2.3.c Policies, procedures, and practices for ensuring that key assessments of candidate performance and evaluations of program quality and unit operations are fair, accurate, consistent, and free of bias

Action	Level	Policies, Practices, and Procedures for Ensuring that Key Assessment of Candidate Performance and Evaluations of Program Quality and Unit Operations are Fair, Accurate, Consistent, and Free of Bias
Alabama Quality Teaching Standards	I	Institutions of Higher Education must document compliance with the Alabama Quality Teaching Standards (AQTS). Currently, all JSU approved TEPs follow the 2007 AQTS. These standards are aligned in appropriate courses with each TEP, and assessment data are collected through LiveText each term. These data are shared with course instructors each term and with other stakeholders at annual advisory meetings. At times, areas for improvement are related to AQTS where students perform lower than anticipated.
Capstone Project	A	Capstone Projects for Education Specialist programs are designed to demonstrate candidates' understanding of both their content area and the research process. Projects are presented in roundtable settings to other TEP students as well as program faculty and outside program area specialists. Capstone Projects are evaluated by a team of program faculty during the roundtable process.
CEOI #1	I, A	CEOI #1 was designed based on the AQTS ability statements expected of all teacher education candidates. CEOI #1 data are collected each fall and spring as the assessment is used in practicums and internship. Candidates are evaluated on multiple occasions during practicum experiences using CEOI #1. During internship, University Supervisors and Cooperating Teachers both use CEOI #1 to evaluate the candidate at least three times to provide a picture of candidate growth.
CEOI #2	I	CEOI #2 was designed based on the AQTS ability statements expected of all teacher education candidates. CEOI #2 data are collected each fall and spring as the assessment is used in internship. During internship, University Supervisors and Cooperating Teachers both use CEOI #2 to evaluate the candidate at least three times and commonly on the third teaching demonstration to provide a measure of inner-rater reliability.
Comprehensive Exam	A	All master's level programs, traditional and non-traditional, utilize a comprehensive exam. Students make application for graduation and comprehensive exams during their final term. Comprehensive exams consist of course based questions and are evaluated by program faculty. All exams involve multiple program level evaluators.
Content Area Assessment	I	Content Area Assessments were created to address the ALSDE content specific ability standards related to initial certification. Master teachers, public school content specialists, utilize these assessments as they formally evaluate their interns during the term.

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Dispositions	I, A	Academic programs regularly assess candidate dispositions. In addition to program specific measures, processes and procedures, the unit collects disposition data on every candidate seeking initial certification each time CEOI #1 is utilized in a practical setting. Advanced program candidates' dispositions are assessed when CEOI #1 is utilized in a practical setting and as part of the formal midpoint review process.
GPAs: • Overall • Teaching Field • Professional Studies	I, A I, A I, A	The minimum GPA is set by the ALSDE. Jacksonville State University (JSU) uses this minimum as an admission requirement as well as a requirement to both remain in and complete any teacher education program. For initial certification programs, GPAs are evaluated each term by the Associate Dean's Office, and advanced program GPAs are evaluated each term by the College of Graduate Studies. GPAs are complied and discussed at annual advisory meetings for each teacher education program.
Graduate Midpoint Reviews	A	Candidates who have completed between 15-18 hours are required to submit their program portfolios to program faculty representatives for review. The call for portfolio submission takes place at midterm each academic semester. Students are not cleared to continue a program of study until satisfactorily completing the midpoint review process.
JSU College of Education & Professional Studies Learning Outcomes	I, A	Each educator preparation program within the College of Education & Professional Studies addresses the eight learning outcomes associated with our conceptual framework. Candidates submit artifacts for each of the outcomes in their program portfolios via LiveText. These artifacts are assessed on their ability to adequately demonstrate proficiency related to each outcome. Outcome scores are aggregated and shared at annual advisory meetings for each academic program.
Praxis II	I, A	The Praxis II exam is a nationally normed exam with cut scores established through a state process. Cut scores are reviewed at the state level on a five year cycle. Praxis II data are used during annual advisory meetings to discuss the effectiveness of programs at providing content knowledge.