**Jacksonville State University**
**School of Education**
**Quality Assurance System**

**Standard Five**

Provider Quality Assurance and Continuous Improvement: The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

**Quality and Strategic Evaluation**

5.1: The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2: The provider's quality assurance system relies on relevant, verifiable, representative, cumulative, and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

| Assessment/Evidence | How Reported | Person(s) Responsible |
|---|---|---|
| QAS Map | By Cycle | Bavonese |
| Schedule and Process Map | By Cycle | Bavonese |
| EPP Strategic Map | EPP overall; Program Specific | CAEP Committee |
| Instrument Development | Agendas, Narrative, Results of Cycles of Development | Bavonese |
| Instrument Implementation | Agendas, Narrative of Implementation, including professional development | Bavonese |
| Instrument Phase-In Plans for Advanced Programs | Stakeholder Groups, Agendas, Surveys for Content Validity, examples of iterations of development | Bavonese/Richards/Department Heads/Program Chairs |

**Continuous Improvement**

5.3 *Required Component*: The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion and uses results to improve program elements and processes.

The EPP will hold regular and consistent data meetings that integrate data literacy strategies with program data at the initial and advanced levels. The EPP will collect and present evidence of the data meetings, processes for analysis, strategies for data literacy, actionable items, and plans to improve program elements and processes over time. The Associate Dean's office along with the CAEP Committee is responsible for 5.3 and its evidence and documentation.

5.4 *Requirement Component*: Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision making related to programs, resource allocation, and future direction.

| Assessment/Evidence | How Reported | Person(s) Responsible |
|---|---|---|
| CAEP Annual Measures | Annually | Bavonese/Bohannon |
| Academic & Non-Academic Performance Analysis | Annually | Bavonese/Richards/Barker/Koger/Light |
| Completer Case Study CLP + COBS, P12 Data | Annually | Richards/Committee |
| Completer Case Study edTPA Professional Growth Plan | Annually | Richards/Committee |
| Student Perception Surveys | Annually | Richards/Committee |
| State Survey Completers | Annually | Dean's Office |
| State Survey Employers | Annually | Dean's Office |
| Data Meeting Minutes | By Meeting | Bavonese/Bohannon |
| CAEP Meeting Minutes | By Meeting | Bavonese/Bohannon |
| Record of Changes | Evidence specific to changes made (syllabi, assignments, pre-post, etc) | Bavonese/D Heads/Dir |
| Innovations | Plans and results specific to criteria and supported by research | Bavonese/D Heads/Dir |
| Superintendents' Consort | By Semester | Dean's Office |
| Advisory Council Meeting Notes by Program, INI & Adv | By Meeting (at least annually) | Bavonese/Richards/D Heads/Program Chairs |

| | | |
|---|---|---|
| SoE 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 | Bavonese/Paynter |
| Completer Totals | Annually | Light/Koger |

5.5 The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and other defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

| Assessment/Evidence | How Reported | Person(s) Responsible |
|---|---|---|
| Advisory Council Meeting Notes by Program, INI & Adv | By Meeting (at least annually) | Bavonese/Richards/D Heads/Program Chairs |
| Superintendents' Consort | By Semester | Dean's Office |
| Data Meeting Map | By Cycle (Semester) | CAEP Committee |
| Data Meeting Minutes | By Meeting | Bavonese/Bohannon |
| CAEP Meeting Minutes | By Meeting | Bavonese/Bohannon |
| Record of Changes | Evidence specific to changes made (syllabi, assignments, pre-post, etc) | Bavonese/D Heads/Dir |
| Website | Data Evidence and Narrative Reports | Bavonese/Bohannon |
| SoE 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 | Bavonese/Paynter |
| SoE Newsletter | By Semester, Fall and Spring each academic year | Bavonese/Paynter |
| Board of Advocates | Annually as called by the Dean | Turner/Bavonese |

**Standard One: Content and Pedagogical Knowledge**

**INITIAL**

Content and Pedagogical Knowledge—The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, can use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career- readiness standards.

**ADVANCED**

The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college-and-career-readiness standards.

**Candidate Knowledge, Skills, and Professional Dispositions**

1.1 Candidates demonstrate an understanding of the 10 InTASC Standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

| Assessment/Evidence | How Reported | Person(s) Responsible |
|---|---|---|
| edTPA R 1-15, 16-18 EED | Total EPP; Disaggregated by Specialty Area | Barker/Richards |
| Praxis II Content | Disaggregated by Specialty Area; National or State Avg | Light/Koger/Richards |
| Ethics Assessment | (ED 302/501); (Internship); Total EPP; Disaggregated by Specialty Area | Barker/Richards |
| Dispositions Survey | At Selected Program Points, EPP; Disaggregated by Specialty Area | Barker/Richards |
| CLP + COBS | At Selected Program Points, EPP; Disaggregated by Specialty Area | Barker/Richards |

**Provider Responsibilities**

1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their professional practice.

| Assessment/Evidence | How Reported | Person(s) Responsible |
|---|---|---|
| edTPA R 1-15, 16-18 EED | Total EPP; Disaggregated by Specialty Area | Barker |
| CLP + COBS | At Selected Program Points, EPP; Disaggregated by Specialty Area | Barker/Richards |

1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional

| Assessment/Evidence | How Reported | Person(s) Responsible |
|---|---|---|
| edTPA R 1-15, 16-18 EED | Total EPP; Disaggregated by Specialty Area | Barker/Richards |
| Praxis II Content | Disaggregated by Specialty Area; National or State Avg | Light/Coger/Richards |
| CIEP Results (Approved Checklists) | Disaggregated by Specialty Area | Light/Coger |
| CIEP Submissions | Organized by Program | Bavonese |
| Program Outcome Assessments | Program specific assessments, included in semester EPP-wide data meetings and program advisory councils | Bavonese/Barker/D Heads/Program Chairs |

1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career- ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

| Assessment/Evidence | How Reported | Person(s) Responsible |
|---|---|---|
| edTPA R 1-15, 16-18 EED | Total EPP; Disaggregated by Specialty Area | Barker |
| CLP + COBS | At Selected Program Points, EPP; Disaggregated by Specialty Area | Barker/Richards |

1.5 Providers ensure that candidates model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning, and enrich professional practice.

| Assessment/Evidence | How Reported | Person(s) Responsible |
|---|---|---|
| CLP + COBS | At Selected Program Points, EPP; Disaggregated by Specialty Area | Barker/Richards |
| Technology Survey | (Internship); EPP; Disaggregated by Specialty Area | Barker/Richards |
| Technology Definition | EPP-created definition/aligned with ISTE/CAEP | Richards |
| Technology Chart | Chart of Technology Integration, EPP; Disaggregated by Specialty Area | Richards |
| Digital Learning COS | Plan for implementation EPP wide | Richards |

| | | |
|---|---|---|
| Tech Café | Plan for Tech Café | Russell/Richards |
| Tech Café Data | Session Feedback | Russell/Richards |

**Advanced Standard A.1**

A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:

- Applications of data literacy;
- Use of research and understanding of qualitative, quantitative, and/or mixed methods research methodologies;
- Employment of data analysis and evidence to develop supportive school environments;
- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
- Supporting appropriate applications of technology for their field of specialization; and
- Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

A.1.2 Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.

| Phase-In Applies for A.1. and A.1.2 Data Collection | | |
|---|---|---|
| Assessment/Evidence | How Reported | Person(s) Responsible |
| A.1 Matrices | Annually to monitor curriculum | Bavonese/Richards |
| A.1 Table of Assessments | Annually to monitor assessments | Bavonese/Richards |
| EPP Created Assessments A.1 Data | Annually or dependent upon course rotation, disaggregated by advanced program | Barker/Bavonese/Richards |
| Content Validity Surveys | As needed for EPP-Created Assessments | Bavonese/Richards |
| Minutes; Agendas; Etc. | As needed: Superintendent's Consortium; Advanced Program Advisory Panels | Bavonese/Secretaries |
| LiveText Resources | Advanced Program Support Pages | Barker/Bavonese/Richards |
| Praxis (Green Programs) | Praxis Subject Assessment, disaggregated by advanced program (Green) | Light/Koger/Richards |
| Instrument Phase-In Plans for Advanced Programs | Stakeholder Groups, Agendas, Surveys for Content Validity, examples of iterations of development | Bavonese/Richards/Department Heads/Program Chairs |

| Praxis II | Proprietary Assessment (Library Media, Instructional Leadership, Reading Specialist) | Bavonese/Richards/Department Heads/Program Chairs/Faculty |

## Standard Two: Clinical Partnerships and Practice

**INITIAL**

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

**ADVANCED**

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their field of specialization.

**2.1 Partnerships for Clinical Preparation** Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation, including technology-based collaborations, and share responsibility for continuous improvement of educator preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

| Assessment/Evidence | How Reported | Person(s) Responsible |
|---|---|---|
| MOU's | Copies of MOU's; emails; other documents | Hayes |
| CEU's Awarded/Used | By Semester | Hayes |
| Content Validity Surveys | As needed for EPP-Created Assessments | Bavonese/Richards |
| Minutes; Agendas; Etc | As needed: Superintendent's Consortium; Advisory Panels | Bavonese/Secretaries |
| Shared Responsibility List | Common Clinical Agenda & Rubric | Hayes/Barker |
| Data Meetings | Internal & External Stakeholders; Agendas/Minutes | Bavonese/Secretaries |
| Evidence of Change | Agendas/Minutes/Syllabi/Artifacts/Rubric Data | Bavonese/Barker/Richards |
| LiveText Resource Page | CT confirmation of information | Barker |
| Reverse Career Fair | Program and Participation Data from annual Reverse Career Fair | Light/Russell/Bavonese |
| Professional Experiences | Annually | Barker/Bavonese/Richards |
| Technology Fair | Annually/Stats from participation/schools/volunteers/candidates | Russell/Richards |

**2.2 Clinical Educators** Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both EPP and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

| Assessment/Evidence | How Reported | Person(s) Responsible |
|---|---|---|
| Technology Based Collaboration | Co-Teaching Training Documentation/on Common Clinical Agenda | Hayes/Barker |
| Technology Based Collaboration | LiveText FEM Dashboard/on Common Clinical Agenda | Hayes/Barker |
| Technology Based Collaboration | CT Training via Video/on Common Clinical Agenda | Hayes/Barker |
| LiveText Resource Page | Visitor Pass/on Common Clinical Agenda | Hayes/Barker |
| CT, US Performance | Survey Data | Bavonese/Barker |
| If/Then Flow Chart | Pair with CT, US Performance Data + Program Needs | Russell/Hayes |
| Recruit/Retain/PD CT, US | Clinical Experiences Committee Minutes/Agenda/PD Plans, etc. | Russell/Hayes |

**2.3 Clinical Experiences** The provider works with partners to design clinical experiences of sufficient depth, breadth, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple, performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

| Assessment/Evidence | How Reported | Person(s) Responsible |
|---|---|---|
| Minutes; Agendas; Etc | As needed: Superintendent's Consortium; Advisory Panels | Bavonese/Secretaries |
| Evidence of Change | Agendas/Minutes/Syllabi/Artifacts/Rubric Data | Bavonese/Barker/Richards |
| Clinical Scope & Sequence | EPP Wide; Program Specific Charts | Light/Koger |

| | | |
|---|---|---|
| Diverse Settings | EPP Wide; Disaggregated by Program, Clinical Trace | Hayes |
| Diverse Populations | EPP Wide; Disaggregated by Program | Hayes |

**Advanced Standard A.2**

**A.2.1** Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced candidate program outcomes.

| Phase-In Applies for A.2.1 Data Collection | | |
|---|---|---|
| Assessment/Evidence | How Reported | Person(s) Responsible |
| MOU's | Copies of MOU's; emails; other documents | Hayes |
| CEU's Awarded/Used | By Semester | Hayes |
| Content Validity Surveys | As needed for EPP-Created Assessments | Bavonese/Richards |
| EPP Created Assessments A.1 | Annually or dependent upon course rotation | Barker/Bavonese/Richards |
| Instrument Phase-In Plans for Advanced Programs | Stakeholder Groups, Agendas, Surveys for Content Validity, examples of iterations of development | Bavonese/Richards/Department Heads/Program Chairs |
| Minutes; Agendas; Etc | As needed: Superintendent's Consortium; Advanced Program Advisory Panels | Bavonese/Secretaries |
| Shared Responsibility List | Green Programs Handbooks for Clinical Experiences | Advanced Program Faculty |
| Data Meetings | Internal & External Stakeholders; Agendas/Minutes | Bavonese/Secretaries |
| Evidence of Change | Agendas/Minutes/Syllabi/Artifacts/Rubric Data | Bavonese/Barker/Richards |
| LiveText Resources | Advanced Program Support Pages | Barker/Bavonese/Richards |

**A.2.2** The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced program emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g. qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component A.1.1).

| Phase-In Applies for A.2.2 Data Collection | | |
|---|---|---|
| Assessment/Evidence | How Reported | Person(s) Responsible |
| MOU's | Copies of MOU's; emails; other documents | Russell/Hayes |
| CEU's Awarded/Used | By Semester | Russell/Hayes |
| EPP Created Assessments A.1 | Annually or dependent upon course rotation | Barker/Bavonese/Richards |
| Instrument Phase-In Plans for Advanced Programs | Stakeholder Groups, Agendas, Surveys for Content Validity, examples of iterations of development | Bavonese/Richards/Department Heads/Program Chairs |
| Minutes; Agendas; Etc | As needed: Superintendent's Consortium; Advanced Program Advisory Panels | Bavonese/Secretaries |
| Shared Responsibility List | Green Programs Handbooks for Clinical Experiences | Advanced Program Faculty |
| Data Meetings | Internal & External Stakeholders; Agendas/Minutes | Bavonese/Secretaries |
| Evidence of Change | Agendas/Minutes/Syllabi/Artifacts/Rubric Data | Bavonese/Barker/Richards |
| LiveText Resources | Advanced Program Support Pages | Barker/Bavonese/Richards |
| | | |

**Standard Three: Candidate Quality, Selectivity, and Progress**

**INITIAL**
The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

**ADVANCED**
The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification where applicable.

**Plan for Recruitment of Diverse Candidate Who Meet Employment Needs**

3.1 The provider presents plans and goals to recruit and support completing of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently STEM, English-language learning, and students with disabilities.

| Assessment/Evidence | How Reported | Person(s) Responsible |
|---|---|---|
| Cohort Demographics | Annually to inform recruitment, retention and support plans as progress monitoring measure | Bavonese/Coger |
| Recruitment Plan | Annually with performance measures each semester | Trucks/Hammack |
| Retention Plan | Annually with performance measures each semester | Trucks/Hammack |
| Marketing Plan | Annually with performance measures each semester | Trucks/Hammack |
| Recruitment Events | Digital Evidence, Agenda, Planning Notes, Results | Dean's Office |
| Social Media Recruitment | Reach/EPP; Disaggregated by Program | Bohannon |
| Virtual Recruitment Activities | Digital evidence, by semester | Trucks/Hammack |
| TEP Articulation CC | Annually | Dean's Office |

**Candidates Demonstrate Academic Achievement**

3.2 *Required Component*: The provider meets CAEP minimum criteria or the state's minimum criteria for academic achievement, whichever are higher, and gathers disaggregated data on the enrollment candidates whose preparation begins during an academic year. *See additional details in CAEP Manual p. 39

| Assessment/Evidence | How Reported | Person(s) Responsible |
|---|---|---|
| Average GPA | GPA of defined Cohort; Teaching Field + Rationale | Light/Koger |
| ACT + Writing | Institutional, State, and National Results of Cohort | Light/Koger |
| ED 302/501/MU244 | By Semester/GPA/Recommendations | Bavonese/Richards |

**Additional Selectivity Factors**

3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

**Selectivity During Preparation**

3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college-and-career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

| Assessment/Evidence | How Reported | Person(s) Responsible |
|---|---|---|
| CLP + COBS | At Selected Program Points, EPP; Disaggregated by Specialty Area | Barker/Richards |
| TCDA | At Selected Program Points, EPP; Disaggregated by Specialty Area | Barker/Richards |
| TCPoA | As needed for candidate support | D Heads |
| GPA | By Semester/GPA & D/F Policy | Assoc Dean's Office |
| Academic and Non-Academic Performance Analysis | Annually, EPP; Disaggregated by Specialty Area | Bavonese/Richards |

**Selection at Completion**

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard of content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

3.6 Before the provider recommends any candidate for licensure or certification, it documents that the candidate understands the profession, including codes of ethics, professional standards for practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.

| Assessment/Evidence | How Reported | Person(s) Responsible |
|---|---|---|
| edTPA | Overall and by program, by task, by rubric | Bavonese/Barker |
| CLP + COBS | At Selected Program Points, EPP; Disaggregated by Specialty Area | Barker/Richards |
| TCDA | At Selected Program Points, EPP; Disaggregated by Specialty Area | Barker/Richards |
| TCPoA | As needed for candidate support | D Heads |
| Praxis II Content | Disaggregated by program | Light/Coger/Richards |
| Checkout for Internship | Narrative of Process/Number of Checkouts | TES Team |

**Advanced Standard 3**

A.3.1 The provider sets goals and monitors progress for admission and support of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's teacher pool, and over time, should reflect the diversity of P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for school and district staff prepared in advanced fields.

| Phase-In Applies for A.3.1 Data Collection | | |
|---|---|---|
| Assessment/Evidence | How Reported | Person(s) Responsible |
| Graduate Cohort Demographics | Annually to inform recruitment, retention and support plans as progress monitoring measure | Bavonese/Coger/D Heads, Program Chairs |
| Recruitment Plan | Annually with performance measures each semester | Trucks/Hammack |
| Retention Plan | Annually with performance measures each semester | Trucks/Hammack |
| Marketing Plans | Annually with performance measures each semester | Trucks/Hammack |

| Advanced Program Cohorts in Shortage Areas | Annually with performance measures each semester | Trucks/Hammack |
|---|---|---|

A.3.2 The provider sets admission requirements for academic achievement, including CAEP minimum criteria, the state's minimum criteria, or graduate school minimum criteria, whichever is highest, and gathers data to monitor candidates from admission to completing.

| Phase-In Applies for A.3.2 Data Collection | | |
|---|---|---|
| Assessment/Evidence | How Reported | Person(s) Responsible |
| Gateway Data | Annually | Light/Koger/Richards |
| Cohort Average GPA at Admission | Annually as collected by Graduate Studies via application materials and provided to the SoE, GPA captured will be undergraduate final GPA posted on the matriculated transcript OR the most recent final GPA from a graduate degree posted on the matriculated transcript | Bavonese/Richards/JSU Graduate School |

A.3.3 The provider creates criteria for program progression and uses disaggregated data to monitor candidates' advancement from admissions to completion.

| Phase-In Applies for A.3.3 Data Collection | | |
|---|---|---|
| Assessment/Evidence | How Reported | Person(s)Responsible |
| Gateway Data | Annually, disaggregated by advanced program | Light/Koger/Richards |
| Average GPA | Annually, disaggregated by advanced program | Light/Koger/Richards |
| Praxis (Green Programs) | Annually, disaggregated by advanced program | Light/Koger/Richards |
| Graduate Checkout Plan | By semester, disaggregated by advanced program | Bavonese/JSU Graduate Studies/Teacher Education Services/Program Chairs |

A. 3.4 Before the provider recommends any advanced program candidate for completion, it documents that the candidate has reached a high standard for content knowledge in the field of specialization, data literacy, and research-driven decision making, effective use

of collaborative skills, applications of technology, and applications of dispositions, laws, codes of ethics, and professional standards appropriate for the field.

| Phase-In Applies for A.3.4 Data Collection | | |
|---|---|---|
| Assessment/Evidence | How Reported | Person(s) Responsible |
| Multiple Measures A.1 | Annually, disaggregated by advanced program | Barker/Richards |
| Praxis (Green Programs) | Annually, disaggregated by advanced program | Light/Koger/Richards |
| GPA | Annually, disaggregated by advanced program | Light/Koger/Richards |
| Instrument Phase-In Plans for Advanced Programs | Stakeholder Groups, Agendas, Surveys for Content Validity, examples of iterations of development | Bavonese/Richards/Department Heads/Program Chairs |

## Standard Four: Program Impact

**INITIAL**
The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

**ADVANCED**
The provider documents the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.

**Impact on P-12 Student Learning and Development**
4.1 *Required Component*: The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the employer.

| Assessment/Evidence | How Reported | Person(s) Responsible |
|---|---|---|
| P-12 Student Learning Outcomes | Annually as Case Study Artifacts | Richards/Committee |

| | | |
|---|---|---|
| P-12 Student Perception Surveys | Annually as Case Study Artifacts | Richards/Program Impact Committee |
| State Completer Surveys | Annually | Richards/Program Impact Committee |
| State Employer Surveys | Annually | Richards/Program Impact Committee |
| Phase-In Plan | Evidence of case study development with indicators of P-12 student learning and development | Richards/Program Impact Committee |

**Indicators of Teaching Effectiveness**

4.2 *Required Component*: The provider demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

| Assessment/Evidence | How Reported | Person(s) Responsible |
|---|---|---|
| Completer Case Study 1st-3rd year Completers | Annually (Includes CLP + COBS, P-12 Student Learning Outcomes, P-12 Student Perception Surveys, Interviews), EPP-Wide; Disaggregated by Program | Richards/Program Impact Committee |
| edTPA© Professional Growth Plan | Annually as Case Study Artifacts | Richards/Program Impact Committee |
| State Completer Surveys | Annually | Richards/Program Impact Committee |
| State Employer Surveys | Annually | Richards/Program Impact Committee |

**Satisfaction of Employers**

4.3 *Required Component*: The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

| Assessment/Evidence | How Reported | Person(s) Responsible |
|---|---|---|
| Employer Interviews | Annually as Case Study Artifacts | Richards/Program Impact Committee |

| | | |
|---|---|---|
| State Completer Surveys | Annually | Richards/Program Impact Committee |
| State Employer Surveys | Annually | Richards/Program Impact Committee |

**Satisfaction of Completers**

4.4 *Required Component*: The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

| Assessment/Evidence | How Reported | Person(s) Responsible |
|---|---|---|
| Completer Interviews | Annually as Case Study Artifacts | Richards/Program Impact Committee |
| edTPA© Professional Growth Plan | Annually as Case Study Artifacts | Richards/Program Impact Committee |
| Completer Focus Groups | Annually as Case Study Artifacts | Richards/Program Impact Committee |
| State Completer Surveys | Annually | Richards/Program Impact Committee |
| State Employer Surveys | Annually | Richards/Program Impact Committee |

**Advanced Standard A.4**

A.4.1 The provider demonstrates that employers are satisfied with completers' preparation and that completers reach employment milestones such as promotion and retention.

| Phase-In Applies for A.4.1 Data Collection | | |
|---|---|---|
| Assessment/Evidence | How Reported | Person(s) Responsible |
| Employer Satisfaction Meetings | Annually for the EPP, disaggregated by advanced program on a continuous cycle | Bavonese/Richards/ Advanced P Faculty |
| Employer Satisfaction Survey for Advanced Program | Annually for the EPP, disaggregated by advanced program on a continuous cycle | Bavonese/Richards/ Advanced P Faculty |

| Employer Advanced Focus Groups | Annually for the EPP, disaggregated by advanced program on a continuous cycle aligned with goals selected via JSU SoE Advanced Programs Protocol | Bavonese/Richards/ Advanced P Faculty |
|---|---|---|

A.4.2 The provider demonstrates that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

| Phase-In Applies for A.4.2 Data Collection | | |
|---|---|---|
| Assessment/Evidence | How Reported | Person(s) Responsible |
| Completer Advanced Focus Groups | Annually for the EPP, disaggregated by advanced program on a continuous cycle aligned with goals selected via JSU SoE Advanced Programs Protocol | Bavonese/Richards/ Advanced P Faculty |
| Completer Satisfaction Survey for Advanced Program | Annually for the EPP, disaggregated by advanced program on a continuous cycle | Bavonese/Richards/ Advanced P Faculty |