

Evidence # 17

**Admission to Completion Criteria Checkpoints/Gatekeepers
Summary per Special Program**

Marygrove College



GRADUATE STUDIES &
PROFESSIONAL DEVELOPMENT

Educational Leadership		
Internal & External Assessments	Data Collection: When and Who Collects the Data	Data Analysis and Use of Data
Phase 1: Admission to the College and EDL Program		
Internal Assessment <ul style="list-style-type: none"> • Application to College • Bachelor’s Degree from an accredited college or university • Master’s Degree for those applying for the Administrative Certification Program • Official Transcripts for degree coursework • GPA (3.0+) • Career Plan [Essay] • Letters of Recommendation 	<p style="text-align: center;">When</p> Admission to the College and/or admission to the program: Ongoing each semester <p style="text-align: center;">Who</p> Graduate Admissions Office & EDL Program Director [reviews application file prepared by the admissions office]	<p style="text-align: center;">Data Analysis</p> <ul style="list-style-type: none"> • Admission requirements • Demographics of Candidates –diversity of cohort <p style="text-align: center;">Use of Data</p> <ul style="list-style-type: none"> • Admission to College and/or program • Program improvement • Review for internal and external reports: College reports and strategic plan enrollment goals, and accreditation reports
Phase 2: Coursework and Stranded Experiences		
Self-Assessment Survey	<p style="text-align: center;">When</p> EDL 529 Introduction to Leadership and Management [one of first courses taken] and EDL 677 Internship I <p style="text-align: center;">Who</p> Candidates in 529 and 677 Course Instructors in 529 and 677	<p style="text-align: center;">Data Analysis and Data Use</p> <ul style="list-style-type: none"> • EDL 529: guide for candidate’s program reflective planning paper • EDL 677: guide for candidate’s planning of internship plan of work
Formative Key Assignments	<p style="text-align: center;">When</p> Two or three key assignments are in each course within the program <p style="text-align: center;">Who</p> Course Instructors EDL Program Director	<p style="text-align: center;">Data Analysis</p> Overall points for Key Assignments and Rubric Score Summaries <p style="text-align: center;">Data Use</p> Patterns inform advising, teaching, and curricular decisions Annual Program Assessment Report Selected ones for Accreditation assessments
Program Progression Tracking System <ul style="list-style-type: none"> • Matriculation into program 	<p style="text-align: center;">When</p> Ongoing: Admission to	<p style="text-align: center;">Data Analysis</p> <ul style="list-style-type: none"> • Matriculation patterns

<ul style="list-style-type: none"> Review of GPA, student term enrollment, and incompletes Review of program progression patterns 	<p>matriculation</p> <p>End of semester: GPA, incompletes, and enrollment for next term.</p> <p>Summer: Review of program progression patterns and candidate standing</p> <p style="text-align: center;">Who EDL Program Director</p>	<ul style="list-style-type: none"> Candidate progression and standing <p style="text-align: center;">Data Use</p> <ul style="list-style-type: none"> Candidate Advising Program Advising Improvements Annual Program Report College Enrollment & Retention efforts
Phase 3: Internship I and II		
<p>Action Research Project</p> <p>Part A: Administrator Interviews Part B: Needs Assessment Part C: Literature Review Part D: Action Plan Proposal Part E: Action Plan Presentation</p>	<p style="text-align: center;">When EDL 677, Internship I</p> <p style="text-align: center;">Who Course Instructor EDL Program Director</p>	<p style="text-align: center;">Data Analysis</p> <p>Demonstrated proficiency of knowledge & skills in addressing an identified improvement area.</p> <p>Overall points for Key Assignments and Rubric Score Summaries</p> <p style="text-align: center;">Data Use</p> <p>Key Assessment informing curricular & program decisions Accreditation assessment [future plan]</p>
<p>National Exam</p> <ul style="list-style-type: none"> PRAXIS 5411 [Michigan candidates] SLS 6011 [Out-of-State Candidates] 	<p style="text-align: center;">When During semester enrolled in EDL 677</p> <p style="text-align: center;">Who EDL Program Director</p>	<p style="text-align: center;">Data Analysis</p> <p>National exam aligned to ISLLC standards</p> <p style="text-align: center;">Data Use</p> <p>Third party assessment providing one measure for evaluating the effectiveness of the program.</p> <p>Accreditation assessment</p>
<p>Field-based Internship</p> <ul style="list-style-type: none"> Placement Form Self-Assessment Plan of Work Activity Log On-site Mentor Evaluation 	<p style="text-align: center;">When During the semester enrolled in EDL 687</p> <p style="text-align: center;">Who EDL 687 Instructor EDL Program Director</p>	<p style="text-align: center;">Data Analysis</p> <p>Demographics of Internship Placements</p> <p>Requirements for a substantial & sustained school-based administrative internship Demonstrated proficiency in each of the standards</p>

		<p>Data Use Key Assessment informing curricular & program decisions</p> <p>Mentor Evaluation used for Accreditation assessment</p>
Reflective Portfolio	<p>When EDL 687</p> <p>Who Course Instructor EDL Program Director</p>	<p>Data Analysis Candidate’s self-reflective ‘case’ of their proficiency and readiness for administrative certification. [each program outcome]</p> <p>Data Use Qualitative record of professional growth over time</p>
Phase 4: Program Completion/Graduation and Certification		
<p>Program Audit</p> <ul style="list-style-type: none"> • Completion of program requirements • Minimum GPA • Completion or Graduation Application 	<p>When During final course in program</p> <p>Who Registrar EDL Program Director</p>	<p>Data Analysis Requirements for degree or certification met Demographics of completers Completion rates</p> <p>Data Use Program Improvement Program & College Reports Accreditation Reports</p>
Administrative Certification Verification	<p>When Notification of candidate’s application with state</p> <p>Who Certification Officer</p>	<p>Data Analysis Adm. Certification Rates</p> <p>Data Use Program Improvement Program & College Reports Accreditation</p>
Program Follow-up		
Evidence from Completers: Satisfaction with specific aspects of preparation [survey, interviews, focus groups or case studies]		
Evidence from Employer: Satisfaction with preparation [surveys, interviews, focus groups, or case studies]		
Employment milestones of		

<p>Completers such as:</p> <ul style="list-style-type: none">PromotionsEmployment trajectoryEmployment in high-needs schoolsRetention in ed. position for which initially hired orAnother education role by the same or different employer		
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M. ED. in Educational Technology (NP Endorsement)

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Internal and External Assessments for Transition into each Phase	Data Collection: When and Who Collects the Data	Data Analysis and Use of Data
Admission to College		
<ul style="list-style-type: none"> • Application to College • Bachelor’s degree from an accredited institution • Official transcripts from all college course work • GPA 3.0 + full acceptance • GPA 2.7—2.99 conditional acceptance 	<p>When: Admission to College</p> <p>Who: Graduate Admission Office Program Coordinator</p>	<p>Data Analysis: Admission requirements</p> <p>Use of Data: Admission to College and Phase I.</p>
Phase I Introduction		
EDT640 Technology Tools for Teachers EDT688 Issues in Educational Technology		
GPA: 3.0 + Successful completion of the two introductory courses Successful completion of 4 Key Assignments: <ul style="list-style-type: none"> • Lesson Plans • M-Step Data Analysis • UbD Unit Plan • Professional Development Plan • School Technology Investigation Report • Teaching, Taping and Analyzing of Lesson * 	<p>When: Completion of the two introductory and core courses</p> <p>Who: Program Coordinator</p>	<p>Data Analysis: GPA data and key assignments data using key assignment rubrics</p> <p>Use of Data: Move full acceptance students to Phase II Move conditional acceptance students to full acceptance status and Phase II</p>
Phase II Application		
EDT603 Computer Application for Educators EDT613 Applied Instructional Technology EDT623 Multimedia Integration for Educators EDT650 Distance Learning Through Technology SED573 Assistive Technology in Special Education One elective from the following for M. ED. requirements: EDT518, EDL515, EDL529, RDG510		
GPA: 3.0 + Successful completion of the 6 courses in this phase Successful completion of the following 8 key assignments: <ul style="list-style-type: none"> • Lesson plans • Teaching, Taping and Analyzing of Lesson * • Internet Scavenger Hunt in Google Docs • Instructional Design Project • Multimedia Slideshows Projects • Integrated Video Projects • Online Course Site Building and Teaching 	<p>When: Completion of the 5 core and 1 elective courses in this phase</p> <p>Who: Program Coordinator</p>	<p>Data Analysis: GPA data and key assignments data using key assignment rubrics</p> <p>Use of Data: Move students to Phase III</p>

<ul style="list-style-type: none"> • Online Syllabus • Implementing Assistive Technology Project • Program Electronic Portfolio* 		
<p>Phase III Research EDU602 Methods in Educational Research and Writing EDT665 Research Seminar</p>		
<p>GPA: 3.0 + Successful completion of two research classes; Successful completion of the following 2 key assignments</p> <ul style="list-style-type: none"> • Literature Review • Research Paper 	<p><u>When:</u> Completion of the 2 research classes in this phase <u>Who:</u> Program Coordinator</p>	<p><u>Data Analysis:</u> GPA data and key assignments data using key assignment rubrics <u>Use of Data:</u> Move students to Graduation</p>

Reading/Reading Specialist

Internal and External Assessments for Transition into each Phase	Data Collection: When and Who Collects the Data	Data Analysis and Use of Data
Check point/Gate I – Admission to College		
<ul style="list-style-type: none"> • Application to College • Bachelor’s degree from an accredited institution • Official transcripts from all college course work • GPA 3.0 + full acceptance • Career Plan • Elementary or Secondary Teaching Certificate • Additional Admissions Requirements as applicable (i.e., International applicants, Conditional Acceptance, etc...) 	<p>When: Admission to College (Gate I)</p> <p>Who: Graduate Admission Office Program Coordinator</p>	<p>Data Analysis: Admission requirements</p> <p>Use of Data: Admission to College and move to check point/Gate II or individualized advising for conditional/probationary status</p>
Check point/Gate II – Pre-Candidacy		
Recommended courses: RDG 559: Literature-Based Approaches to Reading Instruction RDG 509: Psychology of Literacy Development RDG 557: Methods for Teaching Intermediate and Secondary Reading RDG 510 Reading Diagnosis & Differentiated/ Instruction for Diverse Learners <u>OR</u> RDG 609: Diagnostic Techniques in Reading Instruction		
GPA: 3.0 + Successful completion of the four introductory courses Successful first assessment of professional behaviors and dispositions Successful completion of Course-based Assessments AND Key Assessments (*): <ul style="list-style-type: none"> • Writing Activity: Option A: Children Literature Review <u>OR</u> Option B Reading Interest/Attitude Survey • Annotated Bibliography • Final Project: Option A: Unit Plan and Teaching Demonstration <u>OR</u> Option B: Research Report • Online Study Book • Close Reading: Lesson Plan and Demonstration • Theory and Practice Integration Paper: What is Reading/Literacy and how do children become readers/literate 	<p>When: Successful completion of the four pre-candidacy (Gate II) courses and other program requirements</p> <p>Who: Program Coordinator</p>	<p>Data Analysis: GPA data and key assignments data using key assignment rubrics</p> <p>Use of Data: Move to Check point/Gate III or individualized advising for conditional/probationary status</p>

<ul style="list-style-type: none"> ● Culminating Case Study (*) (Qualitative Reading Inventory (QRI) Analysis Paper and Text Readability Analysis Paper; Motivation for Reading Paper and Differentiation Paper; Comprehension Paper; Lesson Plans and Demonstration ● Application Assignments: Multiple Intelligences survey and Reading Interest Inventory, Differentiation video tape, analysis and lesson plan, Lesson Plan for English Language Learners, Hearing, vision, and emotional maladjustment assessments, Vocabulary Assignment, Writing Assignment, Running Record, flexible groupings lesson plan, child study portfolio with reflections 		
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Check point/Gate III -- Candidacy
Recommended courses:
RDG 564: Methods in Elementary Reading and Other Language Arts
RDG 567: The Writing Process in Reading Development
RDG 619: Prescriptive Techniques in Reading Instruction
RDG 691: Reading and Technology (Independent Study)

<p>GPA: 3.0 + Successful completion of the four introductory courses Successful completion of Course-based Assessments AND Key Assessments (*):</p> <ul style="list-style-type: none"> ● Reading Ladder Assignment ● Teachers' Toolkit Assignment ● School-Wide Content Evaluation Project, Implementation and Observation (*) ● Reader's Autobiography ● Professional Literature Immersion ● Literacy Prospectus ● Book presentation Assignment ● Writer's Notebook Assignment ● Mentor Text Exploration Assignment ● Writing Unit Plan ● Four Video Lessons and Lesson Administrations ● Child Study Report (inclusive of analysis of pre- and post-assessments, recommendations for instruction, and summary to teacher/parent) (*) ● Survey of Hardware and Software in Use, Evaluation and Recommendation (Gap Analysis) (*) 	<p>When: Successful completion of all candidacy (Gate III) courses and other program requirements Who: Program Coordinator</p>	<p>Data Analysis: GPA data and key assignments data using key assignment rubrics Use of Data: Move students to check point/Gate IV or individualized advising for conditional/probationary status</p>
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Check point/Gate IV – Research and Program Completion
Recommended courses:
RDG 639: Research in Reading and Curriculum Development

RDG 649: Seminar for Reading Specialists RDG 669: Clinical Practicum (RDG 691 if not taken at check point/Gate III)		
GPA: 3.0 + Successful completion of the four introductory courses Successful second assessment of professional behaviors and dispositions Successful completion of Technology Questionnaire, Diversity Questionnaire, and Satisfaction Survey Successful completion of Course-based Assessments AND Key Assessments (*): <ul style="list-style-type: none"> • Final Action Research Paper (*) • Field Activity: Chart of District Assessments • Field Activity Interpreting District Assessment Data • Field Activity: Professional Development Workshop (*) • Field Activity Final Project inclusive of: 1) School-wide Literacy Activities, 2) Grant Proposal, 3) Parent/Community Literacy Activities/Materials (*) 	When: Successful completion of Gate IV courses and program requirements Who: Program Coordinator	Data Analysis: GPA data and key assignments data using key assignment rubrics Use of Data: Move students to Graduation or individualized advising for conditional/probationary status

Special Education/Autism		
Internal & External Assessments	Data Collection: When and Who Collects the Data	Data Analysis and Use of Data
Phase 1: Admission to the College and SED/ASD Program		
Internal Assessment <ul style="list-style-type: none"> • Application to College • Bachelor’s Degree from an accredited college or university • Official Transcripts for degree coursework • GPA (3.0+) • Career Plan [Essay] • Letters of Recommendation 	<p style="text-align: center;">When</p> Admission to the College and/or admission to the program: Ongoing each semester <p style="text-align: center;">Who</p> Graduate Admissions Office & SED Program Director [reviews application file prepared by the admissions office]	<p style="text-align: center;">Data Analysis</p> <ul style="list-style-type: none"> • Admission requirements • Demographics of Candidates –diversity of cohort <p style="text-align: center;">Use of Data</p> <ul style="list-style-type: none"> • Admission to College and/or program • Program improvement • Review for internal and external reports: College reports and strategic plan enrollment goals, and accreditation reports
Phase/Gate/Transition Point 2: Special Education Core		
SED 565 SED 570 SED 573 SED 575		
GPA: 3.0 + Successful completion of the four core courses Successful completion of 4 Key Assignments: <ul style="list-style-type: none"> • Strategy Guide • Family Service Project • Evaluating AT • Mock IEP 	<p>When: Completion of the four core courses</p> <p>Who: Program Director</p>	<p>Data Analysis: GPA data and key assignments data using key assignment rubrics</p> <p>Use of Data: Move full acceptance students to Phase II Move conditional acceptance students to full acceptance status and Phase II</p>
Phase/Gate/Transition Point 3: ASD Concentration		
SED 651 SED 655 SED 661 SED 664 SED 601, 602, 603		
GPA: 3.0 + Successful completion of the 7 courses in this phase Successful completion of the following 7 key assignments: <ul style="list-style-type: none"> • Case Study 	<p>When: Completion of the 7 core courses in this phase</p> <p>Who: Program Coordinator</p>	<p>Data Analysis: GPA data and key assignments data using key assignment rubrics</p> <p>Use of Data: Move students to Phase III</p>

<ul style="list-style-type: none"> • Portfolio • Behavior Change Project • Communication Project • Seminar Presentations 		
Phase/Gate/Transition Point 4: Completion		
EDU 602 SED 699		
GPA: 3.0 + Successful completion of the 2 courses in this phase Successful completion of the following 2 key assignments: <ul style="list-style-type: none"> • Literature Review • Teacher Work Sample 	<p><u>When:</u> Completion of the 2 core courses in this phase</p> <p><u>Who:</u> Program Coordinator</p>	<p><u>Data Analysis:</u> GPA data and key assignments data using key assignment rubrics</p> <p><u>Use of Data:</u> Move students to Graduation or individualized advising for conditional/probationary status</p>