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Cultures of Assessment in Educator Preparation: A Study of Assessment Leaders

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CULTURES OF ASSESSMENT IN EDUCATOR PREPARATION:

A STUDY OF ASSESSMENT LEADERS

by

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ABSTRACT

The purpose of this research was to create a Culture of Assessment Instrument (Appendix F) that will allow education program provider (EPP) assessment leaders to measure the assessment culture within their program. General Systems Theory was the theoretical framework as the foundation of this research. Using a modified Delphi panel of assessment leaders, the researcher developed a valid Culture of Assessment Instrument (Appendix F). A key finding is that the instrument accurately reflects the culture of assessment, as evidenced in a pilot study. Leaders can use this instrument to measure the culture of assessment within an EPP undergoing change to determine growth over time. The instrument can also be used as a formative guide for best practices to shape a positive culture of assessment.

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DEDICATION

This has been an incredibly journey I would never have gotten through without the help of many people. First and foremost, I dedicate this work to my children, Tyler and Seth Sutherland. You've grown up with me always working toward one degree or another, which I know has been taxing. Your support of my dreams has never wavered, and for that I will forever be thankful. It is for you, and our future, that I never gave up.

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CHAPTER 1

INTRODUCTION

A culture of assessment is the institutional culture underpinning assessment practices that either support or obstruct them (Cheng, 2015; Fuller & Skidmore, 2014; Maki, 2010). It includes the values that impact how stakeholders undertake assessment and if the process focuses on creating opportunities for growth in student learning or compliance with requirements set by stakeholders (Banta, 2002; Maki, 2010). In addition, the reasons behind undertaking assessment and the intent behind its implementation impact the outcomes of assessment in ways that are both apparent and hidden (Cheng, 2015; Fuller, 2013; Rehrey et al., 2019).

The Council for the Accreditation of Educator Preparation (CAEP) is the primary accrediting body for educator preparation providers (EPPs) in the United States, and EPPs are required by state policy to meet requirements set by their specific states (CAEP Handbook, 2020; Cochran-Smith et al., 2016; Wiseman, 2012). In the southern state that is the focus of this research, Class Measures is a for-profit organization that is hired by the state department of education to conduct accountability reviews of EPPs (Louisiana Department of Education [LDOE], 2020).

Assessment and accreditation are connected systems with assessment providing the basis for program accreditation (CAEP Handbook, 2020; Cochran-Smith et al., 2016; Eaton, 2015). More needs to be known about how leaders can use empirical data to guide

changes to meet accreditation requirements and positively impact student learning

(Banta, 2002; Fuller & Skidmore, 2014). Leaders who understand the need for using

empirical data to drive change should be interested in measuring the culture of

assessment within their EPPs.

Institutional leaders could benefit from a better understanding of how to center

assessment within the institutional culture, and that culture dictates data collection and

use (Cubarrubia & Le, 2019; Maki, 2010). Influential leaders should understand the

institution-wide impact of assessment culture and the importance of student learning-

focused assessment practices (Fuller, 2013; Guetterman & Mitchell, 2016). EPP

assessment leaders should create and support positive assessment cultures at their

institutions, including shifting from a compliance mindset to a growth mindset focused

on student learning and achievement (Cubarrubia & Le, 2019; Fuller, 2013; Maki, 2010).

EPP leaders who have a growth mindset will be more successful in using assessment data

to positively impact student learning (Green, 2014; Hong et al., 2019; Meijering et al.,

2013).

This research sought to explore the culture of assessment at institutions of higher

education (IHEs) with an explicit focus on assessment culture within EPPs. To

accomplish this, a Delphi panel refined an instrument that allows EPP assessment leaders

to measure the assessment culture within their programs, which could help leaders decide

steps they should take to create a more positive culture. A pilot study explored how the

use of the instrument can add to an assessment leader's understanding of the culture of

assessment within the EPP.

Background of Problem

Inquiry is discovering what other people believe and seeking a shared understanding (Oakes et al., 2013). In addition, inquiry is at the center of education, and drives continuous improvement of academic programs (Murray, 2012; Rehrey et al., 2019; Wiseman, 2012). Inquiry can take on many forms in education and is essential to assessment activities at EPPs. Leaders should center assessment activities around continuous improvement rather than compliance with accreditation requirements (Blaich & Wise, 2011; Maki, 2010; Oakes et al., 2013). Wright and Monsour (2020) suggested an inquiry cycle that includes identifying the problem, developing questions, examining assumptions, collecting and interpreting data, and taking action based on the inquiry cycle. Collaboration between stakeholders is key to the success of changes made based on these cycles.

Assessment is multifaceted and requires collaboration to create an assessment culture that fosters dialogue and group decision-making (Guetterman & Mitchell, 2016; Maki, 2010; Rehrey et al., 2019). Establishing a positive culture of assessment involves the interaction of multiple stakeholder groups whose common goal is increasing student learning (Fuller & Skidmore, 2014; Ndoye, 2013; Stevenson et al., 2017). To understand the assessment culture, one must first understand how culture impacts all parts of a system and influences further cultural developments.

The culture of assessment is vital at EPPs as they must undergo accreditation through CAEP. According to the CAEP (2020), CAEP accreditation should be a means for EPPs to "strive for equity and excellence in their P-12 educator preparation through evidence and discussion" (p. 4). As demonstrated in the CAEP Evidence Guide (2015),

CAEP requirements mandate that EPPs submit different types of evidence to prove their programs meet standards, which allowed programs flexibility to choose how to improve and document their improvements. Accreditation in general, and CAEP accreditation specifically, requires that all stakeholders work together to achieve common goals (Cochran-Smith et al., 2016; Murray, 2012; Pullin, 2017).

Significance of the Problem

Assessment is a necessary task undertaken by EPPs interested in better understanding andragogy and providing more robust, meaningful educational experiences (Cheng, 2015; Fuller et al., 2015; Maki, 2010). Establishing a positive culture of assessment involves the interaction of multiple systems working to reach a common goal of increasing student learning (Fuller & Skidmore, 2014; Ndoye, 2013; Stevenson et al., 2017). In order to establish a positive assessment culture, leaders should understand the general concepts behind culture creation and growth in higher education and the specific context of an EPP. Culture is a set of dynamic circumstances that constantly evolve and impact how we interact with others (Shein, 2004). Social norms, routines, and rules meant to govern behavior are primary elements of culture. Kustra et al. (2015) defined institutional culture as patterns, behaviors, and beliefs embedded within an institution. The culture at an IHE impacts the experiences of both students and faculty. The culture of assessment is the values and beliefs held by stakeholders of an IHE that influence their assessment practices (Fuller et al., 2015).

As EPPs operate under specific circumstances, including being accountable to various stakeholders and training future teachers, there is a need for a valid instrument to measure the culture of assessment (Ndoye, 2013; Rudley, 2018; Stevenson et al., 2017).

There are currently no instruments created that address the specific needs of EPPs, so the researcher believes the instrument created is essential for teacher preparation. This open-source instrument will allow EPPs to measure their culture of assessment effectively, effortlessly share data with stakeholders, and focus more on improving learning rather than focusing on assessment and accreditation.

Purpose of Study

This research contributed to the existing literature by examining the culture of assessment in educator preparation. The purpose of this research was to create a Culture of Assessment Instrument (Appendix F) that will allow EPP assessment leaders to measure the assessment culture within their programs. With a better understanding of the culture of assessment, assessment leaders can focus on creating a more positive culture that focuses on growth rather than compliance (Fuller et al., 2015; Ndoye, 2013; Stevenson et al., 2017).

Significance of Study

Outcomes of the current study will add to the body of knowledge about correctly measuring and improving cultures of assessment in educator preparation and how the assessment culture impacts the outcome of assessment practices (Fuller et al., 2015; Kustra et al., 2015; Ndoye, 2013). The current study sought to provide foundational knowledge to accurately measure the programmatic assessment culture within EPPs. This foundational knowledge will be helpful to future researchers hoping to shift cultures of assessment in educator preparation.

The researcher wanted to create an open-access instrument that other researchers can adapt to consider the context of their educator preparation program cultures when

measuring their cultures of assessment. The most common instrument, the Survey of Assessment Cultures, was created by Fuller et al. (2015). The copyright holder of the instrument does not allow for any modifications and requires a high administration fee to survey faculty members. The copyright protections of this instrument and the cost of its administration make it more difficult for IHEs to measure assessment culture. This instrument is also not specific to educator preparation.

Theoretical Framework

Von Bertalanffy (1972) defined a system as "a set of elements standing in interrelation among themselves and with the environment" (p. 417). General Systems Theory (GST) is a theory to explain and help one understand fundamental problems between systems by understanding their parts and how they interact. Von Bertalanffy believed everyone could leverage a better understanding of systems to improve the world as a whole.

EPPs are complex systems that include subsystems, and the EPP is a subsystem within the IHE. GST proposes that systems impact each other, and EPPs are complex systems that are composed of subsystems, such as accreditation and field experiences. It is possible to determine interactions between systems and associate the interactions with outcomes utilizing GST (Bridgen, 2017; Mania-Singer, 2017; Smulowitz, 2015).

Methods and Research Questions

The objective of this mixed methods research was threefold. First, the initial phase of this research design included alpha and beta testing of an instrument that will allow EPP assessment leaders to measure the culture of assessment within their programs. The second phase included a modified Delphi panel. The use of the Delphi

panel is modified because the panel started with a researcher-created instrument rather than with qualitative questioning to create the initial instrument. The final phase included beta testing the finalized instrument followed by a pilot study that included a qualified EPP assessment leader and the EPP faculty. Figure 1 outlines the phases of research.

Figure 1

Phases of Research
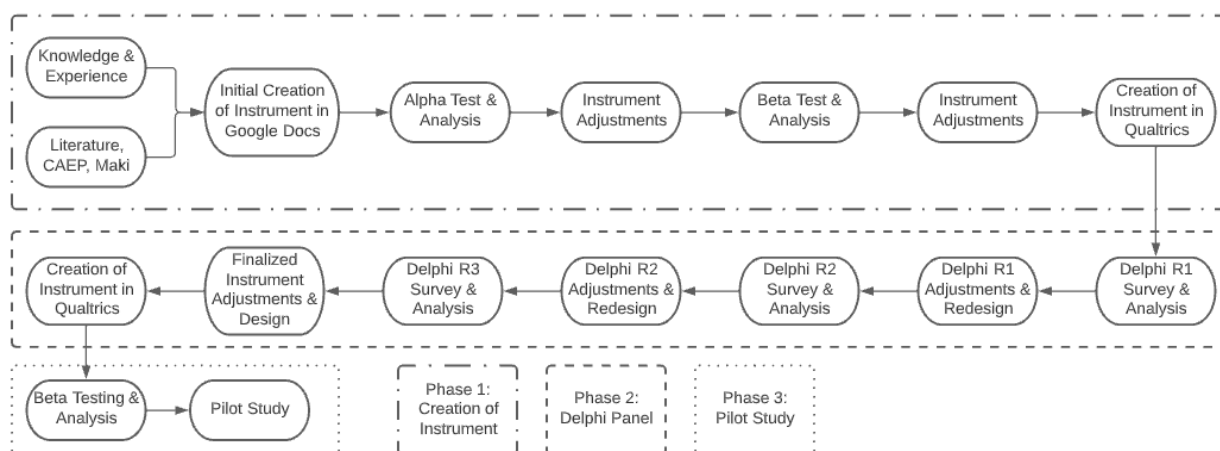
Note. Each phase of research is represented by a different line style, as illustrated at bottom of Figure 1.

The purpose of the use of a modified Delphi panel was to achieve the research objective: to create an instrument that provides assessment leaders with an understanding of the assessment culture at their institutions, which can assist leaders in shifting culture toward a growth mindset focused on student learning. The purpose of alpha and beta testing before the modified Delphi panel was to determine if the instrument functions correctly before introducing it to the Delphi panel. The purpose of beta testing before the pilot study was to ensure the finalized instrument functions correctly. The purpose of the pilot study was to determine the instrument's value according to an EPP assessment leader.

The research questions were as follows:

1. What criteria do EPP assessment leaders believe reflect a culture of assessment?

2. In what way can the information gained from completion of the instrument add to the leader's understanding of their culture of assessment?

Researcher Bias and Assumptions

Going into this research, the researcher acknowledged positionality to the study and was transparent regarding its possible impact on the research and findings. The researcher has worked in higher education for over a decade and has experience with institutional and program accreditation processes. In this experience, faculty often view assessment as a compliance requirement, not an opportunity to improve programs. The researcher assumed that many faculty do not possess a positive assessment culture because they are biased by past experiences, reinforcing the researcher's opinion that most people view assessment as necessary for accreditation rather than a chance for growth. These interactions have shown the varied views of stakeholders and that many people do not understand the assessment process or connect it to student learning. These experiences also fueled curiosity into how to change cultures of assessment, which has led to the current research.

The researcher is interested in improving faculty and administrator views of assessment and viewed survey responses as a researcher who wants to impact EPPs positively. The southern states in the United States have a long and contentious history regarding beliefs in the efficacy of education and slashed education budgets (Cochran-Smith et al., 2016; Murray, 2012; Wiseman, 2012). While studying only EPPs in the

southern region limits external validity, the overall goal of this research was to improve EPPs.

Past experiences and biases could impact the coding of research data, but utilizing expert panel feedback through a modified Delphi research design decreased this impact. It assisted the researcher by validating interpretations from each round of the Delphi panel. Research triangulation also ensured the validity of the instrument. The researcher was diligent in looking for signs of impact on data interpretation due to the researcher's background.

In the initial phase of this research, the researcher created an instrument based on an extensive literature review to measure the culture of assessment within an EPP. Next, the alpha testing was conducted on the instrument to refine it before introducing the instrument to the Delphi panel. Then, the instrument was beta tested to ensure it functioned correctly within Qualtrics. In the second phase of research, the researcher employed a modified Delphi research design to elicit expert panel feedback to refine further and validate the Culture of Assessment Instrument (Appendix F). The sample included assessment leaders at CAEP-accredited public institutions in the southern region of the United States. Qualtrics was used to collect data through a survey of these experts then the researcher analyzed data to discover what changes needed to make to the instrument. An audit trail, member checks, researcher triangulation, and honest reflection of the researcher's possible preconceptions ensured rigorous and trustworthy results. In the final phase of this research, the Culture of Assessment Instrument (Appendix F) was beta tested then utilized in a pilot study with an EPP assessment leader and the EPP

faculty. Through sound research methods, the researcher created a valid and reliable instrument to measure the assessment culture within an EPP.

Limitations

The current study examined a small number of EPP leaders, and the n in surveying Rounds One and Two was 10, while the n in Round Three was eight. This may limit content validity and should be further studied. Additionally, it may limit external validity, but because all CAEP-accredited EPPs respond to the same set of standards and guidelines, it is likely that the outcomes of this study are generalizable to other CAEP-accredited EPPs.

Delimitations

This study only included CAEP-accredited EPPs within the southern region of the United States. This delimitation of educator preparation is intentional, as this research aimed to answer questions specifically related to the culture of assessment within educator preparation.

Definition of Key Concepts

1. *Culture of assessment*: the culture that underpins assessment practices and includes the values of the IHE that either support or hinder assessment practices (Fuller & Skidmore, 2014)

2. *Delphi panel*: a group of chosen experts that will help create and refine the instrument (Green, 2014)

3. *Modified Delphi panel*: any Delphi panel modified outside of the parameters set by the RAND Corporation when they created the Delphi panel method (Green, 2014)

CHAPTER 2

REVIEW OF LITERATURE

Leaders are most successful at shaping their cultures of assessment if they understand the current states of their cultures (Green, 2014; Hong et al., 2019; Meijering et al., 2013). The purpose of this research was to create an instrument to measure the assessment cultures of EPPs. To better understand assessment culture, the literature review explored GST and the following research topics: institutional culture, connections between leadership and institutional culture, and ways leadership impacts assessment.

The researcher searched EBSCO, ERIC, JSTOR, and Google Scholar to begin the literature review. The researcher limited the search to peer-reviewed empirical studies published after 2009 and conducted within the United States, Canada, or Europe. In addition, the researcher utilized the following key search terms associated with the theoretical framework and research topics: *General Systems Theory, institutional culture, leadership, assessment,* and *higher education.*

To discover studies that utilized GST as their theoretical framework, the researcher searched for *General Systems Theory* and *Systems Theory.* This search resulted in 32 studies. Next, the researcher searched for studies related to the first research topic, *institutional culture,* which resulted in 69 studies. Then, the researcher searched for studies related to the second research topic, *leadership and institutional culture*, and discovered 46 studies. Finally, the researcher searched for studies related to the third

research topic, *leadership and assessment*, and found 23 studies of interest. These studies were reviewed and further refined to only include those whose context included educational systems.

Theoretical Framework

A common issue within IHEs is that departments tend to function separately rather than work together like traditional organizations to achieve organization-wide goals (Fuller et al., 2015; Ndoye, 2013; Smulowitz, 2015). IHEs are composed of many departments, and functioning separately instead of as a cohesive whole makes it more challenging to foster aspirational models of assessment (Kuh & Ewell, 2010; Smith, 2019; Smulowitz, 2015).

Ludwig von Bertalanffy's GST is a model by which one can understand reality, and it highlights general principles that are true of all systems (Bridgen, 2017; Kitto, 2014; Mele et al., 2010). GST is a method to examine systems within an organization and how they interact. Von Bertalanffy (1972) defined a system as "a set of elements standing in interrelation among themselves and with the environment" (p. 417). He believed people could examine fundamental system problems by identifying the parts of a system and how they interact. To truly understand a system, one should understand the context in which it exists, the people involved in the system, and interactions within and outside the system (Jackson, 2010; Mele et al., 2010; von Bertalanffy, 1972).

Smulowitz (2015) sought to assess change within higher education and provided a model for the effective use of GST as a theoretical framework. The purpose of the author's research was to determine if factors from an organizational framework impact the outcomes of planned organizational change in higher education. The author also

wanted to determine if this framework is appropriate for measuring program improvements. Results indicated that leadership was a significant issue impacting the effectiveness of plans for organizational change. Smulowitz (2015) also found there was not enough discussion regarding the necessary resources to implement the organizational change, so leaders did not correctly allocate resources. Finally, the author discovered that leaders did not understand the importance staff placed on being directly involved in organizational change. The author employed the GST framework to interpret qualitative data about changes within an organizational system.

Through their research, Bridgen (2017) sought a better understanding of the strengths and weaknesses of an advising system. The author did this by viewing the advising system holistically through the lens of systems theory. As Bridgen (2017) noted, historically, scientists have broken down problems into components, so it is appropriate to use a systems approach to understanding advising. Bridgen (2017) found that perceptions about the reason and function of advising differ between study participants. Student participant reports varied greatly depending on their advisors. Most reported their advising experiences as prescriptive, focusing on class schedule and program progression, rather than a learning-centered approach to develop students academically and personally. The author used GST to better understand the identity of the advising system.

Mania-Singer (2017) conducted a case study to understand relationships between district office employees and principals at elementary schools utilizing a GST lens. The author acknowledged that GST is appropriate because it emphasizes interacting subsystems that create organization structure while also recognizing the influence

subsystems have on the larger system. Viewing the data through a GST lens showed differences in the relationships and interactions between district office employees and principals at higher or lower performing schools. Data showed that principals at higher performing schools were more likely to be involved in the decision-making and networking processes of the district office. The author utilized the theoretical framework to highlight the differences in relationships within a system.

Summary of Theoretical Framework

EPPs are complex systems that include subsystems such as accreditation, assessment, field experience, and stakeholders, and the EPP is a subsystem within the IHE. GST proposes that systems impact each other, so understanding the EPP system and its subsystems can help determine the interactions between systems and address them (Bridgen, 2017; Lawshe, 1975). It is possible to determine interactions between systems and associate the interactions with outcomes using a GST lens (Bridgen, 2017; Mania-Singer, 2017; Smulowitz, 2015). The studies outlined above utilized GST in different ways. Smulowitz (2015) used GST to understand stakeholder perceptions at an IHE undergoing change. Bridgen (2017) used it to investigate flaws in perceptions about advising, and Mania-Singer (2017) considers GST when exploring relationships between district-level leaders and school leaders. These uses of GST confirm that it is an appropriate framework for understanding interactions between systems in education.

<center>**Institutional Culture**</center>

Institutional culture is composed of the patterns, behaviors, and beliefs embedded in the institution (Kustra et al., 2015). It is vital to understand institutional cultures and how they impact various systems within and outside the institution (Davis & Cates, 2018;

Jonson et al., 2014; Kezar, 2012). Key topics across the body of literature regarding institutional culture examine methods to engage faculty through changes in institutional culture, explore how institutional culture impacts meeting accreditation requirements, and investigate the perspective of assessment leaders regarding their institutional assessment culture (Cheng, 2015; Fuller et al., 2015; Rehrey et al., 2019; Smith, 2019).

Rehrey et al. (2019) examined a learning analytics program and its influence on an IHE working to achieve a culture focused on using data to improve student learning and success. Study results indicated that most program participants recognized a change in their beliefs and practices concerning learning analytics. Participants understood the importance of using learning analytics to guide pedagogical changes that increase student success. The majority of participants also saw themselves as part of a learning community whose mission was to increase student success. Study results from the departmental survey indicated that most respondents were aware of learning analytics to increase student success and value their use in decision-making. Interviews confirmed results from the surveys and showed that participants felt a new responsibility for student success after engaging in the research program. The research results support the growth of positive assessment cultures for project participants.

Cheng (2015) examined the culture of assessment created when an IHE attempts to achieve accreditation by two bodies: one centered around an aspirational model focused on improving student learning and one centered on compliance with mandates. The first accrediting body takes an aspirational approach with the primary goal being institutional and program improvement. The second accrediting body takes a compliance approach with the primary goal being compliance. Study results indicated that the

ultimate goal of the accrediting body impacts the process undertaken at the institution and the results of the process. This research showed that it is essential to have educational leaders at the helm who believe in the growth potential of their programs. Compliance is necessary to ensure the continuation of programs, but accreditation efforts should ultimately lead to programmatic changes that positively impact student learning (Cheng, 2015; Fuller & Skidmore, 2014; Rehrey et al., 2019).

Fuller et al. (2015) examined the theories and mindsets underpinning assessment leaders' practices and beliefs about institutional cultures of assessment. The context of the study was a series of surveys of a Delphi panel of assessment leaders. Study results indicated that the Delphi panel reached a strong to moderate consensus on the ranking of theme descriptors for each of the four instrument questions. All panel participants highlighted the need for administrative support when developing a positive assessment culture and that assessment leaders should center their practices on improving student learning. In addition, all participants noted that the discourse around assessment at an IHE does not indicate the actual practices at the IHE as institutions often undertake assessment practices because they are required, not because they wish to impact student learning positively. Finally, the authors noted that institutions could achieve positive assessment cultures if leaders intentionally engage faculty in shaping assessment processes.

Smith (2019) explored how the assessment culture within an academic library changed over 3 years after efforts to make the culture one more focused on assessing student learning. The author indicated that it was difficult to determine if a culture of assessment was achieved by the studied library and that cultural change should be viewed

as a spectrum that reflects shifts in culture. Results also highlighted the need to foster change through cycles of reflection and evaluation. There was a shift in the culture of assessment that encouraged faculty to use feedback to evaluate and improve teaching performance. Unfortunately, the author noted that leadership was lacking which impacts how quickly culture can change.

Summary of Institutional Culture

Institutional culture sets the tone for interactions within institutions. A positive institutional culture requires buy-in from all stakeholders, and the institutional culture of assessment impacts the outcomes of assessment practices (Cheng, 2015; Fuller et al., 2015; Rehrey et al., 2019; Smith, 2019). Positive interactions will lead to a more positive institutional culture open to change (Cubarrubia & Le, 2019; Davis & Cates, 2018; Smith, 2019). To achieve an institutional culture that positively impacts assessment, it is essential that all stakeholders feel as if their input is valuable (Jonson et al., 2014; Morgan et al., 2020; Sharif & Gisbert, 2015). In addition, it is essential to have educational leaders at the helm who believe in the growth potential of their programs. Finally, accreditation efforts should ultimately lead to programmatic changes that positively impact student learning (Cheng, 2015; Fuller et al., 2015; Rehrey et al., 2019; Smith, 2019).

Leadership and Institutional Culture

Leadership is an essential factor in an EPP's assessment culture (Banta, 2002; Bystydzienski et al., 2017; Fuller & Skidmore, 2014). Key topics across the body of literature regarding leadership and institutional culture examine how leaders impact cultural change, how assessment culture can be measured to determine impacts of

leaders, and components that foster effective assessment practices supported by leaders who seek positive cultures of assessment (Bystydzienski et al., 2017; Fuller & Skidmore, 2014; Ginsberg & Bernstein, 2011; Guetterman & Mitchell, 2016).

Bystydzienski et al. (2017) wanted to determine how administrators can use their positions to influence culture change within the workplace. The authors conducted a longitudinal study that included administrator workshops focusing on shifting cultures toward the inclusivity of women and minority faculty. Results indicated that administrators gained insight from the workshops about fostering change within their units, and collaboration at the workshops allowed them to see best practices others were employing. Administrators also indicated that participation in the workshops led to improvements in culture. Faculty survey results showed that levels of dissatisfaction decreased over time for each of the cultural indicators. The authors proposed this change was due to efforts by administrators to change the culture over time.

Fuller and Skidmore's (2014) research focused on the quantitative components of IHE cultures of assessment using the Survey of Assessment Culture. Results indicated the reliability of the three factors: clear commitment, connection to change, and vital to the institution. The authors' findings supported the previous results of Maki (2010) that there must be a clear commitment from stakeholders and leaders, and efforts undertaken must be completed to improve student learning (Fuller & Skidmore, 2014; Jonson et al., 2014; Maki, 2010).

The purpose of Guetterman and Mitchell's (2016) research was to understand how organized assessment efforts by leaders can positively impact student learning and determine the components of effective assessment practices. Quantitative results

indicated that faculty attitudes and knowledge regarding assessment improved after participation in a faculty inquiry project. Qualitative data showed three themes: the process of assessment, use of evidence gathered during the evaluation, and faculty experience within the faculty inquiry project. The authors proposed study participants become assessment leaders within their colleges so that the universities could move toward team-based approaches to assessment practices. Their data showed that creating a learning community focused on assessment effectively shifted practices toward an aspirational assessment model.

Ginsberg and Bernstein (2011) researched how to grow the scholarship of teaching and learning (SOTL) through a shift in institutional culture, as the authors believe in the importance of scholarly work centered on improving teaching and learning. This was achieved through a collaborative of change agents who created collaborative opportunities for institutions to engage with each other around SOTL. Results of the case study found that progress had been made in changing the culture surrounding SOTL because of active leadership that supported this work. The authors noted the that organizational change is slow to occur. Strong leadership is necessary to encourage any change because leaders have the opportunities to model the behaviors and beliefs they are trying to instill.

Summary of Leadership and Institutional Culture

Leaders significantly impact their institutional cultures (Bystydzienski et al., 2017; Fuller & Skidmore, 2014; Ginsberg & Bernstein, 2011; Guetterman & Mitchell, 2016). The studies outlined above emphasized the importance of leaders' understandings of how they impact institutional culture, affecting how their institutions function (Morgan

et al., 2020; Schoepp & Tezcan-Unal, 2016; White et al., 2013). All stakeholders must be involved in decision-making to achieve a positive institutional culture (Brandon & Fukunaga, 2013; Ginsberg & Bernstein, 2011; Maki, 2010). As evidenced by the literature above, leadership and institutional culture are inextricably connected systems that impact each other (Bystydzienski et al., 2017; Fuller & Skidmore, 2014; Ginsberg & Bernstein, 2011; Guetterman & Mitchell, 2016).

Leadership and Assessment

It is crucial to understand how leadership impacts assessment functions within EPPs as leaders help shape the cultures of assessment (Kuh & Ewell, 2010; Schoepp & Tezcan-Unal, 2016; Smith, 2019). Key topics across the body of literature regarding leadership and institutional culture examine how leaders can create positive cultures of growth focused on aspirational models of assessment, the importance of leaders focused on assessment as a means for student growth, and leadership factors that promote student learning (Fuller, 2013; Ndoye, 2013; Stevenson et al., 2017; White et al., 2013).

Stevenson et al. (2017) created a developmental framework to compare assessment behaviors and examine stages of success in assessment practices as related to institutional change. The authors sought to measure the climate of assessment at their IHEs to help propel institutional change away from compliance and instead toward positive cultures of assessment focused on increasing student learning. Results indicated a perceived improvement in some areas, including minimizing faculty resistance to assessment. However, results showed a decrease in the perceived value, recognition, and assessment support. The authors point to the need for greater engagement of leaders across IHEs to create cultures where assessment is valued, supported, and treated as a

scholarly endeavor. Department chairs serve an essential role. They can motivate faculty and create buy-in while also creating positive assessment cultures where faculty are supported and recognized for their assessment efforts.

Fuller's (2013) research aimed to explore factors and strategies that impact the cultivation of assessment cultures. The methodology employed by the author was electronic dissemination of the Survey of Assessment Culture instrument. Study results indicated that over half of study participants believed that leaders approached assessment using a distributed leadership model with multiple leaders involved throughout the assessment process. Results also highlighted the positive impact of assessment leaders who promote the importance of centering assessment around increasing student learning outcomes and supporting partnerships and buy-in from faculty. Finally, educational leaders must communicate positive findings across their campuses to help center conversations around how assessment can be productive.

Ndoye (2013) sought to understand how IHEs effectively apply best practices in assessment to achieve the goal of successful learning outcomes assessment. The author examined both departmental and program-level assessment practices in hopes of identifying exemplars that could serve as models for IHEs seeking to improve their practices. Results indicated three driving forces that exemplified successful efforts to assess program learning outcomes and created a positive assessment culture: persuasion, payoff, and leadership potential. The author found that all five programs involved leaders who facilitated more effective communication. They also found that leaders should emphasize creating learning communities of interested faculty who design assessment

activities around program expectations rather than focusing on individual courses (Banta, 2002; Canner et al., 2020; Smith, 2019).

White et al. (2013) conducted research to understand the attitudes and experiences of leaders who were responsible for curriculum change after a negative accreditation report. A new curriculum, based on problem-based learning principles, was implemented at the IHE. Interviews of leaders were conducted several years after curriculum change to determine changes in attitudes regarding student assessment, faculty engagement, faculty evaluation, organization of the program, and program evaluations and accreditation. Results from the interviews indicated that leaders found advantages to implementation of the new curriculum. These included increased awareness and engagement from faculty after initial pushback. Although forced to change, leaders believed the changes brought insight toward improvements to the program.

Summary of Leadership and Assessment

Successful leaders must center assessment around the goal of improving student learning (Fuller, 2013; Ndoye, 2013; Stevenson et al., 2017; White et al., 2013). In addition, leaders must redefine assessment as a scholarly endeavor, which can help shift toward a positive culture of assessment (Banta, 2002; Canner et al., 2020). The studies outlined above also emphasize the positive impact of leader support of assessment practices (Canner et al., 2020; Davis & Cates, 2018; Maki, 2010). Finally, IHEs that center assessment around student learning rather than compliance have a more positive culture of assessment (Cheng, 2015; Henning et al., 2008; Kuh & Ewell, 2010).

Summary

The literature reviewed expounded upon GST (Bridgen, 2017; Mania-Singer, 2017; Smulowitz, 2015; von Bertalanffy, 1972), institutional culture (Cheng, 2015; Fuller et al., 2015; Rehrey et al., 2019; Smith, 2019), the connections between leadership and institutional culture (Bystydzienski et al., 2017; Fuller & Skidmore, 2014; Ginsberg & Bernstein, 2011; Guetterman & Mitchell, 2016), and how leadership impacts assessment (Fuller, 2013; Ndoye, 2013; Stevenson et al., 2017; White et al., 2013). The literature supported the use of GST as the framework by which to understand leadership, assessment, and institutional culture (Bridgen, 2017; Mania-Singer, 2017; Smulowitz, 2015; von Bertalanffy, 1972).

Institutional culture sets the tone for interactions within institutions; creating a positive culture requires buy-in from stakeholders who focus assessment practices on improving student learning (Cheng, 2015; Fuller et al., 2015; Rehrey et al., 2019; Smith, 2019). An institution's culture of assessment impacts the outcomes of assessment practices (Fuller et al., 2015; Ndoye, 2013; Stevenson et al., 2017). Shifting toward a positive assessment culture requires support from educational leaders and stakeholders (Cheng, 2015; Ndoye, 2013; Stevenson et al., 2017). Leaders should also center assessment around improving student learning while undertaking educational endeavors to increase knowledge (Cheng, 2015; Fuller et al., 2015; Guetterman & Mitchell, 2016).

Considering the impact leaders have on their institutional cultures, it is important to understand how this impact affects the functions of IHEs (Morgan et al., 2020; Schoepp & Tezcan-Unal, 2016; White et al., 2013). When viewed through a GST lens, it is evident that leadership, institutional culture, and assessment are connected subsystems

within the larger system of the IHE (Bystydzienski et al., 2017; Fuller & Skidmore, 2014;

Ginsberg & Bernstein, 2011; Guetterman & Mitchell, 2016).

CHAPTER 3

METHODOLOGY

The purpose of this research was to create an instrument that allows EPP assessment leaders to measure the assessment cultures at their institutions. A deeper understanding of their program assessment cultures could enable leaders to shift the cultures toward a growth mindset focused on student learning and continuous improvement (Cheng, 2015; Fuller et al., 2015; Rehrey et al., 2019).

The researcher conducted mixed-methods research in three phases. The initial phase included the creation of an instrument based on the literature then alpha and beta testing of the instrument. In the second phase, the researcher conducted a Delphi panel to determine the instrument's validity. The final phase included beta testing of the instrument followed by a pilot study of an assessment leader and faculty who work for the leader.

The research questions were as follows:

1. What criteria do EPP assessment leaders believe reflect a culture of assessment?

2. In what way can the information gained from completion of the instrument add to the leader's understanding of their culture of assessment?

Design of Study

The research occurred in three phases. The first phase began with the researcher creating the instrument. The researcher based the initial elements of the instrument on an extensive literature review regarding measuring cultures, work by Maki (2010), work by Stevenson et al. (2017), and CAEP Revised 2022 Standards Workbook (CAEP, 2021). Stevenson et al. (2017) created a survey to measure assessment climate that measured six domains: personal attitudes toward assessment, institution-wide faculty norms, leadership commitment, infrastructure support, department-level implementation, and university-wide implementation. Finally, the researcher combined these domains into domains more reflective of assessment related to CAEP and EPPs: leadership, faculty, focus, purpose, mission, and quality assurance system.

Participants alpha tested the instrument after its initial creation in Google Docs. The initial design in Google Docs allowed participants to give meaningful feedback using the "Comments" function, and the researcher used the feedback to make critical changes to the instrument. After changes, five participants beta-tested the instrument in Qualtrics. Finally, participants gave beta testing feedback via email.

The second phase included a modified Delphi panel that refined and validated the instrument in Qualtrics. The researcher-created instrument contained domains that were titled after CAEP initial licensure standards: content and pedagogical knowledge; clinical partnerships and practice; candidate recruitment, progression, and support; program impact; and quality assurance system and continuous improvement. Initially, leadership commitment, faculty involvement, resources and support for assessment, and planning and implementation were measured for each standard. The four levels in the rubric follow

the CAEP standard: unsatisfactory (0), developing (1), proficient (2), and distinguished (3). The researcher made this choice to align the rubric with CAEP standards further. The researcher made modifications to the instrument during the three rounds of surveying of the Delphi panel.

The final research phase included a final round of beta testing of the instrument validated by the Delphi panel to ensure no typographical errors and that the instrument functioned correctly in Qualtrics. Next, the researcher conducted beta testing followed by a pilot study of an assessment leader and EPP faculty. The pilot study included distributing the instrument to faculty using Qualtrics. Finally, the researcher interviewed the assessment leader to discover what was learned about the culture of assessment within the EPP.

This research used a sequential exploratory design (Creswell & Plano Clark, 2010). Therefore, using a modified Delphi panel was appropriate for this research. As Green (2014) noted, using a well-chosen panel of experts that maintains anonymity allows the experts to be more honest in their responses, thus allowing for the collection of more meaningful data. While labor-intensive, using a modified Delphi panel in this research produced qualitative findings that are beneficial in exploring, defining, and quantifying measures of assessment cultures. The researcher established a list of selection criteria for expert panel participants and will define these criteria during the discussion of sample selection below.

The three phases of research occurred sequentially. The first two phases were followed by beta testing of the instrument and a pilot study of the newly developed Culture of Assessment Instrument (Appendix F), which the researcher disseminated to

the faculty who work for an EPP assessment leader. Finally, the researcher utilized a pilot study to explore the perceived uses of the finalized instrument, as determined by a qualified EPP assessment leader, and if the instrument leads to a better understanding of an EPP's culture of assessment. Using the sequential exploratory research design gave directional structure to the phases of research while also recognizing that all phases of this research were intertwined and dependent on each other. They were also subsystems within the more extensive system of institutional assessment (Creswell & Plano Clark, 2010; Harwell, 2011).

Sample Selection

Purposive sampling was utilized first in this research to ensure that the research sample was information-rich and allowed for more helpful research findings (Corbin & Strauss, 2015; Merriam, 2009; Palinkas et al., 2015). In addition, purposive sampling was appropriate because alpha and beta testing because the sample included people with various experiences. Purposive sampling was appropriate for the modified Delphi panel of experts as they needed to possess expert knowledge, be available and willing to participate, and effectively communicate their beliefs and understanding while maintaining anonymity.

Once the researcher created a preliminary list of Delphi panel participants, the researcher utilized snowball sampling to increase the sample size. Snowballing was appropriate because assessment experts invited to participate in the Delphi panel through purposive sampling are considered experts and have connections to other experts who were qualified to participate. To ensure participants were qualified, each was asked to self-identify if the respondent was an EPP assessment leader as determined by the criteria

laid out in this study. All participants agreed that they were employed by CAEP-accredited IHEs, completed assessment activities for the EPPs, and had at least 1 year of experience with Class Measures.

In addition, purposive sampling was appropriate for alpha and beta testing, along with the pilot study, as the researcher used the results to establish the instrument's validity and explore understanding gained from the completion of the instrument. Therefore, when choosing what types of sampling to employ, the researcher chose two methods that maximized efficiency and provided rigor and trustworthiness to the research and resulting data.

First, the researcher used purposive sampling to alpha and beta test the instrument before starting the initial round of the Delphi panel. Next, the researcher conducted alpha testing with five participants: two assessment experts, two education experts, and one layperson. A layperson was included to ensure the language was easy to understand and not steeped in assessment vocabulary. Finally, the researcher conducted beta testing with four participants: one assessment expert and three education experts.

Next, the researcher used purposive sampling and snowball sampling then created criteria for selecting participants of the expert Delphi panel. Criteria and rationales for selection of these criteria were:

Criterion One: Inclusion of CAEP-accredited public and private institutions. Criterion One consisted of only CAEP-accredited institutions to ensure that only qualified EPP assessment experts participated. If an EPP was not CAEP-accredited, the researcher omitted the EPP as the researcher could not be sure a qualified assessment leader was employed.

Criterion Two: Inclusion of EPP assessment leaders employed at institutions meeting Criterion One. Qualified leaders must have participated in at least one Class Measures' reporting cycle. The researcher defined Criterion Two to be inclusive of all job titles.

The goal of requiring participants to meet the above criteria was to identify the EPP assessment coordinators at whatever levels they may exist within their programs. Allowing for varying job titles with the same primary responsibility of EPP assessment created a larger Delphi panel sample size. In addition, the researcher included the Class Measures requirement in Criterion Two to ensure that any assessment leader included in the sample had sufficient time in the position to understand the culture of assessment within the EPP. A sample size of five or higher was desired to provide quality feedback and refine the Culture of Assessment Instrument (Appendix F) while also achieving the required Lawshe's Content Validity Ratio (CVR) and Lawshe's Content Validity Index (CVI).

The researcher utilized purposive sampling to distribute the finalized Culture of Assessment Instrument (Appendix F) for the final round of beta testing during the final phase of this research. Then the researcher conducted a pilot study where the finalized instrument was distributed to EPP faculty to determine if an EPP leader better understood the culture of assessment within the EPP by completing the instrument. These tests, and the pilot study, included qualified EPP assessment leaders. Alpha and beta testing established the validity and functionality of the Culture of Assessment Instrument (Appendix F).

The Delphi method has been utilized for social science research for decades, but there are still questions as to the validity and reliability of Delphi results (Green, 2014; Hasson & Keeney, 2011). Researchers have claimed it is possible to establish content and face validity using the Delphi method because results come from a group rather than the opinion of one, and the opinions are based on participants' real-world experiences (Hasson & Keeney, 2011). Reliability can be established using the Delphi method because group bias is avoided by the use of anonymous questions, and, as the panel size increases, the judgments of the panel are more reflective of the population as a whole. Initially, 15 experts agreed to participate in the Delphi panel. In Rounds One and Two of the Delphi panel, 10 experts completed the survey. In Round Three, eight experts completed the survey.

Data Collection Procedures

According to Kelley et al. (2003), researchers utilized the survey research strategy in studies to allow sampling of specific populations and collection of data in a standardized form. Therefore, the researcher employed the survey research strategy for data collection using an electronically delivered, structured survey instrument. This strategy allows one to ask expert panel members the same questions and elicit open-ended responses to analyze patterns and themes while allowing them to remain anonymous.

Data collection during all phases of this research occurred electronically, first using Google Docs then through the creation and distribution of the surveys using Qualtrics, a cloud-based surveying software available at the IHE. First, data were collected using Google Docs during initial alpha and beta testing. Next, the researcher

collected data using Qualtrics during the modified Delphi panel, the final round beta testing of the finalized Culture of Assessment Instrument (Appendix F), and the pilot study of the perceptions of an EPP assessment leader.

Using Qualtrics to collect responses was particularly valuable when the researcher collected survey responses during the COVID-19 pandemic. The pandemic limited face-to-face meetings due to social distancing requirements, and many education professionals were working online. The ease of answering electronically instead of scheduling a Zoom meeting may have led to higher participation rates and lower attrition rates. Qualtrics also allowed the researcher to quickly view results from each data collection cycle. Qualtrics enabled the researcher to analyze data more quickly and return the updated instrument to the Delphi panel to elicit further feedback.

The experts included in the Delphi panel were EPP assessment leaders at CAEP-accredited public institutions in a southern region in the United States. The researcher sent out the first survey round to prospective participants using Qualtrics then followed up on the initial survey seven days later with an email reminder. A week later, all non-respondents were contacted again via email to encourage participation in the research.

Delphi panel members were emailed a survey directly from Qualtrics to track responses. In addition, the researcher assigned Delphi panel members a number when removing their data from Qualtrics to maintain anonymity. In the survey, the researcher introduced the purpose and procedures of the research study and risks and rewards for participation. At the top of the instrument, the researcher defined the term *Culture of Assessment* and the acronym *EPP* to ensure panel members understood relevant terminology used throughout the instrument. The first question asked in the survey was

regarding informed consent, which the researcher included in all three rounds of surveying. All panel members agreed to the informed consent and chose to participate.

The expert panel refined and validated the Culture of Assessment Instrument (Appendix F) through multiple rounds of surveying to discover what questions correctly measure the culture of assessment within EPPs. This instrument allows EPP leaders to measure the assessment cultures within their programs. First, the researcher conducted beta testing using Qualtrics and email to ensure that the delivery method worked correctly and that respondents did not experience confusion navigating the online instrument. Next, the researcher conducted each round of the Delphi panel using Qualtrics to ensure ease in data collection and participation tracking. Finally, the researcher completed the pilot study using Qualtrics to ensure prompt delivery and organization of responses. After use of the instrument during the pilot study, the researcher collected data regarding the leader's perceptions about the instrument through a personal interview, using a recording app and manual transcription.

Data Analysis

The researcher produced data sets from all phases of the research from surveys delivered via Google Docs or Qualtrics. Each modified Delphi survey round required the researcher to analyze and categorize expert panel qualitative responses. Quantitative responses helped determine if the criteria met minimum Lawshe's CVR. The researcher excluded criteria that met the minimum CVR from further rounds of surveying. Then, the researcher shared findings from the analysis back to the panel along with the updated instrument. Data collection in this research was an iterative process, and the researcher asked the expert panel to participate in three rounds of data collection. There was a

possibility of more rounds of surveying if the findings were hard to categorize because responses lacked discernible patterns, but this did not occur.

The researcher employed an inductive and comparative analysis structure. The inductive nature of qualitative research requires one to build rather than test, which the researcher did by using the modified Delphi research design (Merriam, 2009). It was comparative because the researcher began data analysis while still collecting data. First, the researcher categorized data from expert panel researchers within a day of submission to determine the main ideas. Then, data were more finely analyzed within a few days of submission to determine changes to the instrument based on feedback. As responses came back in a staggered timeframe, the researcher analyzed each response and made corrections before moving on to subsequent responses.

The researcher quantitatively computed the panel responses to determine Lawshe's CVR of each instrument criteria to ascertain which items the researcher should include in the finalized instrument. According to Lawshe (1975), instrument items are considered essential for inclusion in an instrument if the CVR meets the minimum value required based on the number of panel members. Therefore, with an expert panel of 10, the researcher only included items with a CVR of 0.62 or higher to ensure agreement among panel members and establish external validity (Lawshe, 1975).

A final round of beta testing confirmed no issues with how the researcher designed the instrument in Qualtrics. Testing the design in Qualtrics allowed the researcher to make corrections before the Delphi panel utilized the instrument during the pilot study.

The pilot study assessed if an EPP leader gained a better understanding of the culture of assessment within their EPP. Qualitative feedback collected through the distribution of pilot study questions was analyzed and categorized to determine the beliefs of EPP assessment leaders. The resulting data helped inform how EPP leaders can use the instrument in a meaningful manner.

Validity and Reliability

The establishment of the validity of the modified Delphi results required that the researcher only sample qualified experts and be thorough and accurate with the reporting of findings so that the reader can judge the credibility of the research. Also, studies with rigorous designs help ensure against researcher subjectivity. To ensure credibility, the researcher clearly defined any possibility of subjectivity in the methods section and was aware of these during data collection and analysis. In addition, Lawshe's CVR was used to establish content validity when analyzing Delphi panel responses.

To ensure that possible research participants were qualified, the researcher only sent invitations to EPP assessment leaders at CAEP-accredited public institutions in the southern region of the United States. The researcher created an audit trail through Qualtrics, which allowed participants to electronically record responses for subsequent coding and analysis. The researcher was transparent with research participants about research structure and analysis methods for open-ended answers. Also, the researcher utilized researcher triangulation, as other researchers acted as auditors for this study.

CHAPTER 4

RESULTS

The purpose of this research was to create an instrument that allows EPP assessment leaders to measure the assessment cultures within their programs. This chapter will present findings from the research, beginning with alpha and beta testing the researcher completed before surveying the Delphi panel. Next, there is a discussion of results from three rounds of surveying the Delphi panel, emphasizing the feedback received and changes made to the instrument. Then, the researcher will present final beta testing and pilot study results. Finally, the chapter will conclude with an interpretation of the results from all phases of the research.

The researcher analyzed qualitative data by comparing the original rubric criteria to the feedback. The researcher then incorporated changes based on feedback into each successive update of the instrument. Feedback was also presented to the Delphi panel, in conjunction with the updated instrument, to ensure the researcher interpreted the feedback correctly. Finally, the researcher analyzed quantitative data to determine Lawshe's CVR. Determination of Lawshe's CVR confirmed the validity of each construct and all rubric criteria.

Presentation of Results

Initial Instrument Creation

The first process was creating the initial instrument, which the researcher based on a review of the literature regarding measuring cultures of assessment and CAEP standards (CAEP, 2021). Stevenson et al. (2017) created a survey to measure assessment climate that measured six domains. The researcher combined the domains identified by Stevenson et al. (2017) into domains more reflective of assessment related to CAEP and EPPs: leadership, faculty, focus, purpose, mission, and quality assurance system. Appendix B presents the initial instrument.

Alpha and Beta Testing Before Delphi

The researcher conducted alpha testing with the initial instrument. Listed below is feedback received from two alpha testing participants:

- As is, this instrument measures CAEP more than a culture of assessment within programs that are accredited by CAEP. Focus should be on activities being completed by the EPP, not meeting CAEP requirements.

- What's the difference between a 3 and a 4? It's subjective and will vary from person to person.

- Is there a reason this isn't set up like a rubric instead of a Likert scale? It would add clarity to what you intend to measure.

- Where did your main constructs come from? Consider organizing constructs by CAEP standard then measuring evidence of cultures of assessment within each standard.

First, the researcher changed the layout so that CAEP standards were the primary constructs. The researcher used the initial constructs based on the literature and created four domains to measure each CAEP standard. The researcher then changed the instrument from a Likert scale to a 4-point rubric with columns 0-3, following CAEP rubric creation standards (CAEP, 2020). The goal changed from creating a questionnaire to creating a rubric with criteria reflecting behaviors that demonstrate a culture of assessment. This change required the researcher to develop 80 different rubric criteria based on the CAEP Revised 2022 Standards Workbook (2021). Alpha testing elicited 100% agreement among participants that the instrument was ready for the Delphi panel, so the researcher created it in Qualtrics. Appendix C presents the instrument after alpha and beta testing.

Delphi Round One

The survey asked two questions. Survey Question One prompted panel members to determine if the criterion assessed the domain adequately in each standard, with "yes" or "no" as the possible answers. If the criterion did not assess the domain adequately, the survey prompted panel members to provide feedback to improve it. Survey Question Two asked if the criteria were worded clearly, and, if not, to provide feedback to improve the verbiage.

A total of 10 Delphi panel members participated in the first round of surveying. The researcher calculated the CVR for each rubric domain and criteria using the formula $CVR = n_e - (n/2) / n/2$. "n_e" stands for the number of participants who rated the criteria as "yes," and "n" stands for the total number of Delphi panel participants. With a Delphi panel size of 10, Lawshe (1975) suggested that a researcher have a CVR of 0.62 to

validate an item. Of the 40 rubric criteria that panel members evaluated, 10 criteria had a CVR of 0.62 or higher, so they were validated. However, 30 criteria did not meet the required minimum CVR and were re-written based on qualitative feedback from panel members.

The researcher used feedback provided by the Delphi panel to make changes to the instrument. Below is the feedback received in Round One. First, original rubric criteria are presented, then feedback from the panel, followed by the changed rubric criteria. Finally, there will be a discussion of improvements based on feedback.

Content and Pedagogical Knowledge

Table 1 outlines the original rubric criteria for Content and Pedagogical Knowledge – Leadership Commitment.

Table 1

Content and Pedagogical Knowledge – Leadership Commitment (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not support using assessment data to ensure candidates are exposed to important content and pedagogical concepts	EPP leaders support: using some forms of assessment data to ensure candidates are exposed to important content and pedagogical concepts	EPP leaders support: - using a variety of assessment data to ensure candidates are exposed to essential content - using a variety of assessment data to ensure candidates are exposed to important pedagogical concepts	EPP leaders support: - consistently using a variety of assessment data to ensure candidates are exposed to essential content - consistently using a variety of assessment data to ensure candidates are exposed to important pedagogical concepts

Below is feedback given by the Delphi panel in response to Survey Question One:

- Less of a focus on frequency and more focus on describing what the leaders does or does not do.

- I wonder if some language that about assessment or pedagogical concepts being tied to standards would be helpful here.

- Did variety need to be in level 3?

Below is feedback given by the Delphi panel in response to Survey Question Two:

- Consider adjusting the construct title to something like EPP Leaders' Commitment to Using Data. Leadership Commitment is vague.

- Increasing specificity for example what does "important" mean? What is "essential?"

- I would used are "introduced" to instead of "exposed" to.

- From 3 to 4: variety of assessments is used in 3 and not in 4; using/supporting the use of multiple measures is good; consider putting 'varied assessment' in both 3 & 4.

Table 2 outlines the revised rubric criteria for Content and Pedagogical Knowledge – Leadership Commitment.

Table 2

Content and Pedagogical Knowledge – Leadership Commitment (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not convey their commitment to using data to ensure candidates are introduced to important content and pedagogical concepts as defined by CAEP	EPP leaders convey their limited commitment to using data by encouraging faculty to: ● use assessment data to determine if candidates are being introduced to important content and pedagogical concepts as defined by CAEP ● use assessment data to determine if candidates understand the connection between content, pedagogy, and P-12 student standards	EPP leaders convey their commitment to using data by encouraging faculty to: ● use assessment data to ensure candidates are introduced to essential content as defined by CAEP ● use assessment data to ensure candidates are introduced to important pedagogical concepts as defined by CAEP ● use assessment data to ensure candidates understand the connection between content, pedagogy, and P-12 student standards	EPP leaders convey their commitment to using data by encouraging faculty to: ● use multiple sources of assessment data, such as formative and summative assessment along with required PRAXIS exams, to ensure candidates are introduced to essential content as defined by CAEP ● use of a multiple sources of assessment data, such as formative and summative assessment along with required PRAXIS exams, to ensure candidates are introduced to important pedagogical concepts as defined by CAEP

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
			● use of a multiple sources of assessment data, such as formative and summative assessment along with required PRAXIS exams, to ensure candidates understand the connection between content, pedagogy, and P-12 student standards

Changes were made based on feedback from the Delphi panel. First, the researcher changed the title of the construct to "EPP Leaders' Commitment to Using Data" because it is more specific to what is being measured. Panel members also suggested less focus on the frequency in which activities occur and more emphasis on the actions of leaders. Finally, there needed to be more specificity to measure things like "important" and "essential."

Table 3 outlines the original rubric criteria for Content and Pedagogical Knowledge – Faculty Involvement.

Table 3

Content and Pedagogical Knowledge – Faculty Involvement (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP faculty do not demonstrate buy-in to the use of assessment data to determine coursework and program improvements as related to candidate content and pedagogical knowledge	EPP faculty demonstrate buy-in by: ● responding to external forces mandate the assessment of candidate content and pedagogical knowledge ● using some assessment data to determine coursework and program improvements	EPP faculty demonstrate buy-in by: ● assessing candidate content and pedagogical knowledge ● using a variety of assessment data to determine coursework and program improvements	EPP faculty demonstrate buy-in by: ● continuously assessing candidate content and pedagogical knowledge ● continuously using of a variety of assessment data to determine coursework and program improvements

Below is feedback given by the Delphi panel in response to Survey Question One:

- Less of a focus on frequency. Also, I do not know how you assess how someone "believes."

- Determining belief is difficult; more concrete terminology will tell what is evident/not believed.

Below is feedback given by the Delphi panel in response to Survey Question Two:

- Do we need to put in criteria of what actions would contribute to beliefs or would that be another survey then they would respond to this indicator?

- The Faculty Involvement title is misaligned with the indicators, and a rater cannot rate what others believe. A rater can rate only what he/she can prove or

what he/she perceives. The indicators all address faculty beliefs; that's different from involvement. Consider changing belief to buy-in or something similar that results in something observable. Consider a title like Faculty Buy-In to Using Data.

- Giving examples of a "Variety of assessment data."

- I would say do or do not believe that assessment data should inform curriculum decisions and program improvements.

- Reword to indicate what the faculty do, rather than what they believe; for example "EPP faculty use assessment to determine…"; EPP faculty assess candidate content..."; "EPP faculty use varied assessment data to…"

- Bullet 1 for Developing - consider rewording "external forces mandate…" to better align this proficiency language with Proficient and Distinguished language. It is unclear how the perceived mandates for assessment relate to the importance of using assessment to support candidate content and pedagogical knowledge.

Table 4 outlines the revised rubric criteria for Content and Pedagogical Knowledge – Faculty Involvement.

Table 4

Content and Pedagogical Knowledge – Faculty Involvement (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP faculty do not display buy-in to the use of assessment data to determine coursework and	EPP faculty display limited buy-in by: • responding to accreditation mandates that assessment of	EPP faculty display buy-in by: • using some assessment data to measure candidate	EPP faculty display buy-in by: • continuously assessing candidate content and

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
program improvements as related to candidate content and pedagogical knowledge	candidate content and pedagogical knowledge ● examining assessment data when considering curriculum decisions and program improvements	content and pedagogical knowledge ● using some assessment data to guide curriculum decisions and program improvements	pedagogical knowledge through formative and summative assessments ● continuously using of a variety of assessment data, such as formative and summative assessment along with required PRAXIS exams, to inform curriculum decisions and program improvements

Changes were made based on feedback from the Delphi panel. The researcher

changed the title of the construct to "Faculty Buy-In to Using Data" to more accurately

reflect the criteria being measured. The word "believe" was used, and feedback suggested

that this word be cut as it is impossible to determine what other people believe. To this

end, feedback recommended that wording reflect activities faculty engage in rather than

what they believe.

Table 5 outlines the original rubric criteria for Content and Pedagogical

Knowledge – Resources and Support for Assessment.

Table 5

Content and Pedagogical Knowledge – Resources and Support for Assessment (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not demonstrate a commitment to assessing candidate content and pedagogical knowledge by providing resources or support	EPP leaders demonstrate a commitment to assessing candidate content and pedagogical knowledge by: ● providing some financial resources ● creating professional development opportunities for faculty	EPP leaders demonstrate a commitment to assessing candidate content and pedagogical knowledge by: ● providing adequate financial resources to create and maintain a quality assurance system ● encouraging faculty to participate in professional development opportunities to increase their understanding of assessment practices	EPP leaders demonstrate a commitment to assessing candidate content and pedagogical knowledge by: ● providing substantial financial resources to create and maintain a quality assurance system ● participating in professional development opportunities with faculty to increase understanding of assessment practices

Below is feedback given by the Delphi panel in response to Survey Question One:

- You already had a construct about the leader's commitment. If you keep both constructs, alter both titles to distinguish. As written, this title does not reflect leaders, but each indicator does. Consider a title like EPP Leaders' Commitment to Supporting Assessment.

Below is feedback given by the Delphi panel in response to Survey Question Two:

- Defining what "substantial" means.

- Differentiating among some financial, adequate financial, and substantial can be interpreted in multiple ways; reword to tell more concretely the financial resources.

- Add a phrase after Bullet 1, "to create and maintain..." under Developing to align with verbiage in Proficient and Distinguished levels.

Table 6 outlines the revised rubric criteria for Content and Pedagogical Knowledge – Resources and Support for Assessment.

Table 6

Content and Pedagogical Knowledge – Resources and Support for Assessment (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not demonstrate a commitment to assessing candidate content and pedagogical knowledge by providing financial resources or support for a quality assurance system	EPP leaders demonstrate a limited commitment to assessing candidate content and pedagogical knowledge by: ● providing limited financial resources to create a quality assurance system ● creating professional development opportunities for faculty	EPP leaders demonstrate a commitment to assessing candidate content and pedagogical knowledge by: ● providing financial resources to create and maintain a quality assurance system ● encouraging faculty to participate in professional development opportunities to increase their understanding of assessment practices	EPP leaders demonstrate a commitment to assessing candidate content and pedagogical knowledge by: ● providing financial resources and personnel to create and maintain a quality assurance system ● participating in professional development opportunities with faculty to increase understanding of assessment practices

Changes were made based on feedback from the Delphi panel. The researcher changed the title of the construct to "EPP "Leaders' Commitment to Supporting Assessment" to both differentiate it from the previous construct regarding leaders and to align correctly to the indicators. Feedback also suggested that wording about financial resources be adjusted to be more concrete.

Table 7 outlines the original rubric criteria for Content and Pedagogical Knowledge – Planning and Implementation.

Table 7

Content and Pedagogical Knowledge – Planning and Implementation (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
There is no history of program-level implementation of assessment to explore candidate content and pedagogical knowledge	Historically, program-level planning and implementation of assessment have been: ● in response to external demands of accreditation agencies regarding necessary candidate content and pedagogical knowledge	Historically, program-level planning and implementation of assessment have been: ● to improve EPP programs in order to increase candidate content and pedagogical knowledge	Historically, program-level planning and implementation of assessment have been: ● a continuous effort to improve EPP programs in order to increase candidate content and pedagogical knowledge

Below is feedback given by the Delphi panel in response to Survey Question One:

• What if the person taking your survey has no knowledge of this? They could

score a 1 when an EPP is carrying out these steps.

- I am not sure how "historically" can be measured or should be in an indicator. This needs to be revisited.

- Why an EPP plans and implements assessment is difficult to measure and is very subjective. Is this what is needed? or is it evidence of consistent planning and implementation?

- The word department is misleading or could be misconstrued as some EPPs are Schools of Education, not departments.

Below is feedback given by the Delphi panel in response to Survey Question Two:

- More of a focus on "how."

- The term historically is subjective. Wording may be adjusted to look at the consistency of planning and implementation. For example: Departmental planning and implementation of assessment occurs regarding necessary candidate content and pedagogical knowledge; Systematized departmental. . . to increase. . .; Continual, responsive efforts to improve. . . at multiple levels … to increase candidate…

- Consider removing bullets for top three levels as typically at least two bullets are required.

Table 8 outlines the revised rubric criteria for Content and Pedagogical Knowledge – Planning and Implementation.

Table 8

Content and Pedagogical Knowledge – Planning and Implementation (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
There are no demonstrations of program-level implementation of assessment to explore candidate content and pedagogical knowledge	Program-level planning and implementation of assessment limited but evidenced by responding to external demands of CAEP regarding necessary candidate content and pedagogical knowledge	Program-level planning and implementation of assessment are evidenced by: ● EPP program improvements made in order to increase candidate content and pedagogical knowledge ● EPP program efforts to make candidates aware of professional and ethics practices, as defined by CAEP	Program-level planning and implementation of assessment are evidenced by: ● a continuous effort to improve EPP programs in order to ensure candidate content and pedagogical knowledge by program completion ● a continuous effort to ensure candidates are trained in professional and ethical practices, as defined by CAEP

Changes were made based on feedback from the Delphi panel. The word "historically" was used to indicate the previous practices by EPP leaders. Feedback showed that this term would confuse respondents who do not have historical knowledge of assessment at their institution, so this word was removed. Feedback also suggested that more emphasis be placed on how EPP leaders show commitment through their activities. Finally, feedback pointed out that the instrument should not include single bullets; rubrics usually include bullets for more than one indicator.

Clinical Partnerships and Practice

Table 9 outlines the original rubric criteria for Clinical Partnerships and Practice –

Leadership Commitment.

Table 9

Clinical Partnership and Practice – Leadership Commitment (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not exhibit a commitment to using assessment data to create or support partnerships	EPP leaders' values are manifested through: ● creation and support partnerships	EPP leaders' values are manifested through: ● creation of high-quality clinical partnerships ● development of partnerships that improve candidate growth and experiences	EPP leaders' values are manifested through: ● ensuring the creation and support of high-quality partnerships ● development of partnerships has a positive impact on candidate growth ● development of partnerships to improve experiences for all stakeholders

Below is feedback given by the Delphi panel in response to Survey Question One:

- How could a rater state what others value? Value seems a bit too affective

  here.

- 0-1 should also explain what the EPP leader does NOT do.

Below is feedback given by the Delphi panel in response to Survey Question

Two:

- Same comment as for Standard 1.

- How do you measure/observe how a leader "values" something? I would find a different action verb.

- Consider replacing the word value - and replace with a more evidence-based word, which would be easier to determine - such as "support" or "use"; For example, "EPP leaders support the use of assessment data…"

Table 10 outlines the revised rubric criteria for Clinical Partnerships and Practice – Leadership Commitment.

Table 10

Clinical Partnership and Practice – Leadership Commitment (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not demonstrate that they are committed to using assessment data to create or support partnerships	EPP leaders demonstrate their limited commitment to the use of data by creation and support of few partnerships	EPP leaders demonstrate their commitment to the use of data by: • creation of high-quality clinical partnerships • development of partnerships to improve candidate growth and experiences	EPP leaders demonstrate their commitment to the use of data by: • ensuring the creation and support of high-quality partnerships • development of partnerships has a positive impact on candidate growth • development of partnerships to improve experiences for all stakeholders

Changes were made based on feedback from the Delphi panel. The word "value" was used, and most feedback received reflected that this was not observable or measurable, so it needed to be changed to another evidence-based action verb.

Table 11 outlines the original rubric criteria for Clinical Partnerships and Practice – Faculty Involvement.

Table 11

Clinical Partnership and Practice – Faculty Involvement (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP faculty do not use assessment data from clinical experiences to address areas of refinement and improve the teaching practice of candidates	EPP faculty norms dictate that faculty: ● use limited assessment data from clinical experiences to address areas of refinement and improve the teaching practice of candidates	EPP faculty norms dictate that faculty: ● use assessment data from clinical experiences to address areas of refinement and improve the teaching practice of candidates ● use assessment data to determine candidate impact on P-12 student learning	EPP faculty norms dictate that faculty: ● routinely use assessment data from clinical experiences to address areas of refinement and improve the teaching practice of candidates ● routinely use assessment data to determine ways candidates can increase P-12 student learning

Below is feedback given by the Delphi panel in response to Survey Question One:

- Again, less emphasis on frequency and more emphasis on what is done/not done.

Below is feedback given by the Delphi panel in response to Survey Question Two:

- Same comment as for Standard 1.

- I don't know if it's commonly known what a "faculty norm" is. Might need to include. Somewhat confusing.

Table 12 outlines the revised rubric criteria for Clinical Partnerships and Practice

– Faculty Involvement.

Table 12

Clinical Partnership and Practice – Faculty Involvement (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP faculty do not display buy-in by using any assessment data from clinical experiences to address areas of refinement and improve the teaching practice of candidates	EPP faculty display limited buy-in by using limited assessment data from clinical experiences to improve the teaching practice of candidates	EPP faculty display buy-in by: ● using assessment data from clinical experiences to identify areas of improvement in the teaching practice of candidates ● using assessment data to determine candidate impact on P-12 student learning	EPP faculty display buy-in by: ● using assessment data from clinical experiences to identify and address areas of refinement and improve the teaching practice of candidates ● using assessment data to determine ways candidates can increase P-12 student learning

Changes were made based on feedback from the Delphi panel. Less emphasis was

placed on the frequency of activities but rather on the activities themselves. Feedback

also suggested that "faculty norms" could be confusing, and further explanation was

needed to clarify.

Table 13 outlines the original rubric criteria for Clinical Partnerships and Practice

– Resources and Support for Assessment.

Table 13

Clinical Partnership and Practice – Resources and Support for Assessment (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not provide resources or support to assess clinical partnerships and practice	EPP leaders demonstrate a commitment to assessing clinical partnerships and practice by: ● requiring faculty to engage with stakeholders to create partnerships ● providing faculty with professional development opportunities about partnerships	EPP leaders demonstrate a commitment to assessing clinical partnerships and practice by: ● encouraging faculty to engage with stakeholders to create partnerships that positively impact candidate practice ● providing faculty and partners professional development opportunities to create an understanding of partnership best practices	EPP leaders demonstrate a commitment to assessing clinical partnerships and practice by: ● engaging with all stakeholders to create partnerships that positively impact candidate practice ● participating with faculty and partners in professional development opportunities to create a shared understanding of partnership best practices

Below is feedback given by the Delphi panel in response to Survey Question One:

- Would still want 0-1 to include what they DON'T do.

Below is feedback given by the Delphi panel in response to Survey Question

Two:

- Same comment as for Standard 1.

- Take a look at use of the phrase "requiring faculty..." in Developing. The progress from Distinguished to higher levels is unclear based on wording of this phrase to higher levels which include "encouraging."

Table 14 outlines the revised rubric criteria for Clinical Partnerships and Practice – Resources and Support for Assessment.

Table 14

Clinical Partnership and Practice – Resources and Support for Assessment (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not exhibit a commitment to supporting assessment by providing resources or support to assess clinical partnerships and practice	EPP leaders exhibit a limited commitment to assessing clinical partnerships and practice by: ● requesting that faculty engage with stakeholders to create partnerships ● providing faculty with professional development opportunities about partnerships	EPP leaders exhibit a commitment to assessing clinical partnerships and practice by: ● encouraging faculty to engage with stakeholders to create partnerships that positively impact candidate practice ● providing faculty and partners professional development opportunities to create an understanding of partnership best practices	EPP leaders exhibit a commitment to assessing clinical partnerships and practice by: ● engaging with all stakeholders to create partnerships that positively impact candidate practice ● participating with faculty and partners in professional development opportunities to create a shared understanding of partnership best practices

A change was made based on feedback from the Delphi panel. There was confusion between "requiring faculty" in the Developing level and "encouraging faculty" in the Distinguished levels. Feedback suggested clarifying this language.

Table 15 outlines the original rubric criteria for Clinical Partnerships and Practice – Planning and Implementation.

Table 15

Clinical Partnership and Practice – Planning and Implementation (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
There is no history of program-level implementation of assessment practices regarding clinical partnerships and candidate impact on P-12 student learning	Historically, the purpose of program-level planning and implementation has been to: ● track clinical partnership data regarding the impact candidates have on P-12 student learning	Historically, the purpose of program-level planning and implementation has been to: ● track clinical partnership data to measure the impact candidates have on P-12 student learning ● create action steps focused on increasing positive candidate impact on P-12 student learning	Historically, the purpose of program-level planning and implementation has been to: ● track clinical partnership data to measure the impact candidates have on P-12 student learning ● create and implement action steps focused on increasing positive candidate impact on P-12 student learning ● openly communicate with stakeholders regarding candidate impact on P-12 student learning

Below is feedback given by the Delphi panel in response to Survey Question One:

- What if a faculty has no historical knowledge of these events?

- See note about the use of "historically" in the previous section.

Below is feedback given by the Delphi panel in response to Survey Question

Two:

- Still don't like the use of the word "historically" in measuring something.

Table 16 outlines the revised rubric criteria for Clinical Partnerships and Practice

– Planning and Implementation.

Table 16

Clinical Partnership and Practice – Planning and Implementation (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
There are no demonstrations of program-level implementation of assessment practices regarding clinical partnerships and candidate impact on P-12 student learning	Program-level planning and implementation of assessment is limited but evidenced by tracking clinical partnership data regarding the impact candidates have on P-12 student learning	Demonstrations of program-level planning and implementation has been to: ● track clinical partnership data to measure the impact candidates have on P-12 student learning ● create action steps focused on increasing positive candidate impact on P-12 student learning	Demonstrations of program-level planning and implementation has been to: ● track clinical partnership data to measure the impact candidates have on P-12 student learning ● create and implement action steps focused on increasing positive candidate impact on P-12 student learning ● openly communicate with stakeholders regarding candidate impact on P-12 student learning

A change was made based on feedback from the Delphi panel. Feedback suggested that respondents may not have historical knowledge of assessment activities, so "historically" should be removed.

Next, feedback on the Candidate Recruitment, Progression, and Support standard is presented.

Candidate Recruitment, Progression, and Support

Table 17 outlines the original rubric criteria for Candidate Recruitment, Progression, and Support – Leadership Commitment.

Table 17

Candidate Recruitment, Progression, and Support – Leadership Commitment (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not believe assessment data should be used to examine trends in the recruitment, retention, and support of candidates	EPP leaders believe: ● faculty should use assessment data to examine trends in the recruitment, retention, and support of candidates	EPP leaders believe: ● faculty should use assessment data to examine trends and create actionable plans regarding the recruitment, retention, and support of candidates	EPP leaders believe: ● all stakeholders, including leaders, analyze assessment data to determine actionable trends in the recruitment, retention, and support of candidates ● all stakeholders, including leaders, should use assessment data to act upon trends to ensure adequate recruitment and retention plans, and support of candidates

Below is feedback given by the Delphi panel in response to Survey Question One:

- Same comment as for Standard 1.

- See note about the subjectivity of the word "believe" in an earlier section.

Below is feedback given by the Delphi panel in response to Survey Question

Two:

- Same comment as for Standard 1.

- I do not know how you measure "believe" and 0-1.

Table 18 outlines the revised rubric criteria for Candidate Recruitment,

Progression, and Support – Leadership Commitment.

Table 18

Candidate Recruitment, Progression, and Support – Leadership Commitment (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
There is no evidence that EPP leaders believe that it is important to use assessment data to examine trends in the recruitment, retention, and support of candidates	EPP leaders evidence their limited belief in the importance of using assessment data by having faculty use assessment data to examine trends in the recruitment, retention, and support of candidates	EPP leaders evidence their belief in the importance of using assessment data by ● having faculty use assessment data to examine trends regarding the recruitment, retention, and support of candidates ● having faculty use assessment data to examine recruitment and retention plans, and support of candidates	EPP leaders evidence their belief in the importance of using assessment data by ● having all stakeholders, including leaders, analyze assessment data to determine actionable trends in the recruitment, retention, and support of candidates ● having all stakeholders, including leaders, use

| | | | assessment data to act upon trends to ensure adequate recruitment and retention plans, and support of candidates |

A change was made based on feedback from the Delphi panel. The word

"believe" was removed because it is subjective.

Table 19 outlines the original rubric criteria for Candidate Recruitment,

Progression, and Support – Faculty Involvement.

Table 19

Candidate Recruitment, Progression, and Support – Faculty Involvement (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP faculty feel it is not important to use assessment data to recruit, track candidate progress, and provide candidate support	EPP faculty feel: ● they are not rewarded for using assessment data to recruit candidates, track candidate progress, and provide candidate support	EPP faculty feel: ● they are rewarded in some ways for using assessment data when trying to recruit a diverse group of candidates, track candidate progress, and provide specialized candidate support	EPP faculty feel: ● they are rewarded in multiple ways for the routine use of assessment data to develop appropriate recruitment and retention plans to recruit a diverse group of candidates and ensure appropriate c ● the routine use of assessment data over time is necessary to provide individualized

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
			candidate support

Below is feedback given by the Delphi panel in response to Survey Question One:

- A rater cannot evaluate what others feel.

- Feel is a subjective term and requires the assessor to make judgments on feelings. Are you wanting to know their perceptions or their actions?

Below is feedback given by the Delphi panel in response to Survey Question Two:

- Same comment as for Standard 1.

- I do not know how you measure "feeling" There is more research on measuring perception which might be useful.

- Consider rewording Unsatisfactory to "...do not feel it is important..."

Table 20 outlines the revised rubric criteria for Candidate Recruitment, Progression, and Support – Faculty Involvement.

Table 20

Candidate Recruitment, Progression, and Support – Faculty Involvement (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP faculty do not display faculty buy-in, as they do not find importance in using assessment data to recruit candidates, track candidate progress and provide candidate support	EPP faculty display their limited buy-in by understating the importance of using assessment data to recruit candidates, track candidate progress, and provide candidate support	EPP faculty display their buy-in by: ● using assessment data when creating plans to recruit a diverse group of candidates ● using assessment data to track	EPP faculty display their buy-in by: ● using assessment data to develop appropriate recruitment and retention plans to recruit a diverse group of candidates

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
		candidate progress, and provide specialized candidate support	● using assessment data to ensure appropriate candidate progress ● understanding the routine use of assessment data over time is necessary to provide individualized candidate support

A change was made based on feedback from the Delphi panel. The word "feel" was removed because it is subjective.

Table 21 outlines the original rubric criteria for Candidate Recruitment, Progression, and Support – Resources and Support for Assessment.

Table 21

Candidate Recruitment, Progression, and Support – Resources and Support for Assessment (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not demonstrate a commitment to assessing candidate recruitment, progression, or support	EPP leaders demonstrate a commitment to assessing candidate recruitment, progression, & support by: ● requesting the creation of a plan to recruit candidates ● emphasizing the importance of	EPP leaders demonstrate a commitment to assessing candidate recruitment, progression, & support by: ● requiring that faculty create a plan to recruit diverse candidates	EPP leaders demonstrate a commitment to assessing candidate recruitment, progression, & support by: ● participating in the creation and implementation of a plan to recruit diverse candidates

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
	providing candidate support	● requiring faculty to create systems to provide candidates with specialized support	● valuing the recruitment and progression of a diverse pool of candidates ● engaging with faculty in creating various systems to provide candidates with individualized support

Below is feedback given by the Delphi panel in response to Survey Question One:

- Should only bullets for Distinguished level include attention to progression?

Below is feedback given by the Delphi panel in response to Survey Question

Two:

- Same comment as for Standard 1.

- Still want to know what 0-1 do and do not do.

Table 22 outlines the revised rubric criteria for Candidate Recruitment,

Progression, and Support – Resources and Support for Assessment.

Table 22

Candidate Recruitment, Progression, and Support – Resources and Support for Assessment (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not demonstrate a commitment to assessing candidate recruitment,	EPP leaders demonstrate a limited commitment to assessing candidate	EPP leaders demonstrate a commitment to assessing candidate recruitment,	EPP leaders demonstrate a commitment to assessing candidate recruitment,

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
progression, or support	recruitment & support by: ● requiring the creation of a plan to recruit candidates ● emphasizing the importance of providing candidate support	progression, & support by: ● requiring that faculty create a plan to recruit diverse candidates ● requiring faculty to create systems to track candidates and provide candidates with specialized support	progression, & support by: ● participating in the creation and implementation of a plan to recruit diverse candidates ● valuing the recruitment and progression of a diverse pool of candidates ● engaging with faculty in creating various systems to track candidates and provide candidates with individualized support

Changes were made based on feedback from the Delphi panel. Feedback

suggested paying attention to progress in columns other than Distinguished.

Table 23 outlines the original rubric criteria for Candidate Recruitment,

Progression, and Support – Planning and Implementation.

Table 23

Candidate Recruitment, Progression, and Support – Planning and Implementation (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
There is no history of program-level implementation of assessment practices regarding	Historically, the purpose of program-level planning and	Historically, the purpose of program-level planning and	Historically, the purpose of program-level planning and

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
the involvement of stakeholders to make decisions based on the use of data	implementation is to: ● invite some stakeholders to participate in decision-making using data regarding candidate recruitment, progression, and support ● limited implementation of stakeholder recommenda-tions	implementation is to: ● involve some stakeholders in decision-making that is based on the use of data regarding candidate recruitment, progression, and support ● some implementation of stakeholder recommenda-tions	implementation is to: ● ensure relevant stakeholders are involved in decision-making that is based on the use of robust data regarding candidate recruitment, progression, and support ● consistent consideration and implementation of pertinent stakeholder recommenda-tions

Below is feedback given by the Delphi panel in response to Survey Question One:

- Again, prior knowledge would be needed here.

- See note in previous section. Historically is a subjective term.

Below is feedback given by the Delphi panel in response to Survey Question

Two:

- See previous comments regarding the use of the word historically and

    describing clearly what is NOT done in the 0 and 1 performance descriptors.

Table 24 outlines the revised rubric criteria for Candidate Recruitment,

Progression, and Support – Planning and Implementation.

Table 24

Candidate Recruitment, Progression, and Support – Planning and Implementation (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
There is no program-level implementation of assessment practices regarding the involvement of stakeholders to make decisions based on the use of data	Program-level planning and implementation of assessment is limited but evidenced by: ● inviting some stakeholders to participate in decision-making using data regarding candidate recruitment, progression, and support ● limiting implementation of stakeholder recommenda-tions	The purpose of program-level planning and implementation has been to: ● involve some stakeholders in decision-making that is based on the use of data regarding candidate recruitment, progression, and support ● some implementation of stakeholder recommenda-tions	The purpose of program-level planning and implementation has been to: ● ensure relevant stakeholders are involved in decision-making that is based on the use of robust data regarding candidate recruitment, progression, and support ● consistent consideration and implementation of pertinent stakeholder recommenda-tions

A change was made based on feedback from the Delphi panel. The word "historically" was removed because not all respondents have historical knowledge of the planning and implementation of assessment activities.

Program Impact

Table 25 outlines the original rubric criteria for Program Impact – Leadership Commitment.

Table 25

Program Impact – Leadership Commitment (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not exhibit a belief in the importance of using assessment data to examine the effectiveness of program completers	EPP leaders exhibit their belief in the importance of assessment by: ● using assessment data to examine the effectiveness of program completers	EPP leaders exhibit their belief in the importance of assessment by: ● using assessment data to examine the effectiveness of program completers in hopes of improving program impact	EPP leaders exhibit their belief in the importance of assessment by: ● involving of stakeholders in using assessment data in a meaningful way to examine the effectiveness of program completers ● using assessment data in a meaningful way to substantially improve the effectiveness of program completers

Below is feedback given by the Delphi panel in response to Survey Question One:

- A rater cannot evaluate what others value.

- Consider a different word than value.

Below is feedback given by the Delphi panel in response to Survey Question

Two:

- Same comment as for Standard 1.

- Consider removing single bullets for middle levels.

- See previous comments regarding the use of the word value and describing

  clearly what is NOT done in the 0 and 1 performance descriptors.

Table 26 outlines the revised rubric criteria for Program Impact – Leadership Commitment.

Table 26

Program Impact – Leadership Commitment (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not show their understanding of the importance of using assessment data to examine the effectiveness of program completers	EPP leaders show their limited understanding of the importance of assessment by using assessment data to examine the effectiveness of program completers	EPP leaders show their understanding of the importance of assessment by: ● using assessment data to examine the effectiveness of program completers ● using assessment data to explore ways to improve the effectiveness of program completers	EPP leaders show their understanding of the importance of assessment by: ● involving of stakeholders in using assessment data in a meaningful way to examine the effectiveness of program completers ● using assessment data in a meaningful way to substantially improve the effectiveness of program completers

Changes were made based on feedback from the Delphi panel. The word "value" was removed because it is subjective. Feedback again suggested the removal of single-bullet criteria.

Table 27 outlines the original rubric criteria for Program Impact – Faculty Involvement.

Table 27

Program Impact – Faculty Involvement (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP faculty do not demonstrate the value they place on using assessment data to determine the impact completers have on P-12 student learning	EPP faculty demonstrate the value they place on assessment by: ● using assessment data to determine the impact completers have on P-12 student learning	EPP faculty demonstrate the value they place on assessment by: ● using assessment data to determine the impact completers have on P-12 student learning ● using assessment data to create plans to improve the impact completers have on P-12 student learning	EPP faculty demonstrate the value they place on assessment by: ● routinely and systematically using assessment data to determine the impact completers have on P-12 student learning ● routinely and systematically using assessment data to create and implement plans to improve the impact completers have on P-12 student learning

Below is feedback given by the Delphi panel in response to Survey Question One:

- A rater cannot evaluate what others believe.

- See previous comments regarding the use of the word believe and describing clearly what is NOT done in the 0 and 1 performance descriptors.

Below is feedback given by the Delphi panel in response to Survey Question Two:

- Same comment as for Standard 1.

- Consider removing single bullet for Distinguished level.

Table 28 outlines the revised rubric criteria for Program Impact – Faculty Involvement.

Table 28

Program Impact – Faculty Involvement (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP faculty do not display buy-in to using assessment data to determine the impact completers have on P-12 student learning	EPP faculty display their limited buy-in by using assessment data to determine the impact completers have on P-12 student learning	EPP faculty display their buy-in by: ● using assessment data to determine the impact completers have on P-12 student learning ● using assessment data to create plans to improve the impact completers have on P-12 student learning	EPP faculty display their buy-in by: ● routinely and systematically using assessment data to determine the impact completers have on P-12 student learning ● routinely and systematically using assessment data to create and implement plans to improve the impact completers have on P-12 student learning

Changes were made based on feedback from the Delphi panel. The word "believe" was removed because it is subjective. Single-bullet criteria were combined into a single sentence.

Table 29 outlines the original rubric criteria for Program Impact – Resources and Support for Assessment.

Table 29

Program Impact – Resources and Support for Assessment (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders are not committed to assessing program impact	EPP leaders demonstrate a commitment to assessing program impact by: ● encouraging faculty and staff to engage in assessment activities ● acknowledging faculty and staff for engaging in assessment activities	EPP leaders demonstrate a commitment to assessing program impact by: ● creating an environment where faculty and staff are encouraged to engage in assessment activities ● rewarding faculty and staff for engaging in assessment activities	EPP leaders demonstrate a commitment to assessing program impact by: ● creating an environment where faculty and staff are encouraged to engage in assessment activities to improve program impact ● rewarding faculty and staff for engaging in assessment activities through awards and financial incentives ● creating a shared language between stakeholders that demonstrates the importance of assessment

Below is feedback given by the Delphi panel in response to Survey Question

Two:

- Same comment as for Standard 1.

- See previous comments describing clearly what is NOT done in the 0 and 1

  performance descriptors.

Table 30 outlines the revised rubric criteria for Program Impact – Resources and Support for Assessment.

Table 30

Program Impact – Resources and Support for Assessment (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders are not committed to assessing program impact	EPP leaders demonstrate a limited commitment to assessing program impact by: ● encouraging faculty and staff to engage in assessment activities ● acknowledging faculty and staff for engaging in assessment activities	EPP leaders demonstrate a commitment to assessing program impact by: ● creating an environment where faculty and staff are encouraged to engage in assessment activities ● rewarding faculty and staff for engaging in assessment activities	EPP leaders demonstrate a commitment to assessing program impact by: ● creating an environment where faculty and staff are encouraged to engage in assessment activities to improve program impact ● rewarding faculty and staff for engaging in assessment activities through awards and financial incentives ● creating a shared language between stakeholders that demonstrates the importance of assessment

No new feedback was received to improve the rubric that hasn't been previously discussed.

Table 31 outlines the original rubric criteria for Program Impact – Planning and Implementation.

Table 31

Program Impact – Planning and Implementation (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
There is no history of program-level implementation of assessment practices regarding the involvement of stakeholders in data sharing	Historically, the purpose of program-level planning and implementation is to: ● encourage stakeholders to engage in data sharing	Historically, the purpose of program-level planning and implementation is to: ● encourage stakeholders to participate in data sharing and some decision-making regarding ways to improve program impact on P-12 student learning	Historically, the purpose of program-level planning and implementation is to: ● ensure relevant stakeholders participate in data sharing and decision-making in order to measure and improve program impact on P-12 student learning

Below is feedback given by the Delphi panel in response to Survey Question Two:

- See previous comments regarding the use of the word historically and describing clearly what is NOT done in the 0 and 1 performance descriptors.

- Consider removing single bullets.

Table 32 outlines the revised rubric criteria for Program Impact – Planning and Implementation.

Table 32

Program Impact – Planning and Implementation (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
There is no evidence of program-level implementation of assessment practices regarding the involvement of stakeholders in data sharing	Program-level planning and implementation of assessment are limited but evidenced by leaders encouraging stakeholders to engage in data sharing	Program-level planning and implementation of assessment are evidenced by: ● leaders encouraging stakeholders to participate in data sharing ● leaders encouraging stakeholders to participate in decision-making regarding ways to improve program impact on P-12 student learning	Program-level planning and implementation of assessment are evidenced by: ● leaders ensuring relevant stakeholders participate in data sharing and ● leaders ensuring relevant stakeholders participate in decision-making in order to measure and improve program impact on P-12 student learning

A change was made based on feedback from the Delphi panel. single-bullet criteria were combined into a single sentence.

Quality Assurance System and Continuous Improvement

Table 33 outlines the original rubric criteria for Quality Assurance System and Continuous Improvement – Leadership Commitment.

Table 33

*Quality Assurance System and Continuous Improvement – Leadership Commitment
(Original)*

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not use assessment data from a quality assurance system to inform decision-making	EPP leaders support: ● using assessment data from a quality assurance system to inform decision-making	EPP leaders support: ● using assessment data from a quality assurance system to inform decision-making ● using the quality assurance system in an attempt to continuously improve EPP programs	EPP leaders support: ● effectively using a quality assurance system to inform decision-making ● using assessment data from a quality assurance system to continuously improve EPP programs

Below is feedback given by the Delphi panel in response to Survey Question One:

- Same comment as for Standard 1.

- Place further emphasis on how, evidence-based measures.

Below is feedback given by the Delphi panel in response to Survey Question

Two:

- See previous comments describing clearly what is NOT done in the 0 and 1

  performance descriptors.

Table 34 outlines the revised rubric criteria for Quality Assurance System and

Continuous Improvement – Leadership Commitment.

Table 34

Quality Assurance System and Continuous Improvement – Leadership Commitment (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not use assessment data from a quality assurance system to inform decision-making	EPP leaders support is limited to using assessment data from a quality assurance system to inform decision-making	EPP leaders support: ● using assessment data from a quality assurance system to inform decision-making ● using the quality assurance system in an attempt to continuously improve EPP programs	EPP leaders support: ● the creation and utilization of a quality assurance system to inform decision-making ● using assessment data from a quality assurance system to continuously improve EPP programs ● sharing data with relevant stakeholder to engage in dialog regarding improvements

A change was made based on feedback from the Delphi panel. More evidence-based measures were emphasized to avoid subjectivity.

Table 35 outlines the original rubric criteria for Quality Assurance System and Continuous Improvement – Faculty Involvement.

Table 35

Quality Assurance System and Continuous Improvement – Faculty Involvement (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP faculty attitudes do not demonstrate an understanding of why assessment data should be used when considering continuous improvement of EPP programs	EPP faculty attitudes demonstrate: ● an understanding of why assessment data would be used when considering continuous improvement of EPP programs but do not always engage in the process	EPP faculty attitudes demonstrate: ● the perceived importance of using assessment data to establish priorities for continuous improvement of EPP programs	EPP faculty attitudes demonstrate: ● the perceived importance of routinely collaborating with stakeholders to use assessment data to establish priorities when determining methods for continuous improvement of EPP programs ● the perceived importance of routinely collaborating with stakeholders to set goals, based on evidence, for continuous improvement of EPP programs

Below is feedback given by the Delphi panel in response to Survey Question Two:

- Same comment as for Standard 1.

Table 36 outlines the revised rubric criteria for Quality Assurance System and Continuous Improvement – Faculty Involvement.

Table 36

Quality Assurance System and Continuous Improvement – Faculty Involvement (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP faculty attitudes do not display an understanding of why assessment data should be used when considering continuous improvement of EPP programs	EPP faculty attitudes display a limited understanding of why assessment data would be used when considering continuous improvement of EPP programs but do not always engage in the process	EPP faculty attitudes display the perceived importance of: ● using assessment data to establish priorities for continuous improvement of EPP programs ● collaborating with stakeholders to improve EPP programs	EPP faculty attitudes display the perceived importance of: ● routinely collaborating with stakeholders to use assessment data to establish priorities when determining methods for continuous improvement of EPP programs ● routinely collaborating with stakeholders to set goals, based on evidence, for continuous improvement of EPP programs

No new feedback was received to improve the rubric that hasn't been previously discussed.

Table 37 outlines the original rubric criteria for Quality Assurance System and Continuous Improvement – Resources and Support for Assessment.

Table 37

Quality Assurance System and Continuous Improvement – Resources and Support for Assessment (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
There are no resources or support for the creation of a quality assurance system or efforts toward continuous improvement of EPP programs	EPP leaders demonstrate a commitment to assessment by: ● providing some financial support for the creation of a quality assurance system ● providing opportunities for faculty to participate in assessment to continuously improve EPP programs	EPP leaders demonstrate a commitment to assessment by: ● providing adequate financial support for the creation of a quality assurance system ● creating professional development opportunities for faculty ● encouraging faculty to participate in assessment to continuously improve EPP programs	EPP leaders demonstrate a commitment to assessment by: ● providing substantial financial support for the creation and maintenance of a quality assurance system ● participating in professional development opportunities with faculty regarding the quality assurance system and methods to continuously improve programs ● participating in assessment with faculty to continuously improve EPP programs

Below is feedback given by the Delphi panel in response to Survey Question One:

- It's arbitrary the difference among some, adequate, and substantial & could be interpreted differently by each person asked. It would be better to define what developing, proficient, and distinguished support looks like.

Below is feedback given by the Delphi panel in response to Survey Question

Two:

- Same comment as for Standard 1.

- See previous comments describing clearly what is NOT done in the 0 and 1

  performance descriptors.

- Remove subjective terms of some, adequate, and substantial and replace with

  concrete explanation of each level.

Table 38 outlines the revised rubric criteria for Quality Assurance System and

Continuous Improvement – Resources and Support for Assessment.

Table 38

Quality Assurance System and Continuous Improvement – Resources and Support for Assessment (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not express a commitment to assessment by resources or support for the creation of a quality assurance system or efforts toward continuous improvement of EPP programs	EPP leaders express a limited commitment to assessment by: ● providing some financial support for the creation of a quality assurance system ● providing opportunities for faculty to participate in assessment to continuously improve EPP programs	EPP leaders express a commitment to assessment by: ● providing adequate financial support for the creation of a quality assurance system ● creating professional development opportunities for faculty ● encouraging faculty to participate in assessment to continuously	EPP leaders express a commitment to assessment by: ● providing substantial financial support for the creation and maintenance of a quality assurance system ● participating in professional development opportunities with faculty regarding the quality assurance system and

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
		improve EPP programs	methods to continuously improve programs ● participating in assessment with faculty to continuously improve EPP programs

Changes were made based on feedback from the Delphi panel. Subjective terms such as "some," "adequate," and "substantial" were removed and replaced with more quantifiable measures that indicate activities leaders engage in when supporting assessment.

Table 39 outlines the original rubric criteria for Quality Assurance System and Continuous Improvement – Planning and Implementation.

Table 39

Quality Assurance System and Continuous Improvement – Planning and Implementation (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
There is no history of program-level implementation of assessment practices to plan and implement a quality assurance system to collect data or continuously improve EPP programs	Historically, the purpose of program-level planning and implementation is to: ● ensure there is a quality assurance system in place	Historically, the purpose of program-level planning and implementation is to: ● ensure the use of a quality assurance system to collect data for continuous	Historically, the purpose of program-level planning and implementation is to: ● ensure the use of a quality assurance system to collect data from valid and reliable assessments, as

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
		improvement purposes	defined by CAEP ● ensure the quality assurance system produces data that can be used for continuous improvement purposes

Below is feedback given by the Delphi panel in response to Survey Question One:

- I think the removal of the term historically from 1,2, 3 would prevent conjecture and arbitrary answers

Below is feedback given by the Delphi panel in response to Survey Question Two:

- See previous comments regarding the use of the word historically and describing clearly what is NOT done in the 0 and 1 performance descriptors.

- See previous comments regarding the use of the word historically and describing clearly what is NOT done in the 0 and 1 performance descriptors.

Table 40 outlines the revised rubric criteria for Quality Assurance System and Continuous Improvement – Planning and Implementation.

Table 40

Quality Assurance System and Continuous Improvement – Planning and Implementation (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
There is no program-level	Program-level planning and	Demonstrations of program-level	Demonstrations of program-level

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
implementation of assessment practices to plan and implement a quality assurance system to collect data or continuously improve EPP programs	implementation of assessment is limited but evidenced by ensuring there is a quality assurance system in place	planning and implementation has been to: • ensure the use of a quality assurance system to collect data for continuous improvement purposes • ensure the use of a quality assurance system to produce data for continuous improvement purposes	planning and implementation has been to: • ensure the use of a quality assurance system to collect data from valid and reliable assessments, as defined by CAEP • ensure the quality assurance system produces valid and reliable data that can be used for continuous improvement purposes

A change was made based on feedback from the Delphi panel. The word "historically" was removed.

Feedback received from the panel helped refine the instrument and clarify language. It also helped ensure more quantifiable language throughout the rubric criteria. One change after round one was ensuring language throughout the instrument was not subjective but reflected observable and measurable activities related to assessment. The feedback showed that quantifiable language is essential to the validity of a rubric.

Another significant change occurred with the names of the rubric domains. The original rubric domains were: leadership commitment, faculty involvement, resources and support for assessment, and planning and implementation. Feedback from the panel showed that these domains were not specific enough and did not adequately reflect the

measured criteria. At the suggestion of the Delphi panel, the researcher changed the domains EPP leaders' commitment to using data, faculty buy-in to using data, EPP leaders' commitment to supporting assessment, and planning and implementation. Appendix D presents the instrument after Delphi round one.

Delphi Round Two

In round two, feedback from the first round of surveying and significant changes the researcher made to the rubric were reported to the panel. After acknowledging these changes, panel members reviewed the updated instrument, excluding the rubric criteria that achieved a CVR of .62 during the first Delphi round. Once again, the researcher elicited feedback through Qualtrics following the same questioning format as the first round of surveying.

A total of 10 Delphi panel members participated in the second round of surveying. The Delphi panel validated the three modified rubric domains. Of the 30 criteria still unvalidated, 21 had a CVR of .62 or higher on the second round and were validated. Nine rubric criteria did not meet the required minimum CVR and were re-written based on qualitative feedback from panel members.

Important feedback helped clarify the language used in the instrument and ensure that each measure was observable and measurable. Below are direct quotes regarding suggested edits to the rubric.

Content and Pedagogical Knowledge

Table 41 outlines the original rubric criteria for Content Knowledge – EPP Leaders' Commitment to Using Data.

Table 41

Content and Pedagogical Knowledge - EPP Leaders' Commitment to Using Data (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not convey their commitment to using data to ensure candidates are introduced to important content and pedagogical concepts as defined by CAEP	EPP leaders convey their limited commitment to using data by encouraging faculty to: ● use assessment data to determine if candidates are being introduced to important content and pedagogical concepts as defined by CAEP ● use assessment data to determine if candidates understand the connection between content, pedagogy, and P-12 student standards	EPP leaders convey their commitment to using data by encouraging faculty to: ● use assessment data to ensure candidates are introduced to essential content as defined by CAEP ● use assessment data to ensure candidates are introduced to important pedagogical concepts as defined by CAEP ● use assessment data to ensure candidates understand the connection between content, pedagogy, and P-12 student standards	EPP leaders convey their commitment to using data by encouraging faculty to: ● use multiple sources of assessment data, such as formative and summative assessment along with required PRAXIS exams, to ensure candidates are introduced to essential content as defined by CAEP ● use of a multiple sources of assessment data, such as formative and summative assessment along with required PRAXIS exams, to ensure candidates are introduced to important

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
			pedagogical concepts as defined by CAEP
			● use of a multiple sources of assessment data, such as formative and summative assessment along with required PRAXIS exams, to ensure candidates understand the connection between content, pedagogy, and P-12 student standards

Below is feedback given by the Delphi panel in response to Survey Question

Two:

- What are the EPP doing to earn a 1? The descriptor details what they are not

  doing.

- Praxis, not PRAXIS.

Table 42 outlines the revised rubric criteria for Content Knowledge – EPP

Leaders' Commitment to Using Data.

Table 42

Content and Pedagogical Knowledge - EPP Leaders' Commitment to Using Data (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not convey their commitment to using data to ensure candidates are introduced to important content and pedagogical concepts as defined by CAEP	EPP leaders convey their commitment to using data by encouraging faculty to: ● use assessment data to determine if candidates are being introduced to content and pedagogical concepts as defined by CAEP ● use assessment data to determine if candidates understand the connection between content, pedagogy, and P-12 student standards	EPP leaders convey their commitment to using data by encouraging faculty to: ● use assessment data to ensure candidates are taught essential content and pedagogical concepts as defined by CAEP ● use assessment data to ensure candidates understand the connection between content, pedagogy, and P-12 student standards	EPP leaders convey their commitment to using data by encouraging faculty to: ● use multiple sources of assessment data, such as formative and summative assessment along with required Praxis exams, to ensure candidates understand essential content and pedagogical concepts as defined by CAEP ● use of multiple sources of assessment data, such as formative and summative assessment along with required Praxis exams, to ensure candidates understand the connection between

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
			content, pedagogy, and P-12 student standards

Changes were made based on feedback from the Delphi panel. The descriptor in the Developing level did not outline what leaders are doing, so the researcher clarified language to indicate the activities in which leaders engage. A grammatical error in the word "Praxis" was corrected.

Table 43 outlines the original rubric criteria for Content Knowledge – Faculty Buy-In to Using Data.

Table 43

Content and Pedagogical Knowledge – Faculty Buy-In to Using Data (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP faculty do not display buy-in to the use of assessment data to determine coursework and program improvements as related to candidate content and pedagogical knowledge	EPP faculty display limited buy-in by: ● responding to accreditation mandates that assessment of candidate content and pedagogical knowledge ● examining assessment data when considering curriculum decisions and program improvements	EPP faculty display buy-in by: ● using some assessment data to measure candidate content and pedagogical knowledge ● using some assessment data to guide curriculum decisions and program improvements	EPP faculty display buy-in by: ● continuously assessing candidate content and pedagogical knowledge through formative and summative assessments ● continuously using of a variety of assessment data, such as formative and summative assessment

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
			along with required PRAXIS exams, to inform curriculum decisions and program improvements

Below is feedback given by the Delphi panel in response to Survey Question

Two:

- What are the EPP doing to earn a 1? The descriptor details what they are not

  doing.

- Praxis, not PRAXIS. The word is not an acronym.

Table 44 outlines the revised rubric criteria for Content Knowledge – Faculty

Buy-In to Using Data.

Table 44

Content and Pedagogical Knowledge – Faculty Buy-In to Using Data (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP faculty do not display buy-in to the use of assessment data to determine coursework and program improvements as related to candidate content and pedagogical knowledge	EPP faculty display buy-in by: ● responding to accreditation mandates that assessment of candidate content and pedagogical knowledge ● examining assessment data when considering	EPP faculty display buy-in by: ● using some assessment data to measure candidate content and pedagogical knowledge ● using some assessment data to guide curriculum decisions and	EPP faculty display buy-in by: ● assessing candidate content and pedagogical knowledge through formative and summative assessments ● utilizing a variety of assessment data,

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
	curriculum decisions and program improvements	program improvements	such as formative and summative assessment along with required Praxis exams, to inform curriculum decisions and program improvements ● creating an assessment plan that collects data at necessary points throughout the program

Changes were made based on feedback from the Delphi panel. The descriptor in the Developing level did not outline what faculty are doing, so language was clarified to indicate the activities in which faculty engage. A grammatical error in the word "Praxis" was corrected.

Table 45 outlines the original rubric criteria for Content Knowledge – EPP Leaders' Commitment to Supporting Assessment.

Table 45

Content and Pedagogical Knowledge – EPP Leaders' Commitment to Supporting Assessment (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not demonstrate a commitment to assessing candidate content and	EPP leaders demonstrate a limited commitment to assessing candidate	EPP leaders demonstrate a commitment to assessing candidate content and	EPP leaders demonstrate a commitment to assessing candidate content and

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
pedagogical knowledge by providing financial resources or support for a quality assurance system	content and pedagogical knowledge by: ● providing limited financial resources to create a quality assurance system ● creating professional development opportunities for faculty	pedagogical knowledge by: ● providing financial resources to create and maintain a quality assurance system ● encouraging faculty to participate in professional development opportunities to increase their understanding of assessment practices	pedagogical knowledge by: ● providing financial resources and personnel to create and maintain a quality assurance system ● participating in professional development opportunities with faculty to increase understanding of assessment practices

Below is feedback given by the Delphi panel in response to Survey Question

Two:

- What are the EPP doing to earn a 1? The descriptor details what they are not

  doing.

- The use of limited on (1) can be problematic. All financial resources are

  limited, so determining the difference between (1) and (2) would be difficult. I

  would also add 'create' with 'encourage' for (2) regarding PD. It seems that

  encouraging PD would not be as strong as creating.

Table 46 outlines the revised rubric criteria for Content Knowledge – EPP

Leaders' Commitment to Supporting Assessment.

Table 46

Content and Pedagogical Knowledge – EPP Leaders' Commitment to Supporting Assessment (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not demonstrate a commitment to assessing candidate content and pedagogical knowledge by providing financial resources or support for a quality assurance system	EPP leaders demonstrate a commitment to assessing candidate content and pedagogical knowledge by: ● providing financial resources to create a quality assurance system ● creating professional development opportunities for faculty	EPP leaders demonstrate a commitment to assessing candidate content and pedagogical knowledge by: ● providing financial resources to create and maintain a quality assurance system ● creating professional development opportunities and encouraging faculty to participate these opportunities to increase their understanding of assessment practices	EPP leaders demonstrate a commitment to assessing candidate content and pedagogical knowledge by: ● providing financial resources and personnel to create and maintain a quality assurance system ● participating in professional development opportunities with faculty to increase understanding of assessment practices

Changes were made based on feedback from the Delphi panel. The descriptor in the Developing level did not outline what leaders are doing, so language was clarified to indicate the activities leaders engage in to support assessment. Feedback suggested that the term "limited" was subjective. Feedback also recommended that the researcher add "create" to the Developing level to add strength to this level.

Table 47 outlines the original rubric criteria for Content Knowledge – Planning and Implementation.

Table 47

Content and Pedagogical Knowledge – Planning and Implementation (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
There are no demonstrations of program-level implementation of assessment to explore candidate content and pedagogical knowledge	Program-level planning and implementation of assessment limited but evidenced by responding to external demands of CAEP regarding necessary candidate content and pedagogical knowledge	Program-level planning and implementation of assessment are evidenced by: ● EPP program improvements made in order to increase candidate content and pedagogical knowledge ● EPP program efforts to make candidates aware of professional and ethics practices, as defined by CAEP	Program-level planning and implementation of assessment are evidenced by: ● a continuous effort to improve EPP programs in order to ensure candidate content and pedagogical knowledge by program completion ● a continuous effort to ensure candidates are trained in professional and ethical practices, as defined by CAEP

Below is feedback given by the Delphi panel in response to Survey Question Two:

- Under Developing: where it says implementation of assessment limited... should you include the word "is" or "are" to now say implementation of assessment is/are limited? It is worded that way on proficient and distinguished.

- What are the EPP doing to earn a 1? The descriptor details what they are not doing.

- Proficient (2) first bullet would be less wordy and more clear as: EPP program improvements to increase... Remove "made in order" to make the statement flow better from your leading stem statement.

Table 48 outlines the revised rubric criteria for Content Knowledge – Planning and Implementation.

Table 48

Content and Pedagogical Knowledge – Planning and Implementation (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
There are no demonstrations of program-level implementation of assessment to explore candidate content and pedagogical knowledge	Program-level planning and implementation of assessment are evidenced by responding to external demands of CAEP regarding necessary candidate content and pedagogical knowledge	Program-level planning and implementation of assessment are evidenced by: ● developing a program review system with the input of faculty ● developing a program review system to measure candidate content and pedagogical knowledge by program completion ● assessing candidate understanding of professional and ethical practice, as defined by CAEP	Program-level planning and implementation of assessment are evidenced by: ● developing a program review system with the input of stakeholders ● developing a program review system to ensure candidate content and pedagogical knowledge by program completion ● creating multiple opportunities to assess candidate understanding of professional and ethical practice,

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
			as defined by CAEP

Changes were made based on feedback from the Delphi panel. The descriptor in the Developing level did not outline actual activities, so the researcher clarified language to indicate the activities involved in planning and implementation. Feedback suggested that the Proficient column was confusing, and removing excess verbiage would increase clarity.

Clinical Partnerships and Practice

Table 49 outlines the original rubric criteria for Clinical Partnership and Practice – EPP Leaders' Commitment to Using Data.

Table 49

Clinical Partnerships and Practice – EPP Leaders' Commitment to Using Data (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not demonstrate that they are committed to using assessment data to create or support partnerships	EPP leaders demonstrate their limited commitment to the use of data by creation and support of few partnerships	EPP leaders demonstrate their commitment to the use of data by: ● creation of high-quality clinical partnerships ● development of partnerships to improve candidate growth and experiences	EPP leaders demonstrate their commitment to the use of data by: ● ensuring the creation and support of high-quality partnerships ● development of partnerships have a positive impact on candidate growth ● development of partnerships to

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
			improve experiences for all stakeholders

Below is feedback given by the Delphi panel in response to Survey Question Two:

- What are the EPP doing to earn a 1? The descriptor details what they are not doing.

- Use verb forms consistently. In Proficient (2), your bulleted items begin with nouns. In Distinguished (3), they being with -ing verbs. Consider revising the Proficient (2) to creating high-quality and developing partnerships. Apply this recommendation to all items in the tool so that you are consistent throughout.

- Indicator 3- development of partnerships that show evidence of positive.

Table 50 outlines the revised rubric criteria for Clinical Partnership and Practice – EPP Leaders' Commitment to Using Data.

Table 50

Clinical Partnerships and Practice – EPP Leaders' Commitment to Using Data (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not demonstrate that they are committed to using assessment data to create or support partnerships	EPP leaders demonstrate their commitment to the use of data by creating and supporting few partnerships	EPP leaders demonstrate their commitment to the use of data by: - creating high-quality clinical partnerships - developing partnerships to improve candidate	EPP leaders demonstrate their commitment to the use of data by: - ensuring the creation and support of high-quality partnerships - developing partnerships that

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
		growth and experiences	show evidence of a positive impact on candidate growth ● developing partnerships to improve experiences for all stakeholders

Changes were made based on feedback from the Delphi panel. The descriptor in the Developing level did not outline what leaders are doing, so the researcher clarified language to indicate the activities in which leaders engage. Feedback indicated that verb forms were not being used consistently throughout the instrument, suggesting using action verbs instead of nouns to begin indicators.

Table 51 outlines the original rubric criteria for Clinical Partnership and Practice – Faculty Buy-In to Using Data.

Table 51

Clinical Partnerships and Practice – Faculty Buy-In to Using Data (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not demonstrate that they are committed to using assessment data to create or support partnerships	EPP leaders demonstrate their commitment to the use of data by creating and supporting few partnerships	EPP leaders demonstrate their commitment to the use of data by: ● creating high-quality clinical partnerships ● developing partnerships to improve candidate growth and experiences	EPP leaders demonstrate their commitment to the use of data by: ● ensuring the creation and support of high-quality partnerships ● developing partnerships that show evidence of a positive impact on

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
			candidate growth ● developing partnerships to improve experiences for all stakeholders

Below is feedback given by the Delphi panel in response to Survey Question Two:

- What are the EPP doing to earn a 1? The descriptor details what they are not doing.

- Why do you use requesting in Developing and encouraging in Proficient for the equivalent indicator? Requesting is stronger than encouraging. Perhaps that was intentional.

- All stakeholders may need to be changed to multiple, varied stakeholders. (All is an impossibility.) Also on (3) I would add "providing and participating with . . ."; so it will build.

Table 52 outlines the revised rubric criteria for Clinical Partnership and Practice – Faculty Buy-In to Using Data.

Table 52

Clinical Partnerships and Practice – Faculty Buy-In to Using Data (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP faculty do not display buy-in by using any assessment data from clinical	EPP faculty display limited buy-in by using limited assessment data from clinical	EPP faculty display buy-in by: ● using assessment data from clinical	EPP faculty display buy-in by: ● using assessment data from clinical

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
experiences to address areas of refinement and improve the teaching practice of candidates	experiences to improve the teaching practice of candidates	experiences to identify areas of improvement in the teaching practice of candidates ● using assessment data to determine candidate impact on P-12 student learning	experiences to identify and address areas of refinement and improve the teaching practice of candidates ● using assessment data to determine ways candidates can increase P-12 student learning

Changes were made based on feedback from the Delphi panel. The descriptor in the Developing level did not outline what faculty are doing, so the researcher clarified language to indicate the activities in which faculty engage. Feedback suggested changing language in the Developing and Proficient levels to add clarity and allow descriptors to build upon each other.

Table 53 outlines the original rubric criteria for Clinical Partnership and Practice – EPP Leaders' Commitment to Supporting Assessment.

Table 53

Clinical Partnerships and Practice – EPP Leaders' Commitment to Supporting Assessment (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not exhibit a commitment to supporting assessment by providing resources or support to assess clinical	EPP leaders exhibit a limited commitment to assessing clinical partnerships and practice by: ● requesting that faculty engage	EPP leaders exhibit a commitment to assessing clinical partnerships and practice by: ● encouraging faculty to engage with	EPP leaders exhibit a commitment to assessing clinical partnerships and practice by: ● engaging with all stakeholders to create

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
partnerships and practice	with stakeholders to create partnerships ● providing faculty with professional development opportunities about partnerships	stakeholders to create partnerships that positively impact candidate practice ● providing faculty and partners professional development opportunities to create an understanding of partnership best practices	partnerships that positively impact candidate practice ● participating with faculty and partners in professional development opportunities to create a shared understanding of partnership best practices

Below is feedback given by the Delphi panel in response to Survey Question

Two:

- What are the EPP doing to earn a 1? The descriptor details what they are not

  doing.

Table 54 outlines the revised rubric criteria for Clinical Partnership and Practice –

EPP Leaders' Commitment to Supporting Assessment.

Table 54

Clinical Partnerships and Practice – EPP Leaders' Commitment to Supporting Assessment (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not exhibit a commitment to supporting assessment by providing resources or support to assess	EPP leaders exhibit a commitment to assessing clinical partnerships and practice by: ● encouraging that faculty engage	EPP leaders exhibit a commitment to assessing clinical partnerships and practice by: ● requesting that faculty engage	EPP leaders exhibit a commitment to assessing clinical partnerships and practice by: ● engaging with multiple

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
clinical partnerships and practice	with stakeholders to create partnerships ● providing faculty with professional development opportunities about partnerships	with stakeholders to create partnerships that positively impact candidate practice ● providing faculty and partners professional development opportunities to create an understanding of partnership best practices	stakeholders to create partnerships that positively impact candidate practice ● providing and participating with faculty and partners in professional development opportunities to create a shared understanding of partnership best practices

Changes were made based on feedback from the Delphi panel. The descriptor in

the Developing level did not outline what leaders are doing, so the researcher clarified

language to indicate the activities leaders engage in to support assessment.

Table 55 outlines the original rubric criteria for Clinical Partnership and Practice –

Planning and Implementation.

Table 55

Clinical Partnerships and Practice – Planning and Implementation (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
There are no demonstrations of program-level implementation of assessment practices regarding clinical partnerships and candidate impact	Program-level planning and implementation of assessment is limited but evidenced by tracking clinical partnership data regarding the	Demonstrations of program-level planning and implementation has been to: ● track clinical partnership data to measure the impact	Demonstrations of program-level planning and implementation has been to: ● track clinical partnership data to measure the impact

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
on P-12 student learning	impact candidates have on P-12 student learning	candidates have on P-12 student learning ● create action steps focused on increasing positive candidate impact on P-12 student learning	candidates have on P-12 student learning ● create and implement action steps focused on increasing positive candidate impact on P-12 student learning ● openly communicate with stakeholders regarding candidate impact on P-12 student learning

Below is feedback given by the Delphi panel in response to Survey Question One:

- Progression is not address; Progress monitoring of candidates is important and should be clearly planned and carried out with all candidates throughout their matriculation through a program. The result is retention, of course, but the concept of progression (or progress monitoring) is more than the word support implies.

Below is feedback given by the Delphi panel in response to Survey Question Two:

- What are the EPP doing to earn a 1? The descriptor details what they are not doing.

Table 56 outlines the revised rubric criteria for Clinical Partnership and Practice – Planning and Implementation.

Table 56

Clinical Partnerships and Practice – Planning and Implementation (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
There are no demonstrations of program-level implementation of assessment practices regarding clinical partnerships and candidate impact on P-12 student learning	Program-level planning and implementation of assessment is evidenced by tracking clinical partnership data regarding the impact candidates have on P-12 student learning	Demonstrations of program-level planning and implementation has been to: ● track clinical partnership data to measure the impact candidates have on P-12 student learning ● create action steps focused on increasing positive candidate impact on P-12 student learning	Demonstrations of program-level planning and implementation has been to: ● track clinical partnership data to measure the impact candidates have on P-12 student learning ● create and implement action steps focused on increasing positive candidate impact on P-12 student learning ● openly communicate with stakeholders regarding candidate impact on P-12 student learning

Changes were made based on feedback from the Delphi panel. The descriptor in the Developing level did not outline actual activities, so language was clarified to indicate the activities involved in planning and implementation. Feedback indicated that progression through the rubric levels was not addressed, so the researcher made a more explicit connection to candidate progression.

Candidate Recruitment, Progression, and Support

Table 57 outlines the original rubric criteria for Candidate Recruitment,

Progression, and Support – EPP Leaders' Commitment to Using Data.

Table 57

Candidate Recruitment, Progression, and Support – EPP Leaders' Commitment to Using Data (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
There is no evidence that EPP leaders believe that it is important to use assessment data to examine trends in the recruitment, retention, and support of candidates	EPP leaders evidence their limited belief in the importance of using assessment data by having faculty use assessment data to examine trends in the recruitment, retention, and support of candidates	EPP leaders evidence their belief in the importance of using assessment data by • having faculty use assessment data to examine trends regarding the recruitment, retention, and support of candidates • having faculty use assessment data to examine recruitment and retention plans, and support of candidates	EPP leaders evidence their belief in the importance of using assessment data by • having all stakeholders, including leaders, analyze assessment data to determine actionable trends in the recruitment, retention, and support of candidates • having all stakeholders, including leaders, use assessment data to act upon trends to ensure adequate recruitment and retention plans, and support of candidates

Below is feedback given by the Delphi panel in response to Survey Question

Two:

- Faculty is repeated twice in Unsatisfactory.

- What are the EPP doing to earn a 1? The descriptor details what they are not

  doing.

- Appropriate is subjective; you could use data-informed or another term that

  could be objectively evident.

- # 3, third bullet- maybe add "demonstrate an understanding."

Table 58 outlines the revised rubric criteria for Candidate Recruitment,

Progression, and Support – EPP Leaders' Commitment to Using Data.

Table 58

Candidate Recruitment, Progression, and Support – EPP Leaders' Commitment to Using Data (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
There is no evidence that EPP leaders believe that it is important to use assessment data to examine trends in the recruitment, progression, and support of candidates	EPP leaders evidence their belief in the importance of using assessment data by having faculty use assessment data to examine trends in the recruitment, progression, and support of candidates	EPP leaders evidence their belief in the importance of using assessment data by ● having faculty use assessment data to examine trends regarding the recruitment, progression, and support of candidates ● having faculty use assessment data to examine recruitment and progression plans, and	EPP leaders evidence their belief in the importance of using assessment data by ● having all stakeholders, including leaders, analyze assessment data to determine actionable trends in the recruitment, progression, and support of candidates ● having all stakeholders,

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
		support of candidates	including leaders, use assessment data to act upon trends to ensure adequate recruitment and progression plans, and support of candidates

Changes were made based on feedback from the Delphi panel. The descriptor in the Developing level did not outline what leaders are doing, so language was clarified to indicate the activities in which leaders engage. A grammatical error was corrected, and the researcher changed the language to avoid subjectivity and instead used data-informed language.

Table 59 outlines the original rubric criteria for Candidate Recruitment, Progression, and Support – Faculty Buy-In to Using Data.

Table 59

Candidate Recruitment, Progression, and Support – Faculty Buy-In to Using Data (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP faculty do not display faculty buy-in, as they do not find importance in using assessment data to recruit candidates, track candidate progress and provide candidate support	EPP faculty display their limited buy-in by understating the importance of using assessment data to recruit candidates, track candidate progress, and provide candidate support	EPP faculty display their buy-in by: ● using assessment data when creating plans to recruit a diverse group of candidates ● using assessment data to track candidate progress, and provide specialized candidate support	EPP faculty display their buy-in by: ● using assessment data to develop appropriate recruitment and retention plans to recruit a diverse group of candidates ● using assessment data to ensure appropriate candidate progress ● understanding the routine use of assessment data over time is necessary to provide individualized candidate support

Below is feedback given by the Delphi panel in response to Survey Question Two:

- What are the EPP doing to earn a 1? The descriptor details what they are not doing.

Table 60 outlines the revised rubric criteria for Candidate Recruitment, Progression, and Support – Faculty Buy-In to Using Data.

Table 60

Candidate Recruitment, Progression, and Support – Faculty Buy-In to Using Data (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP faculty do not display buy-in, as they do not find importance in using assessment data to recruit candidates, track candidate progress and provide candidate support	EPP faculty display their buy-in by understating the importance of using assessment data to recruit candidates, track candidate progress, and provide candidate support	EPP faculty display their buy-in by: ● using assessment data when creating plans to recruit a diverse group of candidates ● using assessment data to track candidate progress, and provide specialized candidate support	EPP faculty display their buy-in by: ● using assessment data to develop data-informed recruitment and retention plans to recruit a diverse group of candidates ● using assessment data to ensure timely candidate progress ● understanding the routine use of assessment data over time is necessary to provide individualized candidate support

Changes were made based on feedback from the Delphi panel. The descriptor in the Developing level did not outline what faculty are doing, so the researcher clarified language to indicate the activities in which faculty engage.

Table 61 outlines the original rubric criteria for Candidate Recruitment, Progression, and Support – EPP Leaders' Commitment to Supporting Assessment.

Table 61

Candidate Recruitment, Progression, and Support – EPP Leaders' Commitment to Supporting Assessment (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not demonstrate a commitment to assessing candidate recruitment, progression, or support	EPP leaders demonstrate a limited commitment to assessing candidate recruitment & support by: ● requiring the creation of a plan to recruit candidates ● emphasizing the importance of providing candidate support	EPP leaders demonstrate a commitment to assessing candidate recruitment, progression, & support by: ● requiring that faculty create a plan to recruit diverse candidates ● requiring faculty to create systems to track candidates and provide candidates with specialized support	EPP leaders demonstrate a commitment to assessing candidate recruitment, progression, & support by: ● participating in the creation and implementation of a plan to recruit diverse candidates ● valuing the recruitment and progression of a diverse pool of candidates ● engaging with faculty in creating various systems to track candidates and provide candidates with individualized support

Below is feedback given by the Delphi panel in response to Survey Question

Two:

- What are the EPP doing to earn a 1? The descriptor details what they are not

  doing.

- Distinguished (second bullet) - How could a rater observe or measure what a

  leader values?

Table 62 outlines the revised rubric criteria for Candidate Recruitment,

Progression, and Support – EPP Leaders' Commitment to Supporting Assessment.

Table 62

Candidate Recruitment, Progression, and Support – EPP Leaders' Commitment to Supporting Assessment (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not demonstrate a commitment to assessing candidate recruitment, progression, or support	EPP leaders demonstrate a commitment to assessing candidate recruitment & support by: ● requiring the creation of a plan to recruit candidates ● emphasizing the importance of providing candidate support	EPP leaders demonstrate a commitment to assessing candidate recruitment, progression, & support by: ● requiring that faculty create a plan to recruit diverse candidates ● requiring faculty to create systems to track candidates and provide candidates with specialized support	EPP leaders demonstrate a commitment to assessing candidate recruitment, progression, & support by: ● participating in the creation and implementation of a plan to recruit diverse candidates ● emphasizing the importance of recruitment and progression of a diverse pool of candidates ● engaging with faculty in creating various systems to track candidates and provide candidates with individualized support

Changes were made based on feedback from the Delphi panel. The descriptor in

the Developing level did not outline what leaders are doing, so the researcher clarified

language to indicate the activities leaders engage in to support assessment. The subjective

term "valuing" was removed to ensure criteria are quantifiable.

Table 63 outlines the original rubric criteria for Candidate Recruitment,

Progression, and Support – Planning and Implementation.

Table 63

Candidate Recruitment, Progression, and Support – Planning and Implementation (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
There is no program-level implementation of assessment practices regarding the involvement of stakeholders to make decisions based on the use of data.	Program-level planning and implementation of assessment is limited but evidenced by: - inviting some stakeholders to participate in decision-making using data regarding candidate recruitment, progression, and support - limiting implementation of stakeholder recommenda-tions	The purpose of program-level planning and implementation has been to: - involve some stakeholders in decision-making that is based on the use of data regarding candidate recruitment, progression, and support - some implementation of stakeholder recommenda-tions	The purpose of program-level planning and implementation has been to: - ensure relevant stakeholders are involved in decision-making that is based on the use of robust data regarding candidate recruitment, progression, and support - consistent consideration and implementation of pertinent stakeholder recommenda-tions

Below is feedback given by the Delphi panel in response to Survey Question

Two:

- What are the EPP doing to earn a 1? The descriptor details what they are not doing.

- Proficient and Distinguished - Second bullet point on each needs to begin with a verb.

- In (2), I'd remove "some." Not measurable/subjective.

Table 64 outlines the revised rubric criteria for Candidate Recruitment, Progression, and Support – Planning and Implementation.

Table 64

Candidate Recruitment, Progression, and Support – Planning and Implementation (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
There is no program-level implementation of assessment practices regarding the involvement of stakeholders to make decisions based on the use of data.	Program-level planning and implementation of assessment is evidenced by: ● invitation to stakeholders to participate in decision-making using data regarding candidate recruitment, progression, and support ● limited implementation of stakeholder recommendations	The purpose of program-level planning and implementation has been to: ● involve stakeholders in decision-making that is based on the use of data regarding candidate recruitment, progression, and support ● implement stakeholder recommendations	The purpose of program-level planning and implementation has been to: ● ensure relevant stakeholders are involved in decision-making that is based on the use of robust data regarding candidate recruitment, progression, and support ● consider and implement pertinent stakeholder recommendations

Changes were made based on feedback from the Delphi panel. The descriptor in the Developing level did not outline actual activities, so the researcher clarified language to indicate the activities involved in planning and implementation. The researcher placed an action verb at the beginning of indicators in Proficient and Distinguished levels, and "some" was removed because it is subjective.

Program Impact

Table 65 outlines the original rubric criteria for Program Impact – EPP Leaders' Commitment to Using Data.

Table 65

Program Impact – EPP Leaders' Commitment to Using Data (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not show their understanding of the importance of using assessment data to examine the effectiveness of program completers	EPP leaders show their limited understanding of the importance of assessment by using assessment data to examine the effectiveness of program completers	EPP leaders show their understanding of the importance of assessment by: ● using assessment data to examine the effectiveness of program completers ● using assessment data to explore ways to improve the effectiveness of program completers	EPP leaders show their understanding of the importance of assessment by: ● involving of stakeholders in using assessment data in a meaningful way to examine the effectiveness of program completers ● using assessment data in a meaningful way to substantially improve the effectiveness of program completers

Below is feedback given by the Delphi panel in response to Survey Question

Two:

- What are the EPP doing to earn a 1? The descriptor details what they are not

  doing.

- Remove "substantially." Subjective.

- Give examples of "meaningful ways."

Table 66 outlines the revised rubric criteria for Program Impact – EPP Leaders'

Commitment to Using Data.

Table 66

Program Impact – EPP Leaders' Commitment to Using Data (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not show their understanding of the importance of using assessment data to examine the effectiveness of program completers	EPP leaders show their understanding of the importance of assessment by using assessment data to examine the effectiveness of program completers	EPP leaders show their understanding of the importance of assessment by: ● using assessment data to examine the effectiveness of program completers ● using assessment data to explore ways to improve the effectiveness of program completers	EPP leaders show their understanding of the importance of assessment by: ● involving stakeholders in using assessment data to examine the effectiveness of program completers ● involving stakeholders in using assessment data make decisions on how to improve the effectiveness of program completers

Changes were made based on feedback from the Delphi panel. The descriptor in

the Developing level did not outline what leaders are doing, so the researcher clarified

language to indicate the activities in which leaders engage. "Substantially" was removed because of subjectivity.

Table 67 outlines the original rubric criteria for Program Impact – Faculty Buy-In to Using Data.

Table 67

Program Impact – Faculty Buy-In to Using Data (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP faculty do not display buy-in to using assessment data to determine the impact completers have on P-12 student learning	EPP faculty display their limited buy-in by using assessment data to determine the impact completers have on P-12 student learning	EPP faculty display their buy-in by: ● using assessment data to determine the impact completers have on P-12 student learning ● using assessment data to create plans to improve the impact completers have on P-12 student learning	EPP faculty display their buy-in by: ● routinely and systematically using assessment data to determine the impact completers have on P-12 student learning ● routinely and systematically using assessment data to create and implement plans to improve the impact completers have on P-12 student learning

Below is feedback given by the Delphi panel in response to Survey Question Two:

- What are the EPP doing to earn a 1? The descriptor details what they are not doing.

Table 68 outlines the revised rubric criteria for Program Impact – Faculty Buy-In to Using Data.

Table 68

Program Impact – Faculty Buy-In to Using Data (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP faculty do not display buy-in to using assessment data to determine the impact completers have on P-12 student learning	EPP faculty display their buy-in by using assessment data to determine the impact completers have on P-12 student learning	EPP faculty display their buy-in by: ● using assessment data to determine the impact completers have on P-12 student learning ● using assessment data to create plans to improve the impact completers have on P-12 student learning	EPP faculty display their buy-in by: ● routinely and systematically using assessment data to determine the impact completers have on P-12 student learning ● routinely and systematically using assessment data to create and implement plans to improve the impact completers have on P-12 student learning

Changes were made based on feedback from the Delphi panel. The descriptor in the Developing level did not outline what faculty are doing, so the researcher clarified language to indicate the activities in which faculty engage.

Table 69 outlines the original rubric criteria for Program Impact – EPP Leaders' Commitment to Supporting Assessment.

Table 69

Program Impact – EPP Leaders' Commitment to Supporting Assessment (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders are not committed to assessing program impact	EPP leaders demonstrate a limited commitment to assessing program impact by: • encouraging faculty and staff to engage in assessment activities • acknowledging faculty and staff for engaging in assessment activities	EPP leaders demonstrate a commitment to assessing program impact by: • creating an environment where faculty and staff are encouraged to engage in assessment activities • rewarding faculty and staff for engaging in assessment activities	EPP leaders demonstrate a commitment to assessing program impact by: • creating an environment where faculty and staff are encouraged to engage in assessment activities to improve program impact • rewarding faculty and staff for engaging in assessment activities through awards and financial incentives • creating a shared language between stakeholders that demonstrates the importance of assessment

Below is feedback given by the Delphi panel in response to Survey Question

Two:

- In 1 and 2 what are the differences in acknowledging and rewarding? I feel

   like 1 and 2 bullets are very similar.

- What are the EPP doing to earn a 1? The descriptor details what they are not doing.

- Distinguished - I recommend removing 'financial' from the second bullet. Focus on just incentives. Here, a rating of 3 could be given only instances where faculty are paid to engage in assessment activities. Money is only one way to incentivize participation.

Table 70 outlines the revised rubric criteria for Program Impact – EPP Leaders' Commitment to Supporting Assessment.

Table 70

Program Impact – EPP Leaders' Commitment to Supporting Assessment (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders are not committed to assessing program impact	EPP leaders demonstrate a commitment to assessing program impact by encouraging faculty and staff to engage in assessment activities	EPP leaders demonstrate a commitment to assessing program impact by: ● creating an environment where faculty and staff are encouraged to engage in assessment activities ● acknowledging faculty and staff for engaging in assessment activities	EPP leaders demonstrate a commitment to assessing program impact by: ● creating an environment where faculty and staff are encouraged to engage in assessment activities to improve program impact ● rewarding faculty and staff for engaging in assessment activities through awards and incentives ● creating a shared language

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
			between stakeholders that demonstrates the importance of assessment

Changes were made based on feedback from the Delphi panel. The descriptor in the Developing level did not outline what leaders are doing, so the researcher clarified language to indicate the activities leaders engage in to support assessment. The language between levels Developing and Proficient was clarified as the rubric criteria were too similar. Financial incentives were removed from the Distinguished level to focus instead of all incentives.

Table 71 outlines the original rubric criteria for Program Impact – Planning and Implementation.

Table 71

Program Impact – Planning and Implementation (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
There is no evidence of program-level implementation of assessment practices regarding the involvement of stakeholders in data sharing	Program-level planning and implementation of assessment are limited but evidenced by leaders encouraging stakeholders to engage in data sharing	Program-level planning and implementation of assessment are evidenced by: ● leaders encouraging stakeholders to participate in data sharing ● leaders encouraging stakeholders to participate in decision-making	Program-level planning and implementation of assessment are evidenced by: ● leaders ensuring relevant stakeholders participate in data sharing and ● leaders ensuring relevant stakeholders participate in decision-making

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
		regarding ways to improve program impact on P-12 student learning	in order to measure and improve program impact on P-12 student learning

Below is feedback given by the Delphi panel in response to Survey Question

Two:

- What are the EPP doing to earn a 1? The descriptor details what they are not doing.

Table 72 outlines the revised rubric criteria for Program Impact – Planning and

Implementation.

Table 72

Program Impact – Planning and Implementation (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
There is no evidence of program-level implementation of assessment practices regarding the involvement of stakeholders in data sharing	Program-level planning and implementation of assessment are evidenced by leaders encouraging stakeholders to engage in data sharing	Program-level planning and implementation of assessment are evidenced by leaders: • encouraging stakeholders to participate in data sharing • encouraging stakeholders to participate in decision-making regarding ways to improve program impact on P-12 student learning	Program-level planning and implementation of assessment are evidenced by leaders: • ensuring relevant stakeholders participate in data sharing and • ensuring relevant stakeholders participate in decision-making in order to measure and improve

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
			program impact on P-12 student learning

Changes were made based on feedback from the Delphi panel. The descriptor in the Developing level did not outline actual activities, so the researcher clarified language to indicate the activities involved in planning and implementation.

Quality Assurance System and Continuous Improvement

Table 73 outlines the original rubric criteria for Quality Assurance System and Continuous Improvement – EPP Leaders' Commitment to Using Data.

Table 73

Quality Assurance System and Continuous Improvement – EPP Leaders' Commitment to Using Data (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not use assessment data from a quality assurance system to inform decision-making	EPP leaders support is limited to using assessment data from a quality assurance system to inform decision-making	EPP leaders support: ● using assessment data from a quality assurance system to inform decision-making ● using the quality assurance system in an attempt to continuously improve EPP programs	EPP leaders support: ● the creation and utilization of a quality assurance system to inform decision-making ● using assessment data from a quality assurance system to continuously improve EPP programs ● sharing data with relevant stakeholder to engage in dialog

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
			regarding improvements

Below is feedback given by the Delphi panel in response to Survey Question

Two:

- What are the EPP doing to earn a 1? The descriptor details what they are not

  doing.

- Stakeholder should be plural on (3). Dialogue is the preferred spelling unless

  referring to dialog boxes for inputting text on a computer.

Table 74 outlines the revised rubric criteria for Quality Assurance System and

Continuous Improvement – EPP Leaders' Commitment to Using Data.

Table 74

Quality Assurance System and Continuous Improvement – EPP Leaders' Commitment to Using Data (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not use assessment data from a quality assurance system to inform decision-making	EPP leaders support using assessment data from a quality assurance system to inform decision-making	EPP leaders support: • using assessment data from a quality assurance system to inform decision-making • using the quality assurance system in an attempt to continuously improve EPP programs	EPP leaders support: • creating and utilizing a quality assurance system to inform decision-making • using assessment data from a quality assurance system to continuously improve EPP programs

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
			● sharing data with relevant stakeholders to engage in dialogue regarding improvements

Changes were made based on feedback from the Delphi panel. The descriptor in the Developing level did not outline what leaders are doing, so language was clarified to indicate the activities in which leaders engage. The researcher corrected grammatical and spelling errors.

Table 75 outlines the original rubric criteria for Quality Assurance System and Continuous Improvement – Faculty Buy-in to Using Data.

Table 75

Quality Assurance System and Continuous Improvement – Faculty Buy-In to Using Data (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP faculty attitudes do not display an understanding of why assessment data should be used when considering continuous improvement of EPP programs	EPP faculty attitudes display a limited understanding of why assessment data would be used when considering continuous improvement of EPP programs but do not always engage in the process	EPP faculty attitudes display the perceived importance of: ● using assessment data to establish priorities for continuous improvement of EPP programs ● collaborating with stakeholders to improve EPP programs	EPP faculty attitudes display the perceived importance of: ● routinely collaborating with stakeholders to use assessment data to establish priorities when determining methods for continuous improvement of EPP programs

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
			● routinely collaborating with stakeholders to set goals, based on evidence, for continuous improvement of EPP programs

Below is feedback given by the Delphi panel in response to Survey Question

Two:

- What are the EPP doing to earn a 1? The descriptor details what they are not

  doing.

Table 76 outlines the revised rubric criteria for Quality Assurance System and

Continuous Improvement – Faculty Buy-in to Using Data.

Table 76

Quality Assurance System and Continuous Improvement – Faculty Buy-In to Using Data (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP faculty attitudes do not display an understanding of why assessment data should be used when considering continuous improvement of EPP programs	EPP faculty attitudes display an understanding of why assessment data would be used when considering continuous improvement of EPP programs but do not always engage in the process	EPP faculty attitudes display the perceived importance of: ● using assessment data to establish priorities for continuous improvement of EPP programs ● collaborating with stakeholders to	EPP faculty attitudes display the perceived importance of: ● routinely collaborating with stakeholders to use assessment data to establish priorities when determining methods for continuous

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
		improve EPP programs	improvement of EPP programs ● routinely collaborating with stakeholders to set goals, based on evidence, for continuous improvement of EPP programs

Changes were made based on feedback from the Delphi panel. The descriptor in the Developing level did not outline what faculty are doing, so language was clarified to indicate the activities in which the faculty engage.

Table 77 outlines the original rubric criteria for Quality Assurance System and Continuous Improvement – EPP Leaders' Commitment to Supporting Assessment.

Table 77

Quality Assurance System and Continuous Improvement – EPP Leaders' Commitment to Supporting Assessment (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not express a commitment to assessment by resources or support for the creation of a quality assurance system or efforts toward continuous improvement of EPP programs	EPP leaders express a limited commitment to assessment by: ● providing some financial support for the creation of a quality assurance system ● providing opportunities for faculty to participate in	EPP leaders express a commitment to assessment by: ● providing adequate financial support for the creation of a quality assurance system ● creating professional development	EPP leaders express a commitment to assessment by: ● providing substantial financial support for the creation and maintenance of a quality assurance system ● participating in professional

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
	assessment to continuously improve EPP programs	opportunities for faculty • encouraging faculty to participate in assessment to continuously improve EPP programs	development opportunities with faculty regarding the quality assurance system and methods to continuously improve programs • participating in assessment with faculty to continuously improve EPP programs

Below is feedback given by the Delphi panel in response to Survey Question Two:

- What are the EPP doing to earn a 1? The descriptor details what they are not doing.

- Consider eliminating the financial (specific) notations and use resources instead. Very few faculty know of EPP finances, so very few would be able to judge the level of financial commitment to assessment. Additionally, the financial commitment needed may be minimal, so some, adequate, and substantial descriptors might not apply to every EPP.

- The difference between adequate and substantial financial support seems to be more about how deep a university's pockets are, not the level of support given. If the financial support is sufficient for the need, then why would more than that be expected or given?

Table 78 outlines the revised rubric criteria for Quality Assurance System and

Continuous Improvement – EPP Leaders' Commitment to Supporting Assessment.

Table 78

Quality Assurance System and Continuous Improvement – EPP Leaders' Commitment to Supporting Assessment (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not express a commitment to assessment by resources or support for the creation of a quality assurance system or efforts toward continuous improvement of EPP programs	EPP leaders express a commitment to assessment by providing opportunities for faculty to participate in assessment to continuously improve EPP programs	EPP leaders express a commitment to assessment by: ● creating professional development opportunities for faculty ● encouraging faculty to participate in assessment to continuously improve EPP programs	EPP leaders express a commitment to assessment by: ● participating in professional development opportunities with faculty regarding the quality assurance system and methods to continuously improve programs ● participating in assessment with faculty to continuously improve EPP programs

Changes were made based on feedback from the Delphi panel. The descriptor in

the Developing level did not outline what leaders are doing, so language was clarified to

indicate the activities leaders engage in to support assessment. The researcher removed

"Financial" to concentrate on all resources and also removed subjective measurement

terms.

Table 79 outlines the original rubric criteria for Quality Assurance System and
Continuous Improvement – Planning and Implementation.

Table 79

*Quality Assurance System and Continuous Improvement – Planning and Implementation
(Original)*

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
There is no program-level implementation of assessment practices to plan and implement a quality assurance system to collect data or continuously improve EPP programs	Program-level planning and implementation of assessment is limited but evidenced by ensuring there is a quality assurance system in place	Demonstrations of program-level planning and implementation has been to: ● ensure the use of a quality assurance system to collect data for continuous improvement purposes ● ensure the use of a quality assurance system to produce data for continuous improvement purposes	Demonstrations of program-level planning and implementation has been to: ● ensure the use of a quality assurance system to collect data from valid and reliable assessments, as defined by CAEP ● ensure the quality assurance system produces valid and reliable data that can be used for continuous improvement purposes

Below is feedback given by the Delphi panel in response to Survey Question
Two:

- What are the EPP doing to earn a 1? The descriptor details what they are not
  doing.

- "Demonstrations HAVE been to," not HAS (2) & (3).

Table 80 outlines the revised rubric criteria for Quality Assurance System and

Continuous Improvement – Planning and Implementation.

Table 80

Quality Assurance System and Continuous Improvement – Planning and Implementation (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
There is no program-level implementation of assessment practices to plan and implement a quality assurance system to collect data or continuously improve EPP programs	Program-level planning and implementation of assessment is evidenced by ensuring there is a quality assurance system in place	Demonstrations of program-level planning and implementation have been to: ● ensure the use of a quality assurance system to collect data for continuous improvement purposes ● ensure the use of a quality assurance system to produce data for continuous improvement purposes	Demonstrations of program-level planning and implementation have been to: ● ensure the use of a quality assurance system to collect data from valid and reliable assessments, as defined by CAEP ● ensure the quality assurance system produces valid and reliable data that can be used for continuous improvement purposes

Changes were made based on feedback from the Delphi panel. The descriptor in

the Developing level did not outline actual activities, so the researcher clarified language

to indicate the activities involved in planning and implementation. A grammatical error

was corrected.

Delphi panel surveying in round two provided feedback to help clarify confusing language within the rubric criteria. One of the most helpful pieces of feedback regarding using verbs throughout to indicate actions. The researcher made this change throughout the rubric criteria to ensure continuity within the instrument. In addition, the mention of financial incentives for participating in assessment was modified as many incentives are not financial but are still important. Appendix E presents the instrument after Delphi round two.

Delphi Round Three

At the beginning of each standard, the survey highlighted significant findings from the second round of surveys and corrections made to each standard. After acknowledging these changes, panel members reviewed the updated instrument, excluding the rubric criteria that achieved a CVR of .62.

A total of eight Delphi members participated in the third round of surveying. Nine of the remaining nine criteria had a CVR of .75 or higher and were automatically validated. The required Lawshe's CVR for a panel of eight is .75 or higher (Lawshe, 1975). All rubric criteria met the minimum necessary CVR and were validated by panel members.

As evidenced below, important feedback helped clarify the language used in the instrument. An important observation by the panel was that all criteria were not observable and measurable, so the researcher updated language to decrease subjectivity. There were minimal changes in the third round, as feedback was received on four criteria.

Clinical Partnership and Practice

Table 81 outlines the original rubric criteria for Clinical Partnerships and Practice

– EPP Leaders' Commitment to Using Data.

Table 81

Clinical Partnerships and Practice – EPP Leaders' Commitment to Using Data (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not demonstrate that they are committed to using assessment data to create or support partnerships	EPP leaders demonstrate their commitment to the use of data by creating and supporting few partnerships	EPP leaders demonstrate their commitment to the use of data by: ● creating high-quality clinical partnerships ● developing partnerships to improve candidate growth and experiences	EPP leaders demonstrate their commitment to the use of data by: ● ensuring the creation and support of high-quality partnerships ● developing partnerships that show evidence of a positive impact on candidate growth ● developing partnerships to improve experiences for all stakeholders

Below is feedback given by the Delphi panel in response to Survey Question

Two:

- Remove few from (1); not necessary as it varies from (2) without that word -

  & few is a relative term.

Table 82 outlines the revised rubric criteria for Clinical Partnerships and Practice

– EPP Leaders' Commitment to Using Data.

Table 82

Clinical Partnerships and Practice – EPP Leaders' Commitment to Using Data (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not demonstrate that they are committed to using assessment data to create or support partnerships	EPP leaders demonstrate their commitment to the use of data by creating and supporting partnerships	EPP leaders demonstrate their commitment to the use of data by: • creating high-quality clinical partnerships • developing partnerships to improve candidate growth and experiences	EPP leaders demonstrate their commitment to the use of data by: • ensuring the creation and support of high-quality partnerships • developing partnerships that show evidence of a positive impact on candidate growth • developing partnerships to improve experiences for all stakeholders

A change was made based on feedback from the Delphi panel. The subjective

term "few" was removed.

Table 83 outlines the original rubric criteria for Clinical Partnerships and Practice

– EPP Leaders' Commitment to Support Assessment.

Table 83

Clinical Partnerships and Practice – EPP Leaders' Commitment to Supporting Assessment (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not exhibit a	EPP leaders exhibit a commitment to	EPP leaders exhibit a commitment to	EPP leaders exhibit a commitment to

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
commitment to supporting assessment by providing resources or support to assess clinical partnerships and practice	assessing clinical partnerships and practice by: ● encouraging that faculty engage with stakeholders to create partnerships ● providing faculty with professional development opportunities about partnerships	assessing clinical partnerships and practice by: ● requesting that faculty engage with stakeholders to create partnerships that positively impact candidate practice ● providing faculty and partners professional development opportunities to create an understanding of partnership best practices	assessing clinical partnerships and practice by: ● engaging with multiple stakeholders to create partnerships that positively impact candidate practice ● providing and participating with faculty and partners in professional development opportunities to create a shared understanding of partnership best practices

Below is feedback given by the Delphi panel in response to Survey Question Two:

- The encourage vs. request would be difficult to parcel out; as you have already added to that bullet in (2) by adding "that positively impact candidate practice," I recommend choosing one word and using in both (1) & (2). I don't have a preference between encourage and request, but you could replace with facilitate, which would work as well.

Table 84 outlines the revised rubric criteria for Clinical Partnerships and Practice – EPP Leaders' Commitment to Support Assessment.

Table 84

Clinical Partnerships and Practice – EPP Leaders' Commitment to Supporting Assessment (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not exhibit a commitment to supporting assessment by providing resources or support to assess clinical partnerships and practice	EPP leaders exhibit a commitment to assessing clinical partnerships and practice by: ● facilitate faculty engagement with stakeholders to create partnerships ● providing faculty with professional development opportunities about partnerships	EPP leaders exhibit a commitment to assessing clinical partnerships and practice by: ● facilitate faculty engagement with stakeholders to create partnerships that positively impact candidate practice ● providing faculty and partners professional development opportunities to create an understanding of partnership best practices	EPP leaders exhibit a commitment to assessing clinical partnerships and practice by: ● engaging with multiple stakeholders to create partnerships that positively impact candidate practice ● providing and participating with faculty and partners in professional development opportunities to create a shared understanding of partnership best practices

Changes were made based on feedback from the Delphi panel. Language was clarified to ensure continuity across rubric criteria.

Candidate Recruitment, Progression, and Support

Table 85 outlines the original rubric criteria for Candidate Recruitment, Progression, and Support – Faculty Buy-In to Using Data.

Table 85

Candidate Recruitment, Progression, and Support – Faculty Buy-In to Using Data (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP faculty do not display buy-in, as they do not find importance in using assessment data to recruit candidates, track candidate progress and provide candidate support	EPP faculty display their buy-in by understating the importance of using assessment data to recruit candidates, track candidate progress, and provide candidate support	EPP faculty display their buy-in by: ● using assessment data when creating plans to recruit a diverse group of candidates ● using assessment data to track candidate progress, and provide specialized candidate support	EPP faculty display their buy-in by: ● using assessment data to develop data-informed recruitment and retention plans to recruit a diverse group of candidates ● using assessment data to ensure timely candidate progress ● understanding the routine use of assessment data over time is necessary to provide individualized candidate support

Below is feedback given by the Delphi panel in response to Survey Question Two:

- For (0), you are assuming they do not find importance in using data to recruit. It may be that they don't have time or access. I recommend removing 'as they do not find importance in' & leaving the remainder: "EPP faculty do not display buy-in in using assessment data to recruit. . .."

Table 86 outlines the revised rubric criteria for Candidate Recruitment, Progression, and Support – Faculty Buy-In to Using Data.

Table 86

Candidate Recruitment, Progression, and Support – Faculty Buy-In to Using Data (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP faculty do not display buy-in in using assessment data to recruit candidates, track candidate progress and provide candidate support	EPP faculty display their buy-in by understanding the importance of using assessment data to recruit candidates, track candidate progress, and provide candidate support	EPP faculty display their buy-in by: ● using assessment data when creating plans to recruit a diverse group of candidates ● using assessment data to track candidate progress, and provide specialized candidate support	EPP faculty display their buy-in by: ● using assessment data to develop data-informed recruitment and retention plans to recruit a diverse group of candidates ● using assessment data to ensure timely candidate progress ● understanding the routine use of assessment data over time is necessary to provide individualized candidate support

Changes were made based on feedback from the Delphi panel. The word "importance" was removed because it was subjective, and the researcher used more quantifiable language.

Program Impact

Table 87 outlines the original rubric criteria for Program Impact – EPP Leaders' Commitment to Using Data.

Table 87

Program Impact – EPP Leaders' Commitment to Using Data (Original)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not show their understanding of the importance of using assessment data to examine the effectiveness of program completers	EPP leaders show their understanding of the importance of assessment by using assessment data to examine the effectiveness of program completers	EPP leaders show their understanding of the importance of assessment by: ● using assessment data to examine the effectiveness of program completers ● using assessment data to explore ways to improve the effectiveness of program completers	EPP leaders show their understanding of the importance of assessment by: ● involving stakeholders in using assessment data to examine the effectiveness of program completers ● involving stakeholders in using assessment data make decisions on how to improve the effectiveness of program completers

Below is feedback given by the Delphi panel in response to Survey Question

Two:

- (3) involving stakeholders in using assessment data to make decisions in... ('to' is missing; in, not on).

Table 88 outlines the revised rubric criteria for Program Impact – EPP Leaders'

Commitment to Using Data.

Table 88

Program Impact – EPP Leaders' Commitment to Using Data (Revised)

Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP leaders do not show their understanding of the importance of using assessment data to examine the effectiveness of program completers	EPP leaders show their understanding of the importance of assessment by using assessment data to examine the effectiveness of program completers	EPP leaders show their understanding of the importance of assessment by: ● using assessment data to examine the effectiveness of program completers ● using assessment data to explore ways to improve the effectiveness of program completers	EPP leaders show their understanding of the importance of assessment by: ● involving stakeholders in using assessment data to examine the effectiveness of program completers ● involving stakeholders in using assessment data to make decisions in how to improve the effectiveness of program completers

A change made based on feedback from the Delphi panel. The word "to" was missing from one criterion.

Surveying in round three provided feedback to help clarify language and correct grammatical and typographical errors in the rubric. While feedback from the panel was limited in the final round, it did provide a chance to improve the rubric criteria verbiage while also validating all remaining criteria. Appendix F presents the finalized instrument.

Pilot Study

The researcher conducted a pilot study with one assessment leader and 11 faculty working for the assessment leader. The faculty completed the Culture of Assessment Instrument (Appendix F), and the researcher provided the leader with the mean, standard

deviation, and range for each criterion. Below is evidence of how the information gained

from the instrument added to the leader's understanding of their culture of assessment.

This evidence is reported based on the main ideas from the interview.

The first main idea from the interview is that the instrument accurately reflects the

culture of assessment within an EPP. The following quotes support this main idea.

- Reflecting on what your tool is asking, who was responding, and what we

  have been able to do in the last year or two, I did begin to agree with the

  descriptor of Developing because we are. Three years ago, we had no annual

  data collection review and reporting process in place for our programs. We

  were going to establish something cohesive during the year of the pandemic,

  which kind of delayed everything. But then, also, we did not have an

  assessment coordinator at the time, so I was going to have to be the one to

  implement that, and that would not have been my primary focus.

The assessment leader went on to state that the Developing level was an accurate

reflection of their current culture of assessment.

- I think Developing is a great way to classify where we are because now we

  have someone on the team whose primary duty is coordinating all those

  accountability efforts. Last year was the first year that some of these

  respondents had ever participated in a process like that, so they haven't

  participated long enough to be able to see evidence of some of your indicators

  that are more application-based. I think the indicators that relate to their

  perceptions of how data are valued, I think those responses are fair. The

  responses to the items more application-based, I understand why those were

not rated higher because we've really only had one cycle where they could see that.

The assessment leader then highlighted that the Culture of Assessment Instrument accurately reflects where the EPP stands in regards to growth in their culture.

- I think right now they're still at a conceptual stage rather than an application stage. Because last year, last August, at that Data Day, they reviewed data from the 20-21 academic year and decided what changes needed to be made during the 21-22 academic year. Well, at the August 22 Data Day, they'll review the data on the changes they decided last year, so that will really be the first time they'll be able to engage in determining whether the decisions they made had an impact.

The assessment leader discussed how results from the pilot study are an accurate reflection of the current culture of assessment within the EPP.

- The way that I use tools like this is, for me, on a scale like what you have here, Proficient is the goal. Because if Distinguished were the goal, there's a good chance you're setting yourself up to fail every time. Because sometimes that's a little too aspirational. So for me, if the third level is the goal, and most of our means fell into the second level, that's not bad. A mean of 1.4 out of 4 is not impressive, but if the goal was 3, that's really not bad. In an environment where I'm assuming the responses that these folks gave are based on the start of this new process that's not even a year old. If these were their responses 3 years from now, that would be a completely different scenario.

The assessment leader believes the instrument accurately reflects the culture because of the consistent means found in the pilot study data.

- I did recognize consistency in the means across the criteria, so that did tell me that we are making strides on all the nuances of this quality assurance system. I'm not saying it's good or bad, but it did remind me that, of all of the new ideas, the new processes in which people are now engaging are all new. I think I would have had a different interpretation, I think I would have asked a lot of "why" questions, if there had been noticeable variances among the means. It would have led me to question why is there such a high perception of this construct as opposed to these others when, in terms of what we're doing, they're fairly comparable.

The assessment leader highlighted that the results from use of the instrument are accurate and give a snapshot of where the culture currently stands along with a starting place for improvements.

- I think that how your sample of 11 view things conceptually versus how they view things from an application perspective were comparable. It gives us a place to start; that's probably the best way to capture that.

The assessment leader finally emphasized the importance of the instrument, as the data can be valuable to assessment leaders as a tool for self-analysis.

- It will help us because we would not have conducted this self-study otherwise. I certainly would not have taken the time to develop a tool about this for internal purposes, so the fact that you're doing this, I think, will only emphasize our improvement efforts because we now have a formal method

and a formal tool to use for self-analysis that is concurrent with the actual

continuous improvement work of assessing our candidate knowledge, skills,

and dispositions, and making programmatic changes to make those the best

we can.

The second main idea from the interview is that multiple administrations of the

instrument can show changes in an EPP's culture of assessment. The following quotes

support this main idea.

- I would be interested to see results of this administered again a year from now

  because by then, faculty would have gone through two cycles of our new

  quality assurance system. When they participated in it last year, when they

  participated in the data day last August, because they'd never done that

  before, they didn't know where it was going. Now they know where it's

  going, so another year or maybe, definitely 2 years away, it would be

  interesting to administer this again and compare the differences in the results

  because the respondents would then be in a position to be engaged in that

  work for two to three cycles.

The assessment leader discussed the importance of having multiple data points in

order to have more reliable data.

- I try not to draw too many conclusions on a single point of evidence, so I

  think another administration of your tool next year will then give us a more

  reliable set of data on which to make some decisions. First, to determine if

  what we're doing is really being understood and embraced by the team. Then,

second, to make some decisions on how we might need to adjust how we do
it.

The assessment leaders expressed interest in what further administrations of the
instrument would reveal about the culture of assessment within the EPP.

- I look forward to seeing what responses might be in the future from a future
administration. That might also make an interesting case study if you're
interested in that kind of research, just studying our department. You have pre;
you can collect post, so to speak.

The assessment leader stated that there was interest in further use of the tool to
see where improvement can be made.

- I'd like to continue using this tool over at least a few cycles because if we
don't see improvements, then we are doing something wrong. But that would
then give me an opportunity to go to the faculty and ask what we are doing
wrong. Here's where I thought we would be. Here's what I thought your
perceptions or impressions would be; here's where the data say they really
are. There's a disconnect there, so let's figure out where it is. Is it something
at the department level? Is it something about the process? Is it something
about the faculty's knowledge or comfort with making data-driven decisions
and implementing those? There are so many different variables that could
attribute to that.

The final main idea from the interview is that faculty buy-in to assessment is
essential to the success of assessment. The following quotes support this main idea.

- They [faculty] have that experience that was more of an ad-hoc or snapshot experience for compliance purposes only, so now we have a process that shifts the utility of that effort from compliance to improvement and really puts it in the hands of the faculty. The assessment coordinator and I just built the structure for what happens. The implementation of the quality assurance system is in the hands of the faculty, so the ones who are collecting the data are the ones making decisions on it, who are also the ones who will have to implement those decisions. Being that hands-on with this work, I know, is a new experience for many if not all of them.

The assessment leader believed the instrument was useful in understanding faculty believes about assessment.

- It was a nice gauge for me to get an idea of where their [faculty] perceptions about this work are at the moment.

The assessment leader went on to highlight the importance of change and that not all faculty buy into proposed changes.

- Some people are just averse to change, and sometimes you're not going to change that. So you have to figure out a way to work with, through, or maybe around.

The assessment leader discussed the importance of properly training new hires in order to foster faculty buy-in.

- In the time that I've been here, we've made two new faculty hires. Part of my onboarding with new hires is to talk through the, I'll say, strategic plan, but I use that term loosely for the department. Many of you probably aren't aware

that the department head evaluations are different. It's a different process and

framework from faculty evaluations, and, so, the way that our dean handles it

is that our professional evaluations are structured around our strategic

priorities for the department, and what we were able to do, not individually,

but able to accomplish in that evaluation year toward those.

The assessment leader highlighted the importance of communication with faculty

to create support.

- I haven't done as good of a job communicating that as I'd like because I don't

  regularly go to the faculty and say, "Here are our priorities." I don't do it that

  literally. Instead, I have five strategic objectives for the department relating to

  different areas of development and growth. Instead of being so robotic about it

  and going to the faculty and saying, "Objective #1 is this, and the benchmark

  is this, and the measures are these, and the action steps are these," everyone is

  engaged in fulfilling those strategic objectives; they just don't necessarily

  know it.

The assessment leader stated that buy-in is more easily achieved if you explain

why change is necessary rather than requiring it.

- I think the chances are greater of getting buy-in from people if asking them to

  participate in something is based more on "This is something good we should

  do for our department" rather than "This is because this rule says we need to

  do this."

The assessment leader went on to highlight a project where faculty buy-in was

essential to the success of the project.

- Coming back to what you mentioned a few minutes ago about compliance
  versus improvement. For example, dual enrollment. We launched a 9-hour
  dual enrollment program, so 9 hours of education courses that high school
  students can take, and they come to [institution] as freshmen already having a
  head start on our courses in addition to whatever gen ed courses they may
  take. Well, that's a recruiting tool. It's also part of the Commissioner of
  Higher Education's master plan. I didn't connect it, like when I approached
  the faculty with this idea, I approached them with this idea by saying, "Hey,
  here's something we can do that has great potential to result in new recruits
  for our programs without increasing anyone's workload without costing any
  more money. It just seems like a win-win." And try to solicit buy-in that way
  rather than going and saying, "We're going to do this because it is part of Dr.
  Reed's master plan, and if we don't do it, I have to explain why we're not."
  So I think it's just the approach. And so, almost everyone in the department is
  engaged in some of the action steps in that strategic plan, and I try to get them
  engaged by promoting the benefit that engagement has for the department.
  The benefit to me cannot be compliance. The benefit has to be growth,
  development, improvement.

The assessment leader discussed activities to improve the experiences of faculty.

- I think we're working on improving the academic experiences of our
  candidates and the professional experiences of our faculty who provide those
  for our candidates.

Interpretation of Results

In round one of the Delphi panel, participants contributed the most qualitative feedback of all three rounds, with 97 comments over the 40 rubric criteria. The majority of the feedback was regarding language and ensuring that all language used to describe the culture of assessment is observable and measurable. In addition, the researcher needed to refine the rubric criteria to ensure behaviors outlined in the rubric were observable and quantifiable. Again, the researcher used feedback to help overcome these issues.

In round two of the Delphi panel, participants contributed feedback with a total of 42 comments over the remaining 30 rubric criteria that required validation. Most feedback was regarding the need for clarity in the language and ensuring the rubric criteria built upon each other correctly. Feedback also corrected grammatical errors found in the rubric.

Finally, in round three of the Delphi panel, participants contributed feedback, with a total of four comments over the remaining nine rubric criteria that required validation. Most feedback was regarding clarifying language and a typographical error. However, feedback also pointed out that one rubric criterion still included subjective language.

While surveying the Delphi panel, several unexpected results occurred. One result came from feedback received from a single panel member. The panel member suggested that language in columns Unsatisfactory (0) and Developing (1) should include negative language outlining what is not being done in those columns. Unfortunately, the researcher's past experiences and literature caused the researcher to disagree with this feedback. To address the disagreement, the researcher conducted a limited alpha test of

the instrument containing negative language in columns 0 and 1. Results from the alpha testing showed that the three education experts involved believed negative language caused confusion and did not align with the rest of the instrument criteria. Because of these results, the researcher did not introduce negative language into column 1.

The main problem with the instrument, and another unexpected result, was the lack of clarity in the instrument language and the measurability of rubric criteria. The researcher alpha tested the instrument and received positive feedback that improved the first instrument presented to the Delphi panel. However, the researcher was surprised by the number of comments regarding lack of clarity in language and that many rubric criteria were not observable and measurable. Therefore, it took consideration on the part of the researcher to process the feedback given by the panel and create an instrument that more appropriately measures what it intends to measure. While this was the main problem with the instrument, it is not surprising that a panel of assessment experts dissected the instrument in fine detail and provided extensive feedback for its improvement.

A Delphi panel of experts allowed the researcher to validate the instrument. Experts completed three rounds of surveys, during which they reached consensus on all 40 rubric criteria. While the first two rounds of surveying included 10 panel members, the last round included eight. Eight is still above the minimum number of panel members required to meet Lawshe's CVRs (Lawshe, 1975). By validating all criteria, the panel allowed the researcher to create an instrument that accurately measures the culture of assessment within EPPs.

The pilot study included an assessment leader who made several important observations of the Culture of Assessment Instrument (Appendix F) after completing the pilot study. The assessment leader believed that, even though initially disappointed with the results, the results accurately reflected where the culture of assessment currently stands at the EPP institution. The EPP has hired a new department chair and several faculty members in the last several years, which has impacted the culture of assessment within the EPP.

The assessment leader also stated expressed aspirations to achieve the Proficient level of the rubric, as the Distinguished level of the rubric should be considered a perfect culture, and working to achieve that would likely lead to failure. In addition, the assessment leader also believes that future administrators of the instrument have the potential for showing growth, as the department is in the growth stage because they now employ an assessment coordinator who is leading efforts to shift the culture to a more aspirational one.

CHAPTER 5

DISCUSSION

Assessment leaders who have a better understanding of the culture of assessment within their EPP can create a more positive culture that focuses on growth rather than compliance (Fuller et al., 2015; Ndoye, 2013; Stevenson et al., 2017). The purpose of this research was to discover the elements that make up the culture of assessment within EPPs. This chapter is divided into two sections to explain the conclusions, implications, and recommendations. The first section examines each research question, its relation to the literature review, and findings based on the Delphi panel. Then, within each research question, the findings are explained based on the Delphi panel and pilot testing results. The final section includes the researcher's thoughts about the leadership implications of this study and recommendations for further research.

Examination of Research Questions

Research Question One

What criteria do EPP assessment leaders believe reflect a culture of assessment?

Outcomes of the study demonstrate the following criteria reflect a culture of assessment: EPP leaders' commitment to using data, faculty buy-in to using data, EPP leaders' commitment to supporting assessment, and planning and implementation.

Leadership at IHEs and institutional culture are inextricably connected (Cunningham, 2018; Fuller et al., 2015; Smith, 2019).

EPP leaders committed to using data to improve programs show this in various ways. EPP leaders can convey their commitments by encouraging faculty to engage in assessment activities, ensuring the creation of high-quality partnerships, engaging with stakeholders, and creating and utilizing a quality assurance system to inform decision-making. Support from institutional leaders is essential to the success of efforts to create a positive assessment culture that focuses on using data to assess student learning (Cunningham, 2018; Fuller et al., 2015; Smith, 2019).

Faculty who buy into using data demonstrate this in multiple ways. These include using a variety of assessment data to inform curriculum decisions and program improvements, utilizing assessment data to determine teacher candidate impact on P-12 student learning to improve impact, determining recruitment and retention plans based on assessment data, and collaborating with stakeholders to set evidence-based goals for continuous improvement. The literature also reflects examples of the significance of faculty buy-in to using data. To achieve an institutional culture that positively impacts assessment, it is essential that all faculty feel as if their input is valuable (Jonson et al., 2014; Morgan et al., 2020; Sharif & Gisbert, 2015).

EPP leaders can demonstrate commitment to supporting assessment in various ways. These demonstrations include providing financial resources and personnel to create and maintain a quality assurance system, providing and participating in professional development regarding partnership best practices, and rewarding faculty and staff who engage in assessment activities. In addition, EPP leaders understand how institutional

culture affects the functions of institutions; leaders have a significant impact on their institutional cultures; and leaders must involve all stakeholders to have a positive impact on institutional culture (Bystydzienski et al., 2017; Fuller & Skidmore, 2014; Guetterman & Mitchell, 2016).

There must be sufficient planning and implementation of assessment practices for programs to improve continuously. Planning and implementation by EPPs are evidenced in multiple ways. These included the development of a program review system with the input of faculty and other stakeholders, creation and implementation of action steps focused on increasing candidate impact on P-12 student learning, consideration and implementation of pertinent stakeholder recommendations, and use of a quality assurance system to collect valid and reliable data. Planning and implementation are vital components for effective assessment. Leaders should embed a strong emphasis on continuous improvement into the institutional culture of the EPPs (Cheng, 2015; Fuller et al., 2015; Rehrey, G. et al., 2019).

Research Question Two

In what way can the information gained from completion of the instrument add to the leader's understanding of their culture of assessment?

The Culture of Assessment Instrument (Appendix F) accurately reflects the culture of assessment within an EPP. Fuller and Skidmore (2014) identified three critical factors when measuring a culture of assessment: clear commitment, connection to change, and vital to the institution. The Culture of Assessment Instrument (Appendix F) created through this research reflects these factors. Fuller et al. (2015) acknowledged the importance of measures assessment activities that reflect varying levels of a culture of

assessment, including negative aspects, which the Culture of Assessment Instrument (Appendix F) does through specific rubric criteria.

Multiple administrations of the Culture of Assessment Instrument (Appendix F) can show changes in the culture of assessment within an EPP. Fuller et al. (2015) expressed that changes in culture happen over time, and the process is not fast-paced. Assessment also occurs along a spectrum, so using the instrument multiple times will show the changes that occur along that spectrum (Banta, 2002). Leaders who wish to understand their cultures of assessment must have baseline measures to compare future measures to determine growth (Davis & Cates, 2018).

Faculty buy-in is essential to any assessment efforts. Involving faculty members in creating assessment activities is required for action to be taken on assessment results, and faculty must be trained and supported in assessment (Banta, 2002). Maki (2010) stated that assessment must be a collaborative activity that includes faculty from the outset. Most faculty support assessment when the goal is improving student learning, and when faculty think student success is their responsibility, they are more open to change. (Fuller, 2013; Rehrey et al., 2019).

Recommendations for Professional Practice

The first recommendation is that the Culture of Assessment Instrument (Appendix F) can serve as a baseline measure to understand an EPPs culture of assessment and how to improve that culture. The Distinguished column of the rubric outlines best practices for a positive culture of assessment. Leaders can use these indicators to guide measures intended to move the culture of assessment toward a more positive one focused on increasing student learning.

The second recommendation is to use the instrument during the initial phases of accreditation work. The rubric criteria can be used in a formative way to inform professional development activities undertaken during the accreditation process. Leaders could also use the instrument to identify weaknesses within cultures that can be improved and strengths that leaders can use as a resource for the programs undergoing accreditation.

The final recommendation is that EPPs use the instrument multiple times to determine changes in their cultures of assessment. The instrument can serve as an initial snapshot into the current culture and can then be administered again. Pre-, middle-, and post-accreditation visit administrations would show how an EPP's culture changed over the course of accreditation work.

Recommendations for Future Research

The accreditation process through CAEP is relatively new, so there is a need for further research about the new accreditation process (Cochran-Smith et al., 2016; Kaplan et al., 2017; Wiseman, 2012). Researchers need to know more about how the CAEP accreditation process shapes and impacts the culture of assessment within EPPs. Future studies should be designed to evaluate the external validity of the instrument. Future research should also determine the instrument's uses in education contexts other than teacher education, including P-12 educational settings.

Conclusion

Findings from this study demonstrated the elements that make up a culture of assessment within an EPP. Critical elements of a culture of assessment are a commitment from EPP leaders to using data, faculty buy-in to using data, commitment from EPP

leaders to supporting assessment, and planning and implementation. Creating a rubric-based instrument allowed the researcher to define criteria for each element that exemplified four levels of measurement. Leaders can use these rubric criteria as a tool to help achieve more positive cultures of assessment focused on student learning. Future research should investigate the external validity of the instrument, explore changes in culture over time using it as a pre- and post-test, and finally use the instrument in P-12 settings to determine cultures of assessment within their systems.

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APPENDIX A

IRB APPROVAL

LOUISIANA TECH
U N I V E R S I T Y.

MEMORANDUM

TO: Dr. Bryan McCoy and Whitney Sutherland

FROM: Dr. Richard Kordal, Director of Intellectual Property & Commercialization (OIPC) rkordal@latech.edu

SUBJECT: **HUMAN USE COMMITTEE REVIEW**

DATE: January 20, 2022

HUC #: **HUC 22-048**

In order to facilitate your project, a REVIEW has been done for your proposed study entitled:

"Cultures of Assessment in Educator Preparation: A Study of Assessment Leaders"

The proposed study's revised procedures were found to provide reasonable and adequate safeguards against possible risks involving human subjects. The information to be collected may be personal in nature or implication. Therefore, diligent care needs to be taken to protect the privacy of the participants and to assure that the data are kept confidential. Informed consent is a critical part of the research process. The subjects must be informed that their participation is voluntary. It is important that consent materials be presented in a language understandable to every participant. If you have participants in your study whose first language is not English, be sure that informed consent materials are adequately explained or translated. Since your reviewed project appears to do no damage to the participants, the Human Use Committee grants approval of the involvement of human subjects as outlined.

Projects should be renewed annually. *This approval was finalized on January 20, 2022 and this project will need to receive a continuation review by the IRB if the project continues beyond January 20, 2023.* ANY CHANGES to your protocol procedures, including minor changes, should be reported immediately to the IRB for approval before implementation. Projects involving NIH funds require annual education training to be documented. For more information regarding this, contact the Office of Sponsored Projects.

You are requested to maintain written records of your procedures, data collected, and subjects involved. These records will need to be available upon request during the conduct of the study and retained by the university for three years after the conclusion of the study. If changes occur in recruiting of subjects, informed consent process or in your research protocol, or if unanticipated problems should arise it is the Researchers responsibility to notify the Office of Sponsored Projects or IRB in writing. The project should be discontinued until modifications can be reviewed and approved.

APPENDIX B

FIRST ITERATION OF INSTRUMENT

First Iteration of Instrument

1. Strongly Disagree (SD)
2. Disagree (D)
3. Neutral (N)
4. Agree (A)
5. Strongly Agree (SA)

Components of the Culture of Assessment					
Indicate how strongly you agree or disagree with the following:	**SD 1**	**D 2**	**N 3**	**A 4**	**SA 5**
1. Leadership					
1. EPP department-level leader displays a commitment to assessment by engaging in the assessment process with faculty and staff.	1	2	3	4	5
2. EPP department-level leader displays a commitment to the assessment through resource allocation for assessment functions by providing funding and manpower.	1	2	3	4	5
3. EPP department-level leader displays a commitment to assessment by considering assessment a scholarly activity that faculty engage in.	1	2	3	4	5
4. EPP department-level leader displays a commitment to assessment by considering assessment a scholarly activity that faculty engage in.	1	2	3	4	5
5. Strategic decision-making is evident through the EPP department-level leader.	1	2	3	4	5
2. Faculty					
1. EPP faculty display a commitment to assessment by investing time in programmatic assessment.	1	2	3	4	5

	1	2	3	4	5
2. EPP faculty display a commitment to assessment by investing time in professional development to develop their skills in assessment.	1	2	3	4	5
3. EPP faculty display a commitment to assessment by viewing assessment as a scholarly activity that provides them with opportunities for professional growth.	1	2	3	4	5
3. Focus					
1. The focus of assessment is meeting accreditation requirements.	1	2	3	4	5
2. The focus of assessment is programmatic growth.	1	2	3	4	5
3. The focus of assessment is candidate growth.	1	2	3	4	5
4. The focus of assessment is providing candidates with valuable feedback.	1	2	3	4	5
5. The focus of assessment is communication between stakeholders	1	2	3	4	5
4. Purpose					
1. The purpose of assessment is the continuous improvement of EPP programs.	1	2	3	4	5
2. The purpose of assessment is continuous improvement of the institution as a whole.	1	2	3	4	5
3. The purpose of assessment is continuous improvement to meet the needs of all stakeholders.	1	2	3	4	5
5. Mission					
1. The mission of assessment within the EPP is to measure student learning growth.	1	2	3	4	5
2. The mission of assessment within the EPP is to measure programmatic growth.	1	2	3	4	5

3. The mission of assessment within the EPP is to meet the hiring needs of stakeholders.	1	2	3	4	5
4. The mission of assessment is integration throughout daily practice within the EPP.	1	2	3	4	5
6. Quality Assurance System					
1. The Quality Assurance System of the EPP relies on technology to collect data from the field.	1	2	2	4	5
2. The Quality Assurance System of the EPP is given adequate support through resource allocation.	1	2	3	4	5
3. The Quality Assurance System of the EPP is robust and provides adequate data for analysis.	1	2	3	4	5
4. The Quality Assurance System of the EPP is modifiable to meet the needs of the EPP.	1	2	3	4	5
5. The Quality Assurance System of the EPP makes data available to stakeholders.	1	2	3	4	5

APPENDIX C

SECOND ITERATION OF INSTRUMENT

Second Iteration of Instrument - Before Delphi Round 1

Content and Pedagogical Knowledge				
	Unsatisfactory (0)	**Developing (1)**	**Proficient (2)**	**Distinguished (3)**
Leadership Commitment	EPP leaders do not support using assessment data to ensure candidates are exposed to important content and pedagogical concepts	EPP leaders support: ● using some forms of assessment data to ensure candidates are exposed to important content and pedagogical concepts	EPP leaders support: ● using a variety of assessment data to ensure candidates are exposed to essential content ● using a variety of assessment data to ensure candidates are exposed to important pedagogical concepts	EPP leaders support: ● consistently using a variety of assessment data to ensure candidates are exposed to essential content ● consistently using a variety of assessment data to ensure candidates are exposed to important pedagogical concepts
Faculty Involvement	EPP faculty do not demonstrate buy-in to the use of assessment data to determine coursework and program improvements as related to candidate content and pedagogical knowledge	EPP faculty demonstrate buy-in by: ● responding to external forces mandate the assessment of candidate content and pedagogical knowledge ● using some assessment data to determine coursework and program improvements	EPP faculty demonstrate buy-in by: ● assessing candidate content and pedagogical knowledge ● using a variety of assessment data to determine coursework and program improvements	EPP faculty demonstrate buy-in by: ● continuously assessing candidate content and pedagogical knowledge ● continuously using of a variety of assessment data to determine coursework and program improvements

Resources and Support for Assessment	EPP leaders do not demonstrate a commitment to assessing candidate content and pedagogical knowledge by providing resources or support	EPP leaders demonstrate a commitment to assessing candidate content and pedagogical knowledge by: ● providing some financial resources ● creating professional development opportunities for faculty	EPP leaders demonstrate a commitment to assessing candidate content and pedagogical knowledge by: ● providing adequate financial resources to create and maintain a quality assurance system ● encouraging faculty to participate in professional development opportunities to increase their understanding of assessment practices	EPP leaders demonstrate a commitment to assessing candidate content and pedagogical knowledge by: ● providing substantial financial resources to create and maintain a quality assurance system ● participating in professional development opportunities with faculty to increase understanding of assessment practices
Planning and Implementation	There is no history of program-level implementation of assessment to explore candidate content and pedagogical knowledge	Historically, program-level planning and implementation of assessment have been: ● in response to external demands of accreditation agencies regarding necessary candidate content and pedagogical knowledge	Historically, program-level planning and implementation of assessment have been: ● to improve EPP programs in order to increase candidate content and pedagogical knowledge	Historically, program-level planning and implementation of assessment have been: ● a continuous effort to improve EPP programs in order to increase candidate content and pedagogical knowledge
Clinical Partnerships and Practice				
	Unsatisfactory (0)	**Developing (1)**	**Proficient (2)**	**Distinguished (3)**
Leadership Commitment	EPP leaders do not exhibit a commitment		EPP leaders values are manifested through:	EPP leaders values are manifested through:

	to using assessment data to create or support partnerships	EPP leaders values are manifested through: ● creation and support partnerships	● creation of high-quality clinical partnerships ● development of partnerships that improve candidate growth and experiences	● ensuring the creation and support of high-quality partnerships ● development of partnerships have a positive impact on candidate growth ● development of partnerships to improve experiences for all stakeholders
Faculty Involvement	EPP faculty do not use assessment data from clinical experiences to address areas of refinement and improve the teaching practice of candidates	EPP faculty norms dictate that faculty: ● use limited assessment data from clinical experiences to address areas of refinement and improve the teaching practice of candidates	EPP faculty norms dictate that faculty: ● use assessment data from clinical experiences to address areas of refinement and improve the teaching practice of candidates ● use assessment data to determine candidate impact on P-12 student learning	EPP faculty norms dictate that faculty: ● routinely use assessment data from clinical experiences to address areas of refinement and improve the teaching practice of candidates ● routinely use assessment data to determine ways candidates can increase P-12 student learning
Resources and Support for Assessment	EPP leaders do not provide resources or support to assess clinical partnerships and practice	EPP leaders demonstrate a commitment to assessing clinical partnerships and practice by: ● requiring faculty to engage with stakeholders to create partnerships	EPP leaders demonstrate a commitment to assessing clinical partnerships and practice by: ● encouraging faculty to engage with stakeholders to create partnerships that	EPP leaders demonstrate a commitment to assessing clinical partnerships and practice by: ● engaging with all stakeholders to create partnerships that

		• providing faculty with professional development opportunities about partnerships	positively impact candidate practice • providing faculty and partners professional development opportunities to create an understanding of partnership best practices	positively impact candidate practice • participating with faculty and partners in professional development opportunities to create a shared understanding of partnership best practices
Planning and Implementation	There is no history of program-level implementation of assessment practices regarding clinical partnerships and candidate impact on P-12 student learning	Historically, the purpose of program-level planning and implementation has been to: • track clinical partnership data regarding the impact candidates have on P-12 student learning	Historically, the purpose of program-level planning and implementation has been to: • track clinical partnership data to measure the impact candidates have on P-12 student learning • create action steps focused on increasing positive candidate impact on P-12 student learning	Historically, the purpose of program-level planning and implementation has been to: • track clinical partnership data to measure the impact candidates have on P-12 student learning • create and implement action steps focused on increasing positive candidate impact on P-12 student learning • openly communicate with stakeholders regarding candidate impact on P-12 student learning
Candidate Recruitment, Progression, and Support				
	Unsatisfactory (0)	**Developing (1)**	**Proficient (2)**	**Distinguished (3)**

Leadership Commitment	EPP leaders do not believe assessment data should be used to examine trends in the recruitment, retention, and support of candidates	EPP leaders believe: ● faculty should use assessment data to examine trends in the recruitment, retention, and support of candidates	EPP leaders believe: ● faculty should use assessment data to examine trends and create actionable plans regarding the recruitment, retention, and support of candidates	EPP leaders believe: ● all stakeholders, including leaders, analyze assessment data to determine actionable trends in the recruitment, retention, and support of candidates ● all stakeholders, including leaders, should use assessment data to act upon trends to ensure adequate recruitment and retention plans, and support of candidates
Faculty Involvement	EPP faculty feel it is not important to use assessment data to recruit, track candidate progress, and provide candidate support	EPP faculty feel: ● they are not rewarded for using assessment data to recruit candidates, track candidate progress, and provide candidate support	EPP faculty feel: ● they are rewarded in some ways for using assessment data when trying to recruit a diverse group of candidates, track candidate progress, and provide specialized candidate support	EPP faculty feel: ● they are rewarded in multiple ways for routine use of assessment data to develop appropriate recruitment and retention plans to recruit a diverse group of candidates and ensure appropriate candidate progress ● the routine use of assessment data over time is necessary to

				provide individualized candidate support
Resources and Support for Assessment	EPP leaders do not demonstrate a commitment to assessing candidate recruitment, progression, or support	EPP leaders demonstrate a commitment to assessing candidate recruitment, progression, & support by: • requesting the creation of a plan to recruit candidates • emphasizing the importance of providing candidate support	EPP leaders demonstrate a commitment to assessing candidate recruitment, progression, & support by: • requiring that faculty create a plan to recruit diverse candidates • requiring faculty to create systems to provide candidates with specialized support	EPP leaders demonstrate a commitment to assessing candidate recruitment, progression, & support by: • participating in the creation and implementation of a plan to recruit diverse candidates • valuing the recruitment and progression of a diverse pool of candidates • engaging with faculty in creating various systems to provide candidates with individualized support
Planning and Implementatio n	There is no history of program-level implementation of assessment practices regarding the involvement of stakeholders to make decisions based on the use of data.	Historically, the purpose of program-level planning and implementation is to: • invite some stakeholders to participate in decision-making using data regarding candidate recruitment, progression, and support	Historically, the purpose of program-level planning and implementation is to: • involve some stakeholders in decision-making that is based on the use of data regarding candidate recruitment, progression, and support	Historically, the purpose of program-level planning and implementation is to: • ensure relevant stakeholders are involved in decision-making that is based on the use of robust data regarding candidate recruitment, progression, and support

		limited implementation of stakeholder recommendations	some implementation of stakeholder recommendations	consistent consideration and implementation of pertinent stakeholder recommendations
Program Impact				
	Unsatisfactory (0)	**Developing (1)**	**Proficient (2)**	**Distinguished (3)**
Leadership Commitment	EPP leaders do not exhibit a belief in the importance of using assessment data to examine the effectiveness of program completers	EPP leaders exhibit their belief in the importance of assessment by: • using assessment data to examine the effectiveness of program completers	EPP leaders exhibit their belief in the importance of assessment by: • using assessment data to examine the effectiveness of program completers in hopes of improving program impact	EPP leaders exhibit their belief in the importance of assessment by: • involving of stakeholders in using assessment data in a meaningful way to examine the effectiveness of program completers • using assessment data in a meaningful way to substantially improve the effectiveness of program completers
Faculty Involvement	EPP faculty do not demonstrate the value they place on using assessment data to determine the impact completers have on P-12 student learning	EPP faculty demonstrate the value they place on assessment by: • using assessment data to determine the impact completers have on P-12 student learning	EPP faculty demonstrate the value they place on assessment by: • using assessment data to determine the impact completers have on P-12 student learning	EPP faculty demonstrate the value they place on assessment by: • routinely and systematically using assessment data to determine the impact

			using assessment data to create plans to improve the impact completers have on P-12 student learning	completers have on P-12 student learning • routinely and systematically using assessment data to create and implement plans to improve the impact completers have on P-12 student learning
Resources and Support for Assessment	EPP leaders are not committed to assessing program impact	EPP leaders demonstrate a commitment to assessing program impact by: • encouraging faculty and staff to engage in assessment activities • acknowledging faculty and staff for engaging in assessment activities	EPP leaders demonstrate a commitment to assessing program impact by: • creating an environment where faculty and staff are encouraged to engage in assessment activities • rewarding faculty and staff for engaging in assessment activities	EPP leaders demonstrate a commitment to assessing program impact by: • creating an environment where faculty and staff are encouraged to engage in assessment activities to improve program impact • rewarding faculty and staff for engaging in assessment activities through awards and financial incentives • creating a shared language between stakeholders that demonstrates the importance of assessment

Planning and Implementation	There is no history of program-level implementation of assessment practices regarding the involvement of stakeholders in data sharing	Historically, the purpose of program-level planning and implementation is to: ● encourage stakeholders to engage in data sharing	Historically, the purpose of program-level planning and implementation is to: ● encourage stakeholders to participate in data sharing and some decision-making regarding ways to improve program impact on P-12 student learning	Historically, the purpose of program-level planning and implementation is to: ● ensure relevant stakeholders participate in data sharing and decision-making in order to measure and improve program impact on P-12 student learning
Quality Assurance System and Continuous Improvement				
	Unsatisfactory (0)	**Developing (1)**	**Proficient (2)**	**Distinguished (3)**
Leadership Commitment	EPP leaders do not use assessment data from a quality assurance system to inform decision-making	EPP leaders support: ● using assessment data from a quality assurance system to inform decision-making	EPP leaders support: ● using assessment data from a quality assurance system to inform decision-making ● using the quality assurance system in an attempt to continuously improve EPP programs	EPP leaders support: ● effectively using a quality assurance system to inform decision-making ● using assessment data from a quality assurance system to continuously improve EPP programs
Faculty Involvement	EPP faculty attitudes do not demonstrate an understanding of why assessment data should be used when considering continuous	EPP faculty attitudes demonstrate: ● an understanding of why assessment data would be used when considering continuous improvement of EPP programs but do not	EPP faculty attitudes demonstrate: ● the perceived importance of using assessment data to establish priorities for continuous improvement of EPP programs	EPP faculty attitudes demonstrate: ● the perceived importance of routinely collaborating with stakeholders to use assessment data to establish priorities when

	improvement of EPP programs	always engage in the process		determining methods for continuous improvement of EPP programs ● the perceived importance of routinely collaborating with stakeholders to set goals, based on evidence, for continuous improvement of EPP programs
Resources and Support for Assessment	There are no resources or support for the creation of a quality assurance system or efforts toward continuous improvement of EPP programs	EPP leaders demonstrate a commitment to assessment by: ● providing some financial support for the creation of a quality assurance system ● providing opportunities for faculty to participate in assessment to continuously improve EPP programs	EPP leaders demonstrate a commitment to assessment by: ● providing adequate financial support for the creation of a quality assurance system ● creating professional development opportunities for faculty ● encouraging faculty to participate in assessment to continuously improve EPP programs	EPP leaders demonstrate a commitment to assessment by: ● providing substantial financial support for the creation and maintenance of a quality assurance system ● participating in professional development opportunities with faculty regarding the quality assurance system and methods to continuously improve programs ● participating in assessment with faculty

			to continuously improve EPP programs
Planning and Implementation	There is no history of program-level implementation of assessment practices to plan and implement a quality assurance system to collect data or continuously improve EPP programs	Historically, the purpose of program-level planning and implementation is to: ● ensure there is a quality assurance system in place	Historically, the purpose of program-level planning and implementation is to: ● ensure the use of a quality assurance system to collect data for continuous improvement purposes	Historically, the purpose of program-level planning and implementation is to: ● ensure the use of a quality assurance system to collect data from valid and reliable assessments, as defined by CAEP ● ensure the quality assurance system produces data that can be used for continuous improvement purposes

APPENDIX D

THIRD ITERNATION OF INSTRUMENT

Third Iteration of Instrument - Before Delphi Round 2

Content and Pedagogical Knowledge				
	Unsatisfactory (0)	**Developing (1)**	**Proficient (2)**	**Distinguished (3)**
EPP Leaders' Commitment to Using Data	EPP leaders do not convey their commitment to using data to ensure candidates are introduced to important content and pedagogical concepts as defined by CAEP	EPP leaders convey their limited commitment to using data by encouraging faculty to: ● use assessment data to determine if candidates are being introduced to important content and pedagogical concepts as defined by CAEP ● use assessment data to determine if candidates understand the connection between content, pedagogy, and P-12 student standards	EPP leaders convey their commitment to using data by encouraging faculty to: ● use assessment data to ensure candidates are introduced to essential content as defined by CAEP ● use assessment data to ensure candidates are introduced to important pedagogical concepts as defined by CAEP ● use assessment data to ensure candidates understand the connection between content, pedagogy, and P-12 student standards	EPP leaders convey their commitment to using data by encouraging faculty to: ● use multiple sources of assessment data, such as formative and summative assessment along with required PRAXIS exams, to ensure candidates are introduced to essential content as defined by CAEP ● use of a multiple sources of assessment data, such as formative and summative assessment along with required PRAXIS exams, to ensure candidates are introduced to important pedagogical concepts as defined by CAEP ● use of a multiple sources of assessment data, such as formative and summative assessment

			along with required PRAXIS exams, to ensure candidates understand the connection between content, pedagogy, and P-12 student standards
Faculty Buy-In to Using Data	EPP faculty do not display buy-in to the use of assessment data to determine coursework and program improvements as related to candidate content and pedagogical knowledge	EPP faculty display limited buy-in by: ● responding to accreditation mandates that assessment of candidate content and pedagogical knowledge ● examining assessment data when considering curriculum decisions and program improvements	EPP faculty display buy-in by: ● using some assessment data to measure candidate content and pedagogical knowledge ● using some assessment data to guide curriculum decisions and program improvements	EPP faculty display buy-in by: ● continuously assessing candidate content and pedagogical knowledge through formative and summative assessments ● continuously using of a variety of assessment data, such as formative and summative assessment along with required PRAXIS exams, to inform curriculum decisions and program improvements
EPP Leaders' Commitment to Supporting Assessment	EPP leaders do not demonstrate a commitment to assessing candidate content and pedagogical knowledge by providing financial resources or support for a quality assurance system	EPP leaders demonstrate a limited commitment to assessing candidate content and pedagogical knowledge by: ● providing limited financial resources to create a quality assurance system	EPP leaders demonstrate a commitment to assessing candidate content and pedagogical knowledge by: ● providing financial resources to create and maintain a quality assurance system	EPP leaders demonstrate a commitment to assessing candidate content and pedagogical knowledge by: ● providing financial resources and personnel to create and maintain a quality assurance system

		● creating professional development opportunities for faculty	● encouraging faculty to participate in professional development opportunities to increase their understanding of assessment practices	● participating in professional development opportunities with faculty to increase understanding of assessment practices
Planning and Implementatio n	There are no demonstrations of program-level implementation of assessment to explore candidate content and pedagogical knowledge	Program-level planning and implementation of assessment limited but evidenced by responding to external demands of CAEP regarding necessary candidate content and pedagogical knowledge	Program-level planning and implementation of assessment are evidenced by: ● EPP program improvements made in order to increase candidate content and pedagogical knowledge ● EPP program efforts to make candidates aware of professional and ethics practices, as defined by CAEP	Program-level planning and implementation of assessment are evidenced by: ● a continuous effort to improve EPP programs in order to ensure candidate content and pedagogical knowledge by program completion ● a continuous effort to ensure candidates are trained in professional and ethical practices, as defined by CAEP

		Clinical Partnerships and Practice		
	Unsatisfactory (0)	**Developing (1)**	**Proficient (2)**	**Distinguished (3)**
EPP Leaders' Commitment to Using Data	EPP leaders do not demonstrate that they are committed to using assessment data to	EPP leaders demonstrate their limited commitment to the use of data by creation and	EPP leaders demonstrate their commitment to the use of data by: ● creation of high-quality clinical partnerships	EPP leaders demonstrate their commitment to the use of data by:

			development of partnerships to improve candidate growth and experiences	● ensuring the creation and support of high-quality partnerships ● development of partnerships have a positive impact on candidate growth ● development of partnerships to improve experiences for all stakeholders
	create or support partnerships	support of few partnerships		
Faculty Buy-In to Using Data	EPP faculty do not display buy-in by using any assessment data from clinical experiences to address areas of refinement and improve the teaching practice of candidates	EPP faculty display limited buy-in by using limited assessment data from clinical experiences to improve the teaching practice of candidates	EPP faculty display buy-in by: ● using assessment data from clinical experiences to identify areas of improvement in the teaching practice of candidates ● using assessment data to determine candidate impact on P-12 student learning	EPP faculty display buy-in by: ● using assessment data from clinical experiences to identify and address areas of refinement and improve the teaching practice of candidates ● using assessment data to determine ways candidates can increase P-12 student learning
EPP Leaders' Commitment to Supporting Assessment	EPP leaders do not exhibit a commitment to supporting assessment by providing resources or support to assess clinical partnerships and practice	EPP leaders exhibit a limited commitment to assessing clinical partnerships and practice by: ● requesting that faculty engage with	EPP leaders exhibit a commitment to assessing clinical partnerships and practice by: ● encouraging faculty to engage with stakeholders to create partnerships that	EPP leaders exhibit a commitment to assessing clinical partnerships and practice by: ● engaging with all stakeholders to create partnerships that positively impact candidate practice

		stakeholders to create partnerships ● providing faculty with professional development opportunities about partnerships	positively impact candidate practice ● providing faculty and partners professional development opportunities to create an understanding of partnership best practices	● participating with faculty and partners in professional development opportunities to create a shared understanding of partnership best practices
Planning and Implementation	There are no demonstrations of program-level implementation of assessment practices regarding clinical partnerships and candidate impact on P-12 student learning	Program-level planning and implementation of assessment is limited but evidenced by tracking clinical partnership data regarding the impact candidates have on P-12 student learning	Demonstrations of program-level planning and implementation has been to: ● track clinical partnership data to measure the impact candidates have on P-12 student learning ● create action steps focused on increasing positive candidate impact on P-12 student learning	Demonstrations of program-level planning and implementation has been to: ● track clinical partnership data to measure the impact candidates have on P-12 student learning ● create and implement action steps focused on increasing positive candidate impact on P-12 student learning ● openly communicate with stakeholders regarding candidate impact on P-12 student learning
Candidate Recruitment, Progression, and Support			
	Unsatisfactory (0)	**Developing (1)**	**Proficient (2)**	**Distinguished (3)**

EPP Leaders' Commitment to Using Data	There is no evidence that EPP leaders believe that it is important to use assessment data to examine trends in the recruitment, retention, and support of candidates	EPP leaders evidence their limited belief in the importance of using assessment data by having faculty use assessment data to examine trends in the recruitment, retention, and support of candidates	EPP leaders evidence their belief in the importance of using assessment data by ● having faculty use assessment data to examine trends regarding the recruitment, retention, and support of candidates ● having faculty use assessment data to examine recruitment and retention plans, and support of candidates	EPP leaders evidence their belief in the importance of using assessment data by ● having all stakeholders, including leaders, analyze assessment data to determine actionable trends in the recruitment, retention, and support of candidates ● having all stakeholders, including leaders, use assessment data to act upon trends to ensure adequate recruitment and retention plans, and support of candidates
Faculty Buy-In to Using Data	EPP faculty do not display faculty buy-in, as they do not find importance in using assessment data to recruit candidates, track candidate progress and provide candidate support	EPP faculty display their limited buy-in by understating the importance of using assessment data to recruit candidates, track candidate progress, and provide candidate support	EPP faculty display their buy-in by: ● using assessment data when creating plans to recruit a diverse group of candidates ● using assessment data to track candidate progress, and provide specialized candidate support	EPP faculty display their buy-in by: ● using assessment data to develop appropriate recruitment and retention plans to recruit a diverse group of candidates ● using assessment data to ensure appropriate candidate progress ● understanding the routine use of assessment data over time is necessary to provide individualized candidate support

EPP Leaders' Commitment to Supporting Assessment	EPP leaders do not demonstrate a commitment to assessing candidate recruitment, progression, or support	EPP leaders demonstrate a limited commitment to assessing candidate recruitment & support by: ● requiring the creation of a plan to recruit candidates ● emphasizing the importance of providing candidate support	EPP leaders demonstrate a commitment to assessing candidate recruitment, progression, & support by: ● requiring that faculty create a plan to recruit diverse candidates ● requiring faculty to create systems to track candidates and provide candidates with specialized support	EPP leaders demonstrate a commitment to assessing candidate recruitment, progression, & support by: ● participating in the creation and implementation of a plan to recruit diverse candidates ● valuing the recruitment and progression of a diverse pool of candidates ● engaging with faculty in creating various systems to track candidates and provide candidates with individualized support
Planning and Implementation	There is no program-level implementation of assessment practices regarding the involvement of stakeholders to make decisions based on the use of data.	Program-level planning and implementation of assessment is limited but evidenced by: ● inviting some stakeholders to participate in decision-making using data regarding candidate recruitment, progression, and support ● limiting implementation of	The purpose of program-level planning and implementation has been to: ● involve some stakeholders in decision-making that is based on the use of data regarding candidate recruitment, progression, and support ● some implementation of stakeholder recommendations	The purpose of program-level planning and implementation has been to: ● ensure relevant stakeholders are involved in decision-making that is based on the use of robust data regarding candidate recruitment, progression, and support ● consistent consideration and implementation of pertinent stakeholder recommendations

			stakeholder recommendations	
		Program Impact		
	Unsatisfactory (0)	**Developing (1)**	**Proficient (2)**	**Distinguished (3)**
EPP Leaders' Commitment to Using Data	EPP leaders do not show their understanding of the importance of using assessment data to examine the effectiveness of program completers	EPP leaders show their limited understanding of the importance of assessment by using assessment data to examine the effectiveness of program completers	EPP leaders show their understanding of the importance of assessment by: ● using assessment data to examine the effectiveness of program completers ● using assessment data to explore ways to improve the effectiveness of program completers	EPP leaders show their understanding of the importance of assessment by: ● involving of stakeholders in using assessment data in a meaningful way to examine the effectiveness of program completers ● using assessment data in a meaningful way to substantially improve the effectiveness of program completers
Faculty Buy-In to Using Data	EPP faculty do not display buy-in to using assessment data to determine the impact completers have on P-12 student learning	EPP faculty display their limited buy-in by using assessment data to determine the impact completers have on P-12 student learning	EPP faculty display their buy-in by: ● using assessment data to determine the impact completers have on P-12 student learning ● using assessment data to create plans to improve the impact completers have on P-12 student learning	EPP faculty display their buy-in by: ● routinely and systematically using assessment data to determine the impact completers have on P-12 student learning ● routinely and systematically using assessment data to create and implement plans to

				improve the impact completers have on P-12 student learning
EPP Leaders' Commitment to Supporting Assessment	EPP leaders are not committed to assessing program impact	EPP leaders demonstrate a limited commitment to assessing program impact by: ● encouraging faculty and staff to engage in assessment activities ● acknowledging faculty and staff for engaging in assessment activities	EPP leaders demonstrate a commitment to assessing program impact by: ● creating an environment where faculty and staff are encouraged to engage in assessment activities ● rewarding faculty and staff for engaging in assessment activities	EPP leaders demonstrate a commitment to assessing program impact by: ● creating an environment where faculty and staff are encouraged to engage in assessment activities to improve program impact ● rewarding faculty and staff for engaging in assessment activities through awards and financial incentives ● creating a shared language between stakeholders that demonstrates the importance of assessment
Planning and Implementation	There is no evidence of program-level implementation of assessment practices regarding the involvement of stakeholders in data sharing	Program-level planning and implementation of assessment are limited but evidenced by leaders encouraging stakeholders to engage in data sharing	Program-level planning and implementation of assessment are evidenced by: ● leaders encouraging stakeholders to participate in data sharing ● leaders encouraging stakeholders to participate in decision-	Program-level planning and implementation of assessment are evidenced by: ● leaders ensuring relevant stakeholders participate in data sharing and ● leaders ensuring relevant stakeholders participate in decision-making in order to measure and improve

			making regarding ways to improve program impact on P-12 student learning	program impact on P-12 student learning
Quality Assurance System and Continuous Improvement				
	Unsatisfactory (0)	**Developing (1)**	**Proficient (2)**	**Distinguished (3)**
EPP Leaders' Commitment to Using Data	EPP leaders do not use assessment data from a quality assurance system to inform decision-making	EPP leaders support is limited to using assessment data from a quality assurance system to inform decision-making	EPP leaders support: ● using assessment data from a quality assurance system to inform decision-making ● using the quality assurance system in an attempt to continuously improve EPP programs	EPP leaders support: ● the creation and utilization of a quality assurance system to inform decision-making ● using assessment data from a quality assurance system to continuously improve EPP programs ● sharing data with relevant stakeholder to engage in dialog regarding improvements
Faculty Buy-In to Using Data	EPP faculty attitudes do not display an understanding of why assessment data should be used when considering continuous improvement of EPP programs	EPP faculty attitudes display a limited understanding of why assessment data would be used when considering continuous improvement of EPP programs but do not always engage in the process	EPP faculty attitudes display the perceived importance of: ● using assessment data to establish priorities for continuous improvement of EPP programs	EPP faculty attitudes display the perceived importance of: ● routinely collaborating with stakeholders to use assessment data to establish priorities when determining methods for continuous improvement of EPP programs

			collaborating with stakeholders to improve EPP programs	routinely collaborating with stakeholders to set goals, based on evidence, for continuous improvement of EPP programs
EPP Leaders' Commitment to Supporting Assessment	EPP leaders do not express a commitment to assessment by resources or support for the creation of a quality assurance system or efforts toward continuous improvement of EPP programs	EPP leaders express a limited commitment to assessment by: • providing some financial support for the creation of a quality assurance system • providing opportunities for faculty to participate in assessment to continuously improve EPP programs	EPP leaders express a commitment to assessment by: • providing adequate financial support for the creation of a quality assurance system • creating professional development opportunities for faculty • encouraging faculty to participate in assessment to continuously improve EPP programs	EPP leaders express a commitment to assessment by: • providing substantial financial support for the creation and maintenance of a quality assurance system • participating in professional development opportunities with faculty regarding the quality assurance system and methods to continuously improve programs • participating in assessment with faculty to continuously improve EPP programs
Planning and Implementation	There is no program-level implementation of assessment practices to plan and implement a quality assurance system to collect data or	Program-level planning and implementation of assessment is limited but evidenced by ensuring there is a quality	Demonstrations of program-level planning and implementation has been to: • ensure the use of a quality assurance	Demonstrations of program-level planning and implementation has been to: • ensure the use of a quality assurance system to collect data from valid and

	continuously improve EPP programs	assurance system in place	system to collect data for continuous improvement purposes ● ensure the use of a quality assurance system to produce data for continuous improvement purposes	reliable assessments, as defined by CAEP ● ensure the quality assurance system produces valid and reliable data that can be used for continuous improvement purposes

APPENDIX E

FOURTH ITERATION OF INSTRUMENT

Fourth Iteration of Instrument - Before Delphi Round 3

Content and Pedagogical Knowledge				
	Unsatisfactory (0)	**Developing (1)**	**Proficient (2)**	**Distinguished (3)**
EPP Leaders' Commitment to Using Data	EPP leaders do not convey their commitment to using data to ensure candidates are introduced to important content and pedagogical concepts as defined by CAEP	EPP leaders convey their commitment to using data by encouraging faculty to: ● use assessment data to determine if candidates are being introduced to content and pedagogical concepts as defined by CAEP ● use assessment data to determine if candidates understand the connection between content, pedagogy, and P-12 student standards	EPP leaders convey their commitment to using data by encouraging faculty to: ● use assessment data to ensure candidates are taught essential content and pedagogical concepts as defined by CAEP ● use assessment data to ensure candidates understand the connection between content, pedagogy, and P-12 student standards	EPP leaders convey their commitment to using data by encouraging faculty to: ● use multiple sources of assessment data, such as formative and summative assessment along with required Praxis exams, to ensure candidates understand essential content and pedagogical concepts as defined by CAEP ● use of multiple sources of assessment data, such as formative and summative assessment along with required Praxis exams, to ensure candidates understand the connection between content, pedagogy, and P-12 student standards
Faculty Buy-In to Using Data	EPP faculty do not display buy-in to the	EPP faculty display buy-in by:	EPP faculty display buy-in by:	EPP faculty display buy-in by:

	use of assessment data to determine coursework and program improvements as related to candidate content and pedagogical knowledge	● responding to accreditation mandates that assessment of candidate content and pedagogical knowledge ● examining assessment data when considering curriculum decisions and program improvements	● using some assessment data to measure candidate content and pedagogical knowledge ● using some assessment data to guide curriculum decisions and program improvements	● assessing candidate content and pedagogical knowledge through formative and summative assessments ● utilizing a variety of assessment data, such as formative and summative assessment along with required Praxis exams, to inform curriculum decisions and program improvements ● creating an assessment plan that collects data at necessary points throughout the program
EPP Leaders' Commitment to Supporting Assessment	EPP leaders do not demonstrate a commitment to assessing candidate content and pedagogical knowledge by providing financial resources or support for a quality assurance system	EPP leaders demonstrate a commitment to assessing candidate content and pedagogical knowledge by: ● providing financial resources to create a quality assurance system ● creating professional development opportunities for faculty	EPP leaders demonstrate a commitment to assessing candidate content and pedagogical knowledge by: ● providing financial resources to create and maintain a quality assurance system ● creating professional development opportunities and encouraging faculty to participate these opportunities to increase	EPP leaders demonstrate a commitment to assessing candidate content and pedagogical knowledge by: ● providing financial resources and personnel to create and maintain a quality assurance system ● participating in professional development opportunities with faculty to increase understanding of assessment practices

			their understanding of assessment practices	
Planning and Implementation	There are no demonstrations of program-level implementation of assessment to explore candidate content and pedagogical knowledge	Program-level planning and implementation of assessment are evidenced by responding to external demands of CAEP regarding necessary candidate content and pedagogical knowledge	Program-level planning and implementation of assessment are evidenced by: • developing a program review system with the input of faculty • developing a program review system to measure candidate content and pedagogical knowledge by program completion • assessing candidate understanding of professional and ethical practice, as defined by CAEP	Program-level planning and implementation of assessment are evidenced by: • developing a program review system with the input of stakeholders • developing a program review system to ensure candidate content and pedagogical knowledge by program completion • creating multiple opportunities to assess candidate understanding of professional and ethical practice, as defined by CAEP

Clinical Partnerships and Practice				
	Unsatisfactory (0)	**Developing (1)**	**Proficient (2)**	**Distinguished (3)**
EPP Leaders' Commitment to Using Data	EPP leaders do not demonstrate that they are committed to using assessment data to create or support partnerships	EPP leaders demonstrate their commitment to the use of data by creating and supporting few partnerships	EPP leaders demonstrate their commitment to the use of data by: • creating high-quality clinical partnerships	EPP leaders demonstrate their commitment to the use of data by: • ensuring the creation and support of high-quality partnerships

			• developing partnerships to improve candidate growth and experiences	• developing partnerships that show evidence of a positive impact on candidate growth • developing partnerships to improve experiences for all stakeholders
Faculty Buy-In to Using Data	EPP faculty do not display buy-in by using any assessment data from clinical experiences to address areas of refinement and improve the teaching practice of candidates	EPP faculty display buy-in by using limited assessment data from clinical experiences to improve the teaching practice of candidates	EPP faculty display buy-in by: • using assessment data from clinical experiences to identify areas of improvement in the teaching practice of candidates • using assessment data to determine candidate impact on P-12 student learning	EPP faculty display buy-in by: • using assessment data from clinical experiences to identify and address areas of refinement and improve the teaching practice of candidates • using assessment data to determine ways candidates can increase P-12 student learning
EPP Leaders' Commitment to Supporting Assessment	EPP leaders do not exhibit a commitment to supporting assessment by providing resources or support to assess clinical partnerships and practice	EPP leaders exhibit a commitment to assessing clinical partnerships and practice by: • encouraging that faculty engage with stakeholders to create partnerships • providing faculty with professional development	EPP leaders exhibit a commitment to assessing clinical partnerships and practice by: • requesting that faculty engage with stakeholders to create partnerships that positively impact candidate practice • providing faculty and partners professional development	EPP leaders exhibit a commitment to assessing clinical partnerships and practice by: • engaging with multiple stakeholders to create partnerships that positively impact candidate practice • providing and participating with faculty and partners in

		opportunities about partnerships	opportunities to create an understanding of partnership best practices	professional development opportunities to create a shared understanding of partnership best practices
Planning and Implementation	There are no demonstrations of program-level implementation of assessment practices regarding clinical partnerships and candidate impact on P-12 student learning	Program-level planning and implementation of assessment is evidenced by tracking clinical partnership data regarding the impact candidates have on P-12 student learning	Demonstrations of program-level planning and implementation has been to: ● track clinical partnership data to measure the impact candidates have on P-12 student learning ● create action steps focused on increasing positive candidate impact on P-12 student learning	Demonstrations of program-level planning and implementation has been to: ● track clinical partnership data to measure the impact candidates have on P-12 student learning ● create and implement action steps focused on increasing positive candidate impact on P-12 student learning ● openly communicate with stakeholders regarding candidate impact on P-12 student learning
Candidate Recruitment, Progression, and Support				
	Unsatisfactory (0)	**Developing (1)**	**Proficient (2)**	**Distinguished (3)**
EPP Leaders' Commitment to Using Data	There is no evidence that EPP leaders believe that it is	EPP leaders evidence their belief in the importance of using	EPP leaders evidence their belief in the importance of using assessment data by	EPP leaders evidence their belief in the importance of using assessment data by

	important to use assessment data to examine trends in the recruitment, progression, and support of candidates	assessment data by having faculty use assessment data to examine trends in the recruitment, progression, and support of candidates	● having faculty use assessment data to examine trends regarding the recruitment, progression, and support of candidates ● having faculty use assessment data to examine recruitment and progression plans, and support of candidates	● having all stakeholders, including leaders, analyze assessment data to determine actionable trends in the recruitment, progression, and support of candidates ● having all stakeholders, including leaders, use assessment data to act upon trends to ensure adequate recruitment and progression plans, and support of candidates
Faculty Buy-In to Using Data	EPP faculty do not display buy-in, as they do not find importance in using assessment data to recruit candidates, track candidate progress and provide candidate support	EPP faculty display their buy-in by understating the importance of using assessment data to recruit candidates, track candidate progress, and provide candidate support	EPP faculty display their buy-in by: ● using assessment data when creating plans to recruit a diverse group of candidates ● using assessment data to track candidate progress, and provide specialized candidate support	EPP faculty display their buy-in by: ● using assessment data to develop data-informed recruitment and retention plans to recruit a diverse group of candidates ● using assessment data to ensure timely candidate progress ● understanding the routine use of assessment data over time is necessary to provide individualized candidate support

				EPP leaders demonstrate a commitment to assessing candidate recruitment, progression, & support by: ● participating in the creation and implementation of a plan to recruit diverse candidates ● emphasizing the importance of recruitment and progression of a diverse pool of candidates ● engaging with faculty in creating various systems to track candidates and provide candidates with individualized support
EPP Leaders' Commitment to Supporting Assessment	EPP leaders do not demonstrate a commitment to assessing candidate recruitment, progression, or support	EPP leaders demonstrate a commitment to assessing candidate recruitment & support by: ● requiring the creation of a plan to recruit candidates ● emphasizing the importance of providing candidate support	EPP leaders demonstrate a commitment to assessing candidate recruitment, progression, & support by: ● requiring that faculty create a plan to recruit diverse candidates ● requiring faculty to create systems to track candidates and provide candidates with specialized support	
Planning and Implementation	There is no program-level implementation of assessment practices regarding the involvement of stakeholders to make decisions based on the use of data.	Program-level planning and implementation of assessment is evidenced by: ● invitation to stakeholders to participate in decision-making using data regarding candidate recruitment, progression, and support	The purpose of program-level planning and implementation has been to: ● involve stakeholders in decision-making that is based on the use of data regarding candidate recruitment, progression, and support ● implement stakeholder recommendations	The purpose of program-level planning and implementation has been to: ● ensure relevant stakeholders are involved in decision-making that is based on the use of robust data regarding candidate recruitment, progression, and support

		● limited implementation of stakeholder recommendations		● consider and implement pertinent stakeholder recommendations
Program Impact				
	Unsatisfactory (0)	**Developing (1)**	**Proficient (2)**	**Distinguished (3)**
EPP Leaders' Commitment to Using Data	EPP leaders do not show their understanding of the importance of using assessment data to examine the effectiveness of program completers	EPP leaders show their understanding of the importance of assessment by using assessment data to examine the effectiveness of program completers	EPP leaders show their understanding of the importance of assessment by: ● using assessment data to examine the effectiveness of program completers ● using assessment data to explore ways to improve the effectiveness of program completers	EPP leaders show their understanding of the importance of assessment by: ● involving stakeholders in using assessment data to examine the effectiveness of program completers ● involving stakeholders in using assessment data make decisions on how to improve the effectiveness of program completers
Faculty Buy-In to Using Data	EPP faculty do not display buy-in to using assessment data to determine the impact completers have on P-12 student learning	EPP faculty display their buy-in by using assessment data to determine the impact completers have on P-12 student learning	EPP faculty display their buy-in by: ● using assessment data to determine the impact completers have on P-12 student learning ● using assessment data to create plans to improve	EPP faculty display their buy-in by: ● routinely and systematically using assessment data to determine the impact completers have on P-12 student learning

			the impact completers have on P-12 student learning	• routinely and systematically using assessment data to create and implement plans to improve the impact completers have on P-12 student learning
EPP Leaders' Commitment to Supporting Assessment	EPP leaders are not committed to assessing program impact	EPP leaders demonstrate a commitment to assessing program impact by encouraging faculty and staff to engage in assessment activities	EPP leaders demonstrate a commitment to assessing program impact by: • creating an environment where faculty and staff are encouraged to engage in assessment activities • acknowledging faculty and staff for engaging in assessment activities	EPP leaders demonstrate a commitment to assessing program impact by: • creating an environment where faculty and staff are encouraged to engage in assessment activities to improve program impact • rewarding faculty and staff for engaging in assessment activities through awards and incentives • creating a shared language between stakeholders that demonstrates the importance of assessment
Planning and Implementation	There is no evidence of program-level implementation of	Program-level planning and implementation of assessment are	Program-level planning and implementation of	Program-level planning and implementation of

	assessment practices regarding the involvement of stakeholders in data sharing	evidenced by leaders encouraging stakeholders to engage in data sharing	assessment are evidenced by leaders: • encouraging stakeholders to participate in data sharing • encouraging stakeholders to participate in decision-making regarding ways to improve program impact on P-12 student learning	assessment are evidenced by leaders: • ensuring relevant stakeholders participate in data sharing and • ensuring relevant stakeholders participate in decision-making in order to measure and improve program impact on P-12 student learning

Quality Assurance System and Continuous Improvement

	Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP Leaders' Commitment to Using Data	EPP leaders do not use assessment data from a quality assurance system to inform decision-making	EPP leaders support using assessment data from a quality assurance system to inform decision-making	EPP leaders support: • using assessment data from a quality assurance system to inform decision-making • using the quality assurance system in an attempt to continuously improve EPP programs	EPP leaders support: • creating and utilizing a quality assurance system to inform decision-making • using assessment data from a quality assurance system to continuously improve EPP programs • sharing data with relevant stakeholders to engage in dialogue regarding improvements

Faculty Buy-In to Using Data	EPP faculty attitudes do not display an understanding of why assessment data should be used when considering continuous improvement of EPP programs	EPP faculty attitudes display an understanding of why assessment data would be used when considering continuous improvement of EPP programs but do not always engage in the process	EPP faculty attitudes display the perceived importance of: ● using assessment data to establish priorities for continuous improvement of EPP programs ● collaborating with stakeholders to improve EPP programs	EPP faculty attitudes display the perceived importance of: ● routinely collaborating with stakeholders to use assessment data to establish priorities when determining methods for continuous improvement of EPP programs ● routinely collaborating with stakeholders to set goals, based on evidence, for continuous improvement of EPP programs
EPP Leaders' Commitment to Supporting Assessment	EPP leaders do not express a commitment to assessment by resources or support for the creation of a quality assurance system or efforts toward continuous improvement of EPP programs	EPP leaders express a commitment to assessment by: ● providing opportunities for faculty to participate in assessment to continuously improve EPP programs	EPP leaders express a commitment to assessment by: ● creating professional development opportunities for faculty ● encouraging faculty to participate in assessment to continuously improve EPP programs	EPP leaders express a commitment to assessment by: ● participating in professional development opportunities with faculty regarding the quality assurance system and methods to continuously improve programs ● participating in assessment with faculty to continuously improve EPP programs

Planning and Implementation	There is no program-level implementation of assessment practices to plan and implement a quality assurance system to collect data or continuously improve EPP programs	Program-level planning and implementation of assessment is evidenced by ensuring there is a quality assurance system in place	Demonstrations of program-level planning and implementation have been to: ● ensure the use of a quality assurance system to collect data for continuous improvement purposes ● ensure the use of a quality assurance system to produce data for continuous improvement purposes	Demonstrations of program-level planning and implementation have been to: ● ensure the use of a quality assurance system to collect data from valid and reliable assessments, as defined by CAEP ● ensure the quality assurance system produces valid and reliable data that can be used for continuous improvement purposes

APPENDIX F

FINAL ITERATION OF INSTRUMENT

Final Iteration of Instrument - After Delphi Round 3

Culture of Assessment Instrument

Content and Pedagogical Knowledge				
	Unsatisfactory (0)	**Developing (1)**	**Proficient (2)**	**Distinguished (3)**
EPP Leaders' Commitment to Using Data	EPP leaders do not convey their commitment to using data to ensure candidates are introduced to important content and pedagogical concepts as defined by CAEP	EPP leaders convey their commitment to using data by encouraging faculty to use assessment data to measure if candidates are being introduced to content and pedagogical concepts as defined by CAEP	EPP leaders convey their commitment to using data by encouraging faculty to: ● use assessment data to ensure candidates are exposed to essential content and pedagogical concepts as defined by CAEP ● use assessment data to ensure candidates are exposed to the connections between content, pedagogy, and P-12 student standards	EPP leaders convey their commitment to using data by encouraging faculty to: ● use multiple sources of assessment data, such as formative and summative assessment along with required Praxis exams, to ensure candidates understand essential content and pedagogical concepts as defined by CAEP ● use of multiple sources of assessment data, such as formative and summative assessment along with required Praxis exams, to ensure candidates understand how to make connections between content,

				pedagogy, and P-12 student standards
Faculty Buy-In to Using Data	EPP faculty do not display buy-in to the use of assessment data to determine coursework and program improvements as related to candidate content and pedagogical knowledge	EPP faculty display buy-in by: ● responding to accreditation mandates regarding the assessment of candidate content and pedagogical knowledge ● examining assessment data only when required to make curriculum decisions and program improvements	EPP faculty display buy-in by: ● using assessment data to measure candidate content and pedagogical knowledge ● using assessment data to guide curriculum decisions and program improvements	EPP faculty display buy-in by: ● assessing candidate content and pedagogical knowledge through formative and summative assessments ● utilizing a variety of assessment data, such as formative and summative assessment along with required Praxis exams, to inform curriculum decisions and program improvements ● creating an assessment plan that collects data at necessary points throughout the program
EPP Leaders' Commitment to Supporting Assessment	EPP leaders do not demonstrate a commitment to assessing candidate content and	EPP leaders demonstrate a commitment to assessing candidate content and pedagogical	EPP leaders demonstrate a commitment to assessing candidate content and pedagogical knowledge by:	EPP leaders demonstrate a commitment to assessing candidate content and pedagogical knowledge by:

	pedagogical knowledge by providing financial resources or support for a quality assurance system	knowledge by providing financial resources to create a quality assurance system	• providing financial resources to create and maintain a quality assurance system • creating professional development opportunities and encouraging faculty to participate to increase understanding of assessment practices	• providing financial resources and personnel to create and maintain a quality assurance system • creating and participating in professional development opportunities with faculty to increase understanding of assessment practices
Planning and Implementation	There are no demonstrations of program-level implementation of assessment to explore candidate content and pedagogical knowledge	Program-level planning and implementation of assessment are evidenced by responding to external demands of CAEP regarding necessary candidate preparation in content and pedagogical knowledge	Program-level planning and implementation of assessment are evidenced by: • developing a program review system with the input of faculty • developing a program review system to measure candidate content and pedagogical knowledge • assessing candidate understanding of professional and ethical practice, as defined by CAEP	Program-level planning and implementation of assessment are evidenced by: • developing a program review system with the input of faculty and other stakeholders • developing a program review system to ensure candidate content and pedagogical knowledge by program completion • creating multiple opportunities to assess candidate understanding of professional and ethical practice, as defined by CAEP
Clinical Partnerships and Practice				

	Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
EPP Leaders' Commitment to Using Data	EPP leaders do not demonstrate that they are committed to using assessment data to create or support partnerships	EPP leaders demonstrate their commitment to the use of data by creating and supporting partnerships	EPP leaders demonstrate their commitment to the use of data by: ● creating high-quality clinical partnerships ● developing partnerships to improve candidate growth and experiences	EPP leaders demonstrate their commitment to the use of data by: ● ensuring the creation and support of high-quality partnerships ● developing partnerships that show evidence of a positive impact on candidate growth ● developing partnerships to improve experiences for all stakeholders
Faculty Buy-In to Using Data	EPP faculty do not display buy-in by using any assessment data from clinical experiences to address areas of refinement and improve the teaching practice of candidates	EPP faculty display buy-in by using assessment data from clinical experiences to improve the teaching practice of candidates	EPP faculty display buy-in by: ● using assessment data from clinical experiences to identify areas of improvement in the teaching practice of candidates ● using assessment data to determine candidate impact on P-12 student learning	EPP faculty display buy-in by: ● using assessment data from clinical experiences to identify and address areas of refinement and improve the teaching practice of candidates ● using assessment data to determine ways candidates can increase P-12 student learning
EPP Leaders' Commitment to Supporting Assessment	EPP leaders do not exhibit a commitment to supporting assessment by	EPP leaders exhibit a commitment to assessing clinical	EPP leaders exhibit a commitment to assessing clinical partnerships and practice by:	EPP leaders exhibit a commitment to assessing clinical partnerships and practice by:

	providing resources or support to assess clinical partnerships and practice	partnerships and practice by: ● facilitate faculty engagement with stakeholders to create partnerships ● providing faculty with professional development opportunities about partnerships	● facilitate faculty engagement with stakeholders to create partnerships that positively impact candidate practice ● providing faculty and partners professional development opportunities to create an understanding of partnership best practices	● engaging with multiple stakeholders to create partnerships that positively impact candidate practice ● providing and participating with faculty and partners in professional development opportunities to create a shared understanding of partnership best practices
Planning and Implementation	There are no demonstrations of program-level implementation of assessment practices regarding clinical partnerships and candidate impact on P-12 student learning	Program-level planning and implementation of assessment is evidenced by tracking clinical partnership data regarding the impact candidates have on P-12 student learning	Demonstrations of program-level planning and implementation has been to: ● track clinical partnership data to measure the impact candidates have on P-12 student learning ● create action steps focused on increasing positive candidate impact on P-12 student learning	Demonstrations of program-level planning and implementation has been to: ● track clinical partnership data to measure the impact candidates have on P-12 student learning ● create and implement action steps focused on increasing positive candidate impact on P-12 student learning ● openly communicate with stakeholders regarding candidate impact on P-12 student learning
Candidate Recruitment, Progression, and Support			
	Unsatisfactory (0)	**Developing (1)**	**Proficient (2)**	**Distinguished (3)**

EPP Leaders' Commitment to Using Data	There is no evidence that EPP leaders believe that it is important to use assessment data to examine trends in the recruitment, progression, and support of candidates	EPP leaders evidence their belief in the importance of using assessment data by having faculty use assessment data to examine trends in the recruitment, progression, and support of candidates	EPP leaders evidence their belief in the importance of using assessment data by: ● having faculty use assessment data to examine trends regarding the recruitment, progression, and support of candidates ● having faculty use assessment data to examine recruitment and progression plans, and plans to support candidates	EPP leaders evidence their belief in the importance of using assessment data by: ● having all stakeholders, including leaders, analyze assessment data to determine actionable trends in the recruitment, progression, and support of candidates ● having all stakeholders, including leaders, use assessment data to act upon trends to ensure adequate recruitment and progression plans, and plans to support candidates
Faculty Buy-In to Using Data	EPP faculty do not display buy-in in using assessment data to recruit candidates, track candidate progress and provide candidate support	EPP faculty display their buy-in by understanding the importance of using assessment data to recruit candidates, track candidate progress, and provide candidate support	EPP faculty display their buy-in by: ● using assessment data when creating plans to recruit a diverse group of candidates ● using assessment data to track candidate progress, and provide specialized candidate support	EPP faculty display their buy-in by: ● using assessment data to develop data-informed recruitment and retention plans to recruit a diverse group of candidates ● using assessment data to ensure timely candidate progress ● understanding the routine use of assessment data over time is necessary to

				provide individualized candidate support
EPP Leaders' Commitment to Supporting Assessment	EPP leaders do not demonstrate a commitment to assessing candidate recruitment, progression, or support	EPP leaders demonstrate a commitment to assessing candidate recruitment & support by: ● requiring the creation of a plan to recruit candidates ● emphasizing the importance of providing candidate support	EPP leaders demonstrate a commitment to assessing candidate recruitment, progression, & support by: ● requiring that faculty create a plan to recruit diverse candidates ● requiring faculty to create systems to track candidates and provide candidates with specialized support	EPP leaders demonstrate a commitment to assessing candidate recruitment, progression, & support by: ● participating in the creation and implementation of a plan to recruit diverse candidates ● emphasizing the importance of recruitment and progression of a diverse pool of candidates ● engaging with faculty in creating various systems to track candidates and provide candidates with individualized support
Planning and Implementation	There is no program-level implementation of assessment practices regarding the involvement of stakeholders to make decisions based on the use of data.	The purpose of program-level planning and implementation has been to invite stakeholders to participate in decision-making using data regarding candidate recruitment, progression, and support	The purpose of program-level planning and implementation has been to: ● involve stakeholders in decision-making that is based on the use of data regarding candidate recruitment, progression, and support ● consider stakeholder recommendations	The purpose of program-level planning and implementation has been to: ● ensure relevant stakeholders are involved in decision-making that is based on the use of robust data regarding candidate recruitment, progression, and support

	Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
				• consider and implement pertinent stakeholder recommendations
Program Impact				
	Unsatisfactory (0)	**Developing (1)**	**Proficient (2)**	**Distinguished (3)**
EPP Leaders' Commitment to Using Data	EPP leaders do not show their understanding of the importance of using assessment data to examine the effectiveness of program completers	EPP leaders show their understanding of the importance of assessment by using assessment data to examine the effectiveness of program completers	EPP leaders show their understanding of the importance of assessment by: • using assessment data to examine the effectiveness of program completers • using assessment data to explore ways to improve the effectiveness of program completers	EPP leaders show their understanding of the importance of assessment by: • involving stakeholders in using assessment data to examine the effectiveness of program completers • involving stakeholders in using assessment data to make decisions in how to improve the effectiveness of program completers
Faculty Buy-In to Using Data	EPP faculty do not display buy-in to using assessment data to determine the impact completers have on P-12 student learning	EPP faculty display their buy-in by using assessment data to determine the impact completers have on P-12 student learning	EPP faculty display their buy-in by: • using assessment data to determine the impact completers have on P-12 student learning • using assessment data to create plans to improve the impact completers have on P-12 student learning	EPP faculty display their buy-in by: • routinely and systematically using assessment data to determine the impact completers have on P-12 student learning • routinely and systematically using assessment data to create and implement plans to

				improve the impact completers have on P-12 student learning
EPP Leaders' Commitment to Supporting Assessment	EPP leaders are not committed to assessing program impact	EPP leaders demonstrate a commitment to assessing program impact by encouraging faculty and staff to engage in assessment activities	EPP leaders demonstrate a commitment to assessing program impact by: ● creating a culture where faculty and staff are encouraged to engage in assessment activities ● acknowledging faculty and staff for engaging in assessment activities	EPP leaders demonstrate a commitment to assessing program impact by: ● creating a culture where faculty and staff are encouraged to engage in assessment activities to improve program impact ● rewarding faculty and staff for engaging in assessment activities through awards and incentives ● creating a shared language between stakeholders that demonstrates the importance of assessment
Planning and Implementation	There is no evidence of program-level implementation of assessment practices regarding the involvement of stakeholders in data sharing	Program-level planning and implementation of assessment are evidenced by leaders encouraging stakeholders to engage in data sharing	Program-level planning and implementation of assessment are evidenced by leaders: ● encouraging stakeholders to participate in data sharing ● encouraging stakeholders to participate in decision-making regarding ways	Program-level planning and implementation of assessment are evidenced by leaders: ● ensuring relevant stakeholders participate in data sharing and ● ensuring relevant stakeholders participate in decision-making in order

			to improve program impact on P-12 student learning	to measure and improve program impact on P-12 student learning
Quality Assurance System and Continuous Improvement				
	Unsatisfactory (0)	**Developing (1)**	**Proficient (2)**	**Distinguished (3)**
EPP Leaders' Commitment to Using Data	EPP leaders do not use assessment data from a quality assurance system to inform decision-making	EPP leaders support using assessment data from a quality assurance system to inform decision-making	EPP leaders support: ● using assessment data from a quality assurance system to inform decision-making ● using the quality assurance system in an attempt to continuously improve EPP programs	EPP leaders support: ● creating and utilizing a quality assurance system to inform decision-making ● using assessment data from a quality assurance system to continuously improve EPP programs ● sharing data with relevant stakeholders to engage in dialogue regarding improvements
Faculty Buy-In to Using Data	EPP faculty attitudes do not display an understanding of why assessment data should be used when considering continuous improvement of EPP programs	EPP faculty attitudes display an understanding of why assessment data would be used when considering continuous improvement of EPP programs but do not always engage in the process	EPP faculty attitudes display the perceived importance of: ● using assessment data to establish priorities for continuous improvement of EPP programs ● collaborating with stakeholders to improve EPP programs	EPP faculty attitudes display the perceived importance of: ● routinely collaborating with stakeholders to use assessment data to establish priorities when determining methods for continuous improvement of EPP programs ● routinely collaborating with stakeholders to set goals, based on evidence,

				for continuous improvement of EPP programs
EPP Leaders' Commitment to Supporting Assessment	EPP leaders do not express a commitment to assessment by resources or support for the creation of a quality assurance system or efforts toward continuous improvement of EPP programs	EPP leaders express a commitment to assessment by providing opportunities for faculty to participate in assessment to improve EPP programs	EPP leaders express a commitment to assessment by: • creating professional development opportunities for faculty regarding the quality assurance system • encouraging faculty to participate in assessment activities to continuously improve EPP programs	EPP leaders express a commitment to assessment by: • participating in professional development opportunities with faculty regarding the quality assurance system • participating in assessment activities with faculty to ensure continuous improvement of EPP programs
Planning and Implementation	There is no program-level implementation of assessment practices to plan and implement a quality assurance system to collect data or continuously improve EPP programs	Program-level planning and implementation of assessment is evidenced by ensuring there is a quality assurance system in place	Demonstrations of program-level planning and implementation have been to: • ensure the use of a quality assurance system to collect data for continuous improvement purposes • ensure the use of a quality assurance system to produce data for continuous improvement purposes	Demonstrations of program-level planning and implementation have been to: • ensure the use of a quality assurance system to collect data from valid and reliable assessments, as defined by CAEP • ensure the quality assurance system produces valid and reliable data that can be used for continuous improvement purposes