### BSED Middle Level Education

<table>
<thead>
<tr>
<th>Objective Assessed</th>
<th>Direct Measure</th>
<th>Direct Measure Results</th>
<th>Indirect Measure</th>
<th>Indirect Measure Results</th>
<th>Proposed Action Items for Assessment Tool</th>
<th>Proposed Action Items for Program</th>
<th>Action Items Implemented this year</th>
<th>Objective to be Assessed Next Year</th>
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</thead>
<tbody>
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<td>Content knowledge in Middle Level</td>
<td>Praxis II</td>
<td>Please see attached.</td>
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<td>Identify applicable Professional Organizations that can be embedded into courses.</td>
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<td>Content Knowledge: Specific to field and pedagogy according to national, PA, and EU standards</td>
<td>Grades</td>
<td>Students continue to maintain a C or better in all required content courses. Students must have a 2.8 for candidacy and a 3.0 for graduation.</td>
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<tr>
<td>Ability to Plan</td>
<td>Unit Plan</td>
<td>There were eight candidates enrolled in the undergraduate Instructional Techniques for Middle Level Education courses who completed the required unit plan culminating project. All candidates scored at the Target or Acceptable level on all standard elements assessed.</td>
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<td>Action Items for the assessment tool will be determined based on feedback from SPA report. CAEP is scheduled to release report results in early August.</td>
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A content specific rubric was created for each certification area.
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<tr>
<th>Appropriate performance in the classroom - pedagogy</th>
<th>STPE</th>
<th>There were four undergraduate Middle Level teaching candidates enrolled in student teaching during the Fall 2018 semester. By the end of the second placement, 100% of the candidates were scored at the Target level by both their supervisor and their cooperating teaching with regards to the candidates’ abilities to use content specific strategies and assessments, and all candidates were scored at the Target or Acceptable levels by both evaluators in all standard elements.</th>
<th>Action Items for the assessment tool will be determined based on feedback from SPA report. CAEP is scheduled to release report results in early August.</th>
<th>✓ Collaborate with department chair and faculty to revise assessments as needed.</th>
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<tr>
<td>Positive Impact on Student Learning</td>
<td>Instructional Assessment Plan</td>
<td>There were four undergraduate Middle Level teaching candidates enrolled in student teaching during the Fall 2018 semester. All candidates scored at the Target or Acceptable level on all AMLE standard elements assessed.</td>
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<td>There were eight candidates enrolled in the undergraduate Field Block for Middle Level Education who participated in the Portfolio Showcase. All candidates scored at the Target or Acceptable level on all standard elements assessed.</td>
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The portfolio showcase and exit interview were separated into two distinct assessments, and a content specific rubric was created for each with specific questions/criteria based on Danielson’s model for Teaching Effectiveness.
| Meet all PA Standards for teaching in their content area | Acceptable level regarding Middle Level Professional Roles. | PDE 430 | This assessment is no longer used for accreditation purposes as it does not meet SPA requirements regarding content-specific assessments. Data were not collected. |
### Post Baccalaureate Teacher Certification Middle Level Education--2019

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<td>Planning: Able to appropriately long range and short range plan</td>
<td>Unit Plan</td>
<td>SOCIAL STUDIES: There were eight candidates enrolled in the undergraduate Instructional Techniques for Social Studies course who completed the required unit plan culminating project. All candidates scored at the Target</td>
<td>Alumni Survey</td>
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<td>A content specific rubric was created for each certification area</td>
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or Acceptable level on all themes assessed.

**ENGLISH:** No undergraduate Secondary English candidates were enrolled in the course during the Fall 2018 semester.

**MATHEMATICS:** There was one candidate enrolled in the undergraduate Instructional Techniques for Mathematics course who completed the required unit plan culminating project. The candidate scored at the Target or Acceptable level on all standard elements assessed.

**SCIENCE:** No undergraduate Secondary Science candidates were enrolled in the course during the Fall 2018 semester.

### Performance:
- **STPE**
- **SOCIAL STUDIES:**
  - There were two candidates who completed a Social Studies student teaching placement in the Fall 2018 semester.
  - By the end of the second placement (end of the semester), each candidate was evaluated at the Target or Acceptable level by their University Supervisor and Cooperating Teachers.

### Alumni Survey
- Action Items for the assessment tool will be determined based on feedback from SPA report.
- CAEP is scheduled to release report results in early August.

- ✓ Collaborate with department chair and faculty to revise assessments as needed
- ✓ Serve as lead author of SPA report

A content specific addendum was created for each certification area.
**ENGLISH:**
No undergraduate Secondary English candidates were enrolled in Student Teaching during the Fall 2018 semester.

**MATHEMATICS:** There were two undergraduate Secondary Mathematics teaching candidates enrolled in student teaching during the Fall 2018 semester. All of the candidates were scored at the Target or Acceptable level by both evaluators on all standard elements at both points in the semester.

**SCIENCE:** There was one undergraduate Secondary Science candidate enrolled in student teaching during the Fall 2018 semester. The candidate was scored at the Target or Acceptable level by both evaluators on all standard elements at both points in the semester.

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<tr>
<th>Positive Impact on Student Learning</th>
<th>Instructional Assessment Plan</th>
<th><strong>SOCIAL STUDIES:</strong> There were two undergraduate Secondary Social Studies candidates enrolled in student teaching during the Fall 2018 semester. Both candidates scored at the Target or Acceptable level on each of the 10 themes assessed.</th>
<th>Alumni Survey</th>
<th>Action Items for the assessment tool will be determined based on feedback from SPA report. CAEP is scheduled to</th>
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<tr>
<th>ENGLISH:</th>
<th>No undergraduate Secondary English candidates were enrolled in student teaching during the Fall 2018 semester.</th>
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<tbody>
<tr>
<td>MATHEMATICS:</td>
<td>There were two undergraduate Secondary Mathematics candidates enrolled in student teaching during the Fall 2018 semester. Both candidates scored at the Target or Acceptable level on all standard elements assessed. Additionally, both candidates scored in the Target range for seventeen of the twenty NCTM standards assessed.</td>
</tr>
<tr>
<td>SCIENCE:</td>
<td>There was one undergraduate Secondary Science candidate enrolled in student teaching during the Fall 2018 semester. The candidate scored at the Target or Acceptable level on all standard elements assessed, with ten of the thirteen assessments of standards being in the Target range.</td>
</tr>
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| SOCIAL STUDIES: | There were eight candidates enrolled in the undergraduate Field Block for Secondary Social Studies who participated in the Alumni Survey. |
| Action Items for the assessment tool will be determined based on | The portfolio showcase and exit interview were separated into two distinct assessments, and a content specific |
| Portfolio Showcase. All candidates scored at the Target or Acceptable level on all standard elements assessed. There were eight undergraduate candidates enrolled in the Field Block for Secondary Social Studies who participated in the Field Experience Interview. The interview panelists scored most candidates’ responses at the Target or Acceptable level on all standards assessed. There were a few instances when one interviewer scored a response at the Unacceptable level.  

**ENGLISH**: No undergraduate Secondary English candidates were enrolled in the course during the Fall 2018 semester. No undergraduate Secondary English candidates were enrolled in the course during the Fall 2018 semester  

**MATHEMATICS**: there was one candidate enrolled in the undergraduate Field Block for Secondary Mathematics who participated in the Portfolio Showcase. The candidate scored at the Target or Acceptable level on all standard elements assessed. There was one undergraduate feedback from SPA report. CAEP is scheduled to release report results in early August.  

rubric was created for each with specific questions/criteria based on Danielson’s model for Teaching Effectiveness.
A candidate enrolled in the Field Block for Secondary Mathematics who participated in the Field Experience Interview. Both assessors scored the candidate at the Target or Acceptable level regarding all assessed Secondary Mathematics standards.

**SCIENCE:** No Secondary Science candidates were enrolled in the field block during the Fall 2018 semester. No undergraduate Secondary Science candidates were enrolled in the course during the Fall 2018 semester.

Meet all PA Standards for teaching in their content area

| Meet all PA Standards for teaching in their content area | PDE 430 | This assessment is no longer used for accreditation purposes as it does not meet SPA requirements regarding content-specific assessments. Data were not collected. |

### Post Baccalaureate Teacher Certification Secondary Education

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<td>Content knowledge: Specific to the Field and Pedagogy according to Praxis II</td>
<td>Praxis II</td>
<td>Alumni Survey</td>
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<td>A faculty content expert will be assigned for each certification area for all future SPA reporting. The faculty member will be assigned to a SPA report</td>
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| Content Knowledge: Specific to field and pedagogy according to national, PA, and EU standards | Grades | Students continue to maintain a C or better in all required content courses. Students must have a 2.8 for candidacy and a 3.0 for graduation. | Alumni Survey | Data will not be available until after June 1. | based on certifications held area and teaching experience. The requirements for the content expert include, but are not limited to, | ✓ Receive SPA reviewer training
✓ Conduct annual SPA reviews
✓ Receive SPA report writer training
✓ Stay abreast of changes and updates to SPA standards or reporting practices
✓ Collaborate with department chair and faculty to revise assessments as needed
✓ Serve as lead author of SPA report |

| Planning: Able to appropriately long range and short range plan | Unit Plan | SOCIAL STUDIES: There were three candidates enrolled in the post-baccalaureate Instructional Techniques for Social Studies course who completed the required unit plan culminating project. All candidates scored at the Target or Acceptable level on all themes assessed. | Alumni Survey | Action Items for the assessment tool will be determined based on feedback from SPA report. CAEP is scheduled to release report results in early August. |

| | | ENGLISH: There were four candidates enrolled in the post-baccalaureate Instructional Techniques for English course and completed the required unit plan culminating project. All candidates scored at the Target or Acceptable level on all standard elements assessed. |

| | | MATHEMATICS: No post-baccalaureate Secondary Mathematics candidates were enrolled in the course during the Fall2018 semester. |

A content specific rubric was created for each certification area.
<p>| Performance: Appropriate performance in the classroom - pedagogy | STPE | SOCIAL STUDIES: There was one post-baccalaureate candidate who completed a Social Studies student teaching placement in the Fall 2018 semester. By the end of the second placement (end of the semester), the candidate was evaluated at the Target or Acceptable level on all ten themes. | Alumni Survey | Action Items for the assessment tool will be determined based on feedback from SPA report. CAEP is scheduled to release report results in early August. | Additional training was provided to university supervisors. Participation in the training was mandatory. A content specific addendum was created for each certification area. |</p>
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<th>Positive Impact on Student Learning</th>
<th>Instructional Assessment Plan</th>
<th>SOCIAL STUDIES: There was one post-baccalaureate Secondary Social Studies candidate enrolled in student teaching during the Fall 2018 semester. The candidate scored at the Acceptable level on all 10 themes assessed.</th>
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<tr>
<td>SCIENCE: There were two post-baccalaureate Secondary Science candidates enrolled in student teaching during the Fall 2018 semester. The candidates were scored at the Target or Acceptable level by both evaluators on all standard elements at both points in the semester.</td>
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<td>ENGLISH: There were four post-baccalaureate Secondary English candidates enrolled in student teaching during the Fall 2018 semester. All candidates scored at the Target or Acceptable level on all standard elements assessed, with 11 of the 17 elements assessed at Target.</td>
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<td>MATHEMATICS: No post-baccalaureate Secondary Mathematics candidates were enrolled in the student teaching during the Fall 2018 semester.</td>
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<td>Alumni Survey</td>
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<td>Meet all 10 INTASC standards for teaching</td>
<td>Portfolio Showcase/Interview</td>
<td>SOCIAL STUDIES: There were three post-baccalaureate candidates enrolled in the Field Block for Secondary Social Studies who participated in the Portfolio Showcase. Two of the candidates scored at the Target or Acceptable level on all areas assessed. One candidate scored at the Unacceptable level. There were three post-baccalaureate candidates enrolled in the Field Block for Secondary Social Studies who participated in the Field Experience Interview. All candidates scored at the Target or Acceptable level on all standards assessed.</td>
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Acceptable level on all standard elements assessed. There were four post-baccalaureate candidates enrolled in the Field Block for Secondary English who participated in the Field Experience Interview. Both assessors scored the candidate at the Target or Acceptable level regarding all assessed Secondary English standards.

**MATHEMATICS:** No post-baccalaureate Secondary Mathematics candidates were enrolled in a field experience during the Fall 2018 semester. No post-baccalaureate Secondary Mathematics candidates participated in the Portfolio Interview during the Fall 2018 semester.

**SCIENCE:** There were four candidates enrolled in the post-baccalaureate Field Block for Secondary Science who participated in the Portfolio Showcase. All candidates scored at the Target or Acceptable level on all standard elements assessed. There were four undergraduate candidates enrolled in the post-baccalaureate Field Block for Secondary Science who
<p>| Meet all PA Standards for teaching in their content area | PDE 430 | This assessment is no longer used for accreditation purposes as it does not meet SPA requirements regarding content-specific assessments. Data were not collected. |   |   |</p>
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There were eight undergraduate candidates enrolled in the Field Block for Middle Level Education who participated in the Field Experience Interview. Both assessors scored the candidates at the Target level on all standard elements related to Young Adolescent Development and Middle Level Instruction and assessment. All candidates scored at the Target or Acceptable level regarding Middle Level Professional Roles. Results in early August.

<p>| Meet all PA Standards for teaching in their content area | PDE 430 | This assessment is no longer used for accreditation purposes as it does not meet SPA requirements regarding content-specific assessments. Data were not collected. |</p>
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</tr>
<tr>
<td>Appropriate performance in the classroom - pedagogy</td>
<td>STPE</td>
<td>There was one post-baccalaureate Middle Level teaching candidates enrolled in student teaching during the Fall 2018 semester. The candidate was scored at</td>
<td>Alumni Survey</td>
<td></td>
<td>Action Items for the assessment tool will be determined based on feedback from SPA report. CAEP is</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CAEP is scheduled to release report results in early August.
<table>
<thead>
<tr>
<th>Positive Impact on Student Learning</th>
<th>Instructional Assessment Plan</th>
<th>Alumni Survey</th>
<th>Action Items for the assessment tool will be determined based on feedback from SPA report. CAEP is scheduled to release report results in early August.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet all 10 INTASC standards for teaching</td>
<td>Portfolio Showcase/Interview</td>
<td>Alumni Survey</td>
<td>Action Items for the assessment tool will be determined based on feedback from SPA report. CAEP is scheduled to release report results in early August.</td>
</tr>
</tbody>
</table>
### BSED Secondary Education

<table>
<thead>
<tr>
<th>Objective Assessed</th>
<th>Direct Measure</th>
<th>Direct Measure Results</th>
<th>Indirect Measure</th>
<th>Indirect Measure Results</th>
<th>Proposed Action Items for Assessment Tool</th>
<th>Proposed Action Items for Program</th>
<th>Action Items Implemented This Year</th>
<th>Objective to be Assessed Next Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content knowledge: Specific to the Field and Pedagogy according to national standards</td>
<td>Praxis II</td>
<td></td>
<td>Alumni Survey</td>
<td>The School of Education has purchased a new tool for surveying alumni and their employers. Data will not be available until after June 1.</td>
<td>A faculty content expert will be assigned for each certification area for all future SPA reporting. The faculty member will be assigned to a SPA report based on certifications held area and teaching experience. The requirements for the content expert include, but are not limited to, ✓ Receive SPA reviewer training ✓ Conduct annual SPA reviews ✓ Receive SPA report writer training ✓ Stay abreast of changes and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Knowledge: Specific to field and pedagogy according to national, PA, and EU standards</td>
<td>Grades</td>
<td>Students continue to maintain a C or better in all required content courses. Students must have a 2.8 for candidacy and a 3.0 for graduation.</td>
<td>Alumni Survey</td>
<td>Data will not be available until after June 1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning: Able to appropriately long range and short range plan</td>
<td>Unit Plan</td>
<td>SOCIAL STUDIES: There were eight candidates enrolled in the undergraduate Instructional Techniques for Social Studies course who</td>
<td>Alumni Survey</td>
<td>Action Items for the assessment tool will be determined based on</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Meet all PA Standards for teaching in their content area

PDE 430

This assessment is no longer used for accreditation purposes as it does not meet SPA requirements regarding content-specific assessments. Data were not collected.
completed the required unit plan culminating project. All candidates scored at the Target or Acceptable level on all themes assessed.

**ENGLISH:**
No undergraduate Secondary English candidates were enrolled in the course during the Fall 2018 semester.

**MATHEMATICS:** There was one candidate enrolled in the undergraduate Instructional Techniques for Mathematics course who completed the required unit plan culminating project. The candidate scored at the Target or Acceptable level on all standard elements assessed.

**SCIENCE:** No undergraduate Secondary Science candidates were enrolled in the course during the Fall 2018 semester.

**STPE**

<table>
<thead>
<tr>
<th>Performance: Appropriate performance in the classroom - pedagogy</th>
<th>STPE</th>
<th>Social Studies: There were two candidates who completed a Social Studies student teaching placement in the Fall 2018 semester. By the end of the second placement (end of the semester), each candidate was evaluated at the Target or Acceptable level by their Alumni Survey</th>
<th>Action Items for the assessment tool will be determined based on feedback from SPA report. CAEP is scheduled to release report results in early August.</th>
<th>updates to SPA standards or reporting practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Collaborate with department chair and faculty to revise assessments as needed</td>
<td>✓ Serve as lead author of SPA report</td>
<td>A content specific addendum was created for each certification area</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
University Supervisor and Cooperating Teachers.

**ENGLISH:**
No undergraduate Secondary English candidates were enrolled in Student Teaching during the Fall 2018 semester.

**MATHEMATICS:** There were two undergraduate Secondary Mathematics teaching candidates enrolled in student teaching during the Fall 2018 semester. All of the candidates were scored at the Target or Acceptable level by both evaluators on all standard elements at both points in the semester.

**SCIENCE:** There was one undergraduate Secondary Science candidate enrolled in student teaching during the Fall 2018 semester. The candidate was scored at the Target or Acceptable level by both evaluators on all standard elements at both points in the semester.

**SOCIAL STUDIES:** There were two undergraduate Secondary Social Studies candidates enrolled in student teaching during the Fall 2018 semester. Both candidates.

Action Items for the assessment tool will be determined based on feedback from Alumni Survey results in early August.

A content specific addendum was created for each certification area.
<table>
<thead>
<tr>
<th>Meet all 10 INTASC</th>
<th>Portfolio Showcase/Interview</th>
<th>SOCIAL STUDIES: There were eight candidates enrolled in student teaching during the Fall 2018 semester. The candidate scored at the Target or Acceptable level on all standard elements assessed, with ten of the thirteen assessments of standards being in the Target range.</th>
<th>Action Items for the assessment</th>
<th>The portfolio showcase and exit interview were...</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH:</td>
<td>No undergraduate Secondary English candidates were enrolled in student teaching during the Fall 2018 semester.</td>
<td>SPA report. CAEP is scheduled to release report results in early August.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS:</td>
<td>There were two undergraduate Secondary Mathematics candidates enrolled in student teaching during the Fall 2018 semester. Both candidates scored at the Target or Acceptable level on all standard elements assessed. Additionally, both candidates scored in the Target range for seventeen of the twenty NCTM standards assessed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCIENCE:</td>
<td>There was one undergraduate Secondary Science candidate enrolled in student teaching during the Fall 2018 semester. The candidate scored at the Target or Acceptable level on all standard elements assessed, with ten of the thirteen assessments of standards being in the Target range.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>standards for teaching</td>
<td>in the undergraduate Field Block for Secondary Social Studies who participated in the Portfolio Showcase. All candidates scored at the Target or Acceptable level on all standard elements assessed. There were eight undergraduate candidates enrolled in the Field Block for Secondary Social Studies who participated in the Field Experience Interview. The interview panelists scored most candidates’ responses at the Target or Acceptable level on all standards assessed. There were a few instances when one interviewer scored a response at the Unacceptable level. <strong>ENGLISH:</strong> No undergraduate Secondary English candidates were enrolled in the course during the Fall 2018 semester. No undergraduate Secondary English candidates were enrolled in the course during the Fall 2018 semester. <strong>MATHEMATICS:</strong> there was one candidate enrolled in the undergraduate Field Block for Secondary Mathematics who participated in the Portfolio Showcase. The candidate scored at the Target or</td>
<td>tool will be determined based on feedback from SPA report. CAEP is scheduled to release report results in early August.</td>
<td>separated into two distinct assessments, and a content specific rubric was created for each with specific questions/criteria based on Danielson’s model for Teaching Effectiveness</td>
<td></td>
</tr>
</tbody>
</table>
Acceptable level on all standard elements assessed. There was one undergraduate candidate enrolled in the Field Block for Secondary Mathematics who participated in the Field Experience Interview. Both assessors scored the candidate at the Target or Acceptable level regarding all assessed Secondary Mathematics standards.

**SCIENCE:** No Secondary Science candidates were enrolled in the field block during the Fall 2018 semester. No undergraduate Secondary Science candidates were enrolled in the course during the Fall 2018 semester.

| Meet all PA Standards for teaching in their content area | PDE 430 | This assessment is no longer used for accreditation purposes as it does not meet SPA requirements regarding content-specific assessments. Data were not collected. |

<table>
<thead>
<tr>
<th><strong>Objective Assessed</strong></th>
<th><strong>Direct Measure</strong></th>
<th><strong>Direct Measure Results</strong></th>
<th><strong>Indirect Measure</strong></th>
<th><strong>Indirect Measure Results</strong></th>
<th><strong>Proposed Action Items for Assessment Tool</strong></th>
<th><strong>Proposed Action Items for Program</strong></th>
<th><strong>Action Items Implemented This Year</strong></th>
<th><strong>Objective to be Assessed Next Year</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Content knowledge: Specific to the Praxis II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Field and Pedagogy according to national standards

<table>
<thead>
<tr>
<th>Content Knowledge: Specific to field and pedagogy according to national, PA, and EU standards</th>
<th>Grades</th>
<th>Students continue to maintain a C or better in all required content courses. Students must have a 2.8 for candidacy and a 3.0 for graduation.</th>
<th>Alumni Survey</th>
<th>Data will not be available until after June 1.</th>
<th>Action Items for the assessment tool will be determined based on feedback from SPA report. CAEP is scheduled to release report results in early August.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning: Able to appropriately long range and short range plan</td>
<td>Unit Plan</td>
<td>SOCIAL STUDIES: There were three candidates enrolled in the post-baccalaureate Instructional Techniques for Social Studies course who completed the required unit plan culminating project. All candidates scored at the Target or Acceptable level on all themes assessed.</td>
<td>Alumni Survey</td>
<td>Future SPA reporting. The faculty member will be assigned to a SPA report based on certifications held area and teaching experience. The requirements for the content expert include, but are not limited to, ✓ Receive SPA reviewer training ✓ Conduct annual SPA reviews ✓ Receive SPA report writer training ✓ Stay abreast of changes and updates to SPA standards or reporting practices ✓ Collaborate with department chair and faculty to revise assessments as needed ✓ Serve as lead author of SPA report</td>
<td></td>
</tr>
</tbody>
</table>

### Content Knowledge:

- **Grades**
  - Students continue to maintain a C or better in all required content courses. Students must have a 2.8 for candidacy and a 3.0 for graduation.

### Alumni Survey

- **SOCIAL STUDIES:** There were three candidates enrolled in the post-baccalaureate Instructional Techniques for Social Studies course who completed the required unit plan culminating project. All candidates scored at the Target or Acceptable level on all themes assessed.

- **ENGLISH:** There were four candidates enrolled in the post-baccalaureate Instructional Techniques for English course and completed the required unit plan culminating project. All candidates scored at the Target or Acceptable level on all standard elements assessed.

- **MATHEMATICS:** No post-baccalaureate Secondary Mathematics candidates were...
<table>
<thead>
<tr>
<th>Performance: Appropriate performance in the classroom - pedagogy</th>
<th>STPE</th>
<th>SOCIAL STUDIES: There was one post-baccalaureate candidate who completed a Social Studies student teaching placement in the Fall 2018 semester. By the end of the second placement (end of the semester), the candidate was evaluated at the Target or Acceptable level on all ten themes. ENGLISH: There were four post-baccalaureate Secondary English candidates enrolled in student teaching during the Fall 2018 semester. The candidates were scored at the Target or Acceptable level by both evaluators on all standard elements at both points in the semester. MATHEMATICS: No post-baccalaureate Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Alumni Survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Action Items for the assessment tool will be determined based on feedback from SPA report. CAEP is scheduled to release report results in early August. Additional training was provided to university supervisors. Participation in the training was mandatory. A content specific addendum was created for each certification area</td>
</tr>
</tbody>
</table>
Mathematics candidates were enrolled in Student Teaching during the Fall 2018 semester.

**SCIENCE:** There were two post-baccalaureate Secondary Science candidates enrolled in student teaching during the Fall 2018 semester. The candidates were scored at the Target or Acceptable level by both evaluators on all standard elements at both points in the semester.

**ENGLISH:** There were four post-baccalaureate Secondary English candidates enrolled in student teaching during the Fall 2018 semester. All candidates scored at the Target or Acceptable level on all standard elements assessed, with 11 of the 17 elements assessed at Target.

**MATHEMATICS:** No post-baccalaureate Secondary Mathematics candidates were enrolled in Student Teaching during the Fall 2018 semester.

### Positive Impact on Student Learning

<table>
<thead>
<tr>
<th>Instructional Assessment Plan</th>
<th>SOCIAL STUDIES: There was one post-baccalaureate Secondary Social Studies candidate enrolled in student teaching during the Fall 2018 semester. The candidate scored at the Acceptable level on all 10 themes assessed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Survey</td>
<td>Action Items for the assessment tool will be determined based on feedback from SPA report. CAEP is scheduled to release report results in early August.</td>
</tr>
<tr>
<td></td>
<td>A content specific addendum was created for each certification area</td>
</tr>
</tbody>
</table>
There were two post-baccalaureate Secondary Science candidates enrolled in student teaching during the Fall 2018 semester. The candidates scored at the Target or Acceptable level on all standard elements assessed, with twelve of the thirteen at Target.

There were three post-baccalaureate candidates enrolled in the Field Block for Secondary Social Studies who participated in the Portfolio Showcase. Two of the candidates scored at the Target or Acceptable level on all areas assessed. One candidate scored at the Unacceptable level.

There were three post-baccalaureate candidates enrolled in the Field Block for Secondary Social Studies who participated in the Field Experience Interview. All candidates scored at the Target or Acceptable level on all standards assessed.

There were four candidates enrolled in the post-baccalaureate Field Block for Secondary English who

| Meet all 10 INTASC standards for teaching | Portfolio Showcase/Interview | SOCIAL STUDIES: There were three post-baccalaureate candidates enrolled in the Field Block for Secondary Social Studies who participated in the Portfolio Showcase. Two of the candidates scored at the Target or Acceptable level on all areas assessed. One candidate scored at the Unacceptable level. There were three post-baccalaureate candidates enrolled in the Field Block for Secondary Social Studies who participated in the Field Experience Interview. All candidates scored at the Target or Acceptable level on all standards assessed. | ENGLISH: There were four candidates enrolled in the post-baccalaureate Field Block for Secondary English who | Alumni Survey | Action Items for the assessment tool will be determined based on feedback from SPA report. CAEP is scheduled to release report results in early August. | The portfolio showcase and exit interview were separated into two distinct assessments, and a content specific rubric was created for each with specific questions/criteria based on Danielson’s model for Teaching Effectiveness |
participated in the Portfolio Showcase. All candidates scored at the Target or Acceptable level on all standard elements assessed. There were four post-baccalaureate candidates enrolled in the Field Block for Secondary English who participated in the Field Experience Interview. Both assessors scored the candidate at the Target or Acceptable level regarding all assessed Secondary English standards.

**MATHEMATICS:** No post-baccalaureate Secondary Mathematics candidates were enrolled in a field experience during the Fall 2018 semester. No post-baccalaureate Secondary Mathematics candidates participated in the Portfolio Interview during the Fall 2018 semester.

**SCIENCE:** There were four candidates enrolled in the post-baccalaureate Field Block for Secondary Science who participated in the Portfolio Showcase. All candidates scored at the Target or Acceptable level on all standard elements assessed. There were four undergraduate
meet all PA standards for teaching in their content area

<table>
<thead>
<tr>
<th>Program: M.Ed. Educational Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program</strong></td>
</tr>
</tbody>
</table>
| Educational Leadership – M.Ed.      | Content Knowledge: National standards | Comp Exam | Fall 2018 results cut-off score = 70  
 n = 13  
 range = 72-82  
 mean = 75.46  
  
 Spring 2019 results cut-off score = 70  
 n = 14  
 range = 70-85 | Graduate Student Satisfaction Survey | The Educational Leadership program had low response rate; However, all of the responses were positive. | Direct Measure – it is expected that the comprehensive exam will be revised for the 2019-2020 due to revisions in courses and the move to the new M.Ed. Teacher Leadership degree. | Direct Measure – Students did not meet the direct measure of having a mean score of at least 78.0 for the Fall 2018 administration of the comprehensive exam. This may be attributed to the outdated questions and content on the exam which is planned to be revised during the 2019-2020 academic year. | Program faculty analyzed results by reviewing the user stats, question stats, and questions details provided through D2L. | Same. |

Meet all PA Standards for teaching in their content area

This assessment is no longer used for accreditation purposes as it does not meet SPA requirements regarding content-specific assessments. Data were not collected.
| Content Knowledge: National, State, and EU standards | Vision Essay Program faculty reviewed the assessment results and noted the majority of all candidates scoring within the Target Expectations and Meets Expectations performance levels for all rubric scoring areas. | Graduate Student Satisfaction Survey Educational Leadership program had low response rate; However, all of the responses were positive. | Direct Measure – 85% of students scored within the Target Expectations performance level for the identified standard ELCC 1.1. 2019-2020 Direct Measure will track the same standard and set the same mark of at least 80% of the students will score within the Target Expectations performance level for the identified standard ELCC 1.1. | Indirect Measure – None. | Program faculty reviewed performance level results for this particular assessment. | Same. |
### Program: Superintendent Letter of Eligibility Post Master’s Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Objective Assessed</th>
<th>Direct Measure Results</th>
<th>Indirect Measure</th>
<th>Proposed Action Items for Program</th>
<th>Proposed Action Items Implemented This Year</th>
<th>Action Items Implemented This Year</th>
<th>Objective to be Assessed Next Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership - Superintendent</td>
<td>Content Knowledge: National standards</td>
<td>n = 12</td>
<td>Graduate Student Satisfaction Survey</td>
<td>The Educational Leadership program had low response rate; However, all of the responses were positive.</td>
<td>Direct Measure – None.</td>
<td>Indirect Measure – None.</td>
<td>Same.</td>
</tr>
<tr>
<td></td>
<td>Praxis II 6021 School Superintendent Assessment (SSA)</td>
<td>Cut-off score 163</td>
<td></td>
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<tr>
<td></td>
<td>Median 173</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean 171</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Range 158-179</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>All students met the PA established cut-off score for the 2018-2019 academic year.</td>
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<tr>
<td></td>
<td>Assessment #2 Vision Essay</td>
<td>Program faculty reviewed the assessment results and noted the majority of all candidates scoring within the Exceed</td>
<td>Graduate Student Satisfaction Survey</td>
<td>The Educational Leadership program had low response rate; However, all of</td>
<td>Direct Measure – None.</td>
<td>Indirect Measure – None.</td>
<td>Same.</td>
</tr>
<tr>
<td></td>
<td>Assessment #2 ELCC Standard 1.1</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Day</td>
<td>Performed level results for this particular assessment.</td>
<td>100% of students scored within</td>
<td>Direct Measure 100% of students scored within</td>
<td>Direct Measure 100% of students scored within</td>
<td>Program faculty performed</td>
<td>Same.</td>
</tr>
<tr>
<td></td>
<td>Day</td>
<td>Performed level results for this particular assessment.</td>
<td>the Exceed Expectations (0%) and Meets</td>
<td>the Exceed Expectations (0%) and Meets</td>
<td>the Exceed Expectations (0%) and Meets</td>
<td>Program faculty performed</td>
<td>Same.</td>
</tr>
<tr>
<td></td>
<td>Day</td>
<td>Performed level results for this particular assessment.</td>
<td>Expectations (100%) performance levels</td>
<td>Expectations (100%) performance levels</td>
<td>Expectations (100%) performance levels</td>
<td>Program faculty performed</td>
<td>Same.</td>
</tr>
</tbody>
</table>
| Professional and Pedagogical Knowledge, Skill, and Dispositions (Application of Knowledge) | Assessment #3 Contract Review | Program faculty reviewed the assessment results and noted the majority of all candidates scoring within the Target Expectations and Meets Expectations performance levels for all rubric scoring areas. | the responses were positive. | Indirect Measure – None. | Direct Measure for ELCC Standard 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.  
2019-2020 Direct Measure will track the same standard and set the same mark of at least 80% of the students will score within the Exceed Expectations and Meets Expectations performance levels for ELCC 1.1.  
Indirect Measure – None. |
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional and Pedagogical Knowledge, Skill, and Dispositions (Application of Knowledge)</td>
<td>Graduate Student Satisfaction Survey</td>
<td>The Educational Leadership program had low response rate; However, all of the responses were positive.</td>
<td>Direct Measure – Assessment #3 ELCC Standard 5.1 Indirect Measure – None.</td>
<td>Direct Measure 100% of students scored within the Exceed Expectations (8%) and Meets Expectations (92%) performance levels for ELCC Standard 5.1. Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every Program faculty reviewed performance level results for this particular assessment.</td>
<td>Same.</td>
</tr>
<tr>
<td>Ability to support student learning and development (Clinical Experience Internship)</td>
<td>Assessment #5 Focus Project on Student Achievement</td>
<td>Program faculty reviewed the assessment results and noted the majority of all candidates scoring within the Exceed Expectations and Meets Expectations performance levels for all rubric scoring areas.</td>
<td>Graduate Student Satisfaction Survey</td>
<td>The Educational Leadership program had low response rate; However, all of the responses were positive.</td>
<td><strong>Direct Measure</strong> – Assessment #5 ELCC Standard 3.5. <strong>Indirect Measure</strong> – None.</td>
</tr>
</tbody>
</table>
### Program: Principal K-12 Post Master’s Certification

<table>
<thead>
<tr>
<th>Program</th>
<th>Objective Assessed</th>
<th>Direct Measure</th>
<th>Direct Measure Results</th>
<th>Indirect Measure</th>
<th>Indirect Measure Results</th>
<th>Proposed Action Items for Assessment Tool</th>
<th>Proposed Action Items for Program</th>
<th>Action Items Implemented This Year</th>
<th>Objective to be Assessed Next Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership - Principal</td>
<td>Content Knowledge: National standards</td>
<td>Praxis II 6011 School Leaders Licensure Assessment (SLLA)</td>
<td>n = 13</td>
<td>Cut-off score 163</td>
<td>Median 180</td>
<td>Mean 178</td>
<td>Range 169-186</td>
<td>Graduate Student Satisfaction Survey</td>
<td>The Educational Leadership program had low response rate; However, all of the responses were positive.</td>
</tr>
</tbody>
</table>

**Expectations and Meets Expectations performance levels for ELCC 3.5.**

**Indirect Measure** – None.
| Content Knowledge: National, State, and EU standards | Vision Essay | Program faculty reviewed the assessment results and noted the majority of all candidates scoring within the Target Expectations and Meets Expectations performance levels for all rubric scoring areas. | Graduate Student Satisfaction Survey | The Educational Leadership program had low response rate; However, all of the responses were positive. | Direct Measure – None. | Indirect Measure – None. | Direct Measure – 85% of students scored within the Target Expectations performance level for the identified standard ELCC 1.1. | Program faculty reviewed performance level results for this particular assessment. | Same. |

| Professional and Pedagogical Knowledge, Skill, and Dispositions (Application of Knowledge) | Assessment #8 PA Educator Effectiveness Program No longer uses Assessment #8 | Program faculty selected a new assessment #7 Leadership Capacity project to review with the same direct measure. | Graduate Student Satisfaction Survey | The Educational Leadership program had low response rate; However, all of the responses were positive. | Direct Measure – Assessment #7 ELCC Standard 2.3. | Indirect Measure – None. | Direct Measure – 100% of students scored within the Exceed Expectations (30%) and Meets Expectations (70%) performance levels for ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of the school staff. | Program faculty reviewed performance level results for this particular assessment. | Same. |
| Ability to support student learning and development (Clinical Experience Internship) | Assessment #5 Focus Project on Student Achievement | Program faculty reviewed the assessment results and noted the majority of all candidates scoring within the Exceed Expectations and Meets Expectations performance levels for all rubric scoring areas. | Graduate Student Satisfaction Survey | The Educational Leadership program had low response rate; However, all of the responses were positive. | Direct Measure – Assessment #5 ELCC Standard 3.5.  
Indirect Measure – None. | Direct Measure – 100% of students scored within the Exceed Expectations performance level for ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.  
Indirect Measure – None. | Program faculty reviewed performance level results for this particular assessment. | Same. |

**Program: Supervisor Post Master’s Certification**
<table>
<thead>
<tr>
<th>Program</th>
<th>Objective Assessed</th>
<th>Direct Measure</th>
<th>Indirect Measure</th>
<th>Indirect Measure Results</th>
<th>Proposed Action Items for Assessment Tool</th>
<th>Proposed Action Items for Program</th>
<th>Action Items Implemented This Year</th>
<th>Objective to be Assessed Next Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership - Principal</td>
<td>Content Knowledge: National standards</td>
<td>Praxis II 5411 Educational Leadership: Administration and Supervision</td>
<td>n = 2 Cut-off score 143 Scores 187 &amp; 193 Mean 190</td>
<td>All students met the PA established cut-off score for the 2018-2019 academic year.</td>
<td>Direct Measure – None. Indirect Measure – None.</td>
<td>Direct Measure – Students met mean score will be at least 160 for the 2018-2019 administration of the PRAXIS 5411. Indirect Measure – None.</td>
<td>Program faculty analyzed results by test category.</td>
<td>Same</td>
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<tr>
<td>Content Knowledge: Vision Essay</td>
<td>Program faculty reviewed the assessment results and noted the majority of all candidates scoring within the Target Expectations and Meets</td>
<td>Graduate Student Satisfaction Survey</td>
<td>The Educational Leadership program had low response rate; However, all of the responses were positive.</td>
<td>Direct Measure – None. Indirect Measure – None.</td>
<td>Direct Measure – 85% of students scored within the Target Expectations performance level for the identified standard ELCC 1.1. Indirect Measure – None.</td>
<td>Program faculty reviewed performance level results for this particular assessment.</td>
<td>Same.</td>
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<tr>
<td>Professional and Pedagogical Knowledge, Skill, and Dispositions (Application of Knowledge)</td>
<td>Assessment #8 PA Educator Effectiveness</td>
<td>Program faculty selected a new assessment #7 Leadership Capacity project to review with the same direct measure.</td>
<td>Graduate Student Satisfaction Survey</td>
<td>The Educational Leadership program had low response rate; However, all of the responses were positive.</td>
<td>Direct Measure – Assessment #7 ELCC Standard 2.3.</td>
<td>Direct Measure – 100% of students scored within the Exceed Expectations (30%) and Meets Expectations (70%) performance levels for ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of the school staff.</td>
<td>Program faculty reviewed performance level results for this particular assessment.</td>
<td>Same.</td>
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<td>Ability to support student learning and development</td>
<td>Assessment #5 Focus Project on Student Achievement</td>
<td>Program faculty reviewed the assessment results and noted the majority of all candidates</td>
<td>Graduate Student Satisfaction Survey</td>
<td>The Educational Leadership program had low response rate; However, all of the responses were positive.</td>
<td>Direct Measure – Assessment #5 ELCC Standard 3.5.</td>
<td>Direct Measure – 100% of students scored within the Exceed Expectations performance level for ELCC 3.5: Candidates understand and can ensure teacher and ...</td>
<td>Program faculty reviewed performance level results for this particular assessment.</td>
<td>Same.</td>
</tr>
</tbody>
</table>
| (Clinical Experience Internship) | scoring within the Exceed Expectations and Meets Expectations performance levels for all rubric scoring areas. | **Indirect Measure** – None. | organizational time focuses on supporting high-quality school instruction and student learning.  
2019-2020 Direct Measure will track the same standard and set the same mark of at least 80% of the students will score within the Exceed Expectations and Meets Expectations performance levels for ELCC 3.5:  
**Indirect Measure** – None. |