

2.3.d Policies, procedures, and practices for ensuring that data are regularly collected, compiled, aggregated, summarized, analyzed, and used for continuous improvement

Data Source	Level	Related Policies	Practices and Procedures	Data Use
ED 300	I	All candidates seeking initial certification must pass ED 300 with a C or better prior to formal admission to any TEP.	ED 300 is regularly offered each term and is taught by qualified school personnel. Each term, those faculty responsible for teaching this course meet with the dean and/or associate dean to discuss program enhancements and course logistics.	<ul style="list-style-type: none"> • A C or better is required in this course for TEP admission. • Feedback from course experiences is used in annual program area advisory meetings.
Alabama Prospective Teacher Test	I	All candidates seeking initial certification must pass all three components of the APTT prior to formal admission to any TEP.	Test dates for the APTT are regularly advertised. Students must list JSU as an official score recipient. All reported scores are recorded in JSU's student management system so that admission requirements related to test scores may be verified each term.	<ul style="list-style-type: none"> • Passing scores for all three components of the APTT are required for TEP admission. • APTT scores are shared with each program area in annual advisory meetings.
GPAs: <ul style="list-style-type: none"> • Overall • Teaching Field • Professional Studies 	I, A I, A I, A	(I) All candidates seeking initial certification must possess an overall GPA of 2.5 prior to admission to any TEP; candidates seeking admission to any alternative certification program must have earned at least a 2.5 GPA in a bachelor's degree program. Once admitted, candidates must maintain a minimum 2.5 GPA in the following areas: overall, teaching field, and professional studies. In order to be recommended for initial certification, candidates must possess a minimum 2.5 GPA in the following areas: overall teaching field, and professional studies at program completion. (A) All candidates admitted to advanced graduate TEPs at the masters level must maintain a 3.0 GPA in the following areas: overall, teaching field, and professional studies. In order to be recommended for advanced certification, candidates must possess a minimum 3.0 GPA in the following areas: overall teaching field, and professional studies at program completion. (A) All candidates admitted to advanced graduate TEPs at the education specialist level must maintain a 3.25 GPA in the following areas: overall, teaching field, and professional studies. In order to be	(I) Candidate GPAs are evaluated prior to admission to any TEP program. A 2.5 GPA is required for TEP entrance eligibility. Once admitted, the associate dean's office evaluates admitted students' GPAs each semester. Candidates who possess a GPA below the minimum 2.5 in any of the three areas are dismissed from the respective TEP. Candidates requesting permission to being the student teaching experience must be cleared by the Teacher Service Center, where GPAs are checked prior to the final semester in a TEP. (A) Candidate GPAs are evaluated each term by the College of Graduate Studies. Students who fall below the minimum required GPA are dismissed from the program and may appeal this decision directly to the College of Graduate Studies.	<ul style="list-style-type: none"> • Candidate GPAs are reviewed each term. • GPA information is disaggregated and shared with program areas for review at annual advisory meetings. • GPA information is used in undergraduate and graduate student appeals. • GPA information is also used in the midpoint review process for graduate programs.

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		recommended for advanced certification, candidates must possess a minimum 3.25 GPA in the following areas: overall teaching field, and professional studies at program completion.		
TEP Interviews	I, A	(I) The candidate seeking admission to initial TEPs must satisfactorily complete an interview to provide information of the applicant’s personality, interests, and aptitudes consistent with the requirements for successful teaching career. (A) The candidate seeking admission to selected graduate TEPs (School Counseling, Instructional Leadership, and Library Media) must satisfactorily complete an interview to provide information of the applicant’s personality, interests, and aptitudes consistent with the requirements for successful teaching career.	(I) Candidates seeking admission to initial TEPs are interviewed by a committee of program faculty. This interview process includes a written sample as well as an oral interview. (A) Candidates seeking admission to advanced TEPs in School Counseling, Instructional Leadership, and Library Media are interviewed by a committee of program faculty. This interview process includes a written sample as well as an oral interview.	<ul style="list-style-type: none"> • TEP interviews are regularly scheduled. • The initial TEP interview process is evaluated yearly by a standing college committee. • TEP interview data are used in the admission process
ABI Criminal Background Check	I, A	(I) Candidates must read and sign a Statement of Understanding and clear a criminal background check conducted by the ABI and FBI. Candidates must also provide documentation of a clear criminal background check conducted through the Alabama State Department of Education. (A) Any candidate applying for admission to a state-approved teacher education program shall be required to be fingerprinted for a criminal history background check through the Alabama State Department of Education to the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI).	(I/A) Candidates must provide a letter of suitability from the Alabama State Department of Education prior to admission to any TEP program.	<ul style="list-style-type: none"> • ABI Criminal Background Check information is used to determine program eligibility. Students who do not receive a letter of suitability are directed to the Alabama State Department of Education for further information.
GRE/MAT Exam	A	Applicants for the Ed.S. in all majors must meet one of the following formula requirements. For purposes of computing the undergraduate GPA, a 4.0 gradepoint scale is used. The plus (+) and minus (-) grades from undergraduate transcripts are not used in calculating the GPA. Unconditional: 450 times the undergraduate GPA plus the total score	Candidates seeking admission to TEPs are encouraged to take the GRE/MAT prior to admission. Students who do not take the GRE/MAT prior to beginning a program of study must do so before beginning a second semester of coursework at JSU. Students are not formally admitted to any TEP until acceptable scores are received. The	<ul style="list-style-type: none"> • Students with substandard scores are not admitted to a TEP. • The College of Graduate Studies utilizes GRE/MAT scores in the admission process. • GRE/MAT score reports are provided to the CEPS annually for use in advisory meetings.

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	<p>of verbal and quantitative sections of the General Test of the GRE is equal to or greater than a total of 2250 points.</p> <p style="text-align: center;">OR</p> <p>15 times the undergraduate GPA plus the MAT score is equal to or greater than a total of 85 points.</p> <p style="text-align: center;">Conditional:</p> <p>450 times the undergraduate GPA plus the total score of verbal and quantitative sections of the General Test of the GRE is equal to or greater than a total of 1800 points (currently reviewed and recommended by the graduate faculty in the applicant's major and approved by the Dean of the College of Graduate Studies).</p> <p style="text-align: center;">OR</p> <p>15 times the undergraduate GPA plus the MAT score is equal to or greater than a total of 70 points (currently reviewed and recommended by the graduate faculty in the applicant's major and approved by the Dean of the College of Graduate Studies).</p> <p>Applicants for a master's program in education must meet one of the following formula requirements. For purposes of computing the undergraduate GPA, a 4.0 GPA is used. The plus (+) and the minus (-) grades from undergraduate transcripts are not used in calculating the GPA.</p> <p style="text-align: center;">Unconditional:</p> <p>450 times the undergraduate GPA plus the total score of verbal and quantitative sections of the General Test of the GRE is equal to or greater than a total of 2100 points.</p> <p style="text-align: center;">OR</p> <p>15 times the undergraduate GPA plus the MAT score is equal to or greater than</p>	<p>College of Graduate Studies receives score reports and records this information in JSU's student management system.</p>	
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		<p>a total of 80 points.</p> <p style="text-align: center;">Conditional:</p> <p>Any applicant failing to meet the requirements for unconditional admission must meet one of the following conditional formula requirement:</p> <p>450 times the undergraduate GPA plus the total score of verbal and quantitative sections of the General Test of the GRE is equal to or greater than a total of 1600 points (currently reviewed and recommended by the graduate faculty in the applicant's major and approved by the Dean of the College of Graduate Studies).</p> <p style="text-align: center;">OR</p> <p>15 times the undergraduate GPA plus the MAT score is equal to or greater than a total of 60 points (currently reviewed and recommended by the graduate faculty in the applicant's major and approved by the Dean of the College of Graduate Studies).</p>		
Praxis II	I, A	<p>(I) The successful completion of the Alabama approved Praxis II exam (a passing score based on Alabama State Department of Education requirements) is required prior to the pre-service teaching internship. No candidate will be placed without the required documentation of a passing score.</p> <p>(A) The Praxis II examination is required prior to any internship for all initial teacher certification programs.</p>	<p>(I) Candidates seeking initial certification are required to submit passing scores for all required Praxis II subject area exams prior to beginning the internship semester. Exam requirements are set by the Alabama State Department of Education.</p> <p>(A) Candidates seeking advanced certification are required to submit passing scores for all required Praxis II subject area exams prior to beginning the practicum/internship semester. Exam requirements are set by the Alabama State Department of Education.</p>	<ul style="list-style-type: none"> • Praxis II data are used for Title II reporting. • Praxis II data are compiled and subsequently shared for program review at annual advisory meetings. • Praxis II data are entered into our student management system in order to verify that prerequisites have been met prior to the internship semester for initial certification candidates and the practicum semester for advanced candidates.

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CEOI #1	I, A	<p>(I) All candidates seeking initial certification are evaluated at least once using the CEOI #1 rubric during formal pre-service practicum experiences leading to the internship semester. All candidates seeking initial certification are evaluated at least three times using the CEOI #1 rubric during the formal internship semester.</p> <p>(A) All advanced SPE candidates seeking certification at the masters or specialist levels are evaluated at least once using the CEOI #1 rubric during formal practicum experiences.</p>	<p>(I) Candidates seeking initial certification are evaluated by both the cooperating teacher and the university supervisor using CEOI #1 during the practicum experience. CEOI #1 results are submitted through a form link in LiveText. The link may be found on the Clinical Experiences webpage for forms.</p> <p>(A) Candidates seeking certification in SPE at the masters and specialist levels are evaluated by both the cooperating teacher and the university supervisor using CEOI #1 during the practicum experiences. CEOI #1 results are submitted through a form link in LiveText. The link may be found on the Clinical Experiences website.</p>	<ul style="list-style-type: none"> • CEOI #1 data are used to make decisions about candidate performance. • CEOI #1 data are correlated to candidate dispositions. • CEOI #1 data are disaggregated and shared at program advisory meetings each year. • CEOI #1 data are used to gather college learning outcome and AQTS scores for candidate performance.
CEOI #2	I	<p>All candidates seeking initial certification are evaluated at least twice using the CEOI #2 rubric during formal internship semester.</p>	<p>All candidates seeking initial certification are evaluated by both the cooperating teacher and the university supervisor at least three times using CEOI #2. At least once during the internship experience the cooperating teacher and the university supervisor evaluate candidates using CEOI #2 rubric during a common teaching session. Data are submitted through a form link in LiveText. The link may be found on the Clinical Experiences website.</p>	<ul style="list-style-type: none"> • CEOI #2 data are used to make decisions about candidate performance. • CEOI #2 data are disaggregated and shared at program advisory meetings each year. • CEOI #2 data are used to gather college learning outcome and AQTS scores for candidate performance.
Content Area Assessment	I	<p>All candidates seeking initial certification are evaluated at least three times using the appropriate content area assessment rubric during formal internship semester.</p>	<p>All candidates for initial certification are evaluated at least three times using the appropriate content area assessment. Cooperating teachers use this form in conjunction with CEOI #1. Data are submitted through a form link in LiveText. The link may be found on</p>	<ul style="list-style-type: none"> • Content Area Assessment data are used to make decisions about candidate performance. • Content Area Assessment data are disaggregated and shared at program advisory meetings each year.

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Dispositions	I, A	(I) Candidate dispositions are assessed each time CEOI #1 is used to evaluate candidate performance in a teaching situation. In addition to this evaluation, program areas may elect to have additional disposition measures in place as a means to provide candidates a disposition assessment as necessary. (A) Candidate dispositions are assessed during the midpoint evaluation process in advanced programs.	the Clinical Experiences website . (I) Candidate dispositions are assessed each time CEOI #1 is used in practicum and internship to assess candidate performance. (A) Candidate dispositions are assessed as part of the Graduate Midpoint Review Process. (I/A) The CEPS Disposition Form is used when faculty deem an additional disposition measure necessary.	<ul style="list-style-type: none"> Disposition data are used to evaluate candidates' clinical performance. Disposition data are used as an evaluative measure in the midpoint review process. Disposition data are used to discuss candidate performance in TEPs as issues arise.
JSU College of Education & Professional Studies Learning Outcomes	I, A	(I/A) Eight learning outcomes stemming from the College of Education & Professional Studies' (CEPS) conceptual framework guide the work completed in both initial and advanced teacher preparation programs.	(I/A) Candidates create program portfolios as they begin any TEP. Candidates submit predetermined artifacts to program portfolios as they complete TEP courses. Faculty assess candidate performance related to outcome proficiency each term.	<ul style="list-style-type: none"> Learning Outcome data are collected and analyzed each term. The LiveText Coordinator compiles data reports in the LiveText Exhibit Center. The Director of Assessment shares learning outcome assessment data with programs and program stakeholders at annual advisory meetings.
Alabama Quality Teaching Standards	I	All Alabama Quality Teaching Standards (AQTS) are aligned with the CEPS learning outcomes. AQTS are embedded throughout our initial certification program courses in the undergraduate and alternate route degree programs as required by the Alabama State Department of Education.	AQTS are aligned with appropriate assignments/experiences throughout initial preparation programs. Faculty assess candidate performance related to AQTS each term through LiveText rubrics.	<ul style="list-style-type: none"> AQTS data are collected and analyzed each term. The LiveText Coordinator compiles data reports in the LiveText Exhibit Center. The Director of Assessment shares AQTS assessment data with programs and program stakeholders at annual advisory meetings. The Director of Assessment prepares Performance Assessment Templates for each candidate upon request of the Alabama State Department of Education.

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National Board for Professional Teaching Standards	A	<p>The five core propositions associated with the National Board for Professional Teaching Standards are aligned with the CEPS learning outcomes. NBPTS are embedded in required courses throughout our graduate programs.</p>	<p>NBPTS are aligned with appropriate assignments/experiences throughout advanced preparation programs. Faculty assess candidate performance related to NBPTS each term through LiveText rubrics.</p>	<ul style="list-style-type: none"> • NBPTS data are collected and analyzed each term. The LiveText Coordinator compiles data reports in the LiveText Exhibit Center. • The Director of Assessment shares NBPTS assessment data with programs and program stakeholders at annual advisory meetings.
Graduate Midpoint Reviews	A	<p>All advanced candidates complete a midpoint review process between the 15 and 21 hour mark in their program.</p>	<p>Program faculty contact candidates who are at the midpoint of a program each fall, spring, and summer. A Graduate Midpoint Review rubric is used as a form in LiveText to gather these data.</p>	<ul style="list-style-type: none"> • Candidate midpoint review data are collected in LiveText and shared with program faculty and program stakeholders at annual advisory meetings.
Comprehensive Exam	A	<p>All advanced candidates completing a masters program in education must successfully complete a comprehensive exam as the culminating experience for their program.</p>	<p>Candidates apply for graduation and comprehensive exams through the College of Graduate Studies each fall, spring, and summer term. Program faculty coordinate the examination process, score the exams, and report exam scores to Graduate Studies each term.</p>	<ul style="list-style-type: none"> • Candidate comprehensive exam data are reported to the College of Graduate Studies prior to the end of each term. Exam scores are disaggregated by program area and shared with program faculty and stakeholders at annual advisory meetings.
Capstone Project	A	<p>All advanced candidates completing an education specialist program in education must successfully complete a capstone project as the culminating experience for their program.</p>	<p>Candidates apply for graduation and capstone projects through the College of Graduate Studies each fall, spring, and summer term. Program faculty coordinate the project presentation process, score the projects and presentations, and report the results to Graduate Studies each term.</p>	<ul style="list-style-type: none"> • Candidate capstone project data are reported to the College of Graduate Studies prior to the end of each term. Project and presentation scores are disaggregated by program area and shared with program faculty and stakeholders at annual advisory meetings.