

**UAR**  
**2016 Data Analysis Executive Summary for Advanced Programs**

**Shippensburg University \***

**NCATE Standard 2:** The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

**Unit Goal(s):** The unit implements a comprehensive assessment system congruent with university assessment and reporting protocols. The assessment system provides data on student learning outcomes and other non-academic outcomes for initial and advanced programs. The data inform decision-making within the unit and the university at large.

**ITP:** Initial Program

**ADV:** Advanced Program

**Remarks:** *Data analysis in this executive summary is based on data provided by the Advanced Programs within the deadlines stipulated. Due to the small 2016 spring and fall sample size and the differing assessment approaches applied by Advanced Programs, comments cannot be generalized. Advanced Programs must provide at least two more cycles of data, so the Unit can reach a conclusive analysis.*

Indicator	Unacceptable 1	Developing 2	Target 3	Rating		Comments
				ITP	ADV	
<p><b>National Standards</b></p> <p>a. Candidates are familiar with national standards including those from NCATE, the SPA governing their academic area, and the Pennsylvania Department of Education program guidelines.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that less than <b>70%</b> of candidates identify, explain, implement, analyze and/or reflect on the use of standards to determine PK-12 instructional and intervention decisions in classrooms and clinical settings.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that <b>70-80%</b> of candidates identify, explain, implement, analyze and/or reflect on the use of standards to determine PK-12 instructional and intervention decisions in classrooms and clinical settings.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that more than <b>80%</b> of candidates identify, explain, implement, analyze and/or reflect on the use of standards to determine PK-12 instructional and intervention decisions in classrooms and clinical settings.</p>		2	<p><b>CF Goal: The Unit has partially reached the target for this goal.</b></p> <p>Available data, including course assignments and from ELP (state licensure tests), C&amp;I and Reading (Praxis) indicate that over 80% of candidates demonstrate knowledge and application of National Standards. However, available data from School Counseling were inconclusive. No data available from Special Ed.</p> <p><b>Recommendations:</b></p> <p>The Unit must use the transition points to ascertain that candidates are competent in their use of national standards at the entry, mid-level and exits in their programs.</p> <p>The Unit must provide the necessary resources to School Counseling and Special Education to guide their assessment efforts.</p>

<p><b>Content Knowledge</b></p> <p>Candidates are familiar with the content standards of their discipline and use them to create a positive learning environment guiding candidate's achievement to expert knowledge.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that less than <b>70%</b> of candidates' content knowledge is not clearly evident in performance-based measures and other modalities of assessment that document subject areas and disciplines in PK-12 classroom and/or clinical settings.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that <b>70-80%</b> of candidates' content knowledge is evident in performance-based measures and other modalities of assessment that document subject areas and disciplines in PK-12 classroom and/or clinical settings.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that more than <b>80%</b> of candidates' content knowledge is clearly evident in performance-based measures and other modalities of assessment that document subject areas and disciplines in PK-12 classroom and/or clinical settings.</p>	<p>3</p>	<p><b>CF Goal: The Unit has reached the target for this goal.</b> Data from C&amp;I, ELP, School Counseling, and Reading indicate that over 80% of candidates are proficient in the subject matter and content standards. They can use this knowledge to create positive learning environments. No data from Special Ed were available.</p> <p><b>Recommendations:</b> The Unit must use the transition points to ascertain that candidates are competent in their use and alignment of subject matter standards and content knowledge to plan PK-12 classroom and/or clinical settings at the entry, mid-level and exits in their programs.</p> <p>The Unit must provide the necessary resources to Special Education to guide their assessment efforts.</p>
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<p><b>Diversity</b></p> <p>a. Candidates demonstrate an understanding of and respect for the differences in how students learn and know how to accommodate diverse learning needs in educational settings including exceptionalities, ethnicity, race, gender, language, religion, socioeconomic and geographic origins.</p> <p>b. Candidates show respect for diverse learning needs and talents of all students and demonstrate a commitment to helping students achieve academic success.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that less than <b>70%</b> of candidates are placed in diverse settings.</p> <p>AND</p> <p>Based on data from Unit level key assessments, the Unit's evidence indicates that less than <b>70%</b> of candidates differentiate, accommodate needs, and demonstrate respect for PK-12 diverse learners' knowledge, skills and talents.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that <b>70-80%</b> of candidates are placed in diverse settings.</p> <p>AND</p> <p>Based on data from Unit level key assessments, the Unit's evidence indicates that <b>70-80%</b> of candidates differentiate, accommodate needs, and demonstrate respect for PK-12 diverse learners' knowledge, skills and talents.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that more than <b>80%</b> of candidates are placed in diverse settings.</p> <p>AND</p> <p>Based on data from Unit level key assessments, the Unit's evidence indicates that more than <b>80%</b> of candidates differentiate, accommodate needs, and demonstrate respect for PK-12 diverse learners' knowledge, skills and talents.</p>	<p>2</p>	<p><b>CF Goal: The Unit has partially reached the target for this goal.</b></p> <p>Diversity data from ELP, Reading and C&amp;I, PARs indicate that candidates have limited course experiences and/or assessments to document diversity competencies related to the CF goals. School Counseling has a diversity focused course that is aligned with the CF goals, yet their sample size limited the analysis. Therefore, indicators from the Unit Assessment measures- Alumni Survey, the Field Placement Diversity Questionnaire, the Unit Diversity Survey were used to determine the Unit's level of mastery.</p> <p>On the Alumni Survey, more than 96% of candidates indicated that "as a result of their Ship education", they 52.78% agree and 44.44% strongly agree that they are "able to acknowledge, accept and value the backgrounds, beliefs, and experiences" of their professional colleagues."</p> <p>On the Field Placement Diversity Questionnaire, 97% of candidates reported that they were placed in diverse classroom settings for a field experience. 94% of candidates reported that they were able to plan, implement and/or reflect on instruction for at least one PK-12 student's learning in classroom or clinical setting.</p> <p><b>Recommendations:</b> In Fall 2017, faculty teaching courses identified on the curriculum maps as including diversity must include reflection activities based on field experiences and these reflections must include how students learn and know how to accommodate diverse learning needs in educational settings. A diversity rubric must be aligned with the CF goals for all Advanced programs. The Unit Diversity Plan timeline addresses multiple diversity initiatives and outcomes. the Unit acknowledges that the ELP grant with three diverse districts gives candidates opportunities to attain the diversity goal.</p>
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<p><b>Assessment</b></p> <p>a. Candidates know, understand and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous development of intellectual, social, emotional and physical skills of P-12 students.</p> <p>b. Candidates demonstrate an understanding of the purpose and procedures for implementing summative, formative, diagnostic, norm-referenced, criterion referenced, and interim benchmark assessment measures for informing instruction for P-12 students in classrooms and clinical settings.</p> <p>c. Candidates understand the concept of data driven decision-making and use it in creating an authentic assessment environment.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that less than <b>70%</b> of candidates' understanding and implementation of assessment tools to determine data-driven instruction and interventions for all PK-12 learners in classrooms and/or clinical settings is unacceptable.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that <b>70-80%</b> of candidates' understanding and implementation of assessment tools to determine data-driven instruction and interventions for all PK-12 learners in classrooms and/or clinical settings is developing.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that more than <b>80%</b> of candidates' understanding and implementation of assessment tools to determine data-driven instruction and interventions for all PK-12 learners in classrooms and/or clinical settings is acceptable.</p>	<p>1</p>	<p><b>CF Goal: The Unit has not yet reached its target for this goal.</b></p> <p>Data from C&amp;I and School Counseling, indicate that only about 60% of the candidates implement assessment approaches effectively. Due to the nonteaching nature of the ELP program, this CF goal may not apply as it is stated. Data from Reading place candidates at 100% of attainment of this CF goal, but the sample size is too small. No data from Special Ed.</p> <p><b>Recommendations:</b> At the Program level, faculty teaching a course associated with a field experience and clinical practice must assign data driven instructional activities.</p> <p>Candidates must be required to interpret assessment data in their courses and field experiences and clinical practices, including multiple models for data analysis of impact on PK-12 student learning.</p> <p>The Unit must ensure that rubrics associated with all Advanced capstone and practicum courses effectively capture data on how candidates attain this goal.</p>
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<p><b>Theory &amp; Research</b>  <b>a.</b> Candidates are able to apply theory and research to support classroom decision-making within the Conceptual Framework Apprenticeship Model.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that less than <b>70%</b> of candidates' effectively demonstrate an ability to use research-based best practices during systematic and explicit instruction and clinical practice.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that <b>70-80%</b> of candidates' effectively demonstrate an ability to use research-based best practices during systematic and explicit instruction and clinical practice.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that more than <b>80%</b> of candidates' effectively demonstrate an ability to use research-based best practices during systematic and explicit instruction and clinical practice.</p>	<p>2</p>	<p><b>CF Goal: The Unit has partially reached the target for this goal.</b></p> <p>While data from Reading and ELP (PARs) indicate that candidates can apply research-based approaches in instruction, data from School Counseling and C&amp;I were inconclusive. No data from Special Ed.</p> <p><b>Recommendations:</b>  The Unit must ensure that action research assessments align with this CF goal to better document candidates' master and application of research-based approaches.</p> <p>The Unit must provide funds for more participation in faculty/candidates research projects.</p>
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<p><b>Dispositions</b>  a. Candidates systematically reflect upon their attitudes, professional dispositions and skills to create a classroom environment p-12 that reflects fairness to all learners.  b. Candidates affirm the University's educational and ethical responsibility to create environments where all students can learn.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that less than <b>70%</b> of candidates' demonstrate professionalism when working with all stakeholders, and especially PK-12 learners in classrooms and/or clinical settings.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that <b>70-80%</b> of candidates' demonstrate professionalism when working with all stakeholders, and especially PK-12 learners in classrooms and/or clinical settings.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that more than <b>80%</b> of candidates' demonstrate professionalism when working with all stakeholders, and especially PK-12 learners in classrooms and/or clinical settings.</p>	<p>1</p>	<p><b>CF Goal: The Unit has not yet reached its target for this goal.</b></p> <p>All Advanced programs' sample sizes for the Dispositions Form were small; therefore, data analysis is very limited. The Unit recognizes that there are limitations in the triangulation of data as a result of only having evidence from candidates' self-reports. This said, based on the data available, the Unit did not reach the target. No data from Special Ed.</p> <p><b>Recommendations:</b>  The Unit must ensure that data from dispositions are collected at each transition points (Gates) to establish candidates' dispositions growth across the entry level, mid-level and exit level.</p> <p>The Unit must ensure that Advanced programs also collect, analyze and report disposition data from faculty, cooperating teacher, school administrators, and school supervisors.</p>
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<p><b>Professional Standards &amp; Pedagogy</b></p> <p>a. Candidates actively and purposefully plan and implement relevant learning opportunities for P12 students in educational and clinical settings.</p> <p>b. Candidates demonstrate an understanding of the range of technology tools that influence classroom practice, learner knowledge and achievement.</p> <p>c. Candidates reflect upon their own professional practice and are able to identify areas of growth toward expert knowledge in their field.</p> <p>d. Candidates show a respect for ever-changing P-12 environments and clinical settings and are able to modify their behavior to support student growth.</p> <p>e. Candidates continually and purposefully reflect on their content knowledge, pedagogical skills and professional dispositions.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that less than <b>70%</b> of candidates identify, explain, implement, analyze and/or reflect on the use of professional standards and pedagogy to determine PK-12 instructional and intervention decisions in classrooms and clinical settings.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that than <b>70%-80%</b> of candidates identify, explain, implement, analyze and/or reflect on the use of professional standards and pedagogy to determine PK-12 instructional and intervention decisions in classrooms and clinical settings.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that more than <b>80%</b> of candidates identify, explain, implement, analyze and/or reflect on the use of professional standards and pedagogy to determine PK-12 instructional and intervention decisions in classrooms and clinical settings.</p>	<p>2</p>	<p><b>CF Goal: The Unit has partially reached the target for this goal.</b></p> <p>Available data, including course assignments and from ELP (state licensure tests), C&amp;I and Reading (Praxis) indicate that over 80% of candidates demonstrate knowledge and application of National Standards. However, available data from School Counseling were inconclusive. No data available from Special Ed.</p> <p>Also, on the Alumni Survey, 78% of candidates agree or strongly agree that "as a result of the Ship education", they were able to effectively use technology to accomplish tasks required in their work environment."</p> <p><b>Recommendations:</b> The Unit must use the transition points to ascertain that candidates are competent in their use of national standards at the entry, mid-level and exits in their programs.</p> <p>The Unit must provide the necessary resources to School Counseling and Special Education to guide their assessment efforts.</p>
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<p><b>Instructional Planning</b></p> <p>a. Candidates demonstrate an understanding of how students learn and are able to differentiate instruction that is responsive to individual differences.</p> <p>b. Candidates understand and use a variety of instructional methods to encourage students' development of critical thinking, problem solving and performance skills.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that less than <b>70%</b> of candidates' demonstrate an ability to plan, implement, adjust, evaluate and reflect on systematic and explicit lessons, units, and/or intervention for PK-12 learners in classrooms and/or clinical settings.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that <b>70-80%</b> of candidates' demonstrate an ability to plan, implement, adjust, evaluate and reflect on systematic and explicit lessons, units, and/or intervention for PK-12 learners in classrooms and/or clinical settings.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that more than <b>80%</b> of candidates' demonstrate an ability to plan, implement, adjust, evaluate and reflect on systematic and explicit lessons, units, and/or intervention for PK-12 learners in classrooms and/or clinical settings.</p>	<p>2</p>	<p><b>CF Goal: The Unit has partially reached the target for this goal.</b></p> <p>Reading and C&amp;I data indicate that over 80% of their candidates identify and apply instructional methods that create a positive environment. Due to the non-teaching nature of ELP and School Counseling, this CF goal may not apply to them as it is stated in the CF. No data from Special Ed.</p> <p><b>Recommendations:</b> The Unit must revise the CF to include competencies associated with ELP and School Counseling.</p> <p>The Unit must ensure that nonteaching programs require assessments that document candidates' recognition of effective PK-12 instructional planning and learning outcomes.</p>
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<p><b>Program Completers</b></p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that less than <b>70%</b> of candidates complete the program. The Unit rarely provides career guidance to candidates that cannot complete the program.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that <b>70-80%</b> of candidates complete the program. The Unit inconsistently provides career guidance to candidates that cannot complete the program.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that more than <b>80%</b> of candidates complete the program. The Unit regularly provides career guidance to candidates that cannot complete the program.</p>	<p>1</p>	<p><b>CF Goal: The Unit has not yet reached its target for this goal.</b></p> <p>The Unit Wide Assessment Committee was unable to determine whether the Unit reached this goal or not due to the fact that proper data were not collect across the Unit and the Institution. The Graduate Admissions and the Office of Field Placement were unable to determine the length of time candidates take to complete their program because of the varying length of time graduate candidates are permitted to take to complete their program (part time and full time). The Unit does not have a baseline data at the indicate the correlation between the entry and exit numbers.</p> <p><b>Recommendations:</b> The Unit must ensure that individual Advanced programs use the transition points (Gates) to collect and maintain data at the entry and exit points.</p> <p>The Unit must create a strategic enrollment committee to examine both recruitment and retention (especially diverse candidates).</p> <p>The Unit must revise the CF goal to better describe how Advanced candidates reach graduation.</p> <p>The Unit must broaden the use of the Student Success Collaborative Platform.</p>
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<p><b>Candidates' Certification</b></p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that less than <b>70%</b> of candidates obtain certification. The Unit rarely provides guidance to candidates that cannot obtain certification.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that <b>70-80%</b> of candidates obtain certification. The Unit inconsistently provides guidance to candidates that cannot obtain certification.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that more than <b>80%</b> of candidates obtain certification. The Unit regularly provides guidance to candidates that cannot obtain certification.</p>		<p>3</p>	<p><b>CF Goal: The Unit has reached its target for this goal.</b></p> <p>Data from Spring 16 indicate that 60 candidates applied for certification across all Advanced Programs, and all candidates were recommended for certification.</p> <p><b>Recommendations:</b> The Unit must ensure that individual Advanced programs use the transition points (Gates) to collect and maintain data at the entry and exit points.</p>
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<p><b>Candidates' Gainful Employment</b></p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that less than <b>70%</b> of candidates obtain gainful employment. The Unit rarely provides employment guidance to candidates that cannot get a job.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that <b>70-80%</b> of candidates obtain gainful employment. The Unit inconsistently provides employment guidance to candidates that cannot get a job.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that more than <b>80%</b> of candidates obtain gainful employment. The Unit regularly provides employment guidance to candidates that cannot get a job.</p>	<p>3</p>	<p><b>CF Goal: The Unit has reached its target for this goal.</b></p> <p>Alumni Survey-In Fall 2016, 84.42% of candidates reported that they were employed as either a full time or substitute teacher. Data from this assessment pertain to graduates from the Unit. The Unit Wide Assessment Committee were unable to determine the number of respondents were part of Advanced programs. However, anecdotal data indicate that 90% of candidates in Advanced programs are already employed in their field when then initiate their Advanced program. In fact, some programs require that candidates document their employment as part of their admission process.</p> <p><b>Recommendations:</b> NA at this time.</p>
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*\*Adapted from a model developed by James Madison University.*