

**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

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.

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
State Survey	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 Meeting Minutes	By Meeting	D Heads/Dir
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
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

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

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.

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 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

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	E, Total EPP; Disaggregated by Specialty Area	Barker/Richards
Praxis II Content	E, Disaggregated by Specialty Area; National or State Avg	Light/Coger/Richards

CIEP Results	Disaggregated by Specialty Area	Light/Coger
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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

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	Russell/Hayes
CEU's Awarded/Used	By Semester	Russell/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	Russell/Hayes
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

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	Russell/Hayes
CEU's Awarded/Used	By Semester	Russell/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
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

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 Collabo	Co-Teaching Training Documentation	Russell/Hayes
Technology Based Collabo	LiveText FEM Dashboard	Russell/Hayes
Technology Based Collabo	CT Training via Video	Russell/Hayes
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	Russell/Hayes

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 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
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

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
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
Graduate Cohorts	By Cohort	Dean's Office
TEP Articulation Agree	Annually	Dean's Office

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
Recruitment Plan	Annually with performance measures each semester	Trucks/Hammack
Retention Plan	Annually with performance measures each semester	Trucks/Hammack
Advanced Program Cohorts	Annually	Trucks/Hammack

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
Praxis Core (R, W, M)	Institutional, State, and National Results	Light/Koger/Richards
ED 302/501/MU244	By Semester/GPA/Recommendations	Bavonese/Richards

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	Annually	Program Chair

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

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

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

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

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
Completer Case Studies	1-3 years of teaching/assessment/student learning artifacts/mirror edTPA	D Heads
State Surveys	Annually	Dean's Office

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 Studies	1-3 years of teaching/assessment/student learning artifacts/mirror edTPA	D Heads
State Surveys	Annually	Dean's Office

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.

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

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 Case Studies	1-3 years of teaching/assessment/student learning artifacts/mirror edTPA	D Heads
State Survey	Annually	Dean's Office

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 Satisfaction Meetings	Annually for the EPP, disaggregated by advanced program on a continuous cycle	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
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