**COLLEGE OF EDUCATION
AND PROFESSIONAL STUDIES**

Jacksonville State University
EDUCATOR PREPARATION PROGRAM
Quality Assurance System Handbook
Revised Spring, 2025

Educator Preparation Program Organizational Structure

The purpose of this Assessment Handbook is to describe in writing the College of Education and Professional Studies' (CEPS) Quality Assurance System (QAS) so that all faculty members, staff, and students in the college understand it and how to implement it.

The mission and vision statements of the Educational Preparation Program (EPP) are described below.

Mission: The College of Education and Professional Studies (CEPS) prepares professionals and leaders at every level—from preschool to college—equipping graduates with the knowledge, skills, and dispositions to make a positive impact from the moment they begin their careers.

Vision: The College of Education and Professional Studies envisions itself as a hub of teaching and learning that couples its long-standing tradition of producing highly qualified professionals with a spirit of collaboration and innovation to attract, prepare and retain candidates prepared for today's stakeholders and workplaces. Through the lens of continuous program improvement, candidate engagement, shared governance, and strategic initiatives, we are laser focused on graduating individuals from programs of study that prepare them to make a positive impact, become effective leaders within a diverse community, and make significant contributions that improve their fields.

Departments

| Career Technical Education and Professional Studies | Teacher Education | Professional Counseling and Leadership | Office of Accredidation, Certification, and Partnership Initiatives |

Organization of the Teacher Education Program (EPP):
Teacher Education Programs Offered

Bachelor of Science in Education

Elementary Education: Pre-K to 6th Grade
Early Childhood Education / Elementary Education
Special Education Collaborative, P-6 grade / 6-12 grade

Secondary Education: 6th Grade to 12th Grade Programs

Business Marketing Education (Department of Career Technical Education & Professional Studies)
English Language Arts
Family and Consumer Sciences (Department of Career Technical Education & Professional Studies)
General Science
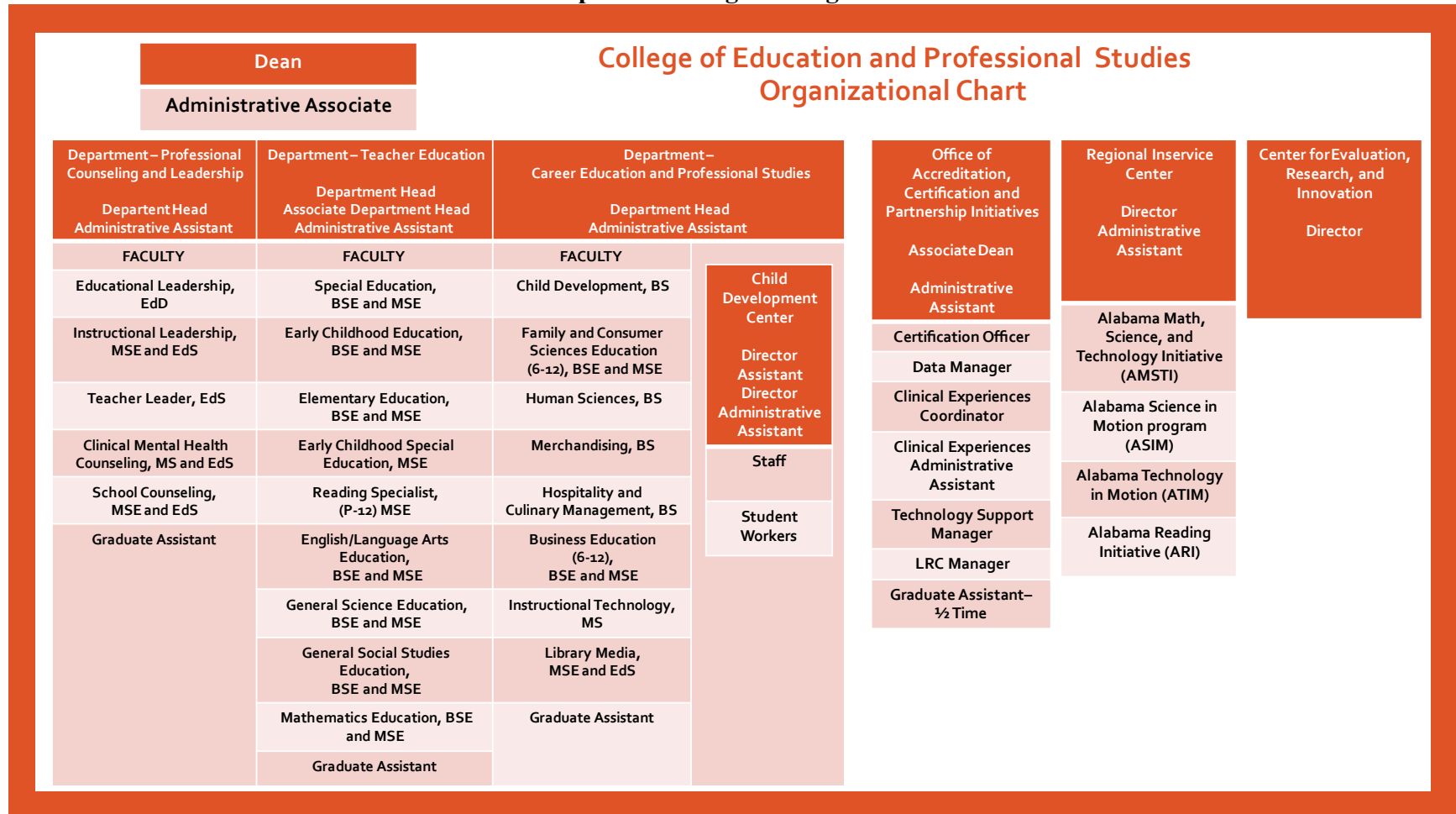General Social Studies
Mathematics
<u>Secondary Education Pre-K to 12th Grade Programs</u>
Music - Instrumental (Department of Music)
Music - Vocal/Choral (Department of Music)
Health and Physical Education (Department of Kinesiology)

Educator Preparation Program Organizational Chart

College of Education and Professional Studies Organizational Chart

Dean						
Administrative Associate						

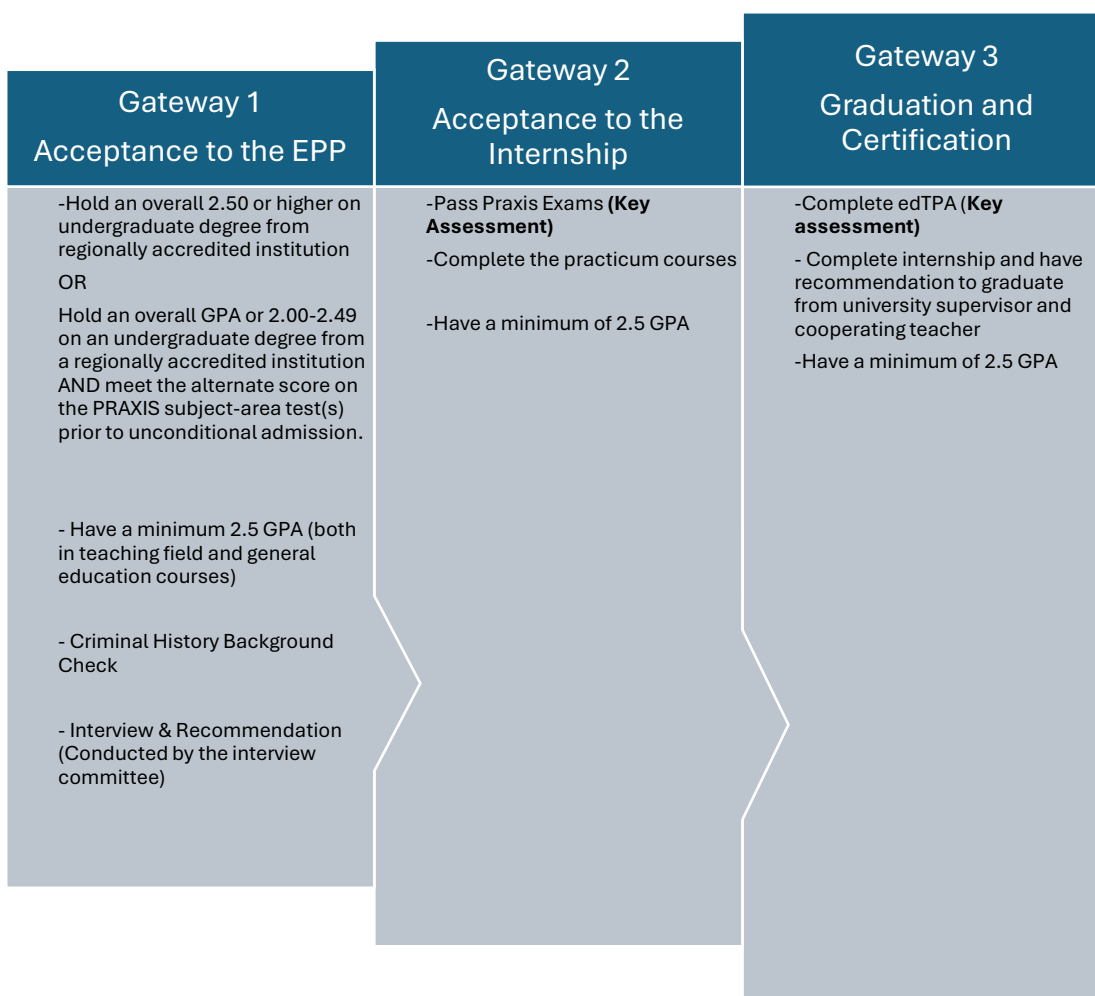| Department – Professional Counseling and Leadership	Department – Teacher Education	Department – Career Education and Professional Studies		Office of Accreditation, Certification and Partnership Initiatives	Regional Inservice Center	Center for Evaluation, Research, and Innovation
Departent Head **Administrative Assistant**	**Department Head** **Associate Department Head** **Administrative Assistant**	**Department Head** **Administrative Assistant**		**Associate Dean** **Administrative Assistant**	**Director** **Administrative Assistant**	**Director**
FACULTY	FACULTY	FACULTY	Child Development Center	Certification Officer	Alabama Math, Science, and Technology Initiative (AMSTI)	
Educational Leadership, EdD	Special Education, BSE and MSE	Child Development, BS	Director Assistant Director Administrative Assistant	Data Manager		
Instructional Leadership, MSE and EdS	Early Childhood Education, BSE and MSE	Family and Consumer Sciences Education (6-12), BSE and MSE		Clinical Experiences Coordinator	Alabama Science in Motion program (ASIM)	
Teacher Leader, EdS	Elementary Education, BSE and MSE	Human Sciences, BS	Staff	Clinical Experiences Administrative Assistant	Alabama Technology in Motion (ATIM)	
Clinical Mental Health Counseling, MS and EdS	Early Childhood Special Education, MSE	Merchandising, BS	Student Workers	Technology Support Manager	Alabama Reading Initiative (ARI)	
School Counseling, MSE and EdS	Reading Specialist, (P-12) MSE	Hospitality and Culinary Management, BS		LRC Manager		
Graduate Assistant	English/Language Arts Education, BSE and MSE	Business Education (6-12), BSE and MSE		Graduate Assistant – ½ Time		
	General Science Education, BSE and MSE	Instructional Technology, MS				
	General Social Studies Education, BSE and MSE	Library Media, MSE and EdS				
	Mathematics Education, BSE and MSE	Graduate Assistant				
	Graduate Assistant					

- The Dean of CEPS leads the EPP.
- The department head and the associate department head lead the programs.
- The EPP has an Education Advisory Board, chaired by the dean, comprised of faculty members, representatives from the P-12 community, current candidates, and alumni. The mission of the advisory board is to strengthen CEPS programs and promote the welfare of the students by providing input related to curriculum, CEPS partnerships, and initiatives.

Gateways for the programs and requirements for the completion of the certification programs.
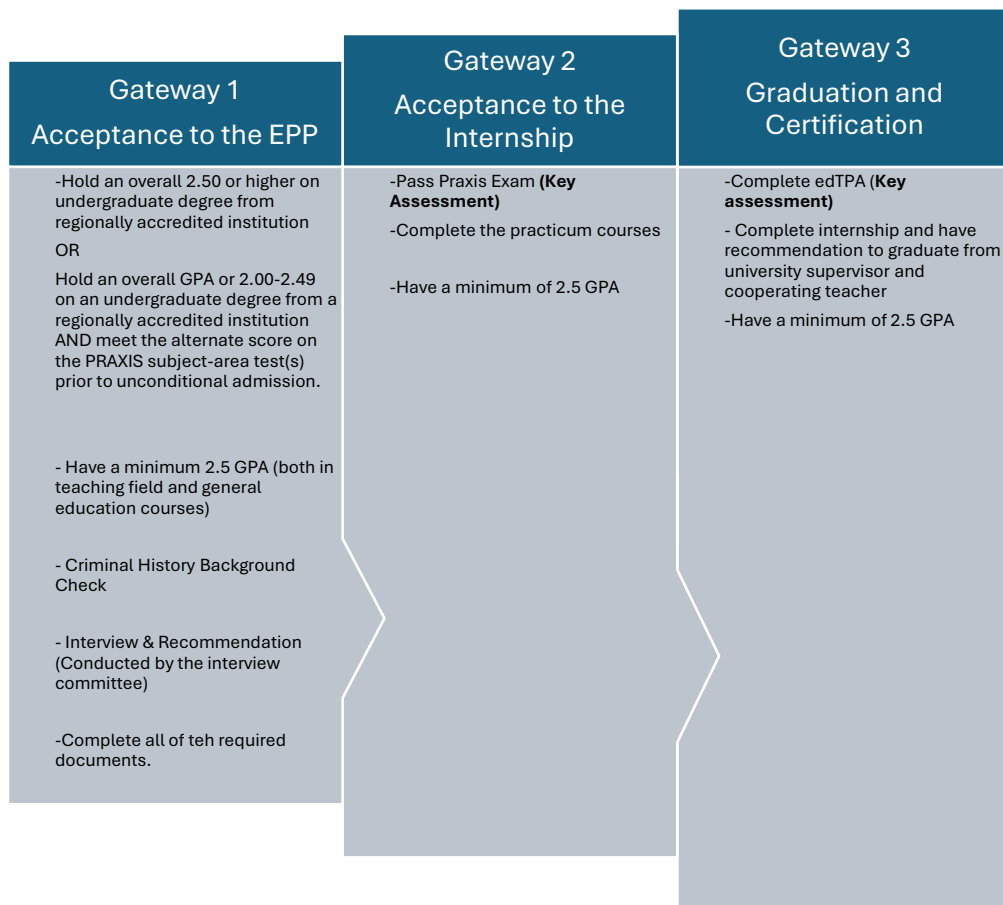
Gateways for Undergraduate Degree

Gateway 1 Acceptance to the EPP	Gateway 2 Acceptance to the Internship	Gateway 3 Graduation and Certification
•A minimum of 41 overall hours •A minimum of 38 in General Studies •No more than 6 education courses - Have a minimum 2.5 GPA (both in teaching field and general education courses) - Criminal History Background Check - Interview & Recommendation (Conducted by the interview committee)	- Pass Praxis Exams **(Key Assessment)** -Complete the practicum courses (Impact Study) -Have a minimum of 2.5 GPA	-Complete edTPA (**Key assessment)** - Complete internship and have recommendation to graduate from university supervisor and cooperating teacher -Have a minimum of 2.5 GPA

Gateways for Alt-A programs

Gateway 1
Acceptance to the EPP

-Hold an overall 2.50 or higher on undergraduate degree from regionally accredited institution
OR
Hold an overall GPA or 2.00-2.49 on an undergraduate degree from a regionally accredited institution AND meet the alternate score on the PRAXIS subject-area test(s) prior to unconditional admission.

- Have a minimum 2.5 GPA (both in teaching field and general education courses)

- Criminal History Background Check

- Interview & Recommendation (Conducted by the interview committee)

Gateway 2
Acceptance to the Internship

-Pass Praxis Exams **(Key Assessment)**

-Complete the practicum courses

-Have a minimum of 2.5 GPA

Gateway 3
Graduation and Certification

-Complete edTPA (**Key assessment)**

- Complete internship and have recommendation to graduate from university supervisor and cooperating teacher

-Have a minimum of 2.5 GPA

Gateways for the Apprenticeship Program*

Gateway 1 Acceptance to the EPP	Gateway 2 Acceptance to the Internship	Gateway 3 Graduation and Certification
-Hold an overall 2.50 or higher on undergraduate degree from regionally accredited institution OR Hold an overall GPA or 2.00-2.49 on an undergraduate degree from a regionally accredited institution AND meet the alternate score on the PRAXIS subject-area test(s) prior to unconditional admission. - Have a minimum 2.5 GPA (both in teaching field and general education courses) - Criminal History Background Check - Interview & Recommendation (Conducted by the interview committee) -Complete all of teh required documents.	-Pass Praxis Exam **(Key Assessment)** -Complete the practicum courses -Have a minimum of 2.5 GPA	-Complete edTPA (**Key assessment)** - Complete internship and have recommendation to graduate from university supervisor and cooperating teacher -Have a minimum of 2.5 GPA

***To qualify for the apprenticeship pathway:

1) The school system must sign an Employer Acceptance Agreement.
2) Potential Apprentice requests Application for Teacher Apprenticeship from Related Instruction Provider (Jax State).
3) The Related Instruction Provider evaluates the completed Application for Teacher Apprenticeship and submits it to the Employer, indicating whether the applicant is/is not eligible to enroll in the teacher preparation program.
4) Employer approves/denies the applicant and returns the application packet to the sponsor.
5) The sponsor submits the application packet to the Alabama Office of Apprenticeship.
6) The Alabama Office of Apprenticeship submits the application packet and additional paperwork to the Alabama State Department of Education.
7) The candidate is ready to seek advisement and register for coursework.

College of Education & Professional Studies

Teacher Education Program (TEP)

Internship Requirements

- Candidates submit an Internship Application the semester prior to the internship semester (the last semester of their program).
- The Office of Partnership Initiatives finds placements for each candidate in accordance with Alabama State Department of Education Code requirements. Placements must be delivered to each candidate within 45 days (about 1 and a half months) of beginning the internship.
- Candidates complete all required program coursework except the intern courses.
- The Certification Office completes checkouts on each candidate to confirm that candidates are eligible to intern the following semester.
- The Certification Office completes an Alabama State-approved program checklist for each candidate, verifying that all coursework has either been satisfactorily completed or is in progress.
- Verification confirms that the candidate currently meets the minimum GPA requirements.
- For undergraduate candidates, the candidate must hold a minimum 2.50 GPA in all areas - Overall, Teaching Field, and Professional Studies.
    - For Alternative-A master's program candidates, the candidate must hold a minimum 3.25 overall GPA.
- The Certification Office confirms that the candidate has met passing scores on all required assessments.
- The Certification Office meets with academic advisors to confirm that the candidate is eligible to register for the internship semester once all grades for the semester have been posted.
- Once semester grades have been posted, candidates deemed eligible for the internship will be cleared and allowed to register for the internship courses

Certification Requirements for Candidates at Program Completion

- Candidate~ complete all required program coursework and are awarded a degree in their teaching field(s) or area of instructional support.
- Candidates submit the Alabama certification application and all required forms and documents to the Certification Officer. Effective August 1, 2021, and thereafter, at a minimum, documentation must include the application form, application fee, and an

official transcript verifying a degree conferred at the level for which certification is sought.

- The Certification Officer confirms that the application is complete and submits the application along with all documentation to the Alabama State Department of Education, along with the university recommendation confirming that the candidate is eligible for
- Professional Educator Certification and a completed Alabama State-approved program checklist.
- The Alabama State Department of Education processes the applications and issues the certification to persons who have met the requirements of the Alabama State Board of Education.
- A candidate who completes an Alabama State-approved program must submit an application for Alabama certification within 60 calendar months of the program completion date.
- Professional Educator Certification is effective for five years and must be renewed prior to
  the date of expiration.

Jacksonville State University
College of Education & Professional Studies Conceptual Framework

Initial Programs

       The goal of the College of Education and Professional Studies is to develop Creative Decision Makers in the teacher education programs at Jacksonville State University. This model provides teacher candidates and other professional school personnel with a frame of reference by which they may focus on learning to make decisions quickly, continuously, and purposefully. It is imperative that the JaxState teacher education program focuses on all three elements of knowledge, skills and professional dispositions for successful teacher candidates. Effective practice is predicated on a systematic subscription to a sound conceptual framework. This subscription is founded on pre-conceived values formed from a variety of experiences determined in pre-service preparation for teaching.

       The developing education professional as a Creative Decision Maker is a reflective practitioner who is continuously refining the knowledge, skills, and professional dispositions of a critical thinker. Reflectivity can involve seeking insight into one's instruction, classroom management, relationships with colleagues and students, and a host of other elements that are important to a teacher (Mulryan-Kyne, 2021). As a critical thinker, the candidate should exhibit the following dispositions: (a) a willingness to engage in a complex task, (b) habitual use of short and long-range plans, (c) flexibility, (d) willingness to abandon nonproductive strategies, and (c) an awareness of the social realities that need to be overcome so that thought can become actions (Halpern, 1998, p. 452). It is imperative that teachers should model and reinforce critical thinking and problem solving when guiding student-centered and collaborative lessons (Hursen, 2021). Application of these principles with imagination to create new realities for students in the classroom is imperative for teachers and other professional school personnel.

     To develop successful Creative Decision Makers in the College of Education and Professional Studies, each program strives to meet the criteria set forth by its mission statement and the eight learning outcomes that make up the goal of the Creative Decision Maker. Teachers and other school personnel make daily decisions related to each of the eight identified outcomes. The eight learning outcomes that the College of Education and Professional Studies have deemed critical to the development of the Creative Decision Maker are as follows:

1. Educational Theory and Research
2. Content Pedagogy
3. Diverse Learners
4. Teaching Strategies and Techniques
5. Professionalism
6. Educational Environments
7. Communication and Technology
8. Assessment

   I.   The Creative Decision Maker reflects an understanding of educational theory and research.
       Students come into the classroom with different abilities, learning styles, and personalities (Ormrod et al., 2023; Levy, 2008). It is critical that the teacher recognize these traits and be able to plan developmentally appropriate experiences to match these traits with the

learning goals. CAEP standard I focuses that teachers are committed to students and learning, which is the main factor of the planning process for educators (CAEP, n. d.). The standards require teachers to be knowledgeable about learning and development, individual differences, motivation, self-concept, assessment, classroom management, and various approaches to instruction. Effective teachers should examine the learning goals for students and verify that they have the essential strategies available in their teaching arsenal to ensure students are successful (Stronge, 2018). Planning is an important process because teachers are being held accountable for what students are learning (Holloway & Brass, 2018).

(Aligned with InTASC Principles 4—Content Knowledge and 7—Planning for Instruction)

II. The Creative Decision Maker reflects an understanding of Content Pedagogy.

Creative Decision Makers understand their respective content, including facts, concepts, and principles of their discipline, as well as the relationships and interrelationships between each. Pedagogical content knowledge implies that if teachers are to be effective, they need to possess not only fine knowledge of the subject but also an in-depth knowledge of how to present the subject matter to learners (Evens et al., 2015). Overall content knowledge and ensuring that the knowledge is developmentally appropriate is what makes an effective teacher (Stork & Sanders, 2008). This content knowledge should be so developed, however, that it impacts a student for a lifetime and not just the class period (Kulinna, 2008). The critical pedagogy emphasizes emancipation and social justice as key purposes of education. It, therefore, encourages the praxis of teaching character, knowledge and the life skills necessary for individuals to succeed (Jereyaj & Gandolfi, 2022). Teacher concerns need to be focused on the impact they have on their students when teaching (Webster & Schempp, 2008). Content knowledge or pedagogy is a way to help teachers present the content standards or information to their students in ways that are easier for them to understand and interpret (Evens et al., 2015; Mishra & Koehler, 2006). Effective teachers know which principles to apply in different situations and how to modify principles or standards to help students learn (Evens et al., 2015; Rink, 2002). The effective teacher is one who knows how to take the content and present it in a variety of learning experiences for the student. A learning experience is a set of instructional conditions and events that give structure to student experience and are related to a particular set of objectives (Rink, 2002). Once this is accomplished, the teacher has successfully matched the learning experiences of the student with the learning objectives.

(Aligned with InTASC Principle 5—Application of Content)

III. Creative Decision Makers reflect an understanding of diverse learners.

Teachers and other school personnel should be sensitive to the needs of learners' environmental and societal influences. Students enter classrooms with different abilities, learning styles, and personalities. Educators must be able to see that all his/her students meet the standards set before them (Ormrod et al., 2023; Levy, 2008). Classrooms today are made up of ethnically, racially, and culturally diverse students. The increasingly diverse student population presents challenges to teachers, requiring them to adapt by becoming knowledgeable about the cultural backgrounds of their students and their abilities.

Teachers must be prepared to accommodate the learning styles of the diverse population and continue to meet educational standards (Stork & Sanders, 2008; Allison & Rehm, 2007). Teachers must find out where students are when they come into the learning process and build on their prior knowledge to advance their learning (Ormrod et al., 2023). Teachers must live and

work with a philosophy of inclusion for their students. It is no longer doing a student a favor to individualize their instruction; it is the norm (Kirby, 2017). To effectively reach diverse student populations, educators must move from caring to believing, a concept that is rarely considered when discussing effectively educating minority students (Gay, 2018). It is important to develop systematic assessment and evaluation strategies to evaluate readiness, as well as mastery of skills after instruction in the levels of acquisition, proficiency, maintenance, and generalization.

Multiple authentic assessments should be used. It is important to individualize so that all students can participate and allow content-specific activities to serve as methods of assessment (Ormrod et al., 2023). According to Sleeter (2008), what diverse students need can be described as four characteristics that teacher education can support. Students need teachers who hold high expectations for their learning regardless of how they are doing now, teachers who can engage them academically by building on what they know and what interests them, teachers who can relate to their families and communities, and teachers who can envision them as constructive participants in a multicultural democracy. When students come to school, they bring knowledge shaped by their families and community; they return home with new knowledge fostered by the school and its practitioners (Brown et al., 2006).

(Aligned with InTASC Principles 1—Learner Development and 2—Learner Differences)

IV. Creative Decision Makers reflect the understanding of teaching strategies and techniques.

New teachers must find ways of combining both contemporary and traditional teaching methods and theories to enhance the quality of their students' learning experiences (Moore, 2014). Teacher preparation programs at Jacksonville State University equip new teachers with a repertoire of teaching/learning strategies. Learning and mastering a variety of strategies and methods will help a teaching professional to adapt and conform to his/her students' needs so the students can better understand the material being taught (Moore, 2014; Ormrod et al., 2023). Teachers must have in place an arsenal of teaching strategies that will keep students interested and focused on the subject matter. They should incorporate these multiple teaching strategies in order to provide their students with the best learning opportunities, noting that their programs should focus on student learning as the primary goal. It is the teacher that is ultimately responsible for selecting and organizing teaching content that is consistent with the National Standards, as well as presenting it in ways that are most effective for their students (Garrett, 2007; Evens et al., 2015). Teachers need to be able to encourage students to become active learners who regulate their own learning through reflection and evaluation. Designing these lessons with active participation, variety in delivery format, and problem-solving activities all help to keep the class interested (Ormrod et al., 2023; Brown et al., 2006). Each strategy assigns different roles to the learner and the teacher for one or more teaching functions: teachers select an instructional strategy based on the nature of the content, the objectives of the teacher, and the characteristics of the learner (Evens et al., 2015). Teachers need to provide their students in their teaching strategies the opportunity to practice content that is taught to them in a sequence that makes sense, cognitively engaged materials, task-specific communication with the teacher and content that can be applied in an interdisciplinary setting (Filgona et al., 2020). The abundance of teaching techniques and strategies offered today helps teachers to take complex skills and objectives and break them down into smaller or easier tasks that students at all levels can individually master (Ormrod et al., 2023).

(Aligned with InTASC Principle 4—Instructional Strategies)

V. Creative Decision Makers reflect an understanding of professionalism.

Teachers and other school personnel must model appropriate professionalism when relating to students, colleagues, supervisors, parents, and the community. As professionals, teachers must apply knowledge of the rights and responsibilities of students, parents, and school personnel. They must understand the school as an organization within the philosophical, historical, social, and political context of a community to be a true professional. Teacher education programs need to embrace the reality that they are professional schools and refocus their work on the world of practice and practitioners (Levine, 2006). It has been widely discussed that professionalism is the most challenging aspect of preparing new teachers: Respect, Responsibility, and Risk-Taking (Phelps et al., 2006). Professionalism can be described as exhibiting high levels of professional competence and conduct, showing respect to students possessing required credentials, presenting accurate and truthful information about programs and services provided, and modeling integrity with a —student-first attitude (Phelps et al., 2006). Tichenor and Tichenor (2009) remind us that ideally, educational professionalism encompasses both attitude and behavior and is exhibited by teachers with strong character, a commitment to continuous improvement, and involvement beyond the classroom. Developing elements of professionalism is a matter of awareness, commitment, and practice. Teaching professionals must take ownership of their job responsibilities, assignments, and personal conduct (Helterbran, 2008). In the College of Education and Professional Studies at JaxState, it is imperative that we not only teach the knowledge and skills pertinent to teacher candidates but also instill positive dispositions.

Teachers are expected to be role models for their students and must carefully examine their behaviors, both in and out of the classroom. This means that, as professionals, we should be committed to exemplifying and emphasizing appropriate conduct. Professionalism should be found while doing clinical experiences, cooperative education, field experiences, internships, practicum, and student teaching (Kramer, 2003; Tichenor &Tichenor, 2009). While candidates are in the program, they should pay attention to appearance, demonstrate self-confidence and expertise, and be an example to admire (Phelps et al., 2006) from other disciplines. As they complete their training, they must understand their craft – the attributes, techniques, and ethics of the career they have chosen and share their knowledge with others around them (Ormrod et al., 2023). Once they begin their new career, they must discover that professional learning is something that must continue to happen while they are teaching, and it is imperative that individually and collectively to consider what they can do to ensure they are practicing the art and craft of teaching in a manner that is of service to the children's achievement and to society (Helterbran, 2008; Randall, 2008).

(Aligned with InTASC Principles 9—Professional Learning and Ethical Practices and 10—Leadership and Collaboration)

VI. Creative Decision Makers reflect an understanding of the educational environment.

Effective teachers take into account aspects of the educational context, including their expectations. They are careful to promote an atmosphere of positive expectations for their students. Effective teachers carefully structure the learning environment to match the needs of P-12 learners. They work to create appropriate interactive learning environments, organizing their time, space, and materials for successful classroom management and instruction. Effective teachers implement elements of successful classroom management (Ormrod et al., 2023).

Classroom management refers to the teacher's actions used to manage student behavior and ensure a quality learning environment and consists of planning, providing a safe learning environment, teaching students, and responding to student behavior (Jones et al., 2024). Good classroom management is believed to be an essential first step toward becoming a good teacher. It has the largest impact on students' achievement in the classroom (Jones et al., 2024). As we prepare new teachers, we need to focus on what will make them successful in the classroom and produce effective student learning. The purpose of organization and management is to prevent problems and create more time for instruction. By better understanding what student misbehaviors may occur in classes, better programs can be designed to help pre-service teachers be successful in their transition to the schools and help in-service teachers modify their current practices (Garrahy et al., 2005). If teachers want fewer student misbehaviors, they must provide engaging, meaningful, and developmentally appropriate lessons and units. Students describe effective classroom managers as ones who set early and clear standards (Cothran & Kulinna, 2007). Having a proactive management plan works best if one carefully considers and integrates their own teaching, coaching or leadership style, unique individual and group needs, and the instructional environment. Utilizing a proactive classroom management plan would result in more positive and responsive teaching, increased focus on social and emotional teaching, and more focus on parent involvement in children's education than in control classrooms (Lavay et al., 2006; Webster-Stratton, 2008).

(Aligned with InTASC Principle 3—Learning Environment)

VII. Creative Decision-makers reflect an understanding of the impact of communication and technology.

It is vital as a teacher education program; we are continuously developing preservice teachers' skills in communication and technology. The rapidly changing field of information and communication technologies can make becoming and remaining a technology-competent teacher a daunting task (Lock & Kingsley, 2007). Though technology is growing and becoming easier for us, the majority of communication that teachers have with peers, parents and administration is through speech (Clements & Kuperberg, 2008; Jones et al., 2024). Learning to communicate is part of effective teacher talk, and effective classroom management and good communication skills have been shown to improve academic performance in student learning (Clements & Maureen, 2008). It is important that new teachers learn a variety of communication skills. According to Clements and Kuperberg (2008), educators and other professionals must be able to demonstrate effective verbal and non-verbal communication. The goal as educators is to leverage communication as a powerful means to improve teaching and learning in our schools.

Teachers and other professional school personnel are increasingly using technology to enhance student learning. Candidates well-versed in technology and its application in the educational setting have the ability to enhance learning, increase productivity, and promote creativity when paired with traditional instructional tools. A variety of technology formats to communicate information and ideas effectively with P-12 students, colleagues, and the community can be taught and modeled by teachers and other school personnel who are well-versed in technology applications. As the use of technology grows, teachers' understanding of how to use it effectively in the learning and teaching process must also grow. No longer is the classroom limited to four walls with a teacher using direct instruction (Adcock, 2008; Tseng et al., 2022).

An important emphasis of teacher education programs is to prepare teacher candidates to infuse technology into teaching (Pringle et al., 2003; Tseng et al., 2023). New teachers are in a position where they can implement technology in their classes in order to make them more effective and to make student learning more relevant. Evidence shows that the use of technology as an instructional tool can be beneficial to both students and the teacher. Technology can enable teachers to create more developmentally appropriate environments for their students as well as promote more student autonomy during learning (Thornburg & Hill, 2004). In classrooms that use technology successfully, the teacher is often not the center of learning but a facilitator of the learning activities (Adcock, 2008; Tseng et al., 2022). It is imperative that the teacher education program continue to embrace technology, as does its students in the 21st century. Studies have shown that teacher candidates' confidence in their technology skills is directly related to how well they feel they were prepared to use technology in their teacher preparation programs (Tseng et al., 2022). American Association of Colleges of Teacher Education (2010) suggests teaching and learning in the 21st century require that both students and teachers have subject-specific knowledge, learn skills, use 21st-century tools to foster learning, teach and learn in the 21st-century context, connect learning to the real world, and use assessments that measure 21st-century learning.

(Aligned with InTASC Principle 10—Leadership and Collaboration)

VIII. Creative Decision-makers reflect an understanding of the importance of the use of assessment to improve student learning.

Assessment is an important component throughout the candidates' educational experiences, beginning with admission to the College of Education and Professional Studies and culminating with evaluation of the internship semester. Assessing knowledge, skills, and dispositions throughout the program is essential in preparing candidates to become creative decision-makers. Assessment activities are equally important to students and teachers in the P-12 educational settings. Throughout the various educational programs offered by the CEPS, candidates learn the importance of designing and implementing a variety of formal and informal assessment strategies and formative and summative assessments to evaluate the development of the P-12 learner. Candidates are taught that P-12 learner assessment should be a continuous process. As Mandinach and Gummer (2016) suggest, helping teachers to learn to use assessment data for instructional decision making is essential. Educators continually search for new ways to assess student learning and performance (Ciccomascolo & Riebe, 2008). Since assessment is an integral component of the education process, teachers must implement assessment tools correctly to achieve the highest level of outcomes for student learning to take place.

Each type of assessment strategy helps the teacher combine information to achieve the best learning environment and results for the students (Wuest & Bucher, 2021). It is necessary for teacher education programs to teach candidates the importance of authentic assessments and that they be aligned with standards. Assessments aligned with standards measure the degree students can demonstrate, in context, their understanding and performance relative to identified standards of learning. It is essential for students to know what is expected of them for success in the unit. Teachers need to develop techniques that will allow them to authentically assess the full range of student learning. The implementation of authentic assessment is vital because it requires students to apply many skills acquired in class, and this will allow students to use these skills as a foundation of further learning (Wright & Van de Mars, 2004; Mintah, 2003). The teacher education program must make it clear to candidates that it is the teachers' responsibility to make

informed decisions about assessments they select to pursue with their students. By making good, informed decisions, teachers will ensure a valuable assessment process that provides quality information regarding students' progress toward identified outcomes (Johnson, 2005). The benefits of using assessments provide teachers with a clarification of what students are to know and be able to do, create consistency in evaluating performance, and give students clear targets for success.

When developing assessments, teachers need to take into consideration the following: age and gender of the student, constructive learning, and creating an atmosphere that is instructional and fun. Once accurate and sufficient data is collected, placements, planning, modifications, instruction, and feedback are easier, more valid, and effective (Morton & Liberman, 2006).   This transformation of a teacher education process based on standards is complex and will require significant changes in the way teacher education candidates are prepared and assessed. Zeichner (2009) argues that educators need to focus on the following: (a) work to redefine the debate about the relative merits of alternative and traditional certification programs, (b) work to broaden the goals of teacher education beyond raising scores on standardized achievement tests, (c) change the center of gravity in teacher education to provide a stronger role for schools and communities in the education of teachers, and (d) take teacher education seriously as an institutional responsibility or do not do it.

The goals and objectives of the Creative Decision Maker model and the knowledge bases are derived from the JaxState educational learning outcomes, the Alabama State Department of Education standards, and the professional standards determined by the appropriate learned societies and professional associations.

(Aligned with InTASC Principle 6—Assessment)

Advanced Programs

The *Creative Decision Making Model* is not only a focus of undergraduate programs at JaxState, but continues to be a focus of advanced programs as well. Based on the *INTASC & Alabama Quality Teaching (AQT)* standards for use with undergraduate programs, the *JaxState Conceptual Framework* is the *Creative Decision Making Model* including the eight learning outcomes: 1) Educational Theory and Research, 2) Content Pedagogy, 3) Diverse Learners, 4) Teaching Strategies and Techniques, 5) Professionalism, 6) Educational Environment, 7) Communication and Technology, and 8) Assessment. The eight learning outcomes of the *Conceptual Framework* are relative for advanced programs and provide extended support for graduate students with advanced use of the eight learning outcomes (JaxState CEPS, 2011).

Program Objectives found in advanced programs are standards-based as all of the advanced programs at JaxState have aligned their coursework and course objectives to the *JaxState Conceptual Framework.* In addition to the program alignment with the *JaxState Conceptual Framework* selected *JaxState College of Education and Professional Studies' (CEPS)* advanced programs have been aligned with standards from reputable national program accrediting agencies. The alignment of programs to the *National Board for Professional Teaching Standards (NBPTS) Five Core Propositions* provide relevant unit data. The *NBPTS Five Core Propositions* are as follows:

1. Teachers are Committed to Students and Their Learning
2. Teachers know the Subjects They Teach and How to Teach Those Subjects to Students
3. Teachers are Responsible for Managing and Monitoring Student Learning

4. Teachers think Systematically about Their Practice and Learn from Experience
5. Teachers are Members of Learning Communities (NBPTSb, 2011)

The *NBPTS* standards were established to foster the professional growth of teachers and have certified more than 91,000 teachers since its inception in 1987 (*NBPTSa, 2011).* In recent years, *NBPTS* expanded to include certification not only for teaching programs but also for Library Media and Counseling, which are initial training programs at the graduate level (NBPTSd, 2011). Isenberg (2003), working as a visiting scholar with *NBPTS,* developed a guide for using *NBPTS* standards to redesign Master's degree programs. Isenberg states that using *National Board Standards* with advanced programs provides — "an opportunity to advance the development of high-quality programs…" (p. 17). In order to enhance quality and accountability *JaxState's* graduate programs have integrated NBPTS standards and *JaxState CEPS Conceptual Framework Learning Outcomes* into advanced program objectives and requirements.

Retaining educators is a focus of many school systems (Berry & Fuller, 2007). University training programs should also support this focus. Although Goldhaber and Hansen (2007) determined that *National Board* certification did not seem to influence retention of teachers, the authors found that *National Board Certified Teachers (NBCTs)* have greater employment mobility than uncertified peers and seek more favorable teaching assignments. The alignment of advanced programs to the *NBPTS* standards allows JaxState candidates to have a competitive edge when seeking favorable employment.

Berry (2005) indicated that without the training and opportunities to lead, *National Board Certified Teachers (NBCT)* would not have the needed impact on school improvement. Advanced programs provide a forum for leadership opportunities and higher-level training for candidates. *Creative Decision Makers* in *JaxState* advanced programs exhibit professionalism while being challenged to lead with enhanced communication and utilization of technology demonstrating *JaxState Learning Outcomes V Professionalism* and *VII Communication and Technology*. Higher training levels are supported with research throughout program progression indicative of *JaxState Learning Outcome I Educational Research and Theory*. Educational Specialists are further required to complete and professionally present Capstone research projects that prominently exhibit leadership and higher-level thinking and training.

Keller (2007) reported that more research evidence supports the effectiveness of the *NBPTS* credential, especially when certified teachers work with poor and minority children. *JaxState's Conceptual Framework: The Creative Decision Maker* guides the effectiveness of educators in practice, as well as in real-world clinical experiences. *JaxState Learning Outcome IV Teaching Strategies and Techniques* is introduced in originating graduate programs and fostered in developing advanced programs. *Learning Outcome III Diversity* is infused throughout the advanced placement curriculum. Teaching methodology, represented in the *Conceptual Framework Learning Outcomes* as *Learning Outcome II Content Pedagogy,* continues undergraduate program goals and plays an important role for candidates in advanced programs. These candidates are already in the workforce and are seeking expansion of skills in current positions or seeking certification in new initial programs. Work experiences incorporated into class discussions and coursework allow candidates in advanced programs to better understand the importance of value-added methodologies.

According to a 2007 report from Loup*,* value-added methodologies —represent an important statistical breakthrough in analyzing standardized test results for signs of student progress and teacher performance. Cantrell et al. (2007) stated that the high value-added teacher was one whose students had higher than expected test scores over prior years. This combination

of standards and practice, coupled with results, provides a better view of teachers' and students' success. School systems are reviewing test data from approximately three years to gain more accurate indicators of teacher success. Meeting *JaxState's Learning Outcomes VI Educational Environments and VIII Assessment* in selected advanced program courses provides the opportunity for students to enhance the learning environment while utilizing important assessment information.

Citing the importance of retaining the most effective educators, Cantrell et al. (2007) criticized how NBPTS scores are being used, urging the generation of and use of NBPTS results earlier in teachers' careers. It would seem that value would be added when candidates are exposed to the *NBPTS* standards while matriculating through advanced programs.

Reflection and self-analysis is an integral part of the process for NBPTS Certification. Reflective practice is a beneficial process for educators (Schussle et al., 2010; Wagner, 2006). Reflection on plans, actions, possibilities, and dispositions is a part of the educational process for JaxState students, and reflective practice is evident throughout advanced programs at JaxState. As students matriculate to Master and Educational Specialists programs, reflection is an ongoing process culminating with a comprehensive exam, an electronic professional portfolio presentation and/or the presentation of Capstone project research. These final requirements generally meet the needs of all eight *JaxState Learning Outcomes*.
Reflection is a key ingredient as students complete advanced degree requirements.

National Board Certified Teachers (NBCTs) produce greater student achievement gains than their counterparts, especially for lower achieving students (NEA, 2008; Vandevoort et al., 2004; Cavalluzzo, 2004; Smith et al., 2005). This is countered by research that indicates it is unclear whether *NBPTS* certification improves overall teacher effectiveness (Harris & Sass, 2009; Goldhaber & Hansen, 2007). NBCTs address key educational issues, improving student learning, meeting high, rigorous standards, and understanding and individualizing instruction (NBPTSc, 2011). After reviewing the literature, the *JaxState Conceptual Framework* Committee identified the *NBPTS* standards as a credible means for advanced program alignment. Advanced programs are aligned with the *JaxState Conceptual Framework Eight Learning Outcomes and with the NBPTS Five Core Propositions.* The advanced program chairs and program faculty scrutinized courses and aligned program instruction criteria to the *NBPTS* standards for advanced programs. A copy of advanced program alignments is found in the following table:

The Five Core Propositions with Aligned JaxState Learning Outcomes
Proposition 1: Teachers are Committed to Students and Their Learning

- ✔ NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- ✔ They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- ✔ NBCTs understand how students develop and learn.
- ✔ They respect the cultural and family differences students bring to their classroom.
- ✔ They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
- ✔ NBCTs are also concerned with the development of character and civic responsibility.

JaxState LO - III. Diverse Learners -Teacher candidates and candidates for other professional school personnel roles exhibit knowledge, competence, and sensitivity working with diverse populations in diverse settings to maximize student development. (InTASC Principles 1 & 2)

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

- ✔ NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
- ✔ They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- ✔ They are able to use diverse instructional strategies to teach for understanding.

JaxState LO - II. Content Pedagogy - Teacher candidates and candidates for other professional school personnel roles demonstrate appropriate pedagogical content knowledge to help all students learn. (InTASC Principle 5)

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

- ✔ NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- ✔ They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- ✔ NBCTs know how to assess the progress of individual students as well as the class as a whole.
- ✔ They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

JaxState LO - VI. Educational Environments - Teacher candidates and candidates for other professional school personnel roles learn to create appropriate interactive learning
JaxState LO - VIII. Assessment - Teacher candidates and candidates for other professional school personnel roles understand and apply various assessment strategies and techniques to evaluate and ensure the continuous intellectual and social development of the learner. (InTASC Principle 6)

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

- ✔ NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
- ✔ They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- ✔ They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

JaxState LO - I. Educational Theory and Research- Teacher candidates and candidates for other professional school personnel roles demonstrate the ability to apply best practices in teaching that are research and knowledge based. (InTASC Principles 4 & 7)
JaxState LO - IV. Teaching Strategies and Techniques - Teacher candidates and candidates for other professional school personnel roles learn to apply a variety of

teaching techniques and technologies that address the needs of P-12 learners. (InTASC Principle 4)

Proposition 5: Teachers are Members of Learning Communities.
- ✓ NBCTs collaborate with others to improve student learning.
- ✓ They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- ✓ They work with other professionals on instructional policy, curriculum development and staff development.
- ✓ They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
- ✓ They know how to work collaboratively with parents to engage them productively in the work of the school.

JaxState LO - V. Professionalism - Teacher candidates and candidates for other professional school personnel roles understand and demonstrate the qualities and dispositions associated with professional collegial activities. InTASC Principles 9 & 10)

JaxState LO - VII. Communication and Technology - Teacher candidates and candidates for other professional school personnel roles apply appropriate effective communication and classroom technology skills to enhance learning, increase productivity, and promote creativity when used with traditional instructional tools. (InTASC Principle 10) (National Board for Professional Teaching Standards: The Five Core Propositions. Retrieved online

Only one program, Educational Leadership, differs from this process. Although NBPTS has future plans for the Educational Leadership certification, this area does not currently offer certification. Educational Leadership faculty mapped coursework to the *Interstate School Leaders Licensure Consortium (ISLLC)* standards rather than *NBPTS*. The *ISLLC* standards were developed under the *Council of Chief State School Officers* and the *National Policy Board of Educational Administration* (Martin, et al, 2005). According to Martin et al (2005) NCATE and ISLLC standards are aligned. The Master's and Educational Specialist's degrees in Instructional Leadership are aligned with Alabama State Department of Education (ALSDE) standards as well as ISLLC standards.

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COLLEGE OF EDUCATION
AND PROFESSIONAL STUDIES

Jacksonville State University
College of Education and Professional Studies
Quality Assurance System

Standard 5: Quality Assurance System and Continuous Improvement
The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

➢ **R5.1 Quality Assurance System** The provider has developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to document operational effectiveness. The provider documents how data enter the system, how data are reported and used in decision-making, and how the outcomes of those decisions inform programmatic improvement.

Assessment/Evidence	How Reported	Person(s) Responsible
QAS Map	By Cycle	Associate Dean, Accreditation, Assessment, Technology Support Coordinator (AATSC)
Schedule and Process Map	By Cycle	Associate Dean, AATSC
Meeting Minutes and	EPP overall; Program Specific	Associate Dean,

Action Items		OACPI
Smart Sheet to collect data in one place	EPP Overall, by program and department	Associate Dean, OACPI
Data Days/Retreats	EPP Overall	Associate Dean, Dean, Department Heads,
edTPA results	EPP Overall	Associate Dean, FCE Director, AATSC, Associate Department Head of Teacher Education
EPP-developed alumni survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
EPP-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
State-developed alumni survey	Annually	Associate Dean, AATSC
State-developed employer survey	Annually	Associate Dean, AATSC
Disposition assessment	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director, AATSC, Associate Department Head of Teacher Education
Impact Study	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director, AATSC, Associate Department Head of Teacher Education

> ➢ **R5.2 Data Quality** <mark>The provider's quality assurance system from R5.1 relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent.</mark>

Assessment/Evidence	How Reported	Person(s) Responsible
CAEP Annual Measures	Annually	Associate Dean, FCE Director AATSC, Administrative Assistant to Associate

		Dean
Academic & Non-Academic Performance Analysis	Annually	Associate Dean, AATSC, Department Heads
CLP + Observation , P12 Data	Annually	Continuous Improvement Committee
edTPA Professional Growth Plan	Annually	Continuous Improvement Committee
Student Perception Surveys	Annually	Associate Dean, AATSC
State-developed alumni survey	Annually	Associate Dean, AATSC
State-developed employer survey	Annually	Associate Dean, AATSC
Data Meeting Minutes	By Meeting	Associate Dean, AATSC, Administrative Assistant to Associate Dean, OACPI Admin
CAEP Meeting Minutes	By Meeting	Associate Dean, AATSC, Administrative Assistant to Associate Dean, OACPI Admin
Record of Changes	Evidence specific to changes made (syllabi, assignments, pre-post, etc)	Department Heads and Program Chairs
Innovations	Plans and results specific to criteria and supported by research	Associate Dean, Department Heads, Director for the Center for Evaluation, Research, and Innovation
Superintendents' Consort	By Semester	Dean's Office
Advisory Council Meeting Notes by Program, INI & Adv	By Meeting (at least annually)	Department Heads/Program Chairs/ Administrative support
CEPS Newsletter	By Semester with updates on program impact and completer data, including milestones for completer employment and employer satisfaction and updates on CAEP's required annual measures, innovations and changes, new initiatives drawn from data	Dean's Office
Completer Totals	Annually	AATSC, Data Specialist

EPP-developed alumni survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
EPP-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
Disposition assessment	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director, AATSC, Associate Department Head of Teacher Education
Impact Study	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director, AATSC, Associate Department Head of Teacher Education

> **R5.3 Stakeholder Involvement** The provider includes relevant internal (e.g., EPP administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers) stakeholders in program design, evaluation, and continuous improvement processes.

Assessment/Evidence	How Reported	Person(s) Responsible
Advisory Council Meeting Notes by Program, INI & Adv	By Meeting (at least once each semester)	Department Heads/Program Chairs/ Administrative support
Data Meeting Minutes	By Meeting	Administrative Assistant to Associate Dean, OACPI
CAEP Meeting Minutes	By Meeting	Administrative Assistant to Associate Dean, OACPI
Record of Changes	Evidence specific to changes made (syllabi, assignments, pre-post, etc)	Department Heads/Program Chairs
Website	Data Evidence and Narrative Reports	Associate Dean, AATSC, Administrative Assistant to Associate Dean, OACPI Admin
CEPS Newsletter	By Semester with updates on program impact and completer data, including milestones for completer employment and employer satisfaction, and updates on CAEP's required annual measures, innovations and changes, new initiatives drawn from data	Associate Dean, AATSC, Administrative Assistant to Associate Dean, OACPI
CEPS advisory board	Annually as called by the Dean	Dean

➢ **R5.4 Continuous Improvement** The provider regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, documents modifications and/or innovations and their effects on EPP outcomes.

Assessment/Evidence	How Reported	Person(s) Responsible
Advisory Council Meeting Notes by Program, INI & Adv	By Meeting (at least once each semester)	Department Heads/Program Chairs/ Administrative support
Data Meeting Minutes	By Meeting	Administrative Assistant to the Associate Dean, OACPI
CAEP Meeting Minutes	By Meeting	Administrative Assistant to Associate Dean, OACPI
Record of Changes	Evidence specific to changes made (syllabi, assignments, pre-post, etc)	Department Heads, Program Chairs
Website	Data Evidence and Narrative Reports	Associate Dean, AATSC, Administrative Assistant to Associate Dean, OACPI Admin
CEPS Newsletter	By Semester with updates on program impact and completer data, including milestones for completer employment and employer satisfaction, and updates on CAEP's required annual measures, innovations and changes, new initiatives drawn from data	Associate Dean, AATSC, Administrative Assistant to Associate Dean, OACPI
Executive Leadership Meeting and Meeting Minutes	Every other month	Dean, Associate Dean, OACPI
Advisory Board	Annually as called by the Dean	Dean
EPP-developed alumni survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
EPP-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
State-developed alumni survey	Annually	Associate Dean, AATSC
State-developed employer survey	Annually	Associate Dean, AATSC
Disposition assessment	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director, AATSC, Associate Department Head of Teacher Education

| Impact Study | Total EPP, disaggregated by specialty area | Associate Dean, FCE Director, AATSC, Associate Department Head of Teacher Education |

➢ **R1.1 The Learner and Learning:** The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.

Assessment/Evidence	How reported	Person(s) Responsible
edTPA 1-15,	Total EPP, disaggregated by specialty area	Associate Dean, AATSC, Associate Department Head of Teacher Education
EPP-developed alumni survey	Semesterly	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
Praxis Content	Total EPP, disaggregated by specialty area, national and state averages	Associate Dean, AATSC, Associate Department Head of Teacher Education
Lesson plan samples	Total EPP, disaggregated by specialty area	Associate Department Head of Teacher Education
FCE observation	University supervisor evaluation, Cooperating teacher evaluation	Associate Dean, FCE Director, AATSC, Associate Department Head of Teacher Education
EPP-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
State-developed alumni survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
State-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
Disposition assessment	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director AATSC, Associate Department Head of Teacher Education
Impact Study	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director, AATSC, Associate Department

		Head of Teacher Education

Assessment/Evidence	How reported	Person(s) Responsible
edTPA 1-15	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director AATSC, Associate Department Head of Teacher Education
Praxis Content	Total EPP, disaggregated by specialty area, national and state averages	Associate Dean, AATSC, Associate Department Head of Teacher Education
Lesson plan samples	Total EPP, disaggregated by specialty area	Associate Head of Teacher Education
FCE observation	University supervisor evaluation, Cooperating teacher evaluation	Associate Dean, FCE Director AATSC, Associate Department Head of Teacher Education
EPP-developed alumni survey	Semesterly	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
EPP-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
State-developed alumni survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
State-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
Disposition assessment	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director AATSC, Associate Department Head of Teacher Education
Impact Study	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director, AATSC, Associate Department Head of Teacher Education

Assessment/Evidence	How reported	Person(s) Responsible
Assignments and tasks in classes (Key assessments)	Total EPP, disaggregated by specialty area	Associate Dean, AATSC, Associate Department Head of Teacher Education
FCE observation	University supervisor evaluation, Cooperating teacher evaluation	Associate Dean, FCE Director AATSC, Associate Department Head of Teacher Education
Lesson plan samples	Total EPP, disaggregated by specialty area	Associate Head of Teacher Education
edTPA video assessment	Total EPP, disaggregated by specialty area	Associate Dean, AATSC, Associate Department Head of Teacher Education
Praxis Pedagogy test	Total EPP, disaggregated by specialty area	Associate Dean, AATSC, Associate Department Head of Teacher Education
EPP-developed alumni survey	Semesterly	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
EPP-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
State-developed alumni survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
State-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
Disposition assessment	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director AATSC, Associate Department Head of Teacher Education
Impact Study	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director, AATSC, Associate Department Head of Teacher Education

➢ **R1.4 Professional Responsibility:** The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

Assessment/Evidence	How reported	Person(s) Responsible
FCE observation	University supervisor evaluation, Cooperating teacher evaluation	Associate Dean, FCE Director AATSC, Associate Department Head of Teacher Education
Disposition assessment	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director AATSC, Associate Department Head of Teacher Education
edTPA video assessment	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director AATSC, Associate Department Head of Teacher Education
Required sections of licensure requirements	Total EPP, disaggregated by specialty area	OACPI
EPP-developed alumni survey	Semesterly	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
EPP-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
State-developed alumni survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
State-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant

Standard 2: Clinical Partnerships and Practice
The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

➢ **R2.1 Partnerships for Clinical Preparation**: Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.

Assessment/Evidence	How reported	Person(s) Responsible

Assessment/Evidence	How reported	Person(s) Responsible
MOUs	Copies of MOUs, emails, and other documents	OACPI Administrative Assistant, Director of the Center for Evaluation, Research, and Innovation (CERI), FCE Director
Meeting minutes (Advisory council etc.)	Advisory board meetings by semester	Department Heads
LRC flyers and emails	As needed/available	Associate Dean, LRC Director
Data Meetings	Internal and External stakeholders, agenda, PowerPoint slides, emails.	Associate Dean, AATSC, FCE Director
Employer surveys	EPP-developed and state-developed surveys	Associate Dean, FCE Director, AATSC
Disposition assessment	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director AATSC, Associate Department Head of Teacher Education

> **R2.2 Clinical Educators**: Partners **co-select, prepare, evaluate, and support high-quality clinical educators**, both provider- and school-based, who demonstrate a positive impact on candidates' development and diverse P-12 student learning and development.

Assessment/Evidence	How reported	Person(s) Responsible
MOUs	Copies of MOUs, emails, and other documents	OACPI Administrative Assistant, Director of the CERI, FCE Director
Process documents and training materials for the cooperating teachers	Each semester from OACPI	OACPI
Feedback tools to the cooperating teachers (emails, meeting notes, etc.)	Each semester (from university supervisors)	University supervisors
Criteria for serving as a cooperating teacher	Criteria Checklist	OACPI
List of the cooperating teachers with their credentials	List	AATSC, OACPI Administrative Assistant

> **R2.3 Clinical Experiences:** The provider works with partners to design and implement clinical experiences, utilizing various modalities of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on diverse P-12 students' learning and development as presented in Standard R1.

Assessment/Evidence	How reported	Person(s) Responsible
Scope and sequence of field experiences	FLE placement reports (in diverse settings)-Semesterly	OACPI
edTPA results	Semesterly	OACPI

OACPI student survey results	Semesterly	OACPI
OACPI external stakeholder survey results	Yearly	OACPI

The provider demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides supports services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful

➤ **R3.1 Recruitment:** The provider presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission. The provider demonstrates efforts to know and address local, state, regional, or national needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress towards a candidate pool which reflects the diversity of America's P-12 students.

Assessment/Evidence	How reported	Person(s) Responsible
Cohort Demographics	Shared with the internal and external stakeholders on data days	Associate Dean, AATSC
Recruitment plans and activities	Flyers, emails, digital or hard copy evidence, each semester	Department heads, OACPI
Social Media recruitment	Disaggregated by the program	Department heads, OACPI
Retention plan	Annually with performance review	OIE, Office of Admissions
Recruitment plan	Annually with performance review	OIE, office of admissions
Statewide shortage records	ALSDE	ALSDE

➤ **R3.2 Monitoring and Supporting Candidate Progression** The provider creates and monitors transition points from admission through completion that indicate candidates' developing content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, professional responsibilities, and the ability to integrate technology effectively in their practice.
AND
The provider identifies a transition point at any point in the program when a cohort grade point average of 3.0 is achieved and monitors this data.
AND
The provider ensures knowledge of and progression through transition points are transparent to candidates. The provider plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the EPP's mission, so candidates meet milestones. The provider has a system for effectively maintaining records of candidate complaints, including complaints made to CAEP, and documents the resolution.

Assessment/Evidence	How reported	Person(s) Responsible

Crosswalk/Transition in the program document with all the assessment areas	Students accepted to the EPP, students are accepted in the internship, students graduate…	OACPI
EPP created measures (GPA, credit hours, etc.) at these key points	Students accepted to the EPP, students are accepted in the internship, students graduate	OACPI
ED302/501/ MU 244	By semester, GPA, recommendation	OACPI
Disposition assessment	By Semester	Responsible parties, AATSC
Documentation of complaints and appeals and demographics of complains	Whenever it occurs	Responsible parties, Associate Dean
Key assessment	Key assessments	Responsible parties
ATOT	FCE	Responsible parties

➢ **R3.3 Competency at Completion:** ==The provider ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought. Multiple measures are provided and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.==

Assessment/Evidence	How reported	Person(s) Responsible
Crosswalk/Transition in the program document with all the assessment areas	Students accepted to the EPP, students are accepted in the internship, students graduate…	OACPI
FCE observation	University supervisor evaluation, Cooperating teacher evaluation	Associate Dean, FCE Director, AATSC, Associate Department Head of Teacher Education
EPP created measures (GPA, credit hours, etc.) at these key points	Students accepted to the EPP, students are accepted in the internship, students graduate	OACPI
Proprietary measures (e.g., edTPA rubrics, Praxis exams.	Data from proprietary measures	Associate Dean, FCE Director, AATSC
State-required licensure measures	Data from data on certification	OACPI
ED302/501/ MU 244	By semester, GPA, recommendation	OACPI
Disposition assessment	By semester	Responsible parties, AATSC
Lesson plan samples	Total EPP, disaggregated by specialty area	Associate Department Head of Teacher Education

EPP-developed alumni survey	Semesterly	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
EPP-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
Disposition assessment	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director AATSC, Associate Department Head of Teacher Education

➢ R4.1 Completer Effectiveness: The provider demonstrates that program completers: ● effectively contribute to P-12 student-learning growth
AND
apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.
AND
In addition, the provider includes a rationale for the data elements provided

Assessment/Evidence	How reported	Person(s) Responsible
EPP-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
EPP-developed alumni survey	Semesterly	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
State-developed alumni surveys	Annually	Associate Dean, FCE Director, AATSC
State-developed employer surveys	Annually	Associate Dean, FCE Director, AATSC
Disposition assessment	Total EPP, disaggregated by specialty area	Associate Dean, FCE Director AATSC, Associate Department Head of Teacher Education

➢ **R4.2 Satisfaction of Employers:** The provider demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families.

Assessment/Evidence	How reported	Person(s) Responsible
EPP-developed alumni survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
EPP-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
State-developed alumni surveys	Annually	Associate Dean, FCE Director, AATSC
State-developed employer Surveys	Annually	Associate Dean, FCE Director, AATSC

> **R4.3 Satisfaction of Completers:** The provider demonstrates program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective.

Assessment/Evidence	How reported	Person(s) Responsible
EPP-developed employer survey	Annually	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
EPP-developed alumni survey	Semesterly	Associate Dean, FCE Director, AATSC, OACPI Administrative Assistant
State-developed alumni Surveys	Annually	AATSC, FCE Director, Associate Dean

DATA CYCLES

Assessment	Program Level Strand	Proprietary or EPP	Type of Instrument	Cycles	Validity	Reliability	CAEP Standard	InTASC Alignment
edTPA	UG, Alt-A, Apprenticeship	Proprietary	Rubric	Every semester	Conducted by Pearson	Conducted by Pearson	R1.1, R1.2, R1.3, R1.4, R2.3, R3.3, R 5.1, R5.4	1,2,3,4,5,6,7,8,9
Praxis Content	UG, Alt-A, Apprenticeship	Proprietary	Rubric	Every semester	Conducted by Pearson	Conducted by Pearson	R1.1, R1.2, R1.3, R 3.3.	1,2,3,4,5,6,7,8,9
Lesson plan samples	UG, Alt-A, Apprenticeship	EPP	Lesson plans, ATOT rubric	Every semester	Conducted by ALSDE	Conducted by ALSDE	R1.1, R1.2, R1.3, R1.4, R 3.3.	1,2,3,4,5,6,7,8,9
FCE observation	UG, Alt-A, Apprenticeship	EPP	ATOT observation tool and rubric	Every semester	Conducted by ALSDE	Conducted by ALSDE	R1.1, R1.2, R1.3, R1.4, R3.3	1,2,3,4,5,6,7
EPP-developed alumni survey	UG, Alt-A, Apprenticeship	EPP	Survey	Yearly	Lawshe content validity	Conducted by EPP	R1.1, R1.2, R1.3, R1.4, R2.2, R4.1, R4.2, R4.3, R 5.1, R5.2, R5.4	1,2,3,4,5,6,7,8,9
State-developed alumni survey	UG, Alt-A, Apprenticeship	ALSDE	Survey	Yearly	ALSDE	ALSE	R1.1, R1.2, R1.3, R1.4, R 2.1, R2.2, R4.1, R4.2, R4.3, R5.1, R5.2, R5.4	1,2,3,4,5,6,7,8,9
Disposition Survey	UG, Alt-A, Apprenticeship	EPP	Survey	Semesterly	Lawshe content validity	Conducted by EPP	R1.1, R1.2, R1.3, R1.4, R 2.1, R3.2,	1,2,3,4,5,6,7,8,9

							R3.3., R5.1, R 5.2	
EPP-developed employer survey	UG, Alt-A, Apprenticeship	EPP	Survey	Yearly	Lawshe content validity	Conducted by EPP	R1.1, R1.2, R1.3, R1.4, R2.2, R4.1, R4.2, R4.3, R 5.1, R5.2, R5.4	1,2,3,4,5,6,7,8,9
State-developed employer survey	UG, Alt-A, Apprenticeship	ALSDE	Survey	Yearly	ALSDE	ALSDE	R1.1, R1.2, R1.3, R1.4, R2.2, R4.1, R4.2, R4.3, R 5.1, R5.2, R5.4	1,2,3,4,5,6,7,8,9
EPP-developed Impact Study	UG, Alt-A,	EPP	Survey	Yearly	Lawshe content validity	Conducted by EPP	R1.1, R1.2, R1.3, R1.4, R2.2, R4.1, R4.2, R4.3, R 5.1, R5.2, R5.4	1,2,3,4,5,6,7,8,9