

GACE School Counseling Test I (103)  
 Examinees: Admitted

	# of Questions	2015-16		2017-18		2018-19	
		State	CAU	State	CAU	State	CAU
<b># of Test Takers</b>		357	1	364	10	363	8
<b>Average Total Score</b>		253	224	254	251	255	253
<b>Overall Pass Rate</b>		93	100%	91%	100%	93%	100%
<b>Induction Level Pass Rate</b>		32%	100%	26%	60%	28%	38%
<b>Professional Level Pass Rate</b>		61%	0%	65%	40%	66%	63%
<b>Average % Correct</b>		<b>Average</b>		<b>Average</b>		<b>Average</b>	
<b>SUBAREA I. FOUNDATIONS</b>	<b>48</b>	<b>75.72</b>	<b>58.33</b>	<b>76.03</b>	<b>74.38</b>	<b>75.72</b>	<b>74.98</b>
1. UNDERSTANDS THE HISTORY AND ROLE OF THE PROFESSIONAL SCHOOL COUNSELOR	12 - 13	75.51	66.67	76.95	81.06	74.77	72.04
2. DEMONSTRATES UNDERSTANDING OF FUNDAMENTAL THEORIES OF HUMAN GROWTH AND DEVELOPMENT	12	68.16	58.33	68.7	70.00	70.78	64.58
3. UNDERSTANDS FUNDAMENTAL PRINCIPLES OF ETHICS AND THEIR APPLICATIONS IN THE FIELD OF COUNSELING	12	76.63	58.33	76.42	65.83	76.52	76.04
4. UNDERSTANDS MAJOR LAWS AND POLICIES AFFECTING STUDENTS AND SCHOOL COUNSELORS	12	82.31	50.00	81.80	80.45	80.81	87.50
<b>SUBAREA II. MANAGEMENT</b>	<b>11 - 12</b>	<b>69.14</b>	<b>75.00</b>	<b>70.12</b>	<b>69.17</b>	<b>73.86</b>	<b>74.53</b>
1. UNDERSTANDS FUNDAMENTALS OF PROGRAM MANAGEMENT	11 - 12	69.14	75.00	70.12	69.17	73.86	74.53

\*There were no test takers in 2016-17.

GACe School Counseling Test II (104)  
 Examinees: Admitted

		2015-16		2017-18		2018-19	
	# of Questions	State	CAU	State	CAU	State	CAU
<b># of Test Takers</b>		347	1	368	9	364	8
<b>Average Total Score</b>		255	246	254	250	254	249
<b>Overall Pass Rate</b>		93%	100%	99%	100%	92%	100%
<b>Induction Level Pass Rate</b>		27%	100%	27%	44%	31%	50%
<b>Professional Level Pass Rate</b>		65%	0%	64%	56%	61%	50%
<b>Average % Correct</b>		<b>Average</b>		<b>Average</b>		<b>Average</b>	
<b>SUBAREA I. DELIVERY OF SERVICE</b>	48	78.64	72.92	78.56	75.46	80.28	78.39
1. UNDERSTANDS FUNDAMENTAL THEORIES AND PRINCIPLES OF GUIDANCE AND COUNSELING	36	78.92	75	78.47	74.11	80.31	77.43
2. UNDERSTANDS THE ROLE AND IMPORTANCE OF CONSULTATION AND COLLABORATION	12	77.88	66.67	78.84	79.27	80.20	81.25
<b>SUBAREA II. ACCOUNTABILITY</b>	<b>12</b>	<b>73.29</b>	<b>83.33</b>	<b>74.21</b>	<b>74.07</b>	<b>74.22</b>	<b>70.83</b>
1. UNDERSTANDS FUNDAMENTALS OF PROGRAM EVALUATION AND DATA-DRIVEN ACCOUNTABILITY	12	73.29	83.33	74.21	74.07	74.22	70.83

**Counselor Preparation Comprehensive Examination (CPCE)  
Summary Data: 2016 to 2018**

2016

General Info		Clark Atlanta University						Overall				
Section	Items	n	Mean	Within 1 SD of National Mean	SD	Min	Max	n	Mean	SD	Min	Max
C1: Human Growth and Development	17	9	8.4	Yes	1.9	5	11	573	9.8	2.5	2	16
C2: Social and Cultural Diversity	17	9	10.3	Yes	2.1	7	14	573	9.0	2.5	2	15
C3: Helping Relationships	17	9	10.2	Yes	1.8	6	12	573	11.5	2.9	3	18
C4: Group Work	17	9	8.0	Yes	1.3	6	10	573	11.0	2.8	4	17
C5: Career Development	17	9	6.4	Yes	2.0	3	10	573	8.4	2.6	2	16
C6: Assessment	17	9	8.8	Yes	1.0	7	10	573	11.0	2.7	2	17
C7: Research and Program Evaluation	17	9	8.4	Yes	2.1	6	12	573	10.8	2.6	1	17
C8: Professional Orientation and Ethical Practice	17	9	11.1	Yes	2.4	8	15	573	12.3	2.7	2	18
<b>Total</b>	<b>All</b>	<b>9</b>	<b>71.7</b>	<b>Yes</b>	<b>8.3</b>	<b>61</b>	<b>90</b>	<b>573</b>	<b>83.9</b>	<b>16.0</b>	<b>32</b>	<b>121</b>

Pass Rate 100%

2017

General Info		Clark Atlanta University						Overall				
Section	Items	n	Mean	Within 1 SD of National Mean	SD	Min	Max	n	Mean	SD	Min	Max
C1: Human Growth and Development	17	10	10.9	Yes	4.3	3	15	740	10.3	2.6	2	17
C2: Social and Cultural Diversity	17	10	8.0	Yes	1.9	3	11	740	9.8	2.5	2	16
C3: Helping Relationships	17	10	9.1	Yes	1.9	6	12	740	11.4	2.6	3	17
C4: Group Work	17	10	10.7	Yes	3.1	4	16	740	11.7	2.6	4	17
C5: Career Development	17	10	10.1	Yes	3.2	3	13	740	10.3	2.7	2	17
C6: Assessment	17	10	7.8	Yes	2.4	5	11	740	10.0	2.8	2	17
C7: Research and Program Evaluation	17	10	8.7	Yes	2.3	5	12	740	10.6	3.0	3	17
C8: Professional Orientation and Ethical Practice	17	10	10.1	Yes	2.3	6	14	740	11.2	2.9	2	17
<b>Total</b>	<b>All</b>	<b>10</b>	<b>75.4</b>	<b>Yes</b>	<b>15.2</b>	<b>40</b>	<b>95</b>	<b>740</b>	<b>85.4</b>	<b>16.7</b>	<b>41</b>	<b>123</b>

Pass Rate 100%

2018

General Info		Clark Atlanta University						Overall				
Section	Items	n	Mean	Within 1 SD of National Mean	SD	Min	Max	n	Mean	SD	Min	Max
C1: Human Growth and Development	17	22	8.2	No	2.2	4	12	485	11.5	2.6	4	16
C2: Social and Cultural Diversity	17	22	7.1	No	2.7	2	13	485	10.0	2.6	2	17
C3: Helping Relationships	17	22	8.4	No	2.6	4	12	485	12.1	2.7	4	17
C4: Group Work	17	22	7.7	No	1.8	5	11	485	11.1	2.7	4	17
C5: Career Development	17	22	5.8	No	1.8	3	10	485	9.5	2.8	2	17
C6: Assessment	17	22	8.6	No	2.4	3	13	485	10.8	2.3	3	16
C7: Research and Program Evaluation	17	22	8.4	Yes	2.4	3	12	485	11.1	3.0	3	17
C8: Professional Orientation and Ethical	17	22	8.1	No	2.8	4	14	485	10.9	2.7	2	17
<b>Total</b>	<b>All</b>	<b>22</b>	<b>62.3</b>	<b>No</b>	<b>13.4</b>	<b>39</b>	<b>86</b>	<b>485</b>	<b>87.0</b>	<b>16.7</b>	<b>35</b>	<b>121</b>

Pass Rate 100%

**Clark Atlanta University  
School of Education  
Department of Counselor Education**

**Practicum and Internship Performance Evaluation**

**Evaluation of School Counselor in Training**

**Directions:** Site supervisor should complete this form in duplicate at the end of the practicum/internship experience. After reviewing with the student, one copy should be given to the student and the other copy is to be sent to the university supervisor at CAU.

The areas listed below are in compliance with the standards set forth by the Georgia School Counselor Evaluation Program. They are general guides for activities typically engaged in during counselor training as well as actual counselor performance. Please rate the student's performance on level of achievement and/or competency using the following scale:

**Ratings: On a scale of 1-6**

- 1= The student did not have an opportunity to demonstrate this competency
- 2= The student has not achieved the competency at this time
- 3= The student has had some difficulty achieving this competency
- 4= The student has done an adequate job of achieving this competency
- 5= The student has done a good job of achieving this competency
- 6= The student has done an excellent job of achieving this competency

<b>General Duties and Responsibilities</b>	Spring 2017		Fall 2018		Fall 2019	
	Total	% Good (5) or Excellent (6)	Total	% Good or Excellent	Total	% Good or Excellent
<b>Professional practices consistent with school system policies in working with students, student records, parents, and colleagues.</b>						
Interacts in a professional manner with students, parents and staff	17	94%	8	100%	2	100%
Intervenes during student crisis situations	16	85%	8	88%	2	100%
Informs students, school staff, parents, and community of school guidance roles special programs, and the school-based written guidance plan	4	100%	8	86%	2	100%
Is available to students, parents, and staff for conferences according to system policies	14	85%	8	88%	2	100%
Facilitates home-school-community communication by such means as holding conferences, telephoning, and sending written communications	15	100%	8	100%	2	100%
Maintain confidentiality of students and student records	16	100%	8	100%	2	100%

Works cooperatively with school administrators, other support personnel, teachers, and parents	16	94%	8	100%	2	100%
Models correct use of oral and written language	16	94%	8	100%	2	100%
Demonstrate accurate and up-to-date knowledge of content	12	92%	8	50%	2	100%

<b>Complies with school system and state administrative regulations and board of education policies</b>	<b>Total</b>	<b>% Good or Excellent</b>	<b>Total</b>	<b>% Good or Excellent</b>	<b>Total</b>	<b>% Good or Excellent</b>
Conducts guidance and counseling activities at the time scheduled	17	88%	8	100%	2	100%
Supports regulations concerning student conduct and discipline	14	92%	8	100%	2	100%
Is punctual	18	83%	8	88%	2	100%
Maintains plan as required by school policy	17	82%	8	50%	2	100%
Adheres to school or system policy regarding counselor absences	14	92%	8	88%	2	100%
Involves administration in all aspects of the written guidance plan(s)	15	93%	8	88%	2	100%
Implements designated guidance curriculum	15	92%	8	88%	2	100%
Demonstrates general knowledge of school curriculum	15	93%	8	100%	2	100%
Maintains accurate, complete, and appropriate records and files reports promptly	18	82%	8	100%	2	100%
Attends and participates in faculty meetings and other assigned meetings and activities according to school policy	15	93%	8	100%	2	100%
Complies with conditions as stated in contract/agreement	17	88%	8	100%	2	100%

<b>Acts in a professional manner and assumes responsibility for enhancing the total school program, its safety, and good order.</b>	<b>Total</b>	<b>% Good or Excellent</b>	<b>Total</b>	<b>% Good or Excellent</b>	<b>Total</b>	<b>% Good or Excellent</b>
Takes precautions to protect student health and safety	15	100%	8	100%	2	100%
Takes precautions to protect records, equipment, materials, and facilities	14	100%	8	100%	2	100%

<b>Participates in professional growth activities according to local systems policies.</b>	<b>Total</b>	<b>% Good or Excellent</b>	<b>Total</b>	<b>% Good or Excellent</b>	<b>Total</b>	<b>% Good or Excellent</b>
Engages in professional growth activities	18	89%	8	100%	2	100%
Applies newly acquired professional knowledge	17	94%	8	88%	2	100%

### Internship Performance Evaluation

The area listed below are from standards established by the American School Counselor Association. They are specific guides for the activities typically engaged in during counselor training as well as actual counselor performance.		Total	% Good or Excellent	Total	% Good or Excellent	Total	% Good or Excellent
Counseling Services		18	83%	8	88%	2	100%
Cosultation		19	83%	8	88%	2	100%
Coordination		17	88%	8	88%	2	100%
Career Development Services		17	88%	8	100%	2	100%
Planning and Development		15	86%	8	88%	2	100%
Individual Assesment and Inventory		14	73%	8	100%	2	100%
Research and Evaluation		13	89%	8	100%	2	100%
Placement and follow-up		13	82%	8	88%	2	100%
Referral		15	83%	8	88%	2	100%

**Based on your experiences, what would you evaluate as being the student's major strengths?**

#### Spring 2017 Comments:

1. Has excellent communication and people skills.
2. Is always readily available to assist.
3. Has worked diligently with students, teachers and parents to identify students' need of instructional and emotional support.
4. Followed professional practice in working with students, parents.
5. Participate in professional development activities.
6. Acts in professional manner and assumes responsibility for total school program.
7. Always pleasant and eager to learn.
8. Readily assist when necessary.
9. Great asset to our program.
10. Understands why goals for the counseling program should be well written, clear and appropriate for middle school students.

11. Understands how effective the school counselor's plan should be when serving to support not only but the student and individually, but in groups as well.
12. Is self-motivated and complies with whatever task is asked for her, using the knowledge and skills she has learned in the classroom and in through previous practical; applications. Intern asks for advice to broaden her counseling foundation, listens well and adapts information to suit her counseling style.
13. Intern is a natural with students/parents and develops rapport with ease. She is very punctual on assigned days.
14. Intern began to feel confident in what she had to offer. Intern was able to build a bond with students that helped them be more successful in the academic and social settings. She engaged with staff and parents in a professional manner and helped them to understand strategies that could be used to benefit students. Will make fantastic addition to any school counseling program.
15. Intern is very professional in his interactions with students, staff, and all stakeholders. His strengths are planning, coordination and implementation of programs. Intern is consistent in strong work ethics.
16. Intern has displayed impressive efforts in the area of career development. Intern has also conducted a few assessment batteries of the Woodcock-Johnson Assessment with a great deal of students.
17. Intern's strengths are organization, engagement with students and keeping students on task during lesson.
18. Intern's strengths include the ability to effectively listen and demonstrate empathy when providing support to students. Intern also demonstrates the ability to manage transitions and adapt to changing situations in a professional manner.
19. Intern is eager to learn, is not afraid to ask questions and volunteers to demonstrate his understanding. When given feedback, intern adjusts and implements the recommended suggestions. He shows initiative and provides suggestions in areas of concerns.

**Please comment further addressing the student's need for additional training, skills, knowledge of community agency settings, theories, professional growth and/or personal characteristics.**

1. Has not had an opportunity to explore crisis counseling as of to date.
2. Not give opportunity to monitor student progress toward meeting data driven goals during the practicum experience. As preparing for actual internship additional training will be provided.
3. I am impressed with her ability to make connections with outside agencies as she continues to build career paths of interest in our rising 9<sup>th</sup> grade students.

4. Will need to see how to run crisis intervention as well as create a plan of action for facilitating a crisis.
5. Thus far, I do not observe any specific skill that is truly lacking. It is my opinion that intern's skills are adequate for where she is in her counseling journey and additional knowledge and skills will blossom with time and experience.
6. I would recommend additional training in rendering the ASCA model and professional growth in Counseling, professional dress code and organizational skills.
7. Intern can still get more experience and exposure with data driven interventions and research/evaluation. Also, once in a high school counseling position, there will be a need to complete transcriptions, emails recommendation lesson plans, etc quicker...intern will adjust quickly.
8. Intern will benefit from working in the field more to further develop the skills that she has learned throughout her internship. With time intern will master the ability to balance the responsibilities that she is tasked with.
9. Intern's continued on-site training in different school settings will broaden his advanced knowledge as a professional school counselor. Intern brings a wealth of knowledge to current school-based experiences.
10. Intern's area of growth/opportunity includes identifying age-appropriate strategies/intervention to students as it relates to his/her educational/emotional/social growth
11. Intern's performance is proficient at this time. Intern has taught classroom guidance lessons and conducted small group activities. Intern witnessed 504 and SST meetings and School Based Health Center Collaboration meeting; has assisted with the planning of transition activities for 5<sup>th</sup> grader. Intern could use additional training with the 504 process.

#### **Fall 2018 Comments:**

##### **Based on your experiences, what would you evaluate as being the student's major strengths?**

1. As we come to the end of fieldwork, I would like to express what an amazing intern Keiandra Clayton was for me and our counseling department. She was truly responsible, poised, professional, personable, and a great team member. I believe that she has an amazing future ahead of her working in counseling. She is the type of person students can relate to and love to be around, which is rare. I hope she is proud of what she has accomplished here! We are.

2. Idealistic and having a strong sense of understanding in human development, an analytical thinker with an introspective way of understanding human behavior, coordination of career development services and understanding research and evaluation, as it relates to individual data talk with students, parents, and community stakeholders. Very well rounded in all counseling
3. Ms. Marshall has demonstrated effective Professional School Counseling duties. She exhibits professionalism, genuine concern for students, and administrative competencies at all times.
4. Megan connects well with all staff and students.
5. Ms. Smith's major strength was the support she provided to the counseling department on planning and preparation of counseling activities. She also established a positive relationship with students as she interacted with them in groups and individual sessions.

**Please comment further addressing the student's need for additional training, skills, knowledge of community agency settings, theories, professional growth and/or personal characteristics.**

1. Additional training should be reinforced in community agency settings and partnerships with mentoring programs for males.
2. Ms. Marshall has been an asset to our department while in her internship as well as in some professional development opportunities. She understands as technology and social trends continue to change and evolve continuing education is necessary. She has displayed flexibility and motivation in a most efficient manner. She has my highest recommendation for employment as a Professional Counselor in any school system.
3. Megan should continue working to improve her skills in student engagement.
4. I am aware that Ms. Smith has worked in an elementary school setting. It would be helpful to receive training as the high school level as well to gain knowledge as to what milestones counselors assist students with to ensure success at all levels.

**Fall 2019 Comments:**

**Based on your experiences, what would you evaluate as being the student's major strengths?**

She is committed to the students and makes sure she is in attendance.

Ms. Oden is on her way to being an excellent school counselor. Her strengths include her eagerness to learn, her diligence in implementing strategies that will increase her effectiveness, her natural ability to connect with the scholars as well as her focus on ensuring she is doing what is in the best interest of the scholars.

**Please comment further addressing the student's need for additional training, skills, knowledge of community agency settings, theories, professional growth and/or personal characteristics.**

She will continue to develop as opportunities and experiences are made available.

Ms. Oden is doing a great job of ensuring she is obtaining the additional training needed. She attended the GSCA conference in which she brought back great ideas to implement. If she continues to expose herself to ideas, increase her confidence in counseling the scholars and implementing theories that are research based and effective as well get more experience mastering her understanding of the ASCA standards, she will be an amazing school counselor.

### School Counseling Dispositions Assessment Summary Data

	Prior to Spring 2019				Spring 2019				Fall 2019			
	Unsatisfactory	Satisfactory	Exceeds	N	Unsatisfactory	Satisfactory	Exceeds	N	Unsatisfactory	Satisfactory	Exceeds	N
Attendance	2%	30%	68%	43		30%	70%	10		32%	68%	19
Punctuality		28%	72%	43		10%	90%	10		10%	89%	19
Punctuality in Assignments and Duties		26%	74%	43		30%	70%	10	16%	63%	21%	19
Listening Skills		7%	93%	43			100%	10		16%	84%	19
Tact/Judgment (with students, peers and/or professor)		4%	96%	43			100%	10		16%	84%	19
Response to Feedback/Supervision		4%	96%	43			100%	10		32%	68%	19
Desire to Improve Counseling Skills		6%	97%	43		10%	90%	10			100%	19
Professional Ethics and Demeanor		4%	96%	43			100%	10		32%	68%	19

**Comments Prior to Spring 2019:**

Eli is a hard worker and is determined to succeed. He has exceeded all class expectations.

Gave stellar performance

Letrice is an outstanding candidate and has the determination to succeed.

Has well implemented basic counseling skills at Rivers Elementary school.

Good job

Great job

Has demonstrated good skills for elementary school counseling.

**Comments Spring 2019:**

Hakeem is a hardworking, conscientious, and creative student. He is engaged in class and makes connections across course content. Encourage Hakeem to keep instructors/supervisors informed if he runs into personal or professional obstacles so timely plans/considerations can be made if feasible. I look forward to seeing his continued growth in our program.

Diamond works hard and maintains professionalism in class. She also completes assignments in a timely manner. I look forward to seeing her continued progress in the program.

Brittany is a dedicated student. She works to apply course content in her dialogue within the classroom. She is also professional in her demeanor. I look forward to seeing her continued growth and development in the program.

Ashley is a dedicated student. She works to apply course content in her dialogue within the classroom. She is also professional in her demeanor. I look forward to seeing her continued growth and development in the program.

Abdullah is thoughtful and has good communication skills. Looks out for his cohort.

Best intern in cohort...group counseling lessons is her gift/talent... a true advocate for the profession.

AD has adjusted well to the field of counseling and is always professional and a delight to supervisor.

Outstanding counseling skills consultations and program planning skills.

One of the top interns. Most flexible. Keeps a clam demeanor with difficult students. Knows ASCA manual.

Started off hesitantly, but finished strong, ready to be a professional counselor, accepts feedback.

### **Comments Fall 2019:**

Quaeisha (Starr) is a thoughtful, reflective, and hard working student. Starr is engaged during class sessions and makes connections across course content. Starr also maintains a professional demeanor. Starr worked to meet deadlines and followed up with questions about assignments. I look forward to seeing Starr's continued growth and progress in our program.

Ashley has lots to offer the counseling profession! She is very passionate about mental health and already has experience to build on in the counseling field. Overall, I have appreciated her engagement in class and willingness to email when she encountered personal concerns. Moving forward, I encourage Ashley to also communicate via email or in person an action plan to get assignments done when missed (i.e. timeline, new deadline etc.). Additionally, follow up communications with faculty after

Ahna has lots of potential for the profession. At the start of the program she demonstrated lots of motivation and proactivity. Additionally, Ahna consistently contributes to class discussions with thoughtful and reflective questions and dialogue. I believe that with department and university related supports for time management Ahna can be successful in the program.

Jamila has lots to offer the counseling profession. She works hard, is reflective, and maintains a professional demeanor. I appreciate her engagement in class and look forward to her continued progress in the program at CAU. I encourage Jamila to continue communicating with the program and work related stakeholders about her schedule.

LaShae brings lots of potential to the profession! she is thoughtful, passionate about mental health, and resilient. Her assignments and participation were of good quality. Additionally, LaShae attended classes and communicated with the instructor when she encountered setbacks. In the future, I encourage LaShae to also communicate with classmates regarding assignments and group work to limit concerns. Next semester, I believe LaShea can be successful with planning, continued access to university supports, and consistent communication with the department when she faces challenges.

Jasmine has lots to offer the counseling profession. Overall, I have appreciated her engagement in class. Jasmine has also consistently communicated challenges she encountered while trying to complete this semester due to personal matters. Jasmine has persevered and I look forward to seeing her continued progress at CAU.

Tommy is a thoughtful, reflective, and hard working student. He is engaged during class sessions and makes connections across course content. Tommy also maintains a consistent, professional demeanor. Finally, he is willing to act on opportunities provided by the program. He has attended two school or department sponsored events this semester. I look forward to seeing his continued growth and progress in our program.

Shantel is a dedicated student. She works hard to complete tasks in a timely manner. She is also an advocate for her learning. When there are questions or concerns, Shantel reaches out for clarity and understanding. I encourage Shantel to continue developing her sensitivity when working with others, especially when frustrated by their actions. I am encouraged by her self awareness and willingness to seek out solutions when there is an issue. Overall, Shantel has a lot to offer the profession and I look forward to her continued growth and development in the program.

Trayvon is a dedicated student. He works to apply content across courses. Trayvon is also very mature and professional. He assists his colleagues when he can and solicits feedback from the instructor for clarity and growth. I look forward to his continued development as a school counselor. He will be an asset to the profession.

Carla is a thoughtful, reflective, and hard working student. She is engaged during class sessions and makes connections across course content. Carla is also professional in her demeanor. She is consistent in her communication and punctual with assignments, despite personal circumstances. Carla really demonstrated resilience this semester. I look forward to seeing her continued growth and progress in our program.

Keona is a thoughtful, reflective, and hard working student. She is engaged during class sessions and makes connections across course content. Keona is also professional in her demeanor. I look forward to seeing her continued growth and progress in our program.

Tyree has lots to offer the counseling profession. Overall, I have appreciated his engagement in class and timely completion of assignments. Tyree also shows lots of tact and professionalism in his approach to problem solving. I look forward to seeing her continued progress in the program.

Shonobe is a thoughtful, reflective, and hard working student. She is engaged during class sessions and makes connections across course content. Shonobe also maintains a consistent, professional demeanor and holds herself to high standards. I look forward to seeing her continued growth and progress in our program.

Meline is a dedicated students. She works to apply course content in the classroom and across courses. She is also professional in her demeanor. I look forward to seeing her continued growth in the program.

Marley is a dedicated student. She works to apply content across courses. She also has a stellar professional demeanor. I look forward to her continued growth and development as a school counselor. She will be an asset to the profession.

Deneisha is a dedicated student. She works to connect course content and apply it in her dialogue within the classroom. Deneisha is also professional in her demeanor. I look forward to seeing her continued growth and development in the program.

Tiffany is a thoughtful, reflective, and hard working student. She is engaged during class sessions and makes connections across course content. I look forward to seeing her continued growth and progress in our program.

Shantini is a thoughtful, reflective, and hard working student. She is engaged during class sessions and makes connections across course content. I look forward to seeing her continued growth and progress in our program.

Alexis has lots to offer the counseling profession. Overall, I have appreciated her engagement in class and timely completion of assignments. Alexis also shows lots of tact and professionalism in her approach to problem solving. Continue to reflect on professional attire and persistence as the expectations will increase over the life of the program. I look forward to seeing her continued progress at CAU.

### Grades in Selected Counseling Courses

#### COUN 505 - Group Counseling

Term	A	B	I	Total	GPA	%A	%B
Fall 2016	20	4		24	3.83	83%	17%
Fall 2017	10	5		15	3.67	67%	33%
Fall 2018	13	1	1	15	3.93	93%	7%
<b>Total</b>	<b>43</b>	<b>10</b>	<b>1</b>	<b>54</b>	<b>3.81</b>	<b>81%</b>	<b>19%</b>

#### COUN 507 - Research & Measurement

Term	A	I	W	Total	GPA	%A	%B
Spring 2017	3			3	4	100%	0%
Fall 2017	13	1		14	4	100%	0%
Fall 2018	23		1	24	4	100%	0%
<b>Total</b>	<b>39</b>	<b>1</b>	<b>1</b>	<b>41</b>	<b>4</b>	<b>100%</b>	<b>0%</b>

#### COUN 510 - Professional, Ethical and Legal Applications

Term	A	B	Total	GPA	%A	%B
Summer 2016	49	3	52	3.94	94%	6%
Summer 2017	11		11	4	100%	0%
Spring 2018	24	3	27	3.88	89%	11%
<b>Total</b>	<b>84</b>	<b>6</b>	<b>90</b>	<b>3.93</b>	<b>93%</b>	<b>7%</b>

**Tier I Educational Leadership Assessment Results**

**1) GACE Exit Ethics Exam for Education Leadership (test code 380) by Module**

<b>Student ID</b>	<b>Test Date</b>	<b>AY</b>	<b>Test Code/Name</b>	<b>% Correct</b>	<b>Passing Status</b>	<b>GA % Correct</b>
<b>383 Leadership Exit - Prof Educator and Student</b>						
900729346	08/19/2018	2017-18	383 Leadership Exit - Prof Educator and Student	83.33	Passed	
900492973	07/31/2018	2017-18	383 Leadership Exit - Prof Educator and Student	100	Passed	
900729135	07/24/2018	2017-18	383 Leadership Exit - Prof Educator and Student	83.33	Passed	
900729343	07/19/2018	2017-18	383 Leadership Exit - Prof Educator and Student	100	Passed	
900718039	06/01/2018	2017-18	383 Leadership Exit - Prof Educator and Student	100	Passed	
900206497	05/27/2018	2017-18	383 Leadership Exit - Prof Educator and Student	91.67	Passed	
900729355	05/24/2018	2017-18	383 Leadership Exit - Prof Educator and Student	91.67	Passed	
900528710	01/03/2018	2017-18	383 Leadership Exit - Prof Educator and Student	100	Passed	
			<b>2017-18 avg:</b>	<b>93.75</b>		<b>92.72</b>
<b>383 Leadership Exit - Prof Educator and Student</b>						
900692819	07/12/2019	2018-19	383 Leadership Exit - Prof Educator and Student	91.67	Passed	
900729329	09/15/2018	2018-19	383 Leadership Exit - Prof Educator and Student	83.33	Passed	
900720072	09/11/2018	2018-19	383 Leadership Exit - Prof Educator and Student	91.67	Passed	
			<b>2018-19 avg</b>	<b>88.89</b>		<b>93.17</b>
<b>383 Leadership Exit - Prof Educator and Student</b>						
900526892	12/06/2019	2019-20	383 Leadership Exit - Prof Educator and Student	83.33	Passed	
			<b>2019-20 avg</b>	<b>83.33</b>		<b>92.72</b>
<b>384 Leadership Exit - Prof Educator and School</b>						
900528710	01/03/2018	2017-18	384 Leadership Exit - Prof Educator and School	91.67	Passed	
900729355	05/24/2018	2017-18	384 Leadership Exit - Prof Educator and School	91.67	Passed	
900206497	05/27/2018	2017-18	384 Leadership Exit - Prof Educator and School	83.33	Passed	
900718039	06/01/2018	2017-18	384 Leadership Exit - Prof Educator and School	100	Passed	
900729343	07/20/2018	2017-18	384 Leadership Exit - Prof Educator and School	91.67	Passed	
900417109	07/23/2018	2017-18	384 Leadership Exit - Prof Educator and School	91.67	Passed	
900729135	07/24/2018	2017-18	384 Leadership Exit - Prof Educator and School	83.33	Passed	
900492973	07/31/2018	2017-18	384 Leadership Exit - Prof Educator and School	91.67	Passed	

900729346	08/19/2018	2017-18	384 Leadership Exit - Prof Educator and School	100	Passed	
			<b>2017-18 avg</b>	<b>91.67</b>		<b>94.05</b>
900692819	07/12/2019	2018-19	384 Leadership Exit - Prof Educator and School	100	Passed	
900720072	09/11/2018	2018-19	384 Leadership Exit - Prof Educator and School	100	Passed	
900729329	09/17/2018	2018-19	384 Leadership Exit - Prof Educator and School	83.33	Passed	
			<b>2018-19 avg</b>	<b>94.44</b>		<b>93.64</b>
900526892	12/06/2019	2019-20	384 Leadership Exit - Prof Educator and School	91.67	Passed	
			<b>2019-20 avg</b>	<b>91.67</b>		<b>92.44</b>

### 385 Leadership Exit - Prof Educator and Community

900718039	06/02/2018	2017-18	385 Leadership Exit - Prof Educator and Community	100	Passed	
900206497	05/27/2018	2017-18	385 Leadership Exit - Prof Educator and Community	83.33	Passed	
900729343	07/20/2018	2017-18	385 Leadership Exit - Prof Educator and Community	83.33	Passed	
900729355	05/24/2018	2017-18	385 Leadership Exit - Prof Educator and Community	100	Passed	
900417109	07/23/2018	2017-18	385 Leadership Exit - Prof Educator and Community	100	Passed	
900729346	08/20/2018	2017-18	385 Leadership Exit - Prof Educator and Community	100	Passed	
900528710	01/03/2018	2017-18	385 Leadership Exit - Prof Educator and Community	100	Passed	
900729135	07/24/2018	2017-18	385 Leadership Exit - Prof Educator and Community	100	Passed	
900492973	08/02/2018	2017-18	385 Leadership Exit - Prof Educator and Community	100	Passed	
			<b>2017-18 avg</b>	<b>96.30</b>		<b>96.04</b>
900720072	09/12/2018	2018-19	385 Leadership Exit - Prof Educator and Community	100	Passed	
900692819	07/12/2019	2018-19	385 Leadership Exit - Prof Educator and Community	100	Passed	
900729329	10/04/2018	2018-19	385 Leadership Exit - Prof Educator and Community	100	Passed	
			<b>2018-19 avg</b>	<b>100.00</b>		<b>96.74</b>
900526892	12/06/2019	2019-20	385 Leadership Exit - Prof Educator and Community	91.67	Passed	
			<b>2019-20 avg</b>	<b>91.67</b>		<b>96.35</b>

### 386 Leadership Exit - Ethical Decision Making

900718039	06/02/2018	2017-18	386 Leadership Exit - Ethical Decision Making	83.33	Passed	
900206497	05/27/2018	2017-18	386 Leadership Exit - Ethical Decision Making	100	Passed	
900729343	07/20/2018	2017-18	386 Leadership Exit - Ethical Decision Making	83.33	Passed	
900729355	05/24/2018	2017-18	386 Leadership Exit - Ethical Decision Making	83.33	Passed	
900417109	07/23/2018	2017-18	386 Leadership Exit - Ethical Decision Making	100	Passed	

900729346	08/20/2018	2017-18	386 Leadership Exit - Ethical Decision Making	91.67	Passed	
900528710	01/03/2018	2017-18	386 Leadership Exit - Ethical Decision Making	100	Passed	
900729135	07/24/2018	2017-18	386 Leadership Exit - Ethical Decision Making	100	Passed	
900492973	08/03/2018	2017-18	386 Leadership Exit - Ethical Decision Making	91.67	Passed	
			<b>2017-18 avg</b>	<b>92.59</b>		<b>90.63</b>
900720072	09/12/2018	2018-19	386 Leadership Exit - Ethical Decision Making	91.67	Passed	
900692819	07/12/2019	2018-19	386 Leadership Exit - Ethical Decision Making	83.33	Passed	
900729329	10/04/2018	2018-19	386 Leadership Exit - Ethical Decision Making	91.67	Passed	
			<b>2018-19 avg</b>	<b>88.89</b>		<b>90.71</b>
900526892	12/06/2019	2019-20	386 Leadership Exit - Ethical Decision Making	75	Passed	
			<b>2019-20 avg</b>	<b>75</b>		<b>91.21</b>

### 387 Leadership Exit - Leading the Prof Educator

900718039	06/02/2018	2017-18	387 Leadership Exit - Leading the Prof Educator	100	Passed	
900206497	05/27/2018	2017-18	387 Leadership Exit - Leading the Prof Educator	83.33	Passed	
900729343	07/20/2018	2017-18	387 Leadership Exit - Leading the Prof Educator	83.33	Passed	
900729355	05/24/2018	2017-18	387 Leadership Exit - Leading the Prof Educator	91.67	Passed	
900417109	07/23/2018	2017-18	387 Leadership Exit - Leading the Prof Educator	100	Passed	
900729346	08/20/2018	2017-18	387 Leadership Exit - Leading the Prof Educator	91.67	Passed	
900528710	01/03/2018	2017-18	387 Leadership Exit - Leading the Prof Educator	83.33	Passed	
900729135	07/25/2018	2017-18	387 Leadership Exit - Leading the Prof Educator	91.67	Passed	
900492973	08/03/2018	2017-18	387 Leadership Exit - Leading the Prof Educator	83.33	Passed	
			<b>2017-18 avg</b>	<b>89.81</b>		<b>91.29</b>
900720072	09/12/2018	2018-19	387 Leadership Exit - Leading the Prof Educator	83.33	Passed	
900692819	07/12/2019	2018-19	387 Leadership Exit - Leading the Prof Educator	83.33	Passed	
900729329	10/04/2018	2018-19	387 Leadership Exit - Leading the Prof Educator	83.33	Passed	
			<b>2018-19 avg</b>	<b>83.33</b>		<b>91.77</b>
900526892	12/06/2019	2019-20	387 Leadership Exit - Leading the Prof Educator	91.67	Passed	
			<b>2019-20 avg</b>	<b>91.67</b>		<b>91.51</b>

### 388 Leadership Exit - The Prof Educator in GA

900718039	06/02/2018	2017-18	388 Leadership Exit - The Prof Educator in GA	83.33	Passed	
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900206497	05/27/2018	2017-18	388 Leadership Exit - The Prof Educator in GA	83.33	Passed	
900729343	07/20/2018	2017-18	388 Leadership Exit - The Prof Educator in GA	91.67	Passed	
900729355	05/24/2018	2017-18	388 Leadership Exit - The Prof Educator in GA	83.33	Passed	
900417109	07/26/2018	2017-18	388 Leadership Exit - The Prof Educator in GA	91.67	Passed	
900729346	08/20/2018	2017-18	388 Leadership Exit - The Prof Educator in GA	83.33	Passed	
900528710	01/03/2018	2017-18	388 Leadership Exit - The Prof Educator in GA	83.33	Passed	
900729135	07/25/2018	2017-18	388 Leadership Exit - The Prof Educator in GA	83.33	Passed	
900492973	08/03/2018	2017-18	388 Leadership Exit - The Prof Educator in GA	83.33	Passed	
			<b>2017-18 avg</b>	<b>85.18</b>		<b>91.71</b>
900720072	09/12/2018	2018-19	388 Leadership Exit - The Prof Educator in GA	100	Passed	
900692819	07/12/2019	2018-19	388 Leadership Exit - The Prof Educator in GA	91.67	Passed	
900729329	10/04/2018	2018-19	388 Leadership Exit - The Prof Educator in GA	91.67	Passed	
			<b>2018-19 avg</b>	<b>94.45</b>		<b>92.4</b>
900526892	12/06/2019	2019-20	388 Leadership Exit - The Prof Educator in GA	83.33	Passed	
			<b>2019-20 avg</b>	<b>83.33</b>		<b>92.29</b>

**389 Leadership Exit - End of Course Test**

900718039	06/02/2018	2017-18	389 Leadership Exit - End of Course Test	90	Passed	
900206497	05/27/2018	2017-18	389 Leadership Exit - End of Course Test	95	Passed	
900729343	07/20/2018	2017-18	389 Leadership Exit - End of Course Test	90	Passed	
900729355	05/24/2018	2017-18	389 Leadership Exit - End of Course Test	92.5	Passed	
900417109	07/26/2018	2017-18	389 Leadership Exit - End of Course Test	95	Passed	
900729346	08/20/2018	2017-18	389 Leadership Exit - End of Course Test	100	Passed	
900528710	01/03/2018	2017-18	389 Leadership Exit - End of Course Test	95	Passed	
900729135	07/25/2018	2017-18	389 Leadership Exit - End of Course Test	95	Passed	
900492973	08/03/2018	2017-18	389 Leadership Exit - End of Course Test	92.5	Passed	
			<b>2017-18 avg</b>	<b>93.89</b>		<b>93.90</b>
900720072	09/12/2018	2018-19	389 Leadership Exit - End of Course Test	95	Passed	
900692819	07/12/2019	2018-19	389 Leadership Exit - End of Course Test	87.5	Passed	
900729329	10/04/2018	2018-19	389 Leadership Exit - End of Course Test	95	Passed	
			<b>2018-19 avg</b>	<b>92.50</b>		<b>94.34</b>

900526892	12/06/2019	2019-20	389 Leadership Exit - End of Course Test	92.5	Passed	
			<b>2019-20 avg</b>	<b>92.5</b>		<b>94.09</b>

*Note: Scores for 2019-20 include only scores reported as of Dec 31, 2019.*



2) GACE Education Leadership (test code 301) Scores by Subarea

Student ID	Test Date	Passing Status	Subarea Points	Subarea Possible Points	CAU % Correct	GA % Correct
<b>SUBAREA I. EDUCATIONAL VISION</b>						
900729346	11/10/2017	Passed	10	17	59%	
900417109	11/13/2017	Passed	13	17	76%	
900729135	11/13/2017	Passed	14	17	82%	
900729329	11/13/2017	Passed	13	17	76%	
		<b>2017 avg</b>	<b>12.5</b>	<b>17</b>	<b>74%</b>	<b>73.68%</b>
900729355	2/12/2018	Passed	12	17	71%	
900206497	2/9/2018	Passed	11	17	65%	
900729343	4/10/2018	Passed	10	17	59%	
900718039	5/10/2018	Passed	12	17	71%	
900492973	5/7/2018	Passed	11	17	65%	
900720072	8/4/2018	Passed	11	17	65%	
		<b>2018 avg</b>	<b>11.2</b>	<b>17</b>	<b>66%</b>	<b>72.19%</b>
900526892	11/7/2019	Passed	12	17	71%	
		<b>2019 avg</b>	<b>12</b>	<b>17</b>	<b>71%</b>	<b>72.18%</b>
<b>SUBAREA II. SCHOOL CULTURE AND THE INSTRUCTIONAL PROGRAM</b>						
900729346	11/10/2017	Passed	13	21	62%	
900417109	11/13/2017	Passed	17	21	81%	
900729135	11/13/2017	Passed	17	21	81%	
900729329	11/13/2017	Passed	16	21	76%	
		<b>2017 avg</b>	<b>15.75</b>	<b>21</b>	<b>75%</b>	<b>73.10%</b>
900729355	2/12/2018	Passed	13	22	59%	
900206497	2/9/2018	Passed	11	22	50%	
900729343	4/10/2018	Passed	13	21	62%	
900718039	5/10/2018	Passed	15	22	68%	
900492973	5/7/2018	Passed	17	22	77%	
900720072	8/4/2018	Passed	14	22	64%	
		<b>2018 avg</b>	<b>13.8</b>	<b>21.8</b>	<b>63%</b>	<b>72.17%</b>
900526892	11/7/2019	Passed	15	22	68%	
		<b>2019 avg</b>	<b>15</b>	<b>22</b>	<b>68%</b>	<b>69.94%</b>
<b>SUBAREA III. MANAGING THE ORGANIZATION, OPERATIONS, AND RESOURCES</b>						
900729346	11/10/2017	Passed	7	16	44%	
900417109	11/13/2017	Passed	11	16	69%	
900729135	11/13/2017	Passed	14	16	88%	

900729329	11/13/2017	Passed	14	16	88%	
		<b>2017 avg</b>	<b>11.5</b>	<b>16</b>	<b>72%</b>	<b>77.00%</b>
900729355	2/12/2018	Passed	10	16	63%	
900206497	2/9/2018	Passed	10	16	63%	
900729343	4/10/2018	Passed	11	16	69%	
900718039	5/10/2018	Passed	12	16	75%	
900492973	5/7/2018	Passed	15	16	94%	
900720072	8/4/2018	Passed	13	16	81%	
		<b>2018 avg</b>	<b>11.8</b>	<b>16.0</b>	<b>74%</b>	<b>76.69%</b>
900526892	11/7/2019	Passed	15	16	94%	
		<b>2019 avg</b>	<b>15</b>	<b>16</b>	<b>94%</b>	<b>77.79%</b>
<b>SUBAREA IV. COLLABORATING AND COMMUNICATING WITH STAKEHOLDERS</b>						
900729346	11/10/2017	Passed	11	13	85%	
900417109	11/13/2017	Passed	11	13	85%	
900729135	11/13/2017	Passed	9	13	69%	
900729329	11/13/2017	Passed	8	13	62%	
		<b>2017 avg</b>	<b>9.75</b>	<b>13</b>	<b>75%</b>	<b>76.01%</b>
900729355	2/12/2018	Passed	10	12	83%	
900206497	2/9/2018	Passed	6	12	50%	
900729343	4/10/2018	Passed	8	13	62%	
900718039	5/10/2018	Passed	7	12	58%	
900492973	5/7/2018	Passed	8	12	67%	
900720072	8/4/2018	Passed	9	12	75%	
		<b>2018 avg</b>	<b>8.0</b>	<b>12.2</b>	<b>66%</b>	<b>75.37%</b>
900526892	11/7/2019	Passed	10	12	83%	
		<b>2019 avg</b>	<b>10</b>	<b>12</b>	<b>83%</b>	<b>75.00%</b>
<b>SUBAREA V. PROFESSIONALISM AND ETHICS</b>						
900729346	11/10/2017	Passed	10	13	77%	
900417109	11/13/2017	Passed	9	13	69%	
900729135	11/13/2017	Passed	11	13	85%	
900729329	11/13/2017	Passed	11	13	85%	
		<b>2017 avg</b>	<b>10.25</b>	<b>13</b>	<b>79%</b>	<b>76.23%</b>
900729355	2/12/2018	Passed	7	13	54%	
900206497	2/9/2018	Passed	10	13	77%	
900729343	4/10/2018	Passed	7	13	54%	
900718039	5/10/2018	Passed	12	13	92%	
900492973	5/7/2018	Passed	11	13	85%	
900720072	8/4/2018	Passed	9	13	69%	
		<b>2018 avg</b>	<b>9.3</b>	<b>13.0</b>	<b>72%</b>	<b>75.86%</b>
900526892	11/7/2019	Passed	8	13	62%	
		<b>2019 avg</b>	<b>8</b>	<b>13</b>	<b>62%</b>	<b>75.87%</b>
<b>SUBAREA VI. ANALYSIS (CONSTRUCTED-</b>						

<b>RESPONSE ITEMS ONLY)</b>						
900729346	11/10/2017	Passed	17	24	71%	
900417109	11/13/2017	Passed	19	24	79%	
900729135	11/13/2017	Passed	20	24	83%	
900729329	11/13/2017	Passed	18	24	75%	
		<b>2017 avg</b>	<b>18.5</b>	<b>24</b>	<b>77%</b>	<b>71.54%</b>
900729355	2/12/2018	Passed	20	24	83%	
900206497	2/9/2018	Passed	20	24	83%	
900729343	4/10/2018	Passed	20	24	83%	
900718039	5/10/2018	Passed	12	24	50%	
900492973	5/7/2018	Passed	14	24	58%	
900720072	8/4/2018	Passed	13	24	54%	
		<b>2018 avg</b>	<b>16.5</b>	<b>24.0</b>	<b>69%</b>	<b>70.46%</b>
900526892	11/7/2019	Passed	19	24	79%	
		<b>2019 avg</b>	<b>19</b>	<b>24</b>	<b>79%</b>	<b>66.51%</b>

### 3) Comprehensive Exams

#### Educational Leadership Tier I Comprehensive Exam Results

2016-17 to 2018-19

Student ID	Degree Program	Instructional & Pol/Com Leadership		Organizational & Strategic Leadership		Passed/Failed All Sections
		Score	P/F	Score	P/F	
Fall 2016						
900162120	Ed.S.	85	P	92	P	P
900681314*	M.A.	80	P	79	P	P
900689190*	M.A.	90	P	92	P	P
900692246*	M.A.	85	P	80	P	P
900021790	M.A.	90	P	90	P	P
900668998*	M.A.	80	P	82	P	P
900692819	M.A.	85	P	95	P	P
900691514*	M.A.	67.5	F	67.5	F	P (failed two written sections; passed oral exam)
Spring 2017						
900693221*	M.A.	72.5	F	80	P	F
900695573*	M.A.	80	P	80	P	P
900692459*	M.A.	67.5	F	85	P	F
9006988957*	M.A.	80	P	80	P	P
900679209	M.A.	90	P	92	P	P
900533132	M.A.	80	P	91	P	P
2016-17 Avg (N=14)		80.9	79%	84.7	93%	79%

Student ID	Degree Program	Instructional Leadership		Organizational Leadership		Passed/Failed All Sections
		Score	P/F	Score	P/F	

Fall 2017						
900709330*	M.A.	81	P	82	P	P
900707708*	M.A.	82	P	83	P	P
900705468*	M.A.	85	P	80	P	P
900724030*	M.A.	100	P	85	P	P
900492973	M.A.	93	P	83	P	P
Spring 2018						
900718039	M.A.	90	P	90	P	P
900602646	M.A.	87	P	85	P	P
900565476	M.A.	87	P	85	P	P
900720072	M.A.	76	F	85	P	P (failed one written section; passed oral exam)
900714468*	M.A.	80	P	80	P	P
900508473	M.A.	90	P	90	P	P
2017-18 Avg (N=11)		86.5	91%	84.4	100%	100%

Student ID	Degree Program	Instructional Leadership		Organizational Leadership		Passed/Failed All Sections
		Score	P/F	Score	P/F	
Fall 2018						
900689072*		67.5	F	91	P	P (failed one written section; passed oral exam)
900737146		96.5	P	80.5	P	P
Spring 2019						
900739210		82.5	P	80	P	P
900732449		82	P	81	P	P
2018-19 Avg (N=4)		82.1	100%	83.1	100%	100%

3-Year Avg (N=29)		83.2	83%	84.1	97%	100%
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#### 4) Grades in Research and Data Analysis Courses

Grade Distribution in CEDA 599 – Research for School Improvement

Term	A	B	Total	GPA	%As	%Bs
Fall 2016	10	1	11	3.91	91%	9%
Fall 2017	6	2	8	3.75	75%	25%
Fall 2018	5	1	6	3.83	83%	17%
<b>Total</b>	<b>21</b>	<b>4</b>	<b>25</b>	<b>3.84</b>	<b>84%</b>	<b>16%</b>

Grade Distribution in CEDA 590 – Educational Test & Measurements

Term	A	B	Total	GPA	% As	% Bs
Fall 2016	4	4	8	3.50	50%	50%
Fall 2017	17	1	18	3.94	94%	6%
Fall 2018	7		7	4.00	100%	0%
<b>Total</b>	<b>28</b>	<b>5</b>	<b>33</b>	<b>3.85</b>	<b>85%</b>	<b>15%</b>

#### 5) Field Task Scores in Internships

Educational Leadership Candidate Scores on Field Task Rubrics, Spring 2019 to Fall 2019

**Clinical Practice Experience #1: Review, Analyze, Update, or Revise Safety Plan, Behavior Management Plan, Attendance or other approved Plan**

Scoring Guide: 1= Below Standard, 2=Meets Standard, 3=Above Standard

Tier	Candidate	Course	Term	1. Data Analysis	2. Recommendations for Revision/Communication	3. Reflection
Tier I	CI	CEDA 561	Spring 2019	2	2	1
Tier I	NM	CEDA 560	Summer 2019	2	1	2
Tier I	AA	CEDA 560	Summer 2019	3	3	3
Tier I	RH	CEDA 560	Summer 2019	3	3	3
Tier I	AA	CEDA 561	Fall 2019	3	3	3
Tier I	BK	CEDA 561	Fall 2019	2	2	2
Tier I	NM	CEDA 561	Fall 2019	1	1	1
			<b>Avg</b>	<b>2.3</b>	<b>2.1</b>	<b>2.1</b>

**Clinical Practice Experience #2: Design and Implement Professional Development**

Scoring Guide: 1= Below Standard, 2=Meets Standard, 3=Above Standard

Tier	Candidate	Course	Term	1. Data Needs/Assessment	2. Presentation/ Artifacts	3. Reflection
Tier I	RH	CEDA 560	Summer 2019	2	2	2
Tier I	NM	CEDA 560	Summer 2019	2	2	1
Tier I	AA	CEDA 560	Summer 2019	3	3	3
Tier I	AA	CEDA 561	Fall 2019	3	3	3
			<b>Avg</b>	<b>2.5</b>	<b>2.5</b>	<b>2.3</b>

**Tier II Educational Leadership Assessment Results**

**1. GACE Exit Ethics Exam for Education Leadership (test code 380) by Module**

<b>Student ID</b>	<b>Test Date</b>	<b>AY</b>	<b>Test Code/Name</b>	<b>% Correct</b>	<b>Passing Status</b>	<b>GA % Correct</b>
<b>383 Leadership Exit - Prof Educator and Student</b>						
900277970	07/19/2017	2016-17	383 Leadership Exit - Prof Educator and Student	91.67	Passed	
900658165	07/04/2017	2016-17	383 Leadership Exit - Prof Educator and Student	83.33	Passed	
900648376	06/17/2017	2016-17	383 Leadership Exit - Prof Educator and Student	83.33	Passed	
900162120	01/16/2017	2016-17	383 Leadership Exit - Prof Educator and Student	83.33	Passed	
900649705	09/26/2016	2016-17	383 Leadership Exit - Prof Educator and Student	100	Passed	
			<b>2016-17 avg</b>	<b>88.33</b>		<b>93.2</b>
900465183	08/27/2018	2017-18	383 Leadership Exit - Prof Educator and Student	83.33	Passed	
900034623	08/17/2018	2017-18	383 Leadership Exit - Prof Educator and Student	91.67	Passed	
900508473	08/09/2018	2017-18	383 Leadership Exit - Prof Educator and Student	83.33	Passed	
900613924	09/14/2017	2017-18	383 Leadership Exit - Prof Educator and Student	100	Passed	
900546426	09/07/2017	2017-18	383 Leadership Exit - Prof Educator and Student	91.67	Passed	
			<b>2017-18 avg</b>	<b>90.00</b>		<b>92.72</b>
900441650	08/29/2019	2018-19	383 Leadership Exit - Prof Educator and Student	83.33	Passed	
900567960	06/05/2019	2018-19	383 Leadership Exit - Prof Educator and Student	100	Passed	
900582315	11/13/2018	2018-19	383 Leadership Exit - Prof Educator and Student	91.67	Passed	
900148332	10/20/2018	2018-19	383 Leadership Exit - Prof Educator and Student	91.67	Passed	
900428343	10/05/2018	2018-19	383 Leadership Exit - Prof Educator and Student	83.33	Passed	

			<b>2018-19 avg</b>	<b>90.00</b>		<b>93.17</b>
<b>384 Leadership Exit - Prof Educator and School</b>						
900277970	07/20/2017	2016-17	384 Leadership Exit - Prof Educator and School	100	Passed	
900658165	07/05/2017	2016-17	384 Leadership Exit - Prof Educator and School	91.67	Passed	
900648376	06/17/2017	2016-17	384 Leadership Exit - Prof Educator and School	100	Passed	
900162120	01/16/2017	2016-17	384 Leadership Exit - Prof Educator and School	91.67	Passed	
900649705	10/03/2016	2016-17	384 Leadership Exit - Prof Educator and School	100	Passed	
			<b>2016-17 avg</b>	<b>96.67</b>		<b>93.88</b>
900465183	08/27/2018	2017-18	384 Leadership Exit - Prof Educator and School	91.67	Passed	
900034623	08/17/2018	2017-18	384 Leadership Exit - Prof Educator and School	91.67	Passed	
900508473	08/09/2018	2017-18	384 Leadership Exit - Prof Educator and School	100	Passed	
900613924	09/14/2017	2017-18	384 Leadership Exit - Prof Educator and School	100	Passed	
900546426	09/07/2017	2017-18	384 Leadership Exit - Prof Educator and School	83.33	Passed	
			<b>2017-18 avg</b>	<b>93.33</b>		<b>94.05</b>
900441650	08/29/2019	2018-19	384 Leadership Exit - Prof Educator and School	83.33	Passed	
900567960	06/05/2019	2018-19	384 Leadership Exit - Prof Educator and School	91.67	Passed	
900582315	11/13/2018	2018-19	384 Leadership Exit - Prof Educator and School	91.67	Passed	
900148332	10/20/2018	2018-19	384 Leadership Exit - Prof Educator and School	91.67	Passed	
900428343	10/05/2018	2018-19	384 Leadership Exit - Prof Educator and School	91.67	Passed	
			<b>2018-19 avg</b>	<b>90.00</b>		<b>93.64</b>
<b>385 Leadership Exit - Prof Educator and Community</b>						
900277970	07/20/2017	2016-17	385 Leadership Exit - Prof Educator and Community	91.67	Passed	

900658165	07/05/2017	2016-17	385 Leadership Exit - Prof Educator and Community	91.67	Passed	
900648376	06/17/2017	2016-17	385 Leadership Exit - Prof Educator and Community	91.67	Passed	
900162120	01/17/2017	2016-17	385 Leadership Exit - Prof Educator and Community	91.67	Passed	
900649705	10/03/2016	2016-17	385 Leadership Exit - Prof Educator and Community	100	Passed	
			<b>2016-17 avg</b>	<b>93.34</b>		<b>96.15</b>
900465183	08/28/2018	2017-18	385 Leadership Exit - Prof Educator and Community	83.33	Passed	
900034623	08/17/2018	2017-18	385 Leadership Exit - Prof Educator and Community	100	Passed	
900508473	08/09/2018	2017-18	385 Leadership Exit - Prof Educator and Community	100	Passed	
900613924	09/14/2017	2017-18	385 Leadership Exit - Prof Educator and Community	100	Passed	
900546426	09/11/2017	2017-18	385 Leadership Exit - Prof Educator and Community	100	Passed	
			<b>2017-18 avg</b>	<b>96.67</b>		<b>96.64</b>
900441650	08/29/2019	2018-19	385 Leadership Exit - Prof Educator and Community	100	Passed	
900567960	06/05/2019	2018-19	385 Leadership Exit - Prof Educator and Community	100	Passed	
900582315	11/13/2018	2018-19	385 Leadership Exit - Prof Educator and Community	100	Passed	
900148332	10/20/2018	2018-19	385 Leadership Exit - Prof Educator and Community	100	Passed	
900428343	10/05/2018	2018-19	385 Leadership Exit - Prof Educator and Community	100	Passed	
			<b>2018-19 avg</b>	<b>100.00</b>		<b>96.74</b>
<b>386 Leadership Exit - Ethical Decision Making</b>						
900277970	07/20/2017	2016-17	386 Leadership Exit - Ethical Decision Making	83.33	Passed	
900658165	07/05/2017	2016-17	386 Leadership Exit - Ethical Decision Making	100	Passed	
900648376	06/17/2017	2016-17	386 Leadership Exit - Ethical Decision Making	83.33	Passed	
900162120	01/17/2017	2016-17	386 Leadership Exit - Ethical Decision Making	91.67	Passed	

900649705	10/03/2016	2016-17	386 Leadership Exit - Ethical Decision Making	75	Passed	
			<b>2016-17 avg</b>	<b>86.67</b>		<b>90.87</b>
900465183	08/28/2018	2017-18	386 Leadership Exit - Ethical Decision Making	83.33	Passed	
900034623	08/17/2018	2017-18	386 Leadership Exit - Ethical Decision Making	83.33	Passed	
900508473	08/09/2018	2017-18	386 Leadership Exit - Ethical Decision Making	83.33	Passed	
900613924	09/14/2017	2017-18	386 Leadership Exit - Ethical Decision Making	100	Passed	
900546426	09/11/2017	2017-18	386 Leadership Exit - Ethical Decision Making	83.33	Passed	
			<b>2017-18 avg</b>	<b>86.66</b>		<b>90.63</b>
900441650	08/30/2019	2018-19	386 Leadership Exit - Ethical Decision Making	100	Passed	
900567960	06/05/2019	2018-19	386 Leadership Exit - Ethical Decision Making	91.67	Passed	
900582315	11/13/2018	2018-19	386 Leadership Exit - Ethical Decision Making	91.67	Passed	
900148332	10/20/2018	2018-19	386 Leadership Exit - Ethical Decision Making	83.33	Passed	
900428343	10/05/2018	2018-19	386 Leadership Exit - Ethical Decision Making	91.67	Passed	
			<b>2018-19 avg</b>	<b>91.67</b>		<b>90.71</b>
<b>387 Leadership Exit - Leading the Prof Educator</b>						
900277970	07/20/2017	2016-17	387 Leadership Exit - Leading the Prof Educator	100	Passed	
900658165	07/05/2017	2016-17	387 Leadership Exit - Leading the Prof Educator	100	Passed	
900648376	06/17/2017	2016-17	387 Leadership Exit - Leading the Prof Educator	91.67	Passed	
900162120	01/18/2017	2016-17	387 Leadership Exit - Leading the Prof Educator	100	Passed	
900649705	10/03/2016	2016-17	387 Leadership Exit - Leading the Prof Educator	91.67	Passed	
			<b>2016-17 avg</b>	<b>96.67</b>		<b>91.45</b>
900465183	08/28/2018	2017-18	387 Leadership Exit - Leading the Prof Educator	83.33	Passed	

900034623	08/17/2018	2017-18	387 Leadership Exit - Leading the Prof Educator	100	Passed	
900508473	08/09/2018	2017-18	387 Leadership Exit - Leading the Prof Educator	83.33	Passed	
900613924	09/14/2017	2017-18	387 Leadership Exit - Leading the Prof Educator	83.33	Passed	
900546426	09/11/2017	2017-18	387 Leadership Exit - Leading the Prof Educator	83.33	Passed	
			<b>2017-18 avg</b>	<b>86.66</b>		<b>91.29</b>
900441650	08/30/2019	2018-19	387 Leadership Exit - Leading the Prof Educator	83.33	Passed	
900567960	06/05/2019	2018-19	387 Leadership Exit - Leading the Prof Educator	91.67	Passed	
900582315	11/13/2018	2018-19	387 Leadership Exit - Leading the Prof Educator	83.33	Passed	
900148332	10/20/2018	2018-19	387 Leadership Exit - Leading the Prof Educator	83.33	Passed	
900428343	10/05/2018	2018-19	387 Leadership Exit - Leading the Prof Educator	83.33	Passed	
			<b>2018-19 avg</b>	<b>85.00</b>		<b>91.77</b>
<b>388 Leadership Exit - The Prof Educator in GA</b>						
900277970	07/20/2017	2016-17	388 Leadership Exit - The Prof Educator in GA	83.33	Passed	
900658165	07/07/2017	2016-17	388 Leadership Exit - The Prof Educator in GA	100	Passed	
900648376	06/17/2017	2016-17	388 Leadership Exit - The Prof Educator in GA	100	Passed	
900162120	01/18/2017	2016-17	388 Leadership Exit - The Prof Educator in GA	83.33	Passed	
900649705	10/03/2016	2016-17	388 Leadership Exit - The Prof Educator in GA	91.67	Passed	
			<b>2016-17 avg</b>	<b>91.67</b>		<b>91.58</b>
900465183	08/28/2018	2017-18	388 Leadership Exit - The Prof Educator in GA	91.67	Passed	
900034623	08/17/2018	2017-18	388 Leadership Exit - The Prof Educator in GA	100	Passed	
900508473	08/09/2018	2017-18	388 Leadership Exit - The Prof Educator in GA	100	Passed	
900613924	09/14/2017	2017-18	388 Leadership Exit - The Prof Educator in GA	91.67	Passed	

900546426	09/11/2017	2017-18	388 Leadership Exit - The Prof Educator in GA	83.33	Passed	
			<b>2017-18 avg</b>	<b>93.33</b>		<b>91.71</b>
900441650	08/30/2019	2018-19	388 Leadership Exit - The Prof Educator in GA	91.67	Passed	
900567960	06/05/2019	2018-19	388 Leadership Exit - The Prof Educator in GA	91.67	Passed	
900582315	11/13/2018	2018-19	388 Leadership Exit - The Prof Educator in GA	100	Passed	
900148332	10/20/2018	2018-19	388 Leadership Exit - The Prof Educator in GA	100	Passed	
900428343	10/05/2018	2018-19	388 Leadership Exit - The Prof Educator in GA	100	Passed	
			<b>2018-19 avg</b>	<b>96.67</b>		<b>92.40</b>
<b>389 Leadership Exit - End of Course Test</b>						
900277970	07/20/2017	2016-17	389 Leadership Exit - End of Course Test	92.5	Passed	
900658165	07/07/2017	2016-17	389 Leadership Exit - End of Course Test	92.5	Passed	
900648376	06/17/2017	2016-17	389 Leadership Exit - End of Course Test	90	Passed	
900162120	01/20/2017	2016-17	389 Leadership Exit - End of Course Test	87.5	Passed	
900649705	10/03/2016	2016-17	389 Leadership Exit - End of Course Test	95	Passed	
			<b>2016-17 avg</b>	<b>91.50</b>		<b>94.04</b>
900465183	08/28/2018	2017-18	389 Leadership Exit - End of Course Test	85	Passed	
900034623	08/17/2018	2017-18	389 Leadership Exit - End of Course Test	92.5	Passed	
900508473	08/09/2018	2017-18	389 Leadership Exit - End of Course Test	87.5	Passed	
900613924	09/14/2017	2017-18	389 Leadership Exit - End of Course Test	92.5	Passed	
900546426	09/11/2017	2017-18	389 Leadership Exit - End of Course Test	100	Passed	
			<b>2017-18 avg</b>	<b>91.50</b>		<b>93.90</b>
900441650	08/30/2019	2018-19	389 Leadership Exit - End of Course Test	92.5	Passed	
900567960	06/05/2019	2018-19	389 Leadership Exit - End of Course Test	95	Passed	
900582315	11/13/2018	2018-19	389 Leadership Exit - End of Course Test	90	Passed	
900148332	10/20/2018	2018-19	389 Leadership Exit - End of Course Test	90	Passed	
900428343	10/05/2018	2018-19	389 Leadership Exit - End of Course Test	92.5	Passed	
			<b>2018-19 avg</b>	<b>92.00</b>		<b>94.34</b>

2) GACE Education Leadership (test code 301) Summary

Student ID	Test Date	AY	Test Score	Passing Status	GA Avg Score	GA Pass Rate
900658165	8/10/2016	2016-17	272	Passed		
900546426	6/9/2017	2016-17	271	Passed		
900691604	6/14/2017	2016-17	271	Passed		
900162120	5/14/2017	2016-17	252	Passed		
900684984	6/12/2017	2016-17	266	Passed		
		<b>2016-17 avg</b>	<b>266.4</b>	<b>100%</b>	<b>262.75</b>	<b>83%</b>
900613924	11/10/2017	2017-18	268	Passed		
900428343	8/3/2018	2017-18	266	Passed		
		<b>2017-18 avg</b>	<b>267</b>	<b>100%</b>	<b>263.54</b>	<b>88%</b>
900692490	11/4/2018	2018-19	258	Passed		
900465183	6/6/2019	2018-19	219	Not Passed		
9006866924	5/5/2019	2018-19	232	Not Passed		
900036757	5/3/2019	2018-19	254	Passed		
900441650	2/7/2019	2018-19	259	Passed		
900508473	4/1/2019	2018-19	255	Passed		
		<b>2018-19 avg</b>	<b>246.2</b>	<b>67%</b>	<b>262.07</b>	<b>86%</b>

**3-year avg                      259.9                      89%                      262.8                      86%**

GACE Education Leadership (test code 301) Scores by Subarea

Student ID	Test Date	AY	Passing Status	Subarea Points	Max Points	CAU % Correct	GA % Correct
<b>SUBAREA I. EDUCATIONAL VISION</b>							
900658165	8/10/2016	2016-17	Passed	12	17	71%	
900546426	6/9/2017	2016-17	Passed	12	17	71%	
900691604	6/14/2017	2016-17	Passed	12	17	71%	
900162120	5/14/2017	2016-17	Passed	11	17	65%	
900684984	6/12/2017	2016-17	Passed	10	17	59%	
			<b>2016-17 avg</b>	<b>11.4</b>	<b>17</b>	<b>67%</b>	<b>73.06%</b>
900613924	11/10/2017	2017-18	Passed	14	17	82%	
900428343	8/3/2018	2017-18	Passed	11	17	65%	
			<b>2017-18 avg</b>	<b>12.5</b>	<b>17</b>	<b>74%</b>	<b>73.68%</b>

900692490	11/4/2018	2018-19	Passed	14	17	82%	
900465183	6/6/2019	2018-19	Not Passed	12	17	71%	
9006866924	5/5/2019	2018-19	Not Passed	9	17	53%	
900036757	5/3/2019	2018-19	Passed	13	17	76%	
900441650	2/7/2019	2018-19	Passed	13	17	76%	
900508473	4/1/2019	2018-19	Passed	13	17	76%	
			<b>2018-19 avg</b>	<b>12.3</b>	<b>17</b>	<b>73%</b>	<b>72.19%</b>
<b>SUBAREA II. SCHOOL CULTURE AND THE INSTRUCTIONAL PROGRAM</b>							
900546426	6/9/2017	2016-17	Passed	19	22	86%	
900691604	6/14/2017	2016-17	Passed	16	22	73%	
900684984	6/12/2017	2016-17	Passed	13	22	59%	
900162120	5/14/2017	2016-17	Passed	12	21	57%	
900658165	8/10/2016	2016-17	Passed	16	21	76%	
			<b>2016-17 avg</b>	<b>15.2</b>	<b>21.6</b>	<b>70%</b>	<b>72.17%</b>
900428343	8/3/2018	2017-18	Passed	17	22	77%	
900613924	11/10/2017	2017-18	Passed	18	21	86%	
			<b>2017-18 avg</b>	<b>17.5</b>	<b>21.5</b>	<b>81%</b>	<b>73.10%</b>
900465183	6/6/2019	2018-19	Not Passed	9	21	43%	
9006866924	5/5/2019	2018-19	Not Passed	12	22	55%	
900036757	5/3/2019	2018-19	Passed	19	22	86%	
900508473	4/1/2019	2018-19	Passed	13	21	62%	
900441650	2/7/2019	2018-19	Passed	16	22	73%	
900692490	11/4/2018	2018-19	Passed	14	21	67%	
			<b>2018-19 avg</b>	<b>13.8</b>	<b>21.5</b>	<b>64%</b>	<b>72.17%</b>
<b>SUBAREA III. MANAGING THE ORGANIZATION, OPERATIONS, AND RESOURCES</b>							
900546426	6/9/2017	2016-17	Passed	14	16	88%	
900691604	6/14/2017	2016-17	Passed	11	16	69%	
900684984	6/12/2017	2016-17	Passed	14	16	88%	



<b>SUBAREA V. PROFESSIONALISM AND ETHICS</b>							
900546426	6/9/2017	2016-17	Passed	13	13	100%	
900691604	6/14/2017	2016-17	Passed	11	13	85%	
900684984	6/12/2017	2016-17	Passed	12	13	92%	
900162120	5/14/2017	2016-17	Passed	8	13	62%	
900658165	8/10/2016	2016-17	Passed	8	13	62%	
			<b>2016-17 avg</b>	<b>10.4</b>	<b>13</b>	<b>80%</b>	<b>70.16%</b>
900428343	8/3/2018	2017-18	Passed	11	13	85%	
900613924	11/10/2017	2017-18	Passed	9	13	69%	
			<b>2017-18 avg</b>	<b>10</b>	<b>13</b>	<b>77%</b>	<b>76.23%</b>
900465183	6/6/2019	2018-19	Not Passed	8	13	62%	
9006866924	5/5/2019	2018-19	Not Passed	9	13	69%	
900036757	5/3/2019	2018-19	Passed	13	13	100%	
900508473	4/1/2019	2018-19	Passed	9	13	69%	
900441650	2/7/2019	2018-19	Passed	11	13	85%	
900692490	11/4/2018	2018-19	Passed	8	13	62%	
			<b>2018-19 avg</b>	<b>10</b>	<b>13</b>	<b>77%</b>	<b>75.86%</b>
<b>SUBAREA VI. ANALYSIS (CONSTRUCTED- RESPONSE ITEMS ONLY)</b>							
900546426	6/9/2017	2016-17	Passed	14	24	58%	
900691604	6/14/2017	2016-17	Passed	23	24	96%	
900684984	6/12/2017	2016-17	Passed	17	24	71%	
900162120	5/14/2017	2016-17	Passed	15	24	63%	
900658165	8/10/2016	2016-17	Passed	19	24	79%	
			<b>2016-17 avg</b>	<b>17.6</b>	<b>24</b>	<b>73%</b>	<b>68.33%</b>
900428343	8/3/2018	2017-18	Passed	14	24	58%	
900613924	11/10/2017	2017-18	Passed	21	24	88%	
			<b>2017-18 avg</b>	<b>17.5</b>	<b>24</b>	<b>73%</b>	<b>71.54%</b>
900465183	6/6/2019	2018-19	Not Passed	9	24	38%	
9006866924	5/5/2019	2018-19	Not Passed	14	24	58%	
900036757	5/3/2019	2018-19	Passed	2	24	8%	

900508473	4/1/2019	2018-19	Passed	12	24	50%	
900441650	2/7/2019	2018-19	Passed	10	24	42%	
900692490	11/4/2018	2018-19	Passed	14	24	58%	
			<b>2018-19 avg</b>	<b>10.4</b>	<b>24</b>	<b>43%</b>	<b>70.46%</b>

**3) Comprehensive Exams**

**Educational Leadership Tier II Comprehensive Exam Results  
2016-17 to 2018-19**

Student ID	Degree Program	Instructional Leadership		Organizational Leadership		Strategic Leadership		Political & Comm. Leadership		Passed/Failed All Sections
		Score	P/F	Score	P/F	Score	P/F	Score	P/F	
Fall 2016										
900646971	Ed.D.	72.5	F	90	P	80	P	95	P	P (Failed one section at first attempt; passed oral exam)
900034623	Ed.D.	95	P	81	P	90	P	100	P	P
900465183	Ed.D.	85	P	94	P	82	P	80	P	P
900416548	Ed.D.	85	P	80	P	92	P	90	P	P
900036757	Ed.D.	77.5	F	80	P	87	P	80	P	P (Failed one section at first attempt; passed oral exam)
Spring 2017										
900576216	Ed.D.	100	P	98	P	90	P	90	P	P
900684984	Ed.D.	95	P	98	P	95	P	95	P	P
900648381	Ed.D.	95	P	95	P	93	P	100	P	P
900494263	Ed.D.	85	P	75	F	90	P	95	P	P (Failed one section at first attempt; passed oral exam)
900431444	Ed.D.	90	P	98	P	85	P	85	P	P

2016-17 Avg (N=10)	88.0	80%	88.9	90%	88.4	100%	91.0	100%	100%
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Student ID	Degree Program	Instructional Leadership		Organizational Leadership		Strategic Leadership		Political & Comm. Leadership		Passed/Failed All Sections
		Score	P/F	Score	P/F	Score	P/F	Score	P/F	
Fall 2017										
900567960	Ed.D.	80	P	92.2	P	93	P	90	P	P
900640681	Ed.D.	80	P	84.2	P	93	P	95	P	P
900649705	Ed.D.	90	P	88	P	95	P	90	P	P
Spring 2018										
900691604	Ed.D.	83	P	85	P	93	P	81	P	P
900686924	Ed.D.	87	P	90	P	85	P	87	P	P
900567814	Ed.D.	93	P	88	P	87	P	80	P	P
2017-18 Avg (N=6)		85.5	100%	87.9	100%	91.0	100%	87.2	100%	100%

Student ID	Degree Program	Instructional Leadership		Organizational Leadership		Strategic Leadership		Political & Comm. Leadership		Passed/Failed All Sections
		Score	P/F	Score	P/F	Score	P/F	Score	P/F	
Fall 2018										
900079317	Ed.D.	90	P	98	P	85	P	90	P	P
900157060	Ed.D.	85.5	P	86.95	P	90.7	P	94.5	P	P

900428343	Ed.D.	87	P	90	P	85	P	87.5	P	P
900662549	Ed.D.	93	P	88	P	87	P	94	P	P
900678551	Ed.D.	85.5	P	87.9	P	91	P	100	P	P
Spring 2019										
900692409	Ed.D.	96.5	P	87.5	P	94.5	P	97.5	P	P
2018-19 Avg (N=6)		88.2	100%	90.2	100%	87.7	100%	93.2	100%	100%

3-Year Avg (N=22)		87.2	91%	89.0	95%	89.0	100%	90.5	100%	100% Pass
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#### 4) Dissertation Defense Rubric

#### Dissertation Defense Rubric Average Scores for Tier II Educational Leadership

Spring 2018, Fall 2018, and Spring 2019

Scoring Guide: 1=Poor, 2=Fair, 3=Acceptable, 4=Good, 5=Excellent

Student	Number of Raters	Average of 1. Depth of understanding of the problem being addressed in the dissertation:	Average of 2. Knowledge and understanding of the literature:	Average of 3. Awareness of methods and techniques required for the study:	Average of 4. Understanding the value of the research to education:
<b>Fall 2018</b>	<b>3</b>	<b>4.00</b>	<b>4.33</b>	<b>4.00</b>	<b>3.67</b>
Student 17	3	4.00	4.33	4.00	3.67
<b>Spring 2018</b>	<b>25</b>	<b>4.68</b>	<b>4.40</b>	<b>4.08</b>	<b>4.36</b>
Student 10	3	4.67	4.00	3.67	4.67
Student 11	3	4.00	4.00	3.00	3.33
Student 12	3	5.00	5.00	4.33	5.00
Student 13	2	5.00	4.50	4.50	5.00
Student 14	3	4.33	4.00	4.00	4.33
Student 15	4	4.75	4.00	4.50	4.25
Student 16	4	4.75	4.75	4.50	4.25
Student 9	3	5.00	5.00	4.00	4.33
<b>Spring 2019</b>	<b>23</b>	<b>4.35</b>	<b>4.09</b>	<b>3.83</b>	<b>4.52</b>
Student 1	3	5.00	4.33	4.00	4.67
Student 2	3	5.00	4.67	4.67	4.67
Student 3	3	5.00	5.00	4.00	5.00
Student 4	2	5.00	5.00	4.50	4.50
Student 5	2	3.50	4.00	4.00	4.50
Student 6	3	4.67	4.00	3.67	4.67
Student 7	4	3.75	3.25	3.25	4.50
Student 8	3	3.00	3.00	3.00	3.67
<b>Total</b>	<b>51</b>	<b>4.49</b>	<b>4.25</b>	<b>3.96</b>	<b>4.39</b>

Student	Number of Raters	Average of 5. Relevance of the problem to educational leadership:	Average of 6. Ability to express ideas clearly and succinctly:	Average of 7. Ability to field questions and challenges:	Average of 8. Use of technology in presentation:
<b>Fall 2018</b>	<b>3</b>	<b>4.33</b>	<b>3.33</b>	<b>3.67</b>	<b>4.00</b>
Student 17	3	4.33	3.33	3.67	4.00
<b>Spring 2018</b>	<b>25</b>	<b>4.56</b>	<b>4.28</b>	<b>4.36</b>	<b>4.79</b>
Student 10	3	4.67	4.00	4.33	5.00
Student 11	3	4.00	3.33	3.33	4.33
Student 12	3	5.00	4.67	5.00	5.00
Student 13	2	5.00	5.00	5.00	5.00
Student 14	3	4.33	3.67	4.33	4.33
Student 15	4	4.25	4.00	4.00	5.00
Student 16	4	4.75	4.75	4.75	4.75
Student 9	3	4.67	5.00	4.33	5.00
<b>Spring 2019</b>	<b>23</b>	<b>4.39</b>	<b>4.04</b>	<b>3.91</b>	<b>4.22</b>
Student 1	3	4.33	4.33	3.33	4.67
Student 2	3	5.00	4.67	4.67	4.67
Student 3	3	5.00	5.00	5.00	4.67
Student 4	2	5.00	4.50	5.00	4.50
Student 5	2	3.50	4.00	4.00	4.00
Student 6	3	4.67	4.33	4.00	4.33
Student 7	4	4.50	3.75	3.75	3.75
Student 8	3	3.00	2.00	2.00	3.33
<b>Grand Total</b>	<b>51</b>	<b>4.47</b>	<b>4.12</b>	<b>4.12</b>	<b>4.48</b>

NOTE: 1=Poor, 2=Fair, 3=Acceptable, 4=Fair, 5=Excellent

**5) Tasks in Advanced Residency**

**Educational Leadership Candidate Scores on Field Task Rubrics, Spring 2019 to Fall 2019**

**Clinical Practice Experience #1: Review, Analyze, Update, or Revise Safety Plan, Behavior Management Plan, Attendance or other approved Plan**

Scoring Guide: 1= Below Standard, 2=Meets Standard, 3=Above Standard

Tier	Candidate	Course	Term	1. Data Analysis	2. Recommendations for Revision/Communication	3. Reflection
Tier II	FO	CEDA 660	Summer 2019	3	3	3
Tier II	PH	CEDA 661	Summer 2019	3	3	3
Tier II	FO	CEDA 660	Fall 2019	3	3	3
			<b>Avg</b>	<b>3.0</b>	<b>3.0</b>	<b>3.0</b>
Tier I	CI	CEDA 561	Spring 2019	2	2	1
Tier I	NM	CEDA 560	Summer 2019	2	1	2
Tier I	AA	CEDA 560	Summer 2019	3	3	3
Tier I	RH	CEDA 560	Summer 2019	3	3	3
Tier I	AA	CEDA 561	Fall 2019	3	3	3
Tier I	BK	CEDA 561	Fall 2019	2	2	2
Tier I	NM	CEDA 561	Fall 2019	1	1	1
			<b>Avg</b>	<b>2.3</b>	<b>2.1</b>	<b>2.1</b>

**Clinical Practice Experience #2: Design and Implement Professional Development**

Scoring Guide: 1= Below Standard, 2=Meets Standard, 3=Above Standard

Tier	Candidate	Course	Term	1. Data Needs/Assessment	2. Presentation/ Artifacts	3. Reflection
Tier II	BR	CEDA 661	Spring 2019	3	3	3
Tier II	PH	CEDA 660	Spring 2019	3	3	3
Tier II	SW	CEDA 661	Spring 2019	2	2	2
Tier II	FO	CEDA 660	Summer 2019	3	3	3
Tier II	FO	CEDA 660	Fall 2019	2	3	3
			<b>Avg</b>	<b>2.6</b>	<b>2.8</b>	<b>2.8</b>

**Clinical Practice Experience #3: Design and Implement a Community or Parent Involvement or Education Event**

Scoring Guide: 1= Below Standard, 2=Meets Standard, 3=Above Standard

Tier	Candidate	Course	Term	1. Description of Event	2. Artifacts & Log	3. Reflection
Tier II	FO	CEDA 660	Fall 2019	3	3	3

**Clinical Practice Experience #4: Actively Participate/Lead Year-long Site, District, or Community Committee**

Scoring Guide: 1= Below Standard, 2=Meets Standard, 3=Above Standard

Tier	Candidate	Course	Term	1. Description of Committee Purpose/Artifacts	2. Analysis of Committee Effectiveness	3. Reflection
Tier II	FO	CEDA 660	Fall 2019	3	3	3

## 6) Grades in Research Courses

### Tier II Educational Leadership – Grades in Research-Related Courses

Grade Distribution in CEDA 790 – Quantitative Methods

Term	A	B	I	Total	GPA	%As	%Bs
Fall 2016	8	1		9	3.89	89%	11%
Fall 2017	2	4		6	3.33	33%	67%
Fall 2018	7	1	1	9	3.87	88%	12%
<b>Total</b>	<b>17</b>	<b>6</b>	<b>1</b>	<b>24</b>	<b>3.57</b>	<b>74%</b>	<b>26%</b>

Grade Distribution in CEDA 795 – Qualitative Methods

Term	A	B	F	I	W	Total	GPA	%As	%Bs	
Spring 2017	7		1			1	9	3.50	88%	0%
Spring 2018	7	2				1	10	3.78	78%	20%
Spring 2019	2						2	4.00	100%	0%
<b>Total</b>	<b>16</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>21</b>	<b>3.69</b>	<b>84%</b>	<b>10%</b>	