



**THE UNIVERSITY OF
ALABAMA IN HUNTSVILLE**

QUALITY ASSURANCE SYSTEM

**A Timeline and Implementation Plan
to Support
Continuous Improvement**

COLLEGE OF EDUCATION

UNIVERSITY OF ALABAMA IN HUNTSVILLE

April 2019

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Introduction

The College of Education (CoED) is charged with the responsibility for both initial and advanced educator preparation programs. The Quality Assurance System (QAS) was designed by the EPP to monitor candidate progress, complete achievements and operational effectiveness. Multiple measures (Appendix C) are used to provide data to demonstrate that the EPP satisfies all standards, including those of CAEP.

Initial and advanced programs are guided by the philosophy "**Through Teaching, We Lead**" as they prepare effective educators who are reflective leaders committed to continuing development, substantive disciplinary knowledge, and research-based pedagogical knowledge. Candidate competencies include content knowledge, pedagogy, critical thinking, diversity, communication, and professionalism. The Educator Preparation Program Mission Statement, "To prepare knowledgeable, caring, and reflective educators who are committed as leaders to serving the needs of all learners" guides and informs the work of all programs.

Each program has developed an assessment process designed to address the applicable SPA, state or professional standards. These program level standards are consistent with and aligned with the broader EPP outcomes for candidates. The assessment system is aligned with the Alabama Core Teaching Standards (ACTS) and the Continuous Improvement in Educator Preparation (CIEP) indicators that are primarily developed from professional standards of leading content-specific organizations (NSTA, NCTM, CEC, etc.)

The EPP is committed to implementing and refining a process of continuous and comprehensive assessment and improvement. The CAEP definition of an assessment system as "a comprehensive and integrated set of evaluation measures that provides information for use in monitoring candidate performance and managing and improving unit operations and programs for the preparation of professional educators" guided the development and implementation of the Quality Assurance System (QAS).

Development of the Quality Assurance System

The University's focus on assessment intensified in Fall 2015 when it began focusing on efforts to prepare for SACSCOC reaccreditation. Programs were asked to identify key assessments for specific program and operational goals. Each year, annual program assessment reports are developed and submitted. Even before the SACSCOC annual assessment reports were required by UAH, the EPP had been producing annual reports for the Alabama State Department of Education (ALSDE) and submitting annual reports to Title II and CAEP. Comprehensive five-year program reviews are also required by the Alabama Commission on Higher Education. Assessment systems were designed for NCATE in 2012. The current QAS and specific program assessment plans reflect the continuing development of this long-standing commitment to assessment and continuous improvement.

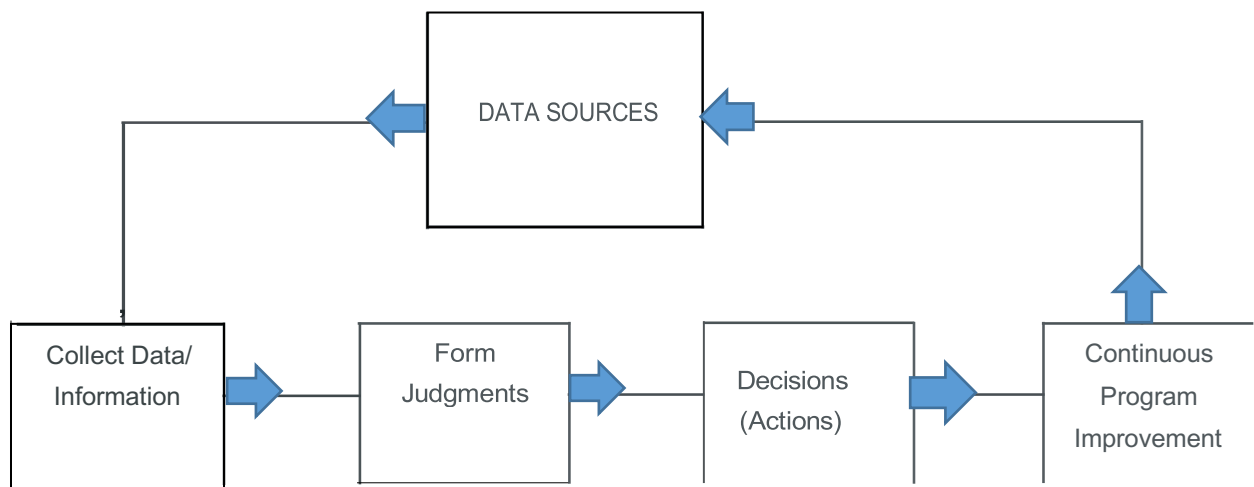
Several criteria were identified to guide the development and implementation of the QAS. System components must be:

1. Systematic and coherent with multiple decision points;

2. Integrated with other existing evaluation/assessment requirements;
3. Comprehensive and reflect the Conceptual Framework;
4. Flexible;
5. Include assessments that are aligned with state-specific and SPA knowledge and skill standards;
6. Participatory in development and implementation
7. Based on data from multiple sources that are based on carefully selected evaluation criteria;
8. Developed from simple to complex;
9. Committed to fairness, accuracy, consistency, and the avoidance of bias;
10. Inclusive through stakeholder (content faculty, professional education faculty, P-12 faculty and administrators, candidates, and graduates/alumni) involvement in system development and management;
11. Continuously supported and managed; and
12. Formally reviewed and revised as needed on a regular basis.

The definition of assessment adopted by the EPP includes three major processes: data collection from a comprehensive and integrated set of assessments, analysis of data for forming judgments, and use of analysis in making decisions. Based on these three processes, assessment is operationally defined as a process in which data/information are collected, summarized, and analyzed as a basis for forming judgments. Judgments then form the basis for making decisions regarding continuous improvement of our programs.

Figure 1: QAS Model and the Flow of Decision Making



The QAS evolved through a process of systematic thought and work focused on assessing education candidates and their programs. Assessment of candidates and programs aligns unit requirements with institutional, state, and national standards and leads to measured decision-making involving candidates, programs, and faculty. EPP assessment instruments have been developed, used, and refined with feedback from both public school and university supervisors. Detailed rubrics provide indicators to explicitly align to standards.

Seminars are held with university and local school district partners (superintendents, central office personnel, alumni, teachers, and supervisors) to review the use of instruments and be certain definitions for terminology are consistent and clear. Continuous review and revision of the instruments occur as data are aggregated. Primary sources for this review and revision are faculty members, the Undergraduate Curriculum Committee (UCC), the Graduate Curriculum Committee (GCC), and the Teacher Education Advisory Council (TEAC).

This developmental approach to assessment creates a connected, expanded system that encompasses all required assessments. This approach allows collected data to be viewed by various parties as input gathered for judgments and decisions regarding how educational personnel are prepared at UAH. Thus, the data are collected in a systematic, purposeful manner, to be used for various studies such as CAEP, specialized professional associations (SPAs), the institution, SACSCOC, Title II reporting, Alabama State Department of Education (ALSDE) and other agencies as needed.

Relationship of the QAS to the Institution and EPP Mission

The EPP is committed to providing initial candidates with innovative assignments and clinical experiences to enhance their ability to think critically about the profession and about the students with whom they interact. Teacher candidates engage in discourse on societal challenges which affect schools and explore how teachers can address or overcome them through discussions, seminars, journaling, reflecting on practice, and the application of learning to future situations. The EPP assures these opportunities for practice and reflection are assessed in ways that yield data to improve both program and candidate performance.

The mission of the university, and the mission of the EPP relate to advanced programs by incorporating the provision of an array of degree and professional development programs, continuing education opportunities, and services designed to address the needs of adult learners. These programs and services are provided primarily for the convenience of fully employed adult professionals. Generally, advanced candidates served by the EPP are early- or mid-career professionals committed to continuing their careers and professional development within the state, region, or local community. Typical students are goal-oriented adults who approach their education with a broad base of teaching experience and who seek to develop expertise in an area of specialization or through earning an advanced license. The focus of the EPP is the design and delivery of advanced programs and services to meet the needs of this target population. The EPP assures advanced programs produce quality graduates with specialized degrees and licensures.

The QAS reflects the mission of the EPP regarding preparation of teachers by assessing the preparation of these individuals and their development in programs as measured by EPP and program standards. Because the EPP provides education and related services for a society that is open, complex, demanding, and evolving, each program features distinct methods to assess candidate progress. The EPP also provides continuing education opportunities for teachers and other school personnel in a wide range of disciplines at both the initial and advanced program levels. Collaborative ventures also provide continuing education opportunities for teachers and other school professionals.

Relationship of the QAS to the Conceptual Framework

Initial programs prepare candidates to become critical reviewers of their content and classrooms. The curriculum for all beginning candidates has three important parts: 1) general education which provides a developing view of the world and the general skills necessary to become a success, 2) a teaching field specialization which provides the depth of content necessary to become licensed as a teacher, and 3) professional education courses that provide both content pedagogy and general pedagogy for quality teaching and learning.

Candidates in the initial programs have specified courses and clinical experiences to satisfy the requirements for licensure. A prescribed knowledge base and institutional, state, and national standards undergird each initial licensure program. Candidates are asked to reflect, analyze, plan, and assess to ensure all students learn. The QAS includes coursework assessment, a series of performance tasks, and assessments for field-based and clinical experiences. The performance tasks are related to what teachers know and are able to do and are embedded in the coursework in order to create a record of candidate progress through programs. Embedded in field assessments for initial programs are disposition indicators that reflect candidate understanding and demonstration of identified dispositions. Candidates also demonstrate performance competency as teachers by meeting standards-based rubric requirements in Block I courses and field experiences, major clinical experiences (including subject-specific methods courses) and a capstone internship experience.

The advanced programs in the EPP reflect clear philosophical and operational distinctions between graduate and undergraduate education. Undergraduate education is expected to provide a broad knowledge base resulting in a generally informed individual with interests, knowledge, and expertise in an identified field of study and, in most cases, initial licensure as a professional educator. Advanced programs build upon this foundation and extend the candidate's knowledge and skills. Advanced curricula offer a theoretical orientation in an area of specialization, a breadth and depth of knowledge not found in initial programs, and a focus on research and problem-solving skills which addresses the needs of the experienced, employed professional and the application of theory to practice. Advanced programs prepare candidates for specialized expertise and roles. Each program has a defined knowledge base, dispositions indicators, a body of research, and a professional practice component.

Quality Assurance System

The QAS is designed to extend beyond the classroom and incorporates other elements which influence teaching and learning. The QAS incorporates assessments by various institutional, state, and national entities. Concurrently, the focus of the assessment system is both quantitative and qualitative and is intentionally designed to utilize multiple data sources and assessment strategies. All assessment measures have been categorized as focusing on the continuous improvement of candidate performance, program effectiveness, faculty effectiveness, or EPP operations.

Assessment processes are tailored to the characteristics of the community and candidate population. As beginning post-secondary education candidates, initial candidates bring to the

classroom their recent knowledge of public schooling and a desire to become professional educators. From the beginning of the initial programs, candidates study course topics in relation to educational theory and in relation to the integration of theory in the classroom. Assessment is focused on performance assessments in courses and in clinical settings as candidates work toward licensure in various fields.

As experienced, employed professionals, candidates in advanced programs bring to the classroom a wide range of professional experiences and a focus on specific career objectives. From the point of application through program completion and into practice in the specialization, assessment processes reflect applicable standards and program goals and objectives.

Multiple assessment techniques are used to evaluate both initial and advanced candidate performance, program effectiveness, faculty effectiveness, and EPP operations. Data are collected, analyzed, and used to improve candidate performance, curricula, instruction, delivery, and operations. Continuous improvement, as well as corrective action, is a desired outcome of the assessment process.

Integration of the QAS with the EPP Governance System

The QAS has been designed as an integrated component of the CoED and institutional governance systems. Integration ensures multi-level review and feedback. Oversight for the QAS is the responsibility of the Dean and Associate Dean working in collaboration with department chairs, faculty and staff. The Dean and Associate Dean are responsible for coordinating and implementing the QAS. They also coordinate their work with the institutional Office of Research and Assessment, the Dean's Staff Council, the UAH Deans' Council, and other appropriate units (e.g., Registrar, Office of Information Technologies, etc.).

The EPP is aware of the necessity for continuous review to ensure collected data will appropriately align with program standards and outcomes and facilitate and support continuous improvement. As the CoED continues to grow in enrollment and licensure options, a more formal process may be needed to ensure ongoing implementation and improvement of the QAS. The Associate Dean has the responsibility of examining evidence across the EPP and working with faculty and program directors to improve the quality of assessments and rubrics, strengthen intentional data collection and analysis aligned to program standards and establish a calendar of assessment tasks and responsibilities to guide the work. This includes regularly conducting more statistically rigorous studies of the validity and reliability of assessments.

As the CoED continues to develop assessments, it will be necessary to plan faculty meetings and professional development to focus on the state program approval process (Continuous Improvement in Educator Preparation – CIEP), SPA approvals, and the quality of evidence based on CAEP sufficiency rubrics. Beginning in the spring of 2019, the group will begin addressing the quality of assessments and evidence on a rotating schedule. The intention is to review all assessments on a 3-year schedule, working with faculty to improve all measures of assessment for use in the next SPA/CAEP accreditation cycle.

Multiple Levels of Assessment

Multiple levels of assessment, analysis, and decision-making undergird the QAS. Beginning with the day-to-day, systematic, continuous assessment of all candidates, programs, faculty, staff, and school/community partners, this process includes assessment at the individual program and college levels.

Faculty Assessment

Faculty members undergo multiple assessment processes including assessment by candidates, the administration, and peer committees. Faculty members are evaluated by their students each semester. These data are collected by the Office of Institutional Research and Assessment (OIRA) and shared with the CoED Dean, Associate Dean, department chairs and faculty to be used in annual faculty reports.

Program faculty engage in continuous reflection and assessment of candidate progress, program effectiveness, and individual practice. This ongoing assessment and the resulting data-based programmatic decision-making form the basis for their Annual Faculty Reports. Annual Faculty Activity Reports (FARs) are conducted on an annual basis. The CoED Dean reviews annual FARs and provides summary and evaluative feedback to individual faculty each spring semester. Faculty also provide a dossier which includes documentation, as well as self-reflection and projected work plans and goals for the coming year. Data are included from the following areas:

1. Faculty scholarly accomplishments
2. Teaching effectiveness
3. Faculty service activity
4. Professional development
5. Annual goals and work plans for the coming year

In order to be awarded promotion and/or tenure, faculty must meet criteria established by the CoED and the University. These criteria include peer reviews of faculty performance at the unit level. The CoED Promotion and Tenure Committees and Department Chairs recommend promotion and tenure to the respective deans who then make the decision regarding recommendation of faculty names to the Provost and Executive Vice President for Academic Affairs.

Tenure-earning faculty submit a dossier each year to demonstrate their progress toward promotion and/or tenure. The dossier is reviewed by tenured faculty in the College, as well as the Department Chair and Dean. The portfolio is discussed with the faculty member and members of the Promotion and Tenure Committee. A conference is typically held with the Department Chair and a plan is collaboratively designed to guide the faculty member's continued progress toward tenure.

Program Assessment

Each licensure program area annually summarizes and analyzes data on candidates, the program, CoED, institutional, and regional and national reports, as well as accreditation requirements. These profiles include EPP, program, and candidate key assessment data. These reports also provide an opportunity for the CoEd to identify program strengths, needs, and chronicle any changes/modifications during the past year. Each initial and advanced degree program details program achievement for the prior year and plans for the next year and beyond. These program reports also incorporate key assessment data from all applicable licensure programs within the approved degree area. The reports are reviewed at the program and CoED levels and submitted to the University Office of Institutional Research and Assessment (OIRA) each year to inform SACSCOC reporting. Any necessary curricular changes are channeled through the UAH Faculty Senate Undergraduate Curriculum Committee (initial programs) or Graduate Curriculum Committee in Graduate Studies (advanced programs).

Typical program data gathered on an annual basis include:

1. Key assessment data for the report year
2. Dispositions summary data for the report year
3. Follow-up (graduates and employee) survey summary data (provided by ALSDE)
4. Other data collected by the program
5. Program summary/analysis of data, including program strengths, weaknesses, and discussion of any significant environmental/external factors
6. Plans for the next year and beyond
7. Resource requests (training, technology, personnel, etc.)

EPP Assessment

The CoED Dean works with the Associate Dean, the Dean's Staff, and the Department Chairs to synthesize the data from these annual reports and plan an annual College meeting and data retreat. Held in early August, this discussion involves key stakeholders and has the following objectives:

1. Build EPP assessment capacity
2. "Close the loop" in the EPP Annual Assessment Cycle
3. Identify focus areas for EPP continuous improvement efforts
4. Identify any modifications/enhancements needed in the EPP QAS
5. Share/discuss available program/EPP data
6. Develop appropriate follow up plans

The CoED Dean was reviewed by faculty after 2.5 years of service and every five years, the faculty are presented an opportunity to evaluate the dean in an in-depth evaluation to inform reappointment. This evaluation is based on a report of the effectiveness of the college, programs, completion, recruitment, fiscal viability and other measures of quality. This policy provides for input from staff, students, and faculty, culminating in an evaluation by senior administration, at which time the future direction of the CoED will be discussed in detail. The Dean's first fifth

year review is anticipated in Spring 2020.

Performance Based Candidate Assessment Components

Several assessment points document transitions in both initial and advanced programs:

- Admission to the Program,
- Progress through the Program,
- Clinical Component (entry/exit),
- Program Exit/Completion, and
- Follow up.

In order to be admitted to the educator preparation program, candidates must meet specific requirements established by ALSDE as well as the CoED. As the candidate progresses through the program, certain assessments mark that progress and inform the candidate and program as to his or her growth and development. At the initial level, candidates complete similar performance tasks and performance-based assessments with appropriately licensed public school mentor teachers. At the advanced level, the components of the candidate performance-based assessment system are unique to each program or licensure area. Each program demonstrates changes and revisions that occur in the curriculum and/or field experiences and clinical practice along with the rationale and data analysis that created a foundation for change. Candidates are also assessed as a part of their field-based and/or clinical experiences. Exit assessments provide assurance the candidate has successfully met the program requirements and is eligible for licensure. Follow-up assessments provide data regarding candidate performance on the job.

Using Assessment Data for Decision Making

The administration of assessment instruments and the collection of assessment data are necessary, but not sufficient, conditions for effective assessment. Utilizing the data collected to form judgments and, ultimately, as a basis for decision making about candidates, faculty, programs, and EPP operations brings the assessment cycle full circle.

Each program has developed an assessment plan which focuses on collecting key assessments and disposition data, however, they also incorporate the collection of other program specific data elements. Initial and advanced program key assessment data are collected each semester. The data are summarized and analyzed by program faculty in order to assess program requirements and candidate performance. These key assessment data, combined with other data provided by the institution or EPP, provide the basis for annual program assessment reports as previously described.

The data are also summarized, analyzed, and shared with various University committees. When needed, a meeting is held with faculty representing the arts and sciences departments for initial secondary teacher education program to consider the specialization courses offered for teacher education. The Undergraduate Curriculum Committee and the Graduate Curriculum Committee includes CoED faculty who study program data and proposed changes and make recommendations regarding implementation and changes. Data are also shared with the Teacher Education Advisory Council (TEAC) for their review and/or suggestions. The TEAC is an

advisory committee for educator preparation that is composed of public school teachers, administrators, district level personnel, and alumni who meet each semester to consider program changes, additions and deletions, and the assessment of clinical and field-based experiences, plus other items of importance such as evaluation reports and new program proposals.

The EPP actively participates in the Alabama Association of Colleges for Teacher Education (ALACTE) which meets twice a year. An Alabama State Department of Education (ALSDE) representative shares information at each meeting about state policy issues and proposed changes for teacher preparation programs. When proposed changes are approved by the University, they are then sent to the ALSDE for approval. The CoED also prepares a yearly annual report for the ALSDE and submits a faculty roster every year. The annual reports for the ALSDE's CIEP program approval process and annual reports contain data collected as part of the QAS.

The data which are summarized and analyzed are also shared with the university Office of Institutional Research and Assessment (OIRA). This office is responsible for overseeing the creation of an assessment system for each academic program at the university. This office is also responsible for monitoring the evaluation, summarization, and feedback processes for the data collection for all programs on the UAH campus. University assessment reports are reviewed by members of the university community, and feedback is given to the programs based on the data summarization and analysis. These data are used for major reports presented to the University Board of Trustees, the Alabama Commission on Higher Education (ACHE), and SACSCOC.

Procedures for Ensuring Fairness, Accuracy, Consistency and Avoidance of Bias

The EPP uses a variety of strategies to ensure fairness, accuracy, consistency, and the elimination of bias. The EPP strives to ensure fairness by ensuring that what is taught is what gets assessed. Individual programs use strategies such as curriculum mapping and backwards alignment to ensure alignment with content and assessment. Candidates are also regularly provided copies of assessments, explanations of how these assessments are scored, and information about how the results are utilized in the evaluation process.

Program faculty also use multiple strategies to ensure assessments are accurate and measure what they intend to measure. Initially, all curriculum, instruction and assessments are aligned with state and national standards. This alignment is evaluated on a regular basis to ensure the content of the standards is reflected in the content of the assessment, that the assessments reflect the complexity, cognitive levels, and skill expectations of the standards, and that the level of effort required and difficulty level are consistent between standards and assessments. Accuracy is documented through normal program faculty and committee review of standards, assessments, and rubrics. The alignment of assessments and rubrics is also reviewed as a content focus of the ALSDE CIEP program review processes.

EPP program faculty have implemented procedures to ensure consistent results across different administrations of assessments. Individual programs have used strategies such as item analysis, using multiple raters, and comparing results of internal and external assessments to ensure reliability of the assessment results.

Faculty regularly review their assessments to avoid and eliminate bias in their instruments and the assessment process. Strategies include eliminating contextual distractions and poorly worded instructional questions and assessments that are difficult to read. Assessments are also reviewed to ensure they do not include any racial and ethnic stereotypes or form of cultural insensitivity.

Using Technology in the QAS

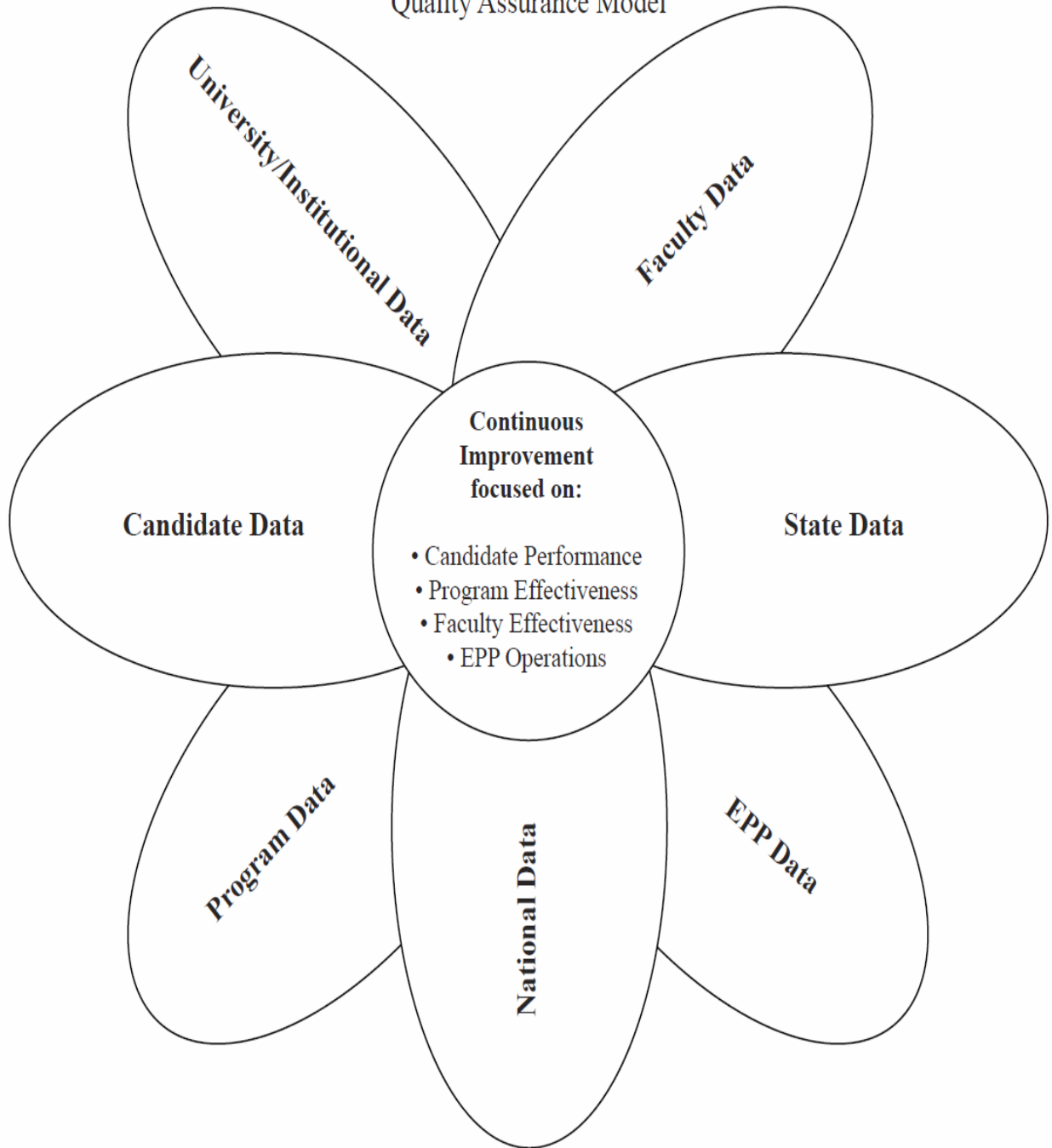
Technology plays a vital role in the development, implementation, and maintenance of QAS data. The Office of Institutional Research and Assessment (OIRA), as well as the University Registrar and Office of Information Technology (OIT) maintain data on all candidates and faculty at the university. The Banner student information database allows colleges to make requests for relevant data regarding the candidates in their programs. The EPP made a conscious decision to keep databases within the college in order to have the necessary data for making important decisions regarding candidates, programs, and faculty. The EPP also maintains databases for initial and advanced candidates. Tk20 has been adopted as a data collection tool, allowing the collection and use of data from clinical experiences. Qualtrics is used for survey data collection and analysis. Canvas is used as both a course delivery tool and data collection in several programs. All instructor evaluations are conducted online by OIRA. The EPP and University uses Access and Excel in their work with the data. SPSS is also available for statistical analysis of data.

Summary of QAS

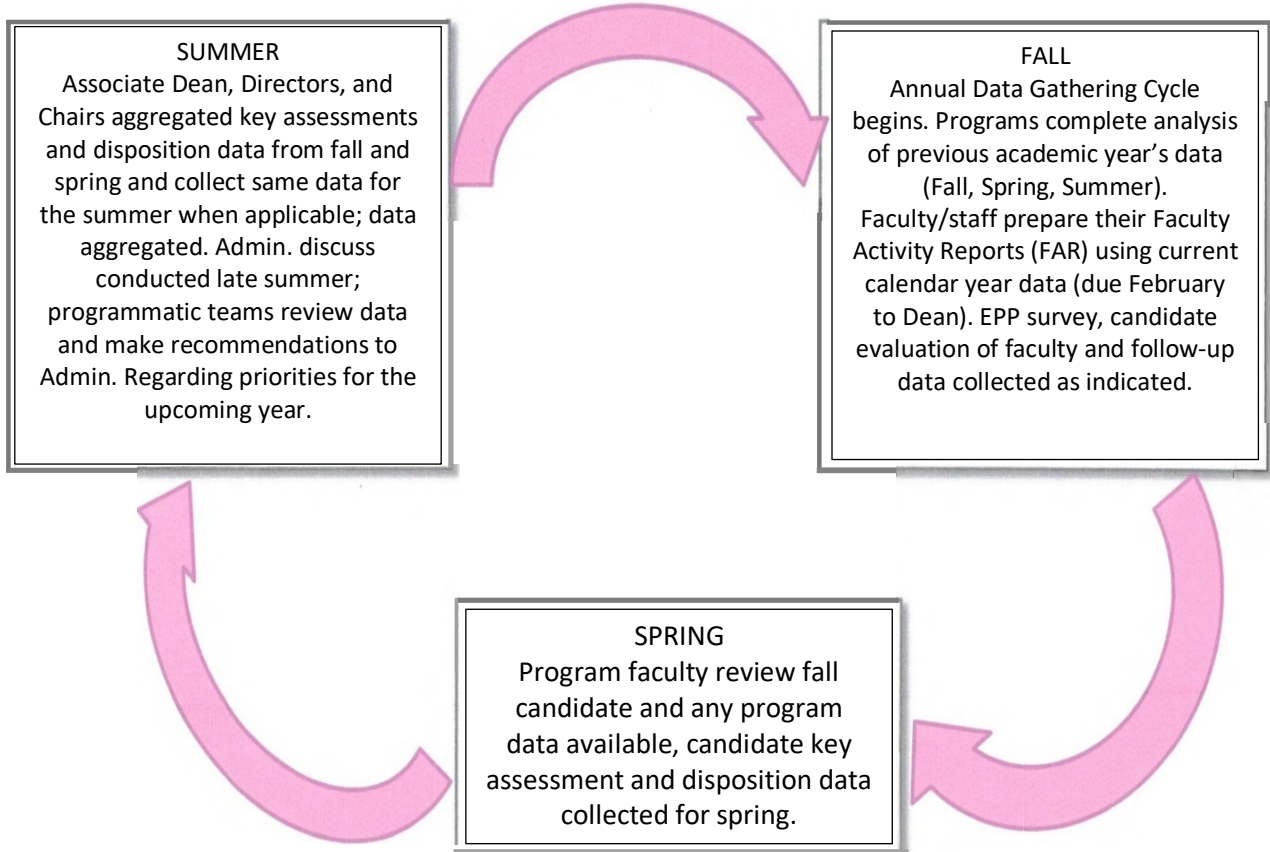
The QAS has been created to systematically and logically collect data on candidates, faculty, and programs. Wherever possible, the assessment strategies have been integrated with other existing evaluation/assessment requirements. The QAS is comprehensive; sources of data are used including performance tasks, clinical performance, assessments, portfolios, oral presentations, seminar discussions, and other innovative assignments. These assessment strategies follow a continuum of development by candidates and are based on institutional, state, and national standards. The data collected are used to improve candidate performance, faculty performance, and program operations.

Both initial and advanced programs have identified multiple methods of performance assessment to ensure graduates are prepared to enhance the educational system with their commitment to P-12 students and the profession. These graduates will enter the profession with an awareness of diversity within schools, the impact of technology on education, a strong knowledge base concerning teaching and learning, and a willingness to ensure all students will learn.

Appendix A
Quality Assurance Model



Appendix B Annual Assessment Cycle



Appendix C
Utilization of Assessment Data for Program Improvement

Strategy	DATA UTILIZATION		
	Program/EPP	Faculty	Candidates
1. Admissions Assessment • High School GPA • National tests	Strengths/Weaknesses		Performance quality
2. Performance Course Work Specialization Major Professional Education	Program relevance. SPA or CIEP key assessments		Knowledge levels Skills development
3. Employer Follow Up Principal, personnel officer survey and recruiter surveys	Strengths/Weaknesses/ Modifications	Faculty effectiveness	Candidate strengths/weaknesses
4. Candidate Evaluation of Faculty	Course content	Faculty effectiveness	Candidate learning
5. Annual Faculty Report		Faculty effectiveness Retention Fac. Dev. Needs	
6. TEAC review/feedback	Course review Program review Program needs		
7. Undergraduate Curriculum Committee/Graduate Curriculum Committee (EPP Level Review)	Strengths Weaknesses		
8. Faculty Senate/Graduate Council (Institutional Review)	Strengths Weaknesses		
9. Promotion and Tenure	Program Need	Qualifications Performance	
10. Board of Trustees Proposals	Comparison to Standards	Comparison to Standards	Comparison to Standards
11. Alabama Commission on Higher Education 5-Year Program Review	Quality Visibility Performance	Quality Resources	Performance Graduation rates
12. UAH Annual Program Assessment Report for SACSCOC	Quality Assessment system		Performance
13. Graduate Follow-up Studies	Strengths Weaknesses	Performance	Strengths Weaknesses

<ul style="list-style-type: none"> • EPP Surveys • Assessment Office Surveys • Graduate College Survey • ALSDE Surveys 			
14. CAEP Continuing Accreditation Visit	Effectiveness Quality	Performance Effectiveness	Performance Quality
15. Specialized Professional Associations (SPA)/Program Review w/Feedback) (Key Assessments)	Alignment to National/State Standards Key Assessments	Qualifications	Performance on Key Assessments
16. (AACTE)/(CAEP) Annual Reports	Performance Effectiveness	Quality Adequacy	Performance
17. Title II Higher Education Report			Performance Completion rate
18. EPP Operations Assessments for SACSCOC	Effectiveness Operations		
19. Disposition Assessment	Effectiveness	Performance Effectiveness	Performance Effectiveness
20. Exit Survey of Completers			Dispositions Satisfaction
21. edTPA	Effectiveness	Effectiveness	Performance Effectiveness
22. Content Praxis II exams	Effectiveness	Effectiveness	Performance Effectiveness
23. CoED annual review of assessments	Effectiveness		

Appendix D Assessment Implementation Guide

Key Assessment	When	Data Collection Process	Data Analysis	Reporting
1. Admissions Assessments • High School GPA • National Tests	Program admissions	Program/Unit	Program/faculty	Program to OACI*
2. Performance in Course Work • Specialization Major • Professional Education	Semester basis	Faculty submission	Department Chair and Associate Dean	Individual faculty data aggregated by program or department
3. Employer Follow Up Principal, personnel officer survey and recruiter surveys	Annually	Survey or focus group Qualtrics survey	Data aggregated and sorted by ALSDE	Reported by ALSDE to EPP and then by EPP to Program
4. Candidate Evaluation of Faculty	Each semester	Collected electronically from candidates	Analyzed by OIRA	Report for EPP & programs issued each semester
5. Annual Faculty Report	Annually	Faculty 180/Interfolio	Aggregated by Deans' Offices	Summarized and reported by OIRA
6. TEAC review/feedback	Annually	Submission by educator preparation programs of pertinent data	OIRA	Report to Dean, TEAC, Dean's Staff
7. Undergraduate Program Committee/Graduate Program Committee (EPP Level Review)	Monthly	Committee review		Signed curriculum forms and recommendations
8. Faculty Senate/Graduate Council (Institutional Review)	Annually/as needed	–	–	Recommendation to Faculty Senate or Graduate Dean
9. Promotion and Tenure	Annually/as needed	Collected from faculty	Reviewed by PT Committee, Deans, Provost, President	To Deans and faculty members
10. Alabama Commission on Higher Education (5-Year Review)	Every 5 years	Development of Program Report	Development of Program Report	BOT and ACHE recommendations
11. UAH Annual Program Assessment Report for SACSCOC	Annually	Program/Unit level collection of program key assessment data	Program & Unit	Report submitted to OIRA
12. Graduate Follow-up Studies EPP Surveys Assessment Office Surveys Graduate College Survey	Annually	Survey or focus group	ALSDE and CoED	Unit & Program data aggregated/reported each summer or fall

13. CAEP/NCATE Continuing Accreditation Visit	7-year schedule	OIRA and CoED	OIRA and CoED	OIRA and CoED
14. Specialized Professional Associations (SPA)/Program Review and CIEP Program Review for ALSDE (Key Assessments)	7-year schedule	CoED	CoED	CoED
15. (AACTE)/(CAEP) Annual Reports	Annually	CoED	CoED	CoED
16. Title II Higher Education Report	Annually	CoED	CoED with input from Certification Office	Associate Dean to Dean
17. Unit Operations Assessments	Annually	CoED	Conducted by OIRA	Report available annually
18. Disposition Assessment	Each semester	Data collected by each program	Data analyzed by Associate Dean, Department Chairs, and each program	Program report
19. Exit Survey of Complete0	Each semester	Administered by OIRA and CoED	Analyzed by CoED	Report provided end of each fall and spring semester
20. Assessment and Data Retreat Day	Annually	Coordinated by CoED	Coordinated by CoED	Coordinated by CoED
21. Leadership Assessment (Deans, Chairs, Coordinators)	Annually	Provost/ Dean's Office	Provost/Dean's Office	
22. ALSDE Program Refiling	As required by ALSDE	–	–	Coordinated by Associate Dean and Dean of CoED
23. Teaching Syllabus Review	Each semester	Associate Dean of CoED	CoED and Dean's Office	Uploaded each semester
24. edTPA	Each fall and spring semester	Initial preparation programs	Associate Dean and Coordinator of Field & Clinical Experiences	Associate Dean
25. Quality Matters evaluations	3 year cycle	University Committee	OACI	OACI

Appendix E
Transition Points for Early Childhood, Elementary and Secondary Education Programs

ADMISSION TO TEP Requirements

Requirement
Successful completion of all parts of the Praxis CORE exam (Reading, Writing, and Mathematics)
Successful completion of ED 301/501 and Block 1 ED courses (with a grade of “C” or better)
2.75 or higher cumulative GPA
2.75 or higher GPA in professional studies courses
2.75 or higher GPA in teaching field courses
2.75 or higher GPA in 4x12 (English, Social Sciences, Math, Science) (early childhood and elementary)
Application completed through Tk20
Positive dispositions surveys completed by Faculty and Cooperating Teachers through Tk20
Successful Faculty interview
Background Check Clearance

Blocks 2 and 3 Requirements

Requirement
Must have obtained admission to EPP (Educator Preparation Program)
Successful completion of courses (Teaching Field and Professional Ed.) with a grade of “C” or better
Successful completion required field experiences
2.75 GPA maintained in professional education, teaching field, and overall cumulative GPA
Satisfactory dispositions survey responses
Professional development activities completed each semester

Internship Requirements

Requirement
Successful completion of all required courses
Successful completion of all required Praxis II Content Exams
A minimum of 200 field experience hours
2.75 or higher GPA Overall
2.75 or higher GPA in Teaching Field
2.75 or higher GPA in Professional Education Courses
Submission of application for internship

Certification Requirements

Requirement
Verification of graduation from a Teacher Education Program
Successful completion of all parts of the Praxis CORE, Praxis II Content Exam, and edTPA
Student must apply for Certification with the Alabama State Department of Education

Appendix F
Transition Points for Advanced Programs

Program	Admission Criteria	Criteria for Entrance into Clinical/Field Experience	Criteria for Exit from Clinical Practice/Field Experience	Program Completion Criteria	Post Exit
Collaborative (Special) Education (Autism Spectrum Disorders)	UGPA 3.0, Current teaching license	Grades	Performance on key assessments and assignments based on rubrics	Course grades and/or performance in practicum; ED 690; Praxis II exam (if applicable)	Completer follow-up survey Employer follow-up survey
Visual Impairments	UGPA 3.0, Current teaching license	Successful completion of all prerequisite program courses	Successful Supervised Practicum	Course Grades, performance in practicum; ED 690; Praxis II exam (if applicable)	Final Interview with Program Coordinator, Completer follow-up survey Employer follow-up survey
Elementary	UGPA 3.0 Current teaching license	Grades and successful completion of required courses	Successful performance key assessments in Field Assignments	Course grades, performance in practicum; ED 690	Completer follow-up survey Employer follow-up survey
Reading Specialist	UGPA 23.0 Current teaching licensure; 3 years teaching experience	Successful completion of required courses	Internship key assessments	Portfolio Section 4A & 4B Record of Field Experience; Praxis II exam	Completer follow-up survey Employer follow-up survey
MAT	Overall GPA 3.0 Content GPA 2.75 Passing score on Praxis CORE Content Course Completion	3.0 GPA in all graduate MAT courses; completion of at least 90% of content courses; and passing score on the Praxis content exam(s)	Clinical Experience – successful completion of hours in the assigned classrooms	Successful completion of all program coursework with 3.0 or higher GPA, completion of all content courses, and successful completion of clinical experiences, edTPA and internship	Completer follow-up survey Employer follow-up survey
Teaching	UGPA 3.0	Grades,	Micro-culture	Course Grades,	Completer

English as a Second Language	Current teacher licensure	research essay, philosophy of teaching paper	project, unit plan, candidate teaching competency attainment checklist, ED 690	Field supervisor ratings, Internship completion; Praxis II Exam	follow-up survey Employer follow-up survey
Secondary Education	UGPA 3.0 and current teaching license	Successful completion of all required program courses	Successful completion of all field experiences required in courses	Course Grades, performance in ED 690	Completer follow-up survey Employer follow-up survey

Appendix G
Continuing Improvement of the QAS

Area of Focus	Planned Action
Completer Survey	Continuous refinement of Completer Survey to include additional data elements; supplement Survey with focus group/interview data collection
Fairness/Consistency of Assessment Process/Instruments	Ongoing process to conduct fairness/consistency studies in all programs
Program Specific Database Development	Ongoing expansion and refinement of program specific databases to track relevant key assessment data
EPP Database Refinement	Develop enhanced capacities and functions of Tk20; develop report menu and regular reporting cycle for EPP database; improve collection of completer data
Praxis Test Scores	Ongoing work with ALSDE and ETS to develop state level systems of providing test data
Internship Observation Assessment Instrument; P-12 Student Learning Project; edTPA	Continuous review and revision of the internship observation and assessment instruments
Yearly Plans for Development of QAS	Ongoing topic for Program Coordinators, Dean's Staff, and Department Chairs with Associate Dean and Dean
Annual Program Profiles, Assessment Plans	Continuous refinement of content and presentation
Use of Technology in QAS	Ongoing refinement and use to improve faculty skill in using Tk20, Faculty 180, Qualtrics, etc.
Annual Assessment Cycle	Ongoing evaluation and refinement of annual assessment cycle
Data Summary and Analysis	Continuous to provide faculty training/support in summarizing, analyzing, and utilizing data for program improvement
Resources for Supporting QAS	Hiring of part-time data analyst; Ongoing identification of additional resources to support development and expansion of QAS

Appendix H Initial Level Assessment Planning Chart

The following chart lists all the key assessments required of CoED candidates. Some of the assessments are primarily for elementary candidates, others are primarily for secondary candidates, while some are for all candidates, regardless of licensure or teaching field. This plan was devised to review all CoED assessments, assuring each assessment addresses everything faculty identify should be addressed based on course work, and field and clinical experiences. A 3-year plan will be implemented to review each assessment, conduct the reliability and validity measures, and verify all components of the assessments are needed, up-to-date, and useful for the CoED candidates. By the end of the 3-year cycle, all CoED assessments will have been revised, will be in place, and data collected and analyzed. This cycle will continue to ensure each assessment continues to address the needs of future teachers in the CoED.

Semester/ Year Plan	Related Program (initial/advanced)	Assessment	Where Administered/ by whom	When administered	Validity &/or Reliability Considered or Addressed	Location of Data	Contact Person	Last date initiated/ revised
Fall 2019	Initial	Unit/Lesson Plan	All methods courses require written lesson plans	Every semester	Fall 2019	Tk20	Course instructor	Spring 2018
Fall 2019	Initial	Application for Admission to TEP	TEP Faculty/Associate Dean/Dept. Chair	Collected 2 times a year (fall/spring)	Fall 2019	Tk20	Derrick Smith	Fall2015
Spring 2020	Initial	Admission to Internship	TEP Faculty/Associate Dean/Dept. Chair/Certification Officer	Every fall and spring semester	Spring 2020	Tk20	Chantaye Robinson- Jones	Fall 2015
Spring 2020	Initial	P-12 Student Learning Project in Internship	Internship semester – 2 nd placement	Every fall and spring semester	Spring 2020		Penny Monks; Derrick Smith	Spring 2018
Summer 2020	Initial	Internship Assessments by University Supervisors and	Internship semester	Every fall and spring semester	Summer 2020	Tk20	Penny Monks; Derrick	Spring 2018

		Mentor Teachers					Smith	
Fall 2020	Initial	Dispositions Survey	Admission to TEP and each following semester	Every semester	Fall 2020	TK20	Derrick Smith	Fall 2018
Spring 2021	Initial	Key Assessments in Block 1 Courses	In the named course ED 301, ED 307, ED 308, EDC 301, EDC 311	Every semester	Spring 2021	TBD	Individual Professor	No formal process; by ind. professor
Fall 2021	Initial	Key Assessments in Block 2 and 3 courses	In identified courses for each program/licensure area	Every semester	Fall 2021	TBD	Individual Professor	No formal process; by ind. professor
Spring 2022	Initial	Key Assessments (from content or teaching field courses)	In various content courses	Every semester	Spring 2022	TBD	Individual Professor	No formal process; by ind. professor

The following chart lists additional surveys/documents used in the CoED. These assessments are used with employers, cooperating teachers, public school teachers/principals, etc. This plan was devised to review all additional CoED assessments, ensuring each assessment addresses all that should be addressed based on our programs and college. A 3-year plan will be manageable to review each assessment, address reliability and validity, and verify all components of the assessments are necessary, up-to-date, and useful to the CoED. By the end of the 3-year cycle, all CoED assessments will be revised, will be in place, and data collected. This cycle will continue to ensure each assessment addresses the needs of the programs in the CoED.

Semester/ Year Plan	Related Program (initial/advanced)	Survey/Document	Where Administered/ by whom	When administered	Validity & Reliability Conducted	Location of Data	Contact Person	Last date initiated/ revised
Summer 2019	Initial	Recruitment and Retention Plan	Dean	Each academic year	NA	Dean/Assoc. Dean	Dean/ Assoc. Dean	Summer 2018
Spring 2020	Initial	Completer Satisfaction Survey (at end of internship)	Teacher Internship Seminar	Every Fall and Spring	Spring 2020	Qualtrics	Coord of Field & Clinical Experiences	Unknown
Spring 2020	Initial	Employer and Completer Satisfaction Survey	ALSDE	Every Spring	NA	Provided in email by ALSDE	Dean/ Assoc. Dean	Spring 2019
Spring 2020	Initial	University/Supervisor Qualifications	Monitored by Coordinator of Field & Clinical Experiences	Updated yearly	NA	Tk20 (goal)	Coord of Field & Clinical Experiences	Spring 2019
Summer 2020	Initial	Evaluation of Mentor Teachers by Teacher Candidates	Monitored by Coord. of Field & Clinical Experiences	Updated every semester	NA	TBD – currently Qualtrics	Coord of Field & Clinical Experiences	Unknown
Fall 2020	Initial	Mentor Teacher Qualifications	Monitored by Coord of Field & Clinical Experiences	Updated every semester	NA	Tk20 (goal)	Coord. Of Field & Clinical Experiences	AL Code updated in 2018
Spring 2021	Initial	MOU Contract Renewals	Dean's Office	Updated on a 3-year cycle	NA	Dean's Office	Dean/ Assoc. Dean	2018
Summer	Initial	Mentor Teacher Resources/	Coord of Field &	Updated on a 3-	NA	Online	Coord. of Field	Spring

2021		Handbooks	Clinical Experiences	year cycle		Canvas LMS	& Clinical Experiences	2019
Summer 2021	Initial	Educator Preparation and Internship Handbooks	Monitored by Coord of Field & Clinical Experiences	Updated on a 3-year cycle	NA	Online – Education Student Services	Coord. of Field & Clinical Experiences	Summer 2019
Fall 2021	Initial	Evaluation of Mentor Teachers by University Supervisors and Candidates	Monitored by Coord of Field & Clinical Experiences	Every fall and spring semester	Fall 2021	Tk20 (currently in Qualtrics)	Coord of Field & Clinical Experiences	Summer 2019

Appendix I
Advanced Level Assessment Planning Chart

Related Program (initial/advanced)	Name of Assessment	Course or where administered	Semester when administered	Date and Type of Validity Established	Date and Type of Reliability Established	Location of Data	Contact Person	Last date revised
Autism								
Advanced	Licensure Exam: Praxis II (if first Collaborative license)	ETS testing site	Throughout the year	Yes	Yes			
	Final grades in autism coursework	Concentration courses	End of semester	No	No	Canvas	Whitney Meade	Each semester
	Key assessments in concentration courses	Concentration courses	End of semester	No	No	Canvas	Whitney Meade	To be revised: Fall 2019
	Action Research Project – Capstone	ED 690	Last semester of candidate's program	No	No	Canvas	Whitney Meade or instructor of record	Fall 2015
Reading Specialist								
Advanced	PRAXIS Reading Specialist	ETS testing site	Upon completion of the program	This pamphlet outlines the methodology used to support the validity and reliability of PRAXIS tests: https://www.ets.org/s/praxis/pdf/why_and_how.pdf		Certification Office	Chantaye Robinson-Jones	unknown
	Concentration	Reading	End of CIRB 622,	The criteria for the key		Dr. Wolfram	Dr.	Spring

Related Program (initial/advanced)	Name of Assessment	Course or where administered	Semester when administered	Date and Type of Validity Established	Date and Type of Reliability Established	Location of Data	Contact Person	Last date revised
	Courses	specialist courses	a foundation block course	assessments and rubrics are aligned with the standards.		Verlaan	Wolfram Verlaan	2018
Teaching English as A Second Language								
Advanced	Licensure assessment or other content based assessment (required)	Praxis II exam.	End of degree program	N/A		Certification Officer	Chantaye Robinson-Jones	Unknown
	Key assessments in concentration courses	Administered in required courses	Courses	N/A		Program Files or Canvas	Andrea Word	Spring 2018
	Action Research Project	Administered in ED 690	End of Course	N/A		Canvas	Andrea Word or course instructor	Spring 2018
Visual Impairment								
Advanced	Licensure Exam: Praxis II	Prior to Licensure Recommendation	Prior to Licensure Recommendation	None	None	Certification Officer	Chantaye Robinson-Jones	2018
	Concentration Courses-Key Assessments	All courses	Fall and Spring	None	None		Derrick Smith	Fall 2018
	Action Research Project	ED 690	Every semester	None	None	Canvas Associate Dean	Derrick Smith	Spring 2019

Related Program (initial/advanced)	Name of Assessment	Course or where administered	Semester when administered	Date and Type of Validity Established	Date and Type of Reliability Established	Location of Data	Contact Person	Last date revised
Elementary Education								
Advanced	Concentration Courses-Key Assessments	All courses	Every semester	None	None		Monica Dillihunt	Spring 2018
	Action Research Project	ED 690	Every semester	None	None	Canvas Associate Dean	Derrick Smith or instructor of record	Spring 2018
Secondary Education								
Key Assessments		All courses	Every semester	None	None		Monica Dillihunt	Spring 2018
Action Research Project		ED 690	Every semester	None	None	Canvas Associate Dean	Derrick Smith or instructor of record	Spring 2018