

*Spadoni College of
Education*

***Professional Education
Assessment Handbook***

Spadoni College of Education Assessment Handbook

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The purpose of this Assessment Handbook is to describe the professional education unit's assessment system. All professional education faculty members in the unit are aware of and understand the system, in order to ensure full implementation of the assessment structure each semester. The Assessment Handbook is posted on the College's website to ensure wide distribution, and is reviewed for accuracy on a 3-year cycle. The current handbook was approved by the College Faculty in a vote on October 31, 2018.

I. UNIVERSITY, COLLEGE, AND PROFESSIONAL EDUCATION UNIT ORGANIZATIONAL STRUCTURE

The organizational structures of Coastal Carolina University (CCU), the Spadoni College of Education (SCOE), and the professional education unit are briefly described below.

Organization of the University

Coastal Carolina University is organized into the following five colleges

- E. Craig Wall Sr. College of Business Administration
- Spadoni College of Education
- Thomas W. and Robin W. Edwards College of Humanities and Fine Arts
- College of Science; and
- University College.
- Each College is headed by a Dean who reports to the Provost/Vice President for Academic and Student Affairs. Graduate programs are housed within the colleges.

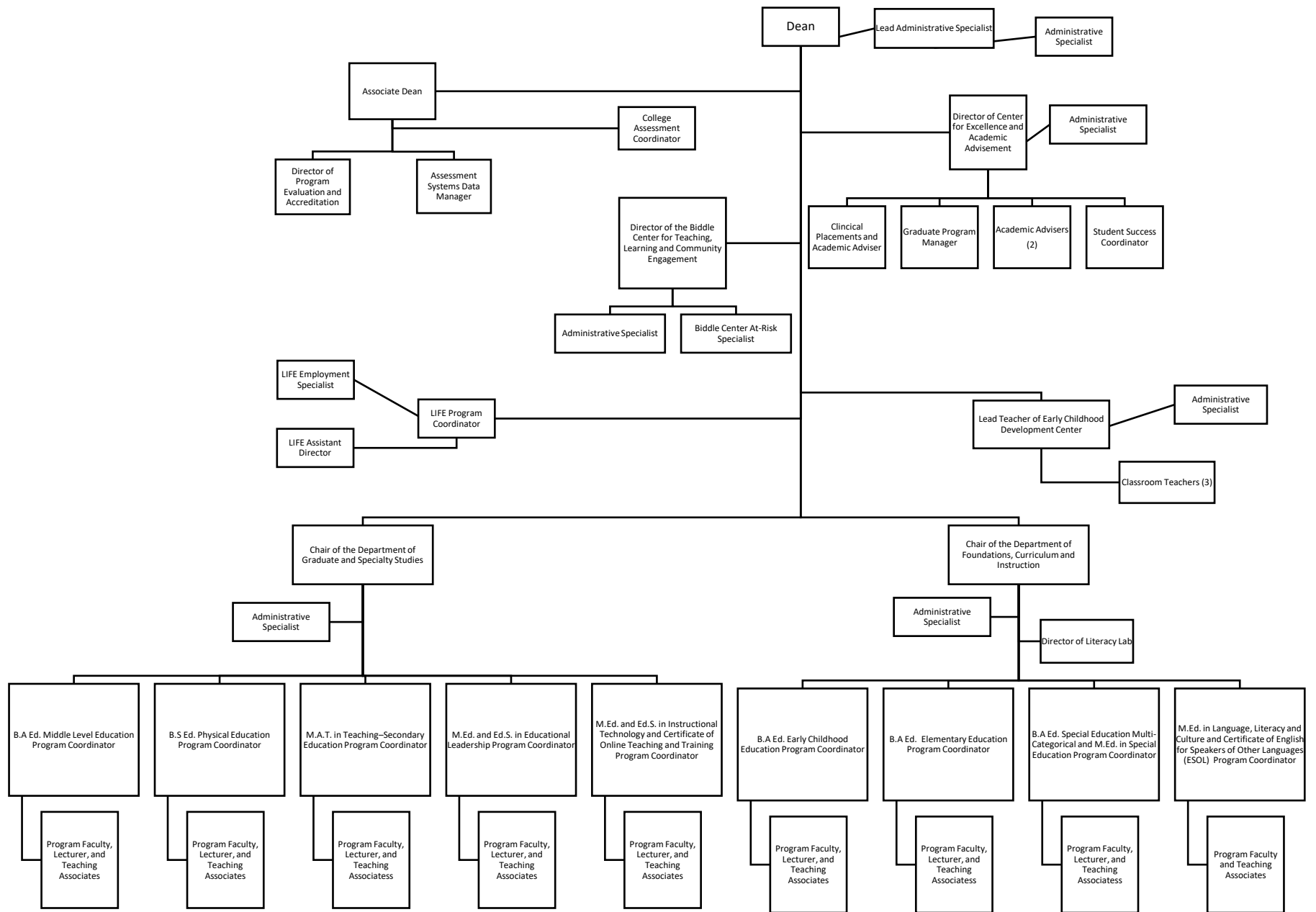
Organization of the Spadoni College of Education (SCOE)

The Spadoni College of Education is organized into two departments and nine programs. The Associate Dean, Department Chairs and Directors report to the Dean.

SCOE Organizational Structure

Each department is headed by a department chair. Each program is headed by a program coordinator who reports to a Department Chair. Faculty within each program reports to a Program Coordinator and Department Chairs.

The chart below details the organizational structure of the College, including all departments and Centers within the Spadoni College of Education.



PROGRAMS AND CERTIFICATES

Initial Licensure Programs

- Early Childhood Education, Grades Pre K-3 (*Bachelor of Arts in Education—B.A.Ed.*)
- Elementary Education, Grades 2-6 (*Bachelor of Arts in Education—B.A.Ed.*)
- Middle Level Education, Grades 5-8 (*Bachelor of Arts in Education—B.A.Ed.*)
 - English
 - Mathematics
 - Science
 - Social Studies
- Physical Education, Grades Pre K-12 (*Bachelor of Science in Physical Education—B.S.*)
- Special Education—Multi-Categorical, Grades PreK-12 (*Bachelor of Arts in Education—B.A.Ed.*)
- Secondary Education, Grades 9-12 (*Master of Arts in Teaching—M.A.T.*)
 - English
 - Mathematics
 - Science
 - Social Studies
- PreK-12 Teaching, Grades PreK-12 (*Master of Arts in Teaching—M.A.T.*)
 - Art
 - Music

Advanced Licensure Program

- Educational Leadership (Master of Education—M.Ed.)
- Educational Leadership (Educational Specialist—Ed.S.)

Graduate Non-Licensure Programs

- Instructional Technology (Master of Education—M.Ed.)
- Instructional Technology (Educational Specialist—Ed.S.)
- Language, Literacy and Culture (Master of Education—M.Ed.)
- Special Education (Master of Education—M.Ed.)

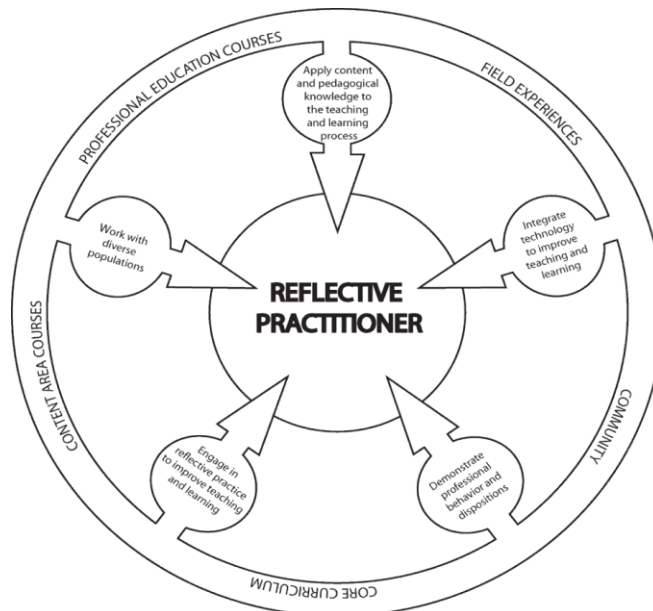
Certificate Programs

- English for Speakers of Other Languages (ESOL)
- Online Teaching and Training (COTT)

II. SPADONI COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

The overarching theme of the Conceptual Framework for all educator preparation programs is **"The Educator as Reflective Practitioner."** The initial and advanced teacher education programs and the advanced programs in educational leadership focus on the development of knowledge, skills, and professional dispositions to ensure that all candidates are well prepared and meet all institutional, state, and professional standards at the completion of their program. The Conceptual Framework describes the shared vision of teaching, learning, and the preparation of teachers and school leaders. It outlines our philosophy and commitment to the education profession; guides programmatic decisions; and ensures coherence among curricula, field experiences, clinical practice, and the unit's assessment system. The Conceptual Framework reflects our commitment to integrate technology, demonstrate professional behavior and dispositions, engage in reflective practice, work with diverse populations, and apply content and pedagogical knowledge to the teaching and learning process.

Spadoni College of Education Conceptual Framework Candidate Proficiencies



The Educator as Reflective Practitioner theme defines the initial and the advanced programs in educational leadership. The following candidate proficiencies are addressed and are reflected in program and course objectives:

1. Ability to apply content and pedagogical knowledge to the teaching and learning process

- 1.1 Demonstrate a thorough knowledge of subject matter and use such knowledge to create effective learning experiences for students (ADEPT 5ABC, 6ABC).
- 1.2 Understand instructional planning and design plans based on knowledge of subject matter, students, community, curriculum goals, and standards (ADEPT 1ABCDE, 2ABC, 6ABC; PADEPP 5.3).
- 1.3 Use a variety of instructional strategies to encourage students' development of critical thinking and problem solving skills (ADEPT 4C, 5B, 8C).
- 1.4 Manage the classroom and school to create a positive and safe learning environment (ADEPT 8ABC, 9ABC; PADEPP 4.2, 4.3, 4.4).
- 1.5 Understand and use formal and informal assessment strategies to evaluate and monitor student learning, modify instruction, and create positive environments for student learning (ADEPT 3ABC, 7ABC; PADEPP 2.2, 2.3, 2.4, 2.5, 4.2, 4.3, 4.).

2. Ability to integrate technology to improve teaching and learning

- 2.1 Plan and implement effective learning environments and experiences supported by technology (ADEPT 5AB, 8C).
- 2.2 Apply technology to facilitate effective assessment, evaluation, and productivity practices (ADEPT 1AD, 2C, 3BC).

3. Ability to work with diverse populations

- 3.1 Demonstrate knowledge of different cultural, emotional, developmental and cognitive needs of students (ADEPT 5ABC, 6ABC, 7ABC, 8ABC).
- 3.2 Evaluate, plan and provide appropriate activities and experiences to meet the needs of culturally and developmentally diverse student populations (ADEPT 3ABC, 5ABC, 6ABC, 7ABC).

4. Ability to demonstrate professional behavior and dispositions

- 4.1 Demonstrate a commitment to the ideal of fairness* in the treatment of students based on their educational needs (ADEPT 8B, 9A, 10D; PADEPP 6.2, 7.1).
- 4.2 Demonstrate a belief that all students can learn and convey confidence and caring in working with students (ADEPT 4ABC, 8BC, 10D; PADEPP 6.2, 7.1).
- 4.3 Demonstrate professional dispositions and a commitment to fulfilling professional responsibilities (ADEPT 10ABCDE; PADEPP 6.2, 7.1).

5. Ability to engage in reflective practice to improve teaching and learning

- 5.1 Analyze personal performance to improve teaching and learning (ADEPT 2C, 3 BC, 10E; PADEPP 8.1, 8.2, 8.3, 8.4; 9.1, 9.4).
- 5.2 Analyze student performance to improve teaching and learning (ADEPT 2C, 3ABC; PADEPP 2.2, 2.3, 2.4, 2.5).

**Fairness (professional disposition): The commitment demonstrated in striving to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner.*

III. ALIGNMENT WITH STANDARDS

Initial Licensure Programs (Undergraduate and Graduate): Each program is aligned with the SCOE's Conceptual Framework, standards of the appropriate specialized professional association (SPA), InTASC Standards, ISTE NETS-E Technology Standards, and state ADEPT Standards as evidenced in the course syllabi and the key assessments.

Advanced Licensure Programs: Each program is aligned with the SCOE's Conceptual Framework, Standards of the appropriate specialized professional association (SPA), InTASC Standards, ISTE NETS-E Technology Standards, and state ADEPT and PADEPP Standards as evidenced in the syllabi and the key assessments.

Graduate Non-Licensure Programs: Each program is aligned with the SCOE's Conceptual Framework, InTASC Standards, ISTE NETS-E Technology Standards, and state ADEPT Standards as evidenced in the syllabi and the key assessments.

Certificate or Endorsement Programs: Each program is aligned to coursework requirements to meet South Carolina add-on certification or endorsement in the specified content area.

IV. PORTALS (TRANSITION POINTS), KEY ASSESSMENTS, AND OTHER PROGRAM REQUIREMENTS

Initial Licensure Undergraduate Programs

The SCOE identified four portals (transition points) common to all initial licensure undergraduate programs. The SCOE also identified key assessments where data are collected for the initial licensure undergraduate programs are indicated in the following table.

Portal 1 Admission to Professional Program	Portal II Admission to Internship	Portal III Internship Completion	Portal IV Program Completion
<ul style="list-style-type: none"> • Minimum GPA of 2.75 (may vary by catalog year-2.5-2.6) • 60 hours of coursework; grade of 'C' or better in ENGL 101 and ENGL 102 or ENGL 211 • Grade of 'C' or better in EDUC 111 • Grade of 'C' or better in EDUC 204 • Grade of 'C' or better in EDUC 215 • Grade of 'C' or better in all required education courses completed • Passing scores on all three areas of Praxis Core Academic Skills for Educators Test: Reading (156), Writing (158), and Math (142) <p><i>*The candidate may exempt from Praxis® Core requirements by meeting the following SAT® or ACT® requirements:</i></p> <ul style="list-style-type: none"> • <i>An individual who earned a total score of at least 1100 (Evidence-based Reading, Writing, and Math) on the redesigned SAT®</i> 	<ul style="list-style-type: none"> • Minimum GPA of 2.75 (may vary by catalog year-2.5-2.6) • Grade of 'C' or better in foundations and major courses • Passing scores on all required Praxis II content exams • All major coursework completed • Satisfactory completion and performance in a minimum of 100 hours in field experiences I, II, III, and IV • Satisfactory completion of specialized professional association (SPA) assessments • Successful completion of EPP lesson plan 	<ul style="list-style-type: none"> • Minimum GPA of 2.75 (may vary by catalog year-2.5-2.6) • Submit Diversity Affirmation form • Summative evaluation ratings averaging three or higher on the performance dimensions of the Spadoni College of Education Conceptual Framework Internship Evaluation • Completion of all diversity requirements • Summative evaluation ratings averaging proficient or higher on the performance dimensions of the South Carolina Teaching Standards Rubric • Summative evaluation ratings of 3, 4, or 5 on the Assessment of Teacher Candidate Professional 	<ul style="list-style-type: none"> • Minimum GPA of 2.75 (may vary by catalog year-2.5-2.6) • Degree Certification • Passing score on appropriate Praxis II PLT exam* (licensure exam)

<p><i>administered by The College Board beginning March 5, 2016, may exempt all three subtests of the Praxis® Core requirement. A candidate with a score of 550 on the Evidence-based Reading and Writing portion of the SAT® may exempt the Reading and Writing subtests of Praxis® Core. A candidate who earned at least 550 on the Math portion of the SAT® may exempt the Mathematics subtest of Praxis® Core. Individuals who earned a total score of at least 1650 (Math, Reading, and Writing) on the version of the SAT® administered between 2005 and 2015, may exempt all three subtests of Praxis® Core. An individual who presents a total score of 1100 on a version of the SAT® administered prior to 2005 may exempt all three areas of Praxis® Core.</i></p> <p><i>An individual who earned a composite score of 22 on the ACT® may exempt all three subtests of Praxis® Core. A candidate who earned a score of at least 22 on the English test may exempt the Reading and Writing subtests of Praxis® Core. A candidate who earned a score of at least 22 on the Math test may exempt the Math subtest of Praxis® Core.</i></p> <p>South Carolina Law Enforcement Division (SLED) background check</p>	<ul style="list-style-type: none"> • Successful completion of TWS or Curriculum Based Measure (SPED) • Successful completion of Teacher Candidate Professional Dispositions assessments (2) • Submit Diversity Affirmation forms • TB skin test clearance • SLED and FBI fingerprint clearance • Approval of Portal II faculty committee 	<p>Dispositions at the Initial Level</p> <ul style="list-style-type: none"> • Successful completion of the TWS • Successful completion of Safe Schools Quiz • Successful completion of EEDA Quiz • Successful completion of Professional Conduct Quiz • Successful completion of Relevant Laws & Policies Assessment • Complete intern evaluation of cooperating teacher • Complete intern evaluation of University supervisor 	
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<ul style="list-style-type: none"> • Professional Reference for Teacher Candidate Form • Approval of Portal I Faculty Committee <p>Furthermore, students need to meet the following additional program specific requirements:</p> <p>Early Childhood: EDUC 276, MATH 201, MATH 202, two sciences, and foreign language. If students have at least four core/foundation courses left outside of the professional program, they would need to wait until the following semester to apply to the professional program.</p> <p>Elementary Education: MATH 201, MATH 202, one science, and foreign language. If students have at least four core/foundation courses left outside of the professional program, they would need to wait until the following semester to apply to the professional program.</p> <p>Middle Level Education: EDML 317, EDUC 334, EDUC 335, MSCI 102/MSCI 102L (Fall 2015 for middle level science), two out of three specialization classes in each of their two content areas, and two out of three required courses in each of their two content areas that they are seeking licensure to teach.</p> <p>Physical Education: EDPE 290 (spring only) and EXSS 122. Choose one personal fitness course (PALS 102-124), two lifetime sport courses (PALS 125-</p>			
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<p>149), and two lifetime activity courses (PALS 150-180).</p> <p>Special Education: EDSP 200, EDUC 335, EDUC 336, MATH 201, MATH 202, and foreign language</p>			
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**A candidate enrolled in an initial undergraduate program may graduate without passing the Praxis II PLT exam (must takes PLT exam at least one time prior to graduation. However, the candidate will not be considered a program completer, until the candidate receive a passing Praxis II PLT score. Candidates who are not a program completer, are not recommended to the South Carolina State Department of Education for initial certification.*

Initial Licensure Graduate M.A.T. Program

The SCOE identified four portals (transition points) for the *initial licensure graduate* M.A.T. program. The SCOE also identified key assessments where data are collected for the *initial licensure graduate* M.A.T. program are indicated in the following table.

Portal I Admission to Pre-Professional Program	Portal II Admission to Professional Program	Portal III Admission to Internship	Portal IV Program Completion
<ul style="list-style-type: none"> • Completion of Graduate Admission Application • Official transcript from each school or college previously attended (all prior undergraduate academic study must be represented as well as other graduate study if such study has been completed). • Completion of 30 credit hours of specific content area coursework • Reference letter • Minimum undergraduate GPA of 3.0 in the content area AND a 2.75 GPA overall. <ul style="list-style-type: none"> ○ Candidates who have an earned content GPA of between 2.75-2.94 and/or an earned overall GPA of 2.60-2.74 may submit official scores on Graduate Record Examination (GRE) or Miller Analogies Test (MAT) to be considered for admission. ○ The program will only accept candidates who earn a minimum score of 146 on verbal and minimum 140 on quantitative on the 	<ul style="list-style-type: none"> • Minimum 3.00 GPA, with no grade below “C” <ul style="list-style-type: none"> ○ Students who do not meet the minimum required 3.0 GPA but have a GPA between 2.99 and 2.75 may be placed on probation for one semester if recommended by the M.A.T. Portal Committee. During this probationary period, students must increase their cumulative GPA to at least 3.0 and successfully pass the specified South Carolina content area PRAXIS II examination(s) in order to be approved for Internship and continuation in the M.A.T. Program. ○ Students who do not meet the minimum 3.0 GPA and have a GPA below 2.75 will be removed from the program following the probationary period. • SLED and FBI Fingerprint Clearance • TB Skin Test Clearance. • Must earn proficient or 	<ul style="list-style-type: none"> • Minimum 3.00 GPA, with no grade below “C” • Completion of all coursework with the exception of internship, internship seminar, and two graduate content area courses • Satisfactory completion and performance in a minimum of 75 hours in all Field Experiences. • Satisfactory completion of required specialized professional association (SPA) assessments that take place in the Methods course. • Successful completion of first Teacher Work Sample, demonstrating student learning. • Successful completion of EPP lesson plan. • Submit Diversity Affirmation forms, and complete varied diverse field experiences, as required by the state. • Passing scores on all required state Praxis II content exams • Satisfactory rating on the Assessment of Professional Dispositions at the Initial Level, with all Disposition Improvement Plans 	<ul style="list-style-type: none"> • Completion of have 4all coursework with minimum 3.00 GPA, with no grade below “C” • Completion of 60 full-time days of internship, and 35 full-time teaching days. • Passing score on required Praxis II Principles of Learning and Teaching (PLT) exam • Summative evaluation ratings averaging proficient or higher on the performance dimensions of the South Carolina Teaching Standards Rubric • Successful completion of second Teacher Work Sample, demonstrating student learning. • Satisfactory rating on the Summative Internship Evaluation, including the SPA addendum. • Satisfactory completion of all required specialized professional association (SPA) assessments. • Summative evaluation ratings of 3, 4, or 5 on the Assessment of Teacher Candidate Professional

<p>Graduate Record Examination, or 388 on the Miller Analogies Test.</p> <ul style="list-style-type: none"> ○ Scores must be no more than five years old. • Approval of the M.A.T. Graduate Admissions Committee (GAC). 	<p>higher on measures on the Professional Dispositions at the Initial Level</p> <ul style="list-style-type: none"> ○ Candidates who score less than proficient on any measure of the Professional Dispositions at Initial Level must be placed on an Improvement Plan or removed from the program. ○ Candidates on an Improvement Plan must be re-evaluated within 3 months and earn proficient on all measures of the Professional Dispositions at Initial Level to continue to the next portal. <ul style="list-style-type: none"> • Approval of appropriate portal committee. 	<p>completed.</p> <ul style="list-style-type: none"> • Approval of appropriate portal committee. 	<p>Dispositions at the Initial Level</p> <ul style="list-style-type: none"> • Successful completion of Safe Schools Quiz • Successful completion of EEDA Quiz • Successful completion of Professional Conduct Quiz • Successful completion of Education Laws Quiz.
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Advanced Licensure Program M.Ed. Educational Leadership Program

The SCOE identified three portals (transition points) for the advanced licensure program M.Ed. Educational Leadership program. The SCOE also identified key assessments where data are collected for the advanced M.Ed. Educational Leadership program are indicated in the following table.

Portal I: Admission to the Program

- Completion of Graduate Admission Application
- Minimum overall cumulative 3.00 undergraduate GPA or official scores on Graduate Record Examination (GRE) or Miller Analogies Test (MAT) and Test of English as a Foreign Language (TOEFL) if applicable
 - A minimum score of 146 on verbal and minimum 140 on quantitative on the Graduate Record Examination, or 388 on the Miller Analogies Test.
 - Scores must be no more than five years old.
 - Applicants who are non-native speakers of English must demonstrate proficiency in English and provide official results from tests taken within the last three years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs. (Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required:
 - A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
 - A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
 - Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
 - Pearson Test of English (PTE) Academic with a score of 59;
 - Cambridge CAE (Certificate of Advanced English) with a minimum level of C1;
 - Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;
 - MELAB (Michigan English Language Assessment Battery) with a score of 77;
 - TOEIC (Test of English for International Communication) with a score of 745;
 - Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three years.
- Official transcript from each school or college previously attended (all prior undergraduate academic study must be represented as well as other graduate study if such study has been completed).
- Copy of current teaching credential (license, certification, etc.)
- Two letters of recommendation (one from applicant's principal)
- Minimum of one year full-time teaching experience
- All candidates are school personnel and program defers to their background check
- Criminal Background Disclosure Statement
- Approval of Portal I Educational Leadership Faculty Committee

Portal II: Admission to Internship

- A minimum grade point average of 3.0 (B) is required on the total graduate program. Grades below 'B' on 12 hours of graduate work will disqualify a student for a graduate degree in the College.
- Minimum "B" grade in all required program coursework
- Minimum of 21 semester hours of required program coursework
- Completion of 75 clock hours of field experiences
- Satisfactory rating on the Assessment of Professional Dispositions at the Advanced Level
- SLED and FBI fingerprint clearance
- Approval of Portal II Educational Leadership Faculty Committee

Portal III: Program Completion

- A minimum grade point average of 3.0 (B) is required on the total graduate program. Grades below 'B' on 12 hours of graduate work will disqualify a student for a graduate degree in the College.
- Satisfactory completion of all required specialized professional association (SPA) key assessments
- Passing score on Comprehensive Examination
- Passing score on Program Exit Portfolio
- Successful rating on the Building-Level Intern Evaluation
- Passing scores on required state Praxis II content exam
- Satisfactory rating on the Assessment of Professional Dispositions at the Advanced Level
- Completion of Exit Survey
- Approval of Portal III Educational Leadership Faculty Committee

Advanced Licensure Program Ed.S. Educational Leadership Program

The SCOE identified three portals (transition points) for the advanced licensure program Ed.S. Educational Leadership program. The SCOE also identified key assessments where data are collected for the advanced Ed.S. Educational Leadership program are indicated in the following table.

Portal I: Admission to the Program

- Completion of Graduate Admission Application
- Official transcript from each school or college previously attended (all prior undergraduate academic study must be represented as well as other graduate study if such study has been completed).
- An earned Master's Degree in Educational Leadership or related field with an overall cumulative GPA of 3.00
- Minimum of three years full-time teaching experience
- A written statement of interest in the program
- Two letters of recommendation (one from applicant's supervisor)
- Copy of current teaching and administrative credentials (license, certification, etc.)
- All candidates are school personnel and program defers to their background check
- Criminal Background Disclosure Statement
- A successful interview with the Portal I Educational Leadership Faculty Committee
- Approval of the Portal I Educational Leadership Faculty Committee

Portal II: Admission to Internship

- A minimum grade point average of 3.0 (B) is required on the total graduate program. Grades below 'B' on 12 hours of graduate work will disqualify a student for a graduate degree in the College.
- Minimum of 21 semester hours of required program coursework
- Completion of 75 clock hours of field experiences
- Satisfactory rating on the Assessment of Professional Dispositions at the Advanced Level
- SLED and FBI fingerprint clearance
- Approval of Portal II Educational Leadership Faculty Committee

Portal III: Program Completion

- A minimum grade point average of 3.0 (B) is required on the total graduate program. Grades below 'B' on 12 hours of graduate work will disqualify a student for a graduate degree in the College.
- Satisfactory completion of all required specialized professional association (SPA) aligned key assessments
- Passing score on Comprehensive Examination
- Passing score on Program Exit Portfolio
- Successful rating on the District-Level Intern Evaluation
- Satisfactory rating on the Assessment of Professional Dispositions at the Advanced Level
- Approval of Portal III Educational Leadership Faculty Committee

Graduate Non-Licensure Program (Ed.S. Instructional Technology Program)

Portal I: Admission to the Program

- Completion of Graduate Admission Application
- Minimum overall cumulative 3.00 undergraduate GPA or official scores on Graduate Record Examination (GRE) or Miller Analogies Test (MAT) and Test of English as a Foreign Language (TOEFL) if applicable:
 - A minimum score of 146 on verbal and minimum 140 on quantitative on the Graduate Record Examination, or 388 on the Miller Analogies Test.
 - Scores must be no more than five years old.
 - Applicants who are non-native speakers of English must demonstrate proficiency in English and provide official results from tests taken within the last three years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs. (Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required:
 - A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
 - A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
 - Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
 - Pearson Test of English (PTE) Academic with a score of 59;
 - Cambridge CAE (Certificate of Advanced English) with a minimum level of C1;
 - Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;
 - MELAB (Michigan English Language Assessment Battery) with a score of 77;
 - TOEIC (Test of English for International Communication) with a score of 745;
 - Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three years.
- Official transcript from each school or college previously attended (all prior undergraduate academic study must be represented as well as other graduate study if such study has been completed).
- Two letters of recommendation (one from applicant's supervisor)
- Criminal Background Disclosure Statement
- Submission of a written statement of educational and career goals explaining how the Ed.S. Instructional Technology degree will be leveraged to achieve those goals.
- At least 6 credit hours of graduate coursework in Instructional Technology or related field completed within the past six years.*
 - *Applicants who do not meet criteria may be provisionally admitted but must complete two masters-level Instructional Technology courses, one of which must be EDIT 604, before enrolling in the Ed.S. coursework.
- Approval of Portal I Instructional Technology Faculty Committee.

Portal II: Admission to Field Experiences in Instructional Technology

- A minimum grade point average of 3.0 (B) is required on the total graduate program. Grades below 'B' on 12 hours of graduate work will disqualify a student for a graduate degree in the College.
- Minimum of 24 semester hours of required program coursework
- Satisfactory rating on the Assessment of Professional Dispositions at the Advanced Level
- Criminal Background Disclosure Statement
- Approval of Portal II Instructional Technology Faculty Committee

Portal III: Program Completion

- A minimum grade point average of 3.0 (B) is required on the total graduate program. Grades below 'B' on 12 hours of graduate work will disqualify a student for a graduate degree in the College.
- Satisfactory completion of all required specialized professional association (SPA) aligned key assessments
- Passing grade completion of the Field Experiences in Instructional Technology course
- Passing score on Comprehensive Examination
- Completion of Exit Survey
- Passing score on Program Portfolio
- Approval of Portal III Instructional Technology Faculty Committee

Graduate Non-Licensure Program (M.Ed. Instructional Technology Program)

Portal I: Admission to the Program

- Completion of Graduate Admission Application
- Minimum overall cumulative 3.00 undergraduate GPA or official scores on Graduate Record Examination (GRE) or Miller Analogies Test (MAT) and Test of English as a Foreign Language (TOEFL) if applicable:
 - A minimum score of 146 on verbal and minimum 140 on quantitative on the Graduate Record Examination, or 388 on the Miller Analogies Test.
 - Scores must be no more than five years old.
 - Applicants who are non-native speakers of English must demonstrate proficiency in English and provide official results from tests taken within the last three years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs. (Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required:
 - A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
 - A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
 - Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
 - Pearson Test of English (PTE) Academic with a score of 59;
 - Cambridge CAE (Certificate of Advanced English) with a minimum level of C1;
 - Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;
 - MELAB (Michigan English Language Assessment Battery) with a score of 77;
 - TOEIC (Test of English for International Communication) with a score of 745;
 - Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three years.
- Official transcript from each school or college previously attended (all prior undergraduate academic study must be represented as well as other graduate study if such study has been completed).
- Two letters of recommendation (one from applicant's supervisor)
- Criminal Background Disclosure Statement
- Approval of Portal I Instructional Technology Faculty Committee

Portal II: Admission to the Technology Training Practicum

- A minimum grade point average of 3.0 (B) is required on the total graduate program. Grades below 'B' on 12 hours of graduate work will disqualify a student for a graduate degree in the College.
- Minimum of 24 semester hours of required program coursework
- Satisfactory rating on the Assessment of Professional Dispositions at the Advanced Level
- Criminal Background Disclosure Statement
- Approval of Portal II Instructional Technology Faculty Committee

Portal III: Program Completion

- Successful completion of the Technology Training Practicum
- Successful completion of an approved program of study, (30 credit hours)
- A minimum grade point average of 3.0 (B) is required on the total graduate program. Grades below 'B' on 12 hours of graduate work will disqualify a student for a graduate degree in the College.
- Satisfactory completion of all required specialized professional association (SPA) aligned key assessments
- Passing score on Comprehensive Examination
- Completion of Exit Survey
- Passing score on Program Portfolio
- Approval of Portal III Instructional Technology Faculty Committee

Graduate Non-Licensure Program (M.Ed. Language, Literacy and Culture Program)

Portal I: Admission to the Program

- Completion of Graduate Admission Application
- Minimum overall cumulative 3.00 undergraduate GPA or official scores on Graduate Record Examination (GRE) or Miller Analogies Test (MAT) and Test of English as a Foreign Language (TOEFL) if applicable:
 - A minimum score of 146 on verbal and minimum 140 on quantitative on the Graduate Record Examination, or 388 on the Miller Analogies Test.
 - Scores must be no more than five years old.
 - Applicants who are non-native speakers of English must demonstrate proficiency in English and provide official results from tests taken within the last three years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs. (Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required:
 - A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
 - A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
 - Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
 - Pearson Test of English (PTE) Academic with a score of 59;
 - Cambridge CAE (Certificate of Advanced English) with a minimum level of C1;
 - Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;
 - MELAB (Michigan English Language Assessment Battery) with a score of 77;
 - TOEIC (Test of English for International Communication) with a score of 745;
 - Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three years.
- An official transcript from each school or college previously attended (all prior undergraduate academic study must be represented as well as other graduate study if such study has been completed)
- Two letters of recommendation (one of which should be from a supervisor in an educational setting)
- Copy of current teaching credential (license, certification, etc.)
- Criminal Background Disclosure Statement
- Approval of Portal I Language, Literacy and Culture Program Faculty Committee

Portal II: Admission to Field Experience in EDLL 620/653

- Minimum overall cumulative 3.00 program GPA
- A minimum grade point average of 3.0 (B) is required on the total graduate program. Grades below B on 12 hours of graduate work will disqualify a student for a graduate degree in the College
- Passing score on Practicum Evaluation Form
- Satisfactory rating on the Assessment of Professional Dispositions at the Advanced Level
- CCU Background Clearance
- Approval of Portal II Language, Literacy and Culture Program Faculty Committee

Portal III: Program Completion

- Completion of all coursework with minimum 3.00 GPA
- A minimum grade point average of 3.0 (B) is required on the total graduate program. Grades below B on 12 hours of graduate work will disqualify a student for a graduate degree in the College
- Satisfactory completion of all aligned key assessments
- Passing score on Program Completion Portfolio
- Satisfactory rating on the Assessment of Professional Dispositions at the Advanced Level
- Approval of Portal III Language, Literacy and Culture Program Faculty Committee

Graduate Non-Licensure Program (M.Ed. Special Education Program)

Portal I: Admission to the Program

- Completion of Graduate Admission Application
- Minimum overall cumulative 3.00 undergraduate GPA or official scores on Graduate Record Examination (GRE) or Miller Analogies Test (MAT) and Test of English as a Foreign Language (TOEFL) if applicable:
 - A minimum score of 146 on verbal and minimum 140 on quantitative on the Graduate Record Examination, or 388 on the Miller Analogies Test.
 - Scores must be no more than five years old.
 - Applicants who are non-native speakers of English must demonstrate proficiency in English and provide official results from tests taken within the last three years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs. (Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required:
 - A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
 - A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
 - Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
 - Pearson Test of English (PTE) Academic with a score of 59;
 - Cambridge CAE (Certificate of Advanced English) with a minimum level of C1;
 - Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;
 - MELAB (Michigan English Language Assessment Battery) with a score of 77;
 - TOEIC (Test of English for International Communication) with a score of 745;
 - Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three years.
- An official transcript from each school or college previously attended (all prior undergraduate academic study must be represented as well as other graduate study if such study has been completed)
- Copy of current teaching credential, if applicable
- Statement of Educational/Career Goals
- Two letters of recommendation
- Criminal Background Disclosure Statement
- Approval of Portal I Special Education Faculty Committee

Portal II: Admission to Practicum

- Minimum overall cumulative 3.00 program GPA
- A minimum grade point average of 3.0 (B) is required on the total graduate program. Grades below B on 12 hours of graduate work will disqualify a student for a graduate degree in the College
- Minimum of 9 semester hours of required program coursework
- Satisfactory rating on the Assessment of Professional Dispositions at the Advanced Level
- Criminal Background Disclosure Statement
- Approval of Portal II Special Education Faculty Committee

Portal III: Program Completion

- Completion of all coursework with minimum 3.00 GPA
- A minimum grade point average of 3.0 (B) is required on the total graduate program. Grades below B on 12 hours of graduate work will disqualify a student for a graduate degree in the College
- Completion 60 clock hours of field experiences
- Satisfactory completion of all required specialized professional association (SPA) aligned key assessments
- Completion of Exit Survey
- Approval of Portal III Special Education Faculty Committee

V. PROCEDURES FOR MONITORING CANDIDATES' PROGRESS

Initial Licensure Programs (Undergraduate):

Portal I: Each applicant applying for admission to an initial licensure undergraduate program completes a Professional Program in Teacher Education (PPTe) application during the semester prior to beginning the Junior I block of coursework. The criteria for admission to the professional program are indicated on the form. Applications are reviewed by the Portal I Committee in the SCOE at the end of each semester. Applicants who meet all requirements are approved. The Committee reviews applications with missing requirements and recommends acceptance contingent upon completion of all requirements by an established deadline prior to admission into the professional program. The Committee admits only applicants who have met all admission requirements. In some cases, the status of provisional admission is given until the end of the current semester if, for example, a candidate is currently enrolled in one of the required courses listed on the application form, or has taken the PRAXIS I exam but has not yet received the scores. The Chair of the Portal I Committee monitors completion of requirements and notifies candidates of program acceptance or denial.

Portal II: In undergraduate initial licensure programs, candidates apply for Internship to the Center for Excellence and Academic Advising the semester prior to the internship. The candidate provides personal information; the advisor verifies that academic requirements have been completed; and the Director of the Center for Excellence and Academic Advising verifies completion of field experiences and other program requirements. The applications are reviewed and approved by the SCOE Portal II Committee.

Portal III: In undergraduate initial licensure programs, University Supervisors submit evidence of candidates' completion of all requirements for the internship to the Center for Excellence and Academic Advising. The Center for Excellence and Academic Advising reviews all submitted internship materials and verifies whether internship requirements have been met by each candidate.

Portal IV: In initial licensure programs, candidates' completion of program requirements and all requirements for South Carolina licensure are verified by the Center for Excellence and Academic Advising. The Dean of the SCOE recommends candidates for licensure.

Initial Licensure Programs (Graduate):

Portal I: Each applicant applying for admission to the initial licensure graduate M.A.T. program submits an application to the Office of Graduate Studies. When all of the required materials have been received, the Office of Graduate Studies forwards the potential candidates' electronic application documents to the program for review by the M.A.T. Graduate Admissions Committee. The content advisor reviews the applicant's application to determine if all courses and other requirements have been met, then they make recommendations to the M.A.T. Graduate Admissions Committee. A decision is made by the committee to admit or reject each applicant, and a letter is sent to all applicants informing them of their admission status. The Program Coordinator monitors progression and completion of the admission process and coordinates the notification of the candidates of program acceptance or denial.

Portal II: The criteria for admission to the professional program are indicated in the portals above. Applications are reviewed by the Portal I Committee in the SCOE at the end of each semester. Applicants who meet all requirements are approved. The Committee reviews applications with missing requirements and recommends acceptance contingent upon completion of all requirements by an established deadline prior to admission into the professional program.

Portal III: Candidates in the M.A.T. program submit an application for Internship to the Center for

Excellence and Academic Advising the semester prior to the internship. The candidate provides personal information; the advisor verifies that academic requirements have been completed; and the Director of the Center for Excellence and Academic Advising verifies completion of field experiences and other program requirements. The applications are reviewed and approved by the SCOE Portal II Committee.

Portal IV: University Supervisors submit evidence of candidates' completion of all requirements for the internship to the Center for Excellence and Academic Advising. The Center for Excellence and Academic Advising reviews all submitted internship materials and verifies whether internship requirements have been met by each candidate. For all initial licensure programs, candidates' completion of program requirements and all requirements for South Carolina licensure are verified by the Center for Excellence and Academic Advising. The Dean of the SCOE recommends candidates for licensure.

Advanced Licensure Programs:

Portal I: Each applicant applying for admission to the advanced graduate M.Ed. programs submits an application to the Office of Graduate Studies. When all of the required materials have been received, the Office of Graduate Studies forwards the potential candidates' electronic application documents to the program for review by the M.Ed. in Educational Leadership Portal Committee. The program members review the applicant's application to determine if all courses and other requirements have been met. The program members for the M.Ed. in Educational Leadership work as a team in the analysis of potential candidate's application. The M.Ed. in Educational Leadership Portal Committee review the all applications for consideration of meeting the admission requirements makes the final determination on admittance. A decision is made by the committee to admit or reject each applicant, and a letter is sent to all applicants informing them of their admission status. The Program Coordinator monitors progression and completion of the admission process and coordinates the notification of the candidates of program acceptance or denial.

Portal II: Candidates for both the M.Ed. Educational Leadership and Ed.S. in Educational Leadership submit an application for Internship to the Program Coordinator. The applications are reviewed, verifies that academic requirements have been completed and approval determination is made by the Portal II Faculty Committee.

Portal III: In the advanced licensure program, candidates' completion of all requirements is verified by the program faculty. The Center for Excellence and Academic Advising verifies that candidates in the *M.Ed. Educational Leadership* program have completed all requirements for South Carolina licensure. The Dean of the SCOE recommends the candidates for licensure.

Graduate Non-Licensure Programs:

Portal I: Each applicant applying for admission to the advanced graduate M.Ed. programs submits an application to the Office of Graduate Studies. When all of the required materials have been received, the Office of Graduate Studies forwards the potential candidates' electronic application documents to the program for review by the programs. The program members review the applicant's application to determine if all courses and other requirements have been met. A decision is made by the portal committee to admit or reject each applicant, and a letter is sent to all applicants informing them of their admission status. The Program Coordinators monitor progression and completion of the admission process and coordinates the notification of the candidates of program acceptance or denial.

Portal II:

- (M.Ed. Instructional Technology): Candidates in the graduate non-licensure program meet the program specific requirements to enter the Technology Training Practicum as verified by the program faculty.
- (Ed.S. Instructional Technology): Candidates in the graduate non-licensure program meet the program specific requirements to enter the field experience in Instructional Technology as verified by the program faculty.
- (M.Ed. Language, Literacy and Culture): Candidates in the graduate non-licensure program meet the program specific requirements to field experience as verified by the program faculty.
- (M.Ed. Special Education): Candidates in the graduate non-licensure program meet the program specific requirements to internship as verified by the program faculty.

Portal III: In the graduate non-licensure programs, candidates' completion of all requirements is verified by the program faculty.

VI. USE OF TECHNOLOGY

Spadoni College of Education faculty and staff members use a variety of information technologies throughout the assessment process. These technologies support the efforts of faculty in collecting, retrieving, and analyzing data, as well as enable them to make data-informed changes to assessments, curriculum and instruction.

Data Collection

The Spadoni College of Education uses multiple systems for the purpose of collecting, analyzing, and sharing the results of analyzed data. Until August 2019, candidates in initial and advanced licensure programs were required to purchase a license for a data management system (Watermark products Livetext or Taskstream) at the beginning of their professional programs, and these systems were used and maintained throughout their professional programs. Candidates uploaded SPA and CAEP key assessment artifacts for program analysis. The data management systems also aided faculty members in compiling findings for each SPA and CAEP key assessment, which were used to analyze the strengths and weaknesses of each program. In August 2019, Moodle replaced Watermark products for the purpose of collecting assessments and rubric scores for faculty members to analyze and interpret. In August 2020, Chalk and Wire was added to Moodle as a method for collecting data in courses and providing detailed analysis to faculty members.

Annual reports for each program are then uploaded onto Campus Labs, where they are reviewed by the Assessment Committee (see section VI). Qualtrics is a system used to gather survey data from key stakeholders.

Campus Labs: Coastal Carolina University uses Campus Labs as a tool for gathering and sharing annual assessment evaluations for each program within the University. The Assessment Committee for each academic College, including the Spadoni College of Education, is responsible for reviewing the annual evaluations for each program with the College using the Campus Labs system, and providing timely feedback. Annual assessment reports identify areas of strength and weakness for each program, as well as areas for continuous improvement.

Qualtrics: Qualtrics is a full-feature, web-based tool for creating and conducting online surveys with candidates, clinical educators, employers, alumni and other stakeholders. Coastal Carolina's customized version of Qualtrics is available to select users, and enables survey managers to deploy instruments, monitor results, create reports and share findings. Qualtrics is password protected, and security measures are utilized throughout the survey process. The SCOE uses Qualtrics to gather information and feedback from Cooperating Teachers, University Supervisors, and Interns at the end of the internship experience. It is also used to survey pre-professional students and their cooperating teachers. Finally, Qualtrics is used to gather dispositional data and diversity information.

Data Retrieval

The Spadoni College of Education uses systems available university-wide to retrieve data on SPA and CAEP key assessments. Colleague is a system that provides Coastal Carolina University with administrative capabilities for enrollment, financial, instructional and human resource management; student services, institutional advancement as well as budgeting and planning. WebAdvisor for Faculty allows faculty to view and download class roster information and advisee information, perform online grading and absentee reporting, search for classes, and email classes and

advisees.

Colleague: Coastal Carolina University's Office of Institutional Research uses this information management system to maintain university-wide information, including the results of standardized tests. Candidates' Praxis scores are maintained in Datatel, and resulting reports are made available to the programs for use in continuous improvement efforts.

WebAdvisor: Faculty members use WebAdvisor to obtain course enrollement information and to post course grades. Through e-Advising, faculty members can view candidates' transcripts, schedules, PRAXIS scores, profiles, program evaluations, and other information. Candidates have the ability to monitor their academic progress electronically and are encouraged to use this ability to actively participate in the advising process. Using the web-based program evolution (Degree Audit) tool, candidates and advisors can see what portions of the degree program have been completed, and can plan coursework for the next semester prior to meeting with their advisor.

Instructional Technology

Spadoni College of Education benefits from the wide array of instructional technologies available to university faculty members. These technologies support communication, instruction, and assessment.

Moodle: Coastal Carolina University uses Moodle as its academic learning platform for communicating course-level information with students. Moodle is the primary tool for collecting assignments and assigning grades, as well as a tool for communication and discussion.

Edmentum: Edmentum's Plato courseware is designed to help learners prepare for the Praxis Core and Praxis II subject assessments. Learners take a diagnostic test, then follow an individualized, aligned curriculum. Learners can take multiple practice exams and review content using test-specific learning modules.

Other Campus Resources: Coastal Carolina University offers a variety of information technologies that support instruction and assessment at the course level, as well as trainings in the use of such technology. These include Echo 360 (lecture capture software), Smartboards, and the use of applications, including applications available through Adobe, Microsoft and Apple. Instructors across the university are encouraged to incorporate appropriate technological tools into their instruction.

VII. PROCEDURES FOR DATA COLLECTION, ANALYSIS, AND USE

Key assessment data are collected and analyzed on a regular assessment cycle, as noted in the timeline below. There are procedures in place for reviewing and analyzing Program-wide key assessments and EPP-wide key assessments. Assessment information received from students, faculty, cooperating teachers and university supervisors is entered into an electronic data collection system at the end of each semester. Praxis assessment information is received and distributed by the Office of Institutional Research.

SCOE Quality Assurance Timeline

Date or time frame	Activity	Targeted key assessments: Program or EPP level
March 15	Preliminary assessment plans for upcoming academic year due in Campus Labs Planning.	Program level key assessments
April College Faculty Meeting	Faculty are provided with time during college-wide meeting to review and analyze previous EPP-wide assessments and data and consider continuous improvement actions for the coming year.	EPP-level key assessments
May 15	Assessment information for both spring and fall semester finalized in an electronic data collection system.	Program and EPP level key assessments
May 15-Aug. 15	Coordinators conduct an initial analysis of assessment data and prepare a draft annual program report to submit to Campus Labs.	Program level key assessments (Program Coordinators) and EPP level key assessments (DPEA and Clinical Placement)
July 31	University-identified date for submission of assessment reports for the previous academic year into Campus Lab Planning.	Program level key assessments (Program Coordinators) and EPP level key assessments (DPEA and Clinical Placement)

Aug. 31-Oct. 15	Assessment Committee reviews annual reports submitted by the individual programs in Campus Labs, and provides feedback to the Program Coordinators who, in turn, share this feedback with the faculty in their programs.	Program level key assessments
Oct. 15-Nov. 15	Chair of the SCOE Assessment Committee presents a report on the annual assessment reports to the SCOE Leadership Team.	Program level key assessments
Nov. 15	Assessment plans for current academic year finalized in Campus Labs Planning.	Program level key assessments (Program Coordinators) and EPP level key assessments (DPEA and Clinical Placement)
Nov. 30	Three-year assessment summaries due in Campus Labs Planning for assigned academic units.	Program level key assessments
November College Faculty Meeting	Based on final reports submitted on Campus Labs and the College-wide Assessment Reports, the College meeting includes discussion about EPP-wide assessments and data, as well as suggest continuous improvement actions for the coming year.	EPP-wide key assessments
Nov. 15-Jan. 31	SCOE Leadership team considers any EPP-wide assessment changes, based on an analysis of data, the individual program reports, the report from the Assessment Committee, and the College-wide discussion of EPP assessment data, and presents any recommendations for change to the SCOE faculty for consideration.	EPP-wide key assessments

- Additional Review and Discussion of EPP-wide assessments occurs during monthly faculty meetings.

Program-Wide Key Assessments

Program Coordinators are responsible for collaborating with faculty members within the program to review and analyze assessment data. Programs consider the strengths and weaknesses of candidate performance based on these findings, and develop a plan for future course, key assessment or program improvement based on the assessment data. When data indicate that assessment changes are needed at the program or EPP level, there is an assessment change process in place to ensure that assessments are valid and reliable.

Annual review of program assessments are submitted on Campus Labs by July 31st of each year, and annual assessment plans with SLOs aligned to SPA standards for the current academic year are submitted to Campus Labs by November 1st. The College Assessment Committee is tasked with reviewing these annual reports, and providing feedback to the programs as needed. The University-Wide Assessment Committee is tasked with ensuring the quality of assessment reports at the University level. All assessment reports submitted by programs within the Spadoni College of Education are subject to review and feedback at both the College level and the University level to ensure that programs use their data appropriately for the purposes of continuous improvement.

SPA reporting for initial and advanced licensure programs occurs regularly on a consistent SPA cycle. South Carolina state law requires all initial and advanced licensure programs to undergo national and/or state program review and approval no later than two years following a CAEP visit. All Graduate Non-Licensure Programs are aligned to the National Board of Professional Teaching Standards, and undergo regular program review according to these standards on a consistent cycle.

EPP-wide Key Assessments

The Director of Program Evaluation and Accreditation (DPEA) is responsible for compiling the data on EPP-wide Key Assessments and drafting a College-Wide Assessment Report detailing key assessment results disaggregated by program. This report will be submitted to Campus Labs and reviewed by the Assessment Committee. CAEP key assessments related to clinical placements are collected by the Clinical Placement Office. These assessments are also presented in a report disaggregated by program and submitted to Campus Labs for review by the Assessment Committee.

Faculty members review these reports twice annually, during the College-wide faculty meetings that take place in November and April. During these faculty meetings, EPP-level key assessment instruments and previous EPP-wide data disaggregated by program are distributed to faculty for discussion. Faculty members consider continuous improvement actions based on the data gathered from the key assessments, and discuss the assessments themselves in terms of potential changes that may need to be made to the assessment instruments.

Any recommendations that pertain to EPP-level key assessments are considered by the Assessment Committee during the next available meeting. The Assessment Committee drafts recommendations for potential changes, and presents them to the SCOE Leadership Team for

review. The Leadership team reviews the recommendations and determines whether to present them to faculty for consideration at a later College-wide meeting date.

VIII. SPADONI COLLEGE OF EDUCATION ASSESSMENT COMMITTEE

The SCOE Assessment Committee was established in 2009-2010. Each college at Coastal Carolina University has a College Assessment Committee. The committee coordinates the assessment creation and approval efforts within the College while supporting the needs of the College.

Assessment Committee Membership:

- Assessment Coordinator of the SCOE (ex officio), Committee Chair
- Two (2) faculty members from each Department within the College, on staggered 3-year terms. Faculty membership is an elected position. Members may be re-elected to the committee for one (1) additional consecutive term. Membership should include a combination of graduate and undergraduate faculty representing both initial and advanced programs.
- Director of Program Evaluation and Accreditation
- Representative from the Center for Excellence and Academic Advisement
- Associate Dean, SCOE
- Department Chairs

The Committee's Charge (adapted from the University's Assessment System Handbook, Appendix F)

- Ensure a quality assurance process to verify goals, objectives, policies, and procedures of the College are aligned with the mission of the College, University, and the University's Strategic Plan as well as the needs of University and/or College accrediting bodies.
- Analyze and monitor unit-wide data to track results over time. Use results to establish priorities and make recommendations, via the Assessment Committee's role in the assessment change process.
- Continue sustained dialogue about teaching and learning that supports a culture of assessment and relies on evidence of student learning outcomes to inform actions.
- Consider initiatives and strategies to build on the assessment efforts of the College.
- Review and evaluate annual assessment reports submitted by academic programs within the College.
- Provide support for academic programs within the College that require assistance selecting meaningful assessments, analyzing assessment data to determine strengths and weaknesses, or using assessment data to inform curriculum and instruction.

The College Assessment Coordinator Charge (adapted from the University's Assessment System Handbook)

The main goal of the College Assessment Coordinator is to provide assistance to departments and involved faculty members so they might develop effective assessment plans that are aligned with the College Mission and with the University Mission, and with student learning outcomes, as well as to help them compose clear and useful assessment reports with support accountability and continuous improvement efforts.

It is recommended, if possible, that the College Assessment Coordinator be a tenured or tenure-track faculty member who has some background and interest in student learning assessment and in measures of institutional effectiveness.

This position reports to both the Associate Dean and to the Dean of the College and works in conjunction with the Associate Provost, Academic Programs, Assessment and Accreditation and with the Executive Director of Institutional Research, Assessment and Analysis.

Duties Include:

- Chair and convene the College Assessment Committee;
- Serve on the appropriate University-Wide Assessment Committee;
- Assist the Associate Dean in providing guidance for the development of assessment plans, assessment reports, and any college-wide assessment initiative;
- Assist Department Chairs (or designated faculty), as needed, with writing/revising appropriate Student Learning Outcomes (SLOs) for academic programs within the College; with establishing, monitoring and organizing effective assessment data collection of direct and indirect measures within the College; and with using assessment results for continuous improvement within the College and its Departments;
- Assist, when necessary, to help solve issues that emerge through assessment planning activities and present possible solutions for any such problems to appropriate persons;
- Act as a liaison between the College Assessment Committee, the Associate Deans, Chairs, and related faculty members in communicating decisions and reminders to the College on all assessment issues;
- Assist the Associate Dean and Chairs in making sure all assessment plans and reports are submitted by stated deadlines.

IX. PRINCIPLES OF GOOD EVIDENCE

The following has been reproduced from the CAEP Evidence Guide (Version 2.0, January, 2015) to ensure quality programmatic response.

Validity and Reliability

All measures are in some way flawed and contain an error term that may be known or unknown. In general, the greater the error, the less precise—and therefore less useful—the measure. But the level of precision needed depends on the circumstances in which the measure is applied. To be used in accreditation decisions, measures need to be founded upon reliable measurement procedures, but they also need to be designed to operate under less-than-ideal measurement conditions. Even the most rigorous measures, moreover, may not embrace the entire range of validities—construct, concurrent, and predictive.

The meaning of “validity” has evolved and has come to embrace the appropriateness of the use to which the measure is put (“consequential validity” as in Messick, 1995). This means, for example, that studies of value added measures (VAM) that explicitly consider their use as program evaluation indicators, rather than as a component of teacher or school evaluation, are more applicable for preparation program review situations.

In its data analyses to support continuous improvement and accreditation self-studies, accredited EPPs meet accepted research standards for validity and reliability of comparable measures and, among other things, rule out alternative explanations or rival interpretations of reported results.

Validity can be supported through evidence of:

- Expert validation of the items in an assessment or rating form (for convergent validity)
- A measure’s ability to predict performance on another measure (for predictive validity)
- Expert validation of performance or of artifacts (expert judgment)
- Agreement among coders or reviewers of narrative evidence.

At the heart of reliability is the question “can the evidence be corroborated?” Because all evidence is of variable or unknown quality and coverage, it should always be backed up or “triangulated” by evidence from other sources that provide results that are consistent with those already shown. These sources, which can include qualitative data as well as quantitative, should be as different from one another as possible, and the more of them that are presented, the better. A second basic question related to reliability is “can the finding be replicated?” Additional confirmation of what any evidence shows can be provided by clear documentation that would allow the finding to be replicated.

Reliability in its various forms can be supported through evidence of:

- Agreement among multiple raters of the same event or artifact (or the same candidate at different points in time).
- Stability or consistency of ratings over time.
- Evidence of internal consistency of measures.

Relevance

The measures advanced ought to be demonstrably related to a question of importance that is being investigated. This principle implies validity, but it goes beyond it by also calling for clear explanation of what any information put forward is supposed to be evidence of and why it was chosen. The

principle implies two things with respect to CAEP accreditation. First, any evidence that is advanced by an EPP for accreditation should be appropriately related to a particular CAEP Standard or Standards that the program is claiming it meets. Furthermore, multiple items or measures of evidence will ideally be brought together so that there will be information about several elements of a Standard, or portions of several Standards. Evidence that only attempts to document atomized bits of learning is discouraged. The best evidence involves forms of assessment in which candidates are asked to perform tasks similar to those they will face in their initial employment as education professionals. Second, evidence that is advanced by an EPP should be demonstrably related to desired candidate proficiencies. Candidates need opportunities to develop proficiencies that are assessed on a test and to be informed prior to its administration what is expected from them.

- The EPP curriculum and experiences should prepare candidates for what is to be tested.
- Unit and program leaders should be clear and explicit about their expectations for candidate proficiencies in relation to standards, and candidates should know and understand what those expectations are so they can effectively strive to achieve them.
- Faculty expectations may be conveyed in narrative descriptive material, perhaps including examples, in advance of any assessment.
- Faculty have a responsibility to provide clear directions covering what candidates are supposed to do, how their responses to any assessments of these expectations are to be prepared.

Representativeness

Any measure put forward should be typical of an underlying situation or condition, not an isolated case. If statistics are presented based on a sample, therefore, evidence of the extent to which the sample is representative of the overall population ought to be provided, such as the relative characteristics of the sample and the parent population. If the evidence presented is in the form of case studies or narratives, multiple instances should be documented or additional data shown to indicate how typical the examples chosen really are. CAEP holds that sampling is generally useful and desirable in generating measures efficiently. But in both sampling and reporting, care must be taken to ensure that what is claimed is typical and the evidence of representativeness must be subject to audit by a third party.

There are occasions when a "purposeful" sample is preferable or necessary, a sample that is designed to meet a particular and intentionally limited objective. This approach might be appropriate when access to data are limited, or when issues of practicality intrude. An example might be a case study that gathers P-12 student learning data or teacher observation evaluations only from a particular school district that happens to employ a significant group of the EPPs completers. In a case of this type, the EPP needs to be explicit about what part of the whole population is being represented. For example, the proportion of completers from a particular academic year who were employed by District X, spelling out how those completers were similar to, or different from, the cohort of that year's completers. In addition, such a study might be a part of a larger plan comprised of a cluster of studies that, over time, would accumulate to results that are more generally representative of completers or of hired completers.

The guiding question for this principle should always be "is the evidence drawn from situations that are typical and potentially generalizable?" All evidence should be drawn from situations that are typical. A given case study advanced as evidence should therefore be closely examined to determine if a similar case study in another situation or setting might show something else.

Cumulativeness

Measures gain credibility as additional sources or methods for generating them are employed. The resulting triangulation helps guard against the inevitable flaws associated with any one approach. The same principle applies to qualitative evidence whose “weight” is enhanced as new cases or testimonies are added and when such additions are drawn from different sources. Both imply that the entire set of measures used under a given standard should be mutually reinforcing. The EPP should provide an explanation as to the way these measures are reinforcing and, if they are not, an explanation for that lack of congruence.

Providers using qualitative methods to analyze qualitative data (e.g., candidate reflections and journals, mentor teacher qualitative feedback, etc.) should describe the method used to analyze those data. Usually this involves triangulation of the data using one or more methods. The three most frequently employed types of triangulation are described below:

- *Data Triangulation* involves using different sources of information in order to increase the validity of the study. This includes such processes as in-depth interviews with a variety of stakeholders being interviewed to determine areas of agreement or divergence. And it includes time (collecting data at various points in time), space (collecting data at more than one site), and person (collecting data at more than one level of person) triangulation.
- *Investigator Triangulation* involves using different (more than two investigators) in the analysis process. Each investigator examines the data using the same qualitative method to reach an independent determination. The findings are compared and areas of agreement and divergences are sought.
- *Methodological Triangulation* involves the use of multiple qualitative and/or quantitative methods. For example, the results from surveys are compared to focus groups and in-depth interview to determine if similar results are found.

The purpose of using triangulation is to ensure completeness and to confirm findings. In qualitative research validity and reliability are aligned with the concept of “trustworthiness.” By using triangulation, the “trustworthiness” of the findings can be confirmed or replicated.

All aspects of a preparation program from recruitment and admissions, through completion and into on-the-job performance should be informed by multiple measures. These measures will:

- Document and monitor effects of EPP admissions selection criteria.
- Monitor candidate progress.
- Monitor completer achievements.
- Monitor provider operational effectiveness.
- Demonstrate that the provider satisfies all CAEP Standards.
- Trace status and progress of the EPP on measures of program impact—
 - P-12 student learning and development,
 - Indicators of teaching effectiveness,
 - Results of employer surveys and including retention and employment milestones,
 - Results of completer surveys
- Trace status and progress of the EPP measures of program outcomes—
 - Completer or graduation rates,
 - Ability of completers to meet licensing (certification) and any additional state accreditation requirements, and
 - Ability of completers to be hired in education positions for which they are prepared.
 - Other consumer information, including student loan default rates for completers.

A first guiding question for this principle is “is the evidence theoretically grounded?” Every body of evidence is situated within a larger theoretical or conceptual framework that guides the entire investigation. Every new piece of evidence generated or applied builds upon this framework to create new understanding. For example, case descriptions of candidate teaching in a clinical setting are located within and made sense of through frameworks that describe sound teaching practice. A second guiding question is “is the evidence part of a coherent and explicit chain of reasoning?”

Sound evidence requires the development of a logical chain of reasoning from questions to empirical observations that is coherent, transparent, and persuasive to a skeptical outsider.

Fairness

Measures should be free from bias and be able to be justly applied by any potential user or observer. Potential sources of bias might be introduced by the values or beliefs of those applying the measure, such as the conviction that a particular result should be observed. Other sources of bias are situational, such as the limited perspective of an untrained observer undertaking a classroom observation or applying a rubric. In this sense, fairness is a special case of reliability: a fair measure will return the same result even if applied by different observers under different circumstances or at different points in time. With this principle in place, it follows that all evidence should be systematically reviewed to ensure fairness.

Another aspect of fairness is that a sound set of measures should respect a range of client perspectives including the program, the student, the employer, and the state or jurisdiction. Taken as a whole, a set of measures should potentially support the establishment of an informed dialogue among the appropriate parties. A statistic on the employment rates of program completers, for example, can be summarized from the candidate point of view as the probability of being placed, from the program's point of view as a placement rate, and from an employer's point of view as the proportion of job openings filled each year. To reflect stakeholder interests, moreover, proposed measures should be neither arcane nor overly academic.

Robustness

A robust body of evidence will lead to the same set of conclusions in the face of a good deal of "noise" or measurement error. Triangulation and replication will bolster the credibility of any set of measures in this respect. A guiding question here should be, "is the evidence direct and compelling?" Evidence should be directly related to the underlying condition or phenomenon under investigation. For example, if the effectiveness of candidate preparation is the object, student testimony through surveys indicating that they feel that they have received effective preparation should not be the only form of evidence submitted.

All measures are also to some extent vulnerable to manipulation. This is one reason to insist upon triangulation and mutual reinforcement across the measures used under each Standard. For example, program graduation and licensure passage rates depend a great deal on which students are included in the denominator. Because the incentives to perform well on such measures are considerable, programs may identify ways to construct these denominators that yield maximum values on these measures regardless of what they are actually doing.

Actionability

Good measures, finally, should provide programs with specific guidance for action and improvement. Many promising measures fail simply because they are too expensive, too complex, too time consuming, or too politically costly to implement. Often, the simplest are best, even if they seem less technically attractive. A guiding question here is "why is the evidence important? The intent of the evidence presented should be clear and the evidence should directly suggest program improvements. For example, the potential results of a given case study should be important or significant enough to trigger actions to modify the program.

Actionability also depends on the evidence having clear standards of comparison. Without clear standards of comparison, the interpretation of any measure is subject to considerable doubt.

Measures can be compared across programs, against peers, against established “best practices,” against established goals, against national or state norms, or over time. For every measure under each Standard, CAEP should be able to indicate an appropriate benchmark against which a given program’s performance can be judged. This principle also suggests that any measure should be able to be disaggregated to reveal underlying patterns of strength and weakness or to uncover populations who could be served more effectively. Finally, the measures provided should be reflectively analyzed and interpreted to reveal specific implications for the program.

In addition to CAEP’s evidence guidelines, the SCOE also uses the following strategies.

- The unit ensures that the assessments are aligned with the unit’s conceptual framework, and that the ADEPT, NBPTS, InTASC, PADEPP, and SPA standards are reflected in syllabi and key assessments, as appropriate.
- All evidence gathered is *intentional and purposeful*; and is deliberately posed to assist both the institution and all stakeholders in reaching appropriate conclusions for programmatic improvement.
- All evidence utilized by the programs entails *interpretation and reflection*; and is thoughtfully considered and advanced by qualified faculty and staff. Conclusions are drawn for improvement and advancement of the programs.
- All evidence is *integrated and holistic* and internally reviewed by all stakeholders on an annual basis. The data is taken and disseminated on the overall context in which it is presented.
- Evidence gathered is both *qualitative and quantitative* and all information is not limited to numeric forms of measurement.
- Evidence gathered is both *direct and indirect* and taps into a body of information that is readily available to both the faculty and staff.

X. Appendices:

Appendix 1: EPP-Wide Key Assessments

Appendix 2: Key Assessment Tables by Program:

Initial Licensure (undergraduate) Programs,

Initial Licensure (graduate) Programs

Advanced Licensure Programs

Graduate Non-Licensure Programs

Appendix 3: Key Assessment Change Processes

Appendix 4: Assessment Definitions for the Spadoni College of Education

Appendix 5: Assessment Acronyms for the Spadoni College of Education

Appendix 6: Standards Alignment Quick Reference Guide

Appendix 1: EPP-Wide Key Assessments

Initial Level EPP-Wide Key Assessments		
NAME		STANDARD ALIGNMENT
		InTASC
1	Praxis II	4,5
2	Praxis PLT	1-3,6-10
3	South Carolina Teaching Standards (SCTS) 4.0 Rubric	1-10
4	Conceptual Framework Evaluation	1-10
5	Teacher Work Sample	1-8
6	SCOE Lesson Plan	1-8
7	Assessment of Teacher Candidate Professional Dispositions	9-10

NAME	EDEC	EDEL	MGED	PE	SPED	MAT ENG	MAT Math	MAT Science	MAT SS
1. Praxis II	PRAXIS REPORT (Prior to Internship/ Student Teaching)								
2. Praxis PLT	PRAXIS REPORT (During Internship/ Student Teaching)								
3. ADEPT Evaluation	Internship/ Student Teaching								
4. Conceptual Framework Evaluation	Internship/ Student Teaching								
5. Teacher Work Sample	Internship/ Student Teaching								
6. SCOE Lesson Plan	EDEC 420	EDEL 481	EDML 445	EDPE 412	EDSP 410	EDSC 547	EDSC 552	EDSC 553	EDSC 549
7. Disposition Form	Internship/ Student Teaching								

Advanced Level EPP-Wide Key Assessments		
NAME		STANDARD ALIGNMENT
		InTASC
1	Praxis II Educational Leadership-Administration and Supervision	4,5
2	Assessment of Professional Dispositions	9-10

NAME	M.Ed. Educational Leadership	Ed.S. Educational Leadership
1. Praxis II	PRAXIS REPORT (Taken during Internship II)	
7. Disposition Form	Internships I and II	

Appendix 2: Key Assessment Tables by Program

SPA Assessments Initial Programs	Early Childhood	Elementary	Middle Level	Physical Education	Special Education
1. State Licensure Test for Content	PRAXIS II Content Exam	PRAXIS II Content Exams	PRAXIS II Content Exams	PRAXIS II Content Exam	PRAXIS II Content Exam
2. Assessment of Content Knowledge	Clinical Observation <i>EDEC 332</i>	Content Knowledge Review Form	PRAXIS PLT Exam	Digital Movement Analysis Project (DMAP) <i>EDPE 412</i>	Philosophy of Special Education Paper <i>EDSP 320</i>
3. Assessment of Ability to Plan Instruction	Teacher Work Sample Sections 1, 2, & 4 <i>EDEC 496</i>	Integrated Social studies Centers <i>EDEL 486</i> ; Mathematics and Science Lesson Plan <i>EDEL 481</i> , <i>EDEL 488</i>	Teacher Work Sample Sections 1-4 <i>EDML 458</i>	Teacher Work Sample Sections 1-2 <i>EDPE 479</i>	IEP Project <i>EDSP 414</i>
4. Assessment of Student Teaching/Internship	Internship Summative Evaluation <i>EDEC 466</i>	Internship Summative Evaluation <i>EDEL 467</i>	Internship Summative Evaluation <i>EDML 468</i>	Internship Summative Evaluation <i>EDPE 479</i>	Internship Summative Evaluation <i>EDSP 450</i>
5. Assessment of Candidate Impact on Student Learning	Teacher Work Sample Sections 3 & 6 <i>EDEC 496</i>	Teacher Work Sample Sections 1-8 <i>EDEL 496</i>	Teacher Work Sample Sections 5-7 <i>EDML 458</i>	Teacher Work Sample Sections 3-7 <i>EDPE 479</i>	Teacher Work Sample Sections 3, 6, & 7 <i>EDSP 420</i>

6. Other Assessment(s) Addressing SPA Standards	Teacher Work Sample Section 8 <i>EDEC 496</i>	Candidate Interaction with Student Assignment <i>EDEL 481</i>	Classroom Management Plan <i>EDML 425</i>	Internship SCOE and Log of Activities (EDPE 479)	Curriculum Based Measure EDSP 410
7. Other Assessment (s) Addressing SPA Standards (optional for some SPAs)	Literacy Development Lesson Plan <i>EDLL 422</i>	Not Applicable	"This I Believe..." Philosophy on Middle Level Teaching <i>EDML 441</i>	Skill-based Assessment EDPE 410, EDPE 412	Functional Behavior Assessment EDSP 412
8. Other Assessment (s) Addressing SPA Standards (optional for some SPAs)	Teacher Work Sample Sections 5 & 7 <i>EDEC 496</i>	Not Applicable	Statement on Teaching & Impact on Content Area(s) <i>EDML 445</i>	Fitness-Based Assessment of Candidates EDPE 410, EDPE 412	Not Applicable

SPA Assessments Initial MAT Programs	MAT English	MAT Mathematics	MAT Music	MAT Science	MAT Social Studies
1. State Licensure Test for Content Knowledge	PRAXIS II Content Exam	PRAXIS II Content Exam	PRAXIS II Content Exam	PRAXIS II Content Exam	PRAXIS II Content Exam
2. Assessment of Content Knowledge	Transcript/GPA Review	Transcript/Content Grades Analysis	Transcripts/Audition	GPA and Course Content Analysis	Transcript/Content Grades Analysis

3. Assessment of Ability to Plan Instruction	Instructional Design Portfolio <i>EDSC 547</i>	Teacher Work Sample Sections 1-4 <i>EDSC 552</i>	Thematic Unit <i>MUED 551</i>	Unit Planning Assignments <i>EDSC 553</i>	Create an Inquiry Assignment <i>EDSC 549</i>
4. Assessment of Student Teaching/ Internship	Internship Summative Evaluation <i>EDSC 590</i>	Internship Summative Evaluation <i>EDSC 590</i>	Internship Summative Evaluation/ ADEPT <i>EDSC 590</i>	Internship Summative Evaluation <i>EDSC 590</i>	Internship Summative Evaluation <i>EDSC 590</i>
5. Assessment of Candidate Impact on Student Learning	Teacher Work Sample Sections 5-7 <i>EDSC 580</i>	Teacher Work Sample Sections 5-7 <i>EDSC 580</i>	Teacher Work Sample Sections 5-7 <i>EDSC 580</i>	Teacher Work Sample Sections 1-7 <i>EDSC 580</i>	Teacher Work Sample <i>EDSC 580</i>
6. Other Assessment(s) Addressing SPA Standards	Teaching Philosophy <i>EDSC 547</i>	Portfolio <i>EDSC 580</i>	Not Applicable	Bioethical & Safe Science Teaching <i>EDSC 553/EDSC 590</i>	Informed Action Project <i>EDSC 549</i> <i>EDSC 580</i>
7. Other Assessment Addressing SPA Standards (optional for some SPAs)	PRAXIS PLT <i>EDSC 590</i>	Not Applicable	Not Applicable	Knowledge of Skills & Teaching Assessment <i>EDSC 553/EDSC 590</i>	Inquiry Assignment <i>EDSC 549</i>

8. Other Assessment Addressing SPA Standards (optional for some SPAs)	Not Applicable	Not Applicable	Not Applicable	Nature of Science Assessment <i>EDSC 553/EDSC 590</i>	Not Applicable
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Key Assessments for Advanced Licensure Programs

M.Ed. Educational Leadership	
1. State Licensure Test for Content Knowledge	PRAXIS II Content Exam
2. Assessment of Content Knowledge	Comprehensive Examination (EDAD 694-697)
3. Assessment of Ability to Plan Instruction	Observation and Conference Project (EDAD 660)
4. Assessment of Student Teaching/Internship	Internship Evaluations (EDAD 694-697)
5. Assessment of Candidate Impact on Student Learning	School Improvement/Performance Plan (EDAD 689)
6. Other Assessment(s) Addressing SPA Standards	School Community Relations Project (EDAD 680)
7. Other Assessment(s) Addressing SPA Standards	Internship Portfolio (EDAD 694-697)

Ed.S. Educational Leadership Key Assessments	
1. Assessment of Content Knowledge	Comprehensive Examination (End of Core Courses)
2. Assessment of Student Learning	Longitudinal Observational Project of Politics and Policy at School Board Meetings (EDAD 780)
3. Assessment of Student Learning	Curriculum Analysis Project (EDAD 760)
4. Assessment of Student Teaching/Internship	Internship Evaluations (EDAD 794-795)
5. Assessment of Candidate Impact on Organizations	District Improvement Change to Support Student Learning (EDAD 789)
6. Other Assessment(s) Addressing SPA Standards	Public Relations Project (EDAD 777)

Key Assessments for Graduate Non-Licensure Programs

M.Ed. Instructional Technology	
Student Learning Outcomes	Program Assessment
Develop and demonstrate understanding of instructional technology tools, systems, and operations that improve classroom, blended and online instruction.	#1 Inventory Exam (<i>EDIT 604</i>) #2 Instructional Design Project (<i>EDIT 610</i>) #8 Comprehensive Exam (<i>EDIT 690</i>)
Evaluate historical and emerging practices to plan, design, develop, implement and manage innovative digital learning materials, experiences and environments.	#3 Multimedia Project (<i>EDIT 630</i>) #4 Instructional Video Project (<i>EDIT 640</i>) #5 Online Course (<i>EDIT 650</i>) #7 Professional Portfolio (<i>EDIT 690</i>) #8 Comprehensive Exam (<i>EDIT 690</i>)
Analyze and select instructional strategies that leverage technology to facilitate effective assessment and evaluation practices for varied instructional contexts.	#6 Assessment Project (<i>EDIT 677</i>) #7 Professional Portfolio (<i>EDIT 690</i>) #8 Comprehensive Exam (<i>EDIT 690</i>)
Explore social, ethical and legal issues relevant to instructional technology, and develop student abilities to apply that knowledge to improve instructional design.	#1 Inventory Exam (<i>EDIT 604</i>) #2 Instructional Design Project (<i>EDIT 610</i>) #8 Comprehensive Exam (<i>EDIT 690</i>)
Demonstrate instructional technology leadership and collaboration skills to serve professional audiences with real-world learning needs.	#7 Professional Portfolio (<i>EDIT 690</i>)

Ed.S. Instructional Technology	
Student Learning Outcomes	Program Assessment
Demonstrate advanced knowledge, skills and dispositions relevant to the utilization and management of technologies to support teaching and learning.	#6 Comprehensive Exam (<i>EDIT 780</i>) #7 Professional Portfolio (<i>EDIT 780</i>)
Apply principles of instructional design, multimedia design and learning theory to develop instructional materials, strategies, systems and assessments that leverage instructional technologies to improve learner performance.	#1 Digital Learning Object (<i>EDIT 740</i>) #2 Digital Learning Object (<i>EDIT 744</i>) #3 Instructional System (<i>EDIT 750</i>)
Apply deep understanding of societal issues of evolving digital culture to promote legal and ethical practices relevant to the integration of technology in teaching and learning.	#6 Comprehensive Exam (<i>EDIT 780</i>)
Demonstrate visionary leadership to plan, implement and manage the integration of technology to promote positive transformational change in an instructional setting.	#4 Technology Improvement Plan (<i>EDIT 760</i>) #5 Technology Leadership Project (<i>EDIT 770</i>)
Evaluate the impact of technology integration and professional development on instructional practice and learner performance.	#5 Technology Leadership Project (<i>EDIT 770</i>)

M.Ed. Language, Literacy, and Culture	
Demonstrate advanced instructional techniques for developing PK-12 students' reading, writing, and speaking skills.	#1 Materials and Strategies Project (EDLL 608)
Apply research methodologies to analyze literacy instruction provided to PK-12 students.	#2 Project: Developing Campus Literacy Programs (EDLL 621)
Use a critical pedagogical lens to analyze current curricula and materials being used to educate PK-12 students.	#3 Text Selection and Evaluation Activity (EDLL 616/617)
Analyze current literacy trends and theories from a socio-historical perspective.	#4 Literature Review: Theoretical, Historical, & Cultural Impacts on the Role of the Reading/Literacy Specialist (EDLL 600)
Additional Assessment that addresses ILA standards	#5 Program Completion Portfolio (EDLL 606)
Additional Assessment that addresses ILA standards	#6 Assessing Students' Literacy Skills Project (EDLL 604)

M.Ed. Special Education	
Student Learning Outcomes	Program Assessment
Licensure assessment, or other content-based assessment	#1 Essay #2 related to IEP and FAPE (EDSP 635)
Assessment of content knowledge in special education	#2 Philosophy of Education (EDSP 615, 681, 691, 671).
Assessment of candidate ability to plan instruction	#3 IDP Instructional Design (EDSP 606)
Assessment of candidate effect on student learning	#4 Teacher Work Sample (EDSP 697)
Additional assessment that addresses CEC standards	#5 Functional Behavior Assessment (EDSP 640)
Additional assessment that addresses CEC standards	#6 Curriculum Based Measure (EDSP 641)

Ph.D. in Education	
Student Learning Outcomes	Program Assessment
Students develop critical thinking skills that allow them to see the integrative connections between disciplinary fields in their area of specialization.	#1 Research Article Intro - Second Draft (<i>EDUC 800</i>)
Students develop a regional perspective of a need for improvement and become a change-agent within the region by analyzing and providing a resolution or awareness of the concern.	#2 Exploratory Sequential Study - Part III (<i>EDUC 825</i>)
Students develop an understanding and skills to perform mixed method research that provides data-driven analysis and results to make substantive changes within the regional community.	#2 Exploratory Sequential Study - Part III (<i>EDUC 825</i>)
Students develop an awareness of diversity (i.e., people, cultures, ideas, and etc.) which may have an impact on PK-20, and appreciate the importance of engaging in lifelong interdisciplinary learning to become informed and responsible change agents within their community.	#3 Theory Application Paper (<i>EDUC 800</i>)
Students learn to develop linkages between their interdisciplinary intellectual inquiries and their own ethical positions in terms of contemporary challenges facing students, schools, communities, and societies.	#4 "Who Are You" Reflection (<i>EDUC 825</i>)

Appendix 3: Key Assessment Change Processes

Process for Changing SPA Assessments

1. Faculty develop assessment with the support of the Program Coordinator.
2. Program Coordinator submits assessment to the Department Chair for review and approval. The Chair notifies the Program Coordinator and faculty member either of approval to move the assessment forward or of the need for revisions.
3. Faculty submits assessment to the Assessment Committee for review and approval. The Assessment Committee reviews for rubric clarity and alignment to the following standards:

Program Type	Standards required
Initial Licensure	SPA, ADEPT, InTASC, ISTE, Conceptual Framework
Graduate Licensure	SPA, ADEPT, InTASC, ISTE, Conceptual Framework, PADEPP, (suggested: NBPTS)
Graduate Non-licensure	ADEPT, InTASC, ISTE, Conceptual Framework

4. The Assessment Committee Chair notifies the Program Coordinator and faculty member either of approval to move the assessment forward or of the need for revisions.
5. Faculty notifies their administrative assistant of the approved assessment and need for inclusion in the data management system.
6. The Director of Program Evaluation and Accreditation assists the faculty member in establishing validity and reliability of the new assessment within a year of approval.

Process for Changing EPP-Wide Assessments

1. Proposed EPP Assessment revision is submitted to both the Assessment and Curriculum Committee Chairs for review.
2. The Curriculum Committee reviews the proposal for alignment to the standards listed above, as well as applicable state standards (e.g. EEDA, Safe Schools, and the Code of Conduct standards), the College curriculum, and the College strategic plan. The Chair of the Curriculum Committee notifies the submitter either of approval to move the assessment forward or of the need for revisions.
3. The Assessment Committee reviews the proposal using an appropriate framework, such as the CAEP Evaluation Framework for EPP-Created Assessments. The Chair of the Assessment Committee notifies the submitter either of approval to move the assessment forward or of the need for revisions.
4. The Leadership Team reviews the proposal for appropriateness, duplication, and practical application. The Chair of the Leadership Team notifies the submitter either of approval to move the assessment forward for a faculty-wide vote or of the need for revisions.
5. The proposal is presented to TEAC to inform them of the proposed EPP-wide assessment and to request feedback before the final vote.
6. Faculty review and vote on adopting the proposed assessment.
7. The Director of Program Evaluation and Accreditation oversees training and establishes validity and reliability to maintain consistency in scoring procedures within a year of approval.

Appendix 4: Assessment Definitions for the Spadoni College of Education

*Accuracy in Assessment: **

The assurance that key assessments are of the appropriate type and content such that they measure what they purport to measure. To this end, the assessments should be aligned with the standards and/or learning proficiencies that they are designed to measure.

*Actionability: ***

Measures that provide EPPs with specific guidance for action and improvement.

*Assessment: **

An evaluated activity or task used by a program or unit to determine the extent to which specific learning proficiencies, outcomes or standards have been mastered by candidates. Assessments usually include an instrument that details the task or activity and a scoring guide used to evaluate the task or activity.

*Assessment Data: **

Quantified information communicating the results of an evaluative activity or task designed to determine the extent to which candidates meet specific learning proficiencies, outcomes, or standards.

*Avoidance of Bias in Assessment: **

The assurance that the unit has addressed any contextual distractions and/or problems with key assessment instruments that introduce sources of bias and thus adversely influence candidate performance. Contextual distractions include inappropriate noise, poor lighting, discomfort, and the lack of proper equipment. Problems with assessments include missing or vague instructions, poorly worded questions, and poorly reproduced copies that make reading difficult.

*Benchmarks: ***

Clear standards and percentages of comparison, any measure that is compared across programs, against peers, against established “best practices” so an Educator Preparation Program’s performance can be judged.

*Consistency in Assessment: **

The assurance that key assessments produce dependable results or results that would remain constant on repeated trials. Institutions can document consistency through providing training for raters that promote similar scoring patterns, using multiple raters, conducting simple studies of inter-rater reliability, and/or comparing results to other internal or external assessments that measure comparable knowledge, skills, and/or professional dispositions.

*Cumulativeness: ***

All measures are credible due to alternative and additional sources or methods for generation

that are employed.

*Fairness in Assessment: **

The assurance that candidates have been exposed to the knowledge, skills, and dispositions that are being evaluated in key assessments and understand what is expected of them to complete the assessments. To this end, instructions and timing of the assessments should be clearly stated and shared with candidates. In addition, candidates should be given information on how the assessments are scored and how they count toward completion of programs.

Key Assessment:

An assessment required by a program or by the unit to determine the extent to which the candidate has mastered specific proficiencies or outcomes as designated by NCATE/CAEP, SPA, and/or State standards.

Program e-Portfolio:

Housed within LiveText, each program has an e-portfolio maintained by the LiveText Coordinator that serves as a central area for access to program key assessments, assessment data, TEAL Online reports, SPA reports, and any other assessment related information.

*Relevance in Assessment: ***

The measures advanced are demonstrably related to a question of importance that is being investigated. This implies validity, but goes beyond it by also calling for clear explanation of what any information put forward is supposed to be and why it was chosen.

*Representativeness: ***

Measures put forward that are typical of an underlying situation or condition, not an isolated case. All evidence is based on a sample, whether random or otherwise, therefore, evidence of the representative sample is provided, such as the relative characteristics of the sample and the parent population.

*Validity ***

The assurance that the unit has checked “the extent to which evidence and theory support the interpretation of test scores” (*Mesick, 1989; American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 1999*).

*Verifiability: ***

The validity of any measure is subjected to independent verification. A process is put in place to examine the current value of a measure and ensure that it is replicable.

Definitions adapted from:

*National Council for Accreditation of Teacher Education. (2008). *Professional standards for the accreditation of teacher preparation institutions*. Washington, DC: Author.

**Ewell, P. (2013) *Principles for measures used in the CAEP accreditation process*. Washington, DC: CAEP. Retrieved from <http://caepnet.files.wordpress.com/2012/12/caep-measure-principles.pdf>.

Appendix 5: Acronyms for the Spadoni College of Education

ACEI	Association for Childhood Education International
ADEPT	Assisting, Developing, and Evaluating Professional Teaching
AIMS	Assessment Information Management System
AMLE	Association for Middle Level Education
APS	ADEPT Performance Standards
CAEP	Council for the Accreditation of Educator Preparation
CEC	Council for Exceptional Children
CF	Conceptual Framework
CHE	Commission on Higher Education
Ed.S	Educational Specialist
EEDA	Education and Economic Development Act
ELCC	Educational Leadership Constituent Council
EPP	Educator Preparation Program
GPA	Grade Point Average
GRE	Graduate Record Examination
InTASC	Interstate Teacher Assessment and Support Consortium
ISTE	International Society for Technology in Education
M.A.T	Master of Arts in Teaching
M.Ed	Master of Education
NAEYC	National Association for the Education of Young Children
NASAD	National Association of Schools of Art and Design
NASM	National Association of Schools of Music
NASPE	National Association for Sport and Physical Education

NBPTS	National Board for Professional Teaching Standards
NCATE	National Council for Accreditation of Teacher Education
NCSS	National Council for the Social Studies
NCTE	National Council of Teachers of English
NCTM	National Council of Teachers of Mathematics
NETS-A	National Educational Technology Standards for Administrators
NETS-E.	National Educational Technology Standards for Teachers
NSTA	National Science Teachers Association
PADEPP	Program for Assisting, Developing, and Evaluating Principal Performance
PSTE	Professional Program in Teacher Education
SACS	Southern Association of Colleges and Schools
SAFE-T	Summative ADEPT Formal Evaluation of Teachers
SCOE	Spadoni College of Education
SES	Socioeconomic Status
SLED	South Carolina Law Enforcement Division
SLO	Student Learning Outcome
SPA	Specialized Professional Association
TWS	Teacher Work Sample

Appendix 6: Standards Alignment Quick Reference Guide

ADEPT	SCOE CF	InTASC Standards
APS	1.1, 1.2, 2.2	1b, 1e, 1f, 1h, 2a, 2b, 2e, 7d, 7i, 7j, 7n, 7o, 7q, 8l, 8p, 9c, 9h
APS 1.B	1.2	1e, 1f, 2a, 7g, 7o, 7q
APS 1.C	1.2	7c, 7o, 7q
APS	1.2, 2.2	4i, 6a, 6b, 6g, 6i, 6j, 6k, 6r, 6t, 7o, 7q
APS 1.E	1.2	7o, 7q
APS	1.2	4n, 7g, 7i, 7j, 8l, 9h
APS	1.2	1b, 1e, 1g, 2f, 2g, 4f, 7a, 7b, 7c, 7h, 7i, 7j, 7k, 8a
APS	1.2, 2.2, 5.1, 5.2	1i, 6c, 6l, 7d, 7f, 7l, 7p, 8s, 9c, 9h
APS	1.5, 3.2, 5.2	1j, 4i, 6a, 6b, 6g, 6h, 6i, 6j, 6k, 6p, 6u
APS	1.5, 2.2, 3.2, 5.1	1a, 1i, 1j, 6c, 6l, 6r, 6t, 7d, 7f, 7l, 8p, 8s, 9c, 9h
APS	1.5, 2.2, 3.2, 5.1	1j, 6l, 6o, 7l, 7p
APS	4.2	2j, 2l, 8l, 9l
APS	4.2	2j, 2l, 3i, 7b
APS	1.3, 4.2	2l, 3b, 3e, 3i, 3o, 6d, 6f, 6m, 6q, 8b, 10q
APS	1.1, 2.1, 3.1, 3.2	1d, 2a, 2b, 2c, 2g, 2h, 2i, 3g, 3m, 4d, 4f, 5h, 5m, 5n, 7b, 8a, 8f, 8g,
APS 5.B	1.1, 1.3, 2.1, 3.1, 3.2	1d, 2a, 2b, 2c, 2h, 2i, 2k, 3b, 3g, 3h, 3j, 3m, 4b, 4c, 4f, 5a, 5b, 5c, 5d, 5h, 5k, 5p, 7a, 8a, 8d, 8e, 8a, 8h, 8k, 8l, 8n, 9d
APS	1.1, 3.1, 3.2	1d, 2a, 2b, 2c, 3d, 3g, 3m, 4b, 4c, 4g, 5h, 5l, 8k
APS	1.1, 1.2, 3.1, 3.2	4a, 4e, 4f, 4j, 4l, 4o, 5q
APS	1.1, 1.2, 3.1, 3.2	1d, 2d, 2k, 4a, 4b, 4c, 4m, 4p, 4q, 5e, 5g
APS 6.C	1.1, 1.2, 3.1, 3.2	2d, 4a, 4d, 4h, 4k, 4m, 4n, 4p, 4r, 5a, 5b, 5d, 5e, 5f, 5i, 5k, 5m, 5n, 5o, 7a, 7c, 8e, 8f, 8i, 8s
APS	1.5, 3.1, 3.2	1a, 3r, 6a, 6e, 6g, 6i, 6j, 6k, 6r, 6t, 7c, 8b, 8i
APS	1.5, 3.1, 3.2	2b, 2h, 2i, 3l, 4e, 6c, 6l, 6q, 7d, 7f, 7l, 8b, 8f, 8j, 8l, 8p, 8s
APS	1.5, 3.1, 3.2	6d, 6l, 6m, 6n, 6s, 7l
APS	1.4, 3.1	3a
APS	1.4, 3.1, 4.1, 4.2	1h, 2m, 2n, 2o, 3c, 3f, 3k, 3l, 3p, 3q, 3r, 9i
APS	1.3, 1.4, 2.1, 3.1	1k, 3a, 3d, 3e, 3h, 3k, 3n, 3o, 3p, 3q, 3r, 5s, 6f, 8c
APS	1.4, 4.1	n/a
APS	1.4	3j
APS	1.4	n/a
APS	4.3	1c, 3n, 3p, 3q, 4r, 7e, 7m, 7o, 8c, 8s, 9d, 10b, 10d, 10e, 10j, 10o
APS	4.3	3c, 5r, 10a, 10c, 10l, 10o, 10p

APS	4.3	8m, 8q, 9i, 10g, 10m, 10n, 10q
APS	4.1, 4.2	6v, 9a, 9f, 9j, 9o
APS	4.3, 5.1	4o, 5q, 7o, 8r, 9b, 9e, 9g, 9k, 9l, 9m, 9n, 10f, 10h, 10i, 10k, 10r, 10s,