

Conceptual Framework and Diversity Proficiencies Aligned to Programs' Key Assessments

Program: Elementary BSED

Data from most recent SPA Data submitted

Assessment	Conceptual Framework (HQ, CP,DS, CT)	Diversity Proficiencies (1, 2, 3, 4, 5)	Proficient %	Basic %	Unacceptable %
Assessment 1	HQ		100%	0%	0%
Assessment 2	HQ		100% 97%	0% 3%	0% 0%
Assessment 3	HQ, DS	1, 3, 4	70%	30%	
Assessment 4	HQ, DS, CP, CT	1, 3, 4	94%	6%	0%
Assessment 5	HQ, DS, CP, CT	1, 2, 3, 4, 5	96%	4%	0%
Assessment 6	HQ, DS, CP, CT	1, 3, 4, 5	95%	4%	0%

Program: Secondary English/Language Arts BSED

Data for 2011-12 or most recent SPA Data submitted

Assessment	Conceptual Framework (HQ, CP,DS, CT)	Diversity Proficiencies (1, 2, 3, 4, 5)	Proficient %	Basic %	Unacceptable %
Assessment 1	HQ	N/A	100%	0%	0%
Assessment 2	HQ, DS,	1, 2, 5	100%	0%	0%
Assessment 3	HQ, DS	3, 4	75%	25%	0%
Assessment 4	HQ, CP, DS, CT	1, 2, 3, 4, 5	25% - 88%	12% - 75%	0%
Assessment 5	HQ, CP, DS, CT	1, 2, 3, 4, 5	45% - 46% 93% - 45% 93%	7% - 54%	0%
Assessment 6 Rating 1: Rating 2:	HQ, CP, DS, CT	1, 2, 3, 4, 5	13% - 87%	13%-94%	0%
			13%-63%	31%-81%	0%
Assessment 7	HQ, DS, CT	1, 2, 3, 4, 5	63% - 88%	12% - 37%	0%

Conceptual Framework and Diversity Proficiencies Aligned to Programs' Key Assessments

Program: Secondary Mathematics BSED

Data for 2011-12 or most recent SPA Data submitted

Assessment	Conceptual Framework (HQ, CP, DS, CT)	Diversity Proficiencies (1, 2, 3, 4, 5)	Proficient %	Basic %	Unacceptable %
Assessment 1	HQ	0, 4	100%	0%	0%
Assessment 2	HQ, DS	0, 4	100%	0%	0%
Assessment 3	HQ, DS	4, 3	15% -17%	2% - 17%	0% -17%
Assessment 4	HQ, CP, DS, TS	1, 2, 3, 4, 5	88%-24%	12%-76%	0% -17%
Assessment 5 Pre Post Task	HQ, CP, DS, TS	1, 2, 3, 4, 5	0%	100%	0%
Assessment 6	HQ, DS, CP, TS	2, 3, 5	16% - 17%	1% - 17%	0%
Assessment 7	HQ, TS	3, 4	5/5 or 1%(pt.1) 3/5 on pt.2	0% 2/5 on pt. 2	0%

Program: Secondary Science BSED

Data for 2011-12 or most recent SPA Data submitted

Assessment	Conceptual Framework (HQ, CP, DS, CT)	Diversity Proficiencies (1, 2, 3, 4, 5)	Proficient %	Basic %	Unacceptable %
Assessment 1	HQ		10%	90%	0%
Assessment 2 GPA	HQ, DS		100%	0%	0%
Assessment 3 Unit Plan	HQ	3, 4	75%	25%	0%
Assessment 4 Student Task	HQ, TS, DS, CT	1, 2, 3, 4, 5	75%	25%	0%
Assessment 5 Pretest Efficiency	HQ, CP, TS, CT	1, 4, 5	0%	100%	0%
Assessment 6 Self	HQ, DP		100%	0%	0%
Assessment 7 Research	HQ		100%	0%	0%
Assessment 8 Case Study	HQ		100%	0%	0%

Conceptual Framework and Diversity Proficiencies Aligned to Programs' Key Assessments

Program: Secondary Social Studies BSED

Data for 2011-12 or most recent SPA Data submitted

Assessment	Conceptual Framework (HQ, CP,DS, CT)	Diversity Proficiencies (1, 2, 3, 4, 5)	Proficient %	Basic %	Unacceptable %
Assessment 1 Praxis	HQ		0%	100%	0%
Assessment 2 GPA	DS, HQ	1, 2, 3, 5	0%	100%	0%
Assessment 3 Unit Plan	HQ, DS	3, 4	50%	50%	0%
Assessment 4 Student	HQ, CP, DS, TS	1, 2, 3, 4, 5,	75%	25%	0%
Assessment 5	HQ, CP, DS, CT	1, 2, 3, 4, 5,	50%	50%	0%
Assessment 6	HQ, DS, CP, CT	1, 2, 3, 4, 5	50%	50%	0%

Program: Special Education BSED

Data for 2011-12 or most recent SPA Data submitted

Assessment	Conceptual Framework (HQ, CP,DS, CT)	Diversity Proficiencies (1, 2, 3, 4, 5)	Proficient %	Basic %	Unacceptable %
Assessment 1	HQ, CT		100%	0%	0%
Assessment 2	HQ, DS, CT	1, 2, 3, 4, 5	50% - 100%	0% - 50%	0% -17%
Assessment 3	HQ, CT, DS	1, 4	50% -100%	0% - 50%	0%
Assessment 4	HQ, CP, DS, CT	1, 3, 4	0% - 100%	0% - 100%	0% -100%
Assessment 5	HQ, DS, CT	4	100%	0%	0%
Assessment 6	HQ, DS	4	100%	0%	0%
Assessment 7	HQ, CT,	3	50% - 100%	50% - 100%	0%
Assessment 8	HQ, DS	1, 4	100%	0%	0%

2- 6 candidates in each assessment

Conceptual Framework and Diversity Proficiencies Aligned to Programs' Key Assessments

Program: T2T (Transition to Teaching – Post-Bac Alternative-Track)

Data for 2011-12 or most recent Program Review Data submitted

Assessment	Conceptual Framework (HQ, CP,DS, CT)	Diversity Proficiencies (1, 2, 3, 4, 5)	Proficient %	Basic %	Unacceptable %
Assessment 1 DP1	HQ, CP, DS, CT	1, 2, 3, 4, 5	48.8% - 60% Admitted	24% -19% Conditional Admittance	12% -17% Not Admitted
Assessment 2 Planning	HQ, CP, DS, CT	1, 2, 3, 4, 5	92.9% - 100%	0%	07.1%
Assessment 3 DP3	HQ, CP, DS, CT	1, 2, 3, 4, 5	100%	0%	0%
Assessment 4 Impact on Learning	HQ, CP, DS, CT	1, 2, 3, 4, 5	90% -91%	0% - 10%	0% -9%

Planning is embedded in DP III; Impact on Student Learning is embedded in DP III

Program: MEST (MSED with concentration in Elementary or Secondary)

Data for 2011-12 or most recent Decision Point II and III Data

Assessment	Conceptual Framework (HQ, CP,DS, CT)	Diversity Proficiencies (1, 2, 3, 4, 5)	Proficient Ranges %	Basic Ranges %	Unacceptable Ranges %
Decision Point II on first assessment; must be at Proficient or Basic on all cells to enroll in research course.	HQ CP DS CT	1, 2, 3, 4, 5	H520 45% to 98% P510 93% to 100% P507 51% to 100%	H520 2% to 27% P510 0% to 7% P507 0% to 49%	H520 0% to 7% P510 0% P507 0%
Decision Point III on first assessment; must be at Proficient or Basic on all cells to	HQ CP DS CT	1, 2, 3, 4, 5	21.1% to 86.7%	10.9% to 38.3%	.08 % to 47.7%

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complete the program.					
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MEST has aligned the elements in the 3 DP II papers and the DP III Teacher as Researcher paper to the CF and to the Diversity Proficiencies. Data review provides the following evidence:

DP II

- H520. There were no significant program concerns.
- P510. There were no significant program concerns.
- P507. There were no significant program concerns. Further attention will be paid to the ratings on “current dispositions” and “growth in dispositions” as these may be triangulated with other alumni and employer survey results related to candidates’ abilities in data analysis.

DP III

- The two elements with 32% and 47.7% do not assess the same CF themes (HQ, CP CT) or Diversity Proficiency (2). Those themes and proficiencies are assessed as proficient or basic in other elements. The ratings do identify areas of concern for curriculum which have been addressed by adding the research course.

Program: Counseling (MSED in School Counseling)

Data for 2011-12 or most recent Program Review Data submitted

Assessment	Conceptual Framework (HQ, CP, DS, CT)	Diversity Proficiencies (1, 2, 3, 4, 5)	Proficient %	Basic %	Unacceptable %
Assessment 1 Skills Audit	HQ, CP, DS, CT	1, 2, 3, 4, 5	97%	3%	0%
Assessment 2 Multi-Cultural Reflection	HQ, CP	1, 2, 3, 4, 5	62%	32%	5%
Assessment 3 Handbook	HQ, CP	3, 4	97%	3%	0%
Assessment 4 Individual Tape	HQ, CP, DS, CT	2, 4	97%	3%	0%
Assessment 5 Close the Gap Project	HQ, DS, CT	2, 3, 4, 5	100%	0%	0%

Conceptual Framework and Diversity Proficiencies Aligned to Programs' Key Assessments

Program: Reading Education (Graduate-level additional license)

Data for 2011-12 or most recent SPA Data submitted

Assessment	Conceptual Framework (HQ, CP,DS, CT)	Diversity Proficiencies (1, 2, 3, 4, 5)	Proficient %	Basic %	Unacceptable %
Assessment 1	HQ, CT,		58.9% - 100%	29% - 41%	0%
Assessment 2	HQ, CP, DS, CT	1, 2, 3, 4	15.8% - 100%	0% - 84.2%	0% - 15.8%
Assessment 3	HQ, CP, DS, CT	2, 4, 5	0% - 100%	0% - 100%	0%
Assessment 4	HQ, CP, DS, CT	1, 2, 3, 4, 5	50% - 100%	0% - 50%	0%
Assessment 5	HQ, CT	1, 2, 3, 4, 5	50% - 100%	0% - 50%	0%
Assessment 6	HQ, DS	1, 2, 3, 4, 5	100%	0%	0%
Assessment 7	HQ, CT	1, 2, 3, 4, 5	20% -100%	0% - 80%	0% - 20%
Assessment 8	HQ, DS, CT	1, 2, 3, 4, 5	0% -100%	0% - 100%	0% -6%

Program: Gifted and Talented Education (Graduate-level additional license)

Data for 2011-12 or most recent SPA Data submitted

Assessment	Conceptual Framework (HQ, CP,DS, CT)	Diversity Proficiencies (1, 2, 3, 4, 5)	Proficient %	Basic %	Unacceptable %
Assessment 1	HQ, CP, CT, DS	1, 2, 3, 5	100%	0%	0%
Assessment 2	HQ, CP, CT, DS	2, 3, 4, 5	100%	0%	0%
Assessment 3	HQ, CT, DS	3, 4	100%	0%	0%
Assessment 4	CP, HQ, CT, DS	1, 2, 3, 5	100%	0%	0%
Assessment 5	HQ, CT, CP, DS	1, 2, 3, 5	100%	0%	0%
Assessment 6	HQ, CP	4, 5	100%	0%	0%
Assessment 7	HQ, CP, CT, DS	2, 3, 4, 5	100%	0%	0%

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Assessment 8	HQ, CP, CT, DS	1, 2, 3, 4, 5	100%	0%	0%
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Program: Technology (Computer Education—Graduate-level additional license)

Data for 2011-12 or most recent SPA Data submitted

Assessment	Conceptual Framework (HQ, CP, DS, CT)	Diversity Proficiencies (1, 2, 3, 4, 5)	Proficient %	Basic %	Unacceptable %
Assessment 1	HQ	N/A	100%	0%	0%
Assessment 2 Grades	HQ, CP, DS, CT	1, 2, 3, 4, 5	100%	0%	0%
Assessment 3 Tech Design In-Service	HQ, CP, DS, CT	1, 2, 3, 4, 5	81%	11%	7%
Assessment 4 Curriculum Project	HQ, CP, DS, CT	1, 2, 3, 4, 5	80%	20%	0%
Assessment 5 Curriculum Project	HQ, CP, DS, CT	1, 2, 3, 4, 5	9%	5%	4%
Assessment 6 Classroom Application Overview	HQ, CP, DS, CT	1, 2, 3, 4, 5	9.87%	3%	1%
Assessment 7	HQ, DS, CT	1, 2, 3, 4, 5	96%	3%	7%

Program: Educational Leadership (Building Level K-12 Administrator)

Data for 2011-12 or most recent SPA Data submitted

Assessment	Conceptual Framework (HQ, CP, DS, CT)	Diversity Proficiencies (1, 2, 3, 4, 5)	Proficient %	Basic %	Unacceptable %
Assessment 1	HQ	None	86%	N/A	14%
Assessment 2	HQ, CP, DS	1, 2, 3	87% -100% of courses	0% -13% of courses	0% -7 of courses
Assessment 3	HQ, CP, DS, CT	4	52% - 100% all	0% - 48% all	0% all
Assessment 4	HQ, CP, DS, CT	1, 2, 3, 4, 5	91% - 100%	0% -9%	0
Assessment 5	HQ, CP, DS, CT	1, 2, 3, 4, 5	58% - 100%	0% - 37%	0% – 5%

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Assessment 6	HQ, CP, DS, CT	1, 2, 3, 4,	70% - 100%	0% - 25%	0
Assessment 7	HQ, CP, DS, CT	3, 4,	74% - 100%	0% - 26%	0
Assessment 8	HQ, CP, CT	1, 2, 3	73% - 100%	0% - 27%	

Due to assessment 2, added H520

Not enough in 5 added to revision

Assessment 8 now part of 3