

Duquesne University School of Education Unit Assessment System Policy and Procedure Manual

Policy Statement: The School of Education (SOE) engages in an annual evaluation of all of its academic programs in service of the continuous improvement process. Evaluating the effectiveness of SOE academic programs is a critical element of the school's intention to build a "change-capable culture" focused on two goals that prioritize our work: sustainability and competitiveness. Data collected and analyzed in the Unit Assessment System provides the evidence necessary for determining the quality of our programs and for identifying targets for program improvement within the SOE. All members of the School of Education faculty and staff are responsible for participating in the collection, maintenance and review of data as appropriate for their respective role and position. They are also responsible for making databased decisions for program improvement for the ultimate goal of "establishing nationally recognized undergraduate and graduate degree programs that produce educational leaders within the Spiritan tradition of Duquesne University". This policy is in keeping with the Duquesne University assessment system that is based on its Strategic Plan and coordinated through the Institutional Effectiveness Committee (IEC) (<http://www.duq.edu/academic-affairs/assessment.cfm>) as well as with the program evaluation requirements of the PA Department of Education (PDE), National Council for the Accreditation of Teacher Education (NCATE), and the respective Specialty Professional Organizations (SPAs).

Overview of Unit Assessment System

The Unit Assessment System (UAS) in the School of Education (SOE) addresses the need to collect, maintain and analyze data at three levels: unit, program and candidate to meet the requirements for reporting performance information to the university, PDE, NCATE and the respective SPAs. All key assessments for programs are referenced to the standards of the respective SPA, to the PDE competencies for the respective instructional certification, and to the conceptual framework of the Leading Teacher Program (<http://www.duq.edu/education/dean/leading-teacher-program.cfm>).

Candidate Level: Each Program is responsible for developing and implementing a program of study and the key assessments to evaluate and monitor candidate progress in their respective program in accordance with university, state and national professional standards. The ultimate responsibility for overseeing this process resides with the Program Director*. Program Directors may delegate responsibility to other faculty or staff members to collect and input candidate assessment data. Because programs reside in Departments, program policies operate with the advice and consent of the program's Department Chair. However, the operational and functional unit in the assessment plan is the Program, led by its Director.

* The term "Program Director" refers to any individual with assigned responsibility for a program and may include the title "Program Coordinator" or SPA Writer if appropriate.

Program Level: JED serves as the electronic repository of candidate data and provides for the aggregation of candidate data into program-level reports. As for the candidate level data, the ultimate responsibility for data collection, analysis and reporting resides with the Program Director. In some programs, other faculty or staff members will be assigned to carry out the procedures for program-level reporting. Different programs will use different staffing patterns, and these assignments themselves should be the responsibility of the Program Director with the advice and consent of the Department Chair.

Faculty assigned to teach courses that include required key assessment are responsible for applying the assessment, evaluating candidate performance, and collecting the resulting performance data. Program Directors or their designees (e.g., faculty, staff) are then responsible for entering performance data into JED in accordance with the UAS operations schedule (See Appendix A).

Unit Level: The Dean, the Associate Dean for Graduate Studies and Research, and the Associate Dean for Teacher Education have oversight responsibility for unit-level presentation and use of data generated from the UAS. The ADTE has specific responsibility for preparing the Unit -level reports for accreditation requirements. Department Chairs forward all necessary Program-level reports to the Dean for inclusion in the Dean's Annual Report for the School of Education and for other SOE reporting requirements. (e.g., Title II Reports).

The Office of Student and Academic Services (SAS) oversees the maintenance and continued development of the Just-in-Time Education Data (JED) database to serve the UAS. The Application Specialist works with individual Program Directors to address data collection needs for the program and to generate the annual reports as required for review. The Director of the Office of Student and Academic Services (DSAS) works with the ADGSR and ADTE to assure that the data collection, maintenance and review process is implemented as designed.

Unit Assessment System Plan for Operations (See Appendix A)

The Duquesne University Unit Assessment System: Key Assessments, Schedule for Collection, Reporting and Review details the assessment data collection for the Unit, Programs, Candidates and PDE, and describes each of the assessments. A schedule is provided for the timing of the data collection, who is responsible for collecting the data and indicates if the data is maintained in the JED system. The schedule for generating and reviewing reports is detailed as well as which constituencies review and act on the data.

Key Assessments for Programs (See Appendix B)

The key assessments for all programs in the unit are summarized in Appendix B. The key assessment points include admissions, admission to the program, candidate performance assessments prior to student teaching/internship, graduation/exit, and follow-up. Each program is responsible for evaluating and monitoring candidate progress through the program using the data collected in the JED system. At the

undergraduate level, the Academic Advisors in the Office of Student and Academic Services monitor candidate progress on key assessments using the JED Candidate Profile screen. At the graduate level, faculty serving as advisors to teacher education majors use candidate profiles in JED to monitor progress in meeting program requirements at key points of assessment. The Music Education and Speech Language Pathology Programs maintain independent data collection systems in their respective Schools.

Procedures for Data Collection, Maintenance, and Reporting

1. Candidate and Program Level Data:

Program Directors are responsible for seeing that key assessments in the Unit Assessment System are:

- **Collected** (e.g., assessments administered and scored) at appropriate times;
- **Entered** into the JED database according to the timelines;
- **Used** as data at the individual level, for individual advisement and student evaluation;
- **Used** with data aggregated at the program level, for program decisions;
- **Reported** with the assistance of the JED-generated reports, into the yearly Program Reports required by the Duquesne University Academic Learning Outcomes Assessment Committee, SPA Reports and PDE Reports.

Procedures:

- The Program Director will oversee program faculty and/or staff in performing the functions of the UAS (e.g. administer and score assessments, enter data and review candidate progress, etc.). Different programs may use different staffing patterns for applying, evaluating and recording assessment data, however, the Program Director remains responsible for overseeing these functions, even if delegated.
- The Director of the Office of Student Teaching (DST) will oversee the collection and input of required candidate data from student teacher evaluations, surveys of cooperating teachers and university supervisors, and the demographic data for field and student teaching sites.
- Performance data should be entered into JED in a timely manner. All data generated since the previous semester should be entered into the system by:
 - the first week in October for Summer session data,
 - the third week in January for Fall semester data, and
 - the third week in May for the Spring semester.
- An email notification will be sent by the DSAS and copied to the ADGSR, ADTE and Department Chairs at each of the three major data collection points listed in the prior bullet to remind Program Directors that data entry must be completed as per the UAS operations schedule.
- In June before annual reports are generated, an email notification will be sent by the DSAS and copied to the ADGSR, ADTE and Department Chairs to specify exactly the date by which data entry for the current reports must be

complete as per the UAS operations schedule. Program level reports must be based on comparable data in order to be interpretable at the Unit level. Therefore, it is necessary that the data from each program be current and complete at the time of each report.

- Program Directors will review the reports generated by JED annually (September) at program meetings during which faculty review the reports, and determine the program revisions warranted by the data. The review and decisions are recorded in the program meeting minutes to document that the data was used to identify targets for continuous improvement.
- Program Directors will complete the DU Student Learning Outcomes report each summer as per the requirements and will submit the report to the respective Department Chair for inclusion in the Annual Department Report.

2. Department Chairs are responsible for oversight of Program Directors and Program Faculty in implementing the collection, maintenance and review of data in the Unit Assessment System while adhering to guidelines for confidentiality.

Procedures:

- The purpose of Department Chair oversight is to provide the support needed so that the program may operate, and to assure that data is collected, maintained and reviewed according to the schedule and timelines of the Duquesne University School of Education Unit Assessment System (UAS).
 - the first week in October for Summer session data,
 - the third week in January for Fall semester data, and
 - the third week in May for the Spring semester.
 - the first week in June alert that annual reports will be generated
- Department Chairs provide oversight to assure that all persons with access to JED adhere to guidelines for maintaining confidentiality of data including faculty, staff and student workers.
- Department Chairs prepare all required reports specified in the Duquesne University Unit Assessment System: Key Assessments, Schedule for Collection, Reporting and Review operations plan for submission to the Dean's Office for review and reporting to Central Administration as needed.
- Department Chairs base requests for resources (e.g., faculty positions, budget), and new courses and programs on data generated from the UAS as appropriate.

4. The Dean and through his/her authorization, the Associate Deans (ADGSR and ADTE) are responsible for oversight of the Unit Assessment System at the Unit level.

Procedures:

- The purpose of the Deans' oversight is to provide the support necessary for the Department Chairs to adhere to the requirements of the UAS, and to

assure that data is collected, maintained and reviewed according to the schedule and timelines of the Duquesne University School of Education Unit Assessment System (UAS).

- The Dean bases requests to Central Administration for resources (faculty, operations and capital budgets, new courses and programs) on data and reports generated from the UAS as appropriate.
- The Dean and members of the Executive Committee review all Unit –level reports on an annual basis to determine the SOE’s progress on goals of the Strategic Plan for the sustainability and competitiveness of the School in keeping with the SOE Identity
(<http://www.duq.edu/education/dean/mission.cfm>)

5. The Office of Student and Academic Services will maintain the JED system and will adhere to the Duquesne University Unit Assessment System: Key Assessments, Schedule for Collection, Reporting and Review operations plan.

Procedures:

- The Application Specialist will operate with the advice and consent of the Director of Student and Academic Services (DSAS), the Associate Dean for Graduate Studies and Research (ADGSR) and the Associate Dean for Teacher Education (ADTE) in implementing the scheduled collection and maintenance of data and the creation of required reports for program and unit-level review.
- An email notification will be sent by the DSAS and copied to the ADGSR, ADTE and Department Chairs at each of the three major data collection points (October January and May) to remind Program Directors that data entry must be completed as per the UAS operations schedule.
- In June before annual reports are generated, an email notification will be sent by the DSAS and copied to the ADGSR, ADTE and Department Chairs to specify exactly the date by which data entry for the current reports must be complete as per the UAS operations schedule.
- The Application Specialist will review the performance of the UAS, i.e. JED on an on-going basis to determine if the system is performing in a manner conducive to the efficient implementation of the of the UAS Operations Plan.
- The Application Specialist will monitor progress on the continuous improvement targets for the UAS in consultation with the DSAS, ADGRS and the ADTE and will determine if the improvements in functioning and design are performing as expected and if additional resources are needed to maintain the JED system.

Appendix A
Duquesne University Unit Assessment System: Key Assessments, Schedule for Collection, Reporting and Review

	Description	Unit	Program	Candidate	PDE	Schedule for Data Collection	Collected By	Data in JED	Schedule for Creating Reports	Schedule for Reviewing Reports	Reviewed By*
ASSESSMENT											*See Legend
QPA	Admissions-average QPA per program (UG & PB)	X	X	X	X	Each semester	SAS	X	June-August	September	LTQAG/TEC Programs
QPA	Gateway/Candidacy-average QPA per program (UG & Grad)	X	X	X	X	April	SAS	X	June-August	September	LTQAG/TEC Programs
QPA	Exit –average per program (UG & PB) (3.0 minimum)	X	X	X	X	Each semester	SAS	X	June-August	September	LTQAG/TEC Programs
Student Demographics	# enrolled per program by sex, race and ethnicity	X	X		X	Annual	SAS/ Institutional Research		June-August	September	LTQAG/TEC Programs
Certification Test Scores	Individual candidate scores in JED Annual ETS report for Title II	X	X	X	X	Annual-Spring	SAS	X	June-August	September	LTQAG/TEC Programs
PDE 430	Student teacher performance evaluation completed by University Supervisors	X	X	X	X	Each semester	DST	X	June-August	September	LTQAG/TEC Programs
Impact on Student Learning	Candidate effectiveness on student performance based on assessment results in Exit Portfolios	X	X	X	X	Each semester	LTPD /Program Director	X	June-August	September	LTQAG/TEC Programs
Clinical	Survey of Cooperating					Each	DST		June-	September	LTQAG/TEC

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Supervisor Survey	Teachers and University Supervisors to	X	X			semester			August		Programs DST
Student Teacher Survey	Survey of student teachers to collect information on student teaching sites	X	X			Each semester	DST		June-August	September	LTQAG/TEC Programs DST
Clinical Field Site Diversity	Record of demographics of field sites	X	X			Each semester	Office of Student Teaching		June-August	September	LTQAG/TEC Programs DST
Graduation Rate	Rate per program (UG & PB)		X		X	Annual			June-August	September	LTQAG/TEC Programs
Certification Rate	Rate per program (UG & PB)		X		X	Annual			June-August	September	LTQAG/TEC Programs
Exit Survey	Survey of graduating candidates linked to conceptual framework & to determine effectiveness of unit services	X	X			Each semester for graduating students	SAS		June-August	September	LTQAG/TEC Programs SAS
Employment	# program completers in professional education in PA	X	X		X	Annual	SAS		June-August	September	LTQAG/TEC Programs SAS
	# program completers in professional education outside PA	X	X		X	Even numbered years	SAS		June-August	September	LTQAG/TEC Programs SAS

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	# program completers in education-related positions in PA	X	X		X	Even numbered years	SAS		June-August	September	LTQAG/TEC Programs SAS
	# program completers in education-related positions outside PA	X	X		X	Even numbered years	SAS		June-August	September	LTQAG/TEC Programs SAS
	# program completers in non-professional positions in PA	X	X		X	Even numbered years	SAS		June-August	September	LTQAG/TEC Programs SAS
	# program completers in non-professional positions outside PA	X	X		X	Even numbered years	SAS		June-August	September	LTQAG/TEC Programs SAS
Alumni Follow-up Survey	Survey of program alums to determine effectiveness of preparation linked to conceptual framework	X	X		X	Even numbered years	SAS		June-August	September	LTQAG/TEC Programs SAS
Employer Survey	Survey of employers of graduates to determine effectiveness or preparation linked to conceptual framework	X	X		X	Even numbered years	SAS		June-August	September	LTQAG/TEC Programs
Unit Operations	Survey of enrolled students (Freshman, Sophomore, Junior) to determine	X	X			Annual-April	SAS		May	June	EC SAS

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	effectiveness of unit services via electronic survey										
Faculty:											
Faculty Diversity	DU Fact Book, Institutional Research	X			X	Annual	Institutional Research		Annual		LTQAG/TEC EC
Scholarship	Appraisal of faculty productivity	X			X	Annual	Department Chairs	Sedona	March	March-April	Dean Dept. Chairs
Teaching Evaluation	SES data in Faculty Appraisals	X				Annual	Department Chairs		March	March-April	Dean Dept. Chairs
Service	Professional, university, community in Faculty Appraisals, Sedona	X			X	Annual	Department Chairs	Sedona	March	March-April	Dean Dept. Chairs
Workload	Summary of instructional workload	X	X		X	Annual	Department Chairs	Sedona	Annual	March-April	Dean Dept. Chairs
Annual Appraisals	Summaries of annual faculty evaluations (# of faculty	X			X	Annual	Department Chairs		April	April-May	Dean Dept. Chairs

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	rated as excellent, effective, unsatisfactory in teaching, scholarship & service										
REPORTS											
Title II	HEOA required data collection	X			X	Annual	SAS	X	April	April	ADTE/Dean Provost PDE/ USDOE
NCATE Annual Report	Submitted in Accreditation Information Management System (AIMS)	X				Annual	ADTE	X	Annual	January	EC Programs
SPA Annual Reports	Reports as required by individual SPAs; reviewed by Program Faculty		X			Annual	Program Directors	X	September review	As required	Program Directors/Faculty
Student Learning Outcomes Report	DU Program report of Learning Outcomes, Assessment Methods and Data-based Decision Making	X	X		X	Annual	Program Directors	X	Due-August	September	Dept. Chair Dean ALOA
SOE Annual Report	Dean's report of School performance	X				Annual	Dean		August	September	Provost President
Admissions Reports	Tracks annual UG & GR admissions numbers	X	X			Each semester	ADGSR		On-going	On-going	EC Programs
Enrollment Reports	Tracks enrollment in SOE programs	X	X			Each semester	ADGSR		On-going	On-going	EC Programs

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PEDS	AACTE Professional Education Data System	X				Annual	ADTE/SAS	X	January	January	ADTE

***Legend:**

ADGSR: Associate Dean of Graduate Research & Studies
 ADTE = Associate Dean of Teacher Education
 ALOA= Academic Learning Outcomes Assessment Committee
 DST=Director of Student Teaching
 EC = Executive Committee (Dean, Associate Deans, Department Chairs)
 LTPD=Director of Leading Teacher Program
 LTQAG = Leading Teacher Quality Assurance Group
 PDE=PA Department of Education
 SAS=Student & Academic Services
 TEC= Teacher Education Council.

Appendix B

**Duquesne University
Key Points of Assessment**

Initial Certification Programs

Program	Analysis and Reporting Point				
<p>Undergraduate PreK-4th Grades</p> <p>(B.S.Ed. in Pre-K to 4th Grades Education, PA Instructional I Certificate)</p>	<p>Admission to the University</p>	<p>Admission to the Program</p>	<p>Entering Student Teaching or Internship</p>	<p>Graduation/ Recommendation for Certification</p>	<p>Follow-up (2-3 Years After Program Completion)</p>
<p>Undergraduate Grades 4-8th Middle Level</p> <p>(B.S.Ed. in Middle Level Education, PA Instructional I Certificate)</p>	<p>SAT or ACT High School GPA</p>	<p>QPA 3.0 Sophomore Gateway: Current : Praxis I - PPST Reading, Math, Writing; PPST Fundamental Subjects Test: Content Knowledge New tests are being developed by Pearson for release TBA.</p> <p>Act 33/151 clearance (Y/N) Act 34 clearance (Y/N) FBI clearance</p>	<p>QPA 3.0 Act 33/151 clearance (Y/N) Act 34 clearance (Y/N) FBI clearance Social Studies/Science Teaching Episode Learning Centers Child Development Domain Presentation Curriculum Plan Opening Activities Presentation Assessment Portfolio Project Assessment Field Observation Family Leadership Project Family Involvement Plan Field Experience Topic Journal</p>	<p>QPA Course requirements completed New content tests TBD by PDE PDE 430 I – Planning & Preparation II – Classroom Environment III – Instructional Delivery IV – Professionalism Total – Overall Showcase Portfolio Presentation/Interview including demonstration of evidence of student learning</p>	<p>(in preparation)</p>

<p>Undergraduate Business, Computers & Instructional Technology (B.S.Ed. in BCIT Education, PA Instructional I Certificate)</p>	<p>SAT or ACT High School GPA</p>	<p>Core Course Grades</p> <p>Sophomore Gateway: Praxis I - PPST Reading, Math, Writing Act 33/151 clearance (Y/N) Act 34 clearance (Y/N) FBI Clearance (Y/N) TB Test - negative QPA 3.0</p>	<p>QPA in Education QPA in Arts & Sciences PPST Fundamental Subjects Test: Content Knowledge Praxis for Business, Computer, Information Technology passed</p>	<p>Completed course requirements QPA 3.0 Student teaching evaluations By University Supervisor By Cooperating Teacher PDE 430 I - Planning & Preparation II - Classroom Environment III - Instructional Delivery IV - Professionalism Total - Overall Showcase Portfolio - planned Presentation/Interview including demonstration of evidence of student learning</p> <p>Portfolio based on BCIT PDE state standards</p>	<p>Google Forms nearly complete</p>
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Program	Analysis and Reporting Point				
<p>Secondary Initial Certification</p> <ul style="list-style-type: none"> • Social Studies • English/Lang. Arts • Foreign Lang. • Mathematics <p>(B.S.Ed. in Secondary Education, PA Instructional I Cert.)</p>	<p>Admission to the University</p> <p>SAT or ACT High School GPA</p>	<p>Admission to the Program</p> <p>QPA 3.0 Praxis I - PPST Reading, Math, Writing Successful field experience Act 33/151 clearance (Y/N) Act 34 clearance (Y/N) FBI clearance</p>	<p>Entering Student Teaching or Internship</p> <p>Completed course requirements QPA 3.0 Overall and in Content Area. Pre-student teaching field experience Student logs Teacher evaluation form Act 33/151 clearance (Y/N) Act 34 clearance (Y/N) FBI clearance</p>	<p>Graduation/ Recommendation for Certification</p> <p>Completed course requirements QPA 3.0 Student teaching evaluations By University Supervisor By Cooperating Teacher PDE 430 I – Planning & Preparation II – Classroom Environment III – Instructional Delivery IV – Professionalism Total – Overall Praxis Exams: Content Knowledge Social Studies, English/LA, Foreign Language, or Mathematics Showcase Portfolio and Exit Interview- Presentation/Interview including demonstration of evidence of student learning</p>	<p>Follow-up (2-3 Years After Program Completion)</p> <p>(in preparation)</p>
<p>Music Education</p> <p>(B.S.Ed. in Music Education, PA Instructional I Certificate)</p>	<p>High School GPA Music Education Essay SAT or ACT School of Music ... • Audition Evaluation • Written Theory Exam • Aural Musicianship Exam</p>	<p>Clearances ... • Act 34: PA Criminal History • Act 151: PA Child Abuse History • Act 114: FBI Criminal History • Negative TB Test Final Course Grades ... • Overall 3.0 minimum QPA 3.0 • "B" or higher in required, MUED-designated courses Freshman Interview Praxis I (PPST) Exams: Reading, Math, Writing Sophomore Evaluation ... • Musical Competencies • Professional Dispositions</p>	<p>Final Course Grades ... • Overall 3.0 minimum QPA 3.0 • "B" or higher in required, MUED-designated courses Junior Proficiency ... • Elementary General Music Exam • Secondary Instrument Exam Praxis II Exams ... • Fundamental Subjects: Content Knowledge • Music Content Knowledge</p>	<p>Course requirements (degree and certification) Final Course Grades ... • Overall 3.0 minimum QPA 3.0 • "B" or higher in required, MUED-designated courses PDE 430 Form (n=2) ... I Planning & Preparation II Classroom Environment III Instructional Delivery IV Professionalism Total – Overall Student Teaching Observation Reports (n=5)</p>	<p>Alumni Survey</p>

Graduate Initial Certification Programs

Program	Analysis and Reporting Point				
Speech-Language Pathology (B.S.Ed. in Health Sciences (year 4), M.S. in Speech-Language Pathology (year 5), PA Certificate)	Admission to the University	Admission to the Program (Pre-professional Years 1-3)	Professional Program Year 4	Graduation/ Recommendation for Certification (after Prof. Program Year 5)	Follow-up (2-3 Years After Program Completion)
	SAT or ACT High School GPA	QPA 3.0 with minimum C in all courses Or Undergraduate degree, 3.0 QPA, Prep coursework, and GRE Completion of Health Requirements Department Approval Praxis I (PPST) Reading, Math, Writing	Praxis I (PPST) Fundamental Subjects: Content Knowledge 3 semesters (6 credits) successful clinical practicum: SLP 540W, SLP 541W, SLP 542 QPA (fall through summer) KASA competencies	QPA (fall of prof year 1 through summer of prof year 2) Coursework requirements: SLP 543, SLP 544, SLP 545 PDE 430 (two) Number of days (3 semesters/12-13 credits successful clinical practicum) KASA competencies	ASHA Exam Clinical Fellowship Year Alumni Survey Employer Survey
Special Education Pre K-8th Grades and Special Education Secondary Grades 7-12* (M.S.Ed. in Special Education, PA Instructional I Certificate) *Must be added to an Instructional I certificate Admissions proposed for Summer 2012	Admission to the University (or Graduate School)	Admission to the Program	Candidate Performance Assessments (Before/During Internship)	Graduation/ Recommendation for Certification	Follow-up (2-3 Years After Program Completion)
	BS/BA QPA 3.0	Current PA Instructional 1 Certificate in Elementary, Early Childhood, or Secondary (English, Math, Social Studies, or Science) GSPE 500 (P/F) Orientation Screening courses GSPE 503 grade GSPE 504 grade QPA 3.0 Disposition Evaluation Act 33/151 clearance (Y/N) Act 34 clearance (Y/N) FBI clearance TB Test Oral/written skills Essay 3 Letters of reference	Praxis II Special Education Core knowledge and applications 0354 (not required for graduation) IEP Project Practicum Evaluation Teacher Work Sample BIP Project Education Achievement Assessment and Report	Completed all course requirements Completed field requirements: GSPE 670 Professional Core Practicum (four sections) and GSPE 690 Practicum in Special Education (Final Practicum) Overall QPA 3.0 Comprehensive Exit Portfolio Exit Essay Disposition Evaluation Final Staffing (including exit interview) Portfolio	Alumni Survey

Graduate Initial Certification Programs

Program	Analysis and Reporting Point				
Elementary Education Graduate Initial Certification <i>(Admissions end in Fall 2011)</i> (M.S.Ed. in Elementary Education, PA Instructional I Certificate)	Admission to Graduate School	Admission to Professional Certification Track	Entering Student Teaching or Internship	Graduation/ Recommendation for Certification	Follow-up (2-3 Years After Program Completion)
	BS/BA QPA	Act 33/151 clearance (Y/N) Act 34 clearance (Y/N) FBI clearance Clear Tuberculin PPD test FBOE (pass, using rubrics) Completion of 13 credits requirements QPA 3.0 Completed Praxis exams: PPST Reading, Math, Writing PPST Fund. Subjects: Content Know. Electronic portfolio set up	Completion of course requirements QPA 3.0 Passed Praxis exams: PPST Reading, Math, Writing PPST Fund. Subjects: Content Know. Registered for Praxis exam: Elem. Ed.: Curriculum, Inst. & Assess. Act 33/151 clearance (Y/N) Act 34 clearance (Y/N) FBI clearance	Completion of course requirements QPA 3.0 Completed Praxis exam: Elem. Ed.: Curriculum, Inst. & Assess. Electronic portfolio (pass, using rubrics) PDE 430 I – Planning & Preparation II – Classroom Environment III – Instructional Delivery IV – Professionalism Total – Overall	(in preparation)
Early Childhood Graduate Initial Cert. Or Adding a Certification <i>(Admissions end in Fall 2011)</i> (M.S.Ed. in Early Childhood Education, PA Instructional I Certificate)	BS/BA QPA Program (MS/Initial Cert; MS/add cert; Cert only)	Act 33/151 clearance (Y/N) Act 34 clearance (Y/N) FBI Clearance Clear Tuberculin PPD test FBOE (pass, using rubrics) Completion of 13 credits requirements QPA 3.0 Completed Praxis exams: PPST Reading, Math, Writing PPST Fund. Subjects: Content Know.	Completion of course requirements QPA 3.0 Passed Praxis exams: PPST Reading, Math, Writing PPST Fund. Subjects: Content Know. Performance Assessments: Final Project: Theory & Practice Final Project: Inclusion Curriculum Design Final Project: Creative Arts Literacy Workshop for Teachers Leadership Project: Parent Outreach Act 33/151 clearance (Y/N) Act 34 clearance (Y/N) FBI clearance	QPA Course requirements completion Praxis Specialty Area (Early Childhood) tests (recomm.) PDE 430 I – Planning & Preparation II – Classroom Environment III – Instructional Delivery IV – Professionalism Total – Overall Showcase Portfolio Presentation/Interview including demonstration of evidence of student learning	(in preparation)

<p>English as a Second Language (Graduate Program)</p> <p>PDE ESL Program Specialist Certificate or M.S. Ed in ESL with PDE ESL Program Specialist Certificate</p>	<p>BS/BA QPA 3.00</p>	<p>Instructional 1 Act 33/151 clearance (Y/N) Act 34 clearance (Y/N)</p>	<p>20 hours of field work infused into the course work.</p> <p>In-preparation: a 1-credit practicum after the completion of course requirements</p>	<p>Course work completion QPA 3.00</p> <p>In-preparation- Satisfactory completion of practicum</p>	<p>(in preparation)</p>
<p>Graduate Initial Certification PreK-4th Grades</p> <p>(M.S.Ed. in Pre-K to 4th Grades Education, PA Instructional I Certificate)</p> <p><i>Admissions proposed in Spring 2012</i></p>	<p>Approved by PDE as per email from Liaison Rae Talley, July 4, 2011. Admissions planned for Spring 2012.</p>				
<p>Graduate Initial Certification Grades 4-8th Middle Level</p> <p>(M.S.Ed. in Middle Level Education, PA Instructional I Certificate)</p> <p><i>Admissions proposed in Spring/Fall 2012</i></p>	<p>In development process as per PDE Chapter 49 Guidelines.</p>				

Graduate Initial Certification Programs

Program	Analysis and Reporting Point				
Secondary Initial Certification <ul style="list-style-type: none"> • Social Studies • English/Lang. Arts • Foreign Lang. • Mathematics • (M.S.Ed. in Secondary Education, PA Instructional I Cert.)	Admission to Graduate School	Admission to the Program	Entering Student Teaching or Internship	Graduation/ Recommendation for Certification	Follow-up (2-3 Years After Program Completion)
	BS/BA QPA 3.0 or QPA 2.8 plus Praxis I (PPST) Reading, Math, Writing	QPA 3.0 Praxis I - PPST Reading, Math, Writing Successful field experience Act 33/151 clearance (Y/N) Act 34 clearance (Y/N) FBI Clearance	Completed course requirements QPA 3.0 Pre-student teaching field experience Student logs Teacher evaluation form Act 33/151 clearance (Y/N) Act 34 clearance (Y/N) FBI clearance	Completed course requirements QPA 3.0 Student teaching evaluations By University Supervisor By Cooperating Teacher PDE 430 I – Planning & Preparation II – Classroom Environment III – Instructional Delivery IV – Professionalism Total – Overall Praxis Exams: Content Knowledge Social Studies, English/LA, Foreign Language, or Mathematics Showcase Portfolio - planned Presentation/Interview including demonstration of evidence of student learning	(in preparation)
Secondary Science Initial Certification (M.S.Ed. in Secondary Education, PA Instructional I Certificate)	Admission to Graduate School	Admission to the Program	Entering Student Teaching or Internship	Graduation/ Recommendation for Certification	Follow-up (2-3 Years After Program Completion)
	BS/BA QPA 3.0 or QPA 2.6 plus Praxis I (PPST) Reading, Math, Writing	Transcript evaluation (for science content courses) Act 33/151 clearance (Y/N) Act 34 clearance (Y/N) FBI Clearance	Completed course requirements QPA Pre-student teaching field experience Student logs Teacher evaluation form Act 33/151 clearance (Y/N) Act 34 clearance (Y/N) FBI clearance	Completed course requirements QPA 3.0 Student Teaching evaluations by Cooperating Teacher & University Supervisor. PDE 430 I-Planning & Preparation II-Classroom Environment III-Instructional Delivery IV-Professionalism Total-Overall rating Showcase Portfolio and Exit Interview Presentation/Interview including demonstration of evidence of student learning. Praxis Exams: Content Knowledge Biology, Chemistry, Physics	(in preparation)

<p>Graduate Business, Computers & Instructional Technology (initial certification)</p> <p>(M.S.Ed. in BCIT Education, PA Instructional I Certificate)</p>	<p>BS/BA QPA 3.0</p>	<p>QPA 3.0</p> <p>Act 33/151 clearance (Y/N) Act 34 clearance (Y/N) FBI Clearance (Y/N) TB Test - negative</p>	<p>QPA in Education QPA in Business and Instructional Technology courses</p> <p>Praxis I - PPST Reading, Math, Writing passed Praxis: Fundamental Subjects passed</p> <p>Praxis for Business, Computer, Information Technology passed</p> <p>Successful field experience Act 33/151 clearance (Y/N) Act 34 clearance (Y/N) FBI Clearance (Y/N) TB Test - negative QPA 3.0</p>	<p>Completed course requirements QPA 3.0 Student teaching evaluations By University Supervisor By Cooperating Teacher PDE 430 I - Planning & Preparation II - Classroom Environment III - Instructional Delivery IV - Professionalism Total - Overall Showcase Portfolio - planned Presentation/Interview including demonstration of evidence of student learning</p> <p>Portfolio based on BCIT PDE state standards</p>	<p>Google Forms nearly complete</p>
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Graduate Advanced Programs

Graduate Advanced Programs	Analysis and Reporting Point				
<p>Instructional Technology Initial Certification</p> <p>(M.S.Ed. in Instructional Technology, PA Certificate)</p>	<p>Admission to Graduate School</p>	<p>Admission to the Program</p>	<p>Entering Student Teaching or Internship</p>	<p>Graduation/ Recommendation for Certification</p>	<p>Follow-up (2-3 Years After Program Completion)</p>
	<p>BS/BA QPA 3.00</p>	<p>Instructor of GITE 511 course recommendation Successful completion of pre-professional phase (GITE 511) course</p>	<p>QPA 3.00 Proposal accepted Mentor designated</p>	<p>QPA 3.00 Satisfactory Completion of Project Mentor approval Successful completion of portfolio based on PDE Standards for Instructional Technology Specialist PDE 338C PDE 338G</p>	<p>Google Forms nearly complete</p>
<p>Reading Specialist</p> <p>(M.S.Ed. in Reading; PA</p>	<p>Admission to Graduate School</p>	<p>Admission to the Program</p>	<p>Ongoing Performance Assessments (Embedded in Courses)</p>	<p>Graduation/ Recommendation for Certification</p>	<p>Follow-up (2-3 Years After Program Completion)</p>

<p>Reading Specialist Certification)</p>	<p>BS/BA GPA 3.0 Current Instructional I Certificate Type</p>	<p>Rating of Proficient (B) or better in screening courses: GRLA 521 Reading Programs & Instruction GRLA 524 Psychology of Reading</p>	<p>Paper & presentation on theoretical practice of literacy (GRLA 524, Psych of Reading) Presentation on staff development design (GRLA 625, Reading Disabilities) Clinical Practicum Case study(GRLA 627, Reading Diagnostic Lab) Classroom inquiry scholarly research (GRLA 630, Seminar in Reading and Lang. Arts) Position paper, demonstration project, proposal letter on writing portfolio (GRLA 525, Teaching Writing K-12) Unit Plan, Rigorous Instruction and Curriculum Development (GRLA 521, Reading Programs and Instruction) Coaching/Professional Development (GRLA 628, Reading Tutorial Lab)</p>	<p>Completed course requirements QPA 3.00 Praxis Exam: Reading Specialist</p>	<p>(in preparation)</p>
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Program	Analysis and Reporting Point				
<p>School Supervision and Administration</p> <p>(M.S.Ed. in Supervision and Administration; PA Principal's Certification)</p>	<p>Admission to Graduate School</p> <p>BS/BA GPA 3.0 3 Letters of reference</p> <p>If below 3.0, Miller's Analogy (40 or better)</p>	<p>Admission to the Program</p> <p>Recommendation of Superintendent of Schools prior to starting coursework. QPA 3.0 on first 9 credits Faculty recommendation (2) Recommendation of Program Director</p>	<p>Ongoing Performance Assessments</p> <p>Simulation assessments Action Lab – Supervisory/Prof. Devel. Plan for Instructional Change Action Lab – Community Involvement</p>	<p>Graduation/ Recommendation for Certification</p> <p>QPA 3.0 Coursework completion Exit portfolio (scored) Field Experience Documentation and Checklist Comprehensive Exam Disposition Assessment State Leadership Licensure Exam</p>	<p>Follow-up (2-3 Years After Program Completion)</p> <p>Graduate Survey</p>
<p>School Counseling</p> <p>(M.S.Ed. in School Counseling; PA Counselors' Certification)</p>	<p>Admission to Graduate School</p> <p>BS/BA GPA (need 3.0) Group Interview References (personal, professional) Personal statement</p>	<p>Admission to the Program</p> <p>Complete GCNED 550 (orientation) Counselor Competencies & Skills Assessment (CCSA) Handbook receipt Three field interviews Application for candidacy Register for Listserv Approval of 2 faculty members</p>	<p>Entering Student Teaching or Internship</p> <p>PRACTICUM: Attend GCNED 660 Practicum application & agreement Completed course requirements QPA 3.0, no I grades Praxis I - PPST Reading, Math, Writing Act 33/151 clearance (Y/N) Act 34 clearance (Y/N) TB test Faculty approval</p> <p>INTERNSHIP: Attend GCNE 701 Successfully pass Practicum Internship agreement</p>	<p>Graduation/ Recommendation for Certification</p> <p>Completed course requirements QPA 3.0 Written comprehensive exam Oral comprehensives (GCNE 709) CPCE Exam Graduation application Graduating Student Evaluation</p>	<p>Follow-up (After Program Completion)</p> <p>Praxis II: School Counseling Apply for certification</p>

Program	Analysis and Reporting Point				
School Psychology (C.A.G.S., Psy. D. or Ph.D. in School Psychology; School Psychology certification)	Admission to Graduate School & Program	Ongoing during Course work and Field Work	Internship	Graduation/ Recommendation for Certification	Follow-up (2 and 5 Years After Program Completion)
	BS/BA GPA GRE Program (CAGS or Ph.D.) Admissions Rubric (rubric differs for CAGS and PhD)	QPA Student evaluation (by field site supervisor, one per practicum) Monthly practicum log Student self-evaluation (annual) Comprehensive exams (end of 2 nd year) Portfolio evaluation (rubric differs for CAGS and PhD)	Student evaluation (site supervisor evaluates student twice: one formative and one summative) Intern Plan Self-evaluation by candidate Evaluation by supervisor Internship quarterly log	Praxis results PPST Reading (Pass Score = 172), PPST Writing (173), PPST Math (173) Content Test 0400 - School Psychology (Pass Score = 560)) Portfolio evaluation QPA Completion of required courses Completion of required field work	Graduated student evaluation survey Employer survey
<p>Note – In order to present parallel information to the other programs in the Unit for “Candidate Assessment at Transition Points,” for the first four reporting points this chart includes assessments of the candidate’s knowledge and skills (candidate competency) related to certification as a practicing school psychologist. The School Psychology program also collects data from candidates about suggested changes to the program (e.g., suggestions for course modifications or field work modifications) all during the program. In addition, the School Psychology Ph.D. program requires additional candidate competencies (e.g., the knowledge and skills required for writing a dissertation) beyond those required for certification as a practicing school psychologist. Descriptions of these additional assessments may be found in the School Psychology program information.</p>					
IDPEL (Interdisciplinary Doctoral Program for Educational Leaders) (Ed.D. in Leadership; PA Superintendent’s Letter of Eligibility)	Admission to Graduate School	Admission to the Program	Admission to Candidacy	Graduation/ Recommendation for Certification	Follow-up (2-3 Years After Program Completion)
	BS/BA MS/MA GRE or MAT score Writing samples (2 prior, 1 at interview) Letters of reference (3) Letter of endorsement from Supt/CEO Interviews (small- and large-group) SLS interview (10 subscores)	GRDE 701 grade Linsly adventure (successful completion Y/N) Selection of mentor (Y/N)	Professional courses (see list) grades; QPA Research courses (see list) grades; QPA Practica checklist (8 standards) Comprehensive assessment Oral presentation Self-assessment paper Portfolio & artifacts Presentation	Completion of course work QPA (minimum 3.5) Practica checklist (8 standards completed) Comprehensive assessment passed For certification recommendation: Minimum 6 years service under PA instructor’s license (Asst. Supt.) Minimum 6 years’ service with at least 3 years under PA administrator license (Supt.) Dissertation sequence Final talking paper Recruitment of committee chair Intent to Serve form for Committee Dissertation proposal	Graduate survey

				Dissertation study Dissertation defense	
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