

**Purdue University Northwest
School of Education and Counseling
CAEP Self-Study Report
March 15, 2020**

Context and Unique Characteristics

Following World War II, Purdue University opened more than forty regional extension centers to serve returning veterans, meet increased numbers of students, and provide technical education throughout Indiana. In 1946, two such centers were opened, one in Hammond and one in Westville. After several decades of operations, these became degree granting institutions: Purdue Calumet and Purdue North Central.

In March 2016, the Purdue University Board of Trustees, in an effort to reduce administrative costs, approved the unification of Purdue Calumet and Purdue North Central, to form a new institution, Purdue University Northwest (PNW). A regional institution within the Purdue University system, PNW follows the tradition of land grant universities in providing access to education within the communities it serves. The faculty, staff and candidates who comprise PNW continue to expand and challenge conceptions of "talent, innovation, and place" (Gavazzi & Gee, 2018), the hallmarks of the land grant tradition. Through unique partnerships with agencies, schools and districts, faculty and candidates are involved in opportunities which directly impact their communities, allowing them to explore and utilize professional practices and engage in scholarly pursuits.

Located in the second largest urban area in the state, Purdue University Northwest has a student body that ranks above average in ethnic diversity, racial representation in faculty, and age diversity (College Factual). Northwest Indiana comprises five counties: Lake, Porter, LaPorte, Newton and Jasper. With its close proximity to Chicago, heavy industry (i.e., steel mills, oil refineries, fabricated metals, etc.) continues to be the mainstay of the region's employment and the basis of regional development. In Northwest Indiana, educational attainment is relatively low: 34% of the population have some high school, 21% some college, 6% associate degrees, 10% baccalaureate degrees, and 5% graduate degrees. Of the educator preparation candidates at PNW, 34% are first generation students and the majority come from 21 high schools. Further, over the last five years, the PNW average time to degree completion has improved to 49%, slightly above the state's non-main campus four-year institutions' rate of 48% (ICHE, 2019).

In 2020, the School of Education and Counseling at PNW will relocate to CLO on the Hammond campus. Along with other resources (i.e., Community Counseling Center; Center for Early Learning; Educational Resource Center; Strosacker Early Learning Fellows program; and Purdue Educational Leaders Fellows), this move affords us opportunities to work more closely with one another and our colleagues throughout the University. Proximity and dedicated

spaces for collaboration, will enhance our abilities to design curricular, clinical, and research opportunities to create and reinforce a culture of creativity, innovation, and commitment to transforming education in Northwest Indiana.

Description of Organizational Structure

The Purdue University system comprises four traditional campuses, one online campus, a statewide technology program, and 92 county extension centers throughout the state. The Purdue University Board of Trustees oversees each university within the system, while each campus maintains its own faculty and admissions policies. PNW is led by a Chancellor who serves as chief executive and academic officer, responsible for recommending and implementing Board policies.

PNW consists of six colleges and four schools; each college is led by a Dean and each school is headed by a Director. The School of Education and Counseling (SoEC) is housed in the largest of the colleges, the College of Humanities, Education and Social Sciences (CHESS). This is similar to the school-within-a-school model in P-12 systems, allowing us to create personalized learning environments for candidates to collaborate, engage in extra-curricular opportunities and connect academics with career skills. The SoEC provides oversight for all EPP degree programs leading to licensure.

The SoEC has a dedicated budget and curricular processes independent of the college. The SoEC faculty and staff foster collaboration, develop cross-curricular projects and research, and track the progress and provide support for candidates. The SoEC is organized into five program areas: early childhood, elementary, special education, secondary and counseling. Faculty comprise the governing group, responsible for curricular oversight, accreditation efforts, scholarly activity, and engagement. For each program, a faculty member serves as coordinator to facilitate program activity. The SoEC has five committees responsible for the various roles within the management of the unit (i.e., Personnel Committee, SoEC Leadership Team, Curriculum Committee, Student Affairs Committee, and Nominating Committee) and is served by the functional areas of Recruitment and Retention, Assessment and Accreditation and the Office of Partnerships and Outreach. Guiding each of these groups and individuals is the SoEC Director in coordination with the Associate Director.

Community and candidate engagement occurs through five program area Program Advisory Committees (PACs), student ambassadors, and Educator Preparation Program forums (EPPs).

- PACs, including faculty members, practitioners, and candidates, meet biannually to analyze candidate performance data and recommend changes.
- Candidates recommended by faculty and clinical educators based upon their performance as leaders in their program of study serve as student ambassadors who meet monthly with the Office of Recruitment and Retention to provide input, determine service projects, engagement activities and how best to meet the needs of candidates.

- EPP forums are convened each semester in the three primary counties served by PNW. Members include school administrators and clinical educators who give input on programming and guidance on the needs of educators entering the field.

Vision, Mission, and Goals

The foundation for all programs and activities within the PNW Educator Preparation Program are our Vision, Mission, Goals, Values, and Beliefs statements. These statements communicate the EPP's purpose, inform our strategic development, and provide a gauge for determining the success of the strategies we have undertaken in meeting our goals. Elements are added or revised as we continue to grow and evolve.

VISION: PNW's Educator Preparation Program will transform education and empower educators to build a better future for all through the (a) construction of knowledge, (b) development of practice through continuous engagement, and (c) cultivation of relationships (Conceptual Framework of the Educational Leader).

MISSION: The mission of PNW's Educator Preparation Program is to re-imagine and change education by creating opportunities for students, candidates, families, educators and our local communities.

GOALS: *Revolutionizing the Educator Preparation Program at PNW (REP3)* is the manifestation of the EPP Conceptual Framework of *The Educational Leader* and provides the blueprint for functional and operational aspects of the EPP. Developed through a co-constructive, iterative process, REP3 outlines the goals, tools and measures, strategies and innovations and assigns ownership to the functional area. We believe *The Educational Leader* is one who relies on research to construct knowledge through continuous and integrated inquiry; and is one who develops practice through continuous engagement with diverse learning environments and community while cultivating relationships with learners, partners and stakeholders. To that end, goals were formulated based on the data collected through the processes from the Quality Assurance System.

The EPP has adopted eight goals within the framework of the Council for the Accreditation of Educator Preparation (CAEP) Standards. The goals are to:

1. increase the number of candidates successful (i.e., passing) on first attempt of licensure exams;
2. provide training to clinical educators (e.g., training to reliability, Signature Assessments, best practice in clinical education, etc.);
3. create and implement a clinical placement tracking and monitoring system to ensure candidates have diverse experiences (i.e., rural/urban/suburban; grade levels; demographics; SES; etc.);
4. develop and expand relationships with community partners;
5. increase diversity of candidates entering and completing EPP degree programs to align with the demographics of the region;

6. create unique and diverse opportunities for candidates to engage in their profession;
7. create infrastructure within the EPP for ongoing study of the impact of candidates/completers; and
8. to monitor progress toward meeting goals and establishing new ones for the EPP.

EPP's Shared Values and Beliefs for Educator Preparation

The shared values and beliefs of the Educator Preparation Programs (EPP) at Purdue University Northwest (PNW) are the core tenets espoused by all stakeholders. This set of values and beliefs defines "who we are " as an EPP. They guide our actions, "what we do." And, the shared values and beliefs lead us toward our aspirations, "who we want to be." Just as the EPP's mission, vision and goals are embedded within the Conceptual Framework of *The Educational Leader*, the shared values and beliefs define the culture of the EPP. They serve as an ethical compass for all actions, providing essential direction for organizational decision-making.

Our conceptual framework, *The Educational Leader*, guides the preparation of future professionals at PNW and illustrates our commitment to our core values. We believe *The Educational Leader* is one who relies on research to construct knowledge through continuous and integrated inquiry; one who develops and refines their practice through continuous engagement in diverse learning environments and their community while cultivating relationships with learners, partners and stakeholders.

The EPP relies on its shared values and beliefs to guide our actions, to shape our culture and to help us envision the possibilities. Built on the vision that transforming education and empowering educators will create a better future for all, the EPP at PNW are committed to the core values. The principles of these values and beliefs are fundamental to the broad philosophy guiding the EPP. *The Educational Leader* is grounded in these shared values and beliefs:

Learning. We believe that learning is contextual, developmental, and a dynamic process. We value interactions, social construction, personal, meaningfulness.

Transformation. We believe that education is transformational, embedded within place, and disrupts the status quo. We value innovation, responsiveness, and enduring sustainability.

Leading. We believe that leadership is fostered when learning is foregrounded and that everyone is a leader and can inspire. We value that collaboration in instruction, engagement and scholarship.

Advocacy. We believe that advocacy is a shared responsibility, community-centered and mutually-defined. We value advocacy as inherent in education.

Health. We believe that educators are models of emotional, physical and mental health. We value self-care and mindfulness.

These beliefs reflect the EPP's deeply-rooted allegiance to individual learners, the power of collective impact and the transformative role of education. The EPP's commitment to diversity, equity and inclusion are reflected in our shared beliefs and values. Yet, it is imperative that this be explicitly and overtly stated. *The Educational Leader* and the supporting document, EPP's Commitment to Diversity further demonstrate our dedication to the preparation of education professionals and related specialists who:

- apply the appropriate knowledge, dispositions, and performances in developing diverse approaches to educational strategies that are constructive, consistent, and reflective of sound practice;
- are prepared to use current research, knowledge, and technology to empower the people they serve;
- are sensitive and responsive to the unique needs of themselves, of others, and of the diverse society in which they practice; and
- are advocates for and models of quality education and lifelong learning. EPP faculty and staff are committed to providing the human and technological resources that enable candidates and themselves to develop as educational professionals in constructing knowledge, developing practice, and fostering relationships. The values of Learning, Transformation, Leading, Advocacy and Health undergird the preparation of candidates to assume complex educational roles inside and outside of traditional educational environments.

Meeting the Council for the Accreditation of Educator Preparation (CAEP) Standards

Standard 1 Content and Pedagogical Knowledge (Initial Programs)

The Educator Preparation Program at Purdue University Northwest's School of Education and Counseling (SoEC) is committed to ensuring that candidates develop a deep understanding of the critical concepts and principles of their discipline. The mission of PNW's SoEC, in collaboration with other professional educators and agencies, is to re-imagine and change education by creating opportunities for students, candidates, families, educators and our local communities. We aim to prepare and support education professionals and related specialists who:

- apply the appropriate knowledge, dispositions, and performances in developing diverse approaches to educational strategies that are constructive, consistent, and reflective of sound practice;
- are prepared to use current research, knowledge, and technology to empower the people they serve;
- are sensitive and responsive to the unique needs of themselves, of others, and of the diverse society in which they practice; and

- are advocates for and models of quality education and lifelong learning.

Role of Standards

Faculty members are committed to providing the human and technological resources which enable candidates and themselves to develop as educational professionals in constructing knowledge, developing practice, and fostering relationships. Each of the program areas in the Purdue University Northwest (PNW) Educator Preparation Program (EPP) is grounded in the ten Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, providing opportunities for candidates to develop and demonstrate a deep understanding of knowledge, skills, and dispositions necessary to create and facilitate learning experiences in pre-k- 12 classroom settings. The EPP ensures that candidates in all programs demonstrate an understanding of InTASC Standards in these categories: Learner and Learning; Content; Instructional Practice; and Professional Responsibility (Alignment Chart, EPP Programs and InTASC Standards). The induction of professional educators means that candidates develop knowledge and skills at the appropriate progression levels which results in the ability to plan for appropriate and effective curriculum for all learners, implement meaningful and engaging instruction and use assessment data to inform instruction and show impact on student learning. To prepare for this self-study and to compile and analyze data for Standard 1, programs compiled evidence including Specialized Professional Association (SPA) reports and state reports for low-enrolled programs, exemplars of program practices and candidates' experiences, and identified areas for improvement (SPA Reports and State Reports for Low-Enrolled Programs).

Role of Research

The PNW EPP conceptual framework highlights the value of research-based practices. The EPP is also committed to ensuring that candidates use research and evidence to develop an understanding of the teaching profession. Further, all clinical educators work with the candidates to make certain that decisions about instruction, student learning and their own professional practice are informed by research and evidence. Throughout the programs, candidates' work reflects the EPP's Conceptual Framework of *The Educational Leader* and commitment to the transformation of education through research-based practices (Conceptual Framework).

In course work and field experiences, all clinical educators model the use of research and evidence to develop professional practice and to assess students' growth and development. Bridging the connection between research and practice is one of the tenets of the unit's conceptual framework. Throughout their coursework, candidates complete smaller-scale assignments which demonstrate the use of research to inform practice. These course assignments are broadened and enhanced through completion of the edTPA. The EPP adopted the edTPA, a performance based assessment which is completed during the candidates' capstone student teaching semester.

Role of Coursework

During professional coursework, candidates complete assignments which demand the use of research and evidence to both measure students' progress and their own professional practice. For example, candidates in both Early Childhood and Elementary Education programs complete the course Literacy Intervention Strategies for Diverse Learners (EDCI 36800). Candidates spend the semester focusing on supporting the literacy development of a learner who has been identified as struggling. They complete appropriate assessments to understand students' developmental needs, create an instructional plan for students based upon their assessments, and compile their understandings of the learner and his/her response to instructional intervention in a Diagnostic Tutoring Report, in which they explain their instructional choices with the use of research and evidence from assessment and the instruction they provide. Candidates enrolled in secondary programs of study complete a course dedicated to the development of pedagogical content (EDCI 34100, EDCI 34200, EDCI 34400, EDCI 34600, or EDCI 34700). Within this course, they are required to create and implement a minimum of three learning segments where they create and implement plans in their specific content area. Segments build upon one another as candidates are required to synthesize feedback from university supervisors and cooperating teachers, assessments of student learning, and research and/or theory to plan the subsequent learning segment and justify their instructional choices/decision-making processes. Those candidates pursuing dual licensure (Elementary Education-Special Education) complete the Impact on Student Learning assignment as part of the course Teaching Students with Mild to Moderate Needs I (EDPS 32800). This assessment requires that they identify a student with exceptionalities, document the learner needs and present levels of academic performance, plan differentiated and individualized instruction, implement evidence-based teaching and motivational instruction, measure and evaluate learning outcomes, and report and reflect upon overall impact on student learning. Finally, candidates in the graduate special education program are asked to create a two-to- three week unit plan based on the principles of Universal Design for Learning (UDL) for improving reading and/or writing within the Intervention Strategies and Research II: Mild Intervention (EDPS 69500). An integral part of this assessment is the inclusion of evidence-based strategies and research within their lesson. These measures indicate that candidates are required to integrate and apply the principles of research in their planning and implementation of instruction (Candidate Use of Research and Theory Assignments).

These smaller-scale assignments support candidate development toward the capstone assessment, the Teacher Performance Assessment (edTPA). Candidates in all programs complete this capstone assessment during the final semester. The edTPA is aligned with the InTASC Standards (edTPA Crosswalk: InTASC Standards, SCALE, 2014). For the edTPA, candidates operate within the constructs of Planning, Instruction and Assessment, in an iterative process that is grounded in research and evidence. Through the series of these three tasks, candidates create and examine their instructional practices responding to prompts that shape a commentary, making the case for the use of evidence-based practices and strategies. Specifically within the Planning Commentary (edTPA Task 1: Planning-- Rubrics 1-5), they are required to use principles from research and/or theory to support their justifications of their

lesson plans and choice of instructional materials that they will use to support students' learning. To do this effectively, candidates must make overt and explicit connections between the research and/or theory, their understanding of students' prior academic learning and personal/cultural/community assets, and the learning tasks of their plans. Further, in the Assessment Commentary (edTPA Task 3: Assessment-- Rubric 14), they are required to describe and explain how the assessment data they have gathered throughout their unit of instruction (i.e., learning segment) will be used to inform instruction. They must articulate not only how the next steps for instruction follow from analysis of student performance data, but support their explanations with principles from research and/or theory. Within the EPP it has been determined that the target level of performance on each rubric for candidates is a 2.5/5.0. When examining the average rubric scores for Task 1: Planning and Rubric 14 in Task 3: Assessment in the EPP data, it is apparent that candidates perform above target level expectations on these measures (edTPA Performance by Program Area and Rubric). Their performance on the edTPA illustrates proficiency in using research and evidence.

Overall, the EPP has created a culture in which candidates and all clinical instructors rely on research to inform instructional decisions and to measure impact on students' learning as well as their own professional practice.

Content Knowledge

Candidates across the EPP demonstrate their understanding of content knowledge (CK), learners and learning, inclusive instruction and pedagogical practices related to content (PCK), and curriculum through assignments in course work and applied exercises in clinical placements. Although grades are not utilized as a measure of CK and PCK, the EPP requires that candidates receive a grade of at least a "C" in all coursework and a minimum GPA of 2.5 for admission into their program area's professional coursework. These requirements exceed or are similar to the performance of undergraduates at the institution (Candidate performance comparison). When coupled with candidate performance on specific content and pedagogical content knowledge measures undertaken in each program area, candidates' performances indicate that they have developed content area understandings and are able to integrate these in their instruction.

Further, program completers integrate content knowledge in their practice (i.e., pedagogical content knowledge, PCK) as reflected in outcomes in response to standards of Specialized Professional Associations (SPAs), Indiana Professional Teaching Standards (IPTS/REPA3), and InTASC Standards. The EPP submitted reports to the following Specialized Professional Associations (SPA) for the initial licensure programs: National Association for the Education of Young Children, NAEYC (Early Childhood Education), Association for Childhood Education International, ACEI, Council for Exceptional Children, CEC (Special Education), and National Council of Teachers of English, NCTE. The B.A. in Elementary Education, B.A. in English with Teaching Option, and the M.S. Ed. in Special Education was recognized with conditions in their respective 2018 SPA review. The B.A. in Elementary and Special Education (Dual Licensure) was nationally recognized by its SPA in 2018 and the B.S. in Early Childhood Education was

nationally recognized by NAEYC in 2020 (Compiled SPA Review). Currently, there are seven identified low-enrolled programs as well as the Transition to Teach program for which State Report plans were submitted to the Indiana Department of Education. These programs are all Secondary Education leading to initial licensure; they are: French, Spanish, Social Studies, Mathematics, Chemistry, Physics, and Biology/Life Science (DOE Low-Enrollment Program with State SPA-Waiver).

Pedagogical Content Knowledge

A common tool used to assess the development of candidates' content knowledge and pedagogical content knowledge across the EPP is the Teacher Performance Assessment (edTPA). The edTPA requires candidates to demonstrate the knowledge and skills necessary to help all learners learn. Occurring during the final semester of the candidates' programs of study, they plan and implement lessons and are evaluated on their abilities to make content clear and help diverse students learn, assess the effectiveness of their instruction, and modify their teaching as necessary. As previously stated, the edTPA is aligned to the InTASC Standards (edTPA Crosswalk: InTASC Standards, SCALE, 2014). Examining candidate performance on edTPA rubrics 1-4, 7-9, and 14 illustrate the development of candidates' content knowledge and pedagogical content knowledge (edTPA Performance by Program Area and Rubric). The target level of performance on each rubric for candidates is a 2.5/5.0. Candidates have historically exceeded this level of performance on all of the aligned content knowledge rubrics, with the exception of the first semester implementation performance on rubric 4 that requires candidates to identify and support language demands associated with the task; rubric 8 which requires candidates to elicit student responses that promote thinking and develop content-specific skills, concepts, strategies and/or processes; and rubric 14 which requires candidates' to analyze students' use of language to develop content understanding. As is illustrated in the edTPA Performance by Program Area and Rubric, during the spring 2018 administration of the assessment, early childhood (ECH) program candidates performed slightly below the target level of performance on these rubrics (R4=2.2; R8=2.4 and R14=1.8); Elementary education candidates scored slightly below target performance on R14 (2.1). Subsequently, the early childhood program area incorporated requirements in the practicum course (a course that occurs in the semester prior to student teaching) where language and development of content understandings were foregrounded. Additionally, all program areas engaged candidates in clarifying key concepts of content knowledge rubrics especially: language demands (i.e., vocabulary, functions, discourse, syntax); language function (purpose for which language is used); vocabulary; discourse; syntax; and language supports (those scaffolds, representations, and strategies used to help learners understand and use the concepts and language of the discipline). Similar difficulties on rubrics 1 (planning for content learning) and 2 (planning support for varied learning needs) are noted in the first administration with special education candidates in the spring 2019. To address the development of these understandings, the special education program area implemented activities within coursework requiring candidates to develop and implement units of study based on Universal Design for Learning (UDL) principles, and that required purposeful and intentional use and development of academic language within the content area.

The Skills of Teaching Observation Tool (STOT), developed by the North Dakota Association of Colleges for Teacher Education as a means for determining student teachers' ability to meet professional standards (InTASC Standards is used by the EPP throughout candidates' programs of study to assess their performance in classrooms. Created in 2016, there have been two confirmatory factor analyses to establish this tool as both a valid and reliable measure on four factors: the learner and learning context, knowledge, instructional practices, and professional responsibilities. Candidate performance on the STOT provides further evidence of their development of content knowledge and abilities to apply these understandings in authentic contexts (i.e., pedagogical content knowledge). Candidate performance on the STOT (Candidate Skills of Teaching Observation Tool on InTASC Standards by Program Area) provides additional evidence that candidates across the EPP have developed the content knowledge and pedagogical content knowledge appropriate for their discipline and are able to incorporate these understandings within their instruction.

State Standards

A focus on academic standards is foundational to the EPP and teaching to academic standards is a central component of candidate course work and clinical experiences. The Indiana Academic Standards serve as the College and Career Readiness Standards that have been adopted for use in classrooms throughout the state. Within the academic standards for each grade level, college and career goals or benchmarks are identified allowing the standards to be validated as college and career ready. This means that students who master them will be prepared to join the workforce or pursue post-secondary education (Indiana Department of Education Readiness Standards, 2018). A variety of measures are employed by the EPP to ensure that candidates demonstrate the skills and commitment necessary to afford all P-12 students access to rigorous educational experiences that prepare them for college- and/or careers.

One such measure is the determination of coursework that is required for candidates as part of their educator preparation program. Candidates' programs of study are guided by the Indiana Department of Education Rules for Educator Preparation and Accountability (REPA3). REPA3 provides guidance to EPPs in how to document alignment for educator licensure. These standards provide a broad and comprehensive understanding of the knowledge and skills needed for educators seeking licensure. Consisting of five components (i.e., standard statement, links to Indiana academic standards, articulation of standard statements into essential elements of knowledge, bibliography, and alignment with Indiana and national standards), REPA3 includes both content and process standards. (EPP Plans of Study and link to REPA3).

Praxis

Lesson plans are another measure that is utilized across program areas to measure candidates' abilities to plan and implement learning experiences that develop students' awareness of careers, their exploration of career options, and how they will plan and prepare to

achieve their goals. Within these plans, candidates are required to explicitly identify the appropriate Indiana academic standard(s), describe evidence-based learning experiences and opportunities that are appropriate for the identified standard(s), delineate how they will assess students' understanding and how they will use this data to improve instruction. Implemented in guided and controlled experiences with professionals in early childhood, elementary, secondary, and/or special education settings these plans provide evidence of candidates' abilities to prepare students for college- and careers. (Lesson Plan Exemplars)

The observational tool, the STOT, provides a framework for measuring candidate performance. Using the ten InTASC standards as the basis of observation for each experience, it is used throughout a candidates' plan of study in all field experiences including student teaching. Training is provided for the clinical faculty who use this observational tool and triangulation of multiple raters (i.e., university supervisor, school host teacher) are used to determine candidate performance. Further, the EPP has determined that the target level of performance on each InTASC rubric of the STOT for candidates would be an average of 3.0 (Proficient) or higher on the 4.0 scale. As part of this assessment, candidates' use of the Indiana Academic Standards and scaffolding through the provision of evidence-based instructional methods to meet the college and career readiness benchmarks included within the standards is measured. Specifically, candidate performance on InTASC Standards 4, 5, 6, 7, and 8 are used to gauge their understanding and implementation of college and career ready instruction. The average EPP performance on standard 4 was 3.3, on standard 5 was 3.29, on standard 6 was 3.25, on standard 7 was 3.35, and on standard 8 it was 3.31. This level of performance across these InTASC standards on the STOT indicate that candidates demonstrate the skills and commitment necessary to afford all P-12 students access to rigorous educational experiences that prepare them for college and/or careers. Candidate Skills of Teaching Observation Tool on InTASC Standards by Program Area

Performance on the edTPA, administered near program completion, also illustrates that candidates possess the skills and commitment to provide all students with access to rigorous standards. Candidates incorporate the Indiana state academic standards as the grounding for the three tasks in Planning, Instruction and Assessment. The average performance of candidates on four administrations of the assessment were Task 1: Planning 2.78, Task 2: Instruction 2.79, and Task 3: Assessment 2.77. This level of performance indicates that candidates perform on average above the EPP target level of performance of a 2.5/5.0 confirming that they have developed and are able to demonstrate the knowledge and skills to support learners in acquiring college- and career-ready skills and understandings. (edTPA Performance by Program Area and Rubric).

Technology Integration

The standards set by the International Society for Technology in Education (ISTE Standards) have been adopted by the School of Education and Counseling (SOEC) as the framework for assessment of technology integration skills developed by teacher candidates throughout their program. The ISTE Standards are embedded into courses across each program, and aligned

to the core standards and assessments adopted by the EPP, including InTASC, Specialized Professional Assessment Standards, and the North Dakota Common Metrics Student Teacher Observation Tool (STOT). The ISTE Standards have further been aligned with diversity standards to ensure that teacher candidates receive an education that is mindful of the importance of both traditional and digital equity.(Matrix of ISTE Standards by Course).

Teacher candidates engage with both the ISTE Standards for Students and the ISTE Standards for Educators during their plan of study. However, they are measured by the ISTE Standards for Educators with regard to their coursework. The Matrix of ISTE Standards by Course outlines the alignment of InTASC Standards to ISTE Standards, and the further alignment of ISTE Standards within core curriculum for elementary, special education, and secondary education.

The Surveys of Principals and Teachers conducted by the Indiana Department of Education, also provide information about the EPP completers use of technology. For the indicator that the teacher was prepared to "integrate technology as appropriate to advance student learning," the principals ratings were all "Agree" or "Strongly Agree." The EPP completers responded to the same question and 89% indicated "Agree" or Strongly Agree." This points to a relative strength in the program completers' self-efficacy for the use of technology.

While the EPP has evidence that technology has been integrated across and throughout programs of study, the efficacy of candidate's use and integration of technology within their pedagogical practices is not currently formally assessed. This, coupled with proposed changes to technological requirements for novice educators from the state legislature (i.e., the need for educators to teach coding), indicates that further attention to technology and coding is needed. To begin to address this concern, the EPP has created a technology task force that will make recommendations to faculty members in each of the program areas that will identify specific measures for use in assessing educator progress in technology integration and where the development of 'coding' understandings will occur.

Efforts to Improve

As a result of this self-study and through the analysis of the data compiled for it, the EPP has made efforts toward continuous improvement in the area of candidate content and pedagogical content knowledge. Feedback to the program areas on their respective SPA reports allowed the programs to review and refine rubrics; separating key elements within a standard and ensuring measurable, observable behaviors were incorporated. Revisions to the rubrics allowed program areas to see the distinctions between and among the specific elements of a standard.

An area of challenge has been developing consistency across programs for professional practice. Within the low-enrolled secondary programs, the lack of agreed-upon plans of study for candidates created confusion as candidates were taking courses out of sequence. Changes

were made to unify the plans of study to create this consistency and to standardize the experiences for the candidates.

In the area of candidate Content Knowledge and Pedagogical Content Knowledge, candidate performance on the first administration of the edTPA during spring 2018 was slightly below the target level and the programs were able to respond by incorporating requirements earlier in the candidates' course and clinical experiences. For example, the early childhood program area incorporated requirements in the practicum course (a course that occurs in the semester prior to student teaching) where language and development of content understandings were foregrounded. Additionally, all program areas engaged candidates in clarifying key concepts of content knowledge rubrics especially: language demands (i.e., vocabulary, functions, discourse, syntax); language function (purpose for which language is used); vocabulary; discourse; syntax; and language supports (those scaffolds, representations, and strategies used to help learners understand and use the concepts and language of the discipline). Similar difficulties on rubrics 1 (planning for content learning) and 2 (planning support for varied learning needs) are noted in the first administration with special education candidates in the spring 2019. To address the development of these understandings, the special education program area implemented activities within coursework requiring candidates to develop and implement units of study based on Universal Design for Learning (UDL) principles, and that required purposeful and intentional use and development of academic language within the content area.

Use of Specialty Licensure Area Data to Improve Instruction

An integral aspect of the PNW Quality Assurance System is program assessment. This process of asking and answering questions about how well candidates are achieving learning outcomes over the course of their plan of study utilizes information from Program Area Key Assessments (PAKAs). PAKA are those assessments used within specific program areas to measure candidate performance relative to Specialized Professional Association (SPA) standards. When coupled with the EPP Signature Assessments, the data provided creates a comprehensive picture of candidate progress toward achieving identified learning outcomes within the program area and the information is used to inform instructional and learning opportunities provided by the program.

Data Dialogue Days (DDD), occurring biannually for each program area in the EPP, are integral in this program review process. The Continuous Improvement Cycle Groups, a feature of the QAS, identifies the PAKA that are to be reviewed during the fall and spring semester. It includes the roles and responsibilities of the offices and individuals as they relate to the continuous improvement of programs of study. Further, it communicates the roles that faculty, community partners, clinical educators, completers, candidates and other stakeholders serve in reviewing program-level data, suggesting improvements, and determining next steps for program development.

Outcomes of DDD have been program curricular changes, restructuring of course sequencing within programs of study, the re-alignment of coursework with SPA standards, refinement of rubrics and assessments to meet SPA standards in observable and measurable ways, the development and implementation of field guides that help to standardize candidate experiences in clinical placements, the development and implementation of the Site Tracker of the EPP (STEPP) to ensure that candidates are afforded diverse clinical placements, identification and development of training on assessments (e.g., edTPA, PAKA, etc) for faculty and clinical educators, and the development of the REP3 which outlines the goals, strategies, innovations, and outcomes for PNW's EPP and the roles that programs play in this process.

Program areas with enrollment 10 or greater in the last three years engage in the appropriate SPA review for national recognition review process. For those program areas that do not meet this enrollment threshold, state review occurs. The following programs have engaged in the SPA process and the results of their engagement is listed:

- Early Childhood Education NAEYC, Nationally Recognized
- Special Education, undergraduate CEC, Nationally Recognized
- Elementary Education ACEI, Nationally Recognized with Conditions
- English Education NCTE, Nationally Recognized with Conditions
- Special Education, graduate/initial licensure CEC, Nationally Recognized with Conditions

The following programs are currently being reviewed at the state level and for which results have not been received:

- Chemistry Education
- French Education
- Life Science Education
- Math Education
- Physics Education
- Spanish Education
- Social Studies Education (Historical Perspectives)
- Transition to Teach

Use of Data for Change

As previously indicated, program areas analyze PAKA data during DDD to propose changes and consider improvements unique to the program and the candidates it serves. However, there are commonalities in the proposed and enacted changes across program areas. They are curriculum mapping and change; syllabus alignment; program area key assessment refinement; training and supports; clinical placements; and the review of implemented improvements.

- **Curricular Mapping, Alignment, and Change.** Program areas use the SPA standards as the learning outcomes for all programs of study (i.e., enrolled and low-enrolled programs). They consider when the concepts, knowledge, and skills identified in the

standards are to be introduced to candidates; when candidate's understandings and use are to be further developed; and when candidates are to demonstrate proficiency in their use and understandings. This mapping of candidate development provides the curricular map from which the plan of study is developed. It also provides opportunity for the identification of "gaps" in performance and use of skills as well as the development of knowledge and understandings by candidates. From this analysis, program areas have then created new coursework, identified clinical needs, selected different courses from existing options, and clarified plans of study. These efforts improve candidate experiences in their programs of study and help to ensure that they are developing the knowledge, skills, and dispositions necessary to work in educational settings.

- **Syllabus Alignment.** An outgrowth of the curricular mapping and alignment was consideration for how courses could communicate information with candidates and clinical educators in a more productive and cohesive manner. The result was the implementation of course outlines and a syllabus template. Course outlines are used internally to communicate the learning outcomes for courses; identify the SPA standards addressed and the level at which they are to be addressed (i.e., introduced, developed, or proficiency); convey whether a PAKA is required, if so which one; identify whether a clinical was associated with the course; and state the expectations for the cross-cutting themes of technology and diversity.
- **Program Area Key Assessment Refinement.** Engagement in the SPA and state review processes indicated that adjustments were necessary in both the description of the assessment used for the PAKA as well as the rubrics used to evaluate it. Program areas engaged in a process of clarifying descriptors for all PAKA and how this information is communicated/shared with candidates. Further, they were analyzed to determine if they were assessing the learning objectives (SPA standards). Once the assessments were revised, rubrics were constructed and evaluated to ensure that they were clearly written, that the criterion statements were understandable, and that performance levels were accurately written to reflect the specific criteria in observable and measurable ways. Rubrics were then implemented and further revised.
- **Training and Support.** Analysis of the data at the program level also indicated that there was inconsistency in the scoring of PAKA. To address this inconsistency and work toward measures that more reliably demonstrated that candidates had developed the knowledge, skills, and dispositions being assessed, training was developed and implemented for PAKA in the program area. Additionally, training was identified as being necessary for EPP Signature Assessments (i.e., Niagara University Disposition Assessment, Skills of Teaching Observation Tool, and edTPA) used as part of program review. Therefore, training was developed and continues to be implemented and refined.

- **Clinical Placements.** Clinical placements are integral in candidates' integration of theoretical knowledge with practice. An analysis of data across program areas indicated, however, that candidates were experiencing an uneven level of placement. In other words, clinical placements were not consistent from one candidate to another within a course (e.g., level of expectation, level of clinical educator support varied). Further, candidates were not consistently experiencing a variety of experiences to develop their professional identity, confidence, and knowledge (i.e., candidates may not have experience in a variety of grade levels, site placement- rural, urban, suburban, socioeconomic diversity, etc.). An outcome of this analysis was the creation of field experience guides for each clinical experience. Field guides help to make explicit the connections between the clinical site and university course, the expectations for candidates and the role of clinical educators, and facilitate dialogue for all involved. Another outcome was the development of the Site Tracker of the EPP (STEPP). The STEPP is used to track candidates' placements and ensure that they are provided with a variety of opportunities in which to grow and development as educators.
- **Review of Implemented Improvements.** Finally, as part of the use of data for change and improvement, program areas review the implementation of the changes they have made to their programs of study, PAKA, field guides, and clinical experiences. As part of this continuous improvement cycle, new programs of study have been developed, PAKA continue to be refined, field guides are revised each semester, and clinical placements are reviewed to determine 'fit' with the objectives of a course.

Alignment with Professional Standards

All program areas are aligned with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards and their respective Specialized Professional Association (SPA) standards. This alignment is evidenced through two primary means: course syllabi and Program Area Key Assessments (PAKA). These standards serve as the learning outcomes for professional education courses in the plan of study. The syllabus identifies the InTASC and SPA standard/standard elements addressed as well as the method for assessing candidate performance. PAKA are analyzed during Data Dialogue Days (DDD) to ensure that they are assessing the learning objectives, that the rubrics are clearly written with understandable criterion statements and performance level statements that reflect the specific criteria in observable and measurable ways.

Additionally, each program engaged in and revisits annually the curricular mapping of InTASC and SPA standards across the plan of study. This process involves determining where the concepts, knowledge, and skills identified in the standards are to be introduced to candidates; when candidate's understandings and use are to be further developed; and when candidates are to demonstrate proficiency in their use and understandings. Such alignment is based on a developmental approach that considers the changing needs of candidates as they learn, apply and experience their evolving role in learning environments.

Speciality Professional Areas, CAEP, and State Review

Currently, there are five programs that have undergone SPA review and attained some form of national recognition. Two of the five are nationally recognized (Early Childhood Education and Special Education undergraduate level). The other three (Elementary Education, Special Education initial licensure at the graduate level, and English Education) are nationally recognized with conditions. The following is being done to address the concerns indicated from SPA for these three programs:

- **Elementary Education.** Curricular changes were submitted to ensure candidate development of content knowledge, specifically in the areas of mathematics and social studies. This has resulted in a revision to the plan of study for this program area. Further, the assessment of content knowledge no longer relies on the use of grades. Candidates are now required to create and implement evidenced-based instruction in each of six curricular areas (reading, writing, and oral language; science; mathematics; social studies; health education; and physical education) that includes measurable learning outcomes and describes appropriate instructional, assessment, intervention and extensions strategies for the discipline. The lessons are evaluated on candidates' knowledge and understandings of the fundamental concepts of the six curricular areas. Candidate performance on this assessment along with their performance on three other measures Impact on Student Learning, STOT, and edTPA are aggregated to demonstrate their development of disciplinary knowledge. Training on the use and scoring of the assessment tools has been developed and implemented to ensure that all instructors are utilizing the tool optimally, and that there is shared agreement on the behavioral, observable aspects described in the assessments.

Further, with the publication of the CAEP 2018 K-6 Elementary Teacher Preparation Standards, the program area has engaged in a revision of course outlines and syllabi to ensure alignment with the standards. Additionally, PAKA have been revised to reflect the use of the new standards. Finally, the program has engaged in revising its curricular map and the alignment of coursework to ensure a developmental progression in the development of the concepts, knowledge, and skills identified in the CAEP K-6 standards occurs. This has necessitated further revisions to field guides and refinement of clinical placement sites to ensure that candidates have the opportunity to integrate theoretical knowledge with practice.

- **Special Education Initial Licensure at the Graduate Level.** The report from the SPA review indicated the need for a complete curricular overhaul of the program. Curricular changes were submitted to ensure candidate development of content and pedagogical knowledge. These changes include the identification of a special education core, the development of new courses within the core, and the creation of a cohesive plan of study. The plan of study identifies admission and licensure requirements, as well as those for coursework and field experiences.

With the drastic changes to the plan of study, PAKA were evaluated to determine if they were assessing the learning objectives (SPA standards). It was determined that they were not. Therefore, new assessments were created, rubrics constructed and evaluated to ensure that they were clearly written, that the criterion statements were understandable, and that performance levels were accurately written to reflect the specific criteria in observable and measurable ways. Rubrics were then implemented. The program area will re-submit for SPA review in March 2021.

- **English Education.** Based upon information and questions from the SPA review, the program area made a number of changes. They created and piloted the use of a capstone interview experience where candidates were asked to demonstrate their understanding of specific aspects of literature and writing. A review of the pilot indicated, however, that this was not an effective way for determining candidates' development of content knowledge. Therefore, the program decided to change the program's plan of study identifying four specific courses that candidates would take and in which the National Council of Teachers of English standards would be embedded and assessed. In this way, the candidates' grades in these courses could be used as a measure of their development of content knowledge and understandings. Additionally, the sequencing of courses was examined to ensure a developmental approach to candidate preparation occurs. Finally, rubrics for existing assessments were revised to ensure that they were clearly written, that the criterion statements were understandable, and that performance levels were accurately written to reflect the specific criteria in observable and measurable ways. Rubrics were then implemented. The program area will re-submit for SPA review in March 2020.

Currently, the following programs are being reviewed at the state level and for which results have not been received:

- Chemistry Education
- French Education
- Life Science Education
- Math Education . Physics Education
- Spanish Education
- Social Studies Education (Historical Perspectives)
- Transition to Teach

Prior to submission of these programs for review by the state, program areas undertook the following steps to ensure candidates' development of the concepts, knowledge, and skills of the discipline:

- o Revision to plan of study to indicate the inclusion of four field-based courses. These are courses which include a clinical placement so that candidates have the opportunity to integrate theoretical knowledge with practice.

- Revision to plan of study to indicate the inclusion of four field-based courses. These courses include a clinical placement so that candidates have the opportunity to integrate theoretical knowledge with practice.

- Revision to plan of study to indicate the sequencing of coursework so that the majority of content knowledge coursework is complete prior to professional coursework in education.
- Creation of a curricular matrix that indicates standard/standard element alignment across plan of study. The matrix identifies when the concepts, knowledge, and skills identified in the standards are to be introduced to candidates; when candidate's understandings and use are to be further developed; and when candidates are to demonstrate proficiency in their use and understandings.
- Creation and implementation of field guides to make explicit the connections between the clinical site and university course, the expectations for candidates and the role of clinical educators, and facilitate dialogue for all involved.
- Identification of PAKA used to measure candidates' performance toward learning objectives (i.e., learning objectives are the SPA standards for the discipline) and when assessment occurs. Further, the rubrics used as part of the PAKA were evaluated to ensure that they were clearly written, that the criterion statements were understandable, and that performance levels were accurately written to reflect the specific criteria in observable and measurable ways.
- Identification of intervention strategies used to provide support to candidates who may experience difficulty during the program.

Standard 2: Clinical Partnership and Practice (Initial Programs)

The Educator Preparation Program (EPP) within the School of Education and Counseling (SoEC) at Purdue University Northwest (PNW) develops and maintains effective, reciprocal partnerships with diverse P-12 schools for the clinical preparation of our candidates. These partnerships allow the EPP to place candidates in diverse classroom settings with clinical educators who guide and mentor them as they acquire and implement knowledge of pedagogy and content. They also provide an opportunity for students to make theory to practice connections between their course work and real-life situations in a classroom/school setting. Finally, the partnerships provide opportunities for collaboration which is mutually beneficial for teacher candidates and local schools.

Developing Clinical Partnerships

Partnerships are developed in two ways:

- 1.) The Office of Partnerships and Outreach (OPO) reaches out to the district and requests a meeting or
- 2.) Districts reach out to the EPP requesting to receive professional development, to host candidates, to co- author grants, etc.

Annual Memorandum of Agreement (MOAs) provide support that candidates, P-12 schools, and the EPP benefit from a variety of partnerships. The OPO facilitates communication between districts through phone calls and emails as well as face-to- face meetings, and the EPP informs each stakeholder of their shared responsibility. Prior to the MOA's being written, the Coordinator of the OPO meets with school administrators to determine the reciprocal needs

of the site and the EPP. Meanwhile, the university faculty identify activities for each course that allow for theory to practice connections to be made. The OPO collaborates with partner schools to ensure that the specific field experiences align with the school's goals and needs. Additionally, some of the university faculty members serve as supervisors in the field which extends the coursework seamlessly into the classrooms.

Memorandums of Agreement (MOA's) are distributed to the field placement sites. The OPO sends the MOAs to School Administrators via DocuSign (online signature system). The document notes the agreement is for June 1-May 31 (one academic year), so they are sent in late spring. As we gain new partners, they are sent MOAs as soon as we have confirmation of placement in their schools. The MOAs are reviewed/updated each June; however, the partner schools can adjust the terms when needed. The sites revise the MOA's and resubmit to the EPP. These MOAs are reviewed annually by the Office of Partnerships and Outreach to assure that they represent the current status of partnerships and that they evolve to meet the needs of stakeholders (PNW - MOA). All MOAs are kept in electronic form on the R drive.

MOAs are yearly; however, the OPO communicates with the clinical partners each semester to determine the terms, structure, field placements, and content of field experiences for candidates.

Forums and Advisory Boards

Two specific opportunities exist for the EPP and clinical partners to collaborate each semester: EPP Forums and Advisory Boards. The EPP forum includes stakeholders from clinical partners: superintendents, assistant superintendents, central office staff, and building administrators and EPP representatives: The Dean of CHESS, the Director of the SOEC, the Associate Director of the SOEC, the Office of Partnerships and Outreach, and Course Instructors. This forum reviews data related to candidates' field experiences and provides feedback about the program. This collaboration allows the clinical partners an opportunity to give suggestions on improving the candidates' experience while enhancing their school culture. The EPP shares program data by county as the EPP Forums are organized by county; we currently have partnerships in Lake, Porter and LaPorte County. The EPP Forums are face-to-face meetings, the invitations are sent electronically, and those who cannot attend are invited to share responses with any questions, comments or concerns. The OPO reviews these and follows up with the schools as needed.

Similar to the EPP Forums, the Program Area Advisory Boards meet each semester. The EPP has established Advisory Boards (Agendas and meeting minutes) for the Early Childhood, Elementary Education and Secondary Education Programs to ensure that ongoing collaboration is happening between the EPP, partner schools and community organizations. The Advisory Boards are comprised of the following stakeholders: administrators, teachers, directors, childcare directors/providers, program completers, EPP administrators, EPP faculty and teacher candidates. The advisory board meets each semester to share and review data and to make decisions regarding assessment instruments and overall candidate performance.

In our efforts to create more consistency, the EPP communicates regularly with partners to create field experiences that have common expectations for candidate outcomes regardless of which campus they are on. In fall of 2019 the EPP developed field guides to establish uniformity in language and content among the two campuses and the field site placements. The field guides are reviewed in November and March and revisions are made that are mutually beneficial for schools, clinical educators and candidates. The Office of Partnerships and Outreach meets with clinical educators to determine needs for the field sites and teacher candidates in their field placements. (Field guide template)

Clinical Experiences

Partnerships with school districts and community stakeholders depend on co- planning, continuous feedback, surveys and evaluations to outline shared responsibility for teacher candidate preparation. Co-planning occurs in many forms: between the EPP and partners when choosing field sites and clinical educators, between the school and the OPO when determining placement, between the clinical educators (Instructors, supervisors and cooperating teachers) when reviewing candidate work and mentoring the candidates and in all of the ways discussed above (advisory, forums, MOAs, etc.) A co- teaching model is recommended for clinical faculty and teacher candidates to ensure that P-12 students are getting a highly effective educational experience. The co-teaching model is introduced in the early field courses and recommended throughout the program in field guides. A detailed outline of the co-teaching models is shown to supervisors during their training sessions and to cooperating teachers and candidates in the student teacher orientation. There is also information in the student teaching field guide that illustrates each of the co-teaching models and offers suggestions for the students acquiring and then releasing control of the lessons during their capstone experience.

Surveys and evaluations are distributed to clinical faculty at mid-term and end of the semester to collect data to assess the ongoing partnership. The results of the surveys are shared each semester at Data Dialogue Days (DDD minutes). The surveys are delivered through the use of technology (a Qualtrics survey) and each candidate is evaluated by their cooperating teacher and supervisor; each supervisor is evaluated by the candidate and cooperating teacher; and each cooperating teacher is evaluated by the supervisor and the candidate. The results of these surveys are evaluated by the OPO in order to determine if candidates are receiving high quality mentoring and field experiences, and to determine if the P-12 schools, cooperating teachers and students are benefiting from the presence of the candidates.

Monitoring Candidate's Clinical Experiences

All programs provide teacher candidates with field experiences throughout their programs of study and this culminates with a 16-week clinical experience in the candidate's final semester. The EPP provides resources (field guides & student teaching handbooks) to support and foster relationships with the districts for clinical placements. The OPO serves in this role. In order to

be responsive to our partner school districts, the OPO strategically places candidates in diverse classrooms with experienced and dedicated mentor teachers.

Additionally, there is an electronic tracking system that stores the details of the candidates' field and clinical experiences: District, school, teacher, grade, type of environment, supervisor, semester and year. This tracking and monitoring system, the Site Tracker of the EPP (STEPP) is maintained by the OPO to ensure that candidates are afforded diverse clinical placements. (STEPP example) While some partnerships have been in existence for several years, the EPP continually seeks new partnerships with districts that may provide candidates opportunities for additional experiences with diverse students or opportunities for candidates to explore innovative practices and technologies. New partnerships are being sought by the OPO, especially after the data of past field experiences was loaded into STEPP and it was evident that candidates were not receiving diverse experiences prior to the 2019-2020 school year. A specific example includes a pilot program with a district who is struggling to find highly qualified teachers. Recent discussions with this partner district resulted in student teaching candidates' placements in lower SES school environments where they are serving as teachers with supervision from the school principal, the director of the SoEC, the associate director of the SoEC, and a university supervisor. The OPO continually seeks out partnerships with the goal of ensuring candidates receive diverse experiences in rural, urban, and suburban environments.

Preserving high quality field experiences to benefit teacher candidates and stakeholders is constantly evolving. Programs meet with stakeholders throughout the semester at Advisories and Forums to discuss all levels of field experiences. For example, the OPO meets with districts to consider current placement opportunities. The field guides contain specific expectations for partnership districts containing what the student's placement will need to consist of, and communication between the two entities continues as mentors are selected and teacher candidates are placed in the schools. (Field Guides)

Collaboration with Clinical Partners

The EPP holds regularly scheduled Data Dialogue Days (DDD) each semester that include the OPO, administrators, faculty, clinical faculty, university supervisors and staff to analyze data from the field experiences and student teaching experiences, to reassess evaluation tools and provide feedback for improvement. Training is also a part of these days to ensure that we are all scoring the teacher candidates using the STOT in similar ways (EPP DDD meeting minutes).

The EPP collaborates with diverse P-12 schools to establish partnerships that are mutually beneficial for the schools and the teacher preparation candidates. The EPP and schools and clinical educators collaborate to determine placement for candidates, lesson planning and instructional best practices support and mentoring, and all the opportunities that bridge candidates' theory to practice connections from the university classroom to the P-12 classroom. This collaboration happens in many forms including some of the following: email exchanges,

phone calls, face-to-face meetings with clinical educators and meetings each semester that have been outlined above. Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators who demonstrate a positive impact on candidates' development and P-12 student learning and development.

Selection of Clinical Educators

In addition to communication between the school districts and the OPO, clinical educators from districts (cooperating teachers/mentors) are selected who meet the following criteria:

- a. Have a minimum of three years of classroom experience
- b. Earned teacher effectiveness evaluations in the Effective or Highly Effective range
- c. Have a desire to mentor and support teacher candidates

Clinical educators (University supervisors) are selected who meet the following criteria:

- a. Have a minimum of three years of classroom experience
- b. Earned a Master's degree
- c. Have a desire to mentor and support teacher candidates

Surveys are administered to candidates, supervisors and cooperating teachers at midterm and end of courses to collect data on the effectiveness of the partnerships, professional development needs, retention of clinical educators and opportunities for improvement (Continuous Improvement of Clinical Experiences).

A learning management system (currently TaskStream and BlackBoard) allows candidates, clinical educators (cooperating teachers and field supervisors) and faculty to share commentary and collaborate in order to provide ongoing support and feedback for the candidates and clinical educators during their Field Experiences and clinical experiences.

Clinical Educators

The Field Placement Coordinator in the OPO is one of the dedicated staff members fostering relationships with districts for clinical placement. The Field Placement Coordinator is the point of contact for the schools. Cooperating teachers are retained if they have received positive evaluations, continue to meet the requirement for effective or highly effective evaluation scores, and if they volunteer to mentor candidates. The cooperating teachers receive Professional Growth Points (PGPs) for their service during field and clinical experiences.

University Supervisors (part of the Clinical Educator group) apply through the PNW Careers website. They are interviewed by the OPO. The required qualifications are stated above. These individuals are seasoned educators who are excellent mentors for novice educators. Additionally, they are former P-12 educators who have relationships with partner schools. Their support for candidates adds to the diverse group of mentors that candidates encounter during their field and clinical experiences. The supervisors are supported by the Office of Partnerships

and Outreach. They receive training throughout the semester, and are evaluated through the use of technology (Qualtrics survey - evaluation of clinical educators).

The OPO is responsive to the needs of the districts where candidates are placed, and the districts reciprocate by placing candidates with experienced teachers who are dedicated to mentoring and supporting candidates. The expectations for clinical educators are clearly outlined in the course Field Guides, the SoEC Handbook and the Office of Partnerships and Outreach policy manual.

Training and Support for Clinical Educators

The OPO facilitates professional development for clinical educators based on the collective needs of the districts and the clinical educators. The professional development is designed to improve the retention and skills of clinical educators. Training occurs at the orientation meeting, the data dialogue days and additional training is added on an as needed basis. The topics have centered around data use, evaluation tools, mentoring skills and feedback. Clinical experiences in EPPs are vital in preparing teacher candidates (candidates) as they put theory into practice within diverse classroom settings with children who have differing needs. Collaboration with school and education-based organizations develops strong partnerships to mutually benefit EPP, candidates, and P-12 students. Partnerships evolve over time as the needs of all entities change. Clinical educators must work as a team to best serve the needs of all involved.

Efforts to Improve Clinical Experiences

Time in the Field. At PNW, field experiences occur early, middle, and late in the program, and finally in student teaching, to provide sufficient depth, breadth, and coherence, throughout the duration of the program. During the Fall 2018 semester, time in the field was increased to include observation in early field, half-day experiences in middle field, and multiple, full days in the field during late field.

Early courses include a total of forty-five field hours, where candidates have the opportunity to observe in a variety of classrooms, including those that are technology-enhanced, meeting specific course objectives. For example, in the Foundations of Education class, candidates learn about the education system in general, and they begin to examine the jargon associated with the discipline. The Diversity in Education course offers candidates the opportunity to examine schools in a rural, urban and suburban setting and record the same details for each classroom visit. The sixteen hours in the field allows them to observe diverse environments and apply what they have learned about cultural competency and social justice.

During mid-field courses, candidates spend a full day per week in a field placement for thirteen weeks. For example in Literacy Instruction in K-3 Classrooms, candidates learn best practices in K-3 literacy instruction including systematic and explicit phonics instruction.

Late-field courses require candidates to be in a field placement for one full day for 13 weeks. Candidates take two related courses that can be put into practice in one field placement. For

example, Teaching Social Studies in the Elementary School is taken concurrently with Literacy Instruction in 4-6 classrooms, and candidates are placed in one 4-6 classroom where they observe and practice interdisciplinary lessons by combining social studies and literacy in teaching individual, small group, and whole- class lessons. Similarly, math and science methods are combined in the following semester in another full-day, 13 week field placement with similar teaching requirements prior to the 16 week student-teaching placement.

Field Site Selection. Field site selection has evolved at PNW following the unification of the two campuses. For example, prior to the Fall 2019 semester, university instructors' work in the community organically solidified placements. One community school officially partnered with PNW (see attached newspaper photo) supporting university courses offered in the school. For example, Literacy in Grades 4-6 occurred in an open classroom at the school. The university instructor co-created the curriculum with school educators resulting in high-ability book studies led by candidates. Starting in the Fall 2019 semester, selection of field placement sites were completed in a collaborative process conducted by the Interim Associate Director of PNW's SoEC and the Field Placement Coordinator for each program area (Early Childhood, Elementary, Secondary, Special Education, and Graduate SPED). Sites are selected to provide diverse experiences for candidates throughout the program. Candidates are placed in classrooms with clinical educators having a minimum of three years of experience, and who earn Professional Growth Points (PGPs) as an appreciation for mentoring. The teachers serve as mentors and co-teachers for the candidates, providing feedback and assessment using the Niagara Disposition Form and the Skills of Teaching Observation Tool (STOT). Candidates are assessed on different parts of the STOT depending on where they are in the program. For example, Early Program candidates are assessed on the fewest areas of the STOT, whereas student teachers are assessed on all areas.

Field Guides. Field Guides are provided as a communication tool for course instructors, university field supervisors, school administrators, and classroom teachers. The guides include such items as brief descriptions of course-related field activities, personnel roles, course procedures, and candidate assessment tools and support theory to practice. For instance, candidates write lesson plans (edTPA template) within the course under the direction of the course instructor, then implement the lesson in the field where they are assessed by the teacher and university supervisor. Additionally, candidates prepare pre- and post-assessments in the course for lessons or units, collect student data in the field, and analyze the data to guide future instruction. The first day in the field is considered orientation, attended by the field supervisor, candidates, and school personnel to answer questions about the upcoming field experience and clarify the Field Guide.

Developmental Progression of Field Placements. Ongoing communication occurs as clinical educators (i.e., university supervisors) interact with mentor teachers, school administrators, and candidates; university instructors communicate with candidates; and the Field Placement Coordinator collects survey data from all stakeholders. As evidenced in PNW's Plan of Study, candidates engage in a developmental progression in field experiences over the course of their programs of study. For example, candidates in the Elementary Education-Reading concentration plan of study complete one day in the field for 13 weeks in their first semester of field work; two, half days in the field for 13 weeks in their second semester's field work; two, full days in the field for 13 weeks in the third semester; three, full consecutive days in the field for 13 weeks in their fourth semester; and their program culminates in student teaching (5 full days for 15 weeks) in the fifth and final semester of their program. Cooperating teachers for student teaching are required to be licensed and qualified to teach in the same area as the student teacher and have three years of teaching experience. University supervisors possess a master's degree and a minimum of three-years of teaching experience (University Supervisor Job Descriptions). To incentivize mentor teachers hosting education candidates, they receive 15 Professional Growth Points (PGP) for their work with early and mid-level field experiences and 30 PGPs for their work with candidates during their student teaching semester.

Standard 3: Candidate Quality, Recruitment and Selectivity (Initial Programs)

The Educator Preparation Program (EPP) at Purdue University Northwest (PNW) prepares undergraduate and graduate candidates to assume complex educational roles in learning environments that reflect the diversity of America's P-12 students. The EPP offers high quality and innovative educational opportunities through rigorous course work, experiential learning, faculty service and scholarship, civic engagement and strong partnerships across northwest Indiana and neighboring states.

Preparation Programs at PNW

Undergraduate programs offered within the School of Education and Counseling (SoEC) include the Bachelor of Science in Early Childhood Education, the Bachelor of Arts in Elementary Education with concentrations in Special Education and Reading. The undergraduate educator preparation programs preparing candidates to work in Secondary Education are housed in the disciplinary departments, including the areas of English, History (Social Studies Teaching), Science (Chemistry, Physics, Life Science), World Languages (French and Spanish), and Mathematics. At the graduate level, the SoEC offers the Master of Science in Education: Special Education with concentrations in mild or intense intervention degree. Candidates at the graduate level are also able to pursue non-degree, licensure options in Special Education or Secondary Education within 17 licensure fields (i.e., this is the Transition to Teach program, offered as an alternate route to licensure).

Recruitment and Retention

Efforts to recruit candidates from a broad range of backgrounds and diverse populations are hallmarks of *Revolutionizing the Educational Workforce: PNW's EPP Plan for Recruitment and Retention* (REW). Serving as the strategic plan for the EPP

to transform education within the region, REW applies the business concept of client- centrality (Fader, 2012) in an educational context. As a result, the EPP has created a candidate-centric culture focusing on candidates and their needs and experiences throughout their educational journey. Building such a culture requires both an inward and an outward focus. Outwardly, the EPP strives to understand community partners, their needs, and pressures. Through ongoing and continuous dialogue, innovations in programming, experiences and relationships are negotiated and developed with these partners. Also, the EPP comes to understand and identify prospective candidates through these negotiations. Inwardly, the EPP concentrates on building relationships with candidates and determining their wants and needs. This inward scrutiny allows the EPP to review its processes, policies, practices, and programming in light of candidates' experiences translating these into offerings that better meets their needs.

The REW outlines three strategic goals which guide the work of the EPP:

- 1) to develop and expand relationships with community partners;
- 2) to increase diversity of candidates within degree/licensure programs; and
- 3) to create unique and diverse opportunities for candidates to engage in their profession.

These goals and the data which support the need for their inclusion as well as the specific objectives and strategies used to achieve them are described here:

Goal One: Develop and expand relationships with community partners

Goal one, an outward focus, compels the EPP to create a candidate-centric culture. Developing and expanding relationships with community partners allows for unique perspectives and insights of the needs in the community to be shared and understood.(EPP Forum Minutes) Carefully listening to the needs identified by the community, the EPP works collaboratively with its partners to formulate and implement solutions to problems they are facing.

The EPP as well as the individual program areas have Advisory Boards (EPP Advisory Board Minutes). Advisory board members, who serve in geographically and socioeconomically diverse school districts and agencies, provide feedback and guidance on the quality, selectivity and recruitment measures implemented by the EPP. This input allows the EPP to gather data about changes occurring in educational spaces and allows for collaboration to occur, informing how educational programming at the university might change to create the best experience for candidates.

Community partnerships also afford candidates opportunities to experience life and work within a variety of roles inside and outside of traditional educational environments. These experiences foster relationships between candidates, faculty members and partners creating deeper and richer connections with the community. Nurturing and engaging in these relationships allows the EPP to offer more diverse experiences for its candidates while simultaneously supporting the community to

address complex issues.

Purposefully establishing and expanding partnerships with community agencies and schools, the EPP connects learning and communities increasing candidate engagement, boosting academic outcomes, and promoting understanding of the community, region, and world (i.e., place-based education). Consequently, the EPP is better-equipped to be strategic and intentional in its actions, and to provide value to both candidates and community partners. The EPP, then, moves beyond simply acting as a resource to serving as an integral part of Northwest Indiana. In doing so, community members can expect high quality, diverse candidates and completers who seek to work, live and be part of their community.

Goal Two: Increase diversity of candidates entering and completing EPP degree/licensure programs to align with the demographics of the region

Goal two, another outward focus, aims to increase the diversity of the candidates in the EPP. Over the last 30 years, concern about the diversity in the educator workforce has dominated the national conversation (Partelow, Spong, Brown, & Johnson, 2017). Evidence from research indicates that teachers of color improve academic achievement for students of color and are perceived positively by their students (Carver-Thomas, 2018). Further, research shows that when people from diverse backgrounds and experience are brought together they generate innovative ideas, engage in varied experiences, and develop a more inclusive place for learning that acknowledges the diverse needs and strengths of learners. Enrollment data for the EPP at PNW revealed that degree programs within the EPP lack racial diversity (Undergraduate and Graduate Ethnicity Tables). Similar to national trends, data for the EPP suggests that African American and Native American candidates are low and the gap between Latinx candidates and students in schools remains large. Specifically, African Americans represent 16.7% of the population of counties served by PNW. However, within the EPP, only 3.4% of the candidates identify as African American. While the EPP's percentage of Latinx candidates (17.4% Fall 2019) is higher than the Latinx percentage residing in the counties that PNW serves (14.7%), this population is increasing in the greater Chicagoland region. According to the National Center for Education Statistics, the number of Latinx public high school graduates is projected to increase 30% between the academic years 2012-2013 and 2026-2027.

Further, evidence suggests that promoting gender equity in the educational workforce does not garner equal priority to racial and ethnic diversity; in fact, there is evidence suggesting that more female representation in science and math classrooms may be beneficial (Hansen & Quintero, 2018). Within the PNW EPP, the general consensus is that attention to gender diversity within the EPP is imperative to creating inclusive and diverse learning spaces. EPP data illustrate male candidates (21.2%) pursuing education degrees/licensure falls below the national average of 23% (IES, 2018). Further, this percentage is disproportionate to that of the institution as a whole (45% of the student population of PNW identifies as male), and is not representative of the population of males living in the counties served by PNW

(Undergraduate Gender).

Another area for consideration when cultivating inclusive and diverse classrooms, are the educational and workforce needs determined by national and state entities. In this context and time, the greatest needs for educators are in the areas of science, technology, engineering and mathematics. The U.S. Department of Education states that, "If we want a nation where our future leaders, neighbors, and workers have the ability to understand and solve some of the complex challenges of today and tomorrow, and to meet the demands of the dynamic and evolving workforce, building students' skills, content knowledge, and fluency in STEM fields is essential" (USDoE, 2019). In 2017-2018, the state of Indiana issued 186 emergency permits in mathematics. The STEM teacher shortages are not only a concern in the state of Indiana, but a national issue that has existed for over a decade. Towards this end, the EPP at PNW analyzed enrollment data to determine its ability to recruit and retain candidates in the STEM fields. Data indicate low enrollment across the STEM disciplines (Undergraduate Fall 2019 EPP Program Enrollment).

Additional Teacher Shortage Areas (i.e., one in which there is an inadequate supply of educators) for Indiana are found in Early Childhood Education and World Languages (Wang, 2019). These shortage areas are reflected in the current candidate demographics at PNW. Only 13 candidates were enrolled in the Early Childhood Education program in fall 2019 (Undergraduate Fall 2019 EPP Program Enrollment). Similarly, during fall 2019, 9 candidates were enrolled in a world language educator preparation program (7-Spanish, 2-French). Employment of preschool teachers is projected to grow by 10% from 2016-2026, and by 6% for World Language educators.

Goal Three: Create unique and diverse opportunities for candidates to engage in their profession

Goal three, an inward focus, calls for the EPP to create a candidate-centric culture. For this goal, the EPP was compelled to look at the policies and practices currently in place and how these were balanced with the needs and wants of candidates. Candidates, academic advisors, and faculty members engaged in a dialectical process surrounding field-based experiences utilized as part of the EPP's "practice-based teacher education" (Ball & Cohen, 1999). These field-based experiences occur in conjunction with foundation or methods classes throughout a candidate's plan of study and are intended to provide opportunities for candidates to apply theories, strategies, and understandings developed in university coursework in P-12 settings. This endeavor revealed that candidates' experiences in field placements varied widely, as did the expectations of faculty members. To ensure standardized, consistent and quality field experiences, guides for each field-based experience were created. Field guides articulate and communicate outcomes for each experience, fostering a developmental approach. (Field guides).

Integrated within each of these field-based experiences is a Service Learning Project during which candidates engage with the partner school/agency for its benefit. Service Learning is a

dynamic and practical teaching method that connects university classroom content and skills with meeting community-identified needs. This balanced combination of community service and academic content is grounded in critical, reflective thinking, and civic responsibility. (Bringle and Hatcher, 1995). Striving for mutual benefit fulfills the goals and aims of the REW and establishing reciprocity with schools and agencies strengthens these partnerships.

Simultaneously, community-based field experiences (Greunewald & Smith, 2010) were created to provide additional opportunities for candidates to engage and practice their profession. The Purdue Educational Leader (PEL) Fellows are one such experience available to candidates. It was designed to simultaneously address the shortages of substitute teachers in the region while providing instructional experiences, professional growth opportunities, and employment for PNW candidates. PEL Fellows work in schools providing a combination of services: substitute teaching and/or working with students in other ways such as small group instruction, enrichment, and intervention. While developing skills and knowledge of their profession, PEL fellows earn money and valuable experience. (PEL Fellow brochure).

Beginning in spring 2020, undergraduate candidates in their final year of their degree program participate in the Professional Year, a yearlong placement in a school. This placement affords candidates opportunities to work alongside master educators for a year, learning how to set-up classrooms, establish routines, and engage with curriculum. Candidates become part of the school community and provide additional resources for meeting learners' needs (Student Teaching Field Guide; Student Teaching Course Syllabus).

Expanding access to local expertise, allows educators to support high-quality academic and enrichment experiences through better use of community resources (US Department of Education). The EPP initiative, Transform:Local, offers such experiences each semester to engage prospective and current candidates with resources available to educators in Northwest Indiana. During spring 2020, candidates will participate in a daylong exploration of the educational resources offered at museums and cultural institutions in Chicago. (Transform Local flyer)

Candidate Quality and Selectivity

The EPP demonstrates that "the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification" (CAEP, 2013). Specific academic, dispositional, and performance requirements have been established by the EPP for candidates throughout their programs of study. Candidates are continuously monitored through an academic review process, which has transformed from a single individual to a process utilizing a team approach. The primary and key strategic tool for this is the STAR Report, a tracking and monitoring system that includes data for every candidate as they progress through the program. Maintained by the EPP Office of Recruitment and Retention, the STAR Report allows for oversight of individual performance as well as the examination of trends among subsets of

candidates (i.e., specific programs or cohorts). This comprehensive assessment of a candidate's overall performance, includes both academic and non-academic factors. Additionally, the STAR Report allows for identification of patterns, creating targeted and purposeful recruitment and retention efforts. The database includes: field placements; scores from the interview, disposition, STOT, and required standardized tests (SAT, ACT, CASA, CORE, etc.) (STAR Report).

Candidate Interviews. Prospective candidates are identified to interview for program admission when they have enrolled in EDPS 28500 or EDST 27000 or prior to the completion of nine credits of graduate course work. The EPP uses the SoEC Interview to determine if prospective candidates meet CAEP minimum standards. Candidate GPA, test scores, professional dispositions and academic transcripts are reviewed by the EPP Leadership Team as the initial checkpoint for selection into a plan of study. As per CAEP, "the minimum requirement is a GPA of 3.0 and a group average performance on nationally normed assessments or substantially equivalent state-normed assessments of mathematical, reading, and writing achievement in the top 50 percent of those assessed." In Fall 2019, the average education candidate GPA is equal to or exceeds the CAEP requirement: the average undergraduate GPA is 3.0; the average graduate candidate GPA is 3.61; and the average Transition to Teach candidate GPA is 3.64. Additionally, the EPP has chosen to implement a minimum competency requirement for candidates (score of 220 or higher on each of the three sections of the CASA; GRE, 301; ACT, 24; or SAT, 1100). The basic skills competency requirement is waived for applicants with a Master's degree from an accredited institution.

Once eligibility is confirmed, an email invitation is sent to prospective candidates with application instructions for potential admission (EPP Application). Prospective candidates who complete and submit the application receive an email with the interview date and time, the rubric and an outline of what to expect during the interview (Outline and Rubric for Education Interview). Prospective candidates are required to submit a presentation outline prior to the interview and provide a resume at the interview. Through the SoEC Interview process, candidates, faculty, advisors and community partners become acquainted and learn about the goals, expectations and needs of the candidate and the program. There are three possible outcomes from the interview: admission, provisional admission, and denial.

On the interview day, interview panels composed of faculty members, academic advisors and/or community partners are convened. Prospective candidates complete a prompted, timed (20 minutes) writing sample, selected from four prompts. This writing sample is evaluated by the interview panel for clarity, coherence and the use of conventions. If the panel determines that a prospective candidate needs support in the area of written communication, referrals to university resources are provided. After completing the writing prompt, prospective candidates move to individual rooms to meet the respective interview panel. Prospective candidates share their presentation which is followed by an interview with the panel. The interview panel evaluates the prospective candidate's dispositional qualities, such as poise and confidence, organization, listening skills, professional dress, and body language. If warranted, candidates

are encouraged to schedule an appointment with Career Services to improve their professional and interpersonal skills. Candidates may also be required to apply for re-interview in a subsequent semester if concerns are noted.

A review of the interview process and discussion of its reliability occurs during both program and EPP advisory board meetings (EPP Forum Minutes). Community partners offer their perspective regarding the interviews. They provide valuable feedback and allow candidates to make early connections within the community. Analysis of the interview data allows the EPP to identify areas of need within the programs. Candidates averaged a 30/36 on the interview, with a 3.1/4 average on writing, 3.4/4 average on presentation, and a 3.4/4 average on the interview (EPP- Wide Results for Overall Interview and by Component Area). It appears that candidates, in general, perform satisfactorily in this experience, especially in the areas of presentation and interviewing skills. Candidate performance on the writing sample is an area for growth and the referral process for candidates to receive support has been established.

Selecting and Monitoring Candidates

To further ensure that candidates are able to teach college- and career-ready standards, the EPP created a set of criteria to monitor candidate advancement from admissions through completion. Upon admission to a plan of study, candidates are encouraged to schedule an appointment with an advisor and/or attend a group advising session to review program progression and discuss program advancement. Academic advisors continue to monitor candidate progress throughout the program, typically in individual meetings to discuss the plan of study, GPA requirements, field requirements and licensure testing requirements (pedagogy and CORE exams).

Content Knowledge. Candidate understanding of content knowledge begins with the completion of general education requirements for undergraduates and baccalaureate degrees for graduates. These understandings are monitored and further developed in disciplinary methods coursework. Candidates create and implement lesson plans which are evaluated. This data is used to monitor candidates developing understanding of content as well as how to design and implement learning opportunities so that all learners are successful (Content lesson plan rubrics and descriptions). Graduate candidates are required to complete CORE licensure testing (i.e., state licensure testing in their disciplinary area) prior to admission into the program of study.

Dispositions. The EPP considers candidate dispositions and performance in clinical field placements to be essential criteria for selectivity of candidates. Beyond the initial interview process, the EPP has established various checkpoints for evaluating dispositions of its candidates throughout their programs of study. Once admitted, candidates advance into professional field-based courses where they further develop content knowledge and acquire pedagogical knowledge and skills (Programs of Study). They are assessed at three points in their program: early, mid, and late. Additional criteria have been established for candidate performance at each of these points in time, building upon previous evaluations of performance and dispositions.

Performance in Classrooms. Candidates participate in "practice-based teacher education" (Ball & Cohen, 1999) to apply theories, strategies, and understandings developed in university coursework in P-12 settings. To standardize and provide consistent, quality field experiences, guides for field-based experiences were created. Field guides articulate and communicate outcomes for each experience and promote a developmental approach for novice educators (Field guides). They ensure that candidates and clinical educators understand the requirements of the EPP. Since all clinical educators, including community partners, cooperating teachers and university supervisors, spend time observing candidates as they implement learning segments, interact with learners and establish an effective learning environment the STOT is used as a framework for these observations and can be used for coaching and mentoring of candidates. By highlighting areas of improvement outside of the university classroom, a holistic approach is created to monitor and implement early interventions for the candidates. The STOT provides additional dispositional assessment to assure candidates are prepared to be well-educated and ethical teachers.

Student Performance Review. There are instances when concerns about a candidate's disposition or performance must be addressed. The EPP has implemented a process to identify, address and resolve these concerns in a non-punitive manner. When a faculty member, advisor, staff member or clinical educator identifies a dispositional or performance issue, they complete a Student Performance Review (SPR) (SPR). The candidate receives a copy of this report and it is submitted to the SoEC Director to determine if it should be forwarded to the Student Affairs Committee (SAC) for review. The SAC Review includes a meeting with the candidate and the individual who filed the SPR. The SAC determines if any next steps are to be taken to support the candidate. A report is placed in the candidate's file which is maintained throughout their plan of study. This documentation of dispositional, grade, or attendance issues are housed in this central location.

Smoky Room. The EPP faculty members convene each semester to share any concerns about candidates (Smoky Room Minutes). This ensures that candidates with dispositional, ethical, grade, or attendance issues are tracked and monitored. This information is added to the STAR Report and used to efficiently track any dispositional or academic concerns. As a comprehensive assessment of the candidate's overall performance throughout their plan of study, including both academic and non-academic factors, the STAR Report allows for patterns of behavior and issues of concern to be measured across semesters.(STAR Report). By compiling this data, the EPP is able to regularly assess and implement support strategies for the candidates. Issues of concern raised during the Smoky Room are noted in the STAR Report and plans are made to provide appropriate support. Workshop topics and/or proactive campus referrals that address areas of need include writing improvement, resume help, interview preparation, professional dress, and test preparation.

Academic Advisors Roles. Undergraduate and graduate academic advisors use a combination of three systems to monitor candidates' academic progress and advancement: EPP Candidate Database (STAR Report); Student Success Collaborative (SSC) Navigate; and DegreeWorks, the institution's degree audit system. This technology allows the SoEC Director and advisors to enter course substitutions, exceptions, and any other curriculum adjustments. At the end of each semester, academic advisors request an Institutional Research report to identify candidates who have not met grade requirements for their programs of study (C- or lower for undergraduates; B- or lower for graduates). If a candidate's performance is lower than the requirements, the academic advisors notify the candidate and create steps to rectify the situation.

To provide ongoing support, all undergraduate candidates who have earned less than 30 credit hours in their program are required to meet with their academic advisor prior to registration each semester. Additionally, the advisor conducts group advising sessions for each cohort. In both individual and group advising sessions, upcoming courses, other requirements and the next steps specific to each cohort (e.g., licensure testing, field experience, student teaching, graduation application process, etc) are discussed. Graduate candidates receive specific plans of study developed in conjunction with their academic advisor outlining the course required and semester in which it is to be completed. Prior to course registration each semester, the graduate academic advisor sends individualized recommendations for coursework, advising meetings, and/or supports for the upcoming semester.

Program Completion

In the semester prior to their professional year (i.e., final year of the plan of study), undergraduate candidates are reviewed for eligibility to advance. Specifically, their GPA, performance in field-based courses, and interviews with clinical partners are reviewed. At the midpoint of the professional year, undergraduate candidates are again reviewed for eligibility to continue into their final semester. Graduate candidates must also meet eligibility requirements prior to student teaching. Finally, when candidates submit their intent to graduate from the

EPP, the licensing advisor completes an audit of their academic records to confirm that all candidates have satisfied program requirements.

Recommendation for Licensure. Before the PNW SoEC recommends any candidate for licensure or certification, the EPP documents that he/she understands the expectations of the profession which include an understanding and commitment to codes of ethics, professional standards of practice, and laws and policies. The EPP has adopted the professional learning and ethical practices from the Interstate New Teacher Assessment and Support Consortium (InTASC) Standard 9, which outlines recommended ethical codes of conduct and professional standards of educators (InTASC Standard 9). Candidates are introduced to the code of ethics during the introductory courses (i.e., EDPS 28500, EDPS 56800 and EDST 27000). When candidates submit the application for admission to the programs, they are required to confirm they have read and understand the code of ethics (EPP Application). Ethical practices in teaching are a focus in the early program courses (e.g., EDCI 35500 for secondary and elementary education majors, EDPS 27700 and EDPS 27900 for early childhood candidates, and EDPS 56800 Social, Legal and Ethical Issues in Education). The code of ethics is listed in the candidate handbook (Codes of Ethics in the Candidate Handbook), which candidates read and sign upon admission into the program. The STAR Report is used to track and monitor this process. (STAR Report)

Professional Ethics. Candidates understand the relevant laws and policies through an EPP standardized syllabus template which also includes a statement on the code of ethics and expectations of the profession. This standardized template allows for uniformity across all programs while allowing each professor to tailor it to course needs. Candidates enrolled in the EPP's undergraduate and graduate special education programs have a required special education law course.

Professional Standards. To confirm that candidates understand the InTASC professional standards for practice, specific assignments have been identified throughout each plan of study forming Program Area Key Assessments (PAKA). These key assessments are uploaded into Taskstream and candidate performance is analyzed each semester during Data Dialogue Days, affirming that professional standards of practice are understood by candidates.

Expectations of Profession. Candidates in the EPP demonstrate their understanding of the expectations of the profession by completing the edTPA, a performance-based assessment completed during student teaching and scored by external evaluators. This assessment provides evidence of candidates' abilities to design and implement instruction that positively impacts classroom learning. Additionally, during the student teaching semester, candidates complete CPR/AED and QPR (suicide prevention training) certification workshops as part of licensure requirements.

Finally, candidates gain understanding of the relevant laws and policies during field experiences through onboarding processes at the host school during which they are introduced to the school's policies, practices and legal requirements.

Standard 4: Program Impact (Initial Programs)

The Purdue University Northwest (PNW) Educator Preparation Program (EPP) demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation in several ways. In preparation for this self-study, the EPP undertook efforts to design and implement a research project that resulted in a case study. *The Application of Educators' Knowledge, Skills and Dispositions to Impact Student Learning: A Case Study of an Educator Preparation Program* represents efforts by the EPP to use multidimensional measures to determine the impact of the EPP on P-12 learning and development. This study, in concert with resources provided by the Indiana Department of Education (i.e., Federal Accountability Rating of Schools Participating in Case Study Table; State Accountability Rating of Schools Participating in Case Study Table; Statewide Average of Ratings of Teacher Effectiveness; EPP Comparative and Performance Data--Effectiveness Ratings; EPP Comparative and Performance Data-- Principal Survey for PNW Completers; and EPP Comparative and Performance Data: Teacher Survey for PNW Completers), indicates that completers positively impact P-12 learning and development, are considered to be effective in the classrooms, employers and completers are satisfied/highly satisfied with the preparation they have received.

Case Study

Making instructional decisions is key to providing education that positively impacts the learning and development of students. Therefore, many Educator Preparation Programs (EPPs) focus on providing candidates with opportunities where they develop instructional decision-making skills concerning what content and processes to teach and how to best organize and deliver content in the most effective ways possible. Inherent in this process is an educator's ability to analyze the learning occurring within their classroom, and to reflect on their role in the learning process. *The Application of Educators' Knowledge, Skills and Dispositions to Impact Student Learning: A Case Study of an Educator Preparation Program* demonstrates the impact of completers of one EPP on the learning of P-12 students in their classrooms. Specifically, it investigated completers' use of instructional-decision making, analysis of student learning, and reflection and self-evaluation. Participants were asked to: 1) engage in a Focus Group Discussion led by one of the researchers; 2) be observed teaching in their classroom (the observation was scored by researchers using the Skills of Teaching Observation Tool (STOT)); and, 3) supply their previous year's Indiana Teacher Evaluation Tool as well as student performance data on Indiana statewide assessments of student performance (ILEARN, IAM, IREAD-3, and ISTEP+). Additionally, input from students in completers' classrooms was gathered using the Praxis Performance Assessment for Teachers - Student Surveys (PPAT). Further, measures reported by the Indiana Department of Education were used: Principal Survey, Teacher Survey, and Effectiveness Rating.

Across all measures, evidence indicates that completers of the EPP are able to identify approaches and pedagogical moves necessary to create engaged learning environments. Principals evaluated the completers to be either "effective" or "highly effective" in planning and providing instruction; indicating that their classroom environments are safe spaces where learners understand what is expected of them. The data also demonstrate that completers felt prepared to use observation and other informal and formal assessments to understand the learners in their classroom. Principals overwhelmingly indicated that completers were prepared to analyze data to improve instruction within their classrooms. These novice educators further asserted that they were prepared to understand how students learn. However, the completers indicated that opportunities to learn more about state testing and how to alleviate the pressure of these assessments for learners would have been helpful.

When considering the roles of reflection and self-evaluation in the teaching and learning process, completers indicated that they were prepared to meet the challenges of classrooms by their preparation program. They further asserted the import and value of professional development in their ability to be effective educators. Even though principals assessed completers as being "effective" or "highly effective" in providing inclusive, rigorous, and challenging instruction, completers indicated a desire to have spent more time in classrooms working with a variety of learners (i.e., learners with exceptionalities, multilingual learners) prior to having their own classroom.

Throughout the data, completers emphasized the value of relationships, working one-on-one with learners, and providing a variety of learning experiences for students in their classrooms. Their ability to connect content to relevant learning tasks and design activities for learners to engage with the content from various perspectives was observed. Principals indicated that they were "satisfied" or "very satisfied" in the training completers received from the EPP.

Overall, the data from the case study support that completers perceive and are perceived to be making instructional decisions that positively impact the learning in their classrooms. They indicate and are perceived to use analysis of student data in this decision making process. Their understanding of content and pedagogical content knowledge is seen in their classroom practices, the expectations of performance they communicate to learners, and learner performance on assessments.

Federal Accountability System

In concert with the case study (*The Application of Educators' Knowledge, Skills and Dispositions to Impact Student Learning: A Case Study of an Educator Preparation Program*), the EPP examined information reported by the state of Indiana Department of Education for the schools in which completers who participated in the Case Study were employed. Developed by the U.S. Department of Education, the Federal Accountability System is an effort to improve student achievement, increase student success, and assure the state's compliance with the Every Student Succeed Act (ESSA). This system provides information about student

achievement of statewide goals using indicators that are fundamental measures of school performance and success (i.e., student achievement, student growth, and attendance; "Closing the Gaps" (elementary and middle schools); graduation, strength of diploma, and English learner performance (high schools). While these indicators operate at the school-level, they provide an indication of the impact on student learning for PNW completers working within these environments. A school's performance on each indicator is measured and reflected by a designation of exceeds expectations, meets expectations, approaches expectations or does not meet expectations. An overall score for the school is derived through a combination of student performance on all indicators.

Each indicator encompasses a broad array of information that is used to determine a school's designation on it. For example, measures of students' ability to meet or exceed grade-level standards and expectations along with their participation in statewide assessments is used to establish a school's designation on the student achievement indicator. This indicator is reported for Academic Achievement in English/Language Arts and Academic Achievement in Mathematics. The student growth indicator measures students' ability to become or maintain proficiency on English/Language Arts and Mathematics academic standards within a four year period of time through the use of student growth percentiles which are used to determine adequate growth annually for both English/Language Arts and Mathematics. Additionally, the student attendance indicator measures whether students are considered "model attendees" (i.e., a student who is in attendance for at least 96% of enrolled time) or "improving attendees" (i.e., students who have improved attendance by at least three percentage points from the prior school year). The "Closing the Gaps" indicator used for elementary and middle schools ensures that attention is paid to the performance of students who fall within the lowest performing 25% of students at a school in relation to the state's long term goal for student growth proficiency. It is reported in both English/Language Arts and Mathematics. For High Schools, additional indicators are used in determining the federal rating (graduation, strength of diploma, and English learner performance). The graduation indicator measures whether students successfully complete all requirements for graduation and includes an indicator of diploma strength (i.e., Indiana's Core 40 diploma designation or higher). The strength of diploma indicator measures the rigor of the completed high school program by students. Finally, the English language proficiency indicator measures whether students learning the English language are on target to develop or attain English language proficiency within six years. For this measure, student growth percentiles are used to determine whether students are making adequate growth annually to meet these targets. Again, these indicators operate at the school-level and offer some indication of the impact on student learning for PNW completers working within these environments.

Federal Accountability Rating of Schools Participating in Case Study Table provides information for schools where completers who participated in the case study work. Of the five schools included in this analysis, two are designated as meeting expectations, two are approaching expectations, and one does not meet expectations. Areas of strengths in the elementary and middle schools are found in the indicators of Academic Achievement in the

English/Language Arts and the "Closing the Gap- English Language/Arts" where all schools meet expectations. The majority of schools (75%) also were determined to meet expectations in the Student Growth in English/Language Arts, the "Closing the Gap-Mathematics," and attendance indicators. Indicators where only half of the schools meet expectations are in Academic Achievement in Mathematics and Student Growth in Mathematics.

State Accountability Rating System

Similarly, the state of Indiana has also created a state accountability rating system. This system assigns grades to schools using a five-letter system (i.e., A, B, C, D, or F; where A is the highest and F is the lowest). A school's grade is determined by a combination of scores on the determined indicators (i.e., student proficiency, student growth overall, student growth of lowest performing 25% of students in English Language Arts, student growth of highest performing 75% of students in English Language Arts, student growth of lowest performing 25% of students in Mathematics, student growth of highest performing 75% of students in Mathematics, and graduation and college and career readiness). The state accountability rating uses a broad array of information when calculating scores for each indicator. Specifically, the student proficiency indicator measures student proficiency of grade-level standards in both English/Language Arts and Mathematics at the School. The student growth indicator measures student growth towards proficiency at the school; each student receives points based on the type of growth demonstrated (i.e., low growth, typical growth, high growth) and points are assigned using a growth to proficiency table. On this indicator, it is possible for a school to achieve a score higher than 100. Finally, the graduation and college and career ready indicator measures students completion of the Indiana graduation requirements within four and five years at the school, and student credentialing indicating postsecondary readiness.

With this in mind, the State Accountability of Schools Participating in Case StudyTable provides additional information for schools where completers who participated in the case study work. The five schools analyzed received grades of A, B, or C from the state. Further, these grades appear to be relatively stable (i.e., they are the same as the previous year's rating). When examining the data a bit closer, an area of strength for these schools is found in the indicator, English Language Arts: Lowest 25% of students, where all schools received a score of greater than 100 points. Other areas of strength are found in the indicators of Student Growth and Mathematics: Lowest 25% of students where 80% of the schools received scores greater than 100 points. Indicators where schools performed the lowest were English/Language Arts: Highest 75% of students, Mathematics: Highest 75% of students, and Student Proficiency. Forty percent of schools received scores of 100 points or higher in English/Language Arts: Highest 75% of students and 20% of schools received scores of 100 points or higher in Mathematics: Highest 75% of students. In terms of Student Proficiency, the majority of schools were rated between 62 and 78 points, with one school rated at 17. From this analysis, it is clear that schools in which completers work demonstrate that they are effective and having a positive impact on the learning and development of students.

State Comparative and Performance Data

To further support the assertion that PNW completers are effective teachers, the EPP examined comparative and performance data provided by the state of Indiana for its completers. Specifically, two tables were examined: Statewide Average of Ratings of Teacher Effectiveness; EPP Comparative and Performance Data and Effectiveness Ratings. The Statewide Average of Ratings of Teacher Effectiveness provides efficacy ratings (i.e., effective or highly effective) for novice educators as measured by their annual performance evaluations at one-, two-, and three-years into their professional practice. As indicated on this table, the statewide average of novice educators deemed to be effective or highly effective is 96%. Completors from PNW are rated similarly, with 96% of completors being rated as effective or highly effective (EPP Comparative and Performance Data and Effectiveness Ratings). Further, this table indicates that as PNW completors continue in the profession the number rated as highly effective increases (i.e., 16% year one, 24% year two, and 37% year three).

Principal Survey Data. Principal Survey data provided by the state indicate that 94% of principals are satisfied or highly satisfied with the training and preparation that completors from PNW received (Comparative and Performance Data--Principal Survey for PNW Completors). When examining responses related to the domain of knowledge, 100% of principals indicated that completors are prepared to adhere to ethical and legal requirements of the teaching profession; and 96% indicated that completors understand how students learn and meet expectations for content preparation and knowledge. When examining principals' perceptions of completor's pedagogical preparation, 100% indicated that completors are prepared to analyze assessment data to improve instruction and that they are able to integrate technological tools to advance student learning. Further, 98% indicated that completors are prepared to provide an inclusive learning environment and work effectively with exceptional learners. Of the respondents, 96% indicated completors are prepared to provide appropriate and challenging learning experiences, and to use a variety of assessment methods to guide and improve instruction. When considering completors' preparation for providing a rigorous learning environment, the development of content specific assessments, and ability to differentiate instruction, 94% indicated that they are "satisfied" or "very satisfied." The lowest area of rating in pedagogical preparation of completors on the survey is found in their ability to use effective strategies to manage the learning environment with only 92% of respondents indicating that "satisfied" or "very satisfied" ratings. An examination of principals' responses related to the domain of professional disposition preparation indicates that 100% of respondents were "satisfied" or "very satisfied" with completors' preparation to openly accept suggestions/constructive feedback and to exhibit ethical practice. The responses show that 98% of principals indicate that completors are prepared to work effectively with school leaders and within the school culture, while 96% indicate that they are prepared to work effectively with other professionals. The lowest ratings in dispositional preparation was found in completors' ability to work effectively with parents/guardians with 94% of respondents indicating "satisfied" or "very satisfied."

When viewed in aggregate, data from the EPP Comparative and Performance Data: Principal Survey for PNW Completers indicate that building administrators perceive completers to be applying the knowledge, skills, and dispositions they learned in their preparation program. It also indicates that principals see completers exhibit these understandings ethically and in adherence with the legal requirements of teaching; that completers analyze student assessment data to improve classroom instruction; that they integrate technological tools to advance student learning; and that they are open and accepting of suggestions/constructive feedback. While no area in the data indicates perceived levels of performance that are concerning, it does appear that consideration for how candidates might be afforded more opportunities to develop and practice effective strategies for creating productive learning environments and to work effectively with parents/guardians should occur.

Teacher Survey Data

An examination of the Teacher Survey data provided by the state indicate that 92% of completers indicate that their preparation program at PNW was either "good" or "excellent" (Comparative and Performance Data-- Teacher Survey for PNW Completers). When examining responses related to the domain of knowledge, 97% of respondents indicate that they felt prepared to adhere to the ethical requirements of the teaching profession; 95% indicate that they were prepared to adhere to the legal requirements. 94% of completers indicate that they were prepared to understand how students learn and that they recognized the importance of continued professional development. Only 92% felt that they were prepared to meet expectations for content preparation and knowledge. When examining completers' perceptions of their pedagogical preparation, 95% indicate that they were prepared to provide inclusive learning environments and to work collaboratively with school leaders and/or colleagues to create a safe and positive learning environment. Further, 94% indicate that they were prepared to differentiate instruction to meet the needs of all learners; 92% indicate that they felt prepared to work effectively with exceptional learners, to develop quality assessments to assess learners' understandings of lessons, and to provide a rigorous learning environment; and 91% indicate that they were prepared to provide appropriate and challenging learning experiences. The lowest areas of rating in pedagogical preparation is found in their perceived preparedness in the use of appropriate strategies to effectively manage learning experiences and the integration of technological tools to advance student learning with only 89% of respondents indicating that they were "satisfied" or "very satisfied;" while, 88% indicated that they felt prepared to analyze student assessment data to improve classroom instruction. An examination of completers' responses in the domain of professional disposition preparation indicates that 97% of respondents were "satisfied" or "very satisfied" with their preparation to openly accept suggestions/constructive feedback, to exhibit ethical practice, and to work effectively with other professionals. Of the respondents, 94% of completers indicated that they felt prepared to work effectively within the school culture, while 92% indicated that they were prepared to work effectively with school leaders. The lowest ratings in dispositional preparation is found in completers perceived ability to work effectively with parents/guardians with 88% of respondents indicating "satisfied" or "very satisfied."

When viewed in aggregate, data from the EPP Comparative and Performance Data: Teacher Survey for PNW Completers indicate that completers perceive that they are applying the knowledge, skills, and dispositions they learned in their preparation program. It also indicates that completers exhibit these understandings ethically; that they provide inclusive learning environments; that they work collaboratively with school leaders and/or colleagues to promote safe and positive learning environments; that they are open and accepting of suggestions/constructive feedback; and that they feel that they were prepared to work effectively with other professionals. Data from the Teacher Survey and the Principal Survey demonstrates some alignment between the two and that no area in the data indicates perceived levels of preparedness that are concerning. However, as revealed in the Principal Survey, it does appear that consideration for how candidates might be afforded more opportunities to develop and practice effective strategies for creating productive learning environments and ones in which they are able to work effectively with parents/guardians should occur.

Efforts to Improve Impact on Student Learning

Towards this end, the EPP is piloting a year-long residency experience during the 2020 spring semester. The year-long experience, called the Professional Year, places candidates in classrooms for extended periods of time (three-consecutive days the first semester and five-consecutive days the final semester). This extended period of time seeks to address completers' desires for more time in classrooms and has the opportunity for candidates to learn more about statewide assessments and tools for mitigating the pressure students feel during this time. Additionally, it provides opportunities that address concerns raised by providing more opportunities for candidates to develop and practice effective strategies for creating productive learning environments where they learn to work effectively with parents/guardians. Further, the EPP has employed the Site Tracker for the EPP (STEPP), a new field experience plan and monitoring system to ensure that candidates are placed in a variety of grade levels, within diverse school settings (e.g., rural, urban, suburban; ethnic, socioeconomic, linguistic, etc.). This new system, STEPP, has formalized placement processes, created a streamlined process for candidate placement that involves interviewing, and seeks to provide a multitude of learning opportunities from which candidates are able to learn and grow.

Standard 5 Provider Quality, Continuous Improvement and Capacity

Quality Assurance System

The Quality Assurance System utilized by the Education Preparation Program (EPP) at Purdue University Northwest (PNW) continues to evolve as national and state requirements change; available information from community partners, clinical educators, completers and are gathered and analyzed; and the EPP and institution grow and evolve. An essential aspect of this process is the consideration of the functions of and purposes for gathering, reviewing and making program decisions. Characteristic of these decisions are efforts to improve operational effectiveness, candidate progress, and the impact of completers on student learning and development.

The PNW EPP created the current iteration of the PNW Quality Assurance System (QAS) in the fall of 2018 as a consistent, recurring and elaborate model for assessment. Broadly speaking, there are three reasons for which assessment is conducted within the EPP:

- 1) **assessment for accreditation:** to meet the needs of accrediting bodies (i.e., CAEP, HLC, state);
- 2) **assessment of candidate learning outcomes:** the core skills, knowledge, and dispositions which candidates develop through their engagement in a program of study; and
- 3) **for program assessment:** the process of asking and answering questions about how well candidates are achieving learning outcomes over the course of their plan of study.

Representing a model of continuous improvement, the QAS is based upon the Deming cycle of plan-do-check-act. As such, PNW's QAS is a cyclical process for the collection, analysis, monitoring, and reporting of multiple measures used to monitor candidate progress, completer achievements, and operational effectiveness (Continuous Improvement Cycle). It describes the EPP Signature Assessments (i.e., those assessments used to assess all candidates within the EPP relative to CAEP preparation standards) and differentiates them from Program Area Key Assessments (i.e., those assessments used within specific program areas to measure candidate performance relative to Specialized Professional Association standards); communicates the roles and responsibilities of offices and individuals as they relate to the continuous improvement of programs of study and the EPP as a whole (Continuous Improvement Cycle Groups); explains the communication with and involvement of community partners, clinical educators, completers, candidates and other stakeholders; and illustrates how data is managed, stored, and reviewed. EPP Signature Assessments are: Teacher Performance Assessment (edTPA), state licensure exams (CORE), Skills of Teaching Observation Tool (STOT), Niagara University's Disposition Instrument (Niagara), the EPP Candidate Interview and the NEXt Exit Survey (SIGNATURE ASSESSMENTS).

Data Dialogue Days (DDD) and Use of Data

Occurring at multiple levels once each semester during the academic year, Data Dialogue Days (DDD) assure the systematic review of multiple measures, the monitoring of candidate progress and provide opportunities to make changes to programs and EPP based on data. Eight DDD occur throughout the year; four during the fall semester and four during the spring semester. One DDD each semester occurs at the Program level, another at the Program level Advisory Committee (PACs), one at the EPP level, and finally, one at the EPP Advisory Committee (EPAC). Twice each year (Fall and Spring semesters) at the Program, PAC, EPP, and EPAC levels, key stakeholders (both internal and external to the institution) engage in reviewing and analyzing data, making recommendations for program improvement, determining and/or improving upon processes and practices related to assessment, candidate progression within programs of study, and the recruitment and retention of diverse candidates.

EPP and Program DDD. During program level and EPP level DDD, candidate performance on EPP Signature and Program Area Key Assessments are reviewed, analyzed and used to make modifications to courses, coursework required of programs of study, field experiences, interview processes, as well as efforts to recruit and retain diverse candidates. The outcomes of this analysis, decisions and/or next steps made relative to it are recorded in the minutes of these meetings; progress towards implementation of the identified changes are monitored at the next DDD regardless of the level.

PAC and EPAC DDD. Similarly, once each semester, PACs and EPACs convene to review and analyze data from Signature and Program Area Key Assessments and recommend modifications to coursework, field experiences, interview processes, and recruitment and retention efforts. Data utilized for Program and PAC DDD are typically disaggregated to include candidates from that program area as well as past and present performance on the Signature or Program Area Key Assessments. Data utilized for EPP and EPAC DDD is typically aggregated data to include candidates from the entire EPP, past and present performance on the Signature or Program Area Key Assessments, and may be disaggregated by specific demographics. (EPP Master Calendar)

Quality Assurance Committee

The Quality Assurance Committee (QAC), comprised of five to six faculty and staff members and led by the Director of School of Education and Counseling is charged with overseeing and managing the QAS. Extended meetings are convened twice each year (i.e., once in the fall and again in the spring) for this body to review processes and policies related to the QAS, the implementation of these processes and policies, Signature Assessments, data reporting and/or review forms, and implementation of modifications identified at Program and EPP Levels. Further, a subset of the QAC coordinate the administration of assessments and maintenance of the data management system; provide oversight for the data collection system and document processes and procedures to ensure that they are being followed by units; and prepare data and agendas for Data Dialogue Days.

The QAS, in concert with the EPP Master Calendar, provides a roadmap for data collection, analysis, and decision making. The Master Calendar, shared annually on August 1st and again on January 1st, identifies key dates by which information is collected for review and analysis, meetings are to occur, and when Data Dialogue Days (DDD) occur during the academic year. As stated previously, review of data to inform program improvement and support continuous growth of the EPP occur. In addition to review of data, assessment processes and practices, these meetings provide opportunities for review of actions/decisions made based upon data during the year to be shared and evaluated for the value it has added.

Using Data to Inform Decisions

The CAEP Evidence Form (Decision-Based Report Form) was initially developed during the Fall 2018 by the Office of Assessment and Accreditation as a way of reporting, tracking, and

monitoring the data-driven decisions made by the EPP and programs. Meeting reporters are to complete the CAEP Evidence Form within two days following a meeting. It was believed that this would be a way for documenting meetings and procedures allowing the EPP to develop systems of accountability and assessment. Reporters were asked to identify the type of meeting, the CAEP standard(s) that apply (including the cross-cutting themes of diversity and technology), and to include items and evidence from the meeting and submit it to the Assessment Coordinator. All documents were to be scanned and made available to all faculty on a shared drive. A review of this process conducted in Fall 2019 found that it has not been effective. Documents and decisions made based upon the review of data were not consistently being recorded and reported to the Office of Assessment and Accreditation. A review of the process found that many faculty and staff members found the completion of an additional form (i.e., Decision-based Report Form) to be redundant and onerous. A result of this review indicated that decisions made during these meetings could be recorded and tracked using minutes of the meetings (i.e., this information was already included there). Therefore, effective Spring 2020 the data-driven decisions are included as part of the standardized DDD meeting agenda and are reported within the minutes. The Assessment Coordinator includes all data-driven decisions within the SoEC Annual Report. The SoEC Annual report is available to all SoEC faculty and staff via MyPNW (the institution's portal).

Inherent in the QAS is continuous review to ensure that continuous improvement and growth is being realized by the EPP. Annual retreats provide the opportunity for members of the QAC to analyze the effectiveness of the system, its capability, and dependability. An outcome of one such retreat was the development of the SoEC Annual Report. This report incorporates findings and decisions based on data, the implementation and impact of these decisions, as well as reporting annual assessment information. It is distributed at the beginning of the academic year as a recapitulation or review of the previous academic year. Further, it provides documentation of efforts that the EPP has taken over the course of the academic year to improve educational opportunities for candidates; identifies changes in Signature Assessments, procedures, and processes; and is used to establish goals for the upcoming year.

When taken together, these efforts along with the creation of a dedicated "Assessment" section in the MyPNW Online Portal (made available on-line along with assessment tools for faculty members), helps to create a cohesive system for collecting, reviewing, and making decisions for program improvement. Finally, it is important to note that the QAS utilizes technology to ensure timely collection and management of data, modification and collection of information from Signature and Program Area Key Assessments, and storage of data gathered by program areas within the EPP.

Signature Assessments

Tools provided by the university's infrastructure and outside proprietary services function as the foundation for the comprehensive system. Administration and management of data is secure through programs such as TaskStream, Pearson, Banner, etc. PNW's EPP employs six

measures to evaluate and determine its efficacy and effectiveness in preparing candidates. The six measures utilized are: Teacher Performance Assessment (edTPA), state licensure exams (CORE), Skills of Teaching Observation Tool (STOT), Niagara University's Disposition Instrument (Niagara), the EPP Candidate Interview and the NExT Exit Survey. These six assessments are referred to as EPP Signature Assessments and utilized across program areas within the institution.

The use of measures as EPP Signature Assessments is determined by the QAC and proposed to faculty members as part of the decision making process in the EPP during EPP Data Dialogue Days. In selecting measures as Signature Assessments, the QAC is guided by the following:

- The specific broad learning objectives for the EPP. The InTASC and CAEP standards serve as these objectives.
- The specific knowledge, skills, and dispositions to measure. State licensure exams and clinical educators inform this aspect of the Signature Assessment selection.
- Available assessments with measures of reliability and validity. Assessments selected correlate with the broad learning objectives for the EPP and provide evidence of what is claimed.
- Ability to disaggregate assessment results. Signature Assessment results are able to be disaggregated in ways that allow for accurate representation of each program area within the EPP as well as along other dimensions (e.g., demographics, location, etc.).
- Administration costs, if any. Proprietary assessments such as the edTPA and CORE licensure exams require a fee. These fees are assessed as part of candidates' course fees and vouchers are assigned to candidates for completion of these assessments.
- Analysis of assessment results are part of Data Dialogue Days (DDD) where systematic review of multiple measures, the monitoring of candidate progress and decisions are made to programs and the EPP based on data. Eight DDD occur throughout the year; four during the fall semester and four during the spring semester. One DDD each semester occurs at the Program level, another at the Program level Advisory Committee (PACs), one at the EPP level, and finally, one at the EPP Advisory Committee (EPAC).

Efforts to improve the EPP's ability to produce empirical evidence that interpretations from data are valid and reliable and have resulted in the adoption of five proprietary assessments. They are the edTPA, CORE, STOT, Niagara, and the NExT exit survey.

- The edTPA is a performance-based, subject-specific assessment designed to measure candidate's preparedness for work in classrooms as educators (i.e., ability to positively impact learning). The three tasks of the edTPA align with InTASC and CAEP standards, highlighting the cross-cutting themes of technology and diversity(edTPA 2014 Crosswalk).

- The Indiana CORE assessments for educator licensure are criterion referenced and standards based assessments designed to ensure that candidates have the pedagogical and content knowledge required to teach effectively in Indiana public schools.
- Developed by the North Dakota Association of Colleges for Teacher Education, the STOT measures candidate performance on four factors: the learner and learning, content knowledge, instructional practices, and professional responsibilities. These areas are aligned with InTASC standards. The Niagara University Disposition Assessment is a valid and reliable measure of candidate professional dispositions. Professional dispositions in education are the values, actions, attitudes and beliefs enacted through interaction with learners, their families, community members, and colleagues.
- The NExT exit survey is designed to gather perspectives of candidates regarding their educator preparation programs as they leave the institution and enter the teaching profession. Realizing the importance of methodically and successfully implementing these new assessments, the QAC has developed a process for implementing New EPP-wide assessments (Implementing New EPP Assessment Process).
- The EPP Candidate Interview rubric is currently the only instrument designed by the EPP in implementation. Surveys of faculty members, candidates and clinical educators have been collected to obtain feedback about the interview process, its usefulness, to determine inter-rater reliability, and to provide a better understanding of the quality of candidates entering the program (Quality Assurance Report for EPP Student Interviews into the Program). Inter-rater reliability was found to be 56% agreement between scores from two faculty members interviewing the same individual, with that agreement increasing to 97% for scores within one rubric point. Faculty members and candidates agreed that the environment, organization and timing were appropriate for the interview process. Further, faculty members indicated that the process provided opportunities to become better acquainted with potential candidates.

How Signature Assessments Were Determined

The Professional Disposition Summary (Professional Dispositions Summary) illustrates efforts undertaken by the EPP to create a tool to measure professional dispositions. This summary chronicles the process undertaken by the EPP. It begins with the development of the Professional Behavior Evaluation for Candidate Admission to Program tool; describes efforts to establish measures of reliability and validity for it; includes its introduction and first use with candidates; and the final determination that use of a proprietary instrument was necessary since content validity was difficult to establish. Training on the newly adopted tool, the Niagara University Disposition Assessment, occurred in October 2019 and it remains in use as one of the EPP Signature Assessments.

Attempts to determine and improve the validity of EPP developed measures has been challenging. One example of determining validity of assessments was done in Fall 2019 with the EPP developed exit survey of candidates that was completed by the university supervisors

(Program Exit Survey Summary). During the EPP DDD meeting, stakeholders (faculty members, university supervisors, clinical educators) were asked to help determine content and construct validity study for the existing instrument. Participants were asked to score each item from least essential (a score of 1) to most essential (a score of 10) as an element related to effective teaching. While the assessment was found to have construct validity (i.e., it measured the perceptions of university supervisors on candidate's readiness for the classroom), it lacked content validity (i.e., it did not cover all relevant parts of the knowledge, skills and dispositions that candidates needed to demonstrate to indicate their readiness for the classroom). Based upon analysis of these efforts, the Office of Assessment and Accreditation determined that the changes to the assessment would require a significant number of changes and sought available assessments with established measures of reliability and validity. The NExT exit survey, developed by a consortium of 14 colleges and universities in Minnesota, North Dakota, and South Dakota was selected and presented at a School of Education and Counseling Leadership Committee. With the approval of the SoEC Leadership team, the NExT was shared at the next EPP meeting and adopted for use as an EPP Signature Assessment beginning Fall 2019.

Training on Signature Assessments

As is evident, the EPP relies heavily on proprietary measures and their establishment of validity and reliability. Further to ensure that the data gathered from these measures is reliable, the EPP provides training each semester with clinical educators. An example of this occurred in October 2019 when extensive training with clinical educators was completed on the STOT. This training introduced the assessment to clinical educators, discussed the four factors assessed (i.e., the learner and learning, content knowledge, instructional practices, and professional responsibilities), unpacked the performance levels used as part of rating a candidate's performance, defined ways to mitigate biases, and provided overall guidelines for the tools use. Videos were used by the clinical educators to practice scoring an observation using the tool. After this initial scoring using the STOT rubrics, calibration was done by comparing these scores to an expert panel. The results indicated that 54% absolute and 46% adjacent agreement on video 1. Inter-rater reliability was 62% absolute and 38% adjacent agreement on video 2 following calibration (Inter-rater Reliability STOT Report).

The Office of Partnership and Outreach, as a central component in its work with clinical educators, provides training and workshops multiple times each semester for clinical educators. Analysis of candidate performance on Signature Assessments serves as the basis for the content presented. These workshops have included information about the edTPA, introduction to the Niagara, reliability conducted with the STOT.

Commitment to Continuous Improvement

The EPP at PNW is committed to continuous improvement and has established a culture in which all stakeholders are invested in ongoing review of performance. To that end, the EPP has designed structures, systems and processes to regularly and systematically assess

performance against its goals and relevant standards. Through these activities, the EPP is able to track results over time and test innovations. Further, the EPP examines the effects of selection criteria on subsequent progress and completion, and intentionally uses results to improve program elements as well as the instituted processes. The EPP at PNW engaged in a co-constructive, iterative process that resulted in the Revolutionizing the Educator Preparation Program at PNW (REP3) which outlines the goals, strategies, innovations, and outcomes for PNW's EPP.

Revolutionizing the Educator Preparation Program at PNW (REP3) is the manifestation of the EPP Conceptual Framework of *The Educational Leader* and provides the roadmap for functional and operational aspects of the EPP. The REP3 outlines the goals, tools and measures, strategies and innovations and assigns ownership to the functional area. We believe *The Educational Leader* is one who relies on research to construct knowledge through continuous and integrated inquiry, develop practice through continuous engagement with diverse learning environments and communities while cultivating relationships with learners, partners and stakeholders. To that end, goals were formulated based on the data collected through the processes from the Quality Assurance System.

The EPP has adopted eight goals within the framework of the Council for the Accreditation of Educator Preparation (CAEP) Standards.

- **Goal One:** Increase number of candidates successful (i.e., passing) on the first attempt of the licensure exam (CAEP 1).

The Program Areas, led by the Program Area Coordinators (i.e., Elementary Education, Special Education, Secondary Education, Transition to Teach) have taken responsibility for the goal of increasing the number of candidates who pass the licensure exam on the first attempt. The program areas purposefully identify strategies to create support for candidates as well as enhance communication to candidates about these available supports. The SoEC Leadership Team, comprised of the Program Area Coordinators, convenes to share strategies, review data, and provide yet another layer of ongoing monitoring of this goal.

- **Goal Two:** Provide training to clinical educators (e.g., training to reliability, Signature Assessments, best practice in clinical education, etc.) (CAEP 2). The SoEC Office of Partnerships and Outreach (OPO) is responsible for oversight of clinical educators, including recruitment, selection and training of qualified individuals to serve the EPP. As part of the Onboarding and Orientation for clinical educators, the OPO assesses self-identified needs to prepare and plan for support and training. Additionally, an analysis of the data related to inter-rater reliability for the Signature Assessments (e.g., Skills of Teaching Observation Tool (STOT) and Niagara Dispositions) as well as the quality of supervision (e.g., end-of-semester surveys) informs the content for training. The OPO meets twice a month to evaluate progress toward this goal by collecting the documentation (e.g., OPO Glitter Meeting agendas, SoEC Master calendar), reviewing

informal and formal feedback from clinical educators, and developing plans based on the EPP data.

- **Goal Three:** Create and implement a clinical placement tracking and monitoring system to ensure candidates have diverse experiences (CAEP 2). Another area of oversight for the OPO is the documentation of candidate experiences in clinical placements. The EPP strives to ensure that all candidates have experiences that are purposefully planned to incorporate diverse demographics, SES, rural/urban/suburban schools, a variety of grade levels, etc. As candidates have multiple field experiences over the course of their plan of study, it is essential that a system is created and faithfully used to track and monitor all characteristics of clinical placements. Through the collaborative efforts of the OPO, Site Tracker for the EPP (STEPP), was designed to address this goal. Again, the OPO meets twice a month to review progress of all goals, including the creation and implementation of a systematic tracking and monitoring of clinical placements.
- **Goal Four:** Develop and expand relationships with community partners (CAEP 3).
- **Goal Five:** Increase diversity of candidates entering and completing EPP degree/licensure programs to align with the demographics of the region (CAEP3)
- **Goal Six:** Create unique and diverse opportunities for candidates to engage in their profession (CAEP 3).

As outlined in Revolutionizing the Educational Workforce (REW), the EPP has identified three interrelated goals specific to the recruitment, selection and retention of education candidates. REW defines the goals, strategies and outcomes to be tracked and the SoEC Office of Recruitment and Retention is charged with tracking and monitoring these goals, using data outlined in the (Continuous Improvement Cycle) to assess progress toward these objectives. The Office of Recruitment and Retention is comprised of the academic advisors. The SoEC has established a Recruitment Task Force and a Retention Task Force, each co-chaired by an academic advisor and populated with SoEC faculty and staff, to ensure that the goals and strategies for recruitment, selection and retention of candidates are jointly owned and monitored. Further, the Office of Recruitment and Retention initiates cross-functional activities to reinforce these goals, such as engaging with the SoEC Office of Partnerships and Outreach to develop and expand relationships with community partners and working with the Office of Concurrent Enrollment Programs to design appropriate, goal-related activities.

- **Goal Seven:** Create infrastructure within the EPP for ongoing study of the impact of candidates. (CAEP 4).

For the purpose of conducting this self-study, the EPP elected to design and implement a research study to examine the impact of candidates on student learning, resulting in *The Application of Educators' Knowledge, Skills and Dispositions to Impact Student Learning: A Case Study of an Educator Preparation Program*. Through this process, overseen by the SoEC Office of Assessment and Accreditation, EPP faculty made visits to schools where program completers are teaching to observe them in their classrooms and to survey students. The case study, using a mixed-methodology approach, proved to be a meaningful and generative exercise allowing the EPP to reflect on the impact of program completers on student learning. After a review of the case study, several benefits were identified, including the systematic collection of impact data and continued outreach and collaboration with school partners. It was determined that the EPP would adopt this goal to create an infrastructure for ongoing study of the impact of program completers on student learning. With the initial case study completed, the EPP has a benchmark on which to build processes and structures to ensure that an abbreviated case study is completed on a regular basis for the purpose of understanding how EPP completers are using their knowledge, skills and dispositions in learning environments. The collective body of case studies provide data which, in turn, informs the EPP. This goal is tracked and monitored through the stewardship of the Office of Assessment and Accreditation and the Director of the School of Education and Counseling.

- **Goal Eight:** Establish and monitor progress toward meeting goals and establishing new ones for EPP. (CAEP 5).

The responsibility for establishing an overarching system to document, track, monitor and assess the EPP's progress toward meeting the goals and standards is housed primarily within the EPP Quality Assurance Committee (QAC). The QAC, in concert with all stakeholder groups, has initiated the Quality Assurance System (QAS), a guiding document for enacting the EPP's goals as outlined in the *Revolutionizing Educator Preparation Program* (REP3). The EPP goals, set forth in the REP3, were co-constructed with EPP faculty, staff, clinical educators and other community partners in alignment with the CAEP Standards. The QAC meets to review EPP data from all sources, document data-drive modifications, set priorities and determine systems and processes for the operations of the EPP as related to goals and standards. The Continuous Improvement Cycle, also created by the QAC, sets forth the timeline for specific point-in-time reviews such (e.g., Data Dialogue Days, data collection points, EPP Forums, etc.). These may include, but are not limited to, baseline data, interventions, tracking over time, rationale and justifications for recommendations, comparative analyses and recommendations for next steps. The QAC provides regular evidence-based recommendations to the SoEC Leadership Team who serves as an additional check and balance for oversight and guidance of this process. The QAC is also responsible for the communication system used to disseminate this

information to all EPP stakeholders, internal and external. To that end, the EPP goals and the progress toward meeting goals is detailed in the SoEC Annual Report. In sum, the EPP is fundamentally dedicated to continuous improvement, as demonstrated in the systematic, intentional processes for establishing, tracking, monitoring and assessing progress toward goals and standards. A reliance on quality data to inform decisions is central to the EPP's mission and conceptual framework, *The Educational Leader*.

Innovations and Improvements

As is illustrated in REP3 and integral in the Continuous Improvement Cycle of PNW's EPP is the gathering of data to identify potential innovations and improvements; analysis of the implementation of these innovations and improvements; and finally the evaluation of the impact of these on the EPP's ability to prepare graduates who are competent and caring educators. A key innovation that has served the EPP well in this process has been the Quality Assurance Committee (QAC). Within the EPP this body plays a crucial role in ensuring adherence to the quality of performance outlined by the CAEP Standards. It is responsible for planning, directing and coordinating quality assurance measures of the EPP, formulating quality control policies, and helping it to operate in a more efficacious and efficient manner. Through its efforts, key structural changes have occurred (e.g., processes and procedures for the evaluation of EPP-created measures, EPP Commitment to Diversity statement, systematic analysis of data to improve and inform programs and processes (DDD), defining/clarifying of roles and responsibilities of various offices within the EPP, creation of Technology Task Force, etc.). This group has also been instrumental in creating and clarifying the policies and procedures of the EPP (e.g., SPR, Smoky Room, REW, REP3, use of vouchers for Signature Assessments) as well as in the selection and use of Signature Assessments (e.g., implementation of edTPA, STOT, Niagara). Finally, it has been influential in increasing transparency and the inclusion of all stakeholders (e.g., Data Dashboard, Case Study, CAEP Self Study, EPP Annual Report, EPP Forums, PAC creation).

Data Dialogue Days. Data Dialogue Days held each semester at various levels (i.e., program level, EPP level, PAC, EPAC) have helped to reinforce the use of data to identify areas of improvement and innovation and serve as a means for determining the impact of changes made. An example of an improvement arising from these meetings is the creation and implementation of field guides for each field experience. Prior to the implementation of these, data showed that clinical educators, faculty members and candidates did not appear to share a common understanding of expectations of field experiences resulting in an uneven experience for candidates across and within programs of study. Further, stakeholders indicated that field experiences, while important, were not sufficient in preparing candidates for work in classrooms. As a result, programs and their PACs developed and implemented incremental field experiences which increase the amount of time spent by candidates in a field over their plan of study. Finally, the Site Tracker for the EPP (STEPP) system, created by the SoEC Office of Partnership and Outreach (OPO), was implemented to track and monitor candidate experiences. These innovations, a result of

collaborative efforts between clinical educators, candidates, faculty, and the OPO and guided by data, have increased the number and diversity of field placement sites, increased the number of MoAs between the EPP and schools/agencies, increased consistency of candidate experiences in field, and generated a developmental approach to field placement.

Vouchers. Another improvement made by the EPP has been the implementation of the use of vouchers for Signature Assessments. Data indicated that a large number of candidates were not completing their licensure exams. Candidates often waited until their final semester of study or post-graduation to complete these tests. They attributed this delay to a lack of resources and/or feeling unprepared. The EPP implemented a policy change requiring candidates to attempt the CORE exam(s) prior to student teaching semester. While this increased the number of candidates attempting this assessment, many were not successful in obtaining the required score. To address the feelings of being unprepared and/or candidates not being successful on the exam(s), program areas identified coursework aligned with CORE content and recommended that candidates complete the exam following the conclusion of the course. Further, degree plans and degree paths for programs were created and distributed to better communicate this information. While these efforts encouraged candidates to complete the CORE exams in a more timely manner, many continued to delay the exams until the end of their programs of study which was too late for support to be provided. The EPP then concluded that the cost factor that was inhibiting candidate completion of this licensure requirement. To address this, the EPP implemented the assessment and use of course fees to purchase vouchers for each of the Signature Assessments that require a cost (i.e., CORE, edTPA). These vouchers are distributed to candidates in courses identified as appropriate for the completion of the CORE exam(s), and faculty help candidates to identify the appropriate time within the semester to register and complete the exam. The implementation of these changes has increased candidate completion of CORE exams in close proximity to coursework allowing them to matriculate to student teaching and/or the professional year without delay.

Supporting Candidate Success. The processes of selection and retention of candidates adhere to the requirements identified by the state (Criteria for Selection and Retention) However, many faculty and staff identified that candidates were not being successful and were experiencing difficulties in coursework and/or field experiences. Further, they identified that there was not a process or procedure for identifying candidates who might need additional support and for determining how the EPP might provide that support. To begin to address these concerns, the QAC proposed the use of the EPP Interviews for Prospective Candidates.

Typically occurring at the end of a candidate's third semester at PNW (this is slightly different for secondary, transition to teach, and graduate special education candidates due to program organization), prospective candidates are identified by the SoEC Office of Recruitment and Retention and invited to participate in the interview process. To receive an invitation, candidates need to have completed or be in the process of completing the pre-professional,

educational coursework. As part of the interview process, individuals complete a timed writing sample, make a presentation, and respond to questions from a panel of faculty and clinical educators. The purpose of the interview is to meet the prospective candidates and identify if they would benefit from additional support (e.g., time management, presentation skills, resume writing, etc). While this process affords the EPP with opportunities to identify early candidates who may need additional support, it did not go far enough.

The EPP implemented two additional measures to identify and support candidates who might be experiencing difficulty with courses or field experiences: the Smoky Room and the PNW Early Warning System for Grades. The Smoky Room is a meeting that occurs each semester with faculty and clinical educators where candidates are reviewed for academic performance, possible dispositional issues, and/or issues related to the field. The PNW Early Warning System for Grades is a recent addition to the EPP's processes and allows for the identification and communication of academic issues to candidates midway through the semester. Again, the EPP uses these tools for the identification of candidate needs so that they are able to be met.

Finally, the Student Performance Review (SPR) processes and procedures have been implemented to address concerns related to candidate performance and dispositions that have not been able to be addressed through other efforts. The SPR is a formal review of the candidate based upon a complaint that has been issued by faculty, staff, or clinical educator. This formal process often requires a hearing to be held where all sides of the issue are presented and a resolution crafted. Outcomes of the SPR are: no further action is warranted; candidate is allowed to continue in program on a probationary status (i.e., development of a plan of improvement); or candidate is dismissed from the program. The implementation of these efforts has resulted in workshops and additional support being offered to candidates so that they are able to achieve their goals.

edTPA. In response to criticisms of biases, scoring problems and a lack of standardization in the use of portfolios as part of the capstone experience (i.e., student teaching), the EPP sought an available assessment that would demonstrate candidate's impact on student learning. Analysis of available assessments indicated that the Teacher Performance Assessment (edTPA) would fulfill this need and provide the potential basis for assessing a completer's impact on student learning following graduation. The EPP piloted the use of the edTPA during the Spring 2018 semester with candidates in the Early Childhood Education and Elementary Education programs. In subsequent semesters, programs across the EPP piloted the edTPA. It was fully adopted by the EPP and implemented for all programs in Spring 2020 (edTPA Summary).

The edTPA provides a structure for candidates to carefully consider the importance of assessing student performance during their planning and instruction. As part of the assessment task, candidates further analyze student data and provide responses to reflective prompts in commentaries asking them to define, describe, and support the impact they made relative to

student learning. Analysis of data from the pilot and first semester of implementation, indicated that training was needed for all clinical educators (i.e., faculty, university supervisors, cooperating teachers) on the edTPA, what it requires of candidates, and its role within the EPP. Further, it was determined that activities and assignments to support candidates (e.g., integration of commentaries within field experiences, recording and analysis of their instruction, intentional feedback to learners, etc.) would be embedded within coursework across candidates' plans of study. In this way, candidates would be supported to integrate what they have learned throughout their programs prior to student teaching. This was accomplished through orientations, additional training at the EPP Data Dialogue Days, and faculty determining in their program meetings how to better integrate elements of edTPA in their courses.

Completer Impact Committee. The Quality Assurance Committee (QAC) constituted the Completer Impact Committee (CIC) in the Fall 2018. The task of this committee is to study the impact completers have on P-12 learning and development.

The CIC conducted a case study which was guided by the following questions:

- In what ways, if any, do completers of an educator preparation program impact the learning of the students in their classrooms?
- In what ways, if any, do completers of an educator preparation program apply the professional knowledge, skills, and dispositions they learned in their preparation program?

Participants were selected using stratified random sampling techniques of licensed completers from educator programs at the university within the last five years. Educator preparation programs formed the strata (e.g., early childhood, elementary, special education, and secondary education) to ensure that representation of all program areas occurred. Participants were asked to take part in the following activities as part of the study: a focus group discussion, classroom observation, Praxis Performance Assessment for Teachers-Student Surveys (PPAT), and to share their previous year's district teaching evaluation and student performance on the state assessment if they felt comfortable doing so. Finally, statewide measures of program impact data were used to inform the EPP's completer impact in classrooms (these include: principal survey, teacher survey, and effectiveness ratings).

The report of this investigation, entitled *The Application of Educators' Knowledge, Skills and Dispositions to Impact Student Learning: A Case Study of an Educator Preparation Program*, found that overall, the data support that completers perceive and are perceived to be making instructional decisions that positively impact the learning in their classrooms. They indicate and are perceived to use analysis of student data in this decision making process. Their understanding of content and pedagogical content knowledge is seen in their classroom practices, the expectations of performance they communicate to learners, and learner performance on assessments. The report also indicates that the EPP can and should do more to support candidates prior to graduation to develop their sense of self-efficacy related to

instructional decision making and analysis of student learning. Towards this end, the EPP is piloting a year-long residency experience in Spring 2020 called the Professional Year (PY).

Professional Year. During the PY, candidates are placed in classrooms for extended periods of time (three-consecutive days the first semester and five- consecutive days the final semester). This extended period of time seeks to address completers' desires for more time in classrooms and provides the opportunity for candidates to learn more about statewide assessments and tools for mitigating the pressure students feel during this time identified by completers as areas of need.

STEPP. Further, the EPP has employed a new field experience plan and monitoring system to ensure that candidates are placed in a variety of grade levels, within diverse school settings (e.g., rural, urban, suburban; ethnic, socioeconomic, linguistic, etc.). The new system has formalized placement processes, created a streamlined process for candidate placement that involves interviewing, and seeks to provide a multitude of learning opportunities from which candidates are able to learn and grow.

State Data and Its Use

House Enrolled Act No. 1388 (HEA 1388) was enacted during the 2014 session of the Indiana General Assembly. This act requires that the Indiana Department of Education (IDOE) collect and report information from educator preparation programs, principals, and teachers annually. Purdue University Northwest, in addition to other Indiana institutions, collaborated with the IDOE to determine information and data that would be collected and made available for the public as a means of interpreting or comparing program quality. Data that is reported is included within a non-ranking matrix that is posted on the state website. Data included are:

- The "attrition, retention, and completion rates of teacher candidates for the previous three (3) calendar years."
- Averaged scaled or standard scores of program completers in basic skills, content, and pedagogical testing.
- Average number of times program completers took the basic skills, content, and pedagogy tests before passing.
- Percentage passing the basic skills, content, and pedagogy tests on the first attempt.
- Admission practices of each program as they compare to the Council for the Accreditation of Educator Preparation (CAEP) minimum admission standards.
- Principal survey results of the quality of their teachers completing an Indiana program within the previous two (2) years.
- Teacher feedback form results for those receiving initial license within the previous three (3) years.
- Staff performance evaluation results reported in the aggregate.
- The number of teacher candidates in each content area who complete the teacher

preparation program during the year, disaggregated by ranges of cumulative grade point averages.

- The number of teacher candidates in each content area who, during the year:
 - (A) do not pass a content area licensure examination; and
 - (B) do not retake the content area licensure examination (from: <https://www.doe.in.gov/epps/data-comparative-performance>)

EPP's receive a report from the IDOE in late fall with this information. This information is shared at the EPP Data Dialogue Day (DDD) during the spring semester, via the annual assessment report (available to all faculty and staff through myPNW), as well as on the EPP data dashboard website. Decisions about future directions based on data are found in the minutes from DDD. The CAEP Annual Report provides an additional opportunity for the EPP to analyze, share and act upon in decision-making for programs, resource allocation, and future direction. Included within this report are four measures of impact (impact on P-12 learning and development; indicators of teaching effectiveness; satisfaction of employers and employment milestones; satisfaction of completers) and four outcome measures (graduation rates; ability of completers to meet licensing and state requirements; ability of completers to be hired in education positions; and student loan default rates and other consumer information).

EPP Data Dashboard. PNW's EPP considers data an essential component for continuous program improvement and provides access to the four impact and four outcome measures on the EPP Data Dashboard. The EPP Data Dashboard underwent a design overhaul with the sharing of the 2018-2019 data. This was the first time the EPP had received information from the IDOE 1388 and the new format offers an ease of access to information, allows for the communication of trends in the data, and comparisons between years to occur. The site includes the Higher Education Act Title II reports for previous years. Additionally, this data is shared and analyzed during the spring EPP DDD providing opportunities for all stakeholders to provide input and be part of the decision-making process. The decisions made during this semester are ones that are typically to be acted upon in the subsequent fall semester. This cyclical process helps to ensure that actions are further monitored and resources are appropriately allocated.

Stakeholders in Decision Making

Stakeholders, those individuals and organizations that have an interest in or are affected by PNW EPP evaluations and/or results, are an integral part of the Quality Assurance System. The Continuous Improvement Cycle and the Continuous Improvement Cycle Groups identifies the purpose of each group, members of these committees, their roles and responsibilities, and the data that are to be discussed within the improvement cycle at specific points in that cycle.

Quality Assurance Committee. The QAC provides oversight of the QAS, reviewing instruments and systems, and employs actions to increase accountability throughout the EPP. It was initially formed as a group of CAEP Standard team leaders (i.e., each standard had 1-2 tenured/tenure-track faculty members serving as the team lead for the investigation of that specific standard) that was composed of tenured or tenure-track faculty and staff members. Each of the CAEP Standard Team Leads worked with groups of faculty and staff members (i.e., their team) on a focused examination of their standard, the compilation of evidence that supported and/or represented the EPP's efforts to meet that standard.

Teams shared information, findings, and thoughts at each EPP meeting, asking for input and/or feedback from other stakeholders. Beginning with the fall 2019 semester, this committee has evolved from a committee of nine to a committee of six (i.e., Director, Academic Advisors, Field Coordinator, Data Manager, and 2-3 tenure-track/tenured faculty members elected). This composition of the committee allows for the QAC to focus on appropriate issues related to the QAS, provides for increased involvement, and effective engagement with data.

Program Advisory Councils. Program Advisory Councils (PAC) are another specified stakeholder group that is integral to the QAS. Comprised of eight to twelve members of clinical educators (e.g., classroom teachers, alumni, principals, university supervisors and faculty members) and candidates, PACs meet each semester to share information and discuss models of best practice. As a primary means for the identification of community needs (e.g., staffing, recruitment, career readiness, etc.), PACs provide input and feedback on the processes and data. The members are essential in providing assistance in the data decision making processes undertaken by the EPP and helps to monitor the implementation and efficacy of the actions taken as a result of the data-informed decision making process (PAC Meetings).

EPP Advisory Committee. A final method for the integration of stakeholders in the EPP program evaluation and improvement process occurs in the form of the EPP advisory committee. The EPAC is comprised of superintendents, directors of special education, state level education professionals, leadership of Head Start, community college representatives, educational champions (those outside of the field) and EPP faculty. Members are invited to participate in Educational Forums convened by the Director of the SoEC each semester. The primary purpose for the work of this group is to build relationships and extend partnerships, to identify additional community needs through a different lens, and to provide input and feedback on processes undertaken as part of the EPP's continuous improvement cycle (EPP County Forum Meetings).

Cross-Cutting Theme: Diversity

Located in the second largest urban area of the state, Purdue University Northwest's (PNW) student body ranks above average in ethnic diversity, racial representation in faculty, and age diversity (College Factual). As part of this diverse institution, the Educator Preparation Program (EPP) is committed to creating a culture of teaching and learning that

reflects, acknowledges, and celebrates diversity. The EPP's Commitment to Diversity and Inclusion states:

The PNW Educator Preparation Program works collaboratively with its candidates, clinical partners, faculty and staff members to create and sustain a community where all feel welcomed, respected and included. We are committed to diverse working and learning environments which improve intellectual skills and performance, improve self-confidence, decrease stereotypes and biases, and create awareness of inequalities and discrimination that are able to be addressed through engagement in emancipatory learning. It is through this engagement that we draw on the full contributions of all segments of society regardless of their race or ethnic identity, sexual orientation, religion, age, gender expression, disability status, socio-economic status or any other dimension of diversity.

Coursework

Anchored by *The Educational Leader* conceptual framework, candidates in the EPP are prepared to use research to construct knowledge in continuous and integrated inquiry and to develop their practice through sustained engagement in diverse learning environments and their community; ones in which they cultivate relationships with learners, partners and stakeholders. Diversity is explicitly incorporated within and across degree programs' plans of study. Each educational course syllabus contains an explicit connection to diversity (CAEP 1). Within these courses, faculty members include:

- activities that help candidates to become more aware of their own cultural backgrounds and attitudes towards people who are different;
- research that is inclusive and diverse;
- choose and create examples in courses that highlight diversity; and
- include skills, strategies, and practices that candidates need to acquire in order to be culturally competent.

Cross-cultural Field-based Experiences

As an essential part of the EPP's commitment to diversity, cross-cultural field-based experiences provide opportunities for candidates to apply theories, strategies, and understandings developed in university coursework in P-12 settings and allow them to engage in "becoming a learner of their students' realities" (Nieto, 2006, p.184). The EPP employs an intentional and developmental sequence of field-based experiences across program areas to ensure that candidates engage with a diverse range of students and educators (CAEP 2). It is through these experiences that candidates develop and apply the knowledge, skills, and dispositions of culturally responsive educators.

Each experience requires that candidates engage in a Service Learning Project with the partner school/agency for its benefit. Service Learning is a dynamic and practical teaching method that connects university classroom content and skills with meeting community-identified needs. This balanced combination of community service and academic

content is grounded in critical, reflective thinking, and civic responsibility (Bingle and Hatcher, 1995).

Purdue Educational Leader Fellows. Complementary community- based field experiences (Greunewald & Smith, 2010), such as the Purdue Educational Leader Fellows, are available to candidates and provide further opportunities for them to engage and practice their profession.

Candidate Recruitment

Efforts to recruit candidates from a broad range of backgrounds and diverse populations (CAEP 3) are hallmarks of *Revolutionizing the Educational Workforce: PNW's EPP Plan for Recruitment* (REW). The REW identifies three goals that guide the work of the EPP: 1) to develop and expand relationships with community partners; 2) to increase diversity of candidates within degree/licensure programs; and 3) to create unique and diverse opportunities for candidates to engage in their profession. Through community partnerships, candidates are provided with diverse opportunities to experience life and work within a variety of roles inside and outside of traditional educational environments while simultaneously supporting the community to address complex issues. Similarly, research shows that when people from diverse backgrounds and experience are brought together they generate innovative ideas, engage in varied experiences, and develop a more inclusive place for learning that acknowledges the diverse needs and strengths of learners.

Impacting Student Learning

The Application of Educators' Knowledge, Skills and Dispositionst o Impact Student Learning: A Case Study of an Educator Preparation Program provides evidence that completers are able to integrate cultural awareness in their instruction to meet the learning needs within their classrooms (CAEP 4). Surveys of principals used in this analysis indicate that 96% of novice educators prepared by PNW are considered to be "effective" or "highly effective" in their classrooms. They indicated that completers provide inclusive learning environments and work effectively with exceptional learners. Surveys of teachers (i.e., completers of the PNW EPP) indicated that they too felt prepared to provide inclusive, safe and positive learning environments. Practitioners indicate that they are able to differentiate instruction to meet the needs of all learners and provide appropriate and challenging learning experiences.

Cross-Cutting Theme: Technology

Technology is integrated across all functions and operations of the Purdue University Northwest (PNW) Education Preparation Program (EPP), as reflected in *The Educational Leader* conceptual framework and is essential for instruction, assessment and communication. Technology is foundational as both a tool and as an essential component of pedagogical and content knowledge and skills. The vision and the mission of technology and its uses within the EPP are led by the newly-formed Technology Task Force, composed of EPP faculty, clinical partners as well as university staff (e.g., Supervisor of the Office of Instructional Technology). The Technology Task Force is charged with guiding the EPP in its uses of technology as well

as informing the program areas about appropriate and relevant innovations in technology related to curriculum and instruction, assessment of candidate knowledge and skills as well as communication and processes.

Standards

The standards established by the International Society for Technology in Education (ISTE Standards) have been adopted by the Educator Preparation Program (EPP) at Purdue University Northwest. These serve as the framework for the integration of technology skills developed by teacher candidates throughout their program. The standards address the needs of both educators and learners. ISTE Standards for Educators define the requisite skills and pedagogical knowledge for educators to teach, work and learn. They are designed to "deepen...practice, promote collaboration with peers, challenge...to rethink traditional approaches and prepare students to drive their own learning." (ISTE, 2020). Simultaneously, candidates are expected to apply the ISTE Standards for Students as they develop learning segments, prepare instructional materials and complete assessments to demonstrate student learning. The ISTE Standards for Students describe the "skills and knowledge students need to grow, thrive and contribute in a global, interconnected and constantly changing society." (ISTE, 2020).

The ISTE Standards are embedded in courses across each degree program, and aligned to the core standards and assessments adopted by the EPP, including InTASC, Specialized Professional Assessment (SPA) Standards, and the North Dakota Common Metrics Skills of Teaching Observation Tool (STOT). The ISTE Standards have further been aligned with diversity standards to ensure that teacher candidates receive an education that is mindful of the importance of both traditional and digital equity (Matrix of ISTE Standards by Course). Teacher candidates engage with both the ISTE Standards for Students and the ISTE Standards for Educators during their program of study. However, they are measured by the ISTE Standards for Educators with regard to their coursework (CAEP 1).

Coursework and Field Use

The use of technology within the classroom (i.e., clinical field placement) provides opportunities for candidates to experiment with pedagogy, democratize the learning space, and better engage learners. In this way, technology facilitates interaction between educator and learners. As part of their field-based experiences, candidates are required to develop and implement lessons that incorporate technology. Candidates bridge theory to practice and build on the content learned in the university classroom through the application in the field-based experience. Field =guides for these experiences as well as the university course syllabi specify the technological integrations candidates are to employ within the experience (CAEP 2).

Communication

Technology is a critical element of the communication processes adopted by the EPP, including recruitment and retention efforts. Electronic reporting tools such as the SoEC Newsletter, the STAR Report and the databases used to track prospective and incoming candidates allow the EPP to be focused and targeted in the communication to stakeholders. Further, technology is employed by the EPP in its communications with community partners, clinical educators, and candidates (e.g., STEPP). It is an integral aspect of recruiting, selecting, and monitoring candidate academic progress and advancement (CAEP 3).

Findings of Data

The Surveys of Principals and Teachers conducted by the Indiana Department of Education, (CAEP 4) also provide information about the EPP completers' use of technology. For the indicator that the teacher was prepared to "integrate technology as appropriate to advance student learning," the principals' ratings were all "Agree" or "Strongly Agree." The EPP completers responded to the same question and 89% indicated "Agree" or "Strongly Agree." This points to a relative strength in the program completers' self-efficacy for the use of technology.

Following the recommendations of the US Department of Education (2016), the EPP has aspired to provide "both faculty and pre-service teachers with regular exposure to and experience with teaching and learning technologies and strategies relevant to online, blended and face-to-face environments and their affordances and constraints." To that end, the EPP has evidence that technology has been integrated across and throughout programs of study. Yet, the efficacy of candidate's use and integration of technology within their pedagogical practices is not currently formally assessed. This, coupled with proposed changes to technological requirements for novice educators from the state legislature (i.e., the need for educators to teach coding), indicates that further attention to technology and coding is needed. As a means to address this concern, the EPP has created a technology task force that will make recommendations to faculty members in each of the program areas that will identify specific measures for use in assessing educator progress in technology integration and where the development of 'coding' understandings will occur.

Response to Areas for Improvement (AFIs)

Purdue University Northwest (PNW) created the Quality Assessment System (QAS) as a systematic assessment plan for review and improvement of unit operations in fall of 2018. Based upon a model of continuous improvement, the QAS defines a cyclical process of collecting and reviewing data within the EPP. This includes the establishment of regularly scheduled review of data called data dialogue days (DDD). DDD occur twice each year (Fall and Spring semesters) at the Program, PAC, and EPP levels; key stakeholders (both internal and external to the institution) engage in reviewing and analyzing data, making recommendations for program improvement, and determining and/or improving upon assessment processes and practices. In the program and school-wide meetings EPP signature

key assessments results are shared each semester. Results from the data analysis are recorded using the decision-based data report form.

The Quality Assurance Committee (QAC), comprised of five-six faculty/staff members and the Director of School of Education and Counseling, is charged with providing oversight of the QAS. Meeting for extended periods of time twice each year (once in the fall and again in the spring), the QAC reviews processes and policies related to the QAS, Signature Assessments, and data reporting and/or review forms.

A key driver in addressing this area for improvement has been the Revolutionizing the Educational Workforce: PNW's EPP Plan for Recruitment (REW). Built around the broad goals of: increasing diversity of candidates within degree/licensure programs; developing and expanding relationships with community partners; and creating unique and diverse opportunities for candidates to engage in their profession, the REW provides guidance for all educator degree programs at the institution on how to recruit candidates from a broad range of backgrounds and diverse populations to create an inclusive learning space, recognizing the diverse needs and strengths of learners. It highlights actions taken to meet these goals, identifies the strategies which have been applied, connects both of these with the responsible person/position, provides timelines, plans for adjusting and monitoring actions, as well as the resources required.

Further, PNW utilizes information from the College Board and College Bound Selection Service to include specific searches for minority candidates. Information regarding programs, such as those found within the EPP, are targeted to potential candidates on the list using SLATE, the CRM used by PNW.

The Office of Partnerships and Outreach (OPO), program areas, schools and clinical educators work collaboratively to determine placement for candidates, lesson planning and instructional best practices which support and mentor candidates, and all the opportunities that are provided to help candidates bridge theory to practice connections. An outcome of this collaborative effort has been the creation of the Site Tracker of the EPP (STEPP). The STEPP, an electronic tracking system, stores the details of candidates' field and clinical experiences. Specifically, it includes information about the district, school, teacher, grade, type of environment and placement, supervisor, semester and year for each of the candidate's placements.

As part of the placement process, the OPO has specified that schools in which candidates are placed must meet the following criteria: 50% or higher diversity, where diversity is measured by racial and/or ethnic identity, language, socioeconomic status, ability (exceptionalities), gender, etc. Further, this office follows the EPP Placement Guide when identifying schools and districts for specific environmental features (e.g., rural, urban, suburban) at points in program (i.e., early, mid, late mid, and clinical) for program areas. Field Guides are provided as a communication tool for course instructors, university field supervisors, school administrators, and classroom teachers.