SFA EPP CAEP SITE VISIT PREP

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CAEP Standards 5 and A.5

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.

- Supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers.

- Uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.
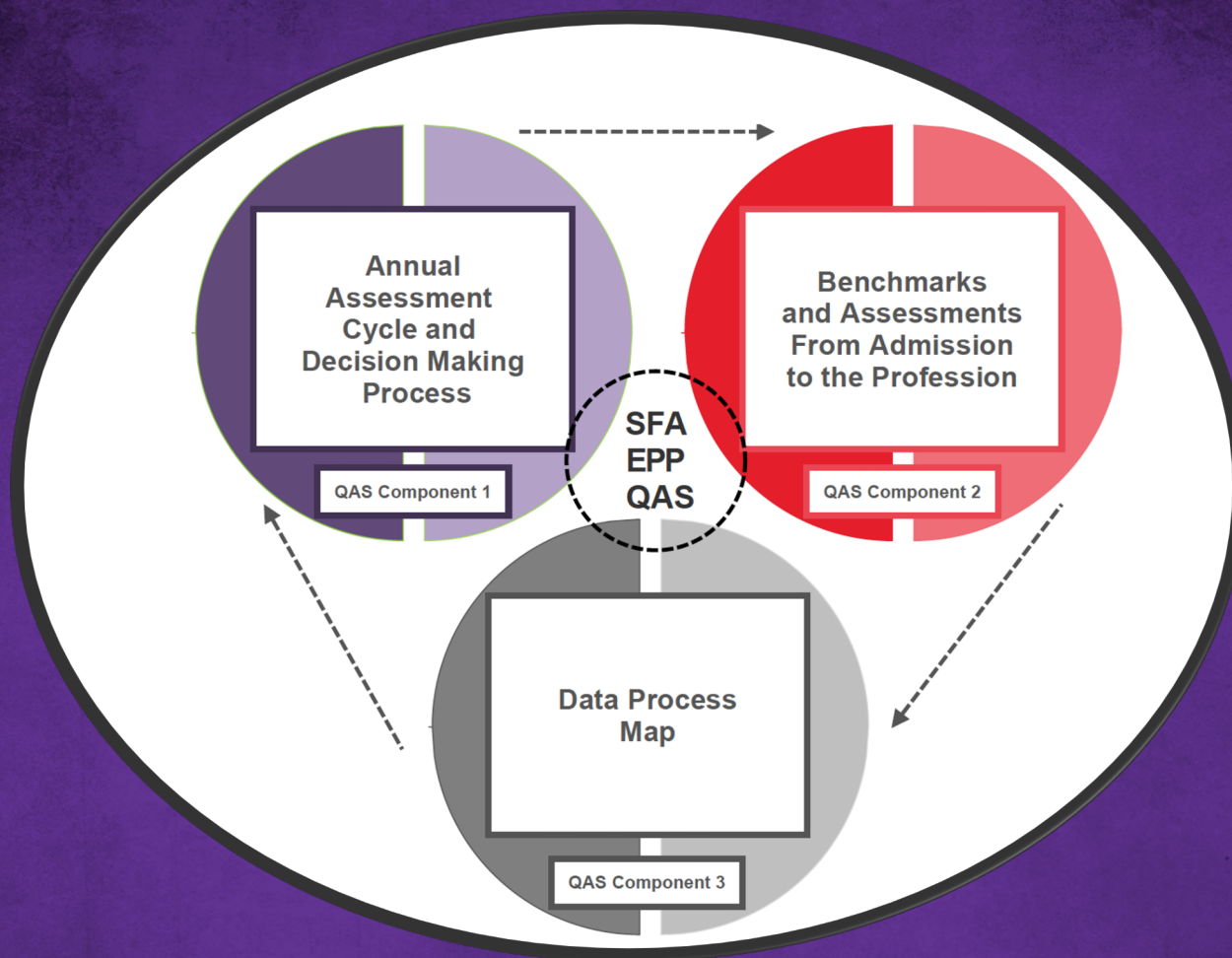
SFA
Educator Preparation Program (EPP)
Quality Assurance System (QAS)

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CAEP Unit Assessment Oversight Committee
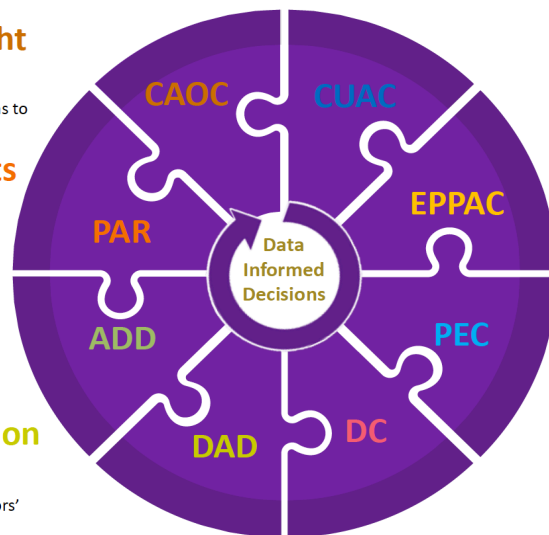
- The purpose of the CAEP Unit Assessment Oversight Committee is to steer, oversee, and maintain the alignment of the Educator Preparation Programs with the Council for Accreditation of Educator Preparation (CAEP) standards. In this process they develop and review unit assessments. See agendas and summary notes http://coe.sfasu.edu/facstaff/caep-unit-assessment-committee

- Committee Composition:
  - 2 members from each department/school representing undergraduate and graduate programs selected by the chair in consultation with Associate Dean of Assessment and Accountability

  - 1 or more representatives from each college selected by deans in consultation with Associate Dean of Assessment and Accountability

  - Associate Dean of Assessment and Accountability (Chair)

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The SFA Educator Preparation Program (EPP) Advisory Council

- The purpose of the SFA EPP Advisory Council is to: Assure that appropriate stakeholders including school partners are involved in program evaluation, improvement, and identification of models of excellence.
- Committee Composition:
    - » The Advisory Members per *Texas Administrative Code (TAC) §228.20(b)* can include:
    - » Local School and district Representatives, Higher Education Representatives, Regional Education Service Center Representatives, Business and Community Representatives.
    - – Basic Duties of Advisory the Committee Per TAC §228.20(b)
        - » Collaboration
            - Meet at least twice a year.
            - Assist in the design, deliver, evaluation, and major policy decisions of the EPP
        - » Accountability
            - Provide support for the EPP to meet all Texas Education Agency standards.
                - Accountable for the quality of the program and the candidates that the program recommends for certification.
- The EPP Advisory Council plays a key role in the QAS through input on assessment development and revision. Agendas and Summary notes can be found here: http://coe.sfasu.edu/facstaff/epp-advisory-council

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The Professional Educator's Council (PEC)

- Professional Educators' Council which is the governing body of the SFA Educator Preparation Program. Preparation of teachers, school administrators, and other professional educators is a university-wide function.

- The council's responsibilities include:
  Maintaining accreditation by SBEC, CAEP, and other national organizations.
  - Maintaining good standing with the TEA;
  - Reviewing proposals for changes in teaching field programs and in professional education programs;
  - Establishing criteria for program admission and retention;
  - Recommending criteria for educator certification or licensing.
  - Co-chaired by the Dean of the James I. Perkins College of Education (PCOE) and the PCOE associate dean for assessment and accountability. It is composed of representatives from every initial and advanced certification program across the college, and from the colleges whose majors seek educator certification as well as students. This includes the program facilitator/coordinator for each of these programs, as well as each department chair or director.

- PEC votes on the adoption of CAEP Unit Assessments and other EPP wide policies and practices including review of curriculum changes made to all educator preparation programs.

- PEC meets four times annually creating multiple opportunities for shared decision-making and dissemination of assessment data. Agendas, summary notes and meeting materials be found at this link: http://coe.sfasu.edu/facstaff/pec

Unit Data Collection

- Once unit assessments are approved by the PEC

- Programs identify courses where data can be collected on all educator preparation candidates and put into a centralized data collection and management system

- Currently all EPP created assessment unit data are in LiveText, Qualtrics, or Bright Space.

- It is within these systems that candidates upload artifacts and/or faculty complete rubrics to score candidate work.

Unit Data Analysis & Dissemination

- Evidence of QAS capability include data analysis (calculation of means and standard deviations) and disaggregation by certification and at times demographics.

- All analyzed and disaggregated data are shared w EPPs, the Professional Educators' Council, and the EPP Advisory Council by the PCOE Office of Assessment and Accountability. Links to data shared with programs from 2017 – 2019 can be found here on this public facing links:

[2017-18-unit data made available to programs](#)
[2018-19-unit data made available to programs](#)

- The compendiums of evidence uploaded to meet CAEP Standards 1-4 and referenced in the Analysis Reports for each standard further demonstrate the robust ability of the SFA QAS to collect, analyze, report, and use data.

Annual Data Day

- **Provides time and space for faculty across all initial and advanced programs to share and analyze both unit and program data, as well as make strategic data-informed program improvement decisions.**

- In preparation for the event the PCOE Office of Assessment and Accountability pulls and analyzes data then shares data reports on unit and program level assessments with programs.

- Program area meetings to review and discuss data.

- Afternoon session(s) shift the focus to college and university wide data review/state and national trends/implications

- Recent Keynote speakers:
  - State of Texas Demographer, Dr. Potter
  - Dr. Rios, a recognized expert in the field of diversity who presented "Equity conscious leadership: Lean in and Lead on for Equity and Diversity."

Annual Program Assessment Reports

- All programs finalize and submit program assessment reports into the university wide system Nuventive Improve

- These reports include program:
  - objectives/learning outcomes
  - assessments to measure the extent which outcomes are met
  - well-defined criteria to determine if objectives/learning outcomes were met,
  - analysis of data
  - Action plans when criteria are not met as well as follow-up details related to each action plan.

- ***College Assessment Oversight Committee (CAOC)***
- This committee of faculty review the Annual Program reports created in Nuventive Improve.
- This review is done by faculty outside of the content area and includes, identification of strengths, areas for improvement, questions, as well as feedback on the extent to which the program demonstrates use of data to support continuous improvement.

PCOE College Assessment Oversight Committee
Annual Program Report Review

Program Report: IntStud BSISw/Gen EC-6   **Person Entering Results:** Adam Akerson

Feedback provided by: Heather Samuelson   **Date:** Nov. 30, 2019

This report included new objectives: ○ yes ● no

This report included new assessments: ○ yes ● no

The strengths of this report are:

-This program report is extremely clear and thorough.
-The Assessment Methods outline the specifics being evaluated and clearly match the objectives.
-Action Plans indicate that results have been discussed with program faculty.

Some questions I had about this report are:

-I do not have any questions regarding this report.
-I appreciate the accronyms being defined as opposed to just providing the letters; ex: Elementary Education Admissions Test- EEAT. This helped clarify the objectives, results, and actions plans.

You might consider the following suggestions:

-When writing action plans, steer clear of words such as "continue" or "maintain." Try to use verbage such as "prioritize" or "provide."
-Provide follow up actions.

Continuous Improvement Feedback

Continuous Improvement Definition
An organizational process through which data are collected on all aspects of program's activities; analyzed to determine patterns, trends, and progress, and used to define changes for the purpose of improving the quality of programs, faculty, students, policies and procedures.

Describe ways the annual program report demonstrates continuous improvement. (bullet list is acceptable)

-This annual program report clearly outlines and pinpoints continuous improvement.
-By sharing results with program faculty, the program is able to determine the progress of student learning and provide changes for improvement.

Consider the following ways continuous improvement could possibly be expanded and/or enhanced. (bullet list is acceptable)

-Continuous improvement could be expanded upon if follow up actions are provided.
-Action plans discussed how the faculty would have to meet to address unacceptable results, but examples were not provided.
-Consider addressing actions the student(s) could make to enhance their student learning and possible results.

Program Revision of annual reports in Nuventive Improve.

- Reviewer feedback on annual reports from the CAOC is shared with each program and the program has approximately a month to make any changes to the annual report.
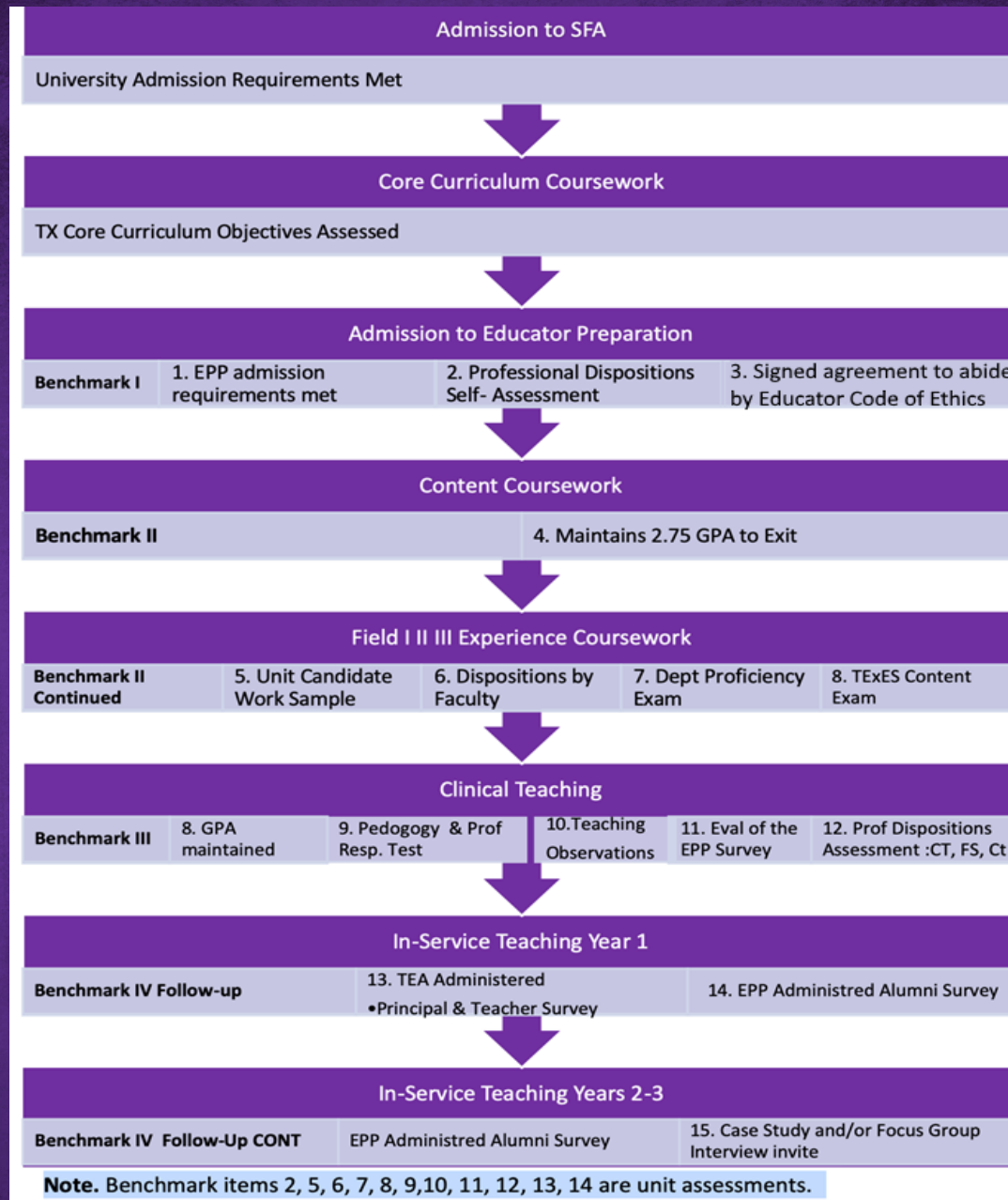
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SFA EPP QAS Component 2

- The Annual Assessment Cycle and Decision-Making Process provides a big picture look at the EPPs QAS process.

EPP QAS Component 2

- The **Benchmarks and Assessments from Admission to the Profession**, is a more focused look at a separate but critical part of the QAS and serves to demonstrate the way the EPP monitors progress on all unit assessments and criteria, thus ensuring quality performance from candidates.

- **NOTE** that all Advanced program Benchmark and Assessment sheets are uploaded as a separate compendium of evidence in standard A.5 with specific admission information on advanced programs explained in A.3.

Benchmarks and Assessments from Admission to the Profession

Admission to SFA				
University Admission Requirements Met				

Core Curriculum Coursework				
TX Core Curriculum Objectives Assessed				

Admission to Educator Preparation				
Benchmark I	1. EPP admission requirements met	2. Professional Dispositions Self- Assessment	3. Signed agreement to abide by Educator Code of Ethics	

Content Coursework				
Benchmark II		4. Maintains 2.75 GPA to Exit		

Field I II III Experience Coursework				
Benchmark II Continued	5. Unit Candidate Work Sample	6. Dispositions by Faculty	7. Dept Proficiency Exam	8. TExES Content Exam

Clinical Teaching				
Benchmark III	8. GPA maintained	9. Pedogogy & Prof Resp. Test	10.Teaching Observations	11. Eval of the EPP Survey	12. Prof Dispositions Assessment :CT, FS, Ct

In-Service Teaching Year 1		
Benchmark IV Follow-up	13. TEA Administered •Principal & Teacher Survey	14. EPP Administred Alumni Survey

In-Service Teaching Years 2-3		
Benchmark IV Follow-Up CONT	EPP Administred Alumni Survey	15. Case Study and/or Focus Group Interview invite

Note. Benchmark items 2, 5, 6, 7, 8, 9,10, 11, 12, 13, 14 are unit assessments.

SFA EPP QAS Component 3.

SFA Data Process Map

Keeping up with data for thirty-nine different certification areas and monitoring appropriate progress for upwards of approximately 450-500 candidates annually, would not be possible without an effective and efficient data process system.

Figure 3 SFA EPP Data Process Map provides a visual display of how data flows and is managed to support monitoring candidate progress on benchmark assessments and data-informed decision making by programs.

The SFA EPP data process utilizes several electronic systems and tools. These are: Banner, Banner Self-Service, EdPrep (a custom Banner application), LiveText/Field Experience Module (FEM) and Qualtrics.

SFA Educator Preparation Program Data Process Map

The candidate applies to EdPrep (custom Banner application)

Data are verified for accuracy by EPP team

in Progress   Accepted   Denied
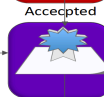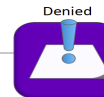
Candidate registers with TEA*

Candidate is sent admissions survey to complete Benchmark I requirements

Diversity of ISD Data/Placements imported into FEM*

Placements created
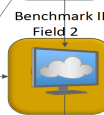
Benchmark II
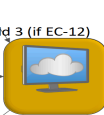Field 1   Field 2   Field 3 (if EC-12)

Data are verified for accuracy by EPP team
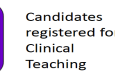
Candidate applies to Clinical Teach

Cooperating/Mentor Teacher - Contact, expectations, training

Data are verified by EPP Team Verification of Benchmark II #8

Diversity of ISD Data/Placements imported into FEM*

Candidates registered for Clinical Teaching

Benchmark III Unit Assessments 10, 11, 12 completed by
Mentor Teacher   Clinical Teacher   Field Supervisor
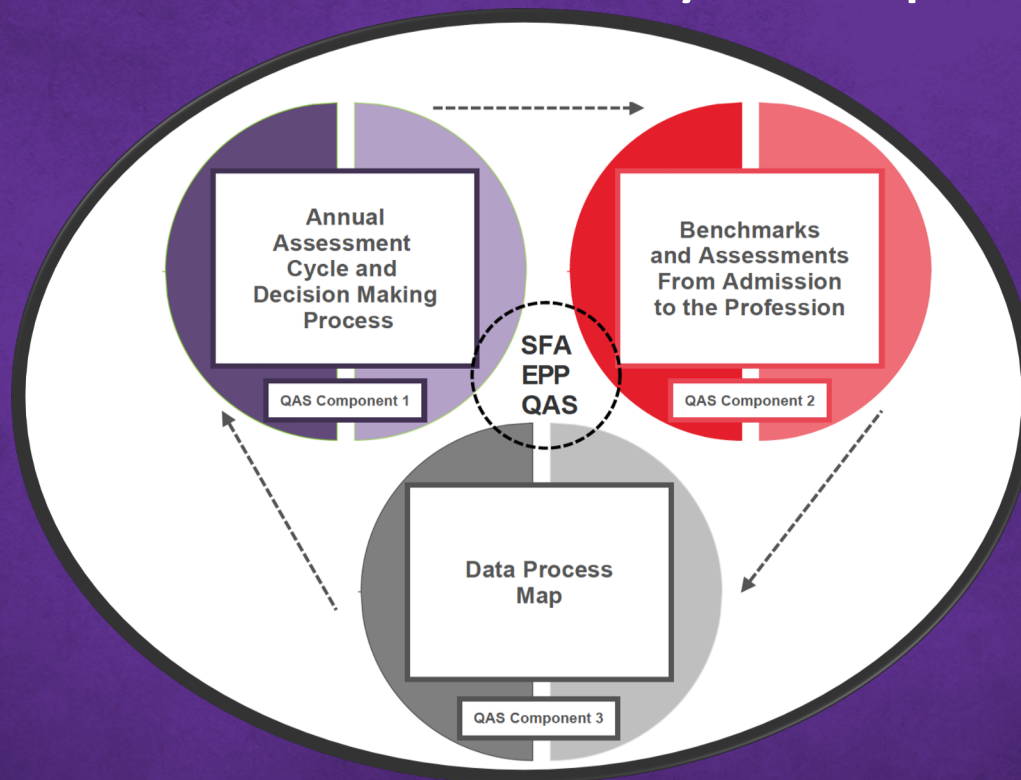
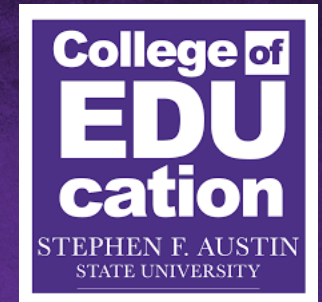Recommended to TEA for certification

Grade Posted

In-Service Teaching Years 1-3
Benchmark IV 13, 14, 15

Data from all Benchmark assessments are summarized and made available to programs at the end of each semester

Banner Data (SIS)

Data Verification

Qualtrics

LiveText C1 or FEM

Texas Education Agency

Collectively the three components of the SFA QAS allow the EPP to make data-informed decisions to support continuous improvement. Specific examples of ways the QAS is working are presented the CAEP Standard 5/A.5 Analysis Report.