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| CAEP A.1.1  Program | Application of Data Literacy | Use/Understanding of research methods | Use of data analysis/evidence to develop supportive school environments | Professional peer collaborations | Supporting Technology Applications | Professional Responsibilities |
| Reading Specialist | EDFN 601 Methods of Research, RDG 623 Diagnosis of Reading and Writing Disabilities: A Practicum  Evidence: Multiple Assessment Report, Literature Review | RDG 625 Psychological and Social Factors in Reading and Writing Ability  Evidence: Oral Presentation, Theoretical Orientation Paper | RDG 624  Evidence: Prep and delivery of instructional strategies | RDG 623 Diagnosis of Reading and Writing Disabilities: A Practicum, RDG 626 Literacy Leadership Evidence: Case Report | RDED 624, the Clinical Practicum, RDG 624 Diagnosis and Correction of Reading and Writing Difficulties: Reading Clinic Practicum, RDG 621 Foundations of Reading and Writing Evidence: Webquest of selected websites to use in the classroom was created, Online Discussion Board, Readability Studies,  Peer Evaluation of Staff Development, Clinician Performance Rubric, | EDFN 601 Methods of Research, RDG 626 Literacy Leadership  Evidence: Literature Review |
| Counselor  Evidence taken from SLO report | Students demonstrate knowledge and comprehension of counseling theories and techniques that show efficacy evidence in the school setting.2. Students demonstrate knowledge and comprehension of school programming and interventions in the area of career development, academic development, and personal/social development.  (Total N=7) was taken from students enrolled in SCCN 675 or 676, Internship I or Internship I, for the fall 2018 (N=5)or spring 2019 (N=2) semester. Students complete the internship course as an advanced field experience (preceded by a field-based portfolio and SCCN 665, Practicum).Two, the areas in which supervisors often reported a category of achievement less than “proficient” or “leader” typically addressed specific issues and duties that the site supervisor might not have had the ability to oversee or supervise during the field placement. For example, the item dealing with “athletic eligibility, college admission, and financial aid” would likely not be addressed in any meaningful way in an elementary school placement. In fact, the goal of some of these competencies would be more of an acknowledgement of duty or responsibility rather than an actualization of task. Three, even though there is only one supervisor who noted anything less than proficiency or leadership in these areas, it is worth considering realistic targets for these competencies across diverse developmental and geographical placements. It could be that an expectation of universal achievement in these areas is beyond the goal of the internship experience. | Students will apply, analyze, and evaluate relevant empirical evidence in the field of school counseling, student development, and counselor development.2. Students will develop, apply, and analyze methods of evaluating programs through different types of data-collection instruments and inventories.3. Students will demonstrate sound professional judgement in the area of research and program evaluation.  The topical area and specific item text as well as student responses for each of the fourteen(14) items in the survey, With the exception of two (2) items, the criteria as outlined above were met, and this serves to quantify the impact on students of the goals of the intermediate field experience. These data have been analyzed and used in at least two ways. One, because supervisors appear to be often seeing proficiency and the advancing of skills important to the profession in our students that students might not be seeing, efforts have been made to encourage more deliberate consideration of this perception gap in the-construction of goals early in the practicum experience. Faculty supervisors have encouraged site supervisors to share these insights, and the university professor has used this as an opportunity to talk about perceptions of skill development. In some ways, it might be important to have this slight gap, as students are not appearing to be overconfident in their abilities. 80% of the students would have met the target for fourteen (4) of the fourteen (14) items if the threshold would have been lowered to include “advancing” as well as “proficient” and “leader”. Further, since the sample size is small, one student response significantly affects the overall percentages in responses for each item, and many additional items would have been included in this category if not for one response. | Student will use data to support decision-making and conduct elements of program evaluation.2. Student will collect and analyze various types of program data and work to present core guidance curriculum based on identified needs of stakeholders.3. Student will collect and analyze various types of program data to identify policies, practices, and procedures leading to successes, barriers, and areas of weakness.(N=8) was taken from students enrolled in SCCN 665, Practicum in School Counseling, for the fall 2017 semester. Students complete the practicum course as an intermediate field experience (preceded by a field-based portfolio and proceeded by SCCN 675, Internship in School Counseling). | Understand the role, function and professional identity of the school counselor as a facilitator of the academic, career, and personal/social development of all students, and as a leader and advocate for systemic change within the school.2. Demonstrate and implement leadership frameworks and skills in professional work in school settings.3. Implement and integrate horizontally and vertically articulated programs of service as to include individual counseling, small group counseling, classroom guidance, and program evaluation.  (N=8) was taken from students enrolled in SCCN 665, Practicum in School Counseling, for the fall 2017 semester. Students complete the practicum course as an intermediate field experience (preceded by a field-based portfolio and proceeded by SCCN 675, Internship in School Counseling).  With the exception of one (1) item, the criteria as outlined above were met, and this serves to quantify the impact on students of the goals of the intermediate field experience. The anomalous item asks for students to both identify and apply more complex and developed elements of the ASCA National Model, and it is not surprising that students generally reported lower experience with these elements, as it would be only highly advanced sites where students could experience a more protracted supervised term where students could reasonably be expected to have engaged with these elements at a high level. | Graduate faculty in counselor education have developed, taught, and adapted six (6) graduate courses to reflect standards of the profession for blended and fully-online courses, including two (2) courses in the M.Ed. professional core (i.e., PSYC 625 & PSYC 526). Graduate coursework is infused with technology including data collection, use of web 2.0 and collaborative instructional tools, and multimedia content-creation, distribution, and accessibility.  The College of Education and Human Services is home to one of two Digital Learning Studios (DLS) on campus. One DLS is located in Stayer Hall Room 210 (across from the computer labs) and the other is in the McNairy Library and Learning Forum (Room 112). The DLS offers technical support, equipment rentals, and learning opportunities for students at Millersville University. The DLS is staffed by skilled teacher candidates who support peers and faculty in advanced uses of technology as well as common uses such as skills in using interactive white boards. Under the guidance and leadership of a faculty director, the DLS provides opportunities for students to work collaboratively on projects, have hands on experiences with a variety of new technological equipment, and be mentored and tutored by faculty and students with expertise in a variety of different instructional technologies. This Studio has been lauded as an exemplar for future technological spaces that may be included in other academic buildings.  • Additionally, technology is integrated into a large number of courses through the use of Desire2Learn (D2L), an online learning management system. D2L is frequently used for news and information dissemination, content repository, tests/surveys, gradebook, online discussions, and much more. | Understand the role, function and professional identity of the school counselor as a facilitator of the academic, career, and personal/social development of all students, and as a leader and advocate for systemic change within the school.2. Demonstrate and implement leadership frameworks and skills in professional work in school settings.3. Implement and integrate horizontally and vertically articulated programs of service as to include individual counseling, small group counseling, classroom guidance, and program evaluation.  (N=8) was taken from students enrolled in SCCN 665, Practicum in School Counseling, for the fall 2017 semester. Students complete the practicum course as an intermediate field experience (preceded by a field-based portfolio and proceeded by SCCN 675, Internship in School Counseling).  With the exception of one (1) item, the criteria as outlined above were met, and this serves to quantify the impact on students of the goals of the intermediate field experience. The anomalous item asks for students to both identify and apply more complex and developed elements of the ASCA National Model, and it is not surprising that students generally reported lower experience with these elements, as it would be only highly advanced sites where students could experience a more protracted supervised term where students could reasonably be expected to have engaged with these elements at a high level. |
| School Psy | PSYC 612 Research and Design and Statistics, 631 Psychotherapy/Intervention, 672 Psychological Assessment II, 634 Child Psychopathology and Intervention  Evidence:  Comprehensive Psychological Report: Applied Behavioral Analysis Project: Content Based Exams | PSYC 600 Seminar in School Psychology 612 Research and Design and Statistics, 671 Psychological Assessment I, 672 Psychological Assessment II, 540 Classroom Discipline and Modification of Problem Behavior,  Evidence: Comprehensive Psychological Report; Applied Behavioral Analysis Project; Content Based Exams, Exams; Ecological Assessment Report; Laws Project | PSYC 547 Applied Social Psychology, 634 Child Psychopathology and Intervention Child Psychopathology and Intervention, 671 Psychological Assessment I, 673 Personality Assessment, 674 Assessment of English Language Learners  Evidence: Content Based Exams; Professional Development Workshop/Presentation; Child-Psychoeducational Evaluation Report; Comprehensive FBA Report and Intervention; ELL Assessment and Recommendations Report; Therapy Evaluation; Content Paper | PSYC 540 Classroom Discipline and Modification of Problem Behavior, 646 Consultation, 672 Psychological Assessment II, 673 Personality Assessment, 674 Assessment of English Language Learners, 685 Practicum in School Psychology, 686 Internship in School Psychology Evidence: Exam; Consultation Report; Case Study; Field Supervisory Evaluation, Consultation Report; Case Study; Tier I, II, & III Internship Projects; Exit Assessment | In the School Psychology program, candidates access technology in order perform the various functions of their professions. Conducting psycho-educational assessments involves use of (a) electronic devices to assess children (e.g., Q-interactive; Q-global) (b) scoring software to record and analyze data; (c) Apps on smart devices to engage in systematic observations (BOSS). In addition, candidates access web-based assessment tools such as AIMsweb, DIBELs, etc. Candidates use graph software to enter and analyze intervention progress. In their field placement, candidates are exposed to electronic report templates (IEP Plus, IEP Writer, Sapphire, etc.). On the ongoing basis the School Psychology Program utilizes technology to collect, analyze and synthesize data to evaluate student outcomes. | PSYC 600 Seminar in School Psychology, PSYC 631 Psychotherapy/Intervention Psychotherapy/Intervention, RDED, 621 Foundations of Reading and Writing, 646, 685 Practicum in School Psychology, 686 Internship in School Psychology, EDUC 671 Curriculum Development, 672 Psychological Assessment II, SPED 600/601 Orientation to Special Education, Psychological Aspects of Students with Disabilities  Evidence: Role of the School Psychologist Paper; Curricular Critique Paper; Portfolio/Pre-practicum Activities, Exam; Field Supervisory Evaluation; Ecological Assessment Report, Exam; Consultation Report; Case Study; Field Supervisory Evaluation |
| Principal | EDEL 610 Theory and Organizational Behavior, 614 School Community Relations, EDSU 700, Functions of Supervision 701 Administrative Aspects of Supervision, 703 Curriculum and Supervision  Evidence: Project based learning/Case Study, Assessment of K-12 curriculum. Revision of K-12 curriculum | EDSU 700 Functions of Supervision, 798 Applied Supervision Internship, EDLD 610 Theory and Organizational Behavior  Evidence: Cycles of Clinical Supervision, Vision paper and presentation, Curriculum Revision | EDLD 610 Theory and Organizational Behavior, 614 School Community Relations, Evidence: Project based learning/Case Study, | EDLD 610 Theory and Organizational Behavior, 614 School Community Relations,  Evidence: Project based learning/Case Study, Vision paper, District Professional Development Plan | EDSU 701  Administrative Supervision, EDSU 703 Curriculum and Supervision  Evidence: Curriculum Revision via Rubicon Atlas curriculum mapping software; working with current administrator on student growth Data Analysis; podcast production with current administration | EDSU 703 Curriculum and Supervision,798 Applied Supervision Internship, 799 Applied Supervision Internship Applied Supervision Internship Evidence: Curriculum Revision; District Staff Development Program, Curriculum Evaluation |
| Supervisor | EDSU 700 Functions of Supervision, 701 Administrative Aspects of Supervision, 703 Curriculum and Supervision, 799 Applied Supervision Internship  Evidence: Assessment of K-12 curriculum. Revision of K-12 curriculum, Case study / Test / Oral presentation / Research Project (should line up with items from related syllabi). Use only the most directly aligned courses / assessments. | EDSU 700 Functions of Supervision, 701 Administrative Aspects of Supervision,799 Applied Supervision Internship  Evidence: Cycles of Clinical Supervision, Examination of Curriculum; Curriculum Revision | EDSU 700 Functions of Supervision, 701 Administrative Aspects of Supervision, 799 Applied Supervision Internship  Evidence: Cycles of Clinical Supervision | EDSU 700 Functions of Supervision, 701 Administrative Aspects of Supervision, 799 Applied Supervision Internship  Evidence: Staff Development Plan; District Staff Development, Assess Communication needs of the district and respond. | EDSU 701  Administrative Supervision, EDSU 703 Curriculum and Supervision  Evidence: Curriculum Revision via Rubicon Atlas curriculum mapping software; working with current administrator on student growth Data Analysis; podcast production with current administration | EDSU 700 Functions of Supervision, 701 Administrative Aspects of Supervision, 799 Applied Supervision Internship  Evidence: Cycles of Clinical Supervision; District Staff Development Plan, Curriculum Revision; Integration of Curriculum Across Curricula, Budget analysis |
| Nurse | NURS 560 School Nursing,  Evidence: health needs assessment assign; clinical journal; case study exam; | NURS 560 School Nursing  Evidence: health needs assessment assign; clinical journal; case study exam; | NURS 560 School Nursing  Evidence: clinical standards; dispositions | SPED 601 Psychological Aspects of Students with Disabilities, NURS 560 School Nursing, Evidence: clinical standards; clinical journal; dispositions | NURS550 School Nursing and Diverse Learners and NURS560 School Nursing Clinical Practicum  Evidence: Environmental Health Infographic; Current Technology Trends in Healthcare Assignment; | NURS 560 School Nursing, EDFN 560 Post-Baccalaureate Clinical Practicum in Student Teaching, SPED 601 Psychological Aspects of Students with Disabilities, Evidence: school board assign; clinical standards; case study exam; |