

Quality Assurance System Handbook

**Nicholls State University
College of Education and Behavioral Sciences
Department of Teacher Education**



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Quality Assurance System Handbook Introduction (CAEP R5.1)

The purpose of the Quality Assurance System (QAS) Handbook is to aid the educator preparation provider (EPP) in maintaining a system that supports continuous improvement efforts. The handbook outlines sustainable and systematic processes for operational effectiveness measured by goals and relevant standards. Creation of this handbook improves transparency for faculty and stakeholders while enhancing knowledge and understanding of the EPP's working systems. The QAS Handbook describes how the EPP's quality assurance system supports accreditation endeavors, how processes are organized, and the ways in which the EPP strives to have a positive impact on candidate performance and P-12 student learning. These processes are supported by the EPP's Accreditation and Quality Assurance Team (AQAT) in collaboration with administration, faculty, staff, and stakeholders.

Quality Assurance System Handbook Revisions (CAEP R5.1)

The original Quality Assurance System (QAS) Handbook was created in 2019-2020 as evidence that the Nicholls State University Educational Preparation Provider (EPP) maintains a system that consists of valid data from multiple measures and supports continuous improvement that is sustainable. To better meet the revised Council for the Accreditation of Preparation Providers (CAEP) standards, the EPP updated this handbook in 2022.

In broad terms, quality assurance can be defined as the maintenance of the desired level of quality in a service, especially by means of attention to every stage of the process. CAEP Standard Component R5.1 states that EPPs must develop, implement, and modify a functioning quality assurance system that ensures a sustainable process to document operational effectiveness. It also states that EPPs must document how data enters the system, how data are reported and used in decision making, and how the outcomes of those decisions inform programmatic improvement.

The EPP defines its QAS as a system that is multifaceted and constantly evolving; a system that facilitates data collection, analysis of data, and data-based decision making; and a system that cultivates an environment of self-reflection and evaluation to better serve and prepare candidates. The EPP plans to modify its QAS and the handbook as needed to enable quality control and continuous improvement.

Nicholls State University Overview

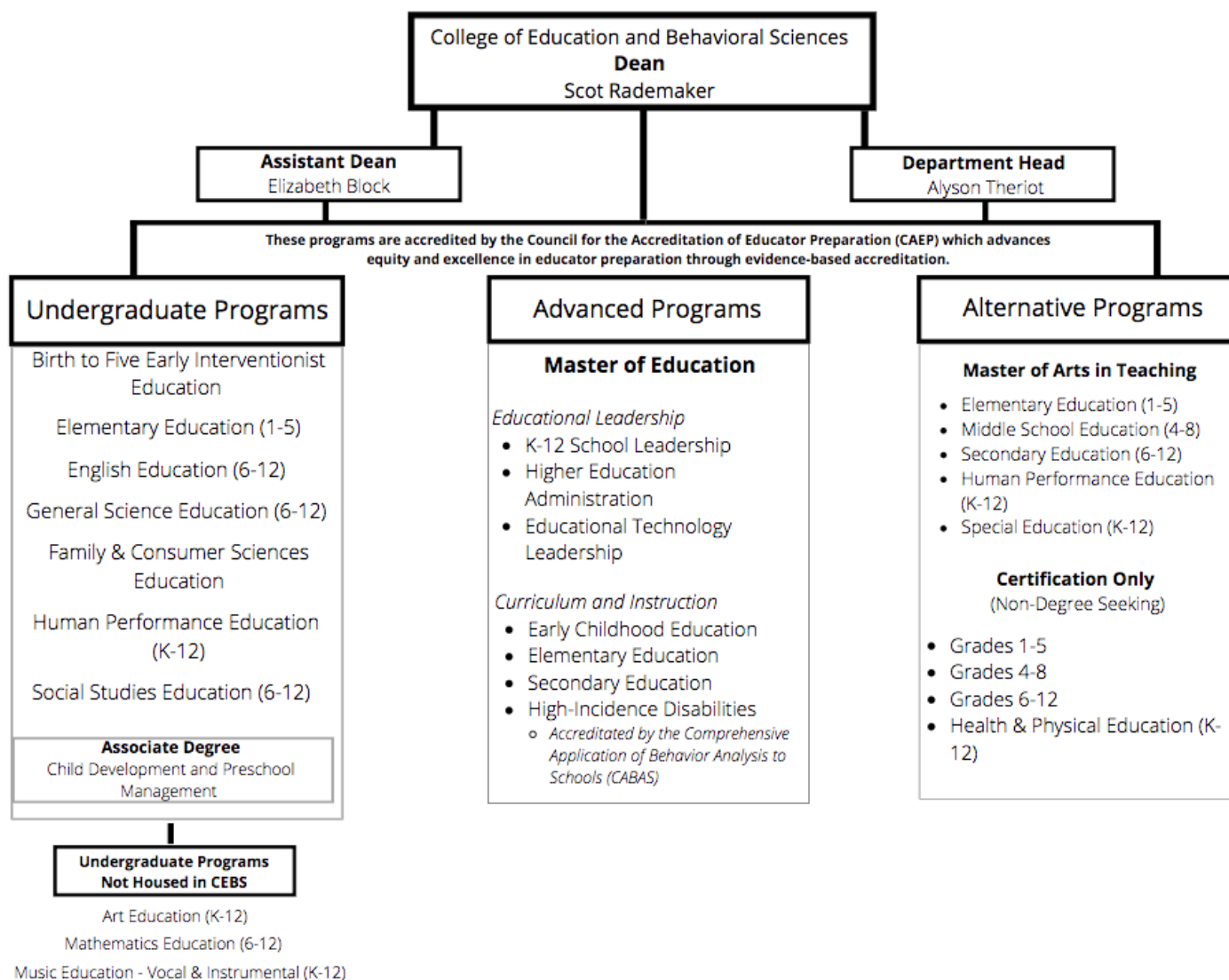
Nicholls State University, located in Thibodaux, LA., is a public regional university and is one of nine Louisiana universities under the leadership of the Board of Supervisors of the University of Louisiana System. Located in "Cajun Country," Nicholls lies in the heart of the Mississippi River delta, allowing for easy access to the river, its tributaries, Louisiana's wetlands, and the Gulf of Mexico. The 287-acre Thibodaux campus is approximately 50 miles west of New Orleans and 60 miles southeast of Baton Rouge. Nicholls has a population of approximately 6,488 traditional and nontraditional students. Since first opening its doors in 1948, Nicholls has been the only

university serving the Bayou Region. In 2018, there were 1,301 first-time freshmen enrolled at the university, with 63% of that population being first-generation college students. The institution offers more than 107 bachelor's and master's degree programs, 90-plus student organizations, and 14 Division I athletic teams. The Top 5 Bachelor's Degree Programs at the institution are 1. Nursing, 2. Business Administration, 3. Biology, 4. Education, and 5. Psychology. The University of Louisiana System has identified the following areas as "Unique Areas of Excellence," including the John Folse Culinary Institute, Biological Sciences, Nursing, Allied Health Sciences, Teacher Education, Accounting and Information Systems, and Child, Family, and Social Services.

For more than half a century, the university has prepared students to be leaders in a global society and has enhanced their ability to create a vision for the future. By maintaining partnerships with businesses, local school systems, community agencies, and other educational institutions, Nicholls actively participates in the development of south-central Louisiana. The university maintains a strong commitment to the well-being of local residents. These are all ideals that the faculty of the College of Educational and Behavioral Sciences and the Department of Teacher Education model through everyday practice. The university also proudly partners with Fletcher Technical Community College in Houma, located about 20 miles south of Nicholls. The Department of Teacher Education has an articulated 2+2 degree agreement in Early Childhood Education with Fletcher. Both campuses work together to provide complete access to higher education in south-central Louisiana.

College of Education and Behavioral Sciences Organizational Structure

The College of Education and Behavioral Sciences (CEBS) houses two academic units, the departments of Teacher Education and Psychology, Counseling, and Family Studies. The Department of Teacher Education offers a variety of initial and advanced programs, as outlined in the graphic below. The Dean of the College of Education and Behavioral Sciences serves as the head of the EPP and reports directly to the institution's Provost and Vice-President of Academic Affairs.



EPP Leadership Roles

The Accreditation and Quality Assurance Team (AQAT) was created during the transition from NCATE to CAEP in 2018 with a mission to increase evidence-based quality assurances through more systematic and intentional improvement efforts. Furthermore, the team is focusing on a more clearly articulated and effective process for identifying quality assurance measures specific to the success of the candidates and the P-12 students they serve. AQAT comprises the EPP's CAEP Coordinator, Teacher Education Department Head, Coordinator of Clinical Practice and Residency, Clinical Experience Coordinator, and Assessment Coordinator. The Title II Coordinator and Dean are included in team meetings as needed, as well as faculty or stakeholder guests.

The CAEP Coordinator - Designated by the EPP as the primary recipient for CAEP related communications (CAEP, 2020). The EPP's CAEP Coordinator is also responsible for launching program impact surveys and collecting and aggregating/disaggregating survey data.

The Teacher Education Department Head - Responsible for the coordination and administration of the Teacher Education Department.

The Coordinator of Clinical Practice and Teacher Residency - Responsible for all of the administrative duties needed to run the residency program for the Teacher Education Department.

The Clinical Experience Coordinator - Responsible for aiding in clinical experience placement, coordination, and collection of clinical experience verification data prior to residency. The EPP's Clinical Experience Coordinator is responsible for collecting, aggregating/disaggregating, and sharing clinical experience data.

The Assessment Coordinator - Responsible for overseeing the process of defining learning outcomes, choosing methods/approaches for gathering evidence, analyzing and interpreting evidence, and using information to improve student learning. The EPP's Assessment Coordinator is responsible for exporting, aggregating/disaggregating, sharing, and storing all key assessment data.

Stakeholders - Partners, organizations, businesses, community groups, agencies, schools, districts, and/or EPPs interested in candidate preparation or education (CAEP, 2020).

The Nicholls Office of Institutional Research supports the AQAT in collecting, aggregating, and disaggregating EPP-specific data to fulfill mandatory reporting requirements. This office supports the EPP in collecting data from the following institution data systems: Banner, Moodle, Watermark, Qualtrics, survey responses, etc.

EPP Partnerships (CAEP R5.3)

The EPP makes every effort to create mutually beneficial partnerships with stakeholders to share responsibility for candidate preparation. It is vital to the success of the EPP and its programs to ensure that internal and external stakeholders are active participants in program design, evaluation, and continuous improvement processes. Examples of how the EPP creates opportunities for strong stakeholder partnerships are outlined below but not limited to these examples:

Class Measures, Inc. - Class Measures, Inc. is a U.S. subsidiary of Tribal Group plc, an international education services provider founded in 1999. They work with state education departments, such as New York, Washington State, Louisiana, Alabama and Massachusetts, to align with the state's key medium-to-long-term objectives and increase capacity to embed continuous improvement across the states' schools, districts and leadership teams. In 2021, the EPP's Assessment Coordinator and Coordinator of Clinical Practice and Teacher Residency wrote a Board of Regents grant, ranked #1 in the state, in which Class Measures, Inc. consultants

were hired to provide guidance in improving quality assurance processes.

Clinical Practice and Residency - The Office of Clinical Practice and Residency, as well as the Committee on Clinical Practice and Residency, function to establish clear and effective procedures that are relevant and beneficial to candidates, stakeholders, and P-12 students. With the help of stakeholders in the field, the office and committee facilitate discipline specific clinical experiences, internships, residencies, and practica in addition to meeting state requirements for clinical practice. They also aid in establishing Grow your Own programs, which focus on developing and retaining teachers in the area to improve the teacher pipeline for mutually beneficial partnerships.

Louisiana Association of Colleges for Teacher Education – The EPP collaborates with the Louisiana Association of Colleges for Teacher Education (LACTE) to build better partnerships and share successful practices between universities and colleges throughout the state. The meetings with LACTE provide an outlet and an opportunity to advocate for certain policies affecting stakeholders. Comments and feedback on state initiatives are provided at monthly meetings with task force groups created to address concerns such as barriers to teacher recruitment and certification and the State’s Quality Rating Scale. Through LACTE, EPP administrators collaborate with the Board of Regents, the LA Department of Education and the State Board of Elementary and Secondary Education (BESE) to voice their opinions and share best practices on education policies.

Louisiana Department of Education (LDOE) – The EPP collaborates with the Louisiana Department of Education (LDOE) through monthly webinars and office hours, statewide initiatives to improve teacher candidate and student outcomes such as the Math and ELA collaboratives, and various statewide task forces including those addressing Teacher Recruitment, Recovery & Retention, and the EPP accountability system.

Memoranda of Understanding - MOU’s outline a wide range of provider, school district, and mutual obligations that include, but are not limited to, providing opportunities for resident teachers to attend district-level and school-level professional development while also providing training for mentor teachers. These partnerships are agreed upon by the EPP and school districts, and formalized with signatures by the superintendent, dean, vice president for academic affairs, and the university president.

National Institute for Effective Teachers – The EPP signed a Statement of Use (SOU) with the National Institute for Excellence in Teaching (NIET) to adopt reliable and valid rubrics with multiple measures of educator effectiveness, provide inter-rater reliability and better partnerships through training and professional development for faculty and mentor teachers with access to the EE Pass Portal for exclusive training, support, and video library.

Program Advisory Meetings - These meetings are program specific committees made up of the program chair(s), program faculty, and relevant stakeholders including mentor and supervising teachers, district administration, current candidates, and alumni. The EPP has been holding program advisory committee meetings since 2016 to support partnerships with local P-12 schools and communities that are mutually beneficial and aid in sharing responsibility for continuous improvement of candidate preparation. Stakeholder involvement, partnerships, and collaboration are a major piece of the EPP's quality assurance system. These meetings provide additional opportunities for shared decision making and program evaluation to improve candidate performance.

Stakeholder Advisory Board - The EPP engages P-12 partners in the co-construction of mutually beneficial partnerships. The EPP hosts Stakeholder Advisory Board (STAB) meetings each semester that are open to a mix of program faculty, school district leaders (both at the district and school level), as well as classroom teachers. Stakeholders, faculty, administrators, and candidates engage in reciprocal dialogue on relevant topics including, but not limited to, best practices for candidates, state policies, and program / state/ student outcome data.

Strategic Plan - In relation to partnerships, the EPP used feedback from the external stakeholder, Class Measure, Inc., to begin the strategic planning process in an effort to articulate common goals and advance the growth of programs in a measurable and prioritized manner. The AQAT reached out to an internal stakeholder, Dr. Luke Cashen, Professor of Management in the College of Business Administration, for guidance on the strategic planning process. Dr. Cashen's area of expertise is working with businesses to develop strategic plans; most recently, he led the university through the planning and development of the Academic Master Plan. A Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis was conducted with faculty, stakeholders, candidates, and alumni in Fall 2020 that was shared with these partners at focus groups in spring 2021 and was further vetted through focus groups with relevant stakeholders. The EPP's five year strategic plan is further defined below with each goal, objective, and action illustrated in the handbook. Each objective is addressed through a committee, led by an "advocate" with faculty and stakeholders serving on the committees.

US Prep – The EPP collaborated with US Prep to achieve four important EPP goals: 1. Strengthen district partnerships through the development of Memorandums of Understanding (MOUs) and quarterly shared governance meetings. Provide onsite training and support for facilitating a shared governance meeting and provide materials/protocols for a formal feedback process related to the mentor-teacher selection from the pool. 2. Provide on-site training for university supervisors and mentor teachers in order to develop inter-rater reliability on the evaluation rubric. 3. Provide on-site training for the Nicholls Leadership Team to establish a

framework for ongoing professional development trainings and to establish a comprehensive Teacher Residency Handbook. 4. Design a comprehensive Teacher Residency Handbook to address selection; roles, responsibilities, and expectations; and provide performance gates/portals.

EPP Mission and Vision

Mission

College Mission Statement

The College of Education and Behavioral Sciences' mission is to prepare high-quality teachers, principals, counselors, school psychologists, and other service professionals to be reflective decision-makers. The mission supports the college's conceptual framework by preparing candidates to become culturally responsive inquirers acting as curriculum agents while engaging in professional practice. This includes possessing the necessary knowledge, skills, and dispositions of one's discipline, responding appropriately to diversity, examining and modifying practices and beliefs, and engaging in life-long learning. Equally important to the college is maintaining high-quality undergraduate and graduate programs that meet rigorous accreditation standards through continuous improvement efforts. The college collaborates with pertinent stakeholders to provide authentic professional experiences to candidates. These goals are aligned with those of the university in order to cultivate productive, responsible, and engaged citizens who meet the needs of Louisiana and beyond.

Departmental Mission Statement

The Department of Teacher Education prepares high-quality candidates in the core knowledge, skills, and dispositions needed to become responsible leaders who engage in professional practice and effectively meet the diverse needs of the Bayou Region and beyond. Faculty in the Department of Teacher Education teach and model professional dispositions that promote positive change in the profession and community.

Vision

University Vision Statement

Nicholls State University will be the institution of choice for students in the service region and beyond due to the quality of programs, the dedication to individual student needs, and the national recognition of unique programs and services.

Departmental Vision Statement

Programs of study in the College of Education and Behavioral Sciences are grounded in the Conceptual

Framework, Responsible Leaders Engaging in Professional Practice. Candidates are prepared in the core knowledge, skills, and dispositions that promote positive change in the community and profession, are open to diversity and innovation, and act as culturally responsive inquirers. The college's core components represent the university's commitment to transforming the lives of students by working to ensure that all students become successful lifelong learners.

EPP Strategic Plan (CAEP R5.4)

In 2020, the EPP began the process of creating a strategic plan to better guide and define all efforts by faculty and staff related to the mission and purpose of the department. The EPP underwent an on-site visit by Class Measures in 2019 as part of the Louisiana Department of Education's (LDoE) accountability program for EPPs. One significant recommendation was to develop a 3-5-year strategic plan and establish focused, reliable, and effective data sources to inform future decision-making. This feedback prompted the EPP to begin the strategic planning process to articulate common goals and advance the growth of the programs in a measurable and prioritized manner.

The AQAT reached out to Dr. Luke Cashen from the university's business department for guidance on the EPP strategic planning process due to his work with the university's Academic Master Plan. Dr. Cashen met with AQAT four times throughout the fall 2020 semester to formalize the strategic planning process. The EPP conducted a SWOT analysis with faculty, stakeholders, candidates, and alumni in Fall 2020 that was shared with these partners at focus groups in spring 2021. The SWOT was vetted through these focus groups, and 4 main goals and 16 objectives were developed and brought back to faculty for further discussion at the EPP Data Day in May 2021. At this Data Day, the AQAT asked faculty to ponder how they were currently meeting each objective and create ideas for meeting this objective in the future. Feedback from faculty was collected via Google forms and subsequently analyzed and categorized by the dean into themes. The dean presented these data to the AQAT in fall 2021 and a plan was set to further delineate and pare down the goals and objectives of the strategic plan. Examination of the feedback from faculty prompted clarification of the 16 objectives into 10 clear and concise objectives while holding the four main goals constant.

AQAT discussed the future development of action steps related to each objective and how those would be researched, developed, and assessed by faculty and stakeholders. The AQAT decided that the EPP's committee structure would serve as the most inclusive and effective way to build the action steps for the strategic plan with an "advocate" leading the committee's efforts. Each committee was assigned to

research and develop action steps related to objectives. The draft of this revised plan was then presented back to the faculty for approval at the October 2021 Faculty Assembly with a discussion of the committees responsible for the development and timeline of each objective. Next steps included committees determining actionable items to be accomplished throughout the five-year timeline. Each action was finalized and presented during the May 12, 2022 Data Day by the committee responsible for the objective. Each goal and objective are presented below. Each objective is aligned to CAEP as well as the state's QRS domains.

Goal 1: Enhance the image and reputation of the Educator Preparation Provider

Objective 1.1: Implement an outreach and visibility campaign for the EPP (Dean's Ad Hoc Committee)

1.1.a Host Superintendent's Dinner in Summer 2022

2022-2027 Teacher Education Department Strategic Plan

**Goal 1: Enhance the image and reputation
of the Educator Preparation Provider**

**Goal 2: Increase candidate diversity and
enrollment**

**Goal 3: Enhance academic programs and
candidate services**

**Goal 4: Improve faculty
support**

1.1.b Dean will Attend Teacher Leader Summit Alumni Gathering in June 2022

1.1.c First Generation Experience August 2nd

- 1.1.d Increase visits to local high school to promote CEBS programs by Spring 2023
- 1.1.e Develop “SWAG” budget of \$1,000 through coordination with Marketing Department by the end of Summer 2024

Objective 1.2: Increase funding (Dean’s Ad Hoc Committee; CAEP R6.1)

- 1.2.a Establish at least one donor to name a space by the end of 2025
- 1.2.b Establish partnership through a contract with Ascension Parish to develop their needs in early childhood education by Fall 2022
- 1.2.c Add one new grant by the end of the 2022-2023 academic year

Objective 1.3: Create more opportunities for stakeholder feedback (Committee on CPR; CAEP R2.1, R5.3; QRS 3.1, 3.2, 4.2)

- 1.3.a Conduct a survey with district stakeholders to collect feedback on the types of professional development desired via principals by Summer 2022
- 1.3.b Establish professional development to be offered as part of the Collaborative Professional Development day by Summer 2022
- 1.3.c Offer new professional development at the Collaborative PD day by Summer 2022
- 1.3.d Collect feedback from stakeholders regarding the Collaborative PD day by Summer 2022
- 1.3.e Establish future, ongoing professional development sessions that were not offered as part of the Collaborative Professional Development Day by Fall 2022
- 1.3.f Explore the feasibility of becoming an official PD provider listed in the super app by July 1, 2022

Goal 2: Increase candidate diversity and enrollment

Objective 2.1: Implement a plan for recruitment of candidates at initial, advanced, and post-bacc levels (Committee on Recruitment; CAEP R3.1, QRS 1.1, 1.2)

- 2.1.a: Establish updated dual enrollment opportunities for high school students in a local district by Fall 2022
- 2.1.b: Initiate conversation with a local district focused on the adoption of Educators Rising and related opportunities in the department by Fall 2022
- 2.1.c Create video focused on highlighting program graduates and profession of teaching by October 2022.
- 2.1.d Coordinate a visit to the department for high school students by Fall 2022

Objective 2.2: Establish diversity recruitment initiatives (Committee on Recruitment; Committee on CPR; CAEP R3.1, R3.2; QRS 1.2)

- 2.2.a: Initiate conversation local organizations/districts about a program focused on the recruitment of diverse candidates to the profession of teaching by Spring 2023
- 2.2.b Initiate conversations with university and local organizations related to this initiative by Spring 2023

- 2.2.c: Establish scholarship with St. Charles Parish for a teaching candidate in CROWN by Spring 2023
- 2.2.d Initiate conversations with the Terrebonne Parish and Lafourche Parish Indian Education Program by Spring 2023
- 2.2.e Send representation to the Call Me Mister Conference at Grambling State on June 30, 2022

Goal 3: Enhance academic programs and candidate services

Objective 3.1: Conduct a comprehensive academic review of all undergraduate/graduate degree programs (including clinical experiences) and prioritize action steps. (Committee on Curriculum; CAEP R1.1, R1.2, R1.3, R2.3, R3.3)

- 3.1.a: Identify key assessments in all programs by December 2022
- 3.1.b: Identify clinical experience hours, categories and context for all courses by December 2022
- 3.1.c: Identify scope and sequence of clinical experiences for core courses (EDUC 250, EDUC 312, etc.) by May 2023
- 3.1.d: By program, identify scope and sequence of clinical experiences in context of best practices (within program specific courses) by December 2022
- 3.1.e: Faculty identify scope and sequence of all clinical experiences by December 2023

Objective 3.2: Establish more consistent procedures inside and outside of the classroom (Committee on Curriculum; CAEP R6.2)

- 3.2.a: Conduct a faculty focus group to determine needs by February 2022
- 3.2.b: Identify updated procedures inside the classroom (syllabi, communication, etc) by December 2022
- 3.2.c: Identify updated procedures outside the classroom (advising, etc) by December 2022
- 3.2.d: Identify faculty member responsible for drafting each procedure by December 2022
- 3.2.e: Develop the chapters of the Faculty Handbook related to student procedures inside and outside the classroom by December 2022
- 3.2.f: Present draft handbook to faculty for feedback by 2023
- 3.2.g: Finalize the chapters of the Faculty Handbook related to student procedures inside and outside the classroom by 2023

Objective 3.3: Increase opportunities for professional growth and career readiness of candidates. (Committee on AP; CAEP R1.2, R1.4, R3.3; QRS 2.1, 2.2, 2.3)

- 3.3.a: Develop a curriculum/S&S for career readiness by Fall 2022
- 3.3.b: Identify logistics for hosting a stakeholder conference by Fall 2022
- 3.3.c: If possible, host a stakeholder conference - Spring 2023 or in accordance with other subgroups

3.3d Using the dispositions rubric as a framework, identify other skills necessary for candidates to be successful professionals by Fall 2022 or as soon as validity measures are completed

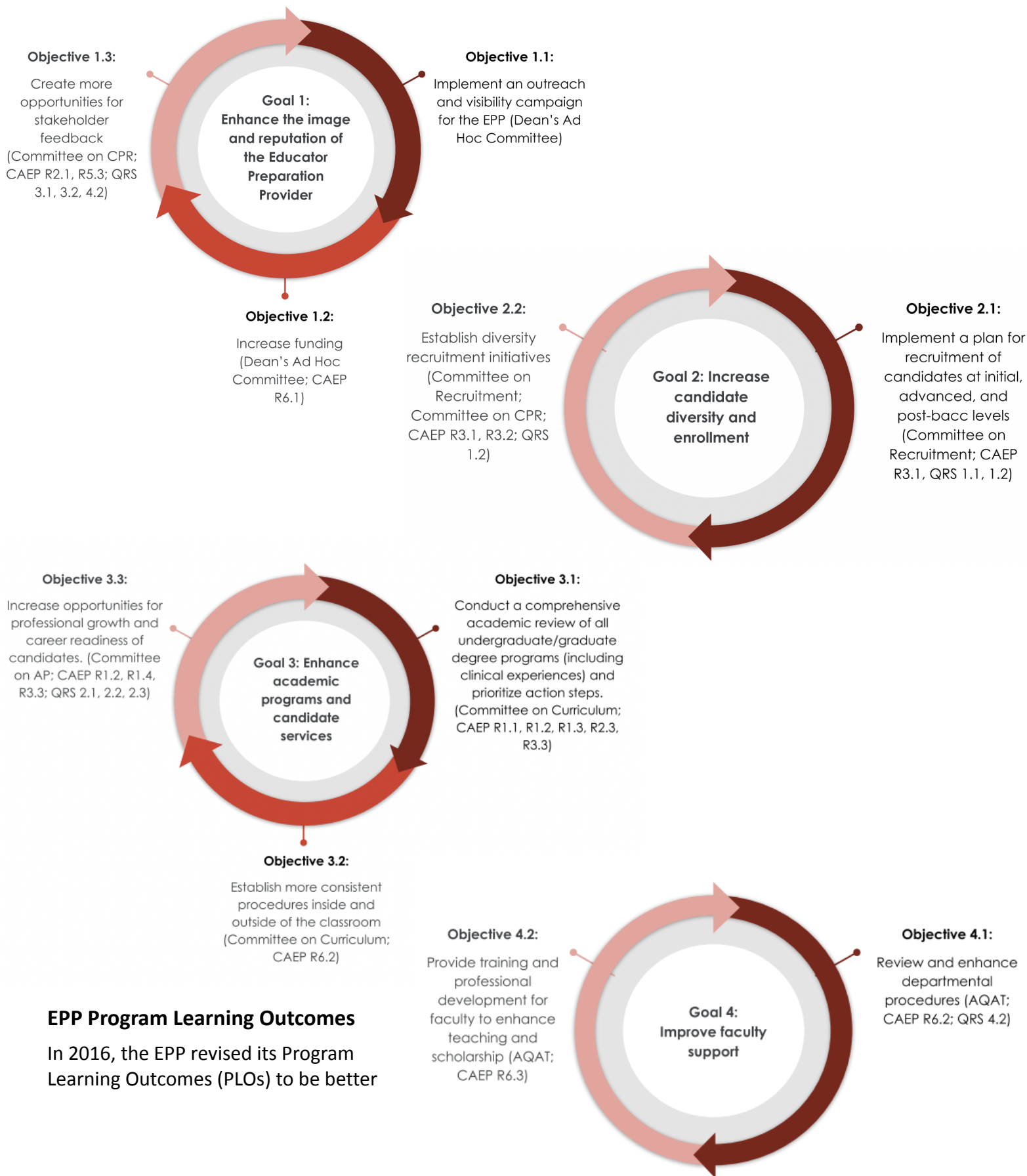
Goal 4: Improve faculty support

Objective 4.1: Review and enhance departmental procedures (AQAT; CAEP R6.2; QRS 4.2)

- 4.1.a Conduct a faculty focus group to determine needs by February 2022
- 4.1.b Identify updated faculty procedures to be included in the handbook by completion of Fall 2022
- 4.1.c Identify faculty member responsible for drafting each procedure by completion of Fall 2022
- 4.1.d Develop the chapters of the Faculty Handbook related to faculty procedures by completion of Fall 2022
- 4.1.e Present draft handbook to faculty for feedback by completion of Spring 2023
- 4.1.f Finalize the chapters of the Faculty Handbook related to faculty procedures by completion of Summer 2023

Objective 4.2: Provide training and professional development for faculty to enhance teaching and scholarship (AQAT; CAEP R6.3)

- 4.2.a Complete EDA faculty training by end of Fall 2022
- 4.2.b Complete EDA inter-rater reliability analysis by end of Spring 2023
- 4.2.c Increase the delivery of CTE sessions that support TED faculty by end of Fall 2022
- 4.2.d Create incentives for CTE professional development as a part of annual faculty review by beginning of Fall 2022



EPP Program Learning Outcomes

In 2016, the EPP revised its Program Learning Outcomes (PLOs) to be better

aligned with CAEP and the Interstate Teacher Assessment Support Consortium (InTASC) categories. Program Learning Outcome Reports are completed by programs every fall to aid in monitoring progress toward each outcome as well as an effort to meet SACS COC Standard 8.2.a: The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in student learning outcomes for each of its educational programs. Every program within the EPP utilizes the four InTASC categories as its four PLOs which are aligned to key assessments, provide expected/targeted results, data analysis, and action plans.

PLO1 - The candidate understands learner development, differences and environments. *InTASC: The Learner and Learning*

PLO2 - The candidate has a deep and flexible understanding of his/her content area to draw upon content knowledge as he/she works with learners. *InTASC: Content*

PLO3 - The candidate uses effective instructional practices through assessment, planning, and instructional strategies. *InTASC: Instructional Practice*

PLO4 - The candidate creates a safe, productive learning environment through professional learning, ethical practice, leadership, and collaboration. *InTASC: Professional Responsibility*

Quality Assurance System Description (CAEP R5.1)

The EPP's Quality Assurance System (QAS) is multi-faceted and constantly evolving to meet the needs of faculty, staff, candidates, stakeholders, and the community. The QAS facilitates data collection, analysis of data, and data-based decision making; but most importantly, the QAS cultivates an environment of self-reflection and evaluation with one purpose: to better serve and prepare teacher candidates. The EPP reviews its QAS based on its alignment to and integration of the most recently revised CAEP Standards, particularly CAEP Revised Standard 5 (Appendix A). The EPP also reviews the QAS, specifically its use of key assessments to collect and use data as actionable measures, through the lens of the CAEP Evaluation Framework for EPP-Created Assessments (Appendix B). The QAS is supported by data collection, quality reporting, a new committee structure, and collaborative efforts.

Data Collection (CAEP R5.1, R5.2)

Multiple measures are used to collect data and support continuous improvement efforts. For initial level programs, one EPP-created and four proprietary assessments are utilized to assess provider performance against relevant standards such as CAEP, InTASC, and Louisiana Teacher Preparation Competencies (LTPC). For the advanced Educational Leadership program, all key assessments are EPP-created and aligned to National Educational Leadership Preparation standards (NELP), Professional Standards for Educational Leaders (PSEL) and CAEP advanced standards. Descriptions of each key assessment are provided in Appendix G.

Regarding data collection, instructors teaching courses with key assessments are able to export and analyze data at the course level to monitor candidate performance informally and as needed. Data is officially collected at the end of each year using past Summer, Fall, and Spring data. The Assessment Coordinator is responsible

for collecting key assessment data (rubric based), the CAEP Coordinator is responsible for collecting program impact data (state and survey data), and the Clinical Experience Coordinator is responsible for collecting clinical experience data (via Google Forms). Data is formatted and made available to faculty and stakeholders during the summer months, so it can be analyzed by program chairs and faculty. Any significant trends identified in the data are shared with stakeholders, relevant committees, during Data Days, and at monthly Faculty Assembly Meetings to assure any evidence-based trends are continuously monitored and reported on. Recommended changes go through the Committee on Curriculum for approval. This process is cyclical as recommendations and approved changes are shared again with faculty and stakeholders before implementation. A list is provided below of the different types of data that are collected by the EPP.

**During the publication of this manual, three additional key assessments are being adopted: 1. Educator Dispositions Assessment (proprietary) for all initial level programs, Technology Integration Rubric (EPP-created) for all initial level programs, and Educational Leadership Dispositions Assessment (proprietary) for the advanced Educational Leadership program.*

Surveys (generated by the institution, EPP, and individual programs as necessary) and collected accordingly either through Google Forms or Qualtrics (Appendix D)

Licensure test scores (Praxis) collected through the ETS system by the Assessment Coordinator and within the Office of Clinical Residency (Appendix E)

Key assessments (proprietary and EPP-created) collected through the university's data management system previously known as LiveText then Portfolium and now Watermark

Candidate and demographic data requested through the Office of Assessment and Institutional Research and from the state

Program Impact data (COMPASS and VAM scores) from Louisiana Department of Education, Louisiana Board of Regents, and the state's Performance Profiles (Appendix F)

Clinical experience data collected through the Clinical Practice and Residency website using a Google forms to track the type and location of candidate clinical experiences

Quality Reporting (CAEP R5.1, R5.2)

To ensure quality measures are maintained for the EPP to make data-driven decisions for program improvements, there are certain processes in place. These processes aid in collecting and storing relevant data, reporting on data used for important decision making (Appendix H), and tracking how these decisions inform continuous improvement efforts. The chart below illustrates how each instrument or measure is aligned to appropriate standards and is being examined or has recently been examined by the appropriate data quality support for reliability and validity. By 2022-2023, the EPP should have at least 3 cycles of data available for each instrument or measurement for programs making them relevant, cumulative, representative, and verifiable sources of data. Additionally, to illustrate how candidates progress through programs, a Department of Teacher Education Portals appendix is provided (See Appendix C).

Data Quality

CAEP	InTASC	Instrument or Measure	Program(s) Represented	Type	Data Quality Support
R1.1, R1.2, R1.3, R1.4	1, 2, 6, 7, 8, 9	Teacher Work Sample Rubric	All initial programs	EPP - Created	Content Validity Inter-rater Agreement
R1.4	9, 10	Educator Dispositions Assessment (new)	All initial programs	Proprietary (EDA)	Being Developed
R1.1	1, 2, 3	Classroom Management Plan Rubric	All initial programs	Proprietary (NIET)	Bi-Annual Calibration
R1.3	6, 7, 8	Lesson Plan Rubric	All initial programs	Proprietary (NIET)	Bi-Annual Calibration
R1.1, R1.2, R1.3	1, 2, 3, 4, 5, 6, 7, 8	Lesson Plan Implementation Rubric	All initial programs	Proprietary (NIET)	Bi-Annual Calibration
R1.1, R1.2, R1.3	1, 2, 3, 4, 5, 6, 7, 8	Final Observation Rubric	All initial programs	Proprietary (NIET)	Bi-Annual Calibration

R1.2	4	Praxis – Content Knowledge Exam	All initial programs	State Licensure Exam	NA
R1.2	4, 5	Louisiana’s Quality Rating System	All initial programs	State Rating System	NA
R3.1	NA	Demographic Data	All Initial Programs	University Data	NA
R3.2	NA	GPA	All Initial programs	University Data	NA
R4.1	NA	Program Impact	All Initial Programs	State Generated	NA
R4.2	NA	Employer Satisfaction Survey	All Initial Programs	EPP Created	Lawshe method and Chronbach’s Alpha calculations
R4.3	NA	Program Completer Survey	All Initial Programs	EPP Created	Lawshe method and Chronbach’s Alpha calculations
RA1.1	NA	School Improvement Plan	Advanced: Educational Leadership (P-12 School)	EPP - Created	Lawshe Content Validity And Percent Agreement
RA1.1	NA	Equity, Inclusive, Cultural Responsive, and Diversity Plan	Advanced: Educational Leadership (P-12 School)	EPP - Created	Lawshe Content Validity And Percent Agreement
RA1.1	NA	Instructional Leadership Plan	Advanced: Educational Leadership (P-12 School)	EPP - Created	Lawshe Content Validity And Percent Agreement
RA1.1	NA	Community and School Action Plan	Advanced: Educational	EPP - Created	Lawshe Content Validity

			Leadership (P-12 School)		And Percent Agreement
RA1.1	NA	Building Professional Capacity Plan	Advanced: Educational Leadership (P-12 School)	EPP - Created	Lawshe Content Validity And Percent Agreement
RA1.1	NA	Management Operations and Equitable Resources Plan	Advanced: Educational Leadership (P-12 School)	EPP - Created	Lawshe Content Validity And Percent Agreement
RA1.1	NA	Internship Performance	Advanced: Educational Leadership (P-12 School)	EPP - Created	Lawshe Content Validity And Percent Agreement
RA1.2	NA	ETS - School Leaders Licensure Assessment	Advanced: Educational Leadership (P-12 School)	State Licensure Exam	NA
RA4.1	NA	Employer Satisfaction Survey	Advanced: Educational Leadership (P-12 School)	EPP - Created	Lawshe method and Chronbach's Alpha calculations
RA4.2	NA	Advanced Completer Survey	Advanced: Educational Leadership (P-12 School)	EPP-Created	Lawshe method and Chronbach's Alpha calculations

Committee Structure (CAEP R5.1, R5.3, R5.4)

The EPP's QAS is supported by and is reviewed to determine its effectiveness using its recently revised committee structure. The new committee structure eliminates individuals working autonomously, increases collaboration within the EPP, ensures sustainability, and improves decision-making for continuous improvement efforts. The main committees/groups that allow the EPP to regularly, systematically, and continuously assess performance and inform programmatic improvement are the:

- Accreditation and Quality Assurance Team
- Committee on Admission and Progression
- Committee on Clinical Practice and Residency
- Committee on Curriculum
- Committee on Recruitment
- Committee on Research
- Faculty Assembly
- Program Advisory Committee
- Stakeholder Advisory Board

Each team/committee/board aids the EPP in sustainable quality assurance processes in a different way while working together to ensure quality data, stakeholder involvement, and continuous improvement efforts. The chart below provides a description of each committee and most recent charge, its specific members with internal and stakeholder participation, and its relationship to the QAS and Revised Standard 5.

EPP Committee Structure

Committee & Description	Members & Stakeholders	Relationship to Strategic Plan	Relationship to QAS, Standard 5
Accreditation and Quality Assurance Team– Charged with improving evidence-based quality assurances through more systematic and intentional continuous improvement efforts. Most recently working to assure all assessments meet the CAEP sufficient level for EPP-created assessments and continuously calibrating the NIET interrater reliability and the creation of a five-year strategic plan.	Members: -CAEP Coordinator -Department Head -Coordinator of Clinical Practice and Residency -Clinical Experience Coordinator -Assessment Coordinator -Title II Coordinator Stakeholders (External): -US Prep -Class Measures -Louisiana Department of Education - Board of Regents -Louisiana Colleges of Teacher Education	Objective 4.1: Review and enhance departmental procedures Objective 4.1: Provide training and professional development for faculty to enhance teaching and scholarship	R5.1 – responsible for overseeing implementation of the system and needed modifications R5.1 – along with related committees, is responsible for documenting its operational effectiveness R5.2 – assists in reliability and validity processes for EPP-created assessments R5.3 – collaborates with external stakeholders R5.4 – through its members (particularly Assessment and CAEP Coordinators) gathers and shares relevant data to analyze candidate and program performance over time
Committee on Admission and Progression – Charged to address student grievances and referrals. Conducts interviews to support post-bacc candidates wishing to enroll as a result of House Bill 17:7:1A.3. Most recently charged with establishing new dispositional	Members: -Committee chair -Appointed departmental faculty Stakeholders (internal & external): -Relevant candidates, faculty, mentors, supervisors, and/or district members	Objective 3.3: Increase opportunities for professional growth and career readiness	R5.1 – ensures sustainable processes to document operational effectiveness R5.1 – documents how data related to admission and candidate progression is reported, tracked, used in decision making R5.3 – relevant internal stakeholders (faculty and candidates) used Admission and Progression Committee to refer and

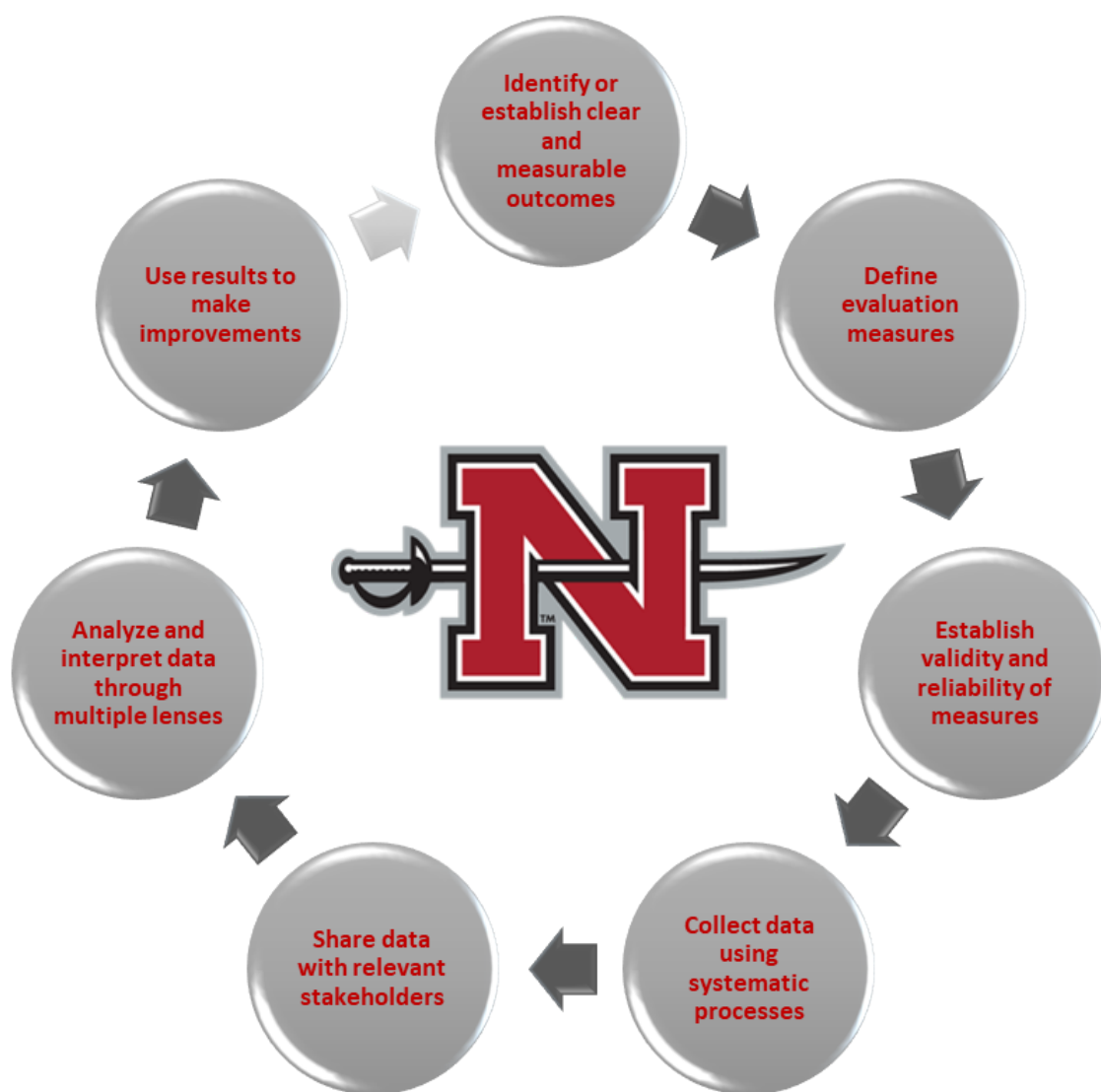
protocol/assessments.			support at risk/low performing candidates.
Committee on Clinical Practice and Residency – Charged with facilitating specific clinical experiences, internships, residency and practica. Most recently charged with the transition from a one semester student teaching experience to a year long residency as well as the implementation of the NIET rubric, criteria, snapshots, and related observations in residency.	Members: -Coordinator of Clinical Practice and Residency -Clinical Experience Coordinator -Additional appointed departmental faculty Stakeholders (internal & external): -Stakeholders invited on an as needed basis	Objective 1.3: Create more opportunities for stakeholder feedback Objective 2.2: Establish diversity recruitment initiatives	R5.1 – ensures sustainable processes specific to residency and clinical experiences R5.1 – responsible for how residency and clinical experience data is collected, reported, and used in decision making R5.3 – includes relevant internal and external stakeholders in residency and clinical experience design R5.4 – regularly reviews, analyzes, and interprets residency data to make improvements
Committee on Curriculum - Charged with addressing curricular changes. Most recently, took on the role of updating the EPP's curriculum map.	Members: -Committee chair -Appointed faculty members Stakeholders (internal & external): -Invited on an as needed basis (stakeholder involvement must be cited in change forms) -Internal stakeholders invited who are involved with curricular changes	Objective 3.1: Conduct a comprehensive academic review of all undergraduate/graduate degree programs (including clinical experiences) and prioritize action steps Objective 3.2: Establish more consistent procedures inside and outside of the classroom	R5.1 – ensures sustainable processes specific to the curriculum R5.1 – responsible for reviewing, approving, and monitoring curricular changes and how those decisions affect program improvement R5.3 - ensures program decision are supported by stakeholders R5.4 – ensures program decisions are supported by data/evidence
Committee on Recruitment - Charged with researching, developing, and leading recruitment initiatives. This is a new committee, so it is in the early stages of new	Members: -Committee chair -University Representative -NEAT Representative -Orientation Leader	Objective 2.1: Implement a plan for recruitment of candidates at initial, advanced, and post-bacc levels	R5.1 - ensures sustainable processes specific to recruitment R5.1 - responsible for continuous improvement efforts related to recruitment of a diverse population of candidates that is representative

initiatives.	-Stakeholder Representative -Psychology Representative Stakeholders (internal & external): -One Stakeholder Representative required -Additional stakeholders invited as needed	Objective 2.2: Establish diversity recruitment initiatives	of the region R5.3 - includes relevant internal and external stakeholders for quality recruitment efforts
Committee on Research- Charged with promoting faculty in research, collaboration and publication processes.	Members: -Committee chair -Appointed departmental faculty members Stakeholders (internal & external): -Additional stakeholders invited as needed	Objective 4.2: Provide training and professional development for faculty to enhance teaching and scholarship	R5.1 - aids in sustainable processes related to research R5.2 - research enhances continuous improvement processes while involving internal and external stakeholders
Faculty Assembly - Monthly meetings required for all teacher education faculty. Led by the department head to address major departmental items, updates, and policies as well as a time for committee updates and faculty collaboration.	Members: -All faculty -Adjuncts -Department head Stakeholders (internal & external): -Additional stakeholders invited as needed	Not a committee assigned to the strategic plan, but as faculty make up the committee structure so take part in meeting all strategic plan objectives.	R5.1 - faculty are involved in the data driven decision making and how the outcomes of those decision inform programmatic improvement R5.2 - faculty interpret data and aid in ensuring it is valid and consistent R5.3 - faculty are considered internal stakeholders; faculty also are responsible for including relevant external stakeholders in program evaluation and continuous improvement processes R5.4 - faculty participate in

			assessing performance of candidates, programs, and the EPP against goals and relevant standards
Program Advisory Meetings- Meetings held by individual programs that focus on partnership and collaboration with internal and external stakeholders to provide valuable feedback and input.	Members: -Program chairs -Program faculty Stakeholders (internal & external): -Program alumni -District administrators -District teachers -Current candidates	Not a committee assigned to the strategic plan, but takes part in meeting Objective 1.1: Implement an outreach and visibility campaign for the EPP, Objective 1.3: Create more opportunities for stakeholder feedback, and Objective 2.2: Establish diversity recruitment initiatives	R5.1 - evidence of the EPP regularly reviewed certain operations or data with the help of relevant stakeholders R5.3 - includes relevant internal and external stakeholders in program design, evaluation, and continuous improvement processes
Stakeholder Advisory Board- Created to strengthen district partnerships with shared governance meetings, provide on-site training and support for stakeholders, and create protocols for a formal feedback process related to mentor teacher selection. Most recently participated in a SWOT Analysis in creation of the EPP's strategic plan and provided feedback on the five-year goals and outcomes.	Members: -Director of Clinical Residency -AQAT Stakeholders (internal & external): -District Administrators -District Teachers	Not a committee assigned to the strategic plan, but takes part in meeting Objective 1.1: Implement an outreach and visibility campaign for the EPP, Objective 1.3: Create more opportunities for stakeholder feedback, and Objective 2.2: Establish diversity recruitment initiatives	R5.1 - evidence of the EPP regularly reviewed certain operations or data with the help of relevant stakeholders R5.3 - includes relevant internal and external stakeholders in program design, evaluation, and continuous improvement processes

Quality Assurance Cycle: Evidence-Based Inquiry (CAEP R5.1 and R5.4)

In 2021, the EPP collaborated with Class Measures Inc. consultants through a Board of Regents Grant to address quality assurance. One goal of this collaboration was to devise an inquiry based quality assurance cycle that embodies the EPP's QAS. Using the expertise of the consultants as well as research regarding inquiry theory and cycles, the EPP developed the following graphical representation of its quality assurance system functionality:



The EPP's Quality Assurance Cycle (shown above) is modeled after practices related to evidenced-based inquiry that align directly with CAEP standard components R5.1 - Quality Assurance System and R5.4 Continuous Improvement. The EPP's Quality Assurance Cycle (QAC) is utilized with the understanding that implementation includes entering the cycle at any point and that it is acceptable to move back and forth between steps as needed (NSRF, 2022). The focus is to support reflective practice and encourage the development of an evidence-based, positive culture within the EPP (NSRF, 2022). Moreover, the cycle also includes the assumptions that 1. all outcomes and measures are designed to support candidate and program performance, 2. all relevant stakeholders are intentionally involved in the cycle, and 3. decisions are based on the highest quality evidence (Timperly, 2009; UCA, 2020). Descriptions of each step in the QAC are illustrated below:

Identify or establish clear and measurable outcomes: Outcomes include programmatic or EPP-wide objectives, goals, or checkpoints. All outcomes must be clear and measurable following the guide of SMART goals: Specific, Measurable, Achievable, Relevant, and Timebound. A variety of outcomes are established throughout the EPP including those found within Program Learning Outcome Reports for SACS COC, the state's Quality Rating System, Five Year Program Reviews for the university, the EPP's Strategic Plan, EPP Annual Planning, as well as those for specific programs and individual courses.

Define evaluation measures: For each outcome, one or more evaluation measures are defined to illustrate the type of observation, assessment, or method being utilized to collect data. When applicable, evaluation measures must provide information regarding when the assessment is administered, the purpose of the assessment, instructions provided to candidates/assessors, a well-defined basis for judgment, appropriate alignment to standards, and unambiguous proficiencies that provide actionable data.

Establish validity and reliability measures: For each evaluation measure, validity and reliability must be established. Validity focuses on the appropriateness of instruments and references from assessments as well as the credibility of the interpretations that are made. Most often, the EPP uses the Lawshe method for establishing content validity. Reliability focuses on the degree of consistency for repeated evaluations of a measurement procedure and aims to produce consistent results under consistent conditions for multiple evaluators. Most often, the EPP uses percent agreement for inter-rater reliability, Cronbach's alpha to determine survey response reliability as well as calibration and norming sessions to establish reliability.

Collect data using systematic processes: Each measure is used to collect data regularly and systematically. Surveys have specific launch and end dates; candidate performance is assessed at specific points during each program; and licensure, state, demographic, and other relevant data is collected in a timely and intentional manner.

Share data with relevant stakeholders: Relevant internal and external stakeholders are identified to engage in the data analysis process. The EPP ensures that stakeholders are intentionally involved in data analysis related to designing, implementing, analyzing, and reporting for continuous improvement. Data is shared with stakeholders in formal settings such as during the Stakeholder Advisory Board, Program Advisory Committees,

and Clinical Practice and Residency meetings and through informal settings such as efforts in recruitment and research, professional development events, district collaboratives, and fairs.

Analyze and interpret data through multiple lenses: Every effort is made to include multiple perspectives in analyzing and interpreting data. The EPP utilizes relevant stakeholders to ensure an accurate interpretation of data including but not limited to EPP administrators, faculty, staff, candidates, alumni, practitioners, school and community partners, and employers. In addition to stakeholders, multiple measures and research efforts are also utilized to triangulate findings.

Use results to make improvements: The EPP makes decisions based on multiple, validated, and reliable pieces of evidence to identify patterns across programs and use data for continuous improvement and innovative modifications. The EPP uses the results of its QAS Cycle to support reflective practice and encourage the development of an evidence-based, positive culture. Modifications are documented and results are tracked over time.

Glossary

Accountability - The requirement, when undertaking an activity, to expressly address the concerns, requirements or perspective of others (CHEA, 2001).

Accreditation - A process for assessing and enhancing academic and educational quality through voluntary peer review. A designation of “accredited” informs the public that the EPP has met state, professional, and institutional standards for educational quality (CAEP, 2020).

Actionable - Sufficiently detailed and relevant to directly indicate or clearly suggest a course of action. Information is actionable if it supplies the who, what, when, where, and why that allows one to determine how to change current practice(s) to achieve the intended goal (CAEP, 2020).

Assessor - A person, usually a faculty member or stakeholder, evaluating candidate artifacts and/or performance.

Assessment - An ongoing, iterative process consisting of four basic steps: 1. Defining learning outcomes; 2. Choosing a method or approach and then using it to gather evidence of learning; 3. Analyzing and interpreting the evidence; and 4. Using this information to improve student learning (adapted from the Western Association of Schools and Colleges glossary; CAEP, 2020).

CAEP - The Council for the Accreditation of Educator Providers. A nonprofit and nongovernmental agency that accredits educator preparation providers (EPPs). CAEP was created with the October 2010 adoption of a motion to consolidate the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) by the boards of the two organizations. CAEP became operational on July 1, 2013 (CAEP, 2020).

CAEP Coordinator - Designated by the EPP as the primary recipient for CAEP related communications (CAEP, 2020).

CAEP Evaluation Framework for EPP-Created Assessments - A framework created by CAEP for use with (EPP)-created assessments, including subject and pedagogical content tests, observations, projects, assignments, and surveys. It is to be used by EPPs to evaluate their own assessments and by CAEP site teams to review evidence in self-study submissions (CAEP, 2020).

CAEP Standards - CAEP’s initial and advanced level standards and components used to evaluate EPPs. The most recent standards were reviewed specifically seeking to consolidate, clarify and streamline to create the new 2022 standards which are provided as Appendix A (CAEP, 2020).

Calibration - It is a process of peer review carried out by assessors who discuss, review, and compare candidate work or performance to reach a shared understanding. It is used to master criteria and periodically check and

maintain reliability of assessments.

Candidate - An individual engaged in the preparation process for professional education licensure/certification with an Educator Preparation Provider (EPP).

Content Validity - Determines whether an instrument is representative of all aspects of the construct. The content of the assessment must cover all relevant parts of what it aims to measure.

Continuous Improvement - A process of gathering information about all aspects of preparation activities and experiences; analyzing that information for patterns, trends, and making comparisons; identifying successful instructional or organizational strategies; adjusting instruments or activities; and repeating the cycle (CAEP, 2020).

Cumulative- For CAEP purposes, measures of candidate performance across successive administrations. Measures gain credibility as additional sources or methods for generating evidence of performance are employed. Triangulating with multiple measures helps guard against the inevitable flaws associated with any one approach. The same principle applies to qualitative evidence whose “weight” is enhanced as new cases or testimonies are added and when such additions are drawn from different sources. In sum, the entire set of measures used under a given Standard should be mutually reinforcing (CAEP, 2020).

Data- Information that may include individual facts, statistics, or items of information. For CAEP purposes, data include results of assessment or information from statistical or numerical descriptions of phenomena, status, achievement, or trends (CAEP, 2020).

Data Quality - Specific to CAEP, data quality is defined as the degree to which data is relevant, verifiable, representative, cumulative, and actionable and that interpretations of data are valid and consistent (CAEP, 2020).

Demographics - Usually refers to age, sex, gender, racial/ethnic, or other identifying groups used to disaggregate data and identify any disparities as well as steps to remedy them (CAEP, 2020).

Diversity - (1) Individual differences (e.g., personality, interests, learning modalities, and life experiences), and (2) group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background) (CAEP, 2020).

EPP - Educator Preparation Provider. The entity responsible for the preparation of educators including a nonprofit or for profit institution of higher education, a school district, an organization, a corporation, or a governmental agency (CAEP, 2020).

Faculty - The personnel, including both employees and partners of the educator preparation provider (EPP) who assess, support, and develop a candidate’s knowledge, skills, and/or professional dispositions within the

scope of the educator preparation program. Note that this includes academic as well as clinical faculty, and EPP based educators as well as P-12 partner educators. EPPs may include personnel referred to as coaches, mentors, or development team members (CAEP, 2020).

Five Year Program Review - A process established by Nicholls State University to review academic programs on a five-year cycle. Individual programs are required every five years, based on the university schedule, to submit a report evaluated by an administrative review team made-up of relevant university faculty and staff. Programs are required to report on their mission; curriculum; faculty; assessments; facilities and equipment; comparable programs and marketability; enrollment, retention, and graduate rates; and implementation of strategic direction initiatives (Nicholls, 2019).

Grow Your Own Program - Grow Your Own Programs are supported by the Louisiana Department of Education and are a teacher preparation strategy focused on developing and retaining teachers from the local community. These programs are often used to address teacher shortages and increase the diversity of the teacher workforce (LDoE, 2022).

Inquiry Theory - Originated with John Dewey in 1938 who identified the gaps between thought and action and research and practice (Dewey, 1938; Schon, 1992). Inquiry was described as beginning with a challenge with an unclear solution. Schon (1992) used Dewey's Theory of Inquiry to focus on reflective practice.

INTASC - Interstate Teacher Assessment Support Consortium. InTASC standards refer to the InTASC Model Core Teaching Standards: A Resource for State Dialogue, which were released in April 2011 that describe the new vision of teaching needed for today's learners, how teaching practice that is aligned to the new vision develops over time, and what strategies teachers can employ to improve their practice both individually and collectively.

Inter-rater Reliability - Inter-rater reliability is a measure of consistency used to assess the degree to which different judges (or raters) agree in their evaluation (or scoring) decisions of the same phenomenon. Inter-rater reliability is high when reviewers demonstrate that they consistently reach the same or very similar decisions. A formal training and calibration procedure is usually needed to achieve this result, and the calibration involves calculating reliability coefficients. (CAEP, 2020).

Key Assessment - Terminology used by the EPP to identify assessments used by faculty to evaluate candidates and provide them with feedback on their performance. Key assessments are used to examine candidates consistently at various but intentional points from admission through exit of a program.

Lawshe Method - A common method for quantifying content validity. The Lawshe Table is used to determine content validity ratio after using the formula $CVR = (N_e - N/2) / (N/2)$, in which the N_e is the number of essential panelists and N is the total number of panelists (Statistics How To, 2022).

Measure - The variety of observation and assessment tools and methods that are collected as part of a research effort (CAEP, 2020).

Mission - An important goal or purpose accompanied by strong conviction that underlies the work of an educator preparation provider (CAEP, 2020).

Norming - The act of rubric norming is defined as an iterative process in which raters assess samples of candidate work against criteria. It is also referred to as calibrating a rubric (Schoepp, et al., 2018).

Percent Agreement - A basic measure for determining inter-rater reliability with the level of agreement between raters. It requires counting the number of ratings in agreement, counting the total number of ratings, dividing the total by the number in agreement to get a fraction, and converting to a percentage. In general, above 75% is considered acceptable for most fields (Statistics How To, 2022).

Professional Development - Opportunities for educators to develop new knowledge and skills through professional learning activities and events such as in-service education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, and work in P-12 schools. (CAEP, 2020).

Proficiency - Demonstrated abilities to perform some part of what is described by standards (CAEP, 2020).

Program - A planned sequence of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in schools. Educator preparation providers (EPPs) may offer a number of program options (for example, elementary education, special education, secondary education in specific subject areas, etc.) (CAEP, 2020).

Program Learning Outcomes - Outcomes that specify the knowledge, skills, values, and attitudes candidates are expected to attain in a program (SACS COC, 2022).

Quality Assurance System - Mechanisms (i.e., structures, policies, procedures, and resources) that an educator preparation provider (EPP) has established to promote, monitor, evaluate, and enhance operational effectiveness and the quality of the educator preparation provider's candidates, educators, curriculum, and other program requirements (CAEP, 2020).

Quality Rating System - In June 2017 in the state of Louisiana, BESE approved policies that established a Teacher Preparation Quality Rating System, as required by federal regulations. The quality rating system is designed to: provide preparation providers with meaningful information for improvement, identify programs of excellence and programs in need of improvement thus informing enrollment and hiring decisions as well as interventions, and reward programs for meeting Louisiana's educator workforce needs (LDoE, 2022).

Relevant - A principle of evidence quality that implies validity and provides a clear explanation of what any information put forward aligns with standard components. This principle also implies there is a clear and explicable link between what a particular measure is established to gauge and the substantive content of the

Standard under which it is listed (CAEP, 2020).

Reliability - The degree to which test scores for a group of test takers are consistent for repeated evaluations of a measurement procedure. A measure is said to have a high reliability if it produces consistent results under consistent conditions, and for multiple evaluators (CAEP, 2020).

Representative - The extent to which a measure or result is typical of an underlying situation or condition, not an isolated case (CAEP, 2020).

SACS COC - The Southern Association of Colleges and Schools Commission on Colleges is the body for the accreditation of degree-granting higher education institutions recognized by the United States Department of Education and the Council for Higher Education Accreditation (SACS COC, 2022).

Staff - Refers to administrative staff who do not carry academic rank and are therefore not considered to be faculty (Nicholls, 2019).

Stakeholder - Partners, organizations, businesses, community groups, agencies, schools, districts, and/or EPPs interested in candidate preparation or education (CAEP, 2020).

Standard - Normative statements about educator preparation providers (EPPs) and educator candidate practices, performances, and outcomes that are the basis for an accreditation review. Standards are written in broad terms with components that further explicate their meaning (CAEP, 2020).

Student - Defined as children or youth attending PK-12 schools.

Student Learning - The academic achievement of P-12 students. Educator preparation providers (EPPs) should prepare educator candidates to analyze student learning and data related to student learning and to be able to develop instructional experiences that improve student learning (CAEP, 2020).

Survey - Used to gather evidence on aspects of candidate preparation and candidate perceptions about their own readiness to teach. Surveys are also useful to measure the satisfaction of graduates or employers with preparation and the perceptions of clinical faculty about the readiness of EPP completers (CAEP, 2020).

Teacher Candidate - Individuals who are enrolled in an educator preparation program leading to teacher licensure.

Validity - The extent to which a set of operations, test, or other assessment measures what it is intended to measure. Validity is not a property of a data set but refers to the appropriateness of instruments and inferences from test scores or other forms of assessment and the credibility of the interpretations that are made concerning the findings of a measurement effort (CAEP, 2020).

Verifiable - The degree to which a measure or result is able to be independently confirmed or substantiated. This is partly a matter of whether the process of creating the current value of the measure is replicable, and if repeating the process would yield a similar result. This principle implies reliability and requires transparency through full documentation to enable any third party to independently corroborate what was found (CAEP, 2020).

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Appendices

Appendix A. 2022 CAEP Initial Level Standards

Appendix B. CAEP Evaluation Framework for EPP-Created Assessments

Appendix C. Department of Teacher Education Portals

Appendix D. EPP Surveys

Appendix E. Praxis Subject Assessment Requirements by Program

Appendix F. Performance Profile

Appendix G. Key Assessment Descriptions

Appendix H. Data Reporting



CAEP Revised Advanced Standards

Standard RA.1 Content and Pedagogical Knowledge

The provider ensures that candidates for professional specialties develop an understanding of the critical concepts and principles of their discipline and facilitates candidates’ reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

RA1.1 Candidate Knowledge, Skills, and Professional Dispositions 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, diverse, equitable, and inclusive 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.

RA1.2 Provider Responsibilities Providers ensure that program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. These specialized standards include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards, and standards of other accrediting bodies [e.g., Council for Accreditation of Counseling and Related Educational Programs (CACREP)]. Evidence of candidate content knowledge appropriate for the professional specialty should be documented.

Standard RA.2 Clinical Partnerships and Practice

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 professional specialty field.

RA2.1 Partnerships for Clinical Preparation Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.

RA2.2 Clinical Experiences The provider works with partners to design varied and developmental clinical experiences that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation 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 A1.1.

Standard RA.3 Candidate Quality and Selectivity

The provider demonstrates that the quality of advanced program candidates is an ongoing and intentional focus so that completers are prepared to perform effectively and can be recommended for certification where applicable.

RA3.1 Recruitment The provider presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress towards a candidate pool which reflects the diversity of America’s P-12 students.

RA3.2 Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully The provider sets admissions requirements for academic achievement, including CAEP minimum criteria (group average college GPA of 3.0 or group average performance in top 50th percent of those assessed on nationally normed assessment), the state’s minimum criteria, or graduate school minimum criteria, whichever is highest, and gathers data to monitor candidates from admission to completion.

RA3.3 Monitoring and Supporting Candidate Progression The provider creates criteria for program progression and uses disaggregated data to monitor candidates’ advancement from admissions through completion. The provider ensures that knowledge of and progression through transition points are transparent to candidates. The provider plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the EPP’s mission, so candidates meet milestones. The provider has a system for effectively maintaining records of candidate complaints, including complaints made to CAEP, and documents the resolution.

RA3.4 Competency at Completion The provider ensures candidates possess academic competency to help facilitate learning with positive impacts on diverse P-12 student learning and development through application of content knowledge, data literacy and research-driven decision making, effective use of collaborative skills, and application of technology in the field(s) where certification is sought. Multiple measures are provided and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP’s mission.

Standard RA.4 Satisfaction with Preparation

The provider documents the satisfaction of its completers and their employers with the relevance and effectiveness of their preparation.

RA4.1 Satisfaction of Employers The provider demonstrates that employers are satisfied with the completers’ preparation for their assigned responsibilities.

RA4.2 Satisfaction of Completers The provider demonstrates that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and their preparation was effective.

Standard RA.5 Quality Assurance System and Continuous Improvement

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

RA5.1 Quality Assurance System The provider has developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to document operational effectiveness. This system documents how data enter the system, how data are reported and used in decision making, and how the outcomes of those decisions inform programmatic improvement.

RA5.2 Data Quality This provider’s quality assurance system from RA5.1 relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent.

RA5.3 Stakeholder Involvement The provider includes relevant internal (e.g., EPP administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers) stakeholders in the program design, evaluation, and continuous improvement processes.

RA5.4 Continuous Improvement The provider regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, documents modifications and/or innovations and their effects on EPP outcomes.

Standard 6: Fiscal and Administrative Capacity

The EPP has the fiscal and administrative capacity, faculty, infrastructure (facilities, equipment, and supplies) and other resources as appropriate to the scale of its operations and as necessary for the preparation of candidates to meet professional, state, and institutional standards. **For EPPs whose institution is accredited by an accreditor recognized by the U.S. Secretary of Education (e.g., SACSCOC, HLC), such accreditation will be considered sufficient evidence of compliance with Standard.6.** If an EPP’s institution is not accredited by an accreditor recognized by the U.S. Secretary of Education, the EPP must address each component of ST 6 in narrative supported by evidence.

R6.1 Fiscal Resources The EPP has the fiscal capacity as appropriate to the scale of its operations. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the EPP and its school partners for the preparation of professional educators.

R6.2 Administrative Capacity The EPP has administrative capacity as appropriate to the scale of its operations, including leadership and authority to plan, deliver, and operate coherent programs of study so that their candidates are prepared to meet all standards. Academic calendars, catalogs, publications, grading policies, and advertising are current, accurate, and transparent.

R6.3 Faculty Resources The EPP has professional education faculty that have earned doctorates or equivalent P-12 teaching experience that qualifies them for their assignments. The EPP provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.

R6.4 Infrastructure The EPP has adequate campus and school facilities, equipment, and supplies to support candidates in meeting standards. The infrastructure supports faculty and candidate use of information technology in instruction.

****Only For EPPs seeking access to Title IV funds****

Standard 7: Record of Compliance with Title IV of the Higher Education Act

Freestanding EPPs relying on CAEP accreditation to access Title IV of the Higher Education Act must demonstrate 100% compliance with their responsibilities under Title IV of the Act, including but not limited to on the basis of student loan default rate data provided by the Secretary, financial and compliance audits, and program reviews conducted by the U.S. Department of Education. Freestanding EPPs will need to provide narrative and evidence for all components of ST 7.



Appendix A

CAEP 2022 Initial Level Standard

Standard 1: Content and Pedagogical Knowledge The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates’ reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.
R1.1 The Learner and Learning The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.
R1.2 Content The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Outcome data can be provided from a Specialized Professional Associations (SPA) process, a state review process, or an evidence review of Standard 1.
R1.3 Instructional Practice The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure candidates model and apply national or state approved technology standards to engage and improve learning for all students.
R1.4 Professional Responsibility The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.
Standard 2: Clinical Partnerships and Practice The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate’s knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students’ learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.
R2.1 Partnerships for Clinical Preparation Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.
R2.2 Clinical Educators Partners co-select, prepare, evaluate, and support high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates’ development and diverse P-12 student learning and development.
R2.3 Clinical Experiences The provider works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on diverse P-12 students’ learning and development as presented in Standard R1.
Standard 3: Candidate Recruitment, Progression, and Support The provider demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides supports services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.
R3.1 Recruitment The provider presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission. The provider demonstrates efforts to know and address local, state, regional, or national needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress towards a candidate pool which reflects the diversity of America’s P-12 students.
R3.2 Monitoring and Supporting Candidate Progression The provider creates and monitors transition points from admission through completion that indicate candidates’ developing content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, professional responsibilities, and the ability to integrate technology effectively in their practice. The provider identifies a transition point at any point in the program when a cohort grade point average of 3.0 is achieved and monitors this data. The provider ensures knowledge of and progression through transition points are transparent to candidates. The provider plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the EPP’s mission, so candidates meet milestones. The provider has a system for effectively maintaining records of candidate complaints, including complaints made to CAEP, and documents the resolution.
R3.3 Competency at Completion The provider ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought. Multiple measures are provided and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP’s mission.

Standard 4: Program Impact	
The provider demonstrates the effectiveness of its completers’ instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.	
R4.1 Completer Effectiveness	The provider demonstrates that program completers: - effectively contribute to P-12 student-learning growth AND - apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided.
R4.2 Satisfaction of Employers	The provider demonstrates employers are satisfied with the completers’ preparation for their assigned responsibilities in working with diverse P-12 students and their families.
R4.3 Satisfaction of Completers	The provider demonstrates program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective.

Standard 5: Quality Assurance System and Continuous Improvement	
The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.	
R5.1 Quality Assurance System	The provider has developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to document operational effectiveness. The provider documents how data enter the system, how data are reported and used in decision making, and how the outcomes of those decisions inform programmatic improvement.
R5.2 Data Quality	The provider’s quality assurance system from R5.1 relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent.
R5.3 Stakeholder Involvement	The provider includes relevant internal (e.g., EPP administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers) stakeholders in program design, evaluation, and continuous improvement processes.
R5.4 Continuous Improvement	The provider regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, documents modifications and/or innovations and their effects on EPP outcomes.

Standard 6: Fiscal and Administrative Capacity	
The EPP has the fiscal and administrative capacity, faculty, infrastructure (facilities, equipment, and supplies) and other resources as appropriate to the scale of its operations and as necessary for the preparation of candidates to meet professional, state, and institutional standards. For EPPs whose institution is accredited by an accreditor recognized by the U.S. Secretary of Education (e.g., SACSCOC, HLC), such accreditation will be considered sufficient evidence of compliance with Standard 6. If an EPP’s institution is not accredited by an accreditor recognized by the U.S. Secretary of Education, the EPP must address each component of ST 6 in narrative supported by evidence.	
R6.1 Fiscal Resources	The EPP has the fiscal capacity as appropriate to the scale of its operations. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the EPP and its school partners for the preparation of professional educators.
R6.2 Administrative Capacity	The EPP has administrative capacity as appropriate to the scale of its operations, including leadership and authority to plan, deliver, and operate coherent programs of study so that their candidates are prepared to meet all standards. Academic calendars, catalogs, publications, grading policies, and advertising are current, accurate, and transparent.
R6.3 Faculty Resources	The EPP has professional education faculty that have earned doctorates or equivalent P-12 teaching experience that qualifies them for their assignments. The EPP provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.
R6.4 Infrastructure	The EPP has adequate campus and school facilities, equipment, and supplies to support candidates in meeting standards. The infrastructure supports faculty and candidate use of information technology in instruction.

Only For EPPs seeking access to Title IV funds	
Standard 7: Record of Compliance with Title IV of the Higher Education Act	
Freestanding EPPs relying on CAEP accreditation to access Title IV of the Higher Education Act must demonstrate 100% compliance with their responsibilities under Title IV of the Act, including but not limited to, on the basis of student loan default rate data provided by the Secretary, financial and compliance audits, and program reviews conducted by the U.S. Department of Education. Freestanding EPPs will need to provide narrative and evidence for all components of ST 7.	

Appendix B CAEP EVALUATION FRAMEWORK FOR EPP- CREATED ASSESSMENTS

For use with: Educator preparation provider (EPP)-created assessments, including subject and pedagogical content tests, observations, projects, assignments, and surveys

For use by: EPPs to evaluate their own assessments and by CAEP site teams to review evidence in self-study submissions

CAEP uses the term “assessments” to cover content tests, observations, projects or assignments, and surveys. All of these assessment forms are used with candidates. Surveys are often used to gather evidence on aspects of candidate preparation and candidate perceptions about their own readiness to teach. Surveys are also useful to measure the satisfaction of graduates or employers with preparation and the perceptions of clinical faculty about the readiness of EPP completers.

Assessments and scoring guides are used by faculty to evaluate candidates and provide them with feedback on their performance. Assessments and scoring guides should address relevant and meaningful attributes of

candidate knowledge, performance, and dispositions, aligned with standards. Most assessments that comprise evidence offered in accreditation self-study reports will probably be used by an EPP to examine candidates consistently at various points from admission through exit. These are assessments that all candidates are expected to complete as they pass from one stage of preparation to the next, or that are used to monitor progress of candidates’ developing proficiencies during one or more stages of preparation.

CAEP site teams will follow the guidelines in this evaluation tool and it can also be used by EPPs when they design, pilot, and judge the adequacy of the assessments they create.

EXAMPLES OF ATTRIBUTES BELOW SUFFICIENT LEVEL	CAEP SUFFICIENT LEVEL	EXAMPLES OF ATTRIBUTES ABOVE SUFFICIENT LEVEL
— a. Use or purpose are ambiguous or vague. b. There is limited or no basis for reviewers to know what information is given to candidates. c. Instructions given to candidates are incomplete or misleading. d. The criterion for success is not provided or is not clear.	1. ADMINISTRATION AND PURPOSE (informs relevancy) a. The point or points when the assessment is administered during the preparation program are explicit. b. The purpose of the assessment and its use in candidate monitoring or decisions on progression are specified and appropriate. c. Instructions provided to candidates (or respondents to surveys) about what they are expected to do are informative and unambiguous. d. The basis for judgment (criterion for success, or what is “good enough”) is made explicit for candidates (or respondents to surveys). e. Evaluation categories or assessment tasks are aligned with CAEP, InTASC, national/professional and state standards.	+ a. The purpose of the assessment and its use in candidate monitoring or decisions are consequential. b. Candidate progression is monitored and information is used for mentoring. c. Candidates are informed how the instrument results are used in reaching conclusions about their status and/or progression.
—	2. CONTENT OF ASSESSMENT (informs relevancy) a. Indicators assess explicitly identified aspects of CAEP, InTASC, national/professional and state standards.	+

EXAMPLES OF ATTRIBUTES BELOW SUFFICIENT LEVEL	CAEP SUFFICIENT LEVEL	EXAMPLES OF ATTRIBUTES ABOVE SUFFICIENT LEVEL
a. Indicator alignment with CAEP, InTASC, national/ professional or state standards is incomplete, absent or only vaguely related to the content of standards being evaluated. b. Indicators fail to reflect the degree of difficulty described in the standard. c. Indicators not described, are ambiguous, or include only headings. d. Higher level functioning, as represented in the standards, is not apparent in the indicators. e. Many indicators (more than 20% of the total score) require judgment of candidate proficiencies that are of limited importance in CAEP, InTASC, national/professional, and/or state standards.	b. Indicators reflect the degree of difficulty or level of effort described in the standards. c. Indicators unambiguously describe the proficiencies to be evaluated. d. When the standards being informed address higher level functioning, the indicators require higher levels of intellectual behavior (e.g., create, evaluate, analyze, & apply). For example, when a standard specifies that candidates' students "demonstrate" problem solving, then the indicator is specific to candidates' application of knowledge to solve problems. e. Most indicators (at least those comprising 80% of the total score) require observers to judge consequential attributes of candidate proficiencies in the standards. [NOTE: the word "indicators" is used as a generic term for assessment items. For content tests, the term refers to a question. For projects or assignments, it refers to a prompt or task that the candidate is to perform. For an observation, an indicator might be a category of performance to observe or a specific aspect of candidate performance that a reviewer would record. For a survey, an indicator would stand for a question or statement for which a response is to be selected.]	a. Almost all indicators (95% or more of the total score) require observers to judge consequential attributes of candidate proficiencies in the standards.
— a. Rating scales are used instead of rubrics; e.g., "level 1= significantly below expectation" "level 4 = significantly above expectation." b. Proficiency Level Descriptors (PLDs) do not align with indicators. c. PLDs do not represent developmental progressions. d. PLDs provide limited or no feedback to candidates specific to their performance. e. Proficiency level descriptors are vague or not defined, and may just	3. SCORING (informs reliability and actionability) a. The basis for judging candidate performance is well defined. b. Each Proficiency Level Descriptor (PLD) is qualitatively defined by specific criteria aligned with indicators. c. PLDs represent a developmental sequence from level to level (to provide raters with explicit guidelines for evaluating candidate performance and for providing candidates with explicit feedback on their performance). d. Feedback provided to candidates is actionable—it is directly related to the preparation program and can be used for program improvement as well as for feedback to the candidate. e. Proficiency level attributes are defined in actionable, performance-based, or observable behavior terms. [NOTE: If a less actionable term is used such as "engaged," criteria are provided to define the use of the term in the context of the category or indicator.]	+ a. Higher level actions from Bloom's or other, taxonomies are used in PLDs such as "analyzes" or "evaluates."

EXAMPLES OF ATTRIBUTES BELOW SUFFICIENT LEVEL	CAEP SUFFICIENT LEVEL	EXAMPLES OF ATTRIBUTES ABOVE SUFFICIENT LEVEL
repeat the language from the standards.		
— a. Description of or plan to establish reliability does not inform reviewers about how it was established or is being investigated. b. Described steps do not meet accepted research standards for reliability. c. No evidence, or limited evidence, is provided that scorers are trained, and their inter-rater agreement is documented. d. Described steps do not meet accepted research standards for reliability.	4. DATA RELIABILITY a. A description or plan is provided that details the type of reliability that is being investigated or has been established (e.g., test-retest, parallel forms, inter-rater, internal consistency, etc.) and the steps the EPP took to ensure the reliability of the data from the assessment. b. Training of scorers and checking on inter-rater agreement and reliability are documented. c. The described steps meet accepted research standards for establishing reliability.	+ a. Raters are initially, formally calibrated to master criteria and are periodically formally checked to maintain calibration at levels meeting accepted research standards. b. A reliability coefficient is reported.
— a. Description of or plan to establish validity does not inform reviewers about how it was established or is being investigated. b. The type of validity established or investigated is misidentified or not described. c. The instrument was not piloted before administration. d. Process or plans for data analysis and interpretation are not presented or are superficial. e. Described steps do not meet accepted research standards for establishing validity. For example, validity is determined through an internal	5. DATA VALIDITY a. A description or plan is provided that details steps the EPP has taken or is taking to ensure the validity of the assessment and its use. b. The plan details the types of validity that are under investigation or have been established (e.g., construct, content, concurrent, predictive, etc.) and how they were established. c. If the assessment is new or revised, a pilot was conducted. d. The EPP details its current process or plans for analyzing and interpreting results from the assessment. e. The described steps meet accepted research standards for establishing the validity of data from an assessment.	+ a. Types of validity investigated go beyond content validity and move toward predictive validity. b. A validity coefficient is reported.

EXAMPLES OF ATTRIBUTES BELOW SUFFICIENT LEVEL	CAEP SUFFICIENT LEVEL	EXAMPLES OF ATTRIBUTES ABOVE SUFFICIENT LEVEL
review by only one or two stakeholders.		
WHEN THE INSTRUMENT IS A SURVEY: Use Sections 1 and 2, above, as worded and substitute sections 6 and 7, below for sections 3, 4 and 5.		
- a. Questions or topics are not aligned with EPP mission or standards. b. Individual items are ambiguous or include more than one subject. c. There are numerous leading questions. d. Items are stated as opinions rather than as behaviors or practices. e. Dispositions surveys provide no evidence of a relationship to effective teaching.	6. SURVEY CONTENT a. Questions or topics are explicitly aligned with aspects of the EPP's mission and also CAEP, InTASC, national/professional, and state standards. b. Individual items have a single subject; language is unambiguous. c. Leading questions are avoided. d. Items are stated in terms of behaviors or practices instead of opinions, whenever possible. e. Surveys of dispositions make clear to candidates how the survey is related to effective teaching.	+ a. Scoring is anchored in performance or behavior demonstrably related to teaching practice. b. Dispositions surveys make an explicit connection to effective teaching.
- a. Scaled choices are numbers only, without qualitative descriptions linked with the item under investigation b. Limited or no feedback provided to the EPP for improvement purposes c. No evidence that questions/items have been piloted	7. SURVEY DATA QUALITY a. Scaled choices are qualitatively defined using specific criteria aligned with key attributes. b. Feedback provided to the EPP is actionable. c. EPP provides evidence that questions are piloted to determine that candidates interpret them as intended and modifications are made if called for.	+ a. EPP provides evidence of survey construct validity derived from its own or accessed research studies.

Criteria listed below are evaluated during the stages of the accreditation review and decisionmaking:

- *EPP provides evidence that assessment data are compiled and tabulated accurately*
- *Interpretations of assessment results are appropriate for the items and resulting data*
- *Results from successive administrations are compared (for evidence of reliability)*

Appendix C

Department of Teacher Education Portals

Student Name:		N Number:		
e-mail:		Phone:	Major:	
<i>As a candidate entering and progressing through the Department of Teacher Education: I must meet the following requirements within or prior to entry into each Portal. I understand that these requirements are mandatory to earn Teacher Certification in the State of Louisiana.</i>				
Portal 1	Portal 2	Portal 3	Portal 4	Portal 5
Admission/Entry to Foundations Core (Advising for Block I)	Program Progression EDUC 250, 251, 312, 313 (Advising for Block II)	Application into Residency I Completed in Application (Advising for Block IV)	Exit to Residency II (Advising for Block V)	Exit from Residency II (Exit Program)
Requirements:	Requirements:	Requirements:	Requirements:	Requirements:
☐ Maintained a 2.5 grade point average. ☐ Earned a "C" or better in all courses required for the Teacher Education degree. ☐ Completed a minimum of 30 semester hours.	☐ Maintained a 2.5 grade point average. ☐ Earned a "C" or better in all courses required for the Teacher Education degree.	☐ Maintained a 2.5 grade point average. ☐ Earned a "C" or better in all courses required for the Teacher Education degree.	☐ Maintained a 2.5 grade point average. ☐ Earned a "C" or better in all courses required for the Teacher Education degree.	☐ Maintained a 2.5 grade point average. ☐ Earned a "C" or better in all courses required for the Teacher Education degree.
Proof of passing scores: (either) ☐ Praxis Core Reading _____ Writing _____, and Mathematics _____ Examinations or ☐ ACT composite score of 22 or higher. _____ (Superscores are not accepted by the LDOE.) ☐ SAT® combined verbal/critical reading and math score of 1100 or higher. _____	☐ Passed the required Background Check (EDUC 250 or EDUC 312). ☐ Submitted a copy of passed background check to course instructor or Department Chair.	☐ Proof of passing scores on all required sections of the Praxis Content Exams. ☐ Proof of passing scores on appropriate grade level Principles of Learning and Teaching (PLT).	☐ Earned an "S" in Residency I	☐ Earned an "S" in Residency II (a) University Coordinator's Evaluations (b) Mentor Snapshot Observations (c) School Administrator Evaluation
☐ Successfully completed: ENGL 101, ENGL 102, MATH 101, a course in Social Science or History, and a course in Science.	☐ Completed and signed Teacher Education Portal form to be submitted to Department Chair.	☐ Completed an application for entry to the applicable Teacher Education Residency program. ☐ Passed the required Residency Background Check. ☐ All degree substitutions forms have been completed, signed, submitted, and processed.	☐ Applied and awarded LDOE Resident Teacher Certificate.	☐ Successfully completed Portfolio Requirements. ☐ Successfully completed Teacher Work Sample. ☐ IF APPLICABLE: If Portfolio or Work Sample unsuccessful, met with evaluators. ☐ IF APPLICABLE: If 2nd Portfolio or Work Sample unsuccessful, met with CEBS

				Committee on Admission/Progression.
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By initialing the following items, Candidates acknowledge that they have read and understand each requirement:

_____ Candidates who are currently on probationary status may not be able to progress through each portal. Candidates on probationary status should follow university protocols.

_____ Candidates who have been recommended to the Admission and Progression Committee, must meet with and follow the recommendations of the committee.

_____ Candidates may not be permitted to receive a certificate to teach in the state of Louisiana if, according to the Louisiana State Department of Education, she or he: (a) has been convicted of a felony offense whatsoever, (b) has been convicted of a misdemeanor that involves "sexual or physical abuse of a minor child or other illegal conduct with a minor "child" or "the possession, use, or distribution of any illegal drug" as defined by Louisiana or federal law.

Candidate signature below is verification that they understand the requirements for entry and progression through the department of Teacher Education and guidelines for Teacher Education in the State of Louisiana.

Candidate Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Appendix D.

Teacher Education Employer Satisfaction Survey

The leadership team in the Department of Teacher Education at Nicholls State University would like to hear your feedback on our 2019 program completers who teach under your supervision. The data collected from this survey will be used for program improvement and in reporting employer satisfaction to our CAEP accreditors (CAEP 4.3).

A 2019 graduate from Nicholls State University was indicated in the subject line of the email containing this survey. Title II data indicate that this graduate is currently employed under your supervision. We would be most appreciative if you would take about 3-5 minutes to complete this survey. When results are analyzed and shared, your name will be removed as well as the name of the graduate. Data will remain confidential. Thank you in advance for your time and input. (If the individual listed in the email is no longer employed with your school, you may simply close the survey and respond to the email so we may update our records.)

* Required

1. Email address *

2. First Name of Supervisor Completing Survey *

3. Last Name of Supervisor Completing Survey *

4. Current Position of Supervisor Completing Survey

5. School

6. District

Employee Information

Please reference the 2019 graduate stated in the accompanying email.

7. First Name of Employee *

8. Last Name of Employee *

9. Grade level / Content Area of Employee *

Please select your agreement level with the following statements pertaining to the Nicholls alumnus under your supervision.

Using a Likert scale ranging from "strongly disagree" to "strongly agree," please evaluate the following InTASC criteria in regard to the employee listed in section 2.

10. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. (InTASC 3a, CAEP R1.1, NIET-GS, NIET-MSB, NIET-E, & NIET-RC) *

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

11. The teacher varies learning activities to involve whole group, small group and individual work, to develop a range of learner skills. (InTASC 3p, CAEP R1.1, NIET-GS, NIET-MSB, NIET-E, & NIET-RC)

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

12. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. (InTASC 4a, CAEP R1.2, NIET-SO, NIET-MS, & NIET-TCK)

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

13. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. (InTASC 4j, CAEP R1.2, NIET-SO, NIET-MS, & NIET-TCK)

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

14. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs. (InTASC 7e, CAEP R1.3, NIET-LSP, NIET-IP, NIET-SW, & NIET-A)

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

15. The teacher works with learners to identify pathways to goal achievement using a range of resources, learning experiences, and ways of demonstrating progress toward the learning goal. (InTASC 7b; 7n, CAEP R1.3, NIET-LSP, NIET-IP, NIET-SW, & NIET-A)

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

16. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information. (InTASC 8g, CAEP R1.3, NIET-AM, NIET-Q, NIET-AF, NIET-TCK, NIET-T, NIET-PS, NIET-IP, NIET-SW, & NIET-A)

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

17. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. (InTASC 9a, CAEP R1.4)

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

18. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (InTASC 10, CAEP R1.4)

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

19. Please rate this statement: As the supervisor / employer, I would hire this teacher again.

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

20. Please rate this statement: Based on performance evaluations, I would rate this teacher as having a positive impact on his / her students. (CAEP R4.1, R4.2)

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

21. Additional comments about this teacher (optional).

22. If applicable, please provide information on the teacher's employment milestones (CAEP R4.3) (optional).

23. Please rate this statement: I prefer to recruit / hire Nicholls' Teacher Education graduates over graduates from other programs.

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

Thank you for taking the time to complete this survey. Your feedback is invaluable in our program improvement.

If you have any additional comments or questions, please feel free to reach out to Elizabeth Block (elizabeth.block@nicholls.edu).

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Appendix D

Completer Survey: Impact on Learning and Teacher Effectiveness

Congratulations on your prior completion of a teacher education program at Nicholls State University within the last three years. The College of Education and Behavioral Sciences at Nicholls State University surveys its teacher education completers (both for initial teacher licensure and advanced areas of study) within one to three years of graduation to investigate the impact that our completers have on their P-12 students as well as teacher effectiveness. (CAEP 4.1 and 4.2)

If you are currently in a teaching position, we would be most appreciative if you would take about 10-15 minutes to complete this survey. When results are analyzed and shared, your name will be removed. Thank you in advance for your time and input. (If you are not currently in a teaching position, please simply close the survey and respond to the email so we can update our records.)

* Required

1. First Name *

2. Last Name *

3. What program did you complete at Nicholls State University? *

Mark only one oval.

- ☐ Undergraduate Program
- ☐ Alternative Certification: Certification Only
- ☐ Alternative Certification: MAT

4. What semester did you graduate from Nicholls State University with initial certification? *

If you did not graduate in one of the semesters listed below, your response is not required at this time.

Mark only one oval.

- ☐ Fall 2019
- ☐ Spring 2019
- ☐ Fall 2018
- ☐ Spring 2018
- ☐ Fall 2017
- ☐ Spring 2017

5. Please indicate the PRIMARY area of certification which you completed at Nicholls. This would be the certification you completed student teaching or internship in, not a certification you tested into and added to your license. *

Please review all of the available options carefully to ensure that you select the correction option.

Mark only one oval.

- ☐ Birth to Five/Early Interventionist (BFED)
- ☐ Elementary Education (1 - 5)
- ☐ Secondary English (6 - 12)
- ☐ Secondary Math (6 - 12)
- ☐ Secondary Science (6 - 12)
- ☐ Secondary Social Studies (6 - 12)
- ☐ Secondary FACS (6 - 12)
- ☐ Human Performance Education (K - 12)
- ☐ Art Education - K-12
- ☐ Vocal Music Education - K-12
- ☐ Instrumental Music Education K-12
- ☐ Certification Only - Elementary Education 1-5
- ☐ Certification Only - Secondary English (6 - 12)
- ☐ Certification Only - Secondary Math (6 - 12)
- ☐ Certification Only - Secondary Science (6 - 12)
- ☐ Certification Only - Secondary Social Studies (6 - 12)
- ☐ Certification Only - Secondary FACS (6 - 12)
- ☐ Certification Only - Human Performance Education (K - 12)
- ☐ Master of Arts in Teaching Elementary Education (1 - 5)
- ☐ Master of Arts in Teaching - Middle School English (4 - 8)

- ☐ Master of Arts in Teaching - Middle School Math (4 - 8)
- ☐ Master of Arts in Teaching - Middle School Science (4 - 8)
- ☐ Master of Arts in Teaching - Middle School Social Studies (4 - 8)
- ☐ Master of Arts in Teaching - Secondary English (6 - 12)
- ☐ Master of Arts in Teaching - Secondary Math (6 - 12)
- ☐ Master of Arts in Teaching - Secondary Science (6 - 12)
- ☐ Master of Arts in Teaching - Secondary Social Studies
- ☐ Master of Arts in Teaching - Secondary FACS (6 - 12)
- ☐ Master of Arts in Teaching - Human Performance Education (K - 12)
- ☐ Master of Arts in Teaching - Elementary Special Education (1 - 5)
- ☐ Master of Arts in Teaching - Secondary Special Education & English (6 - 12)
- ☐ Master of Arts in Teaching - Secondary Special Education & Math (6 - 12)
- ☐ Master of Arts in Teaching - Secondary Special Education & Science (6 - 12)
- ☐ Master of Arts in Teaching - Secondary Special Education & Social Studies (6 - 12)
- ☐ Master of Arts in Teaching - Secondary Special Education & FACS (6 - 12)
- ☐ Master of Arts in Teaching - Secondary Special Education & HPED (6 - 12)

6. Name of the parish or district where you are employed: *

7. Are you employed in a public or private school? (Select all that apply). *

Check all that apply.

☐ Public

☐ Private

☐ Charter

Other: ☐ _____

8. Name of the school where you are employed: *

9. What grade level(s) do you teach? *

Select all that apply.

Check all that apply.

☐ Early Interventionist

☐ PK3

☐ Pre-Kindergarten

☐ Kindergarten

☐ Special Education

☐ 1st

☐ 2nd

☐ 3rd

☐ 4th

☐ 5th

☐ 6th

☐ 7th

☐ 8th

☐ 9th

☐ 10th

☐ 11th

☐ 12th

Other: ☐

10. If you are departmentalized, what content area(s) do you teach? *

Select all that apply.

Check all that apply.

- ☐ English
- ☐ Math
- ☐ Science
- ☐ Social Studies
- ☐ FACS
- ☐ HPED
- ☐ Instrumental Music
- ☐ Vocal Music
- ☐ Art

Other: ☐ _____

Classroom Dynamics

Please provide us with some information about your classroom dynamics. Select the range that best describes your classroom. If you are not sure, please select "unknown" instead of "None." If you teach multiple sections/classes, such as a high school math teacher, think about all of your students when responding.

11. What is the percentage of students you teach with an identified disability? *

Mark only one oval.

- ☐ None
- ☐ 1-25%
- ☐ 26-50%
- ☐ 51-75%
- ☐ 76-100%
- ☐ Unknown

12. What is the percentage of students you teach who are English Language Learners (ELL/ESL)? *

Mark only one oval.

- ☐ None
- ☐ 1-25%
- ☐ 26-50%
- ☐ 51-75%
- ☐ 76-100%
- ☐ Unknown

13. What is the percentage of students you teach who are classified as minorities? *

Mark only one oval.

- ☐ None
- ☐ 1-25%
- ☐ 26-50%
- ☐ 51-75%
- ☐ 76-100%
- ☐ Unknown

14. What is the percentage of students you teach who receive free and reduced lunch? *

Mark only one oval.

- ☐ None
- ☐ 1-25%
- ☐ 26-50%
- ☐ 51-75%
- ☐ 76-100%
- ☐ Unknown

15. What is the percentage of students you teach who have been identified as academically gifted? *

Mark only one oval.

- ☐ None
- ☐ 1-25%
- ☐ 26-50%
- ☐ 51-75%
- ☐ 76-100%
- ☐ Unknown

Summative Evaluation

16. Please select the method of evaluation used for your most recent teaching evaluation. *

*If you are not teaching in a public school setting and did not receive an evaluation which addresses the following categories, please select the last option.

Mark only one oval.

- ☐ COMPASS *Skip to question 17*
- ☐ TAP *Skip to question 20*
- ☐ I am not teaching in a public school setting and did not receive an evaluation. *Skip to question 23*

COMPASS

Please answer the questions below using the "Teacher Summative Performance Evaluation" you received from your administrator (end of the year evaluation). Please indicate what level you received on your evaluation (exemplary, proficient, developing, needs improvement, or unacceptable).

17. COMPASS Scores *

Please indicate the scores from your most recent evaluation below.

Mark only one oval per row.

	Ineffective	Effective Emerging	Effective Proficient	Highly Effective
1c. Setting Instructional Outcomes	☐	☐	☐	☐
2c. Managing Classroom Procedures	☐	☐	☐	☐
3b. Using Questioning, Prompts and Discussion	☐	☐	☐	☐
3c. Engaging Students in Learning	☐	☐	☐	☐
3d. Using Assessment in Instruction	☐	☐	☐	☐

18. What semester and year was the above evaluation completed? *

19. Please provide any additional comments noted on your COMPASS evaluation that you wish to share.

Skip to question 23

TAP

Please answer the questions below using the "Teacher Summative Performance Evaluation" you received from your administrator (end of the year evaluation). Please indicate what level you received on your evaluation (exemplary, proficient, developing, needs improvement, or unacceptable).

20. TAP Scores *

Please indicate the scores from your most recent evaluation below.

Mark only one oval per row.

	Exemplary (5)	Above Expectations (4)	Proficient (3)	Below Expectations (2)	Unsatisfactory (1)
Standards and Objectives	☐	☐	☐	☐	☐
Motivating Students	☐	☐	☐	☐	☐
Presenting Instructional Content	☐	☐	☐	☐	☐
Lesson Structure and Pacing	☐	☐	☐	☐	☐
Activities and Materials	☐	☐	☐	☐	☐
Questions	☐	☐	☐	☐	☐
Academic Feedback	☐	☐	☐	☐	☐
Grouping Students	☐	☐	☐	☐	☐
Teacher Content Knowledge	☐	☐	☐	☐	☐
Teacher Knowledge of Students	☐	☐	☐	☐	☐
Thinking	☐	☐	☐	☐	☐
Problem Solving	☐	☐	☐	☐	☐
Instructional Plans	☐	☐	☐	☐	☐

Student Work

Assessment

21. What semester and year was the above evaluation completed? *

22. Please provide any additional comments noted on your TAP evaluation that you wish to share.

Skip to question 23

Value Added

23. Have you received value-added scores in the last 3 years? *

Mark only one oval.

☐ Yes *Skip to question 24*

☐ No

Value Added Score

24. Please select your most recent score for the appropriate row. Select N/A for all other rows. *

Mark only one oval per row.

	Ineffective	Effective Emerging	Effective Proficient	Highly Effective	N/A
4-8 English	☐	☐	☐	☐	☐
4-8 Math	☐	☐	☐	☐	☐
4-8 Science	☐	☐	☐	☐	☐
4-8 Social Studies	☐	☐	☐	☐	☐
Algebra I	☐	☐	☐	☐	☐
Geometry	☐	☐	☐	☐	☐

25. What semester and year did you receive this score? *

Additional Feedback

26. In regards to your overall initial preparation at Nicholls State University, what do you feel are some strengths of the Teacher Education Program? *

27. In regards to your overall initial preparation at Nicholls State University, what do you feel are some areas for improvement in the Teacher Education Program? *

28. Would you be willing to participate in a focus group in the future? *

Please let us know if we may contact you for a Zoom focus group to learn more about your experiences as a professional educator.

Mark only one oval.

☐ Yes

☐ No

☐ Maybe

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Appendix E

Praxis Subject Assessment Requirements by Program*

Visit: www.ets.org/praxis/la/requirements to access individual test info pages, resources, and more.

Program	Praxis Test	Code	Score	Cost
<u>Birth to Five/ Early Intervention</u>	Content Knowledge: Elementary Education	5001	---	\$180
	Reading & Language Arts Subtest	5002	157	\$64
	Math Subtest	5003	157	\$64
	Social Studies Subtest	5004	155	\$64
	Science Subtest	5005	159	\$64
	Principles of Learning and Teaching (PLT): Early Childhood	5621	157	\$156
	Special Education: Preschool/Early Childhood	5691	159	\$130
<u>1-5 Elementary Education</u>	Content Knowledge: Elementary Education	5001	---	\$180
	Reading & Language Arts Subtest	5002	157	\$64
	Math Subtest	5003	157	\$64
	Social Studies Subtest	5004	155	\$64
	Science Subtest	5005	159	\$64
	Principles of Learning and Teaching (PLT): Grades K-6	5622	160	\$156
	<i>*Optional - Special Education: Core Knowledge and Mild to Moderate Applications</i>	5543	153	\$156
<u>Secondary English</u>	English Language Arts: Content and Analysis	5039	168	\$156
	Principles of Learning and Teaching (PLT): Grades 7-12	5624	157	\$156
<u>Secondary Science</u>	General Science	5436	141	130
	General Science: Content Knowledge (Accepted through 8/31/22)	(5435)	156	\$130
	Principles of Learning and Teaching (PLT): Grades 7-12	5624	157	\$156
<u>Secondary Social Studies</u>	Social Studies: Content and Interpretation	5086	153	\$156
	Principles of Learning and Teaching (PLT): Grades 7-12	5624	157	\$156
<u>Secondary FACS</u>	Family and Consumer Sciences	5122	153	\$130
	Principles of Learning and Teaching (PLT): Grades 7-12	5624	157	\$156
<u>HPED</u>	Health and PE: Content Knowledge	5857	160	\$130
	Choose one PLT:	---	---	---
	Principles of Learning and Teaching (PLT): Grades K-6	5622	160	\$156
	Principles of Learning and Teaching (PLT): Grades 5-9	5623	160	\$156
	Principles of Learning and Teaching (PLT): Grades 7-12	5624	157	\$156

For more information about the question types, test time, and fee for each test

visit: www.ets.org/praxis/about/fees/

Praxis Subject Assessments for Programs in Other Departments*:

<u>Art</u>	Art: Content Knowledge	5134	159	\$130
	Choose one PLT:	---	---	---
	Principles of Learning and Teaching (PLT): Grades K-6	5622	160	\$156
	Principles of Learning and Teaching (PLT): Grades 5-9	5623	160	\$156
	Principles of Learning and Teaching (PLT): Grades 7-12	5624	157	\$156
<u>Music</u> <u>Instrumental & Vocal</u>	Music: Content Knowledge	5113	151	\$130
	Choose one PLT:	---	---	---
	Principles of Learning and Teaching (PLT): Grades K-6	5622	160	\$156
	Principles of Learning and Teaching (PLT): Grades 5-9	5623	160	\$156
	Principles of Learning and Teaching (PLT): Grades 7-12	5624	157	\$156
<u>Secondary</u> <u>Chemistry</u>	Chemistry	5246	146	\$130
	Chemistry: Content Knowledge (Accepted through 8/31/22)	5245	151	\$130
	Principles of Learning and Teaching (PLT): Grades 7-12	5624	157	\$156
<u>Secondary</u> <u>Math</u>	Mathematics	5165	159	\$120
	Mathematics: Content Knowledge (accepted until August 31, 2022)	(5161)	160	\$120
	Principles of Learning and Teaching (PLT): Grades 7-12	5624	157	\$146

*Subject to change based on changes to Louisiana Praxis Requirements. Candidates should consult an advisor before registering for Praxis Subject Assessment tests.

For the most accurate list of current Praxis requirements, individual test information, resources, and more visit:

www.ets.org/praxis/la/requirements. Select the appropriate Licensure Area to see the list of required tests and qualifying score.

For more information about the question types, test time, and fee for each test visit:

www.ets.org/praxis/about/fees/

Praxis Subject Assessment Study Resources

Praxis Website	Preparation materials, practice tests, study strategies and tips, test prep webinars, video library.	Visit: www.ets.org/praxis/la/requirements/ Expand the Elementary Education section and click on a test name. Access resources from the individual test pages.
Quizlet	Flashcards, practice questions, matching activities, and more.	Use the <i>test</i> code to search for premade card sets. Download the Quizlet app or visit: www.quizlet.com
Teachers Test Prep	Free practice test, free study guides, live prep classes, one-on-one tutoring, and online prep.	Visit: www.teacherstestprep.com Use the <i>test</i> code to search for options.
Learning Express	Free practice tests with simulation, practice, and learner options.	Visit bit.ly/coepraxis to get started.

Possible Add On Certification in Middle School

Major	Praxis Test	Code	Score	Cost
<u>Middle School ELA</u>	Middle School English Language Arts	5047	164	\$156
	Principle of Learning and Teaching (PLT): Grades 5-9	5623	160	\$156
<u>Middle School Math</u>	Middle School Mathematics	5164	157	\$130
	Middle School Mathematics (Accepted through 8/31/22)	5169	165	\$130
	Principle of Learning and Teaching (PLT): Grades 5-9	5623	160	\$156
<u>Middle School Social Studies</u>	Middle School Social Studies	5089	149	\$156
	Principle of Learning and Teaching (PLT): Grades 5-9	5623	160	\$156
<u>Middle School Science</u>	Middle School Science	5442	150	\$130
	Principle of Learning and Teaching (PLT): Grades 5-9	5623	160	\$146

2020-2021 Performance Profile | Meeting Educator Workforce Needs Simulation

The Teacher Preparation Quality Rating System is designed to provide aspiring educators with information regarding the quality of teacher preparation providers, as well as to provide teacher preparation providers with meaningful information for improvement. Each provider receives a performance profile that includes information regarding the quality of the preparation experience, the extent to which they are meeting Louisiana's workforce needs, and the impact of their program completers on student learning. Performance profiles from previous years can be found [here](#).



MEETING EDUCATOR WORKFORCE NEEDS SIMULATION

The Teacher Preparation Quality Rating System workgroup agreed on updating the Meeting Educator Workforce Needs domain to 45% high-need schools and 15% high-need certification thresholds. These thresholds will be used starting with the 2021-2022 Performance Profile. This report provides simulated scores using 2020-2021 Performance Profile data using these updated thresholds.

Overall Quality Rating and Score

The overall quality rating and score is comprised of three domains: Preparation Program Experience, Meeting Educator Workforce Needs, and Teacher Quality. The overall score and domain scores are each on a four point scale, according to the following ranges Level 1: Ineffective - less than 1.5, Level 2: Needs Improvement - between 1.5 and 2.4, Level 3: Effective - between 2.5 and 3.4, Level 4: Highly Effective - greater than or equal to 3.5

Quality Rating

Level 3: Effective

Louisiana Undergraduate Pathways: Level 2: Needs Improvement

What does this mean?
The quality rating represents the overall performance of a program based on the quality score.

How was this calculated?
The quality rating corresponds to the score range detailed above.

Quality Score

3.0 out of 4.0

Louisiana Undergraduate Pathways: 2.1

What does this mean?
The quality score is the overall score generated by combining the three domains.

How was this calculated?
The quality score is calculated by combining the following three domains: Preparation Program Experience weighted at 50%, Meeting Educator Workforce Needs weighted at 25%, Teacher Quality weighted at 25% (if a Teacher Quality score is unable to be generated, then Meeting Educator Workforce Needs is weighted at 50%).

Domain Ratings and Scores

- 

[Preparation Program Experience](#)
Level 3: Effective (3.0 out of 4.0)
Domain Weighted at 50%
- 

[Meeting Educator Workforce Needs](#)
Level 3: Effective (3.0 out of 4.0)
Domain Weighted at 25%
- 

[Teacher Quality](#)
Level 3: Effective (3.0 out of 4.0)
Domain Weighted at 25%

Total Number of Program Completers

211

What does this mean?
This shows the number of teacher candidates who completed the program pathway during academic years 2018-2019, 2019-2020, and 2020-2021. Add-on certification program completers are excluded.

How was this calculated?
Programs provide candidate completion data which is validated using certification data to confirm program completion status.

Preparation Program Experience*

This domain measures the quality of the teacher preparation program via a dynamic on-site review. The on-site review measures quality across four areas: recruitment and selection, content knowledge and teaching methods, feedback and candidate performance, and continuous improvement process. The on-site review framework can be found [here](#).

*Some on-site reviews were modified due to the onset of COVID-19. Programs with modified on-site reviews are noted in the On-Site Review Conducted During section.

Domain Rating and Score

Level 3: Effective (3.0 out of 4.0)

Louisiana Undergraduate Pathways: Level 2: Needs Improvement (2.0 out of 4.0)

What does this mean?

This domain rating represents the quality of the teacher preparation program experience based on an on-site review.

How was this calculated?

The four on-site review subdomain scores are averaged to generate the Preparation Program Experience score.

On-Site Review Conducted During: Fall 2019

Quality of Recruitment and Selection

3.0 out of 4.0

Louisiana Undergraduate Pathways: 2.5 out of 4.0

What does this mean?

This on-site review subdomain addresses the teacher preparation provider’s responsibility to recruit and select candidates who show potential for the teaching profession and current regional educational context.

How was this calculated?

This subdomain is calculated during the on-site review process using the [on-site review framework](#).

Quality of Content Knowledge and Teaching Methods

3.0 out of 4.0

Louisiana Undergraduate Pathways: 2.4 out of 4.0

What does this mean?

This on-site review subdomain focuses on how effectively the program ensures teacher candidates acquire content knowledge and the key teaching methods and skills needed to grow students by one academic year or meet Individualized Education Program goals.

How was this calculated?

This subdomain is calculated during the on-site review process using the [on-site review framework](#).

Quality of Feedback and Candidate Performance

2.0 out of 4.0

Louisiana Undergraduate Pathways: 2.2 out of 4.0

What does this mean?

This on-site review subdomain focuses on how effectively the program provides feedback to candidates within their residency placements. It also assesses how well program supervisors use observation and feedback data to inform individual goal tracking and interventions for candidates.

How was this calculated?

This subdomain is calculated during the on-site review process using the [on-site review framework](#).

Quality of Continuous Improvement Process

3.0 out of 4.0

Louisiana Undergraduate Pathways: 2.4 out of 4.0

What does this mean?

This on-site review subdomain examines how the program collects and utilizes data, and works with school system partners, to continually improve the quality of the teacher preparation program.

How was this calculated?

This subdomain is calculated during the on-site review process using the [on-site review framework](#).

Meeting Educator Workforce Needs

This domain measures the extent to which the program is meeting Louisiana’s educator workforce needs by placing teacher candidates in high-need schools or preparing candidates in high-need certification areas. More informational detailing how this domain is scored can be found in the [technical guide](#).

Domain Rating and Score

Level 3: Effective (3.0 out of 4.0)

Louisiana Undergraduate Pathways: Level 3: Effective (2.5 out of 4.0)

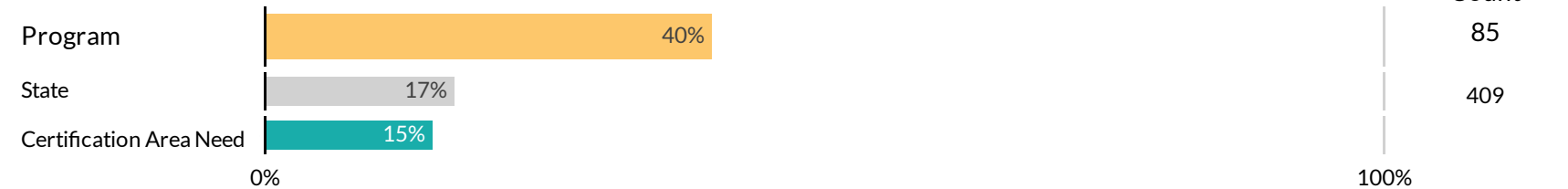
What does this mean?

This domain rating represents the extent to which the program is meeting Louisiana’s educator workforce needs. The cohorts of program completers used to calculate this domain include 2018-2019, 2019-2020, and 2020-2021.

How was this calculated?

The domain score is calculated by comparing the need for teachers in high-need certification areas and high-need schools with the extent to which each program is meeting these needs.

Percentage of Program Completers in High-Need Certification Areas



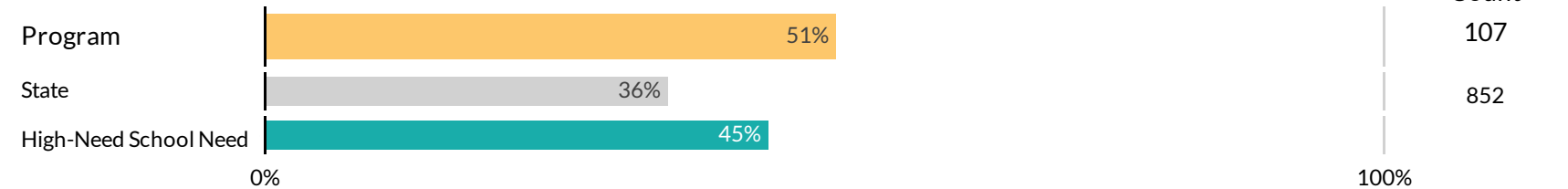
What does this mean?

This graph displays the percentage of program completers in high-need certification areas compared to the overall need for teachers in high-need certification areas.

How was this calculated?

High-need certification areas are determined every four years, and are the areas with the highest percentage of classes being taught by out-of-field or uncertified teachers. For the period from 2017-2018 through 2020-2021, high-need certification areas for the state of Louisiana are middle and secondary mathematics, middle and secondary science, and special education. District-based providers define high-need certification areas at the local level.

Percentage of Residents in High-Need Schools



What does this mean?

This graph displays the percentage of teacher candidates completing residencies in high-need schools compared to the overall need for teachers in high-need schools.

How was this calculated?

High-need schools are determined every four years and are defined as schools with a high percentage of minority or economically disadvantaged students and schools that are less geographically proximate to teacher preparation providers or schools underserved by current teacher preparation providers. For the period from 2017-2018 through 2020-2021, high-need schools for the state of Louisiana can be found [here](#). District-based providers define high-need certification areas at the local level.

Teacher Quality*

This domain measures the effectiveness of teachers prepared by this program, based upon the value-added results of program completers during their first year of employment. **Value-added results are limited to grades and subjects with state-administered assessments. Twenty-five percent of public school teachers in Louisiana received value-added results for the 2018-2019 school year.** More information detailing how this domain is scored can be found in the [technical guide](#).

*Due to the suspension of standardized testing in the 2019-2020 school year due to COVID-19, value-added data is not available for 2018-2019 or 2019-2020 program completers. Please refer to the [value-added frequently asked questions](#) document for more information detailing the next value-added release.

Domain Rating and Score

Level 3: Effective (3.0 out of 4.0)

Louisiana Undergraduate Pathways: Level 2: Needs Improvement (2.0 out of 4.0)

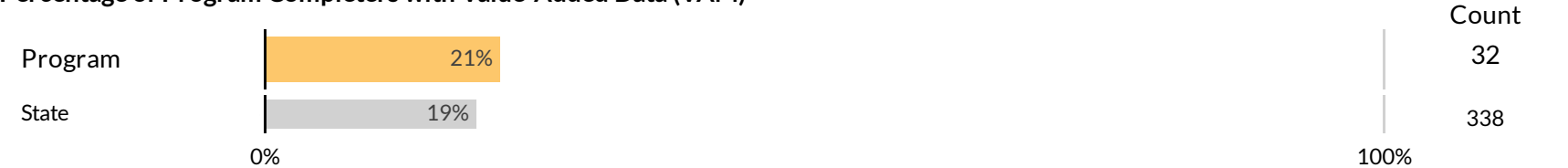
What does this mean?

This domain rating represents the effectiveness of teachers prepared by this program during their first year of employment. The cohorts of program completers used to calculate this domain include 2016-2017 and 2017-2018.

How was this calculated?

Value-added results are calculated in an index on a 100 point scale. The domain rating corresponds to the index scores found in the [technical guide](#).

Percentage of Program Completers with Value-Added Data (VAM)



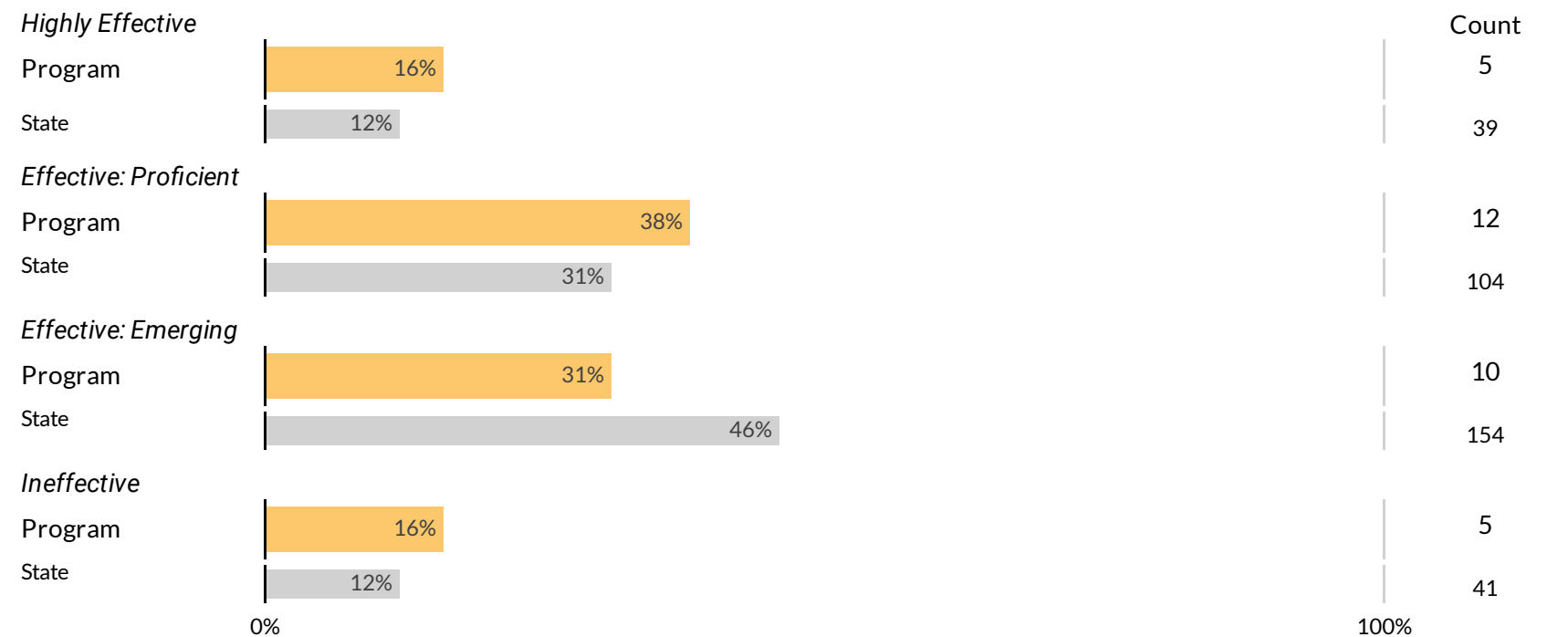
What does this mean?

This graph displays the percentage of program completers who received a value-added score during their first year of employment.

How was this calculated?

Value-added data is calculated for teachers in the following content areas and grades: Grades 4-8 ELA, Grades 4-8 Math, Grades 4-8 Science, Grades 4-8 Social Studies, Algebra I, Geometry, English I, and English II

Value-Added Effectiveness Levels of Program Completers



What does this mean?

This graph displays the percentage of program completers who received a value-added score during their first year of employment.

How was this calculated?

Value-added data is calculated for teachers in the following content areas and grades: Grades 4-8 ELA, Grades 4-8 Math, Grades 4-8 Science, Grades 4-8 Social Studies, Algebra I, Geometry, English I, and English II

2020-2021 Performance Profile | Meeting Educator Workforce Needs Simulation

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MEETING EDUCATOR WORKFORCE NEEDS SIMULATION

The Teacher Preparation Quality Rating System workgroup agreed on updating the Meeting Educator Workforce Needs domain to 45% high-need schools and 15% high-need certification thresholds. These thresholds will be used starting with the 2021-2022 Performance Profile. This report provides simulated scores using 2020-2021 Performance Profile data using these updated thresholds.

Overall Quality Rating and Score

The overall quality rating and score is comprised of three domains: Preparation Program Experience, Meeting Educator Workforce Needs, and Teacher Quality. The overall score and domain scores are each on a four point scale, according to the following ranges Level 1: Ineffective - less than 1.5, Level 2: Needs Improvement - between 1.5 and 2.4, Level 3: Effective - between 2.5 and 3.4, Level 4: Highly Effective - greater than or equal to 3.5

Quality Rating

Level 3: Effective

Louisiana Post-Baccalaureate Pathways: Level 3: Effective

What does this mean?

The quality rating represents the overall performance of a program based on the quality score.

How was this calculated?

The quality rating corresponds to the score range detailed above.

Quality Score

2.9 out of 4.0

Louisiana Post-Baccalaureate Pathways: 2.6 out of 4.0

What does this mean?

The quality score is the overall score generated by combining the three domains.

How was this calculated?

The quality score is calculated by combining the following three domains: Preparation Program Experience weighted at 50%, Meeting Educator Workforce Needs weighted at 25%, Teacher Quality weighted at 25% (if a Teacher Quality score is unable to be generated, then Meeting Educator Workforce Needs is weighted at 50%).

Domain Ratings and Scores



[Preparation Program Experience](#)

Level 3: Effective (3.0 out of 4.0)

Domain Weighted at 50%



[Meeting Educator Workforce Needs](#)

Level 3: Effective (2.5 out of 4.0)

Domain Weighted at 25%



[Teacher Quality](#)

Level 3: Effective (3.0 out of 4.0)

Domain Weighted at 25%

Total Number of Program Completers

45

What does this mean?

This shows the number of teacher candidates who completed the program pathway during academic years 2018-2019, 2019-2020, and 2020-2021. Add-on certification program completers are excluded.

How was this calculated?

Programs provide candidate completion data which is validated using certification data to confirm program completion status.

Preparation Program Experience*

This domain measures the quality of the teacher preparation program via a dynamic on-site review. The on-site review measures quality across four areas: recruitment and selection, content knowledge and teaching methods, feedback and candidate performance, and continuous improvement process. The on-site review framework can be found [here](#).

*Some on-site reviews were modified due to the onset of COVID-19. Programs with modified on-site reviews are noted in the On-Site Review Conducted During section.

Domain Rating and Score

Level 3: Effective (3.0 out of 4.0)

Louisiana Post-Baccalaureate Pathways: Level 2: Needs Improvement (2.0 out of 4.0)

What does this mean?

This domain rating represents the quality of the teacher preparation program experience based on an on-site review.

How was this calculated?

The four on-site review subdomain scores are averaged to generate the Preparation Program Experience score.

On-Site Review Conducted During: Fall 2019

Quality of Recruitment and Selection

3.0 out of 4.0

Louisiana Post-Baccalaureate Pathways: 2.7 out of 4.0

What does this mean?

This on-site review subdomain addresses the teacher preparation provider’s responsibility to recruit and select candidates who show potential for the teaching profession and current regional educational context.

How was this calculated?

This subdomain is calculated during the on-site review process using the [on-site review framework](#).

Quality of Content Knowledge and Teaching Methods

3.0 out of 4.0

Louisiana Post-Baccalaureate Pathways: 2.6 out of 4.0

What does this mean?

This on-site review subdomain focuses on how effectively the program ensures teacher candidates acquire content knowledge and the key teaching methods and skills needed to grow students by one academic year or meet Individualized Education Program goals.

How was this calculated?

This subdomain is calculated during the on-site review process using the [on-site review framework](#).

Quality of Feedback and Candidate Performance

2.0 out of 4.0

Louisiana Post-Baccalaureate Pathways: 2.3 out of 4.0

What does this mean?

This on-site review subdomain focuses on how effectively the program provides feedback to candidates within their residency placements. It also assesses how well program supervisors use observation and feedback data to inform individual goal tracking and interventions for candidates.

How was this calculated?

This subdomain is calculated during the on-site review process using the [on-site review framework](#).

Quality of Continuous Improvement Process

3.0 out of 4.0

Louisiana Post-Baccalaureate Pathways: 2.3 out of 4.0

What does this mean?

This on-site review subdomain examines how the program collects and utilizes data, and works with school system partners, to continually improve the quality of the teacher preparation program.

How was this calculated?

This subdomain is calculated during the on-site review process using the [on-site review framework](#).

Meeting Educator Workforce Needs

This domain measures the extent to which the program is meeting Louisiana’s educator workforce needs by placing teacher candidates in high-need schools or preparing candidates in high-need certification areas. More informational detailing how this domain is scored can be found in the [technical guide](#).

Domain Rating and Score

Level 3: Effective (2.5 out of 4.0)

Louisiana Post-Baccalaureate Pathways: Level 4: Highly Effective (3.5 out of 4.0)

What does this mean?

This domain rating represents the extent to which the program is meeting Louisiana’s educator workforce needs. The cohorts of program completers used to calculate this domain include 2018-2019, 2019-2020, and 2020-2021.

How was this calculated?

The domain score is calculated by comparing the need for teachers in high-need certification areas and high-need schools with the extent to which each program is meeting these needs.

Percentage of Program Completers in High-Need Certification Areas



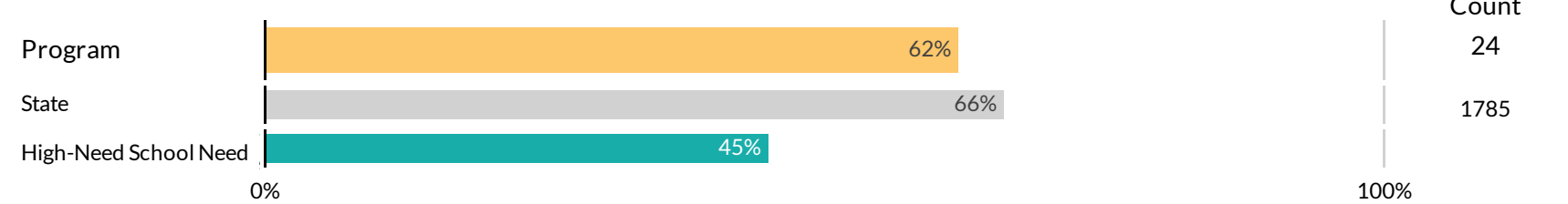
What does this mean?

This graph displays the percentage of program completers in high-need certification areas compared to the overall need for teachers in high-need certification areas.

How was this calculated?

High-need certification areas are determined every four years, and are the areas with the highest percentage of classes being taught by out-of-field or uncertified teachers. For the period from 2017-2018 through 2020-2021, high-need certification areas for the state of Louisiana are middle and secondary mathematics, middle and secondary science, and special education. District-based providers define high-need certification areas at the local level.

Percentage of Residents in High-Need Schools



What does this mean?

This graph displays the percentage of teacher candidates completing residencies in high-need schools compared to the overall need for teachers in high-need schools.

How was this calculated?

High-need schools are determined every four years and are defined as schools with a high percentage of minority or economically disadvantaged students and schools that are less geographically proximate to teacher preparation providers or schools underserved by current teacher preparation providers. For the period from 2017-2018 through 2020-2021, high-need schools for the state of Louisiana can be found [here](#). District-based providers define high-need certification areas at the local level.

Teacher Quality*

This domain measures the effectiveness of teachers prepared by this program, based upon the value-added results of program completers during their first year of employment. **Value-added results are limited to grades and subjects with state-administered assessments. Twenty-five percent of public school teachers in Louisiana received value-added results for the 2018-2019 school year.** More information detailing how this domain is scored can be found in the [technical guide](#).

*Due to the suspension of standardized testing in the 2019-2020 school year due to COVID-19, value-added data is not available for 2018-2019 or 2019-2020 program completers. Please refer to the [value-added frequently asked questions](#) document for more information detailing the next value-added release.

Domain Rating and Score

Level 3: Effective (3.0 out of 4.0)

Louisiana Post-Baccalaureate Pathways: Level 3: Effective (3.0 out of 4.0)

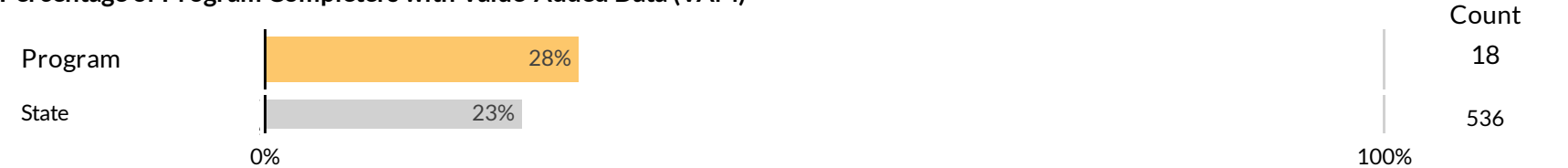
What does this mean?

This domain rating represents the effectiveness of teachers prepared by this program during their first year of employment. The cohorts of program completers used to calculate this domain include 2016-2017 and 2017-2018.

How was this calculated?

Value-added results are calculated in an index on a 100 point scale. The domain rating corresponds to the index scores found in the [technical guide](#).

Percentage of Program Completers with Value-Added Data (VAM)



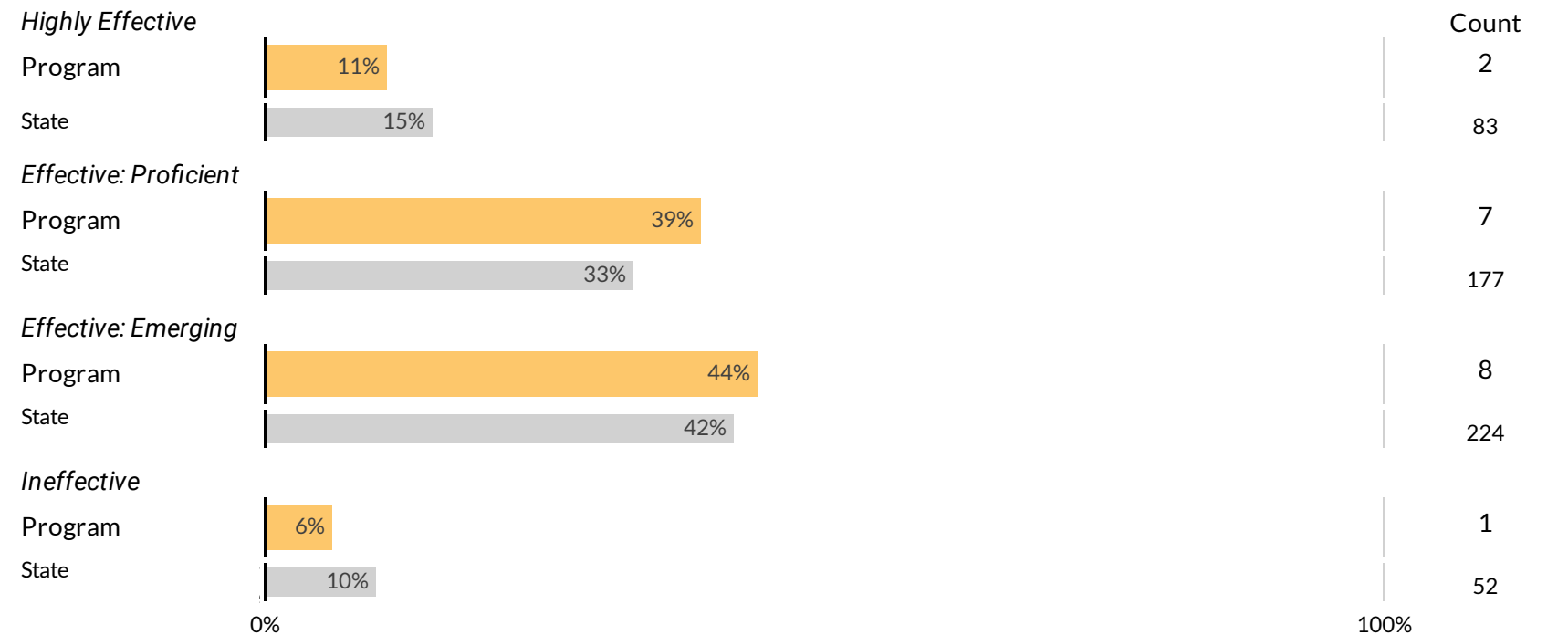
What does this mean?

This graph displays the percentage of program completers who received a value-added score during their first year of employment.

How was this calculated?

Value-added data is calculated for teachers in the following content areas and grades: Grades 4-8 ELA, Grades 4-8 Math, Grades 4-8 Science, Grades 4-8 Social Studies, Algebra I, Geometry, English I, and English II

Value-Added Effectiveness Levels of Program Completers



What does this mean?

This graph displays the percentage of program completers who received a value-added score during their first year of employment.

How was this calculated?

Value-added data is calculated for teachers in the following content areas and grades: Grades 4-8 ELA, Grades 4-8 Math, Grades 4-8 Science, Grades 4-8 Social Studies, Algebra I, Geometry, English I, and English II

Appendix G

Key Assessment Descriptions

Administration and Purpose of Rubric-Based Key Assessments

Initial Level - Classroom Management: Classroom management is assessed using the four Environment criteria taken from the proprietary NIET Teaching Standards Rubric. The rubric is assessed by the instructor of the course: EDUC313 – Introduction to Classroom Management described as “Content and experiences related to making effective classroom management decisions. Overview of conceptual models and classroom applications associated with effective classroom management.” Candidates are scored on a 1-5. Candidates are assessed based off class activities assigned by the instructor of the course that align to the aforementioned criterion. Candidates are scored on how well they have prepared and planned for each domain.

Initial Level - Lesson Plan: Lesson planning is assessed using the three Planning criteria taken from the proprietary NIET Teaching Standards Rubric. The rubric is assessed by the instructor of specific courses. Not all candidates are assessed in each course. Candidates are scored on a 1-5 scale. Candidates are assessed on their ability to plan within each course as designated by the instructor but aligned to the rubric and by the EPP’s lesson plan template. A Lesson Planning Task Force was created to revise the previous lesson plan template to better align with the NIET Teacher Standards Rubric. An additional, supplementary rubric was created to align with the NIET indicators used to assess lesson plans in these courses but for grading purposes only. The purpose of the supplementary rubric is to allow instructors to give candidates more specific feedback regarding areas of plans that exemplary or require additional work.

Initial Level - Lesson Plan Implementation: Lesson plan implementation is assessed using the rubric with twelve Instructional criteria taken from the proprietary NIET Teaching Standards Rubric. The Lesson Plan Implementation rubric is utilized to assess candidate performance in the classroom in every methods course. There is no template associated with the rubric since it is an observational instrument. The LPI rubric is scored by the candidates' assigned P-12 partner teacher. While not all partner teachers have undergone the NIET training, their input on candidates' lessons helps to prepare our candidates for their culminating residency semesters by providing them with specific feedback on their teaching strengths and areas for improvement. The LPI is used to collect data on candidates' abilities to implement lessons in classrooms prior to residency in specific subjects. Since the LPI is implemented across all methods courses, data received from this assessment allows program faculty to provide feedback to candidates on how to improve their teaching. Not all candidates are assessed on the LPI in each course. Candidates are scored on a 1-5 scale.

Initial Level – Teacher Work Sample: The Teacher Work Sample (TWS) is a teaching unit that collects the learning data of the students during the Residency II semester. Candidates are required to create a pre/post-test that will be presented to their students on the content of the unit. Then, that data is compiled into a document along with data on the classroom, school, community, and students to create the TWS. The components of the TWS include: Contextual Factors, Learning Goals, Assessment Plan, Design for Instruction, Analysis of Student Learning, Reflection and Self-Assessment, and the attachment of all lesson plans and materials. The TWS is completed during the second semester of residency, and candidates are assessed at the end of the term by their assigned university coordinator. Successful teacher education candidates support learning by designing a Teacher Work Sample that employs a range of strategies and builds on each student’s

strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning.

Initial Level - Final Evaluation: Candidates enrolled in EDUC 450 (Res I) and EDUC 454 (Res II) receive a grade of satisfactory or unsatisfactory. To earn a satisfactory grade, candidates must meet certain criteria as part of the evaluation requirements part of residency. The university coordinator will assign scores using the NIET rubric. The mentor teacher will provide the university coordinator with qualitative feedback about the candidate's performance.

Advanced Level – Building Professional Capacity: The Building Professional Capacity Plan key assessment is evaluated in EDLE 535 – Using Inquiry and Data to Build Professional Capacity for School Improvement. The course description states: "An introduction of the role of an educational leader in building professional capacity to promote change through evaluation using qualitative and quantitative information for local school improvement and increased student achievement." Candidates are required to develop a 90-day plan after being named principal of a school based on knowledge gained in previous course assignments relating to educational leadership. The plan is assessed the end of the semester by the instructor of the course based on the Building Professional Capacity rubric and an instructor developed rubric specific to the requirements of the assignment.

Advanced Level – Community and School Action Plan: The Community and School Action Plan key assessment is evaluated in EDLE 530 – Instructional Leadership: Creating a Culture for Teaching and Learning. Candidates in EDLE 530 complete course assignments throughout the semester, which are pieces of the Action Plan that identify their content knowledge and ability to demonstrate skills relative to creating a culture for teaching and learning. The completed Action Plan is the last assignment of the course. The professor of record assesses the Action Plan from each of the rubric components. The score of approaching standard, meets standard or exceeds standard is derived from the rubric component criteria. The Action Plan rubric and candidate requirements were revised in 2020 based on the adoption of PSEL by the BESE Board and NELP as the new accrediting professional organization standards.

Advanced Level – Policy Brief: In EDLE 582, Financial and Legal Implication for Education Leaders, candidates develop a Policy Brief focused on an emerging policy issue that the candidate has observed within their educational context. This task requires that candidates engage in reflective practice as they evaluate the ethical and legal implications of the situation. Then, through a policy brief, candidates communicate and advocate for appropriate, legal, and ethical decisions that would support the success and well-being of learners and adults (NELP 2.1, 2.2). The Policy Brief can be shared with school staff and policymakers as a means to cultivate professional norms and ethical behavior among diverse constituencies (NELP 2.1, 2.2, 2.3). To help facilitate the development of the policy brief, the Introduction Forum as part of the EDLE 582 course asked candidates to identify 1-2 issues they believed were impacting education today and offer a brief explanation of why. Candidates were informed that this should be something they would be interested in pursuing later in the course.

Advanced Level – Equity Inclusion Culturally Responsive Diversity Plan: The Equity, Inclusion, Cultural Responsiveness, and Diversity Paper key assessment evaluated in EDLE 507: Facilitating Best Practices to Improve Instruction. This assignment is to be submitted as a paper on the topics of equity, inclusive practices, culturally responsive practices, and diversity. The candidate must define each topic, show their understanding of the topic, and demonstrate/explain how it is used in practice. The Equity, Inclusion, Cultural Responsiveness, and Diversity Paper is assessed at the end of semester by the instructor of the course based on candidates' ability to meet the rubric requirements.

Advanced Level - Instructional Leadership Plan: The Instructional Leadership Plan key assessment is evaluated in EDLE 522 – Application of Best Practices to Improve Teaching and Learning. Candidates in EDLE 522 demonstrate their content knowledge in the Instructional Leadership Plan relative to school leadership as it pertains to teaching and learning in the role of school curriculum leader. This assignment is completed toward the end of the course and is assessed according to the skills demonstrated as evidenced by the rubric criteria for each attribute. The Instructional Leadership Plan rubric and candidate requirements were revised in 2020 based on the adoption of PSEL by the BESE Board and NELP as the new accrediting professional organization standards.

Advanced Level – School Improvement Plan: The School Improvement Plan (SIP) key assessment is evaluated in EDLE508 – Practices in School Leadership for School Improvement. The course description states: “Introduction to principles, theories and best practices in educational leadership. Also includes a survey of the literature and engagement in authentic field-site activities performed by educational leaders.” Candidates are required to use their content knowledge as an educational leader to develop an improvement plan for a K-12 school. The SIP is assessed at the end of semester by the instructor of the course based on candidates’ ability to meet the rubric requirements applied to an improvement plan. The SIP rubric and candidate requirements were revised in 2020 based on the adoption of PSEL by the BESE board and NELP as the new accrediting professional organizational standards.

Advanced Level – Management Operations and Equitable Resources Plan: The Management Plan key assessment is evaluated in EDLE 590 –Management of School Operations and Facilities. Candidates in EDLE 590 complete course assignments throughout the semester, which are pieces of the Management Plan that identify their content knowledge and ability to demonstrate skills relative to school building management and organization. The completed Management Plan is the last assignment of the course. The professor of record assesses the Action Plan from each of the rubric components. The score of approaching standard, meets standard or exceeds standard is derived from the rubric component criteria. The Management Plan rubric and candidate requirements were revised in 2020 based on the adoption of PSEL by the BESE Board and NELP as the new accrediting professional organization standards

Advanced Level – Internship Performance: The Internship Performance key assessment is evaluated in EDLE 594 – Internship for School Leadership I and again in EDLE 595 – Internship for School Leadership II. Candidates in EDLE 594 and EDLE 595 complete course assignments throughout the semester while working with a school administrator. The internship experiences and reflections are pieces of the Internship Performance key assessment that identify their content knowledge and ability to demonstrate skills reflecting each of the ten PSEL standards. The completed Internship Performance key assessment, or Portfolio, is the last assignment of the course. The professor of record assesses the Portfolio from each of the rubric components. The score of approaching standard, meets standard or exceeds standard is derived from the rubric component criteria. The Internship Performance key assessment or Portfolio rubric and candidate requirements were revised in 2020 based on the adoption of PSEL by the BESE Board and NELP as the new accrediting professional organization standards.

Appendix H

Data Reporting												
Department of Teacher Education Nicholls State University												
	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Title II Reporting Begins (ETS Data Entry and verification for every Education candidate)								X	X	X	X (Beginning)	
Title II Reporting (Praxis I State Corrections Reported to LDOE)									X	X (Beginning)		
Title II Reporting (ETS Data Review - Candidate Information)		X										
Title II Reporting (ETS Data Review - Passage Rate Report Review)		X	X									
Title II Reporting (ETS Data Review - Mean Praxis Score due to State Corrections)			X									
Title II Reporting Ends (Westat Report)			X	X								
Performance Profile (LDOE Data Collection)									X (End)	X (Beginning)		
Performance Profile (LDOE Data Verification)											X	
Annual Plan										Oct. 15th		
Annual Plan Assessment							July 30th					
SACS COC Program Outcome Reports										Annual Submission to Univ		
5 Year Program Reports			March 15th									
CAEP Annual Report				April 30th								
Program SPA Report			March 15th						Sept. 15th			
CAEP SSR											Nov. 2021 (9 months prior to visit)	
CAEP On-Site Visit								Fall 2022				
Employer Satisfaction Survey										End of October launch for previous		

Program Completer Survey										End of October launch for previous		
Stakeholder Advisory Board Meetings (Share Annual Report Data)				STAB Meeting						STAB Meeting		
Program Advisory Board Meetings			Annual Program Meetings	Annual Program Meetings								
Department Committee Meetings	Report at faculty assembly	Report at faculty assembly	Report at faculty assembly	Report at faculty assembly	Report at faculty assembly				Report at faculty assembly	Report at faculty assembly	Report at faculty assembly	Report at faculty assembly
Accreditation and Quality Assurance Meetings	Bi-Monthly	Bi-Monthly	Bi-Monthly	Bi-Monthly	Bi-Monthly	Bi-Monthly	Bi-Monthly	Bi-Monthly	Bi-Monthly	Bi-Monthly	Bi-Monthly	Bi-Monthly
Data Day					End of Semester							End of Semester
Annual Data Reporting by Assessment Coordinator						Each Summer Annually	Each Summer Annually					
Annual Review of Handbooks and Website					May							
Louisiana Teacher Prep Provider On-Site Review (part of QRS)										October 2019		
Cohort GPA at RES I			Obtain from Melanie Collins							From Melanie Collins		
Evaluation of Change of Major Forms by Classification					End of May from Melanie Collins							