**Expected Outcomes: Committed Professionals**

Advanced (EdS) Professionals are committed to students and their learning. (Aligned with National Board for Professional Teaching Standards NBPTS Core Proposition 1). Successful candidates for the degree award demonstrate commitment to students and their learning by making knowledge accessible to all students, treating students equitably, showing understanding of how students learn and develop, respecting familial and cultural distinctions, displaying concern for each student's self-concept as well as the development of character and civic responsibility.

**Assessment methods**

**Method: Advanced Inventory of Candidate Proficiencies**

The inventory of candidate proficiencies was developed to reflect the College's Conceptual Framework. The rating scale is 4=Exemplary, 3=Competent, 2=Approaching Competence, and 1=Poor.

**Findings:**

Four items (item numbers 8, 9, 10, and 11) on the Advanced ICP measure candidates/completers commitment to their field. These evaluations are completed by University Faculty. The aggregated results are based upon N=18 EdS 2011-12 completers. Engage in responsible and ethical professional practices - Mean = 3.56, SD = .5. Contribute to collaborative learning communities - Mean = 3.5, SD = .5. Demonstrate a commitment to Diversity; understand and appreciate the diversity of and within societies of the United States and the world - Mean = 3.5, SD = .5. Model and nurture intellectual vitality - Mean = 3.41, SD = .49.

**How did you use findings for improvement?**

ICP - Competence findings are collaboratively discussed/reviewed at Faculty meetings and by smaller Faculty groups with focus on item articulation interpretation relative to courses/practica (and curriculum in general), and means by which to continue improvement to Exemplary. Begin working on assessment instrument as related to EDUCATE Alabama.

**Additional comments:**

None.

**Method: Professional Work Sample**

Entails Planning, implementation, reflection, and analysis components. Poor 1 - Performance is far below expectations. Approaching Competence 2 - Performance sometimes meets expectations but is inconsistent. Competent 3 - Performance meets and sometimes exceeds expectations. Exemplary 4 - Performance far exceeds expectations; consistency is evident.

**Findings:**

One item on the PWS measures candidates/completers as a committed professional. These evaluations are completed by University Faculty. The aggregated results are based upon a total of N=8 EdS 2011-12 completers. Analysis Component: Exemplary Definition - Assesses student learning, client progress, and/or the learning environment accurately and insightfully.
Makes well-reasoned and insightful decisions regarding ways to ensure the success of all learners. Demonstrates in-depth understanding of collecting-using progress monitoring data. Exhibits deep knowledge/commitment to assessment policies and principles - Mean = 2.75, SD=.66. 5 of 8 (62.5%) EdS completers were competent or exemplary.

How did you use findings for improvement?

PWS - Committed professional findings are collaboratively discussed/reviewed at Faculty meetings and by smaller Faculty groups with focus on item articulation interpretation relative to courses/practica (and curriculum in general), and means by which to continue improvement to Exemplary. PWS data collection and PWS artifact submission and feedback to students as well as ease of rubric use which is being enhanced by data management system, Tk20. (First year implementation.)

Additional comments:

None.

Expected Outcomes: Competent Professionals

Advanced (EdS) Professionals are Competent. (Aligned with National Board for Professional Teaching Standards NBPTS Core Proposition 2). They possess Subject Knowledge and Know How To Teach Those Subjects - Successful candidates for the degree award demonstrate mastery over the subjects they teach, display skill in teaching those subjects, show understanding of their students' skill gaps and preconceptions, and utilize diverse instructional strategies.

Assessment methods

Method: Advanced Inventory of Candidate Proficiencies

The inventory of candidate proficiencies was developed to reflect the College's Conceptual Framework. The rating scale is 4-Exemplary, 3-Competent, 2-Approaching Competence, and 1-Poor

Findings:

Seven items on the Advanced ICP measure candidates/completers commitment to their field. These evaluations are completed by University Faculty. The aggregated results are based upon N=18 EdS 2011-12 completers. Know their content - Mean= 3.61, SD=.49. Apply their content knowledge in practice - Mean=3.5, SD=.50. Read critically - Mean=3.22, SD=.53. Demonstrate information literacy - Mean=3.44, SD=.5. Communicate effectively - Mean=3.44, SD=.5. Use or conduct research - Mean=3.22, SD=.63. Use technology in appropriate ways - Mean=3.78, SD=.42.

How did you use findings for improvement?

ICP - Competence findings are collaboratively discussed/reviewed at Faculty meetings and by smaller Faculty groups with focus on item articulation interpretation relative to courses/practica (and curriculum in general), and means by which to continue improvement to Exemplary. More specifically, EdS course and research data analysis integration is a continued topic of discussion.

Additional comments:

None.

Method: Professional Work Sample
Entails Planning, implementation, reflection, and analysis components. Poor 1 - Performance is far below expectations. Approaching Competence 2 - Performance sometimes meets expectations but is inconsistent. Competent 3 - Performance meets and sometimes exceeds expectations. Exemplary 4 - Performance far exceeds expectations; consistency is evident.

Findings:

Two items on the PWS measures candidates/completers as a Competent professional. These evaluations are completed by University Faculty. The aggregated results are based upon N=8 EdS 2011-12 completers. Planning component: Exemplary definition - Shows in-depth understandings of how to select instructional strategies appropriate for the content, the learners, and the goals. Applies current research in thoughtful ways. Demonstrates strong understanding of outcomes-assessment. Draws in insightful ways on students’ prior experiences/contexts - Mean = 2.88, SD = .78. Implementation Component: Exemplary - demonstrates in-depth understanding of subject matter or principles/concepts related to professional practice. Mean = 2.88, SD = .60.

How did you use findings for improvement?

PWS - Competence findings are collaboratively discussed/reviewed at Faculty meetings and by smaller Faculty groups with focus on item articulation interpretation relative to courses/practica (and curriculum in general), and means by which to continue improvement to Exemplary. More specifically, further refinement with EdS projects via more face-to-face engagement is atopic of discussion. PWS data collection and PWS artifact submission and feedback to students as well as ease of rubric use which is being enhanced by new data management system, Tk20.

Additional comments:

None.

Method: Graduate Comprehensive Exam

The Graduate Comprehensive Exam is premised on content knowledge and the application of content knowledge.

Findings:

There are two components to the Graduate Comprehensive Exam: Content knowledge and application of content knowledge. These evaluations are completed by University Faculty. The aggregated results are based upon N=17 EdS 2011-12 completers. Content Knowledge exemplary definition: Demonstrates in-depth knowledge of the subject matter. Responses to posed questions are highly detailed, creative, and exhibit strong critical analysis - Mean = 3.47, SD = .5. Application of content knowledge exemplary definition: Demonstrates extraordinary proficiencies to plan and communicate instruction or other professional practice. It demonstrates strong problem-solving, creating a positive, motivating learning environment, and incorporating appropriate technologies. Written responses to posed questions are detailed, creative, and show strong critical analysis - Mean = 3.35, SD = .48.

How did you use findings for improvement?

Graduate Comprehensive Exam - Competence findings are collaboratively discussed/reviewed at Faculty meetings and by smaller Faculty groups with focus on item articulation interpretation relative to courses/practica (and curriculum in general), and means by which to continue improvement to Exemplary. Also, discussions regarding Tk20 (new data management system) as related to further facilitation of Graduate Comprehensive Exam.
Educational Specialist (EDS), 2012

Additional comments:
None.

**Expected Outcomes: Reflective Professionals**

Advanced (EdS) Professionals are reflective. Aligned with National Board of Professional Teaching Standards (NBPTS Core Proposition 4). Systematically Reflect Upon Their Practice and Grow From Experience - Successful candidates for the degree award demonstrate and model characteristics of an educated individual (read, question, create, try new learning/teaching/curricular approaches), display familiarity with learning theories and instructional strategies, converse regarding current issues in American Education, and critically examine their practice on an ongoing basis to expand their skills and integrate new findings into their practice.

**Assessment methods**

**Method:** Professional Work Sample

Entails Planning, implementation, reflection, and analysis components. Poor 1 - Performance is far below expectations. Approaching Competence 2 - Performance sometimes meets expectations but is inconsistent. Competent 3 - Performance meets and sometimes exceeds expectations. Exemplary 4 - Performance far exceeds expectations; consistency is evident.

**Findings:**

One item on the PWS measures candidates/completers as a reflective professional. These evaluations are completed by University Faculty. The aggregated results are based upon N=6 students EdS 2011-12 completers. Reflection component: Reflection Exemplary - Compelling excerpts from actual practice that illustrate what went well and what could have been implemented more effectively. Demonstrates probing insights into how to make ideas more accessible to all students articulating specific and well-reasoned ideas on how to improve own practice - Mean =2.88, SD = .60.

**How did you use findings for improvement?**

PWS - Reflective professional findings are collaboratively discussed/reviewed at Faculty meetings and by smaller Faculty groups with focus on item articulation interpretation relative to courses and practice (and curriculum in general), and means by which to continue improvement to Exemplary. More specifically, further refinement with EdS projects via more face-to-face engagement is a topic of discussion. Also, discussions regarding Tk20(new data management system) as related to further facilitation of Reflective Professionals development as well as potential transition to EDUCATEAlabama formative evaluations.

**Additional comments:**
None.

**Method:** Advanced Inventory of Candidate Proficiencies

The inventory of candidate proficiencies was developed to reflect the College’s Conceptual Framework. The rating scale is 4=Exemplary, 3=Competent, 2=Approaching Competence, and 1=Poor

**Findings:**

Two items on the Advanced ICP measure candidates/completers commitment to their field. These evaluations are completed by University Faculty. The aggregated results are based upon N=18 EdS 2011-12 completers.Use problem solving skills to select techniques and
methods - Mean = 3.44, SD = .50. Use reflection to stimulate continuous and ongoing improvement - Mean = 3.35, SD = .48.

How did you use findings for improvement?

ICP - Competence findings are collaboratively discussed/reviewed at Faculty meetings and by smaller Faculty groups with focus on item articulation interpretation relative to courses/practica (and curriculum in general), and means by which to continue improvement to Exemplary. More specifically, EdS course and research data analysis integration is a continued topic of discussion. Note: transitioning discussions regarding ICP to EDUCATEAlabama and instrument design, in particular -- formative reflection component, topic.

Additional comments:

None.