

Candidate Competency at Completion

1: Program Improvement Project (PIP) Proposal

Assessment Description: The Program Improvement Project (PIP) serves as a leadership development component and application of the knowledge, skills, and dispositions in the licensing program. During the school year, the candidate participant designs, implements, and evaluates a project that is intended to create a CTE district vision and develop, improve, and/or expand career and technical programs within their local agencies and area districts. The specific focus of the project depends upon the particular agency's needs; however, it includes all phases of planning, implementing, and evaluating CTE programs and support services. The focus on this assessment, therefore, is on the (a) Needs Assessment, and (b) Implementation Plan.

Alignment of Assessment with Standards: This assessment is aligned to CAEP standard A.1: Content and Pedagogical Knowledge: The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards. This assessment is aligned specifically to CAEP Standard A.1.1: Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through Component 3: Employment of data analysis and evidence to develop supportive school environments. Candidates will understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. When the PIP proposal is completed and approved by the identified local and district administrators and the university supervisor, the project progresses to the internship, implementation, and evaluation phases that address additional standards.

Analysis of Data Findings: This assessment has been revised to reflect alignment with the CAEP standards. The results from the data set show that 100% of the 11 candidates who took the revised assessment received a rating of "Meets Expectations" during the three-year period, yielding a 100% passing and completion rate.

Interpretation of How Data Provided Evidence for Meeting Standards: Overall, candidate performance met expectations on two applications of this assessment as reported in the following data tables. All 11 candidates demonstrated an ability to apply the knowledge and skills found in CAEP standard A.1.1. Faculty will continue to monitor candidate performance on this assessment. Since there was a relatively limited number of candidate data, the faculty does not perceive a need to make any major program changes currently.

Assessment 1 Data Chart for the Program Improvement Project Proposal

2018 CLASS: N= 7

Data Table Scoring Results for: Program Improvement Project Proposal	EXPECTATIONS UNMET	EXPECTATIONS MINIMALLY MET	MEETS EXPECTATIONS
CAEP A.1.1	0	0	7

2019 CLASS: N= 4

Data Table Scoring Results for: Program Improvement Project Proposal	EXPECTATIONS UNMET	EXPECTATIONS MINIMALLY MET	MEETS EXPECTATIONS
CAEP A. 1.1	0	0	4

2020 CLASS: N= 0

Data Table Scoring Results for: Program Improvement Project Proposal	EXPECTATIONS UNMET	EXPECTATIONS MINIMALLY MET	MEETS EXPECTATIONS
CAEP A.1.1	0	0	0

Assessment 2: Individualized (Career) Education Plan (I (C)EP)

Assessment Description: The individualized (Career) Education Plan (I(C)EP) provisions of P.L. 94-142 and the current Individuals with Disabilities Education Improvement Act (IDEIA) amendments have had an especially large impact on the education of youth with disabilities in career and technical education programs at the secondary level. To participate effectively in planning individual programs for learners with disabilities and other special needs students, career and general educators and administrators need to know the purposes and be able to apply the procedures by which I(C)EPs are developed. It is also important to note that the writing and implementation of I(C)EPs reflect other important strategies such as collaboration between career and special educators and the accommodation, adaptation, and modification of instructional materials and teaching strategies. Becoming familiar and skilled with I(C)EP procedures assist educators and administrators in coordinating services with other agencies such

as Vocational Rehabilitation and Workforce Development (Workforce Innovation and Opportunity Act). Accordingly, each candidate developed one complete Individualized (*Career*) Education Plan/Program *component*.

Alignment of Assessment with Standards: This assessment is aligned to CAEP standard A.1: Content and Pedagogical Knowledge: The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards. This assessment is aligned specifically to CAEP Standard A.1.1: Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through Component 4: Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents. Candidates will understand and can develop and supervise the instructional and leadership capacity across the district. Additionally, candidates will understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. Further, candidates will understand and can respond to community interests and needs by building and sustaining and sustaining positive district relationships with families and caregivers. Candidates will understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. The assignment and assessment address the spirit and intent of the standards that compel candidates to provide effective programs that are responsive to individual learner needs, apply best practices to teaching and student learning, and implement in "real" district settings. The assessment also provides insights and applications to work closely with families, other curricular content school personnel, and community members cooperatively including employers. The outcome is responsive to the needs and interests of students and the community at-large, with integrity and in a fair and ethical manner.

Analysis of Data Findings: This assessment has been revised to reflect alignment with the CAEP standards. The results from the data set show that four of four candidates who took the assessment received a rating of meets expectations during the three-year period. The data indicate that based on their performance on the I(C)EP assessment rubric, four candidates mastered the knowledge and skills, yielding a 100% passing and completion rate.

Interpretation of How Data Provided Evidence for Meeting Standards: The I(C)EP assignment and assessment are in alignment with CAEP standard A.1.1. Overall, four candidates' performance met expectations on three applications of this assessment as reported in the following tables. Four candidates, therefore, demonstrated an ability to apply the knowledge and skills found in CAEP Standard A.1.1. Accordingly, no further instructional program changes will be considered at this time. Faculty will, however, continue to monitor candidate performance on this assessment.

Assessment 2 Data Chart for the Individualized (Career) Education Plan I(C)EP

2018 CLASS: N=1

Data Table Scoring Results for: I(C)EP	EXPECTATIONS UNMET	EXPECTATIONS MINIMALLY MET	MEETS EXPECTATIONS
CAEP A.1.1	0	0	1

2019 CLASS: N= 1

Data Table Scoring Results for: I(C)EP	EXPECTATIONS UNMET	EXPECTATIONS MINIMALLY MET	MEETS EXPECTATIONS
CAEP A.1.1	0	0	1

2020 CLASS: N=2

Data Table Scoring Results for: I(C)EP	EXPECTATIONS UNMET	EXPECTATIONS MINIMALLY MET	MEETS EXPECTATIONS
CAEP A.1.1	0	0	2

Assessment 3: CTE Administrative Foundations Portfolio

Assessment Description: EDCI 64500: Organization and Administration of Career and Technical Education is a foundations course in the graduate program and the CTE Director license program. The candidates acquire fundamental knowledge and content regarding career and technical education administration and apply it in a variety of professional roles and functions. Accordingly, each candidate develops a portfolio of required assignments related to CAEP standard A.1.1. This is an assessment that evaluates candidates' ability to acquire and apply foundational knowledge in CTE administration using a variety of strategies and methods.

Alignment of Assessment with Standards: This assessment is aligned to CAEP standard A.1: Content and Pedagogical Knowledge: The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward

attainment of college- and career-readiness standards. This assessment is aligned specifically to CAEP Standard A.1.1: Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through Component 6: Application of professions dispositions, laws and policies, codes of ethics, and professional standards appropriate to their field of specialization. Candidates will understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. Additionally, candidates will understand and can develop and supervise the instructional and leadership capacity across the district. Further, candidates understand and can monitor and evaluate district management and operational systems. Candidates will understand and can advocate for district students, families, and caregivers.

Analysis of Data Findings: This assessment has been revised to reflect alignment with the CAEP standards. The results from the data set show that 100% of the 5 candidates who took the assessment received a rating of “Meets Expectations” during the three-year period, yielding a 100% passing and completion rate. The data indicate that based on performance on the assessment as reflected in the ratings, the candidates demonstrated achievement and met the related standards.

Interpretation of How Data Provided Evidence for Meeting Standards: The CTE Administrative Foundations Portfolio assessment is in alignment with CAEP standard A.1.1. Overall, candidate performance met expectations on one application of this assessment as reported in the following data tables. Five candidates met expectations and demonstrated an ability to apply the knowledge and skills found in the CAEP standard. Faculty will continue to monitor candidate performance on this assessment. The faculty, however, does not perceive a need to make any major program changes presently.

Assessment 3 Data Chart for the CTE Administrative Foundations Portfolio

2018 CLASS: N= 0

Data Table Scoring Results for: CTE Administrative Foundations Portfolio	EXPECTATIONS UNMET	EXPECTATIONS MINIMALLY MET	MEETS EXPECTATIONS
	0	0	0

2019 CLASS: N= 0

Data Table Scoring Results for: CTE Administrative Foundations Portfolio	EXPECTATIONS UNMET	EXPECTATIONS MINIMALLY MET	MEETS EXPECTATIONS
	0	0	0

2020 CLASS: N= 5

Data Table Scoring Results for: CTE Administrative Foundations Portfolio	EXPECTATIONS UNMET	EXPECTATIONS MINIMALLY MET	MEETS EXPECTATIONS
	0	0	5