE 2	2.1, 2.2	An educator should exemplify honest and integrity in the course of professional practice and does not knowingly engage in deceptive practices regarding official policies of the school district or educational institution
MCoE 3	3	An educator shall abide by federal, state, and local laws and statutes and local school board policies.
MCoE 4	4.1, 4.2	An educator should always maintain a professional relationship with all students, both in and outside the classroom.
MCoE 5	5	An educator should always maintain a professional relationship with colleagues, both in and outside the classroom.
MCoE 6	6.1, 6.2	An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.
MCoE 7	7.1, 7.2	An educator shall not knowingly misappropriate, divert, or use funds, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
MCoE 8	8.1, 8.2	An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.
MCoE 9	9.1, 9.2	An educator shall comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized text material, and other information covered by confidentiality agreements.
MCoE 10	10	An educator should fulfill all of the terms and obligation detailed in the contract with the local school board or educational agency for the duration of the contract.

Scoring

The scoring rubric is based on a 3-point scale with a target score of 3. An acceptable score is 2 and an unacceptable score is 1. Candidates who are not successful in meeting the acceptable level of proficiency on the assessment are given feedback and an opportunity to respond to the feedback provided by the instructor.

Maximum Points Possible

The scoring rubric includes four items. The maximum available points for the assessment = 21.

Data Validity

The Lawshe (1975) method for assessing content validity was used for the Educational Leadership Dispositions Assessment included in the school building program. A panel of experts consisting of seven professors in educational leadership participated in the evaluation beginning with a training session. The results show the $CVR = .99$ for each item on the Educational Leadership Dispositions Assessment, indicating a high degree of content validity. The CVI is 1.00.

Data Reliability

A panel of experts consisting of four professors in educational leadership participated in the inter-rater reliability evaluation. Panelists were provided with the documents and instructions for scoring four candidates using the instrument for the Educational Leadership Dispositions Assessment. The inter-rater absolute agreement for the Educational Leadership Dispositions Assessment was 1.00 (100%), indicating an exceptionally high level of agreement.

Advanced Programs
Educational Leadership Professional Dispositions Assessment
Instructions for Reporting of Educational Leadership Dispositions

Procedures:

1. Candidates enrolled in the Department of Educational Leadership are introduced to the Educational Leader Professional Dispositions through the description in the Department Handbook. In addition, information regarding dispositions will be articulated in all departmental classes.
2. If an instructor or faculty member has concerns about a candidate's professional behavior or dispositions at any time, that instructor or faculty member will meet with the candidate and recommend corrective action. If warranted, documentation of the meeting should be placed in the candidate's folder.
3. If the concern is serious or the problem is not resolved, the faculty member will complete an Educational Leader Professional Dispositions form (Step 1) and send it to the Graduate Coordinator and Department Head. The Graduate Coordinator will schedule a review of the form by the program area committee.
4. The program area committee is comprised of a minimum of three full-time faculty members from the Department of Educational Leadership.
5. The program area committee will review the Educational Leader Professional Dispositions form and recommend a plan of action (Step 2) if one is needed. The plan of action could include specific recommendations for assistance or improvement. In addition, action may include deferring conditional requirements for continuing in the program or denying continuation in the program. In some cases, no action will be taken. Committee decisions will be forwarded to the candidate, originating faculty member, the Department Head and placed in the student's file.
6. If the situation warrants, the Graduate Coordinator and/or Department Head will meet with the candidate to inform him/her of the committee decision. Documentation of that conference will be forwarded to the Dean of the COE.
7. The candidate may appeal the decision to the Dean of the COE. The decision of the Dean is final.

Educational Leadership Professional Dispositions Form

This form is applicable to candidates participating in the graduate programs in the Department of Educational Leadership. Any instructor or faculty member may file an Educational Leader Professional Dispositions form if a candidate's professional behavior or disposition is questioned.

Step 1 should be completed within 5 days and submitted to the Graduate Coordinator and Department Head. Step 2 should be completed within an additional 5 days and forwarded to the candidate, originating faculty member, Graduate Coordinator, Department Head and placed in the candidate's file.

Candidate's Name: (Please Print) _____ MSU NET ID _____

Course: _____

Semester: _____ Year _____

Circle the area being addressed:

- | | |
|------------------------------|---------------------|
| 1. Responsibilities | 5. Judgment |
| 2. Communication | 6. Ethics |
| 3. Interpersonal Skills | 7. Self- Reflection |
| 4. Classroom Characteristics | |

Step 1. Faculty Member's Description of Concern(s) and Recommended Action (attach additional information if needed) _____

Faculty Member's Signature: _____ Date: _____

Candidate's Signature: _____ Date: _____

(Signature indicates the form has been shared with the student.)

Step 2. Program Area Committee Comments/Action Taken (attach additional information)

Graduate Coordinator's Signature: _____ Date: _____

Candidate's Signature: _____ Date: _____

Directions: The candidate reviews the Educational Leadership Dispositions Assessment and signs the document indicating he/she has read the assessment and understands the assessment.

The school leadership program addresses the knowledge, skills, performances, and dispositions needed by administrators. The candidates are assessed on their tendencies to act in a given manner reflecting beliefs and values. The candidates' professional dispositions are described as attitudes and beliefs about learning and teaching (e.g., the belief that all children can learn) and as professional conduct and behavior. The professional dispositions are assessed during classes and field experiences. Candidates should aspire to conduct themselves in a manner that is consistent with the highest degree of integrity and professionalism, whether included below or not.

1. Responsibilities:

- Is present, punctual, and prepared for classes and field experiences
- Completes assignments in a timely manner
- Is dependable; cooperative; self-directed; accepts responsibility
- Follows guidelines in course syllabi, university and school handbooks
- Exhibits dress and grooming appropriate for the setting

(CAEP A.1.1 Professional Dispositions; ELCC 2.1, 3.3, 3.4, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2; NELP 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.3, 7.2, 7.3; PSEL 2a, 2b, 2c, 2d, 2e, 2f; MCoE 1)

2. Communication:

- Uses appropriate language
- Demonstrates ability to speak and write with clarity
- Uses standard English in writing and speaking
- Is a good listener

(CAEP A.1.1 Professional Dispositions; ELCC 2.1, 3.3, 3.4, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2; NELP 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.3, 7.2, 7.3; PSEL 2a, 2b, 2c, 2d, 2e, 2f; MCoE 1, 2, 5)

3. Interpersonal Skills:

- Shows courtesy and respect for faculty, administrators, students, teachers, staff, peers, parents, and members of the community
- Works collaboratively with others
- Avoids disparaging or critical remarks
- Establishes positive rapport and appropriate relationships
- Shows sensitivity to all students
- Is committed to diversity, open-minded, supportive, and encouraging

(CAEP A.1.1 Professional Dispositions; ELCC 2.1, 3.3, 3.4, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2; NELP 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.3, 7.2, 7.3; PSEL 2a, 2b, 2c, 2d, 2e, 2f; MCoE 1, 2, 4, 5)

4. Classroom Characteristics:

- Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful
 - Places needs of students first
 - Respects individual differences
 - Shows initiative and creativity
 - Is dedicated to teaching and learning; demonstrates persistence in helping all children achieve success
 - Exhibits classroom awareness and caring attitude toward all students
- (CAEP A.1.1 Professional Dispositions; ELCC 2.1, 3.3, 3.4, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2; NELP 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.3, 7.2, 7.3; PSEL 2a, 2b, 2c, 2d, 2e, 2f; MCoE 1, 2, 4, 9)

5. Judgment:

- Is mature, exhibits self-control, reacts appropriately under stress
 - Is flexible, adapts to change
 - Is able to accept and express different points of view in a professional manner
 - Uses good judgment
 - Accepts responsibility for own actions
- (CAEP A.1.1 Professional Dispositions; ELCC 2.1, 3.3, 3.4, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2; NELP 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.3, 7.2, 7.3; PSEL 2a, 2b, 2c, 2d, 2e, 2f; MCoE 1, 2, 3, 6, 7, 8, 9, 10)

6. Ethics:

- Demonstrates truthfulness and honesty
 - Maintains ethical and legal behaviors in interactions with others
 - Maintains confidentiality
 - Respects intellectual property of others by giving credit and avoiding plagiarism/cheating
 - Adheres to ethics/policies of university, schools, and profession
- (CAEP A.1.1 Professional Dispositions; ELCC 2.1, 3.3, 3.4, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2; NELP 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.3, 7.2, 7.3; PSEL 2a, 2b, 2c, 2d, 2e, 2f; MCoE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

7. Self-Reflection:

- Engages in problem solving and self-evaluation
 - Reflects on decisions made concerning students, teaching methods, and subject matter
 - Accepts constructive criticism in a positive manner
 - Uses feedback to make improvements
 - Strives for personal and professional growth
- (CAEP A.1.1 Professional Dispositions; ELCC 2.1, 3.3, 3.4, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2; NELP 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.3, 7.2, 7.3; PSEL 2a, 2b, 2c, 2d, 2e, 2f; MCoE 1)

I have read and understand the Educational Leadership Professional Dispositions and the implementation procedures.

Signature: _____ Date: _____

Mississippi State University
Department of Educational Leadership

Instructions for Scoring Rubric for Candidates' Dispositions

The school leadership program addresses the knowledge, skills, performances, and dispositions needed by administrators. The Educational Leadership Dispositions include the “values , commitments, and professional ethics that influence candidates’ behaviors toward students, families, colleagues and communities. The dispositions also include the attitudes and beliefs about learning and teaching (e.g., the belief that all children can learn) and as professional conduct and behavior. The professional behaviors are assessed during classes and field experiences. Candidates should aspire to conduct themselves in a manner that is consistent with the highest degree of integrity and professionalism during their enrollment in the program.

1. **Responsibilities:** Is present, punctual and prepared for classes and field experiences; completes assignments in a timely manner; dependable; cooperative; knows and follows guidelines in course syllabi, university and school handbooks; exhibits dress and grooming appropriate for the setting; self-directed; accepts responsibility. (CAEP A.1.1 Professional Dispositions; ELCC 2.1, 3.3, 3.4, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2; NELP 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.3, 7.2, 7.3; PSEL 2a, 2b, 2c, 2d, 2e, 2f; MCoE 1).
2. **Communication:** Uses appropriate language; demonstrates ability to speak and write with clarity; uses Standard English in writing and speaking; a good listener. (CAEP A.1.1 Professional Dispositions; ELCC 2.1, 3.3, 3.4, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2; NELP 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.3, 7.2, 7.3; PSEL 2a, 2b, 2c, 2d, 2e, 2f; MCoE 1, 2, 5)
3. **Interpersonal Skills:** Shows courtesy and respect for peers, staff, faculty, and members of the university community; works collaboratively with others; avoids disparaging or critical remarks; establishes positive rapport and appropriate relationships; shows sensitivity to all; is committed to diversity, open-minded, supportive, and encouraging. (CAEP A.1.1 Professional Dispositions; ELCC 2.1, 3.3, 3.4, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2; NELP 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.3, 7.2, 7.3; PSEL 2a, 2b, 2c, 2d, 2e, 2f; MCoE 1, 2, 4, 5)
4. **Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; respects individual differences; shows initiative and creativity; is dedicated to the teaching and learning process; demonstrates persistence in helping all achieve success; exhibits classroom awareness and caring attitude toward all other students. (CAEP A.1.1 Professional Dispositions; ELCC 2.1, 3.3, 3.4, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2; NELP 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.3, 7.2, 7.3; PSEL 2a, 2b, 2c, 2d, 2e, 2f; MCoE 1, 2, 4, 9)

5. **Judgment:** Is mature, exhibits self-control, reacts appropriately under stress; is flexible, adapts to change; is able to accept and express different points of view in a professional manner; uses good judgment; accepts responsibility for own actions. (CAEP A.1.1 Professional Dispositions; ELCC 2.1, 3.3, 3.4, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2; NELP 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.3, 7.2, 7.3; PSEL 2a, 2b, 2c, 2d, 2e, 2f; MCoE 1, 2, 3, 6, 7, 8, 9, 10)
6. **Ethics:** Demonstrates truthfulness and honesty; maintains ethical and legal behaviors in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit and avoiding plagiarism/cheating; adheres to ethics/policies of the university and the profession. (CAEP A.1.1 Professional Dispositions; ELCC 2.1, 3.3, 3.4, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2; NELP 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.3, 7.2, 7.3; PSEL 2a, 2b, 2c, 2d, 2e, 2f; MCoE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
7. **Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning other students, faculty, staff, and the university community; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth. (CAEP A.1.1 Professional Dispositions; ELCC 2.1, 3.3, 3.4, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2; NELP 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.3, 7.2, 7.3; PSEL 2a, 2b, 2c, 2d, 2e, 2f; MCoE 1)

**Department of Educational Leadership
Rubric for Scoring Candidate Dispositions**

Disposition	Unacceptable 1	Acceptable 2	Target 3	Score
<p>Indicator 1: Responsible Behavior The candidate is present, punctual and prepared for classes and field experiences; completes assignments in a timely manner; is dependable and cooperative; knows and follows guidelines in course syllabi, university, and school handbooks; exhibits dress and grooming appropriate for the setting; is self-directed; accepts responsibility. (CAEP A.1.1 Professional Dispositions; ELCC 2.1, 3.3, 3.4, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2; NELP 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.3, 7.2, 7.3; PSEL 2a, 2b, 2c, 2d, 2e, 2f; MCoE 1)</p>	<p>The candidate fails to demonstrate responsible behaviors. The candidate lacks being present, punctual and prepared for classes and field experiences; does not complete assignments in a timely manner; is not dependable and cooperative; infrequently demonstrates knowing and following guidelines in course syllabi, university, and school handbooks; lacks exhibiting dress and grooming appropriate for the setting; is seldom self-directed; accepts responsibility.</p>	<p>The candidate demonstrates responsible behaviors in an acceptable manner. The candidate is present, punctual and prepared for classes and field experiences. The candidate completes all assignments in a timely manner and is dependable and cooperative. The candidate demonstrates that he/she knows and follows guidelines in course syllabi, university, and school handbooks. The candidate exhibits dress and grooming appropriate for the educational setting. The candidate is self-directed and accepts responsibility.</p>	<p>The candidate demonstrates responsible behaviors in an acceptable manner. The candidate is always present, punctual and prepared for classes and field experiences. The candidate always completes all assignments in a timely manner and is dependable and cooperative. The candidate demonstrates that he/she knows and follows guidelines in course syllabi, university, and school handbooks. The candidate exhibits dress and grooming appropriate for the educational setting. The candidate is self-directed and accepts responsibility. In addition, the candidate demonstrates responsible professional skills in all aspects of classroom activities and field experiences.</p>	
<p>Indicator 2: Communication Skills The candidate uses appropriate language; demonstrates ability to speak and write with clarity; uses standard English in writing and speaking; is a good listener. (CAEP A.1.1 Professional Dispositions; ELCC 2.1, 3.3, 3.4, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2; NELP 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.3, 7.2, 7.3; PSEL 2a, 2b, 2c, 2d, 2e, 2f; MCoE 1, 2, 5)</p>	<p>The candidate fails to use appropriate language and lacks ability to speak and write with clarity. The candidate uses limited standard English in writing and speaking and fails to demonstrate being a good listener.</p>	<p>The candidate demonstrates communication skills in an acceptable manner. The candidate uses appropriate communication language and demonstrates ability to speak and write with clarity. The candidate demonstrates using standard English in writing and speaking and is a good listener.</p>	<p>The candidate demonstrates communication skills in an acceptable manner. The candidate uses appropriate communication language and demonstrates ability to speak and write with clarity. The candidate uses standard English in writing and speaking and is a good listener. In addition, the candidate demonstrates professional communication skills in all settings including contacting, meeting with and/or presenting to faculty, students, and families.</p>	

<p>Indicator 3: Interpersonal Skills The candidate shows courtesy and respect for peers, staff, faculty, and members of the university community; works collaboratively with others; avoids disparaging or critical remarks; establishes positive rapport and appropriate relationships; shows sensitivity to all; is committed to diversity, open-minded, supportive, and encouraging. (CAEP A.1.1 Professional Dispositions; ELCC 2.1, 3.3, 3.4, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2; NELP 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.3, 7.2, 7.3; PSEL 2a, 2b, 2c, 2d, 2e, 2f; MCoE 1, 2, 4, 5)</p>	<p>The candidate fails to show courtesy and respect for peers, staff, faculty, and members of the university community. The candidate fails to work collaboratively with others, and sometimes uses disparaging or critical remarks. The candidate establishes limited positive rapport and appropriate relationships with others. The candidate does not show sensitivity to all individuals. The candidate does not demonstrate commitment to diversity and is not open-minded, supportive, and encouraging.</p>	<p>The candidate demonstrates the interpersonal skills in an acceptable manner. The candidate shows courtesy and respect for peers, staff, faculty, and members of the university community. The candidate works collaboratively with others and avoids disparaging or critical remarks. The candidate establishes positive rapport and appropriate relationships, shows sensitivity to all, and is open-minded, supportive and encouraging. The candidate demonstrate commitment to diversity.</p>	<p>The candidate demonstrates interpersonal skills in an acceptable manner. The candidate shows courtesy and respect for peers, staff, faculty, and members of the university community. The candidate works collaboratively with others and avoids disparaging or critical remarks. The candidate establishes positive rapport and appropriate relationships, shows sensitivity to all, and is open-minded, supportive and encouraging. The candidate demonstrate commitment to diversity. In addition, the candidate demonstrates leadership skills in working/collaborating with faculty in the school districts and community members to promote equity, rapport, and respect for everyone.</p>	
<p>Indicator 4: Classroom Characteristics The candidate is fair, positive, enthusiastic, optimistic, patient, empathetic, inquisitive, and resourceful; respects individual differences; shows initiative and creativity; is dedicated to the teaching and learning process; believes that all students can learn; demonstrates persistence in helping all achieve success; exhibits classroom awareness and caring attitude toward all other students. (CAEP A.1.1 Professional Dispositions; ELCC 2.1, 3.3, 3.4, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2; NELP 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1,</p>	<p>The candidate fails to demonstrate classroom characteristics of being fair, positive, enthusiastic, optimistic, patient, empathetic, inquisitive, and resourceful. The candidate does not show respect for individual differences; initiative and creativity; dedication to the teaching and learning process; belief that all students can learn; persistence in helping all achieve success; classroom awareness and caring attitude toward all other students</p>	<p>The candidate demonstrates the classroom characteristics in an acceptable manner. The candidate is fair, positive, enthusiastic, optimistic, patient, empathetic, inquisitive, and resourceful. The candidate demonstrates respect for individual differences and shows initiative and creativity. The candidate demonstrates dedication to the teaching and learning process. The candidate believes that all students can learn and demonstrates persistence in helping all students achieve success. The candidate exhibits classroom awareness and</p>	<p>The candidate demonstrates the classroom characteristics in an acceptable manner. The candidate is fair, positive, enthusiastic, optimistic, patient, empathetic, inquisitive, and resourceful. The candidate demonstrates respect for individual differences and shows initiative and creativity. The candidate demonstrates dedication to the teaching and learning process. The candidate believes that all students can learn and demonstrates persistence in helping all students achieve success. The candidate exhibits classroom awareness and an attitude toward all other students. In addition, the candidate demonstrates professional</p>	

<p>5.2, 5.3, 6.3, 7.2, 7.3; PSEL 2a, 2b, 2c, 2d, 2e, 2f; MCoE 1, 2, 4, 9)</p>		<p>an attitude toward all other students.</p>	<p>skills by promoting a collegial environment that supports faculty, students, and community members.</p>	
<p>Indicator 5: Judgment The candidate is mature, exhibits self-control, reacts appropriately under stress; is flexible, adapts to change; is able to accept and express different points of view in a professional manner; uses good judgment; accepts responsibility for own actions. (CAEP A.1.1 Professional Dispositions; ELCC 2.1, 3.3, 3.4, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2; NELP 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.3, 7.2, 7.3; PSEL 2a, 2b, 2c, 2d, 2e, 2f; MCoE 1, 2, 3, 6, 7, 8, 9, 10)</p>	<p>The candidate fails to demonstrate acceptable maturity, self-control, flexibility, and good judgment. The candidate fails to demonstrate the ability to accept and express different points of view, adapt to change, and accept responsibility for his/her actions.</p>	<p>The candidate demonstrates judgment in an acceptable manner. The candidate shows maturity and exhibits self-control. The candidate reacts appropriately under stress and is flexible. The candidate adapts to change and accepts and expresses different points of view in a professional manner. The candidate uses good judgment and accepts responsibility for his/her actions.</p>	<p>The candidate demonstrates judgment in an acceptable manner. The candidate demonstrates maturity and exhibits self-control. The candidate reacts appropriately under stress and is flexible. The candidate demonstrates adapting to change while accepting and expressing different points of view in a professional manner. The candidate uses good judgment and accepts responsibility for his/her actions. In addition, the candidate demonstrates professional skills in judgment when interacting with others in situations requiring diverse points of view and engaging in educational change processes.</p>	
<p>Indicator 6: Ethical Behavior The candidate demonstrates truthfulness and honesty; maintains ethical and legal behaviors in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit and avoiding plagiarism/cheating; adheres to ethics/policies of the university and the profession. (CAEP A.1.1 Professional Dispositions; ELCC 2.1, 3.3, 3.4, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2; NELP 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.3, 7.2, 7.3;</p>	<p>The candidate fails to demonstrate truthfulness and honesty or adhere to ethics/policies of the university and the profession. The candidate fails to maintain confidentiality, demonstrate ethical and legal behaviors in interactions with others, and show respect for intellectual property of others by giving credit and avoiding plagiarism/cheating.</p>	<p>The candidate demonstrates ethical behavior in an acceptable manner. The candidate demonstrates truthfulness and honesty. The candidate adheres to ethics/policies of the university and the profession. The candidate maintains confidentiality, demonstrate ethical and legal behaviors in interactions with others, and shows respect for intellectual property of others by giving credit and avoiding plagiarism/cheating.</p>	<p>The candidate demonstrates ethical behavior in an acceptable manner. The candidate demonstrates truthfulness and honesty. The candidate adheres to all ethics/policies of the university and the profession. The candidate maintains confidentiality, demonstrate ethical and legal behaviors in interactions with others, and shows respect for intellectual property of others by giving credit and avoiding plagiarism/cheating. In addition, the candidate demonstrates acceptable professional leadership</p>	

PSEL 2a, 2b, 2c, 2d, 2e, 2f; MCoE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)			skills when practicing ethical behaviors while interacting in practice settings with teachers, students, and their families.	
<p>Indicator 7: Self-Reflection</p> <p>The candidate engages in problem solving and self-evaluation; reflects on decisions made concerning other students, faculty, staff, and the university community; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.</p> <p>(CAEP A.1.1 Professional Dispositions; ELCC 2.1, 3.3, 3.4, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2; NELP 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.3, 7.2, 7.3; PSEL 2a, 2b, 2c, 2d, 2e, 2f; MCoE 1)</p>	<p>The candidate fails to demonstrate engaging in self-reflection behaviors. The candidate lacks engaging in problem solving and self-evaluation. The candidate does not demonstrate reflecting on decisions made concerning other students, faculty, staff, and the university community. The candidate lacks accepting constructive criticism in a positive manner. The candidate uses feedback to make limited improvements or strive for personal and professional growth.</p>	<p>The candidate demonstrates the self-reflection behaviors in an acceptable manner.</p> <p>The candidate engages in problem solving and self-evaluation practices and reflects on decisions made concerning other students, faculty, staff, and the university community. The candidate accepts constructive criticism in a positive manner and uses feedback to make improvements. The candidate strives for personal and professional growth.</p>	<p>The candidate demonstrates self-reflection behaviors in an acceptable manner.</p> <p>The candidate engages in problem solving and self-evaluation practices and reflects on decisions made concerning other students, faculty, staff, and the university community. The candidate accepts constructive criticism in a positive manner and uses feedback to make improvement. The candidate strives for personal and professional growth.</p> <p>In addition, the candidate engages in acceptable self-reflection behaviors to make professional growth improvements in school leadership skills impacting their interactions affecting teachers, students, and families.</p>	
Total Score				
Average Score = Total Score/Number of Scores				

Candidate's Name: _____ Date: _____

Comments _____

Committee Member _____

Advanced Programs-Educational Leadership

EPP-Created Assessment: School Administration Comprehensive Exam

ALIGNED:

CAEP: A.1.1 (Data Literacy, Data Analysis, Research, Collaboration, Technology, Dispositions), A.1.2, A.3.4 (Data Literacy, Data Analysis, Research, Collaboration, Technology, Dispositions)

ELCC: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3

NELP: 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.3, 4.1, 4.2, 4.4, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, 7.3

PSEL: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 3g, 3h, 4a, 4b, 4c, 4d, 4e, 5a, 5b, 5c, 5d, 5f, 6c, 6d, 6g, 7a, 7b, 7c, 7d, 7e, 7f, 7g, 8a, 8b, 8c, 8d, 8e, 8h, 8i, 8j, 9b, 9c, 9d, 9f, 9g, 9h, 10a, 10b, 10d, 10g, 10h, 10j

Description

The comprehensive examination is an assessment of content knowledge in the field of educational leadership for school leaders. The comprehensive examination consists of problem-based case studies in educational leadership related to work of the building-level administrator. The examination is comprised of three brief problem-based case studies with each covering specific professional standards. The exam requires candidates to demonstrate content knowledge about exemplary school leadership practices and current school research. Candidates are required to critically analyze and assess scenarios, analyze data, present collaborative approaches for decision-making, and focus on the use of technology in addressing the problems.

Purpose

The purpose of the comprehensive examination is to assess the candidate's content knowledge in the field of educational leadership as a building-level school leader. The comprehensive examination is designed to measure the candidate's knowledge and understanding of leading, teaching, and learning with appropriate references to educational leadership theories, research, technology, and best practices connected to professional standards and dispositions.

Administration

The written comprehensive exam is administered at the end of the candidate's program (during the last term of the program—the second summer of enrollment in the program) and is used to assess content knowledge in the specific professional Standards. The university advisor will check the candidate's official academic records to determine eligibility. The instructor reviews the directions and answers questions at the beginning of the exam. Candidates complete the assessment and submit the documentation of the assessment using technology through Canvas and Watermark. The instructor uses the assessment rubric to score each candidate's work and provides feedback to each candidate.

Content of the Assessment

Standard	Key Element	Element Description
CAEP A.1.1 CAEP A.3.4	Data Literacy	Applications of data literacy;
CAEP A.1.1 CAEP A. 3.4	Research	Use of research and understanding qualitative, quantitative and/or mixed methods research methodologies;
CAEP A.1.1 CAEP A. 3.4	Data Analysis	Employment of data analysis and evidence to develop supportive school environments;
CAEP A.1.1 CAEP A. 3.4	Collaboration	Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
CAEP A.1.1 CAEP A. 3.4	Technology	Supporting applications of technology appropriate for the field of specialization;
CAEP A.1.1 CAEP A. 3.4	Dispositions	Applications of professional dispositions, laws, and policies, codes of ethics and professional standards appropriate to their field of specialization.
ELCC 1.0 School Vision of Learning	1.1	Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
ELCC 1.0 School Vision of Learning	1.2	Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.
ELCC 1.0 School Vision of Learning	1.3	Candidates understand and can promote continual and sustainable school improvement.
ELCC 1.0 School Vision of Learning	1.4	Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.
ELCC 2.0 School Culture and Instructional Program	2.1	Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
ELCC 2.0 School Culture and Instructional Program	2.2	Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
ELCC 2.0 School Culture and Instructional Program	2.3	Candidates understand and can develop and supervise the instructional leadership capacity of school staff.

Standard	Key Element	Element Description
ELCC 2.4 School Culture and Instructional Program	2.4	Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.
ELCC 3.0 School Management and Operational Systems	3.1	Candidates understand and can monitor and evaluate school management and operational systems.
ELCC 3.0 School Management and Operational Systems	3.2	Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
ELCC 3.0 School Management and Operational Systems	3.3	Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.
ELCC 3.0 School Management and Operational Systems	3.4	Candidates understand and can develop school capacity for distributed leadership.
ELCC 3.0 School Management and Operational Systems	3.5	Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.
ELCC 4.0 Diverse Community Needs and Resources	4.1	Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.
ELCC 4.0 Diverse Community Needs and Resources	4.2	Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.
ELCC 4.0 Diverse Community Needs and Resources	4.3	Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
ELCC 4.0 Diverse Community Needs and Resources	4.4	Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.
ELCC 5.0 Acting with Integrity, Fairness, and in an Ethical Manner	5.1	Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

ELCC 5.0 Acting with Integrity, Fairness, and in an Ethical Manner	5.2	Candidates understand and can model principles of self-awareness, reflective practice, transparency and ethical behavior as related to their roles within the school.
ELCC 5.0 Acting with Integrity, Fairness, and in an Ethical Manner	5.3	Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.
ELCC 5.0 Acting with Integrity, Fairness, and in an Ethical Manner	5.4	Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.
ELCC 5.0 Acting with Integrity, Fairness, and in an Ethical Manner	5.5	Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.
ELCC 6.0 Influencing the Larger Political, Social, Economic, Legal, and Cultural Context	6.1	Candidates understand and can advocate for school students, families, and caregivers.
ELCC 6.0 Influencing the Larger Political, Social, Economic, Legal, and Cultural Context	6.2	Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.
ELCC 6.0 Influencing the Larger Political, Social, Economic, Legal, and Cultural Context	6.3	Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.
NELP 1.0 Mission, Vision, and Improvement	1.1	Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
NELP 1.0 Mission, Vision, and Improvement	1.2	Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.
NELP 2.0 Ethics and Professional Norms	2.1	Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model dispositions and professional norms (e.g., equity, fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, life-long learning) that support the educational success and well-being of each student adult.

NELP 2.0 Ethics and Professional Norms	2.2	Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.
NELP 2.0 Ethics and Professional Norms	2.3	Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.
NELP 3.0 Equity, Inclusiveness, and Cultural Responsiveness	3.1	Program completers understand and demonstrate the capacity to use data evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.
NELP 3.0 Equity, Inclusiveness, and Cultural Responsiveness	3.3	Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive and culturally responsive instruction and behavior support practices among teachers and staff.
NELP 4.0 Learning and Instruction	4.1	Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula, programs, and other supports for academic and non-academic student programs.
NELP 4.0 Learning and Instruction	4.2	Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.
NELP 4.0 Learning and Instruction	4.4	Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.
NELP 5.0 Community and External Leadership	5.1	Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.
NELP 5.0 Community and External Leadership	5.2	Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.
NELP 5.0 Community and External Leadership	5.3	Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational community, and political contexts when advocating for the needs of their school and community.

NELP 6.0 Operations and Management	6.1	Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school.
NELP 6.0 Operations and Management	6.2	Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.
NELP 6.0 Operations and Management	6.3	Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being
NELP 7.0 Building Professional Capacity	7.1	Program completers understand and have the capacity to collaboratively develop the school’s professional capacity through engagement in recruiting, selecting, and hiring staff.
NELP 7.0 Building Professional Capacity	7.3	Program completers understand and have the capacity to personally engage in, as well as collaboratively engage staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.
PSEL 1 Mission, Vision, and Core Values	1a	Develop an educational mission for the school to promote the academic success and well-being of each student.
PSEL 1 Mission, Vision, and Core Values	1b	In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
PSEL 1 Mission, Vision, and Core Values	1c	Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
PSEL 1 Mission, Vision, and Core Values	1d	Strategically develop, implement, and evaluate actions to achieve the vision for the school.
PSEL 1 Mission, Vision, and Core Values	1e	Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school and changing needs and situations of students.

PSEL 1 Mission, Vision, and Core Values	1f	Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
PSEL 1 Mission, Vision, and Core Values	1g	Model and pursue the school's mission, vision, and core values in all aspects of leadership.
PSEL 2 Ethics and Professional Norms	2a	Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
PSEL 2 Ethics and Professional Norms	2b	Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
PSEL 2 Ethics and Professional Norms	2c	Place children at the center of education and accept responsibility for each student's academic success and well-being.
PSEL 2 Ethics and Professional Norms	2d	Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
PSEL 2 Ethics and Professional Norms	2e	Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
PSEL 2 Ethics and Professional Norms	2f	Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.
PSEL 3 Equity and Cultural Responsiveness	3a	Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
PSEL 3 Equity and Cultural Responsiveness	3b	Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
PSEL 3 Equity and Cultural Responsiveness	3c	Ensure that each student has equitable access to effective teachers learning opportunities, academic and social support, and other resources necessary for success.
PSEL 3 Equity and Cultural Responsiveness	3d	Develop student policies and address student misconduct in a positive fair, and unbiased manner.
PSEL 3 Equity and Cultural Responsiveness	3g	Act with cultural competence and responsiveness in their interactions, decision making, and practice.

PSEL 3 Equity and Cultural Responsiveness	3h	Address matters of equity and cultural responsiveness in all aspects of leadership.
PSEL 4 Curriculum, Instruction, and Assessment	4a	Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
PSEL 4 Curriculum, Instruction, and Assessment	4b	Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
PSEL 4 Curriculum, Instruction, and Assessment	4c	Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
PSEL 4 Curriculum, Instruction, and Assessment	4d	Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
PSEL 4 Curriculum, Instruction, and Assessment	4e	Promote the effective use of technology in the service of teaching and learning.
PSEL 5 Community of Care and Support for Students	5a	Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
PSEL 5 Community of Care and Support for Students	5b	Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
PSEL 5 Community of Care and Support for Students	5c	Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
PSEL 5 Community of Care and Support for Students	5d	Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
PSEL 5 Community of Care and Support for Students	5e	Cultivate and reinforce student engagement in school and positive student conduct.
PSEL 5 Community of Care and Support for Students	5f	Infuse the school's learning environment with cultures and languages of the school's community.

PSEL 6 Professional Capacity of School Personnel	6c	Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
PSEL 6 Professional Capacity of School Personnel	6d	Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
PSEL 6 Professional Capacity of School Personnel	6g	Develop the capacity, opportunities and support for teacher leadership and leadership from other members of the school community.
PSEL 7 Professional Community for Teachers and Staff	7a	Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
PSEL 7 Professional Community for Teachers and Staff	7b	Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
PSEL 7 Professional Community for Teachers and Staff	7c	Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
PSEL 7 Professional Community for Teachers and Staff	7d	Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
PSEL 7 Professional Community for Teachers and Staff	7e	Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
PSEL 7 Professional Community for Teachers and Staff	7f	Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
PSEL 7 Professional Community for Teachers and Staff	7g	Provide opportunities for collaborative examination of practice collegial feedback and collective learning.
PSEL 8 Meaningful Engagement of Families and Community	8a	Are approachable, accessible, and welcoming to families and members of the community.

PSEL 8 Meaningful Engagement of Families and Community	8b	Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
PSEL 8 Meaningful Engagement of Families and Community	8c	Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
PSEL 8 Meaningful Engagement of Families and Community	8d	Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
PSEL 8 Meaningful Engagement of Families and Community	8e	Create means for the school community to partner with families to support student learning in and out of school.
PSEL 8 Meaningful Engagement of Families and Community	8h	Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
PSEL 8 Meaningful Engagement of Families and Community	8i	Advocate publicly for the needs and priorities of student families, and the community.
PSEL 8 Meaningful Engagement of Families and Community	8j	Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.
PSEL 9 Operations and Management	9b	Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

PSEL 9 Operations and Management	9c	Seek, acquire, and manage fiscal, physical, and other resources to support curriculum instruction, and assessment, student learning community, professional capacity and community; and family and community engagement.
PSEL 9 Operations and Management	9d	Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
PSEL 9 Operations and Management	9f	Employ technology to improve the quality and efficiency of operations and management.
PSEL 9 Operations and Management	9g	Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
PSEL 9 Operations and Management	9h	Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
PSEL 10 School Improvement	10a	Seek to make school more effective for each student, teachers and staff, families, and the community.
PSEL 10 School Improvement	10b	Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
PSEL 10 School Improvement	10d	Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
PSEL 10 School Improvement	10g	Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
PSEL 10 School Improvement	10h	Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
PSEL 10 School Improvement	10j	Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Scoring

The scoring rubric is based on a 3-point scale with a target score of 3. An acceptable score is 2 and an unacceptable score is 1. Candidates who are not successful in meeting the acceptable level of proficiency on the assessment are given feedback and an opportunity to respond to the feedback provided by the instructor.

Maximum Points Possible

The scoring rubric contains 25 items. The maximum available points for the assessment = 75.

Data Validity

The Lawshe (1975) method for assessing content validity was used for the Comprehensive Exam for the school building program. A panel of experts consisting of the seven professors in educational leadership participated in the evaluation beginning with presentation and a training session. The results show the $CVR = 1.00$ for each item on the Comprehensive Examination, indicating a very high degree of content validity. The overall CVI for the assessment was 1.00.

Data Reliability

A panel of experts consisting of seven professors in educational leadership participated in the inter-rater evaluation beginning with a training session. During training, samples of candidates' work items were presented and scored for agreement by the panelists. Raters discussed instances and any problems scoring the ratees or applying the corresponding rubrics. Raters discussed how evidence may be easier to evaluate. Following the training session, panelists were provided with the documents and instructions for scoring two samples of candidates' work using the instrument for the Comprehensive Examination. The overall inter-rater absolute agreement for the Comprehensive Examination was .95 (95%), indicating a high level of inter-rater agreement.

Mississippi State University
School Administration Comprehensive Exam Assessment

Requirements

Candidates pursuing the master's or Educational Specialist degree and seeking to become eligible for an administrator license in Mississippi must pass a comprehensive written examination that demonstrates they have the content knowledge to promote the success of all students. Problem-based case studies provide the framework for the comprehensive examination in Educational Leadership. The examination is comprised of case studies, requiring a written response that will address the various Professional School Leadership Standards and Components.

Candidate Directions:

As stated above, problem-based case studies provide the framework for the comprehensive examination. The examination is comprised of three brief case studies which cover Educational Leadership professional standards and components. This assessment will be used to identify your content knowledge across all of the standards.

Remember that this is a content assessment designed to measure what you know. Make sure you reference appropriate theories, research, and knowledge-based examples in your responses as you connect your responses to the professional standards and components. Candidates must indicate the notations for the specific standards/components to show alignment with the responses.

Part I: Problem-Based Case Study A

Part I: Case Study A: Impending Disaster

Assume that you have just become the principal of Whoville Middle School (grades 6-8). The school is located in a suburban Mississippi community near the Gulf Coast.

In the last five years, the school has rapidly grown from 250 students to approximately 500 students at present. Once it served a primarily lower-middle class population comprised mostly of the children of fishing industry workers. At one time, the school had strong parent and community support. It was also noted for its exemplary pre-vocational education program.

The attendance area served by the school, however, is transforming into what could be considered to be middle to upper-middle income homeowners. It is also increasing in diversity due to major high-tech industrial parks located in the area served by the school. Because of the high influx of “strangers” new to the region, fiscal and moral support for the school appears to be decreasing. The so-called old guard has backed off.

School enrollment is exceeding the available facilities to properly house and educate the students. Student enrollment projections call for an annual growth rate of five percent for the next ten years.

The PTA (Parent-Teacher Association) may be defined as practically defunct. Nobody attends the meetings except for a few PTA officers. Teacher morale is reportedly low. Teachers complain about state financial cutbacks to education, overcrowded classrooms, and the superintendent’s lack of interest for embracing the common core standards.

The school board has hired you to be a problem solver and lead the school out of impending disaster.

Now that you have read and studied the brief case study, please address the following questions to demonstrate your research-based knowledge:

1. Is the school in need of a vision? Why or why not, giving specific justification for your answer? If you decide the school needs a vision, present theories on how would you design and collaboratively develop, articulate, implement, and steward a shared vision for improving learning at the school? How would you communicate the school vision to appropriate school constituencies? (Part I, Indicator 1: CAEP A.1.1 Collaboration, A.1.2, A.3.4 Collaboration; ELCC 1.1; NELP 1.1; PSEL 1a, 1b, 1c, 1d, 1e, 1f, 1g)
2. Assuming the school needs goals to rally the stakeholders, how would you (a) collect and use data (identify variables that affect student achievement) to measure the past effectiveness of the school’s educational program for learning, (b) identify goals (tactical and strategic) for future school improvement, and (c) collaboratively implement the school’s goals and evaluate the school improvement process? (Part I, Indicator 2: CAEP A.1.1 Data Analysis, A.1.2, A.3.4 Data Analysis; ELCC 1.2; NELP 1.1; PSEL 1a, 1b, 1c, 1d, 1e, 1f, 1g)
3. What ideas do you have for promoting continual and sustainable school improvement for the school? What change process would you recommend? How would you use professional learning? Give specific answers with justification based on data that may lead you to this conclusion. (Part I, Indicator 3: CAEP A.1.1 Research, A.1.2, A.3.4 Research; ELCC 1.3; NELP 1.2; PSEL 10a, 10b, 10d, 10g, 10h, 10j)
4. Once you embark on a plan for school improvement, provide at least 3 strategies for monitoring the implementation, revisions of plans to achieve school improvement goals, and program evaluation models. (Part I, Indicator 4: CAEP A.1.1 Research, A.1.2, A.3.4 Research; ELCC 1.4; NELP 1.2; PSEL 10a, 10b, 10d, 10g, 10h, 10j)
5. Identify three strategies you would use to evaluate the curriculum program. Discuss ideas you have about creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional program? (Part I, Indicator 5: CAEP A.1.1 Research, A.1.2, A.3.4 Research; ELCC 2.2; NELP 4.1, 4.3; PSEL 3g, 3h, 4e, 4f, 4g, 5c)

6. How will you address teacher morale?
 - A. Discuss strategies for sustaining a school culture and an instructional program conducive to student learning through collaboration and trust with high expectations for students? (Part I, Indicator 6: CAEP A.1.1 Collaboration, A.1.2, A.3.4 Collaboration; ELCC 2.1; NELP 2.1, 3.1, 4.1, 7.1; PSEL 2b, 2c, 2d, 3a, 3h, 4e, 5a, 5b, 5c, 5d, 5f, 7c, 7d, 7e, 7g)
 - B. How will you begin the process of determining the most effective and appropriate technologies to support teaching and learning? (Part I, Indicator 7: CAEP A.1.1 Technology, A.1.2, A.3.4 Technology; ELCC 2.4; NELP 4.2, 4.3; PSEL 3g, 3h, 4c, 4d, 4f, 4g)
 - C. What are your ideas about the approach to developing and supervising the instructional and leadership staff? (Part I, Indicator 8: CAEP A.1.1 Data Analysis, A.1.2; A.3.4 Data Analysis; ELCC 2.3; NELP 4.2, 4.3, 7.4; PSEL 3g, 3h, 4c, 4d, 4f, 4g, 6e, 6f)
7. How will you address issues related to the PTA? Give at least two approaches you will use to advocate for students and parents? (Part I, Indicator 9: CAEP A.1.1 Data Literacy, A.1.2, A.3.4 Data Literacy; ELCC 6.1; NELP 5.3; PSEL 8h, 8i)
8. What are the emerging trends you anticipate based on the information related to the new attendance area? How will you adapt your leadership strategies to address these trends? (Part I, Indicator 10: CAEP A.1.1 Technology, A.1.2, A.3.4 Technology; ELCC 6.3; NELP 4.4; PSEL 3h, 4a, 4b)
9. What role do you plan to take in order to influence local, state, and national decisions affecting student learning in your school? (Part I, Indicator 11: CAEP A.1.1 Technology, A.1.2, A.3.4 Technology; ELCC 6.2; NELP 6.3; PSEL 9h)

Part II, Problem-Based Case Study B

Part II, Case Study B: New Leadership

Assume that you have just become the principal of Whoville Elementary School containing grades K-5. The school is located in a suburban Mississippi community near the Gulf Coast.

In the last five years, the school has rapidly grown from 200 students to approximately 400 students at present. Three years ago, the long-time principal who served the school for over 20 years retired. Since that time, the school district hired and fired the two most recent principals.

Going through documents and records, you learn that the school's strategic plan is ten years out of date, that student academic achievement in general ranks below state averages, that student behavior is poor, that faculty meetings have been haphazardly scheduled, that teacher morale ranks very low, that neither the heating nor air conditioning systems function very well, that more than half the security cameras don't work, that petty cash and student activity monies are regularly not accounted for, and so on. In short, school management has been in a mess for the past two years.

The superintendent and school board have hired you to turn the school around and usher in an era of success. Now that you have read and studied the brief case study, please address the following questions to demonstrate your research-based knowledge:

1. What specific steps will you take to regularly monitor and evaluate the school's management and operational and legal systems? How would you manage the marketing and public relations functions? (Part II, Indicator 1: CAEP A.1.1 Data Literacy, A.1.2, A.3.4 Data Literacy; ELCC 3.1; NELP 6.1; PSEL 4e, 9b, 9f, 9g)
2. How will you efficiently use human, fiscal, facilities, and technological resources to manage school operations? Discuss the alignment of resources to building priorities and forecasting resource requirements. (Be specific.) (Part II, Indicator 2: CAEP A.1.1 Technology, A.1.2, A.3.4 Technology; ELCC 3.2; NELP 6.1, 6.2; PSEL 3h, 4e, 9b, 9c, 9d, 9f, 9g)
3. How do you plan to develop and promote school-based policies and procedures that protect the welfare and safety of students and staff within the school, including crisis management, prevention, public relations, and school-based discipline management? Discuss strategies supporting student development of self-management, civic literacy, and positive leadership skills (Part II, Indicator 3: CAEP A.1.1 Dispositions, A.1.2, A.3.4 Dispositions; ELCC 3.3; NELP 3.3; PSEL 3b, 3d, 3g, 3h, 5e, 7b)
4. What will you do to develop staff's capacity for distributed leadership? How would you create and sustain distributed leadership? (Part II, Indicator 4: CAEP A.1.1 Data Literacy, A.1.2, A.3.4 Data Literacy; ELCC 3.4; NELP 7.3; PSEL 3h, 4e, 6c, 6d, 6g, 7a, 7f)
5. What will you do to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning? Present management theories on effective school time, priorities, and schedules in your response. (Part II, Indicator 5: CAEP A.1.1 Research, A.1.2, A.3.4 Research; ELCC 3.5; NELP 4.4; 3h, 4a, 4b)
6. How will you evaluate the potential moral and legal consequences of decision-making? (Part II, Indicator 6: CAEP A.1.1 Dispositions, A.1.2, A.3.4 Dispositions; ELCC 5.4; NELP 2.2, 6.3; PSEL 9h)
7. Provide at least two strategies you will use to promote tenets of social justice within the school to ensure that individual student needs inform you as the leader along with teachers and other staff members. (Part II, Indicator 7: CAEP A.1.1 Data Literacy, A.1.2, A.3.4 Data Literacy; ELCC 5.5; NELP 2.1; PSEL 2b, 2c, 2d, 3h)

Part III, Problem-Based Case Study C

Part III, Case Study C: Dealing with Collaboration and Engagement

Assume that you have just been appointed the principal of North Whoville Elementary School containing grades K-5. The school is located in a suburban Mississippi school district near the Gulf Coast. In the last five years, student enrollment at the school has steadily increased to approximately 600 students. Over half the parents, as well as other community citizens, are new to the area.

In attempting to understand the culture of the school, you begin to realize that there doesn't appear to be much collaboration between faculty and community members; that response to diverse community interests and needs appears lacking; little mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; limited understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; no effort allocated to building and sustaining positive school relationships with families and caregivers; and lack of effort in cultivating productive school relationships with community partners.

Both the superintendent and school board want you to build a positive and meaningful relation between the school and the community.

Now that you have read and studied the brief case study, please address the following questions to demonstrate your research-based knowledge:

1. How do you plan to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment? (Be specific.) (Part III, Indicator I: CAEP A.1.1 Collaboration, A.1.2, A.3.4 Collaboration; ELCC 4.1; NELP 1.2, 6.1; PSEL 4e, 9b, 9f, 9g, 10a, 10b, 10d, 10g, 10h, 10j)
2. How will you mobilize effective community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community? (Be specific.) (Part III, Indicator 2: CAEP A.1.1 Technology, A.1.2, A.3.4 Technology; ELCC 4.2; NELP 5.2; PSEL 3g, 8b, 8c, 8d, 8e, 8j)
3. How do you plan to provide the leadership necessary for responding to community interests and needs by building and sustaining positive school relationships with families and caregivers? Include strategies for effective oral and written communication with families and caregivers. (Part III, Indicator 3: CAEP A.1.1 Data Analysis, A.1.2, A.3.4 Data Analysis; ELCC 4.3; NELP 5.1; PSEL 3b, 3g, 8a, 8b, 8c)
4. How will you assist the school's staff to respond to community interests and needs by building and sustaining productive school relationships with community partners? Provide strategies for effective oral and written communication and collaboration methods to develop and sustain productive relationships with community partners. (Part III, Indicator 4: CAEP A.1.1 Collaboration, A.1.2, A.3.4 Collaboration; ELCC 4.4; NELP 5.2; PSEL 3g, 8b, 8c, 8d, 8e, 8j)
5. Discuss the importance of acting with integrity and fairness to ensure accountability for every student's academic and social success especially with the increasing enrollment over the years. (Part III, Indicator 5: CAEP A.1.1 Data Analysis, A.1.2, A.3.4 Data Analysis; ELCC 5.1; NELP 2.1; PSEL 2b, 2c, 2d, 3h)
6. In your role as the principal, discuss how you will model each of the following: (1) self-awareness, (2) reflective practice, (3) transparency, and (4) ethical behavior. (Part III, Indicator 6: CAEP A.1.1 Dispositions, A.1.2, A.3.4 Dispositions; ELCC 5.2; NELP 2.1; PSEL 2b, 2c, 2d, 3h)
7. How will you safeguard the values of democracy, equity, and diversity in the school? (Part III, Indicator 7: CAEP A.1.1 Dispositions, A.1.2, A.3.4 Dispositions; ELCC 5.3; NELP 2.1; PSEL 2b, 2c, 2d, 3h)

Scoring Guide Rubric
Assessment: School Administration Comprehensive Exam

Assessment Task	Unacceptable (1 point)	Acceptable (2 Points)	Target (3 Points)	Score
<p><u>Part I, Indicator 1: Case Study Response:</u> <u>Impending Disaster:</u> Question 1. Is the school in need of a vision? Why or why not, giving specific justification for your answer? If you decide the school needs a vision, present theories on how would you design and collaboratively develop, articulate, implement, and steward a shared vision for improving learning at the school? How would you communicate the school vision to appropriate school constituencies? (CAEP A.1.1 Collaboration, A.1.2, A.3.4 Collaboration; ELCC 1.1; NELP 1.1; PSEL 1a, 1b, 1c, 1d, 1e, 1f, 1g)</p>	<p>The candidate has limited content knowledge, failing to explain the value that collaborative vision plays in school improvement, or in failing to provide at least one theory on how to develop, articulate, implement and steward a vision.</p>	<p>The candidate has general content knowledge, by explaining the value collaborative visioning plays in school improvement and gives at least one research-based theory on how to develop, articulate, implement and steward a vision, drawing appropriate connection to at least one situational factor in the case study. The candidate shows strong knowledge of communicating the school vision.</p>	<p>The candidate has strong content knowledge, by using references to research to justify the value that collaborative visioning plays in school improvement; and gives two or more theories that explain how to develop, articulate, implement, and steward a vision, drawing connections to complex situational factors in the case study. The candidate shows strong knowledge of communicating the school vision.</p>	
<p><u>Part I, Indicator 2: Case Study Response:</u> <u>Impending Disaster</u> Question 2. How would you (a) collect and use data (identify variables that affect student achievement) to measure the past effectiveness of the school’s educational program for learning, (b) identify goals (tactical and strategic) for future school improvement, and (c) collaboratively implement the school’s goals and evaluate the school improvement process? (CAEP A.1.1 Data Analysis, A.1.2, A.3.4 Data Analysis; ELCC 1.2; NELP 1.1; PSEL 1a, 1b, 1c, 1d, 1e, 1f, 1g)</p>	<p>The candidate has limited content knowledge that lacks explanation for how (a) to collect/ use student assessment data, (b) to assess specific student variables for decision-making, or (c) to employee tactical and strategic planning for the school improvement.</p>	<p>The candidate has general knowledge in how to collect and use student data, how to assess student variables, how to collaboratively implement goals and evaluate the school’s improvement process, giving at least one example connected to variables in the case study, and provides appropriate explanation on how to use tactical and strategic planning to improve the school.</p>	<p>The candidate has strong knowledge of collecting and using student data, of assessing multiple student variables, and of knowing how and why to use tactical and strategic planning to improve the school, collaboratively implementing goals and evaluating the school’s improvement process, and uses two of more examples of research knowledge/ variables from the case study to justify the response.</p>	
<p><u>Part I, Indicator 3: Case Study Response: Impending Disaster</u> Question 3. What ideas do you have for promoting continual and sustainable school improvement for the school? What change process would you recommend? How would you use professional learning? Give</p>	<p>The candidate has limited content knowledge of how to promote continual and sustainable school improvement change process, of teacher professional learning, or of a specific model for continuous and</p>	<p>The candidate has general content knowledge and understanding in how to promote continual and sustainable school improvement, by providing at least one example each showing need for (a) the change process, (b) teacher</p>	<p>The candidate has strong content knowledge in how to promote continual and sustainable school improvement and provides two or more research-based examples for each regarding (a) the change process, (b) teacher professional</p>	

specific answers with justification based on data that may lead you to this conclusion. (CAEP A.1.1 Research, A.1.2, A.3.4 Research; ELCC 1.3; NELP 1.2; PSEL 10a, 10b, 10d, 10g, 10h, 10j)	sustainable school improvement.	professional learning, and (c) a model for continuous and sustainable improvement.	learning, and (c) a model that provides continuous and sustainable school improvement.	
Part I, Indicator 4: Case Study Response: Impending Disaster Question 4. Once you embark on a plan for school improvement, provide at least 3 strategies for monitoring the implementation, revisions of plans to achieve school improvement goals, and program evaluation models. (CAEP A.1.1 Research, A.1.2, A.3.4 Research; ELCC 1.4; NELP 1.2; PSEL 10a, 10b, 10d, 10g, 10h, 10j)	The candidate has limited knowledge about monitoring the implementation or the revision of plans to achieve school goals and neglects to discuss correctly at least one program evaluation model.	The candidate has general content knowledge about monitoring the implementation and revision of plans to achieve school goals and includes discussion of at least one research-based evaluation model appropriate for the situational factors in the case study.	The candidate has strong content knowledge to monitor implementation/ revision of plans to achieve school goals and includes discussion of two or more research-based evaluation models, giving specific ways the models can be used to implement/revise improvement plans and target specific situational factors in the case study.	
Part I, Indicator 5: Case Study Response: Impending Disaster Question 5. Identify 3 strategies to evaluate the curriculum program. Discuss ideas about creating and evaluating a rigorous, comprehensive, and coherent curricular and instructional program. (CAEP A.1.1 Research, A.1.2, A.3.4 Research; ELCC 2.2; NELP 4.1, 4.3; PSEL 3g, 3h, 4e, 4f, 4g, 5c)	The candidate does not identify 3 strategies to evaluate the curriculum program. Discuss ideas about creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional program.	The candidate shows acceptable content knowledge in identifying at least 3 strategies to evaluate the curriculum program and creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional program.	The candidate shows outstanding content knowledge in identifying at least 3 strategies to evaluate the curriculum program and creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional program.	
Part I, Indicator 6: Case Study Response: Impending Disaster Question 6A. Discuss strategies for sustaining a school culture and an instructional program conducive to student learning through collaboration and trust with high expectations for students. (CAEP A.1.1 Collaboration, A.1.2, A.3.4 Collaboration; ELCC 2.1; NELP 2.1, 3.1, 4.1, 7.1; PSEL 2b, 2c, 2d, 3a, 3h, 4e, 5a, 5b, 5c, 5d, 5f, 7c, 7d, 7e, 7g)	The candidate shows limited content knowledge about strategies for sustaining a school culture and an instructional program conducive to student learning through collaboration and trust with high expectations for students.	The candidate shows acceptable content knowledge and presents at least 2 strategies for sustaining a school culture and an instructional program conducive to student learning through collaboration and trust with high expectations for students.	The candidate shows excellent content knowledge and presents at 3 or more strategies for sustaining a school culture and an instructional program conducive to student learning through collaboration and trust with high expectations for students.	
Part I, Indicator 7: Case Study Response: Impending Disaster Questions 6B. How will you begin the process of determining the most effective and	The candidate shows limited knowledge in describing how he/she will begin the process of determining the most	The candidate shows acceptable knowledge in describing at least one strategy about how he/she will begin the process of	The candidate shows exemplary content knowledge in describing at least 2 strategies about how he/she will begin the process	

appropriate technologies to support teaching and learning? (CAEP A.1.1 Technology, A.1.2, A.3.4 Technology; ELCC 2.4; NELP 4.2, 4.3; PSEL 3g, 3h, 4c, 4d, 4f, 4g)	effective and appropriate technologies to support teaching and learning.	determining the most effective and appropriate technologies to support teaching and learning.	of determining the most effective and appropriate technologies to support teaching and learning.	
<u>Part I, Indicator 8: Case Study Response: Impending Disaster</u> Question 6C. What are your ideas about the approach to developing and supervising the instructional leadership staff? (CAEP A.1.1 Data Analysis, A.1.2, A.3.4 Data Analysis; ELCC 2.3; NELP 4.2, 4.3, 7.4; PSEL 3g, 3h, 4c, 4d, 4f, 4g, 6e, 6f)	The candidate shows limited content knowledge in presenting ideas about approaches to developing and supervising the instructional leadership staff.	The candidate shows acceptable content knowledge in presenting at least 2 ideas about approaches to developing and supervising the instructional leadership staff.	The candidate shows outstanding content knowledge in understanding and presenting 3 or more ideas about approaches to developing and supervising the instructional leadership staff.	
<u>Part I, Indicator 9: Case Study Response: Impending Disaster</u> Question 7. How will you address issues related to the PTA? Give at least 2 approaches you will use to advocate for students and parents. (CAEP A.1.1 Data Literacy, A.1.2, A.3.4 Data Literacy; ELCC 6.1; NELP 5.3; PSEL 8h, 8i)	Candidate shows limited content knowledge in discussing how he/she will address issues related to the PTA and does not adequately give approaches for advocating for students and parents.	Candidate shows acceptable content knowledge in discussing how he/she will address issues related to the PTA and gives at least 2 approaches for advocating for students and parents.	Candidate shows excellent content knowledge in discussing how he/she will address issues related to the PTA and gives 3 or more approaches for advocating for students and parents.	
<u>Part I, Indicator 10: Case Study Response: Impending Disaster</u> Question 8. What are the emerging trends you anticipate based on the information related to the new attendance area: How will you adapt your leadership strategies? (CAEP A.1.1 Technology, A.1.2, A.3.4 Technology; ELCC 6.3; NELP 4.4; PSEL 3h, 4a, 4b)	Candidate shows limited content knowledge in discussing anticipated emerging trends you based on the information related to the new attendance area and how he/she will adapt leadership strategies? (ELCC 6.3)	Candidate shows acceptable content knowledge in identifying at least 2 anticipated emerging trends based on the information related to the new attendance area and how he/she will adapt leadership strategies to address the trends? (ELCC 6.3)	Candidate shows excellent content knowledge in identifying 3 or more anticipated emerging trends based on the information related to the new attendance area and how he/she will adapt leadership strategies to address the trends? (ELCC 6.3)	
<u>Part I, Indicator 11: Case Study Response: Impending Disaster</u> Question 9. What role do you plan to take in order to influence local, state, and national decision-making affecting student learning in your school? (CAEP A.1.1 Technology, A.1.2, A.3.4 Technology; ELCC 6.2; NELP 6.3; PSEL 9h)	Candidate shows limited content knowledge in discussing the role he/she plans to take in order to influence local, state, and national decision-making affecting student learning in your school?	Candidate shows acceptable content knowledge and provides at least 2 examples in discussing the role he/she plans to take in order to influence local, state, and national decision-making affecting student learning in your school?	Candidate shows excellent content knowledge and provides 3 or more examples in discussing the role he/she plans to take in order to influence local, state, and national decision-making affecting student learning in your school?	

<p><u>Part II, Indicator 1: Case Study Response: New Leadership</u> Question 1. What specific steps will you take to regularly monitor and evaluate the school’s management and operational and legal systems? How would you manage the marketing and public relations functions? (CAEP A.1.1 Data Literacy, A.1.2, A.3.4 Data Literacy; ELCC 3.1; NELP 6.1; PSEL 4e, 9b, 9f, 9g)</p>	<p>The candidate shows limited knowledge and understanding about how to manage organizational, operational, and legal resources and further neglects to explain how to market and manage public relations within the school.</p>	<p>The candidate shows general knowledge and understanding about how to manage organizational, operational, and legal resources and explains how to market and manage public relations giving at least one example related to specific situational factors from the case study.</p>	<p>The candidate shows strong content knowledge and understanding about how to manage organizational, operational, and legal resources, and explains how to market and manage public relations giving 2 or more examples related to specific situational factors from the case study and uses two or more research/theories that reinforce management principles.</p>	
<p><u>Part II, Indicator 2: Case Study Response: New Leadership</u> Question 2. How will you efficiently use human, fiscal, facilities, and technological resources to manage school operations? Discuss the alignment of resources to building priorities and forecasting resource requirements. (Be specific.) (CAEP A.1.1 Technology, A.1.2, A.3.4 Technology; ELCC 3.2; NELP 6.1, 6.2; PSEL 3h, 4e, 9b, 9c, 9d, 9f, 9g)</p>	<p>The candidate shows limited knowledge about how to align resources of building priorities and forecasting resource requirements, and further neglects to discuss procedures to manage resources or use technology/management systems.</p>	<p>The candidate shows general knowledge about how to efficiently use human, fiscal, facilities, and technological resources to manage school operations and align resources of building priorities and forecasting resource requirements, and (a) gives at least one way to use methods/ procedures to manage resources, and one way to use technology /management systems.</p>	<p>The candidate shows strong knowledge to efficiently use human, fiscal, facilities, and technological resources to manage school operations and uses a research-based discussion to explain multiple ways to align resources, to use methods/ procedures, and to use technology/systems for resource management.</p>	
<p><u>Part II, Indicator 3: Case Study Response: New Leadership</u> Question 3. How do you plan to develop and promote school-based policies and procedures that protect the welfare and safety of students and staff within the school, including crisis management, prevention, public relations, and school-based discipline management? Discuss strategies supporting student development of self-management, civic literacy, and positive leadership skills. (CAEP A.1.1 Dispositions, A.1.2, A.3.4 Dispositions; ELCC 3.3; NELP 3.3; PSEL 3b, 3d, 3g, 3h, 5e, 7b)</p>	<p>Candidate shows limited knowledge of how to promote policies and procedures that protect safety and create a secure learning environment, and does not correctly discuss strategies for student discipline, crisis management or safety prevention.</p>	<p>Candidate shows general content knowledge of how to promote policies and procedures that protect safety and create a secure learning environment, and correctly discuss at least two examples of strategies for student discipline, crisis management or safety prevention. The candidate presents at least one strategy supporting student development of self-management, civic literacy, and positive leadership skills.</p>	<p>Candidate shows strong content knowledge of how to promote policies/procedures that protect safety and create a secure learning environment, and discusses at least 2 or more strategies for student discipline, crisis management or safety prevention-- using research to justify use of these strategies related to situational factors in the case study. The candidate presents at least 2 strategies supporting student development of self-management, civic literacy, and positive leadership skills.</p>	

<p><u>Part II, Indicator 4: Case Study Response: New Leadership</u> Question 4. What will you do to develop staff’s capacity for distributed leadership? How would you create and sustain distributed leadership? (CAEP A.1.1 Data Literacy, A.1.2, A.3.4 Data Literacy; ELCC 3.4; NELP 7.3; PSEL 3h, 4e, 6c, 6d, 6g, 7a, 7f)</p>	<p>Candidate shows limited knowledge by neglecting to discuss the meaning of distributed leadership and how to create/sustain it in the school environment. (ELCC 3.4)</p>	<p>Candidate shows general knowledge and understanding in discussing the meaning of distributed leadership and ways to create/sustain it in the school environment and provides at least one example connected directly to factors in the case study.</p>	<p>Candidate shows strong knowledge and understanding in discussing the meaning and research-basis for distributed leadership and provides ways to create/sustain distributed leadership with at least two or more examples connected directly to factors in the case study.</p>	
<p><u>Part II, Indicator 5: Case Study Response: New Leadership</u> Question 5. What will you do to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning? Present management theories on effective school time, priorities, and schedules. (CAEP A.1.1 Research, A.1.2, A.3.4 Research; ELCC 3.5; NELP 4.4; 3h, 4a, 4b)</p>	<p>Candidate shows limited knowledge by neglecting to discuss supervision strategies that could be used with teachers to maximize instruction/learning or discuss time management theories.</p>	<p>Candidate shows general knowledge and discusses (a) at least one supervision strategy for use with teachers to maximize instruction/ learning and (b) at least one theory related to time management. Candidate provides discussion on to ensure teacher and organizational time focus on supporting high-quality instruction and student learning.</p>	<p>Candidate shows strong knowledge by using a research-basis discussion to provide (a) at least two or more supervision strategies for use with teachers to maximize instruction/ learning and (b) at least one theory related to time management. Candidate provides compelling discussion on to ensure teacher and organizational time focus on supporting high-quality instruction and student learning.</p>	
<p><u>Part II, Indicator 6: Case Study Response: New Leadership</u> Question 6. How will you evaluate the potential moral and legal consequences of decision-making? (CAEP A.1.1 Dispositions, A.1.2, A.3.4 Dispositions; ELCC 5.4; NELP 2.2, 6.3; PSEL 9h)</p>	<p>Candidate shows limited knowledge in presenting how he/she will evaluate the potential moral and legal consequences of decision-making in the school.</p>	<p>Candidate shows acceptable content knowledge and describes at least one example in how he/she will evaluate the potential moral and legal consequences of decision-making in the school.</p>	<p>Candidate shows excellent content knowledge and describes 2 or more examples of how he/she will evaluate the potential moral and legal consequences of decision- making in the school.</p>	
<p><u>Part II, Indicator 7: Case Study Response: New Leadership</u> Question 7. Provide strategies to promote tenets of social justice within the school to ensure individual students needs inform you as the leader, teachers, and staff. (CAEP A.1.1 Data Literacy, A.1.2, A.3.4 Data Literacy; ELCC 5.5; NELP 2.1; PSEL 2b, 2c, 2d, 3h)</p>	<p>Candidate shows limited knowledge in describing strategies to promote tenets of social justice within the school to ensure individual students needs inform you as the leader, teachers, and staff. (ELCC 5.5)</p>	<p>Candidate shows general content knowledge in discussing social justice and presents at least 2 strategies to promote tenets of social justice within the school to ensure individual students needs inform you as the leader, teachers, and staff. (ELCC 5.5)</p>	<p>Candidate shows excellent content knowledge in discussing social justice and describing 3 or more strategies to promote tenets of social justice within the school to ensure individual students needs inform you as the leader, teachers, and staff. (ELCC 5.5)</p>	

<p><u>Part III, Indicator 1: Case Study Response: Dealing with Collaboration and Engagement</u> Question 1. How do you plan to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment? (CAEP A.1.1 Collaboration, A.1.2, A.3.4 Collaboration; ELCC 4.1; NELP 1.2, 6.1; PSEL 4e, 9b, 9f, 9g, 10a, 10b, 10d, 10g, 10h, 10j)</p>	<p>The candidate shows limited knowledge to collaborate with faculty/community to collect/analyze information pertinent to school improvement, and neglects to discuss collaboration and communication techniques that could be used.</p>	<p>The candidate shows general content knowledge to collaborate with faculty/community and discusses at least one collaboration or communication technique that could be used to address specific situational factors in the case study.</p>	<p>The candidate shows strong content knowledge to collaborate with faculty/community to collect/analyze information pertinent to improvement and discusses at least two or more research-based collaboration or communication techniques that could be used to address specific situational factors in the case study.</p>	
<p><u>Part III, Indicator 2: Case Study Response: Collaboration and Engagement</u> Question 2. How will you mobilize effective community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school/community? (CAEP A.1.1 Technology, A.1.2, A.3.4 Technology; ELCC 4.2; NELP 5.2; PSEL 3g, 8b, 8c, 8d, 8e, 8j)</p>	<p>The candidate shows limited knowledge of the value of mobilizing diverse cultural, social and intellectual resources for the school and neglects to provide any specific way to do this related to the situational factors in the case study.</p>	<p>The candidate shows general knowledge of the value of mobilizing diverse cultural, social and intellectual resources for the school and gives at least one viable way to identify and mobilize these various resources to help address situational factors in the case study.</p>	<p>The candidate shows strong, research-based content knowledge of the value of mobilizing diverse cultural, social, and intellectual resources for the school and gives two or more ways to identify and mobilize these various resources to help address situational factors in the case study.</p>	
<p><u>Part III, Indicator 3: Case Study Response: Dealing with Collaboration and Engagement</u> Question 3. How do you plan to provide the leadership necessary for responding to community interests and needs by building and sustaining positive school relationships with families and caregivers? Include strategies for effective oral and written communication with families and caregivers. (CAEP A.1.1 Data Analysis, A.1.2, A.3.4 Data Analysis; ELCC 4.3; NELP 5.1; PSEL 3b, 3g, 8a, 8b, 8c)</p>	<p>The candidate shows limited knowledge of how to address needs of students/ families/ caregivers, or how to use oral/ written communication to build a school culture that helps the school respond to community interests.</p>	<p>The candidate shows general knowledge, explaining at least one way to address needs of students/ families/ caregivers, and one way to build effective communication within the culture so the school can respond to community interests relevant to situational factors in the case study.</p>	<p>The candidate shows strong knowledge, while using research to discuss at least one way to address needs of students/ families/ caregivers and one way to build effective communication within the culture so the school can respond to community interests relevant to situational factors in the case study.</p>	
<p><u>Part III, Indicator 4: Case Study Response: Dealing with Collaboration and Engagement</u></p>	<p>Candidate shows limited content knowledge of the value of building/ sustaining community partnerships as to respond</p>	<p>Candidate shows general content knowledge by discussing both (a) the value of building/ sustaining partnerships to</p>	<p>Candidate shows strong content knowledge and discusses using a research-based justification for: (a) the value of building/</p>	

<p>Question 4. How will you respond to community interests and needs by building and sustaining productive school relationships with community partners? Provide strategies for effective communication and collaboration methods to develop and sustain productive relationships with community partners. (CAEP A.1.1 Collaboration, A.1.2, A.3.4 Collaboration; ELCC 4.4; NELP 5.2; PSEL 3g, 8b, 8c, 8d, 8e, 8j)</p>	<p>to partner needs/interests and neglects to explain how to use relationships, communication, or strategies to solidify community partnerships.</p>	<p>respond to community needs/ interests and (b) ways to use relationships, communication, or various strategies to solidify community partnerships that are appropriate for the situational factors in the case study.</p>	<p>sustaining community partnerships to respond to community needs/ interests and (b) using relationships, communication, or various strategies to solidify community partnerships that are appropriate for the situational factors in the case study.</p>	
<p><u>Part III, Indicator 5: Case Study Response: Dealing with Collaboration and Engagement</u> Question 5. Discuss the importance of acting with integrity and fairness to ensure accountability for every student’s academic and social success focusing on the increasing enrollment. (CAEP A.1.1 Data Analysis, A.1.2, A.3.4 Data Analysis; ELCC 5.1; NELP 2.1; PSEL 2b, 2c, 2d, 3h)</p>	<p>Candidate shows limited knowledge in discussing the importance of acting with integrity and fairness to ensure accountability for every student’s academic and social success focusing on the increasing enrollment.</p>	<p>Candidate shows acceptable content knowledge in discussing at least 2 instances of the importance of acting with integrity and fairness to ensure for every student’s academic and social success focusing on the increasing enrollment.</p>	<p>Candidate shows outstanding knowledge in discussing 3 or more instances describing the importance of acting with integrity and fairness to ensure accountability for every student’s academic and social success focusing on the increasing enrollment.</p>	
<p><u>Part III, Indicator 6: Case Study Response: Dealing with Collaboration and Engagement</u> Question 6. In your role as the principal, discuss how you will model each of the following: self-awareness, reflective practice, transparency, and ethical behavior. (CAEP A.1.1 Dispositions, A.1.2, A.3.4 Dispositions; ELCC 5.2; NELP 2.1; PSEL 2b, 2c, 2d, 3h)</p>	<p>Candidate shows limited knowledge in discussing how he/she will model each of the following: self-awareness, reflective practice, transparency, and ethical behavior.</p>	<p>Candidate shows general content knowledge in discussing at least one example of how he/she will model each of the following: self-awareness, reflective practice, transparency, and ethical behavior.</p>	<p>Candidate shows outstanding content knowledge in discussing at least 2 examples of how he/she will model each of the following: self-awareness, reflective practice, transparency, and ethical behavior.</p>	
<p><u>Part III, Indicator 7: Case Study Response: Dealing with Collaboration and Engagement</u> Question 7. How will you safeguard the values of democracy, equity, and diversity in the school? (CAEP A.1.1 Dispositions, A.1.2, A.3.4 Dispositions; ELCC 5.3; NELP 2.1; PSEL2b, 2c, 2d, 3h)</p>	<p>Candidate shows limited content knowledge in describing how he/she will safeguard the values of democracy, equity, and diversity in the school?</p>	<p>Candidate shows acceptable content knowledge in describing at least one way for each how he/she will safeguard the values of democracy, equity, and diversity in the school?</p>	<p>Candidate shows exemplary content knowledge in describing 2 or more ways for each how he/she will safeguard the values of democracy, equity, and diversity in the school?</p>	

XIII. Initial Programs Statewide Proprietary Completer & Employer Satisfaction Surveys

ALIGNED: CAEP R1.1, R1.2, R1.3, R1.4
InTASC 2, 3, 4, 5, 6, 7, 8, 9, 10
TGR 1,2, 3, 4, 5, 6, 7, 8, 9
TIAI 1, 2, 3, 4, 5, 6, 7, 8, 13, 14, 15, 17, 18, 20, 23, 25
ISTE 1, 4, 5, 6, 7

Description

The Completer and Employer Surveys are state proprietary instruments created in 2015 that used to capture the perception of our teacher preparation program completers and employers. Both surveys are the same with the exception of the completers Likert questions starting with “My Educator Preparation Program Prepared me to...” and the principals’ Likert questions starting with “The teacher was prepared to...” Surveys are sent anonymously to encourage honest, unbiased responses.

Purpose

The purpose of the assessment is to obtain feedback from initial program completers and employers regarding their perception of their level of readiness as a result of the program preparation at Mississippi State University, as well as their satisfaction with their program preparation. Questions are based on the 4 InTASC Domains: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. The survey consists of 18 Likert scale questions with responses ranging from Strongly Agree, Agree, Disagree, to Strongly Disagree. The first nine questions ask demographic type questions as well as questions regarding their employment. There is also an additional question at the end to provide an opportunity for open-ended responses relating to program strengths and weaknesses.

Administration

The survey is used by all EPPs within the state of Mississippi and data are shared via the website hosted by The University of Mississippi at <http://education.olemiss.edu/assessment/extras/epp/report.php>. The instruments are administered every May through an online platform by The University of Mississippi. The survey link is sent to recent graduates of initial programs who completed their degree the previous year and three years ago. This includes in-service teachers who are in their first and third year of teaching public or private schools as well as those who are not teaching but completed their degree requirements within the same cohort. The employer survey is sent to administrators of the completers.

The Mississippi Department of Education (MDE) is sent a list of completers for the targeted years. MDE then uses this information to identify those completers teaching in Mississippi schools sending the EPP placement information as well as their employer and email addresses. The MDE system will only provide employer emails leaving the EPP to search for email addresses for completers by various means: online search of school email addresses, Facebook information, LinkedIn information, and email addresses collected from exit surveys. There are some issues with use of these emails, including school districts having firewalls that may block

delivery without sending bounce back messages. Surveys go to completers employed within and outside the state of Mississippi.

Survey Content

The survey is aligned to these standards:

STANDARD	KEY ELEMENT	ELEMENT DESCRIPTION
CAEP	R1.1	The Learner and Learning: The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.
	R1.2	Content: The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Outcome data can be provided from a Specialized Professional Associations (SPA) process, a state review process, or an evidence review of Standard 1.
	R1.3	Instructional Practice: The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure candidates model and apply national or state approved technology standards to engage and improve learning for all students
	R1.4	Professional Responsibility: The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.
InTASC	2 (The Learner and Learning)	Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
	3	Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation.

	(The Learner and Learning)	
	4 (Content)	Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
	5 (Content)	Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
	6 (Instructional Practice)	Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
	7 (Instructional Practice)	Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and community context.
	8 (Instructional Practice)	Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
	9 (Professional Responsibility)	Professional Learning and Ethical Practice. The teacher engages in an ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
	10 (Professional Responsibility)	Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
TGR	1	Lessons are aligned to standards and represent a coherent sequence of learning.
	2	Lessons have high levels of learning for all students.
	3	The teacher assists students in taking responsibility for learning and monitors student learning.
	4	The teacher provides multiple ways for students to make meaning of content.
	5	The teacher manages a learning-focused classroom community.

	6	The teacher manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.
	7	The teacher creates and maintains a classroom of respect for all students.
	8	The teacher engages in professional learning.
	9	The teacher establishes and maintains effective communication with families/guardians.
TIAI	1	The teacher candidate develops measurable and observable grade and subject level objectives that are aligned with appropriate state curricula frameworks.
	2	The teacher candidate develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group.
	3	The teacher candidate integrates core content knowledge across and within subject areas in lessons when appropriate.
	4	The teacher candidate plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development.
	5	The teacher candidate's plans indicate use of appropriate assessments that effectively evaluate student learning and development.
	6	The teacher candidate's plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding.
	7	The teacher candidate communicates assessment criteria and performance standards to the students and provides feedback to students about academic performance.
	8	The teacher candidate uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.
	13	The teacher candidate provides opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.
	14	The teacher candidate demonstrates content knowledge and an understanding of how to teach the content.
	15	The teacher candidate uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.
17	The teacher candidate engages all students in critical thinking through higher-order questioning.	

	18	The teacher candidate adjusts instruction as needed based on student input, cues, and individual/group responses.
	20	The teacher candidate adjusts the classroom environment to enhance positive peer relationships, motivation, and learning.
	23	The teacher candidate creates a culturally inclusive environment that promotes fairness, safety, respect, and support for all students.
	25	Collaborates with professional colleagues (classroom mentor teacher and/or university supervisor) to communicate with families about student learning and development.
ISTE	1	Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
	4	Educators dedicate time to collaborate with both colleagues and students to improve practice, discover, and share resources and ideas, and solve problems.
	5	Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
	6	Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.
	7	Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Validity and Reliability

In 2016, statewide Completer and Employer web surveys, “*Completer Survey-Graduates of an Educator Preparation Program in Mississippi*” and “*Principal Survey-First & Third Year Teachers in Mississippi*,” were developed by the Mississippi Association of Colleges for Teacher Education (MACTE) members. MACTE is a statewide organization and its members (deans and appointed representative) include the departments and schools of Mississippi’s regionally accredited colleges and universities engaged in the preparation of professional school personnel. As a consortium of teacher education schools, MACTE is vitally interested in the support and enhancement of all aspects of education in Mississippi. Its members work cooperatively within the organization, as well as with the Mississippi Department of Education and other statewide education groups.

The survey questions are based on the 4 InTASC Domains: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. The survey consists of 18 Likert scale questions with responses ranging from Strongly Agree, Agree, Disagree, to Strongly Disagree. The first nine questions ask demographic type questions as well as questions regarding their

employment. There is also an additional question at the end to provide an opportunity for open-ended responses relating to program strengths and weaknesses.

An Associate Professor of Educational Research at the University of Southern Mississippi provided reliability and validity evidence of the surveys. Cronbach's alpha was used to measure the reliability and provide evidence that the items were related to each other. Cronbach's alpha values above .70 are considered to show adequate internal consistency. Within these surveys, Cronbach's alpha for each factor, showed all alphas above .86, indicating high reliability. A confirmatory factor analysis (CFA) was conducted to assess validity. CFA uses fit statistics to determine how good the match is between the proposed model and actual data. The three fit statistics used were the CFI, TLI, and RMSEA. For the CFI and TLI, values above .90 are considered adequate and above .95 good. For the RMSEA, values below .05 are considered good, below .08 adequate, and above .10 not adequate.

For the completers, the CFI was .94, the TLI was .92, and the RMSEA was .095 (90% CI, .090 - .101). For the principals, the CFI was .96, the TLI was .94, and the RMSEA was .082 (90% CI, .075 - .089).

CFA also produces factor loadings, which are in essence the correlation of the item to its factor. Loadings above .60 are considered strong. For the completers, all showed at or above .80 with the exception of one at .73 indicating very strong loading. For the principals, all showed at or above .80 indicating very strong loading.

The chi-square difference test was used where the chi-square value of the alternative model is compared to the proposed model. The four-factor model fit significantly better than the one factor model.

Initial Program Completer Survey

Graduates of an Educator Preparation Program in Mississippi

This survey provides you an opportunity to assess the knowledge, skills, and dispositions you developed in an educator preparation program in Mississippi. Please take a few minutes to complete the short survey to evaluate the effectiveness of your teaching preparation. Our goal is continuous improvement in teacher preparation, and you play a vital role in that process. Honest and frank feedback from graduates is a primary mechanism we have available to identify changes to better prepare students for the demanding and challenging role of classroom teacher.

Thank you in advance for completing the survey and providing us with meaningful information to improve our educator preparation programs throughout the state.

1. INSTITUTION WHERE YOU EARNED YOUR EDUCATION DEGREE:
2. PROGRAM OF STUDY AT ABOVE INSTITUTION:
3. AREA OF PRIMARY CERTIFICATION FOR WHICH YOU PREPARED AT THE ABOVE INSTITUTION:
4. AREA(S) OF ENDORSEMENT FOR WHICH YOU PREPARED AT THE ABOVE INSTITUTION (CHOOSE ALL THAT APPLY):
5. CURRENT DISTRICT OF EMPLOYMENT:
6. CURRENT SCHOOL OF EMPLOYMENT:
7. ARE YOU CURRENTLY ENROLLED IN A MASTER'S DEGREE PROGRAM?
8. HIGHEST DEGREE COMPLETED:
9. CURRENT TEACHING ASSIGNMENT (SELECT ALL THAT APPLY):
10. PLEASE ANSWER THE FOLLOWING SURVEY QUESTIONS: DEGREE:

All statements below align with the program's goals, InTASC Standards, MS Teacher Growth Rubric Standards, the TIAI indicators, and the Council for the Accreditation of Educator Preparation (CAEP) Standards.

Please rate your level of satisfaction on the following items in preparation of your degree by choosing the following options:

The Learner and Learning				
<i>My educator preparation program prepared me to:</i>	Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
1. Use knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., multicultural perspectives, pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful to diverse learners and positively impact K-12 student learning. (CAEP R1.1, InTASC 2, TGR 2, TIAI 2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Analyze multiple sources of growth data (e.g., pre/post assessments, surveys, inventories, remediation and enrichment activities) to provide differentiated learning experiences to accommodate developmental and individual needs of diverse learners and positively impact K-12 student learning. (CAEP R1.3, InTASC 6, TGR 3, TIAI 8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Monitor and adjust the classroom environment to enhance social relationships, individual motivation, and student learning outcomes. (CAEP R1.1, InTASC 3, TGR 5, TIAI 20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Use a variety of strategies to effectively manage student behavior to create and maintain a classroom climate of fairness, safety, respect, and support for all students. (CAEP R1.1, InTASC 3, TGR 7, TIAI 23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content				

<u>My educator preparation program prepared me to:</u>	Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
5. Demonstrate in-depth knowledge of content for the subject(s) taught. (CAEP R1.2, InTASC 4, TGR 4, TIAI 14)	○	○	○	○
6. Integrate core content knowledge from other subject areas in lessons. (CAEP R1.2, InTASC 4, TGR 4, TIAI 3)	○	○	○	○
7. Use higher-order questioning to engage students in analytical, creative, and critical thinking, providing opportunities for students to apply these skills in problem solving and critical thinking activities. (CAEP R1.3, InTASC 5, TGR 4, TIAI 17)	○	○	○	○
Instructional Practices				
<u>My educator preparation program prepared me to:</u>	Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
8. Select developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on State and National Standards. (CAEP R1.3, InTASC 7, TGR 1, TIAI 1)	○	○	○	○
9. Plan lessons based on rigorous standards and best practices in the use of innovative and interesting methodologies, a variety of relevant teaching materials and current technology. (CAEP R1.3, InTASC 8, TGR 2, TIAI 4, ISTE 1,4)	○	○	○	○
10. Use a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, interactive learning, simulation, etc.) to enhance student learning outcomes. (CAEP R1.3, InTASC 8, TGR 4, TIAI 15)	○	○	○	○

11. Use available technology to design, implement, and assess learning experiences to engage students, improve learning, and enrich professional practice. (CAEP R1.3, InTASC 7, TGR 6, TIAI 6, ISTE 5,6,7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Elicit student input during lessons and allow sufficient wait time for students to expand and support their responses, and make adjustments to lessons according to student input, cues, and individual/group responses. (CAEP R1.3, InTASC 8, TGR 4, TIAI 18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Incorporate a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation and enrichment activities) to differentiate learning experiences that accommodate individual differences in developmental and/or educational needs. (CAEP R1.3, InTASC 6, TGR 3, TIAI 5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Prepare appropriate assessments (e.g., pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress. (CAEP R1.3, InTASC 6, TGR 3, TIAI 7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Provide an inclusion classroom setting that addresses the full spectrum of student needs (severe learning disabilities to gifted). (CAEP R1.3, InTASC 3, TGR 5, TIAI 13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Responsibility				
My educator preparation program prepared me to:	Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
16. Establish opportunities for communication with parents and/or guardians, professional colleagues, and community members (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.) to enhance resources, learning, and the learning environment. (CAEP R1.4, InTASC 10, TGR 9, TIAI 25)	○	○	○	○
17. Demonstrate a spirit of inquiry and appreciation for research that promotes continuous improvement in my abilities to increase student learning outcomes. (CAEP R1.4, InTASC 9, TGR 8)	○	○	○	○
18. Recognize the importance of the Mississippi Educator Code of Ethical Conduct, professional dispositions, and my influence as an adult role model for students. (CAEP R1.4, InTASC 9, TGR 8)	○	○	○	○

Comments: Please consider adding any information below that may help improve the program. Your input is vital and certainly appreciated.

Initial Program Employer Survey

Graduates of an Educator Preparation Program in Mississippi

This survey provides you an opportunity to assess the knowledge, skills, and dispositions your teachers developed in an educator preparation program in Mississippi. The information will be analyzed and shared aggregately with the individual educator preparation program responsible for training and educating each new teacher in the state. Please take a few minutes to complete the short survey to evaluate the effectiveness of their preparation. Our goal is continuous improvement in teacher preparation, and you play a vital role in that process. Honest and frank feedback from graduates is a primary mechanism we have available to identify changes to better prepare students for the demanding and challenging role of classroom teacher.

Thank you in advance for completing the survey and providing us with meaningful information to improve our educator preparation programs throughout the state.

1. Institution where teacher earned education degree:
2. Program of Study at above institution:
3. Current District of Employment:
4. Current School of Employment:
5. Current teaching assignment (select all that apply):

All statements below align with the program's goals, InTASC Standards, MS Teacher Growth Rubric Standards, the TIAI indicators, and the Council for the Accreditation of Educator Preparation (CAEP) Standards.

Please rate your level of satisfaction on the following items in preparation of your degree by choosing the following options:

The Learner and Learning				
Based upon my observation, the teacher was prepared to:	Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
1. Use knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., multicultural perspectives, pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful to diverse learners and positively impact K-12 student learning. (CAEP R1.1, InTASC 2, TGR 2, TIAI 2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Analyze multiple sources of growth data (e.g., pre/post assessments, surveys, inventories, remediation and enrichment activities) to provide differentiated learning experiences to accommodate developmental and individual needs of diverse learners and positively impact K-12 student learning. (CAEP R1.3, InTASC 6, TGR 3, TIAI 8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Monitor and adjust the classroom environment to enhance social relationships, individual motivation, and student learning outcomes. (CAEP R1.1, InTASC 3, TGR 5, TIAI 20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Use a variety of strategies to effectively manage student behavior to create and maintain a classroom climate of fairness, safety, respect, and support for all students. (CAEP R1.1, InTASC 3, TGR 7, TIAI 23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Content				
Based upon my observation, the teacher was prepared to:	Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
5. Demonstrate in-depth knowledge of content for the subject(s) taught. (CAEP R1.2, InTASC 4, TGR 4, TIAI 14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Integrate core content knowledge from other subject areas in lessons. (CAEP R1.2, InTASC 4, TGR 4, TIAI 3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Use higher-order questioning to engage students in analytical, creative, and critical thinking, providing opportunities for students to apply these skills in problem solving and critical thinking activities. (CAEP R1.3, InTASC 5, TGR 4, TIAI 17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Practices				
Based upon my observation, the teacher was prepared to:	Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
8. Select developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on State and National Standards. (CAEP R1.3, InTASC 7, TGR 1, TIAI 1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Plan lessons based on rigorous standards and best practices in the use of innovative and interesting methodologies, a variety of relevant teaching materials and current technology. (CAEP R1.3, InTASC 8, TGR 2, TIAI 4, ISTE 1,4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Use a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

interactive learning, simulation, etc.) to enhance student learning outcomes. (CAEP R1.3, InTASC 8, TGR 4, TIAI 15)				
11. Use available technology to design, implement, and assess learning experiences to engage students, improve learning, and enrich professional practice. (CAEP R1.3, InTASC 7, TGR 6, TIAI 6, ISTE 5,6,7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Elicit student input during lessons and allow sufficient wait time for students to expand and support their responses, and make adjustments to lessons according to student input, cues, and individual/group responses. (CAEP R1.3, InTASC 8, TGR 4, TIAI 18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Incorporate a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation and enrichment activities) to differentiate learning experiences that accommodate individual differences in developmental and/or educational needs. (CAEP R1.3, InTASC 6, TGR 3, TIAI 5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Prepare appropriate assessments (e.g., pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress. (CAEP R1.3, InTASC 6, TGR 3, TIAI 7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Provide an inclusion classroom setting that addresses the full spectrum of student needs (severe learning disabilities to gifted). (CAEP R1.3, InTASC 3, TGR 5, TIAI 13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Responsibility				
Based upon my observation, the teacher was prepared to:	Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
16. Establish opportunities for communication with parents and/or guardians, professional colleagues, and community members (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.) to enhance resources, learning, and the learning environment. (CAEP R1.4, InTASC 10, TGR 9, TIAI 25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Demonstrate a spirit of inquiry and appreciation for research that promotes continuous improvement in my abilities to increase student learning outcomes. (CAEP R1.4, InTASC 9, TGR 8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Recognize the importance of the Mississippi Educator Code of Ethical Conduct, professional dispositions, and my influence as an adult role model for students. (CAEP R1.4, InTASC 9, TGR 8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: Please consider adding any information below that may help improve the program. Your input is vital and certainly appreciated.

XIV. Advanced Programs Statewide Proprietary Completer & Employer Satisfaction Surveys

ALIGNED: CAEP A.1.1, A.2.2, A.4.1, and A.4.2

Description

The Completer and Employer Surveys are state proprietary instruments developed in 2018 that used to capture the perception of our advanced level educator preparation program completers and employers. Both surveys are the same with the exception of the completers Likert questions starting with “My Graduate Program Prepared me to…” and the principals’ Likert questions starting with “The graduate/employee was prepared to…” Surveys are sent anonymously to encourage honest, unbiased responses.

Purpose

The purpose of the assessment is to obtain feedback from advanced program completers and employers regarding their perception of their level of readiness as a result of the program preparation at MSU, as well as their satisfaction with their program preparation. Questions are based on CAEP Standards: A.1.1, A.2.2, A.4.1, and A.4.2. The survey consists of 11 Likert scale questions with responses ranging from Strongly Satisfied, Satisfied, Dissatisfied, to Strongly Dissatisfied. The first four questions ask demographic type questions as well as questions regarding their area of professional preparation and employment. There is also two additional questions at the end to provide an opportunity for open-ended responses relating to program strengths and weaknesses.

Administration

The survey is used by all EPPs within the state of Mississippi and data are shared via the website hosted by The University of Mississippi at <http://education.olemiss.edu/assessment/extras/epp/report.php>. The instruments are administered every March through an online platform by The University of Mississippi. The survey link is sent to recent graduates of advanced licensure programs who completed their degree the previous year and three years ago. This includes graduate program completers, who are in their first and third year as an administrator in public or private schools as well as those who are not teaching but completed their degree requirements within the same cohort. The employer survey is sent to administrators of the completers.

The Mississippi Department of Education (MDE) is sent a list of completers for the targeted years. MDE then uses this information to identify those completers working in Mississippi schools sending the EPP placement information as well as their employer and email addresses. The MDE system will only provide employer emails leaving the EPP to search for email addresses for completers by various means: online search of school email addresses, Facebook information, LinkedIn information, and email addresses collected from exit surveys. There are some issues with use of these emails, including school districts having firewalls that may block delivery without sending bounce back messages. Surveys go to completers employed within and outside the state of Mississippi.

Survey Content

The survey is aligned to these CAEP Advanced standards:

STANDARD	KEY ELEMENT	ELEMENT DESCRIPTION
CAEP	A.1.1	<p>Candidate Knowledge, Skills, and Professional Dispositions</p> <p>Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:</p> <ul style="list-style-type: none"> • Applications of data literacy; • Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies; • Employment of data analysis and evidence to develop supportive school environments; • Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; • Supporting appropriate applications of technology for their field of specialization; and • Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization. <p>Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.</p>
	A.2.2	<p>Clinical Experiences</p> <p>The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates</p>

		demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component 1.1
	A.4.1	<p>Satisfaction of Employers</p> <p>The provider demonstrates that employers are satisfied with completers' preparation and that completers reach employment milestones such as promotion and retention.</p>
	A.4.2	<p>Satisfaction of Completers</p> <p>The provider demonstrates that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.</p>

Advanced Program Completer Survey in Mississippi

This survey provides you an opportunity to assess the knowledge, skills, and dispositions you developed as a graduate student in an educator preparation graduate program in Mississippi. Please take a few minutes to complete the short survey to evaluate the effectiveness of your preparation. Our goal is continuous improvement in the preparation of teachers, administrators, and other professionals in the field, and you play a vital role in that process. Your honest and frank feedback is highly valued and is key to assist us in identifying changes needed to better prepare each student for the demanding and challenging role of an educator. Thank you in advance for completing the survey and providing us with meaningful information to improve our educator preparation programs throughout the state.

Demographic Information

University where you earned graduate degree: (Drop down menu with all universities listed)

Program of Study: (Drop down menu (Example: MS-Educational Leadership-School Administration))

Primary Assignment during the past school year: (Drop Down menu with School Administrator, LEA Administrator (District or Central Office), Elementary Teacher, Secondary Teacher, Ungraded Teacher, School Counselor, School Psychologist, Librarian/Media Specialist, Instructional Coordinator/Supervisor, Not currently in a P-12 role, Other P-12 Educator (Please specify-open text here))

Please rate your level of satisfaction on the following items in preparation of your graduate degree by choosing the following options:

- a) Strongly satisfied
- b) Satisfied
- c) Dissatisfied
- d) Strongly Dissatisfied

All statements below align with the program’s goals and the Council for the Accreditation of Educator Preparation (CAEP) Standards (A1.1, A2.2 or A.4)

My graduate program prepared me to:	Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
1. Collect, manage, evaluate, and apply data in a critical manner. (CAEP A1.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Use research and understand qualitative, quantitative, and/or mixed methods research methodologies (CAEP A1.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Employ data analysis and evidence to develop supportive school environments. (CAEP A1.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Lead and/or participate in collaborative activities with others such as peer, colleagues, teachers, administrators, community, and parents. (CAEP A1.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Use appropriate applications of technology for my field of specialization. (CAEP A1.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Apply professional dispositions, laws and policies, codes of ethics and professional standards appropriate for my field of specialization. (CAEP A1.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Promote instructional practice that is consistent with learning development, effective pedagogy, and the needs of each child. (CAEP A2.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use data-driven instruction and research strategies to foster student engagement and maintain high expectations for the success of all students. (CAEP A 2.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Effectiveness of program preparation (CAEP A.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Relevancy of the coursework to the responsibilities confronted on the job (CAEP A.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please consider adding any information below that may help improve the program. Your input is vital and certainly appreciated.

1. In which areas do the program excel? _____

2. In which areas could the program improve? _____

Advanced Program Employer Survey in Mississippi

This survey provides you an opportunity to assess the knowledge, skills, and disposition your teachers and educational professionals developed in an educator preparation graduate program in Mississippi. The information will be analyzed and shared aggregately with the individual educator preparation program responsible for training and educating each specific educational professional. Please take a few minutes to complete the short survey to evaluate the effectiveness of their preparation. Our goal is continuous improvement in the preparation of teachers, administrators, and other professionals in the field, and you play a vital role in that process. Your honest and frank feedback is highly valued and is key to assist us in identifying changes needed to better prepare students for the demanding and challenging role of teachers and administrative professionals. Thank you in advance for completing the survey and providing us with meaningful information to improve our educator preparation programs throughout the state.

Demographic Information

University where graduate earned degree: (Drop down menu with all universities listed)

Program of Study: (Drop down menu (Example: MS-Educational Leadership-School Administration))

Primary Assignment of graduate/employee during the past school year: (Drop Down menu with (select one)

School Administrator, LEA Administrator (District or Central Office), Elementary Teacher, Secondary Teacher, Ungraded Teacher, School Counselor, School Psychologist, Librarian/Media Specialist, Instructional Coordinator/Supervisor, Not currently in a P-12 role, Other P-12 Educator (Please specify-open text here))

Current Assignment of graduate/employee: (Drop Down menu with (select one)

School Administrator, LEA Administrator (District or Central Office), Elementary Teacher, Secondary Teacher, Ungraded Teacher, School Counselor, School Psychologist, Librarian/Media Specialist, Instructional Coordinator/Supervisor, not currently in a P-12 role, Other P-12 Educator (Please specify-open text here))

Please rate your level of satisfaction on the following items in preparation of the employee (graduate) that you are assessing by choosing the following options:

- a) Strongly satisfied
- b) Satisfied
- c) Dissatisfied
- d) Strongly Dissatisfied

All statements below align with the program’s goals and the Council for the Accreditation of Educator Preparation (CAEP) Standards (A1.1, A2.2 or A.4)

Based upon my observation, the graduate/employee was prepared to:	Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
1. Collect, manage, evaluate, and apply data in a critical manner. (CAEP A1.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Use research and understand qualitative, quantitative, and/or mixed methods research methodologies (CAEP A1.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Employ data analysis and evidence to develop supportive school environments. (CAEP A1.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Lead and/or participate in collaborative activities with others such as peer, colleagues, teachers, administrators, community, and parents. (CAEP A1.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Use appropriate applications of technology for their field of specialization. (CAEP A1.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Apply professional dispositions, laws and policies, codes of ethics and professional standards appropriate for their field of specialization. (CAEP A1.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Promote instructional practice that is consistent with learning development, effective pedagogy, and the needs of each child. (CAEP A2.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use data-driven instruction and research strategies to foster student engagement and maintain high expectations for the success of all students. (CAEP A 2.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Relevancy of the coursework to the responsibilities confronted on the job (CAEP A.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Overall Effectiveness of program preparation (CAEP A.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Completion of the program enabled employment milestones, such as promotion and retention, to be reached (CAEP A 4.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please consider adding any information below that may help improve the program. Your input is vital and certainly appreciated.

1. In which areas do the program excel? _____

2. In which areas could the program improve? _____

XV. Appendix A—EPP Assessment Reporting Schedule

Evaluation Measures	Data Collection Frequency	EPP Data Review	Report(s) Given
Program Key Assessments	End of the Semester	Assistant Dean, Program Coordinators, and program faculty	Program Coordinators, program faculty, and TEC
Dispositions	End of the Semester	Director of OCFBI, Program Coordinators, and program faculty	Program Coordinators, program faculty, and TEC
Licensure Exams	End of the Academic Year	Assistant Dean, Program Coordinators, and program faculty	Program Coordinators, program faculty, TEC, MDE
Course /Faculty Evaluations	End of each semester	Director of OCFBI reviews results at the end of each semester, and Department Chair during annual review	Program faculty
Field Placement; number of applicants for student teaching	Fall and Spring semesters	Director of OCFBI	Program Coordinators
Teacher candidates (TCs) /interns	End of the Semester	Director of OCBFI, US, CMT	Program faculty, TEC
Partnership Memorandum of Understanding (MOU)	Every three years	Director of OCFBI	Partners and COE
Classroom Mentor Teacher (CMT) Survey/Evaluation	End of the Semester	Director of OCBFI, Program Coordinators, USs, TCs	Partners and Program faculty
University Supervisor (US) Survey/Evaluation	End of the Semester	Director of OCBFI, Program Coordinators, CMTs, TCs	Partners and Program faculty

Evaluation Measures	Data Collection Frequency	EPP Data Review	Report(s) Given
Impact Measures	Annually	Assistant Dean, Database Administrator	Program Faculty, TEC, COE Website
EPP Employer Satisfaction Survey	Annually	Assistant Dean, Database Administrator	Program Faculty, TEC
EPP Completer Satisfaction Survey	Annually	Assistant Dean, Database Administrator	Program Faculty, TEC
University Institutional Effectiveness Reports	Annually	Assistant Dean, Database Administrator, Program Coordinators	Program faculty & University
Recruitment	Bi-annually (each fall and spring)	Dean, Associate Dean, Assistant Dean, Director of OCBFI, Database Administrator, Recruitment Coordinator	COE Recruitment Committee, TEC
Enrollment and Completer Data	Annually	Dean, Associate Dean, Assistant Dean, Director of OCBFI, & Database Administrator	TEC, MDE

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- Lawshe, C. H. (1975). A quantitative approach to content validity. *Personnel Psychology*, 28, 563–575.
- Rivadeneira, T. (Fall 2017). Establishing Validity and Reliability for EPP-Created Assessments CAEP Post-conference Workshop.