



**WCU**  
**Educator Preparation Provider (EPP)**  
**Quality Assurance System (QAS)**  
**Manual**

Information for Faculty, P12 Partners &  
Candidates

**2022-2023**

**This document is an overview of the QAS Handbook.**

## WCU School of Education CAEP Accreditation Programs

Initial Licensure Program	Degree
Elementary Education	Baccalaureate
Art Education	Baccalaureate
Biology Education	Baccalaureate
English Education	Baccalaureate
Mathematics Education	Baccalaureate
Music Education	Baccalaureate
Physical Education	Baccalaureate
Spanish Education	Baccalaureate
Speech Communication	Baccalaureate
Social Studies Education	Baccalaureate
Mild and Moderate Disabilities-Alternate Route	MAT
Elementary Education-Alternate Route	MAT
Secondary Education-Alternate Route	MAT

Advanced Licensure Program	Degree
Dyslexia Therapy	M.Ed.; Ed.S.
Educational Leadership	M.Ed.; Ed.S.; Ed.D.
Emotional and Behavioral Disorders	M.Ed.; Ed.S.
Gifted Education	M.Ed.
Interscholastic Athletic Administration	M.Ed.; Ed.S.
Mild and Moderate Disabilities	M.Ed.
School Counseling	M.S.
School Psychometry	M.S.

### Overview of the EPP Quality Assurance System (QAS)

The EPP maintains a quality assurance system that consistently and systematically collects and analyzes its data on candidate qualifications, performance, course and clinical experiences. The EPP maintains this system to evaluate and improve candidate performance as well as its programs. The EPP Quality Assurance System is a cohesive system consisting of:

- 1) **personnel** who are responsible for managing data collection, monitoring, and data use within the quality assurance system;
- 2) **technologies** used to manage data collection, storage, analysis and reporting;
- 3) **monitoring** candidate qualifications and performance;
- 4) **assessments** of candidate knowledge, skills and dispositions implemented at specific transition points within a program;
- 5) **evaluations** of clinical/field experiences, academic programs, key EPP operational effectiveness, and P12 partnerships;
- 6) systematic **management and oversight of recruitment and admissions** data to attract applicants from diverse populations and to address critical shortage areas;

- 7) **procedures** for monitoring completer outcomes;
- 8) **procedures and practices** that oversee data collection, analysis and dissemination, and support the use of data in evaluating candidate performance and program components as well as EPP wide improvements, and;
- 9) **stakeholders** who engage in the regular review of data and components of the quality assurance system itself as part of the continuous improvement process.

**The remainder of this documents provided information on the EPP systems to address these nine areas within the QAS.**

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## EPP QUALITY ASSURANCE SYSTEM PERSONNEL

Faculty, staff, and administrators along with completers, employers, and P12 partners contribute to EPP quality assurance system. The following personnel are responsible for **managing and monitoring data collection and data analysis integration within teacher education programs**.

Function	Office/Role
Setting Goals for Recruitment & Recruitment Monitoring	Dean of School of Education, SOE Leadership, recruitment team
Admissions Monitoring	Department Chairs
Student Success, Retention & Monitoring	Program Academic Advisors/Chair
Student Learning Assessment & Progression Monitoring	Program Academic Advisors/Chair
Licensure & Accreditation Monitoring/Oversight	Licensure Officer/Accreditation Director
Completer Outcomes Assessment	Department Chairs, P12 partners
Completer & Employer Satisfaction Evaluation	Department Leads
Data Input	TK20 Administrator
Systematic Review of Data to inform Continuous Improvement	Dean of School of Education/ Department Chairs/Faculty members

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## TECHNOLOGIES WITHIN THE QUALITY ASSURANCE SYSTEM

These systems help the EPP to provide an efficient and effective **method of collecting, monitoring, and reporting of data as well as monitoring candidate progress throughout their program**.

### **Watermark TK20**

The EPP uses the electronic portfolio system, TK20 by Watermark. TK20 is a web-based assessment-, accreditation- and data-management system that provides a web-based interface for completing both coursework and field-experience based assessments and evaluations and is the primary method for generating assessment reports for SOE. TK20 facilitates management of EPP Assessment System data for individual candidates, creating aggregate and disaggregated reports, and allows for the alignment of course rubrics to the EPP's conceptual framework, CAEP, InTASC, and SPA standards, and other state and national standards.

Faculty have access to student, class, and program reports through TK20. It also allows the ability to create customized reports to meet the needs of faculty and/or department managers.

### **Canvas**

Canvas is a web-based learning management system used by WCU educators and students to access and manage online course learning materials and communicate about skill development and learning achievement. Course construction and management is customizable to create unique and accessible teaching and learning experiences for students. Canvas allows institutions and instructors to add state and institutional learning outcomes to rubrics in order to measure and track student skill development and learning achievement. Instructors can provide students with comprehensive feedback on assignment and quiz submissions and manage grade reporting in the Canvas gradebook. Instructors can make informed instructional decisions using data provided in Canvas Analytics.

### **Indigo Portal**

Candidates can track their academic progress within this online system. Academic grades, advisor contact information, and course offerings are also available for candidates along with academic schedule details.

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## **MONITORING CANDIDATE QUALIFICATIONS & PROGRESSION**

The EPP creates and **monitors transition points of candidates from admission through completion** that ensures the completers have the pedagogical skills and knowledge to become highly effective teachers and ultimately impact student achievement. **The EPP monitors and is transparent regarding the progression of each candidate.** In addition, the EPP plans and documents the need for candidate support so that each candidate has opportunities to meet program milestones. The EPP department chairs, undergraduate coordinator and MAT coordinator (Alternate Route) monitors the academic progress on both campuses.

### **Undergraduate Transition Points**

The EPP tracks candidates at four transition points through advisement and curriculum using Watermark TK20. Admission policies and transition points are outlined in the undergraduate catalog beginning at admission to the teacher education through graduation and licensure. The transition points monitor the teacher candidate's development of content knowledge, pedagogical knowledge, critical dispositions, professional responsibilities, and technology integration. Elementary Education advising is housed in SharePoint so that students have access to their program checklist. Documents housed in SharePoint include the program checklist and placement form for tracking field experience placements. Both are updated each trimester.

### **CRITERIA TO ADVANCE THROUGH TRANSITION POINTS**

Students advance after meeting requirements/components for each transition point.

**Teacher candidate's progression is divided into four transition points.** Transition Point 1 (Admission to the University) is monitored by the EPP department chair and faculty from each department. Transition Point 2 (Pre-Admission) is monitored by EPP department chair and education faculty. Transition Point 3 (Admission to the Teacher Education Program) is monitored through the EPP Dean's Office. Transition Point 4 (Admission to Residency) is

monitored by EPP Department Chair, Clinical-Field Placement Coordinator, Teacher Residency Supervisor, Licensure Officer, and undergraduate staff. During Transition Point 4, the Teacher Residency Supervisor will work to ensure student has met the coursework, and clinical (Professional Dispositions, TIAI Evaluation and Lesson Planning) expectations.

**(Undergraduate level) Initial Licensure Program has the following transition points:**

Complete Admissions Requirements for WCU

**Transition Point I:**

- Complete Bachelor of Science Core (44-45 hours) with a GPA of 2.75+

**Transition Point II:**

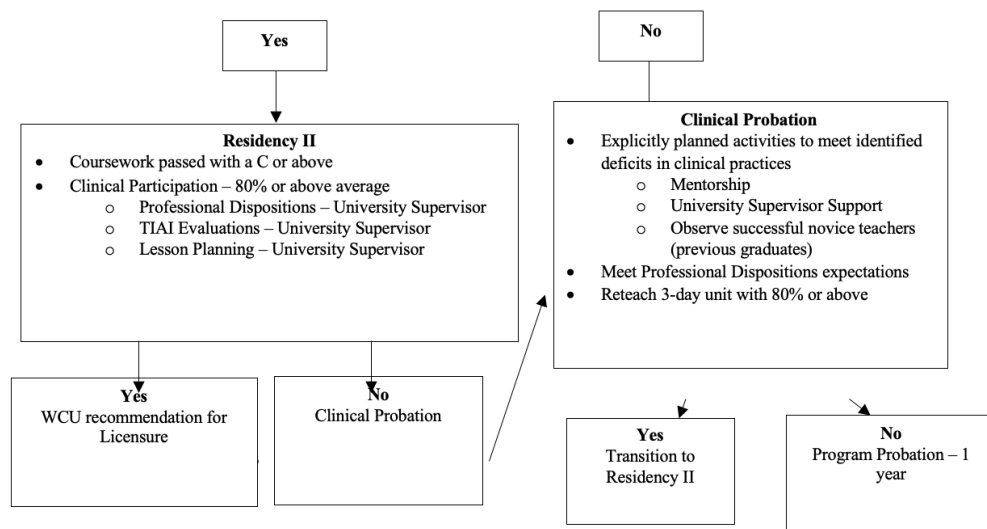
- Pre-Admission: complete additional general education, interdisciplinary and readiness courses (39 hours)
- EDU 300.0/300.1 and EDU 372 with a final grade of C or above

**Transition Point III:**

- Admission to the Teacher Education Program
  - **One** of the following
    - ACT Composite Score of 21 or above
    - Qualifying Scores on the Praxis Core Reading (156), Writing (162), AND Math (130)
    - Bachelor of Science Core GPA of 3.0+
- Complete degree coursework - must be passed with a C or above
  - Maintain an overall GPA of 2.75+
  - Meet expectations as per Professional Dispositions

**Transition Point IV:**

- Admission to Residency
  - Clinical Participation – 80% or above average
    - Professional Dispositions – University Supervisor
    - TIAI Evaluations – University Supervisor
    - Lesson Planning – University Supervisor



## Graduate level initial licensure programs

### **Master of Arts in Teaching- Alternate Route Program**

The EPP monitors and supports the Master of Arts in Teaching -Elementary, Secondary, and Special Education alternate route programs. These programs were created to offer an alternate route to educator licensure for individuals with a bachelor's degree in a content area other than education. Admission policies and procedures are described and are available in print and online at <https://wmcarey.edu/program/graduate-education-art-of-teaching>.

### **CRITERIA TO ADVANCE THROUGH TRANSITION POINTS**

**The MAT-Alternate Route program has three transition points.** Transition Point 1 (Admission to the University and MAT program is monitored by Graduate Admissions, the MAT Program Coordinator, the Special Education Program Coordinator, the Recruitment Specialist (MAT and Special Education), and the academic advisors in elementary, secondary, and special education. Admissions require the submission of all undergraduate transcripts to provide evidence the candidate meets the minimum GPA of a 2.75 on the last 64 hours with a cohort average of 3.0 (On a 4.00 academic scale) on his/ her college core. The candidate must also have either an ACT composite score of 21, a passing score on Praxis Core (Core Academic Skills for Educators) or a 3.0 GPA on 60 hours of coursework. The candidate must also pass the PRAXIS II specialty area examination from an approved program area. Transition Point 2 (Application for a 3-Year Non-Renewable License) is monitored by the MAT Program Coordinator, the Licensure Officer, and academic advisors. After being admitted to the alternate route program and successful completion of EDU 536 Classroom Management and EDU 650 Tests, Measurements, and Evaluations. MAT-Elementary candidates must also pass the Foundations of Reading examination. Beginning Fall of 2022, candidates must successfully complete three initial courses to apply for the 3-year nonrenewable license. The following course will be added as a requirement for licensure.

MAT-Special Education and Secondary: EDU 572 Survey of the Exceptional Child  
MAT-Elementary: EDRXXX Literacy I. Transition Point 3 (Application for a 5-Year Renewable license) is monitored by the MAT Coordinator and the Enrollment Specialist. The TC must have received the 3-year license and secured a contracted teaching position in the area of endorsement before entering this phase. Transition Point 3 consist of earning a C or better in each of the internship courses. The EDU 634 Internship (3 hours) is offered during the fall trimester and the EDU 635 Internship course is offered during the winter trimester. Upon successful completion, the student may apply for the 5-Year license.

### **MAT-Alternate Route programs have the following transition points:**

- **Transition Point I:** Admission to the University and Graduate program is monitored by the University, the Department of Curriculum and Instruction, the MAT program Coordinator, Special Education Coordinator, and the academic advisors in elementary, secondary, and special education. Admissions requires:
  - Submission of all undergraduate transcripts to provide evidence the candidate meets the minimum GPA of a 2.75 on the last 64 hours. (On a 4.00 academic scale) on his/ her college core.
  - The TC must also have either an ACT composite score of 21,
  - Passing score on Praxis Core (Core Academic Skills for Educators) or a 3.0 GPA on 60 hours of coursework.

- The TC must also pass the PRAXIS II specialty area examination from an approved program area.
- **Transition Point II:** The application for a 3-Year, Non-Renewable license is monitored by the MAT Program Coordinator and the Enrollment Specialist. After being admitted to the alternate route program and successful completion of the following classes, the TC can apply for the 3-year, non-renewable educator license. EDU 536 Classroom Management and EDU 650 Tests, Measurements, and Evaluations. MAT-Elementary candidates must also pass the Foundations of Reading examination.
- **Transition Point III:** Application for a 5-Year Renewable license is monitored by the MAT Coordinator and the Enrollment Specialist. The TC must have received the 3-year license and secured a contracted teaching position in the area of endorsement before entering Phase III. Phase III consist of earning a C or better in each of the internship courses. The EDU 634 Internship (3 hours) is offered during the fall trimester and the EDU 635 Internship course is offered during the winter trimester. Upon successful completion, the candidate may apply for the 5 -Year license.

### Advanced Licensure Programs

The EPP has set admissions requirements for academic achievement and gathers data to monitor candidates' achievement from admission to completion. Adv programs candidates matriculate through their program as a cohort class which typically begins in fall trimester. However, some programs have additional cohorts that begin at other trimesters during the academic year. To be eligible for admission to an adv licensure program, applicants must meet the following criteria:

**Admission requirements for M.Ed. requires:** 1) applicants must hold a baccalaureate degree from an accredited college or university, 2) complete application packet for admission to university, 3) provide official transcripts of all college work, 4 ) have an overall minimum GPA of 2.50 on a 4.0 scale for the last 64 hrs of undergraduate work or a cumulative GPA presented for the undergraduate degree, 5) provide two recommendations from current or past supervisors, 6) hold or qualify to hold a Class A teacher's license, and 7) declare a major understanding that additional requirements for respective degree must be met. If applicant has GPA below 2.50 they may appeal the admissions decision by presenting a GRE exam. In addition, the MEd in Educational Leadership requires documentation of at least three years of teaching experience and candidates must maintain a minimum GPA of 3.0 to qualify for the degree.

**Candidates admitted to the EPP's EdS programs must** 1) hold a master's degree from an accredited college or university, 2) have an over-all minimum GPA of 3.25 on a 4.0 scale on MEd or related field, 3) hold current license, and 4) provide two recommendations from current or past supervisors. EdL candidates admitted to the EPP's EdD program must 1) hold a specialist's degree from an accredited college or university, 2) have an over-all minimum GPA of 3.25 on a 4.0 scale on MEd or related field, 3) submit a GRE score taken within the last 5 yrs, 4) hold valid license or waiver of licensure form, 5) resume that includes leadership experience and community service, and 6) provide two references from current or past administrators.

### TRANSITION POINTS

The EPP has adopted three advanced gates from admission to the program through program exit, although not all gates are applicable to all programs. All programs include follow up data

collection from completers and employers after program completion. Transition points that are applicable to advanced programs are listed below:

- Gate 1: Admission to Graduate School
- Gate 2: Mid-point within program
- Gate 3: Exit from Clinical Experience and Program Completion

The key assessments that are used to monitor candidate performance for each program at each gate are reflected in the program assessment maps ([see Appendix](#)) and available to candidates.

## PROCEDURE FOR MONITORING CANDIDATE PROGRESSION AND NEED FOR SUPPORT

### **Initial & Advanced Licensure Programs**

Candidates are assigned to an academic advisor at the time of admission. The academic advisor meets with the candidate each trimester to review program requirement and candidate progress. Advisors have access to student academic and non-academic information through the William Carey Faculty Portal System. Advisors can review their advisee's transcript, schedule, review any academic or nonacademic "holds" and communicate with students. Advisors are expected to meet with students in person or via WebEx at least once per trimester. This process serves as an "early warning" process to ensure students are successfully progressing through the program of study. To support candidates, the academic advisor and the EPP Department Chair monitor and meet with candidates who fail to meet the academic standards of the program. In collaboration with the candidate, an improvement plan is developed to improve the overall GPA. For undergraduates, the EPP provides support to candidates in preparation for the PRAXIS examination. The EPP has enlisted 240Tutoring to assist student prepare for the Praxis exam. The EPP also offers free workshops in the Foundations of Reading and ACT to support candidates in meeting admission requirements.

In addition to these steps, the SOE Dean's office monitors candidates' academic progress and sends out an academic deficiency letter to candidates if GPA falls below minimum requirement. As a way of providing support, candidates have the option to have one grade dropped from their transcript once they repeat the course and receiving a passing score.

### **Student Complaints**

The EPP seeks to provide each candidate with a positive educational experience. Candidates who experience difficulties are encouraged to make every attempt to resolve the problem informally by discussing the problem with those who are closest to the source (professor or advisor). However, candidates who wish to file formal complaints related to university policies, procedures, faculty, employees, or other issues may follow the guidelines provided by the university. If the complaint is education specific, the student is asked to do file a complaint using the Academic Complaint Mach Form. The form will be forwarded to the administrator closest to the source of the complaint. Complaints not resolved by the administrator will be forwarded to the dean. The Mach form is available at: [School of Education Student Complaint Form \(wmcarey.edu\)](http://wmcarey.edu).

### **Candidate Feedback**

Candidates receive feedback on their performance on program and EPP key assessments in a timely fashion on a routine basis. Faculty feedback on assignments is shared with candidates via TK20, and in courses, and identifies student strengths and weaknesses related to the rubrics. Faculty are available to discuss results of assessments with candidates. University supervisors and clinical faculty or cooperating teachers share their evaluations of the candidate's performance with candidates. Assessment proficiency expectations are shared with candidates within the course syllabus and Canvas assessment instructions. In circumstances



where students do not show appropriate growth following feedback and mentoring, or in cases where students perform below acceptable levels in a clinical placement, students may be removed from a placement and/or counseled out of the program.

### Academic Appeals

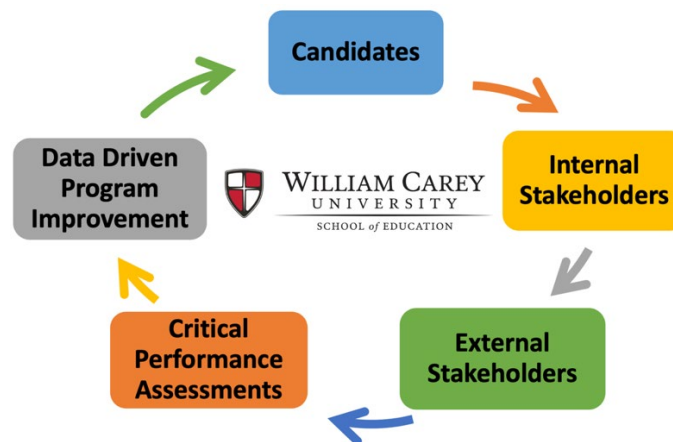
Academic Appeals process includes four levels: (1) The instructor is to communicate with the student to explain the grade and answer any questions the student has about the grade. Upon considering the student's basis for appeal, the instructor will either grant or deny the appeal. (2) Department Chair, Campus Program Director, or Dean of the School offering the course. The dean should hear the appeal only if there is no department chair or campus program director for the course or if the instructor involved is the department chair or program director. The official conducting the appeal should communicate with the student and the instructor (either together or separately) to try to resolve the grade appeal. (3) Academic Appeals Committee (Undergraduate) or Graduate Academic Appeals Sub-committee of the Graduate Committee. The appeals committee will schedule a hearing and notify the student, who may appear in order to state the appeal in person. The student may invite one additional person to attend the hearing for emotional support only. This is a university process and not a legal proceeding; therefore, the guest cannot act as counsel for the student and has no right to speak at the hearing. (4) Vice President for Academic Affairs. Upon receiving a student's appeal, the VPAA will review the appeal and its previous rulings and make the final ruling. (Additional information available at Academic Affairs office or on WCU.edu).

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## MONITORING OF CANDIDATE PERFORMANCE THROUGH KEY ASSESSMENTS

The diagram below provides an overview of the **Quality Assurance System- Assessment Cycle**. This diagram provides a visual of the QAS Assessment Cycle. The EPP's key assessments are designed to-

- allow programs to support candidates in learning content and pedagogy,
- include both internal and external stakeholders in the design, evaluation, continuous improvement process,
- assist in monitoring candidate performance, and
- collect data on performance which are used to drive programmatic changes.



## **Identifying SOE Goals**

Each academic year, faculty meet to review SOE goals and adopt those for the coming academic year. These include reviewing alignment to WCU purpose, missions, and goals as well as state and national standards and discussing any changes in the expectations of MDE. As a result, faculty revise any student objectives or learning outcomes, assignments, and assessments within course syllabi and discuss these changes with instructors.

## **Criteria for Key Assessments**

Key assessments for initial programs are statewide proprietary assessments developed by the EPPCC and the MDE to meet all CAEP assessments criteria. In 2022-23AY, advanced programs' faculty are in the process of reviewing and revising EPP Created key assessments to better align with the CAEP EPP-Created Assessment sufficiency criteria as part of Phase in Plan tasks. This will include establishing validity and reliability in accordance with CAEP expectations in the goal of collected and analyzed quality data for advanced programs. Stakeholder feedback is instrumental in the development and implement of key assessments within all EPP programs. Feedback is collected from P12 partners during clinical experiences and in annual Advisory Council meetings.

## **Assessing Candidates' Proficiency/Performance**

Key assessments that are used to monitor candidate performance and proficiency include statewide common proprietary assessments and surveys, other proprietary assessments, and EPP-created assessments and surveys. Faculty review key assessment proficiency and/or performance of candidates when reviewing assessment rubrics for areas of improvement.

The office of the Vice President of Academic Affairs updates SOE's Assessment System Foundation document which all EPP faculty incorporate into course syllabi each academic school year. EPP faculty ensure that key assessments are aligned with SOE's Assessment System Foundation components (where applicable) and MDE state requirements as outlined in the 2021 Educator Preparation Provider Process and Performance Guidelines.

## **DIVERSITY, EQUITY, AND INCLUSION WITHIN ASSESSMENTS**

### **Fairness of Key Assessments (inclusion of all candidates in demonstrating abilities within assessments)**

EPP strives to provide unbiased evaluation that includes:

- 1) All candidates must have learning experiences that prepare them to succeed on an assessment.
- 2) EPP engages faculty in curriculum mapping and other processes to examine what is taught at different time points to ensure that candidates have opportunities to learn and succeed at the content and skills inherent in unit assessments.
- 3) Ask candidates in exit survey if they felt that the program prepared them to succeed in the assessments.
- 4) Candidates with documented learning differences must be afforded accommodations in instruction and assessment.
- 5) Candidates must have the opportunity to demonstrate their learning in multiple ways and at different times.
- 6) Utilize a variety of assessment formats.
- 7) Offer candidates opportunities to retake or redo all or parts of assessments.
- 8) The language and form of assessments must be free of cultural and gender bias minimize unintentional bias.

- 9) Assessment instructions and rubrics must clearly state what is expected for successful performance.
  - 10) Document key efforts to keep faculty and candidates up to date and informed on all aspects of the assessment system.
  - 11) Ensure that rubrics and prompts are highly descriptive and provide detailed guidance to the candidate and evaluators about assessment expectations and process.
  - 12) Implement and document faculty training on assessment unit assessments.
  - 13) Ensure that program handbooks and web pages clearly delineate program expectations, as well as program and unit assessments.
  - 14) Regularly hold orientation meetings and information sessions for candidates at each transition point.
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## **EVALUATIONS OF FIELD EXPERIENCES, ACADEMIC PROGRAMS, EPP OPERATIONAL EFFECTIVENESS AND P12 PARTNERSHIPS**

### **Evaluation of Field Experiences/Clinical Experiences**

**For Initial Programs**, to support the triangulation of data the EPP seeks feedback from various stakeholders on program field experiences and K12 partnerships. Beginning in 2023-23AY, candidates who complete clinical experiences will complete an evaluation and provide feedback on their cooperating teacher/mentor and university supervisor. Each trimester, cooperating teacher/mentor and university supervisor assessments of candidates on the statewide proprietary assessments provide evidence of the degree to which candidates were able to demonstrate expected knowledge, skills, and dispositions during their clinical experiences. Each trimester, cooperating teachers/mentors are each invited to evaluate the university supervisor with whom they partnered to supervise a clinical intern and beginning in 2023-23AY, each trimester university supervisors will be invited to evaluate the cooperating teacher/mentor. These data will be used to help inform future placement locations and help determine training needs for cooperating teacher/mentor and university supervisors.

**For the advanced programs**, P12 clinical partners are invited to provide feedback on aspects of the clinical experiences, assessments, and evaluations to provide input on potential program enhancements and candidate strengths and needs. Programs with external internship or practicum mentors (EdL, Counseling, Psychometry) provide feedback on professional dispositions and clinical practice of candidates.

### **Teacher Education Council (TEC)**

The EPP'S Teacher Education Council (TEC) plays a vital role in assurance of program and policy compliance. The TEC is comprised of Teacher Education faculty, Deans and Department Chairs of departments that offer P-12 licensure programs, and representatives from the several local school districts. In addition to serving in the compliance role, the TEC serves as an advisory of our recruitment efforts. In collaboration with our other advisories boards, we can receive feedback on the various needs of the communities of our students. The TEC meets bi-annually in fall and spring trimesters.

### **SOE Advisory Council**

As a result of TEC recommendations, in 2019 a SOE Advisory Council was created to involve our P-12 partners in the development and on-going decision-making process as it relates to teacher education preparation. The goal is to improve communication and collaborative efforts to improve the EPP's ability to address the needs of both teacher education candidates and the

various stakeholders across the region and the state. The advisory council meets bi-annually in fall and spring trimesters.

### **Evaluation of Academic Programs**

#### **Candidate Feedback**

All initial and advanced program candidates are invited at the end of each trimester to provide feedback within University-facilitated end-of-course evaluation.

#### **Completer and Employer Feedback**

The National Strategic Planning and Analysis Research Center (NSPARC), serves as a data clearinghouse for the state, EPPs and MDE. NSPARC provides all EPPs across the state with the **Mississippi Impact Report Card** which contains a variety of data including satisfaction survey data, employment measures, and P12 impact data. These data are reviewed by faculty and serve as barometer of how the EPP is meeting both state and national requirements for preparing teacher candidates for their profession. Employer and completer satisfaction surveys provide feedback to programs on perceived relevance and effectiveness in preparation for the profession from those employed in P12 schools. The survey link is sent to recent graduates of initial programs who completed their degree the previous year and three years ago. The employer survey is sent to school administrators of the program completers. The MDE is provided a list of completers for the targeted years. This information is used to identify completers as well as their employer and email addresses.

#### **EPP Operational Effectiveness and Leadership**

Human Resources and the Office of the Provost ensure annual evaluation of faculty, staff, and administration. Personnel evaluations and evaluations of the EPP's leadership are confidential and maintained in the dean's office.

#### **Review Of P12 Partnerships**

In 2022-23AY, as part of our CAEP Phase In Plan tasks the EPP reviewed the current partnerships to begin collecting documentation of mutually beneficial partnerships for advanced programs that currently exist, evaluate effectiveness of these partnerships, and review process of involving partners in collaborative review (within continuous improvement process) for candidate preparation.

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## **SYSTEMATIC MANAGEMENT OF RECRUITMENT & ADMISSIONS DATA**

### **Recruitment Efforts**

The EPP's recruitment efforts begin at the university level with WCU's Recruitment Team which is comprised of representatives from university administration, admissions, and faculty from each approved program. The EPP's dean and department chairs are members of the university's recruitment team which meets bi-monthly to discuss recruitment and scholarship opportunities. At the EPP level, the SOE Leadership Team serves in the capacity of a recruitment committee for SOE programs and consists of representatives from each program. This groups meets bi-annually to discuss enrollment trends and progress toward recruitment plan goals.

The EPP is committed to the recruitment of candidates who represent the diverse population of communities served by the institution. The EPP faculty visits diverse high schools, community colleges, and school districts across the state and surrounding states. The EPP conducts

community meetings and attends faculty meetings to engage prospective candidates. The EPP engages in university events such as Fall Preview Day, Carey Bound Recruitment Day, and Teacher Education Round-Up. In 2022, the EPP hired three recruitment specialists to assist with recruitment of undergraduate, special education, and alternate route candidates. To support undergraduate students, WCU offers academic scholarships and EPP-specific scholarships for teacher education majors. In addition, the EPP offers tuition-waivers for Teacher Assistants who enroll in the traditional or Alternate Route program, and a scholarship for students who complete the Teacher Academy while enrolled in high school. The EPP has enlisted a branding company to create a landing page that includes a "Contact" survey. This information is compiled and used to contact prospective candidates for each degree program and provides a mailing list to share program offerings, scholarship opportunities, and other vital information and answer individual questions.

In an effort to address the critical needs of Mississippi, the EPP developed a 5-year recruitment plan that involves recruitment candidates from 44 of the 82 counties with 26 of those deemed as geographical shortage areas. In 2020, the EPP was recognized by MAPE and the Governor of Mississippi for our efforts. In 2022, the Ms House of Representatives publicly recognized WCU for its work in addressing the statewide teacher. Recruitment efforts targeting TCs from diverse backgrounds and populations include Teacher Education Interest Meetings offered virtually and various districts across the state, grants with a focus of attracting males and TCs of color through scholarships.

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### **Initial programs Initiatives**

**PRCC Partnership:** In 2018, the EPP began a partnership with a community college nearby, Pearl River Community College (PRCC), to offer a seamless process for students with an associate degree to obtain an elementary education degree with a tuition reduction once admitted to the teacher education program.

**MTR Grants:** The EPP's leadership has been proactive in developing partnerships with national organizations for financial assistance in recruiting teaching candidates. This grant focuses on the recruitment and preparation of academically talented diverse undergraduate candidates from minority groups and prepare them to serve as elementary, or special education teachers. In 2021, the EPP was awarded a second MTR grant in efforts to recruit 40 alternate route candidates to work in eight public school districts that have been deemed geographical shortage areas. This residency program leads to 33-hour MEd K-6 license. The program is designed to recruit diverse TCs into teacher programs.

**High School Recruitment:** The EPP's initial recruitment begins before students graduate from high school. High school students who enroll in Teacher Academy programs are given the opportunity to earn up to 6 hours of college credit upon completion of the program. The EPP offers teacher academy students a \$20,000 scholarship to be used at WCU over a 2-year period. The EPP is currently piloting a Grow Your Own program to support districts efforts in teacher recruitment. This program allows the EPP to work with individual school districts to recruit and support aspiring teacher TCs before their first year of college.

**BEI Grant:** In 2020, an additional partnership was formed when the EPP was awarded a grant to partner with the Black Educator Initiative (BEI) to focus on providing teachers of color for P12 students to help ensure they have equitable access to diverse and culturally responsive

educators. BEI residents received financial assistance and additional mentoring from university professors during the residency year.

**TA Tuition Waivers:** For those who are currently working in the field of education as a teacher assistant and have a desire to earn an educator license, the EPP provides a Teacher Assistant Tuition waiver that can be used for initial licensure pathway programs.

### **Monitoring of Enrollment/Admissions**

The SOE recruitment plan has five annual goals for initial and advanced programs. Data provided through the U.S. Department of Education, MDE, and WCU SOE guides the SOE administration in the process of prioritizing recruitment goals for the next five years. In collaboration with the TEC, SOE Recruitment team established annual goals reflecting the recruitment for highly qualified diverse TCs across all programs to ensure P-12 TCs reflect the students they will serve.

Enrollment is monitored by the EPP's Leadership Team who reviews the information and shares with the TEC. Projected outcomes have been established to monitor progress of the recruitment goals over a five-year period. The EPP'S TEC plays a vital role in assurance of program and policy compliance. The TEC is comprised of teacher education faculty, deans and department chairs of departments that offer PK-12 licensure programs, and representatives from the several local school districts. In addition to serving in the compliance role, the TEC serves as an advisory of our recruitment efforts.

### **Advanced Programs Initiatives**

In the EPP's effort to recruit high-quality candidates, the SOE's Leadership Team has developed goals and set benchmarks for the master's, specialist, and doctorate programs. Recruitment Plan 2020-2025 goals are as follows: 1). Increase the number of ethnic and gender diversity in undergraduate and graduate education majors. 2). Increase the number of candidates enrolling in adv programs. The EPP has established corresponding objectives to meet the goals of the Recruitment Plan 2020-2025. These objectives align with statewide critical shortage areas and are designed to increase the number of targeted candidates 5% by Fall 2025 in the following categories: ethnic and gender diverse, special education, and advanced licensure candidates. Plan details include identifying individuals responsible for specific objectives along with timelines and the success metrics for each objective. Department chairs and the dean monitor the recruitment goals and objectives on an annual basis and results are key in setting or modifying future recruitment strategies and goals.

### **Admissions Data**

**As part of the EPPs review of current systems in place to monitor recruitment and admissions data. In 2022-23AY, the EPP developed Phase In Plan tasks to address the following:**

- 1) Work with admission department to document enrollment of candidates by relevant demographics, campuses, and individual advanced programs;
  - 2) Collect and disaggregate data; review to determine if admissions goals were met within targeted groups;
  - 3) Collect and analyze data; review recruitment goals on annual basis.
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## **PROCEDURES FOR MONITORING COMPLETER OUTCOMES**

The EPP ensures candidates have the content knowledge, data literacy and research-driven decision making, effective use of collaborative skills and application of technology in the field of advanced certification. The EPP uses multiple measures to determine the candidate's proficiency at completion of the program. Key assessment information for all statewide proprietary and EPP-Created Assessments is provided within this document for initial and advanced programs.

### **SATISFACTION SURVEYS**

Staying connected with completers and their employers is a priority. Through the use of surveys, assessment data, the EPP strives to measure the impact that completers have on P-12 student learning along with their ability to apply their knowledge, skills and dispositions for effective teaching. The EPP is a member of the statewide Educator Preparation Provider Collaborative Council (EPPCC) which developed two statewide surveys: the Statewide Proprietary Employer Satisfaction Survey and the Statewide Proprietary Satisfaction of Completers Survey. The Employer Satisfaction Survey collects data on completer preparation in P-12 classrooms while the Satisfaction of Completer survey collects data from the completer on their perception of how well they were prepared for their work in P-12 classrooms.

### **STATEWIDE DATA ON IMPACT REPORT CARD**

The EPPCC consists of representatives from all public and private universities in Mississippi along with personnel from the Mississippi Department of Education. Another statewide center, the National Strategic Planning and Analysis Research Center (NSPARC), serves as a data clearinghouse for the state, EPPs and MDE. Multiple data reports from NSPARC and the Mississippi Impact Report Card are reviewed by faculty and serve as barometer of how the EPP is meeting both state and national requirements for preparing teacher candidates for their profession.

### **EXIT SURVEY**

Graduate level candidates complete an exit survey following the completion of their program. This information is reviewed by faculty and is used as a data point within making decisions regarding programmatic changes for graduate level programs.

### **FOCUS GROUPS**

The EPP began conducting focus groups in 2022-23AY that included both initial and advanced completers and employers.

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## **PROCEDURE FOR INSTRUMENT DEVELOPMENT, DATA COLLECTION, REVIEW, AND USE**

### **INSTRUMENT DEVELOPMENT**

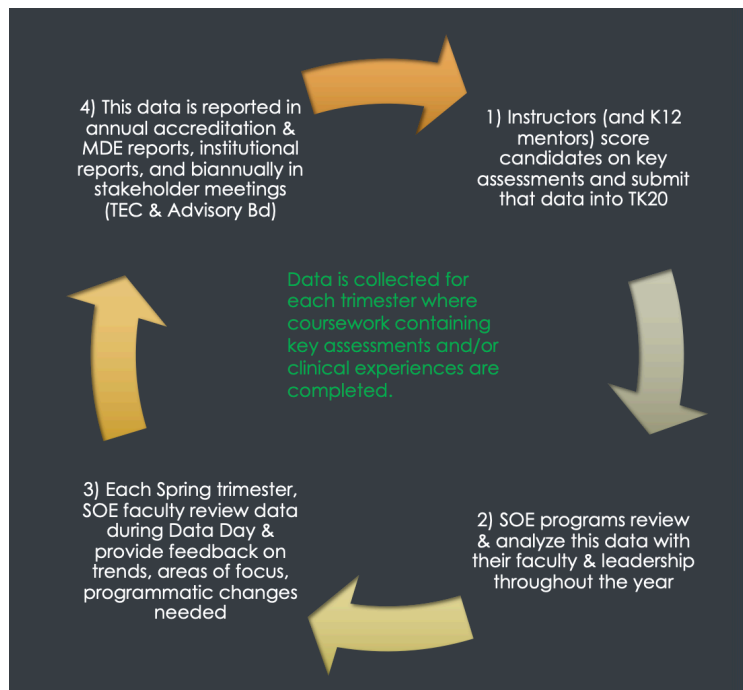
Initial licensure EPP Created Assessments are developed by a representative group of faculty from varied licensure areas and assessment faculty. These assessments are developed to address key content represented in InTASC and CAEP standards. This group is responsible for establishing validity and reliability for the assessments as well as ensuring assessments meet the CAEP EPP Created Assessment Criteria. Program based assessments (content knowledge) are developed by faculty and aligned to professional standards to ensure content relevance.

Advanced program assessments are developed by program faculty, in consultation with TK20 administrator and Director of Assessment, to align with CAEP standards and professional standards. P12 stakeholders are invited to evaluate assessment components and rubrics and are provided feedback on validity and reliability determinations.

## DATA COLLECTION PROCESS

The EPP is committed to annual data collection, analysis, and reporting on multiple measures. The **WCU Assessment Plan** provides specifics on the evaluation measures, the frequency of data collection as well as who are responsible for reviewing and receiving reports.

### Overview of the Data Process



**For TK20 Assessments:** Once faculty identify a course assessment as being a key assessment, the rubric is submitted for development within TK20. The current state and national standards are electronically attached to the rubric based on each criterion within the key assessment rubric. Key assessments are electronically attached directly to the course and set up on an automatic schedule to release to enrolled candidates accounts at the onset of a new trimester, based on preassigned dates in TK20 established by the instructor and the TK20 unit administrator. Each instructor is responsible to connect that assignment as an external tool to their Canvas shell or contact the TK20 unit administrator to connect it for them. As the candidates upload the evidence, the instructor can select to complete the rubric directly through their Canvas shell or to log directly into TK20 and complete the rubric there. During each trimester, the TK20 unit administrator pulls a report on missing data and emails those instructors a request to complete the missing data. If the data is not provided in the time given, the list of missing data is forwarded to the Dean of School of Education. All instructors have access to pull reports on their courses directly in their TK20 accounts. They may request to have the TK20 unit administrator to pull the reports for them. Each spring trimester, the TK20 unit administrator pulls reports for each course for the entire year and submit them to Director of Accreditation for



use during Data Day. These assessment reports are also housed on the “W” drive, accessible to all faculty and used to complete annual reports.

Key assessments which are maintained and housed in TK20 are reviewed and scored by faculty, university supervisors, and K12 classroom mentors (when applicable) each trimester. Data analyzed as a result of these collection times are aggregated and then disaggregated by program and shared with faculty at the annual WCU Data Day meeting. SOE faculty review data provided on all programs and discuss with other department faculty members data trends and improvement recommendations based on the data provided. To support continuous improvement, this information is reported in multiple locations including MDE annual reports, CAEP annual accreditation reports, stakeholder meetings, institutional reports, and is reviewed for university and EPP faculty to determine if programmatic changes are needed prior to the next academic year. EPP data is shared with faculty as well as with external stakeholders (TEC and SOE Advisory Council) biannually (fall and spring) to review, analyze, and discuss both aggregated and disaggregated data. In addition, faculty review survey results, statewide Impact Report Cards, along with any other MDE provided documents related to EPP feedback in its efforts to improve programs and positively impact candidate outcomes.

### **Data Collection and Timeline**

Data is collected systematically within Watermark TK20 for each trimester where coursework and clinical experiences are complete. Proprietary assessment information is gathered from testing agencies (need applicable). Student data is collected and reviewed to monitor candidate progression, completion, and diversity as part of recruitment plan goals. Completer impact and effectiveness are provided from the state and monitored by department heads and SOE leadership annually. Completer/Employer Survey data are provided from the state and monitored by department heads and SOE leadership annually. Survey results from programs is provided within TK20 each trimester and reviewed and monitored by faculty, department heads each trimester. Candidate survey results are provided to department heads by faculty within annual SOE faculty evaluations. The phase-in plan for advanced programs included a review of key assessment data being collected in TK20 in an effort to make sure the EPP is collecting only data that is necessary for institutional requirements by state or national agencies, programmatic changes, and/or monitoring of candidates to provide academic support.

### **Reporting of Data and Continuous Improvement**

Faculty, department chairs and leadership provide details related to continuous improvement efforts to various agencies and groups. Programmatic changes are reflected in student learning outcomes within course syllabi. Continuous improvement efforts are provided in MDE Program Review, MDE Annual Report, CAEP Annual Report, Title II Report, Institutional Effectiveness Report, and other institutional reporting documents.

### **Review Assessment Data & Programmatic Changes**

Outcome data is posted on the CAEP Data Dashboard website for stakeholders and the general public to have access the candidate performance and proficiency information. Course level, program, EPP effectiveness data information is reviewed by department chairs and shared with faculty throughout the academic year. Faculty review and analyze assessment data on an annual basis to determine strengths and areas of improvement for all SOE programs. Assessment and evaluation data, CAEP annual data, MDE annual report data, Title II report data are provided for faculty within the W drive. Recruitment and admission data is reviewed by SOE Dean and department chairs. Each spring, SOE faculty conduct Data Day for both initial programs and graduate programs where faculty review and discuss data results from the past academic year. Discussions include proposed programmatic changes resulting from data

analyses. Beginning in spring of 2023, stakeholders will be invited to participate in the review and discussion of candidate performance data in an effort to expand opportunities to involve stakeholders in the design, review, and continuous improvement process.

### **Stakeholders Involvement**

The TEC and SOE Advisory Council met bi-annually in fall and spring trimesters to discuss data results and programmatic changes being considered. For programmatic changes, both data and internal and external stakeholders' feedback is used to determine if programmatic changes are needed. Qualitative feedback such as focus groups, candidate course surveys, P12 partnership meetings are also taken into consideration into account. In winter 2022, the EPP conducted a focus group session to collect feedback from K12 partners, program completers, and current candidates on a variety of topics including use of technology and creating diverse learning environments.

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## **STAKEHOLDER AND P-12 PARTNERSHIPS' ROLES**

The EPP's quality assurance system consists of systematically and systemically collecting, reviewing, and analyzing data related to candidate qualifications, candidate performance, program coursework, and clinical experiences with the overarching goal of continuous improvement. Both internal and external stakeholders are utilized during this process. Components of the quality assurance system include (but are not limited to):

### **Recruitment Committee**

To ensure the recruitment of high-quality candidates from a broad range of backgrounds and diverse populations. The goals of the EPP's Recruitment plan align with the university's mission and addresses the local, state, and regional needs for hard-to-staff schools and shortage fields. Beginning with recruitment through the completion of each program, the EPP ensures the quality of each candidate through a systemic process. Using the national and state needs for P-12 classrooms, the recruitment of teacher candidates begins as early as the junior year of high school.

The EPP's Recruitment Committee is a standing committee with representatives from each approved program area. The team meets at least two times per academic year to discuss enrollment trends and progress toward the goals of the recruitment plan. The EPP's dean and department chairs also serve on the university's recruitment team. The university's recruitment team is comprised of representatives from university administration, admissions, and faculty from each degree program. This team meets at least once per month to discuss recruitment, scholarship opportunities, and enrollment trends. Information gleaned from each of the committees is brought to the EPP's Teacher Education Council (TEC) to help provide input in the development of the EPP's recruitment plan. The TEC includes P-12 teachers and administrators, faculty from School of Natural and Behavioral Science, School of Music, School of Arts and Letters, and EPP teacher education faculty and administrators. Enrollment is monitored by the EPP's Recruitment Committee who reviews the information and shares with the TEC. Projected outcomes have been established to monitor progress of the recruitment goals over a five-year period.

The SOE recruitment plan has five annual goals for initial and advanced programs. Data provided through the U.S. Department of Education, Mississippi Department of Education, and WCU School of Education inform the SOE administration to begin the process to prioritize

recruitment goals for the next five years. In collaboration with the TEC, SOE Recruitment team established annual goals reflecting the recruitment for highly qualified diverse candidates across all programs to ensure P-12 candidates reflect the students they will serve.

#### **Teacher Education Council (TEC)**

The EPP'S Teacher Education Council (TEC) plays a vital role in assurance of program and policy compliance. The TEC is comprised of Teacher Education faculty, Deans and Department Chairs of departments that offer P-12 licensure programs, and representatives from the several local school districts. In addition to serving in the compliance role, the TEC serves as an advisory of our recruitment efforts. In collaboration with our other advisories boards, we can receive feedback on the various needs of the communities of our students. The TEC meets bi-annually in fall and spring trimesters.

#### **SOE Advisory Council**

As a result of TEC recommendations, in 2019 a SOE Advisory Council was created to involve our P-12 partners in the development and on-going decision-making process as it relates to teacher education preparation. The goal is to improve communication and collaborative efforts to improve the EPP's ability to address the needs of both teacher education candidates and the various stakeholders across the region and the state. The advisory council meets bi-annually in fall and spring trimesters.