**CAEP Accountability Measure 3 (RA3.4)**

**Assessment Method:**

Advanced programs use a **standards-based observation (SBO) assessment**. Each

program’s SBO is an appropriate variation specific to the program state and/or national

standards and is used to document candidate competency at completion. Use of a Standards-Based Observation Assessment in clinical practice ensures theory and practice are linked and that coherence across clinical and academic components of preparation is maintained. The Standards-Based Observation also facilitates varied and developmental clinical experiences as this is the very nature of each set of standards that serve as a framework for the assessment which occurs in the field/clinical setting.

**Details of Assessment Administration:**

Formal Observation for all advanced programs in the state of Texas:

Texas Administrative Code -TAC 228.35(h) Observations must be at least 135 minutes in

duration throughout the practicum conducted by the field supervisor (faculty member employed

by SFA). A formal observation not conducted on the candidate's site in a face-to-face setting,

must include a pre- and post-conference. An EPP must provide a minimum of three formal

observations: one formal observation within the first third of the practicum one formal

observation within the second third of the practicum and one formal observation within the final

third of the practicum. (Note.--TAC does not apply to School Psychology programs).

All SFA advanced program practicums are spread out across 2-3 semesters allowing for the

developmental nature of each to experience to change and grow over time guided by standards in

the area of specialization.

**Analysis and Interpretation:**

Each data table includes a mean score for the first and final observation. Growth from the first to the final observation was made across all programs and when disaggregated by gender and ethnicity. Additionally, overall program mean scores for the final observation were at each program’s identified acceptable level. This was also the case when disaggregated by gender and ethnicity. Areas of strength and for growth below showcase the highest and lowest standards for programs.

**Superintendent**

**Review of results across all, as well as disaggregated by gender and race reveal the following: (N=15)**

**Area of Strength**

|  |  |
| --- | --- |
| Standard 5: Learner-Centered Communications and Community Relations  2011 ELCC District Level Standards Standard 4.0 |  |

**Area for Growth**

Standard 3: Learner-Centered Human Resources Leadership and Management

2011 ELCC District Level Standards Standard 7.0:

**Educational Diagnostician (N=28)**

**Review of results across all, as well as disaggregated by gender and race reveal the following:**

**Area of Strength**

**CEC Advanced Preparation Standard 6: Professional and Ethical Practice**

6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education

**Area for Growth**

|  |
| --- |
| **CEC Advanced Preparation Standard 1:**  Assessment 1.2 Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs. |

**Principal as Instructional Leader (N=124)**

**Review of results across all, as well as disaggregated by gender and race reveal the following:**

**Area of Strength**

Standards- TX Principal Standard II: Leading Learning 2011 ELCC Building Level Standards 4.0

**Area for Growth**

|  |
| --- |
| Standards - TX Principal Standard IV: Executive Leadership  2011 ELCC Building Level Standards Standard 2.0 |

**School Psychology Masters (N=4)**

**Review of results across all, as well as disaggregated by gender and race reveal the following:**

**Area of Strength**

Area #1 Professional Identity and Professional Behavior (NASP VIII (8.2))

Area #6 Progress in Program Evaluation and Applied Research (NASP VIII (8.1))

**Area for Growth**

Area #7: Progress in Demonstration of Professional Ethics and Knowledge of Legal Issues (NASP VIII (8.2))

**School Psychology PhD (N=7)**

**Review of results across all, as well as disaggregated by gender and race reveal the following:**

**Area of Strength**

Area #9: Progress In Communication and Information Technology (NASP VIII (8.2))

**Area for Growth**

Area #4 Effective Instruction – Direct intervention of cognitive/academic skills (NASP IV (4.1))