

**Lipscomb University
College of Education
Quality Assurance
Handbook**



**Lipscomb University
1 University Park Drive
Nashville, TN 37204**

<https://www.lipscomb.edu/education>

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Overview

Lipscomb University was originally established as the Nashville Bible School, founded in 1891. University founders did not want the institution to be a seminary, but rather an exceptional educational institution, which helps its students to explore and form their faith. Associated with the Churches of Christ, the Nashville Bible School grew and found a permanent home on David and Margaret Lipscomb's 110-acre farm along Granny White Pike in 1903. In 1918, the school was renamed David Lipscomb College in memory of its founder and reflecting the growth of the institution. The institution became known as Lipscomb University in 1988.

Lipscomb University's College of Education prepares educators ready to positively impact students, teachers, and schools through academic excellence, faith, practice, and community service, reflecting ideals of global citizenship. The college is committed to a mission of preparing educators who practice their craft in an exemplary manner, exhibit attitudes and values worthy of imitation, relate to members of all communities in the educational experience, and demonstrate knowledge essential to the profession. The mission of the EPP is to prepare caring and committed education professionals who practice exemplary Craft, exhibit Attitudes and values worth emulation, foster collaborative Relationships to improve the lives of others, and demonstrate the Essential knowledge of the teaching profession. The mission is based on this **CARE** model, which emphasizes candidate **Craft, Attitudes and Values, Relationships, and Essential Knowledge**, all of which we believe are critical for developing effective educators.

The EPP believes that in order for its candidates to impact schools in the twenty-first century, they must possess the knowledge, skills, and dispositions appropriate to their content areas and the pedagogical skills to allow them to successfully work with increasing diversity in classrooms to meet the needs of all students. Candidates must become lifelong learners who are able to seek and use ever-growing, ever-changing bodies of knowledge and new technologies.

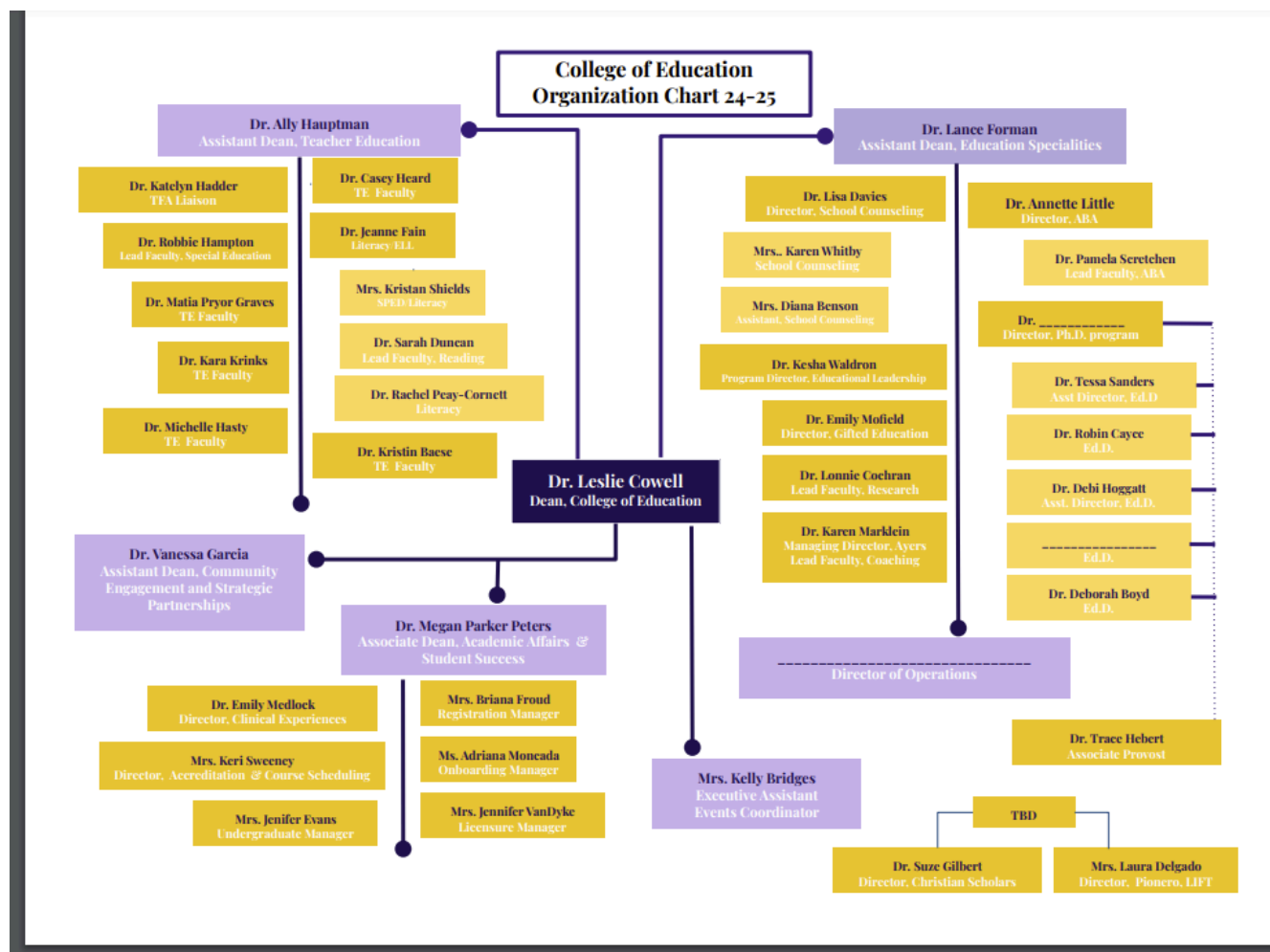
The college believes that the best educators maintain the mindset of students: always curious, diligent, and imaginative. At Lipscomb University's College of Education, we stay nimble and up-to-date so we can prepare 21st-century educators to be flexible thinkers and unrelenting problem-solvers—so they can prepare their students for their future. The Lipscomb College of Education produces lifelong students who are actively involved in improving their performance and the performance of their students. We develop teachers who are making an impact on the next generation and leaders who inspire the teachers and students framing our world.

Organizational Structure & Leadership Roles

Lipscomb University is overseen by a board of trustees and a president, who acts as the chief executive officer. The provost is Lipscomb's chief academic officer and oversees the development and the operation of individual colleges and departments. The dean of the College of Education reports directly to the provost. The College of Education Leadership Team (CELT) consists of undergraduate and graduate program directors who lead and manage one or more programs and faculty within the College of Education. The interim dean leads the Doctor of Education program. The interim associate dean/director of accreditation, assessment, and research manages state and federal reporting and serves as the chief licensure officer for Lipscomb to the Tennessee Department of Education and CAEP in addition to ensuring that candidates have satisfactorily finished all requirements for program completion and teacher licensure. The director of the undergraduate education program leads and manages all undergraduate education programs. The director of instructional practice programs leads and manages all graduate initial licensure programs. The director of special education leads and manages all special education programs (initial and advanced) at the undergraduate and graduate levels. The director of educational leadership leads and manages all educational leadership programs. The directors of advanced programs lead and manage all advanced graduate programs. In addition to administrative duties, all directors carry a teaching load. The College of Education delivers professional education coursework and diverse field/clinical experiences for all teacher education candidates.

The College of Education collaborates with other academic departments across campus in the design, assessment, and course delivery for programs that prepare candidates to work with P-12 students. Undergraduate candidates who pursue the early childhood, elementary middle childhood and special education interventionist programs complete majors housed in the College of Education. Candidates who pursue programs at the secondary or P-12 level complete academic content majors outside of the college. The College of Education works closely with these other academic units across campus to advise these candidates and monitor their content and professional coursework.

The EPP supports 114 program pathways approved by the Tennessee Department of Education for educator licensure. Our most recent comprehensive review was in March 2020. All approved programs are included in TNAtlas as approved Specialty Area Programs



EPP Mission, Vision, Goals, and Foundational Documents (CAEP 5.3)

Lipscomb University is a private coeducational institution whose principal focus is undergraduate education in the liberal arts and sciences, combined with a number of undergraduate professional and pre-professional fields, and master's, education specialist, and doctoral degree programs. Its primary mission is to integrate Christian faith and practice with academic excellence. This [mission](#) is carried out not only in the classroom but also by involvement in numerous services to the church and the larger community.

Faith. Community. Knowledge. Innovation. Service. These are the five unshakeable pillars that make us who we are. As the world evolves, Lipscomb will always look for more ways to live out our ideals. What will never change, however, is our commitment to intentionally, courageously, and graciously obey God's will. At Lipscomb University, we believe that as knowledge grows in use, it also grows in value. With the lessons of our classrooms, we work in the world. With the certainty of our faith, we serve the good of all. With the experiences of our past, we plan for the future. We believe that when you know your gifts, your God, and your direction, you confidently welcome what comes next.

Specific to the College of Education, our mission is grounded in C.A.R.E. We strive to prepare caring and committed education professionals who practice exemplary Craft, exhibit Attitudes and values worth emulation, foster collaborative Relationships to improve the lives of others, and demonstrate the knowledge Essential to the teaching profession.

[Vision \(CAEP 5.3\)](#)

Lipscomb University's College of Education prepares educators ready to positively impact students, teachers, and schools through academic excellence, faith, practice, and community service, reflecting ideals of global citizenship. The college is committed to a mission of preparing educators who practice their craft in an exemplary manner, exhibit attitudes and values worthy of imitation, relate to members of all communities in the educational experience, and demonstrate knowledge essential to the profession. The mission of the EPP is to strive to prepare caring and committed education professionals who practice exemplary Craft, exhibit Attitudes and values worth emulation, foster collaborative Relationships to improve the lives of others, and demonstrate the knowledge Essential to the teaching profession. The mission is Based on the CARE model, which emphasizes candidate Craft, Attitudes and Values, Relationships, and Essential Knowledge, all of which we believe are critical for developing educators.

The EPP believes that in order for its candidates to impact schools in the twenty-first century, they must possess the knowledge, skills, and dispositions appropriate to their

content areas and the pedagogical skills to allow them to successfully work with increasing diversity in classrooms in order to meet the needs of all students. Candidates must become lifelong learners who are able to seek and use ever growing, ever- changing bodies of knowledge and new technologies.

We believe that the best educators maintain the mindset of students: always curious, diligent, and imaginative. At Lipscomb University's College of Education, we stay nimble and up-to-date so we can prepare 21st-century educators to be flexible thinkers and unrelenting problem-solvers—so they can prepare their students for their future. The Lipscomb College of Education produces lifelong students who are actively involved in improving their performance and the performance of their students. We develop teachers who are making an impact on the next generation and leaders who inspire the teachers and students framing our world.

Goals (CAEP 5.3)

The EPP goals are aligned to the institution strategic plan and include the following: (1) The College will develop, sustain, and enhance partnerships that ensure program quality and maximize opportunity for all; (2) The College will affirm the importance of a culture of professionalism, appropriate dispositions, and change; (3) All College programs will sustain a data-driven quality assurance process for continuous program improvement, which ensures programs meet external review expectations; (4) The College will incorporate transformational and innovative learning experiences that are grounded in evidence-based practices; (5) The College will recruit, retain, and support high quality students, faculty, and staff while recognizing diversity as critical for excellence; and (6) College faculty will be actively involved in research/scholarship that contributes to their discipline and to the profession. (www.lipscomb.edu/education)

Foundational Documents (CAEP 5.3)

The EPP aligns coursework, key assignments, and programming to the following professional standards:

- [American Educational Research Association](#)
- [American School Counselor Association](#)
- EPP Technology Proficiencies
- For Educators - [ISTE Standards](#)
 - For Education Leaders - [ISTE Standards](#)
- [CAEP Initial Program Standards](#)
- [CAEP Advanced Program Standards](#)
- [Character Framework \(Appendix H\)](#)
- [Council for Exceptional Children](#)
- [CEC Gifted Standards](#)
- [CARE Framework \(Appendix H\)](#)
- [International Coach Federation](#)
- [InTASC Standards](#)
- [Lipscomb Leadership Competencies \(Appendix H\)](#)
- [Literacy Professionals](#)
- [Professional Standards for Educational Leaders \(PSEL\)](#)
- [TN State Board of Education](#)
 - [TN Instructional Leadership Standards 5.106 \(TISLS\)](#)
 - [Tennessee Teacher Code of Ethics](#) -
- [Teaching English to Speakers of Other Languages \(TESOL\)](#)

EPP Shared Values for Student Learning Outcomes – Initial Programs (CAEP 5.3)

The mission of the EPP is to strive to prepare caring and committed education professionals who practice exemplary Craft, exhibit Attitudes and values worth emulation, foster collaborative Relationships to improve the lives of others, and demonstrate the knowledge Essential to the teaching profession. The mission is Based on the Guiding Truths model, which emphasizes how candidates Love, Serve, Seek and Equip in their roles as educators.

Love: Christlike Love is the foundation of our human interaction and fuels flourishing communities.

Scriptural reference: I Corinthians 16:14 Do everything in love.

Serve: Selfless service is the impetus for creating caring communities of love and support for others.

Scriptural reference: I Peter 4:10 Just as each one has received a gift, use it to serve others, as good stewards of the varied grace of God.

Seek: Caring communities of love and support are driven by selfless educators who seek to continually grow, learn, and understand the lived experiences of others.

Scriptural references: Jeremiah 29:13 You will seek me and find me when you search for me with all your heart. Proverbs 8:17 I love those who love me, and those who search for me find me.

Equip: Preparing educators to develop and lead flourishing communities is noble work to plant the seeds for love, service, and knowledge in other communities.

Scriptural references: 2 Peter 1:5 For this very reason, make every effort to supplement your faith with virtue, and virtue with knowledge. Matthew 5:16 In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven.

The EPP believes that in order for its candidates to impact schools in the twenty-first century, they must possess the knowledge, skills, and dispositions appropriate to their content areas and the pedagogical skills to allow them to successfully work with increasing diversity in classrooms in order to meet the needs of all students. Candidates must become lifelong learners who are able to seek and use ever growing, ever- changing bodies of knowledge and new technologies.

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EPP Shared Values for Student Learning Outcomes – Advanced Programs (CAEP 5.3)

The EPP Advanced Programs have aligned their practices around the CAEP expectations for advanced program accreditation. Candidates are expected to demonstrate proficiency to understand and apply knowledge and skills appropriate to their professional field of specialization. Candidates are expected to support learning and development opportunities for all P-12 learners that are enhanced through applications of data literacy, use of research, employment of data analysis and evidence, collaboration, technology integration, and application of professional dispositions. See figure below. In addition, the conceptual framework of CARE applies to our advanced candidates. The mission of the EPP is to strive to prepare caring and committed education professionals who practice exemplary Craft, exhibit Attitudes and values worth emulation, foster collaborative Relationships to improve the lives of others, and demonstrate the knowledge Essential to the teaching profession. The mission is Based on the our model, which emphasizes candidate Craft, Attitudes and Values, Relationships, and Essential Knowledge, all of which we believe are critical for developing educators.



Accreditation Standards and Accountability Reporting (CAEP 5.3)

Lipscomb University is a private, independent liberal arts university affiliated with the Churches of Christ. The institution received its first accreditation by the Southern Association of Colleges and Schools in 1954 and has been accredited since this time (<https://www.lipscomb.edu/about/lipscombs-story/accreditation>) In 1988, the university first offered master's degree programs and in 2007 it launched its first doctoral program. A vital part of the Lipscomb University system is Lipscomb Academy, which annually educates more than 1,300 students in pre-kindergarten through grade 12 in a college-preparatory curriculum. Today, more than 4,600 students are enrolled at the university and choose from eight bachelor's degrees in 95 majors or 141 areas of undergraduate study. Lipscomb also offers 27 master's degrees, eight education specialist degrees and three doctorate degrees in 66 fields of study.

The [Council for the Accreditation of Educator Preparation \(CAEP\)](#) accredits the teacher education programs at the initial teacher preparation and advanced levels.

- CAEP Standards for Initial Programs - <http://bit.ly/2PH8oEj>
- CAEP Standards for Advanced Programs - <http://bit.ly/38wgbxB>

The EPP maintains an active continuous improvement system based on review of data and evidence, including the annual Tennessee Educator Preparation Report Card, the annual CAEP report, annual Federal Title II report, semi-annual Continuous Improvement Plan reports, and Rookie Visit Reports. The EPP shares reports on the EPP accreditation webpage - <https://www.lipscomb.edu/education/accreditation>

Program Review and Accountability (CAEP 5.3)

All EPP programs are aligned with the Tennessee educator standards for teacher certification. Each program has gone through a state review process as outlined by TNDOE. All approved programs as of March 2020 are listed on the TNCompass List of Approved Programs. TNDOE periodically updates the competencies and standards and requires EPP programs to revise and update curriculum and to resubmit evidence for this work. See figure below.

Accreditation and Program Review Cycle

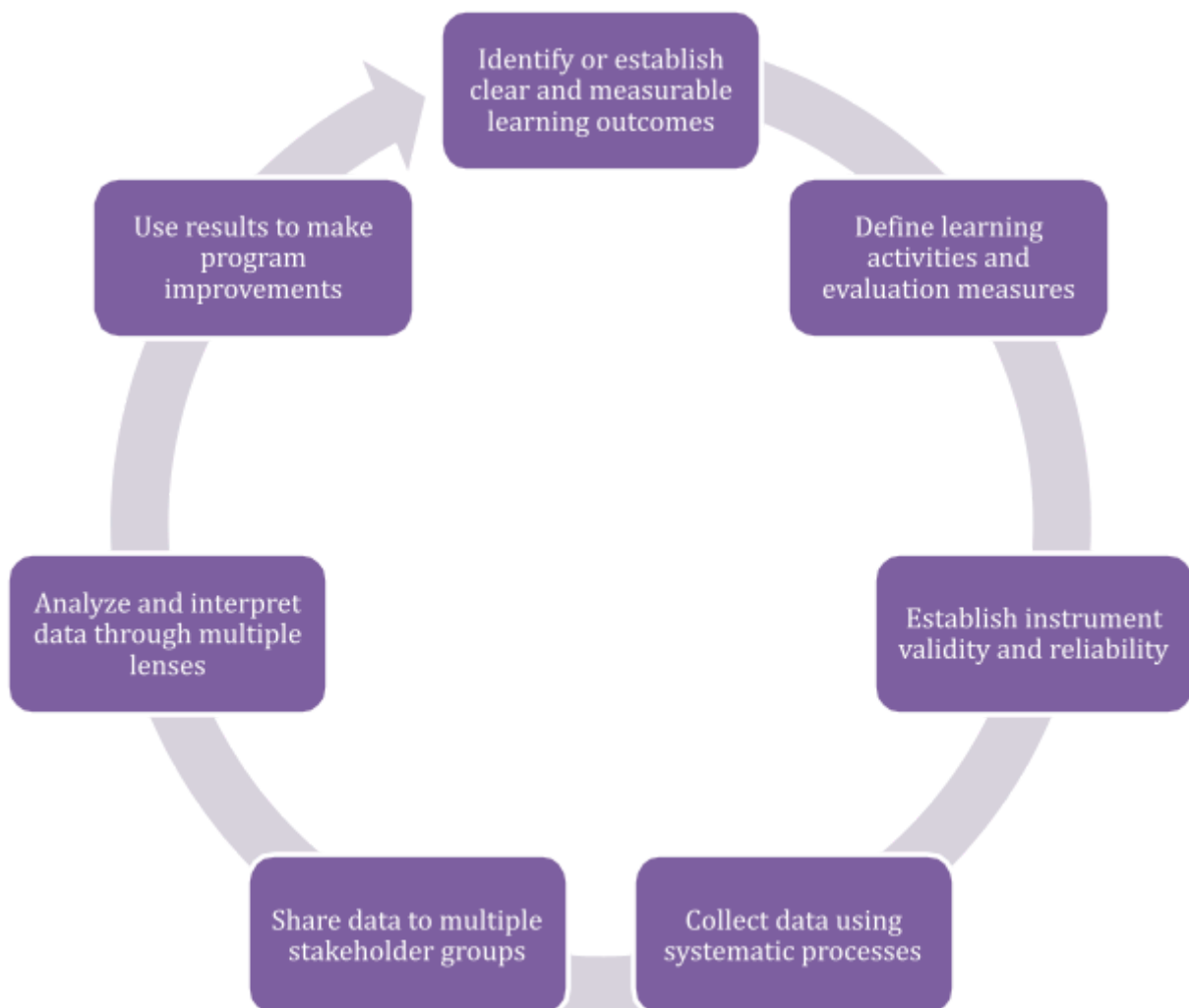


Overview of Assessment of Learning (CAEP 5.1 – 5.5)

The following graphic represents the assumptions for learning assessment within the LU EPP. This graphic is based on the premise that (1) assessment should be designed to support candidate learning,

(2) all faculty members should be involved, (3) external stakeholders should be intentionally included in the assessment processes from co-construction to making data-informed decisions, and (4) assessment should be made relevant through integration into course and program activities.

The EPP assessment system is reviewed each spring by EPP. Changes updated in the Assessment System each summer and/or as needed. The updated Quality Assurance Handbook is published on the EPP website.



Program Assessment (CAEP 5.3, 5.5)

The College of Education has established protocol around program assessment. All EPP programs receive Continuous Improvement Plan (CIP) reports each semester. These reports include key assignment data for each program in the EPP. Directors receive the reports showcasing current key assignment data compared to past semesters. Programs analyze program data against relevant benchmark data (e.g., EPP, national/state) as part of the EPP QAS system.

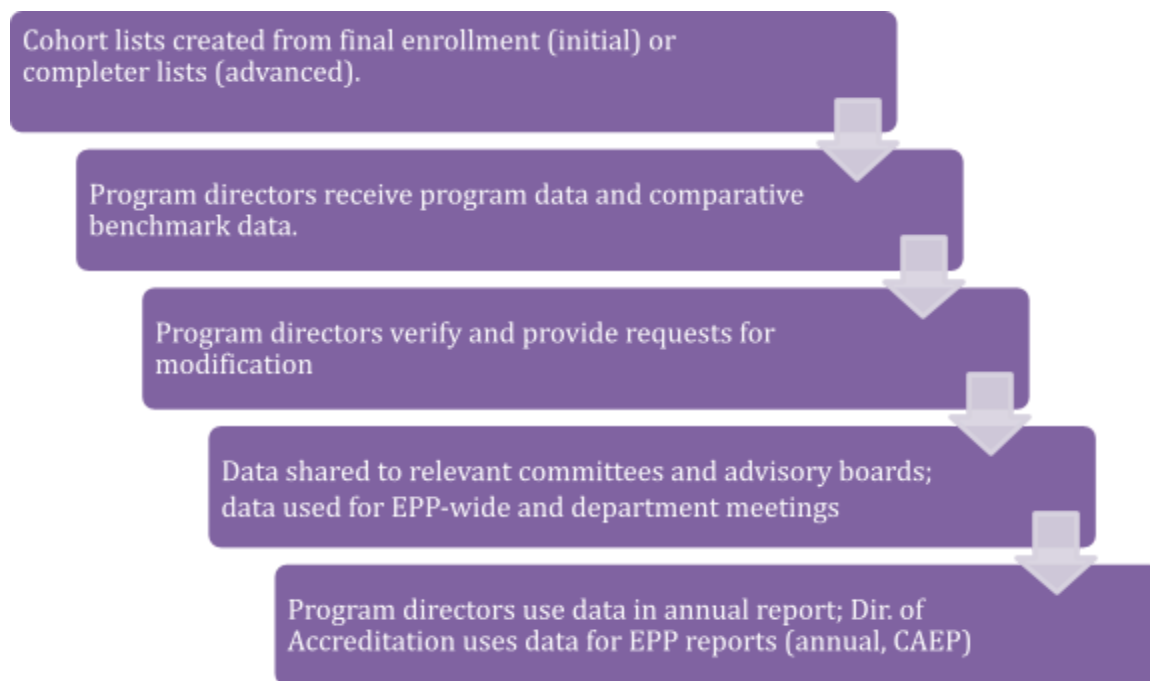
Program directors are charged with holding a data review meeting(s) with program faculty as well as with sharing data with external partners and gathering their feedback via established program advisory groups. All reports are returned to the program directors with embedded comments and discussion points for the program to consider. The program directors work with the Director of Accreditation, Assessment, and Research to make program changes and take action to respond to the data. Changes programs make are documented and tracked in the annual reports.



Programs align their assessments and data to CAEP and state-approved professional standards, per [TN policy 5.505](#). The ABA, Coaching, LCI, and Ed.D. programs are considered “ancillary” programs that do not lead to educator licensure and are not subject to CAEP review per TNDOE guidance.

Data Analysis (CAEP 5.1, 5.3, 5.5)

The EPP has an established workflow for data analysis and EPP faculty involvement with data. This workflow is described below. The EPP maintains a quality assurance system (QAS) comprised of valid data from multiple measures. The EPP QAS supports continuous improvement and uses data on candidates' and completers' performance to establish priorities, to enhance programs, and to test innovations to improve completers' impact on P-12 student learning and development. The EPP QAS embodies an ongoing process that uses multiple, comprehensive, and integrated assessment measures to evaluate the achievement of the EPP mission and goals. The EPP QAS provides data for use in decision making to determine applicant qualifications; interpret aggregated data to monitor, evaluate, and improve instructional programs; ensure and maintain the quality of candidates and graduate performance; and manage and improve unit operations. The EPP QAS system is comprised of a robust review and decision-making system predicated on data collected, aggregated, disaggregated and analyzed by multiple stakeholders internal and external to the EPP. Data are managed through multiple systems. Current protocol is depicted below.



All measures used in the quality assurance system are detailed in our key assignments evidence ([Graduate](#) and [Undergraduate](#) lists) (CAEP 5.1, 5.4). Additional data and data sources specific to [CAEP Standard 4](#) expectations detailed in the hyperlink.

Program Level Data and Analysis (CAEP 5.3)

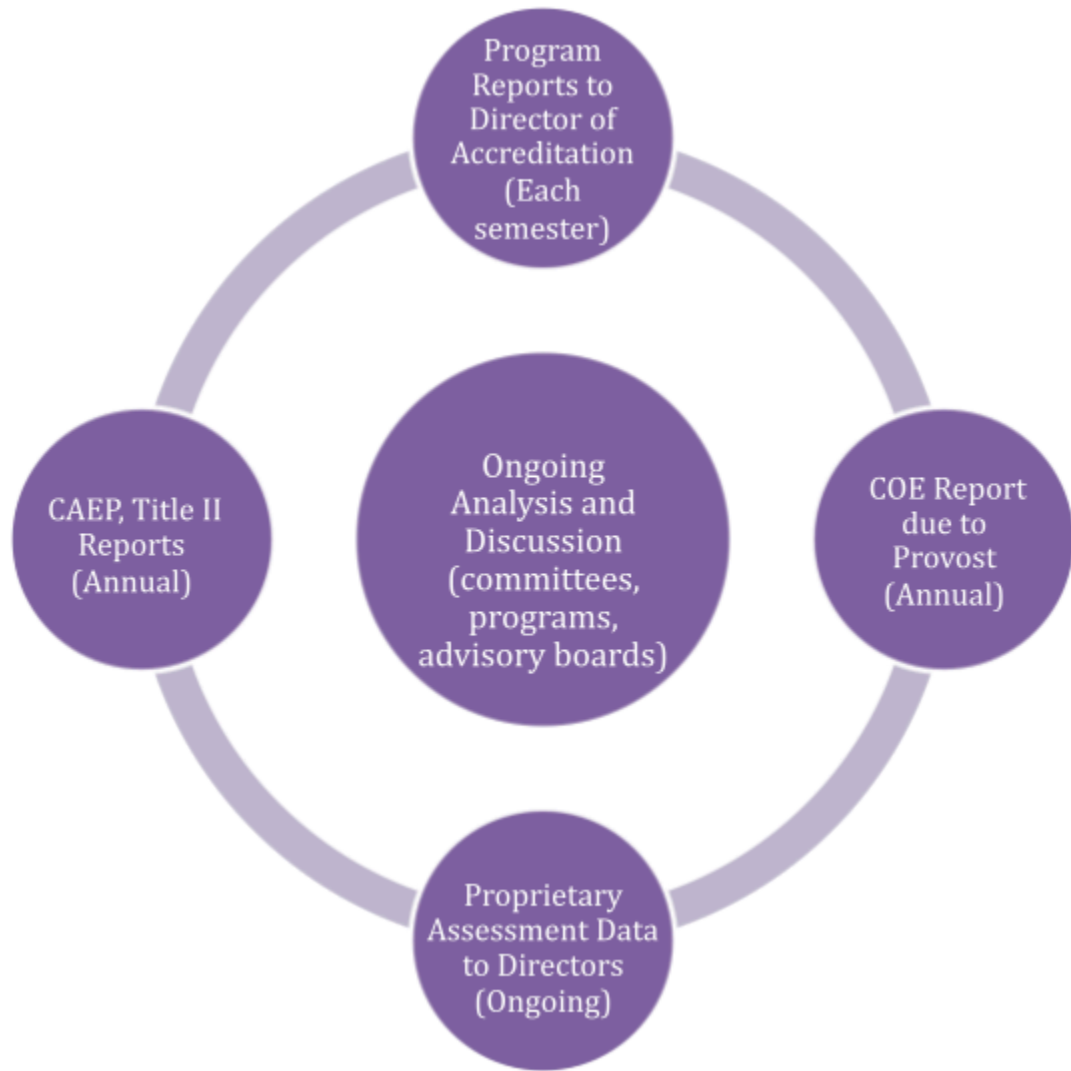
Each of the programs in the EPP COE submit a semi-annual report documenting progress against identified goals (Continuous Improvement Plan; CIP). Faculty within departments meet semi-annually to establish goals as well as to review and measure progress against goals. These reports provide another mechanism for programs within each department to collaborate on common initiatives and foci and to track the success of goals. These reports ensure that faculty within each department share a vision for the work they are doing preparing candidates for the field and document the work they are undertaking to support candidate and completer performance. Beyond the college, these reports are sent to the Lipscomb Office of Institutional Effectiveness each semester after each program meets and discusses progress towards goals and according recommendations for future.

Each department in the COE establishes department goals for the academic year. All department goals are aligned to the college goals. Goals are revisited periodically per candidate performance and faculty recommendation. Faculty then provide evidence for meeting CIP goals in the semi-annual CIP report followed by a final faculty meeting to discuss, analyze, interpret, and reflect. Program Directors work with the Director of Accreditation, Assessment, and Research to finalize goals and recommendations, which are submitted to the Vice Provost's office each year. The provost determines the due date each year. All reports are linked on the LU education accountability page ([See Additional Accreditation Resource Section](#)).

College Level Data and Analysis (CAEP 5.3)

The EPP also submits a unit-wide comprehensive annual report to the institution's Office of the Provost. This report provides evidence of work against identified goals for the EPP as a whole. This report provides another mechanism for EPP faculty to define common initiatives and foci and to track the success of goals. Finally, the EPP files its CAEP report tracking data for the CAEP annual reporting measures as well as the federal Title II report, which are posted on our accreditation page (<https://www.lipscomb.edu/education/accreditation>). See cycle in figure below.

The COE dean's office establishes goals for the college each academic year usually in the College of Education Leadership Team's (CELT) August retreat workshop. Goals are revisited periodically at CELT meetings. Program directors then provide evidence for meeting COE goals at the department level followed by a final meeting to discuss, analyze, interpret, and reflect. Faculty are invited to review and edit the document as well. The Director of Accreditation, Assessment, and Research then writes an annual report for submission to the Associate Provost's office in the following fall. The provost determines the due date each year. All reports are linked on the Lipscomb education accreditation page (<https://www.lipscomb.edu/education/accreditation>).



Data Sharing (CAEP 5.5)

EPP-wide data are shared with faculty and staff and discussed in monthly EPP meetings as well as in the program-appropriate advisory meetings with EPP Stakeholders. When specific data sources are released throughout the year (e.g. Report Card, Title II, NCTQ), these data are shared at the upcoming EPP-wide and appropriate stakeholder/advisory meetings. Faculty and staff are invited to discuss trends and consequences of the data. For example, initial and advanced programs may break into two smaller faculty groups to look at data specific to initial and advanced level preparation. Then, they can consider recommendations and changes specific to their program needs.

The Undergraduate and Graduate (Initial) Program Directors and/or the Graduate (Advanced) Program Directors are the primary committee structures for discussions and decisions for EPP-wide changes. These committees ensure EPP curricular integrity. The initial and advanced groups analyze EPP-wide aggregate data and disaggregated program data to inform EPP-wide changes affecting all programs. In addition to these teams, committee structures responsible for analyzing EPP and program data include the Teacher Education Council, Teacher Education Advisory Council, and Teacher Education Unit, among others.

Program-specific advisory boards (initial and advanced programs) are instrumental in this process in supporting program faculty and program coordinators in analyzing data and responding to needs identified in the field. Programs are required to meet with their advisory boards at least once a year and encouraged to meet with their advisory boards each semester. All advisory board meetings include agendas and meeting notes, which includes data sharing in addition to trends and needs in the field. As an example, for initial-level programs, the Teacher Education Advisory Council (TEAC) meets twice a year (e.g., fall, spring) and more frequently if needed to respond to unit-level data. Members of the TEAC (e.g., principals, superintendents, HR directors, alumni) support work to co-construct EPP practices informing preparation of initial and advanced candidates.

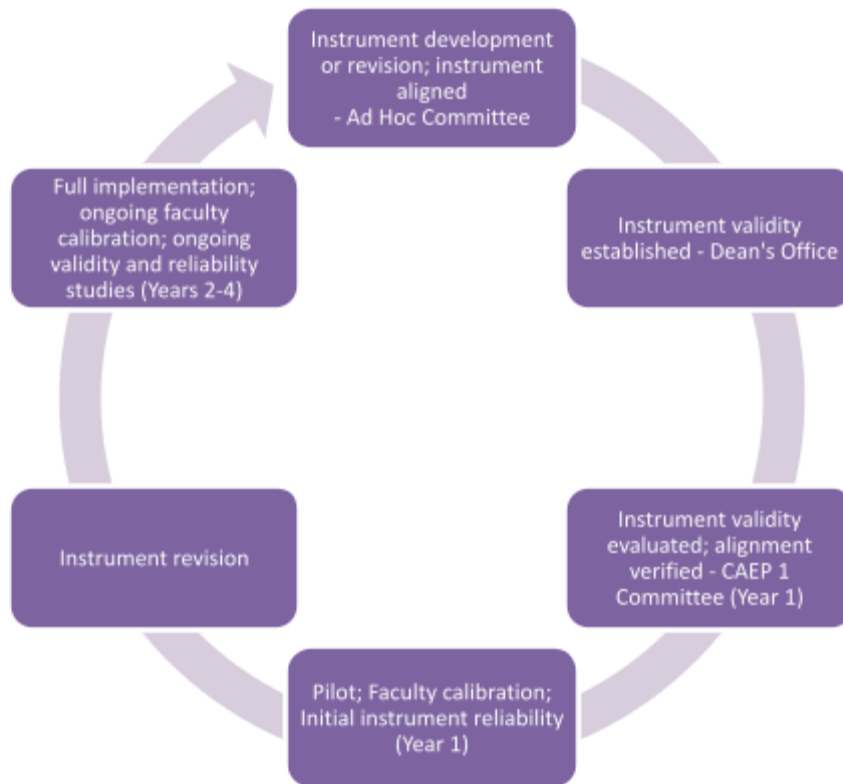
Quality of EPP-Created Assessments (CAEP 5.2) *

Protocols are in place for establishing instrument validity and reliability and stipulate the involvement of K-12 stakeholders in the co-construction and validation process of the assessment. All provided EPP assessments have documentation of multiple validity and reliability studies. Shared assessments have been subjected to iterative self-studies involving validity and reliability measures. Development and implementation of assessments adhere to an established workflow.

All assessments and surveys are typically reviewed on a yearly iterative cycle ensuring instrument validity and reliability. For each assessment, the EPP engages in an iterative self-study.

- Assessments and supporting documents are developed in working committee structures that include K-12 partners. This committee also aligns the instrument to the appropriate standards. This work typically occurs in the spring or summer with the assessment piloted in year one and calibration required of all faculty using the assessment. The Director of Accreditation, Assessment, and Research verifies instrument alignment and vets validity data.
- The Director of Accreditation, Assessment, and Research establishes initial content validity on the instrument. The assessment is sent to K-12 partners to review. Partners are asked to evaluate each criterion using the Lawshe method approach (e.g. essential, non-essential).
- Based on the pilot, the working committee then reviews all assessment data and faculty input into the new or revised instrument and makes any agreed on changes.
- The assessment is then fully implemented and used for at least three consecutive cycles to provide adequate trend data.

Example Data Cycle:



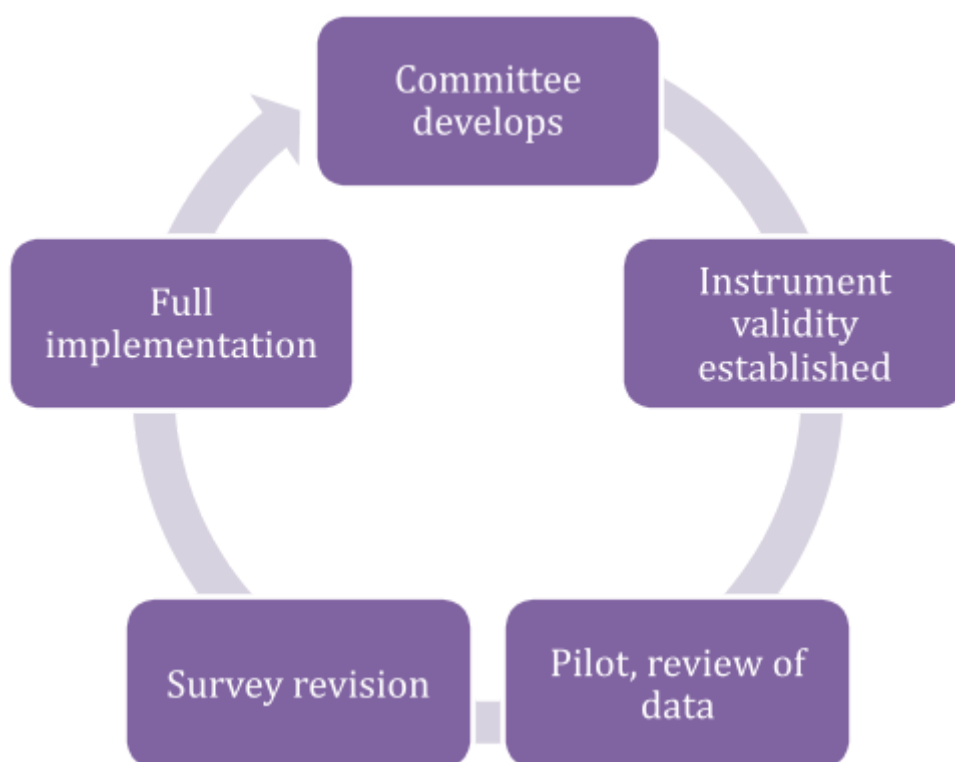
*Resource:

<http://caepnet.org/~media/Files/caep/accreditation-resources/caep-assessment-tool.pdf?la=en>

Quality of EPP-Created Surveys (CAEP 5.2)

A protocol similar to the one described for EPP-created assessments is enacted for EPP-created surveys. Similar to our key assessments, working groups are formed for the purpose of reviewing, creating, and revising surveys, such as the recent revision of the employer survey for advanced program candidates, which was recently revised by the Graduate Program Directors. Once a survey is drafted and aligned to the appropriate standards (e.g., INTASC, CAEP, SAP), it is shared with K-12 partners for revision and feedback. Surveys are also subject to an iterative self-study process.

All EPP-created surveys are carefully vetted by the committee overseeing that effort to ensure the survey meets the CAEP sufficient level for EPP-created assessments. Survey respondents are provided with clearly defined actionable terms with specific criteria aligned with indicators in a developmental sequence. Items are aligned to INTASC and/or CAEP standards. Leading questions are avoided, and items are stated in terms of behaviors or practices instead of opinions. Survey items tied to dispositions make clear to the participants how the survey item relates to effective teaching.



* Resource:

<http://caepnet.org/~media/Files/caep/accreditation-resources/caep-assessment-tool.pdf?la=en>

Instrument Validity (CAEP 5.2)

Assessment content validity is established through multiple steps starting with the working group drafting the measure as it aligns the assessment to the InTASC and CAEP standards. This work is then verified by the appropriate content-area faculty (e.g. literacy, gifted education), and the assessment is sent to K-12 partners to review. Partners are asked to evaluate each criterion using the Lawshe method. These data are then reviewed and used by the appropriate committee(s) to make recommendations for revisions during the pilot of the instrument.

Steps to establish Lawshe Content Validity Ratio:

1. Identify a panel of experts relative to the assignment. Panel must include P-12 based clinical educators. Panel should include additional members as follows: EPP based clinical educators, candidates, completers, and faculty.
2. Panel provided list of indicators/criterion (rubric) or items (survey). Meeting may be focus groups and/or via electronic means (i.e., Zoom, redcap, Google form)
3. Panel members independently rate each indicator/item as “essential”, “useful but not essential” or “not necessary”
4. Calculate the content validity ration as follows. $CVR = (ne - n/2)/(n/2)$
 - ne = items perceived as essential
 - n = total number of panelists

Instrument Reliability (CAEP 5.2)

Assessment reliability is established through online calibration meetings with inter-rater data gathered and then analyzed either using Fleiss Kappa (for more than 2 faculty) or weighted Cohen’s Kappa. Fleiss Kappa is a statistical measure for assessing the reliability of agreement between raters when assigning categorical ratings to a number of items or classifying items. Director of Accreditation, Assessment, and Research coordinates the annual online inter-rater reliability training and calibration at the beginning of each academic year and is responsible for gathering and compiling these data through Canvas. Data are reported to the Director of Accreditation, Assessment, and Research for review. Faculty or adjuncts with outlier data are contacted for additional training and additional calibration until 0.80 agreement is met for all measures used by individual faculty members and adjuncts.

Faculty Calibration/Inter-rater Reliability (CAEP 5.2)

Calibrations around key assessments are enacted on a calibration/inter-rater reliability schedule. Full time and adjunct faculty are assigned inter-rater reliability modules for each EPP-created assessment that they use in their teaching load each fall with supports in place for training new faculty or offering additional calibrations as indicated by data or faculty need. For example, when an assessment is revised, that instrument will be the focus of calibration within the pilot year implementation. Similarly, if data indicate a need for continued focus, that instrument will become an additional focus for faculty calibration.

New faculty using the EPP-created assessments are provided training and are paired with a mentor to co-score assessments to ensure a high degree of inter-rater reliability. Collaborating teachers working with candidates in the field are also provided supports for use of assessments and surveys shared to them through multiple options (e.g., F2F or Zoom meetings, online course modules, supervisor coaching, and developed handbooks).

Additionally, the EPP has developed online Canvas annual trainings to provide continued support to faculty and cooperating teachers around the unit plan and impact project EPP-created assessments.

Use of Data for Continuous Improvement (CAEP 5.3 - 5.5)

Program directors work with the Director of Accreditation, Assessment, and Research to make program changes based on annual review of data and submitted program reports. Programs take action to respond to the data. Changes programs make are documented and tracked in CIP reports. EPP programs and committees also report recommendations and changes based on review of data through our work with Deans for Impact, which is reported in program and college-level meetings in addition to advisory group meetings. We maintain minutes as well as recommendations for consideration. The EPP uses this information to track changes across and within programs.

Committee recommendations are vetted and passed to the appropriate EPP stakeholders. Committee structures for analyzing data include the Graduate Program Directors and Faculty, Undergraduate Program Faculty, CELT, and the COE Diversity Committee.

Committee recommendations that involve EPP-wide initiatives or decisions are most frequently shared with the Undergraduate (Initial) Program Coordinators and/or the Graduate (Advanced) Program Coordinators (GPC). These groups are the primary committee structures for discussions and decisions for EPP-wide changes and these committees ensure EPP curricular integrity. These groups analyze EPP-wide aggregate data and disaggregated program data to inform EPP-wide changes affecting all programs. These groups are often led in a review of data by faculty embedded in the other committee structures as well as the Director of Accreditation, Assessment, and Research. If a recommendation is received favorably, then the body votes to adopt the action for pilot implementation. The program directors and Director of Accreditation, Assessment, and Research track changes on data-informed improvements.

EPP-wide data are shared with faculty and discussed in COE faculty meetings as well as in the EPP-wide meetings open to all EPP Stakeholders. The EPP faculty routinely meet as one body at least each August, October, and January. The various CAEP-specific committees are asked to set the agenda and facilitate EPP-wide faculty meetings based on their review of the data.

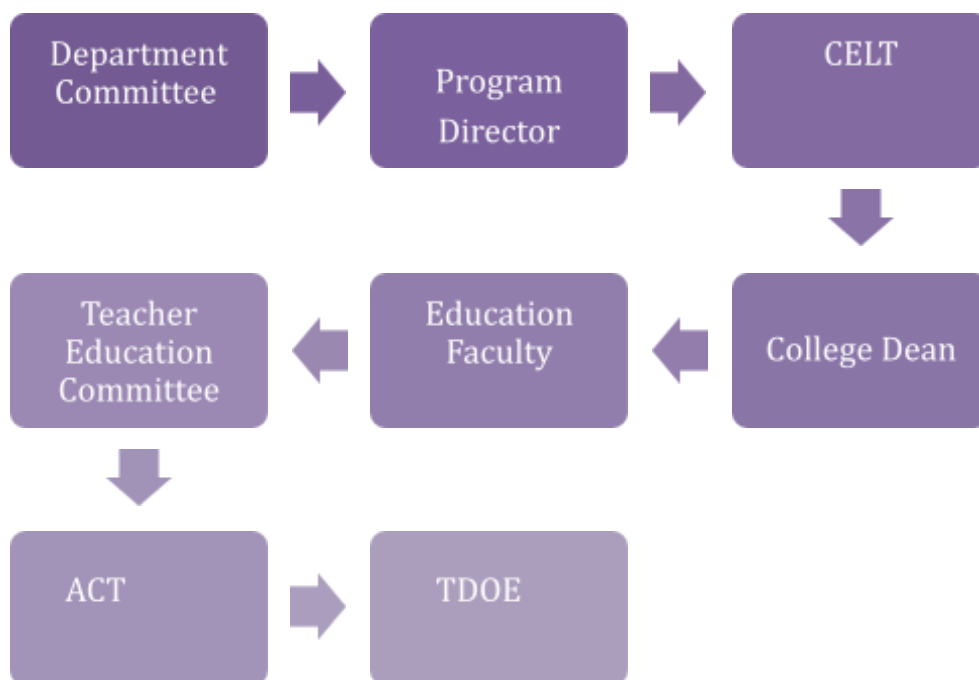
Curriculum Revision Process (CAEP 5.5)

Program changes involving significant curriculum revision require the program to move through a formal institutional curriculum review process to document the requested changes. The university structures stipulate that major program revisions must originate with the program coordinator and then move through the following committees for review:

- (1) Program level curriculum committee,
- (2) Program Director
- (3) CELT
- (4) Faculty Vote
- (5) Dean
- (6) Academic Curriculum Team (ACT)
- (7) Items may then be sent to the Tennessee Department of Education and/or the Tennessee Department of Higher Education if appropriate

The Associate Provost for Instructional Effectiveness (Dr. Terry) works with the EPP to move through this process.

*The TEC is comprised of members from all COE programs as well as members from all other university colleges or programs that have Education majors. These members meet once a semester or more as needed to review and vote on program curriculum changes. A recent example of this is the fall 2020 review of the new SPED/Elementary Education program proposed based upon TDOE changes.



APPEAL PROCEDURES

There are appeal procedures for the following situations:

I. Procedure for Special Enrollment Status in Education Courses

Candidates admitted to the Teacher Education program have met all requirements and are formally admitted to the program before taking education courses. Candidates who lack meeting the criteria for admittance to the program but who are close to meeting that criteria may request an exception for them to take one additional education course prior to being formally admitted to the Teacher Education program.

Students with the following exceptions may appeal to take one Teacher Education course:

1. GPA between 2.65 and 2.74
2. One section of the CORE praxis test not passed but within 2 points. Two of the three CORE subtests must be passed.

The following procedures will be followed in considering and granting candidates a special enrollment status prior to admission to the Teacher Education program:

1. The candidate must make a request for exception to the policy in writing to the Director of Accreditation, Assessment & Research.
2. If the exception to the policy is granted, the candidate may enroll in only **one** (1) education course, chosen with approval of the Director of Undergrad Education, prior to admission to the Teacher Education program. The course cannot be a Clinical Practice course.
3. The candidate must be formally admitted to the Teacher Education program before he/she can take any further education courses.

II. Appeal Procedure for Admission to Teacher Education

The only appeal for admission to Teacher Education relates to the CORE praxis. Teacher Education applicants who have only passed two of the three subtests of the CORE ACADEMIC SKILLS EXAM two (2) times with a score within 2 points of passing may appeal to the Teacher Education Council (TEC) for possible admission to a program provided he/she meets the following requirements:

1. B average in the courses relevant to the failed section(s) of the test
(MA 1043 Survey of Fundamentals of Math, LU 1203 Lipscomb Experience,
and EN 1313 University Writing)
2. 3.0 overall grade point average

Transfer candidates who appeal must have a GPA of 3.0 in work completed at Lipscomb University. If the Survey of Fundamentals of Math or English Composition courses were taken elsewhere and grades of B were earned and transferred, a basic test will be administered to ascertain proficiency.

The Teacher Education Council (TEC) may interview the candidate following receipt of a formal letter of appeal and documentation showing that grade requirements are met. This letter should be addressed to the Director of Accreditation, Assessment and Research, who serves as Co-Chair of the TEC.

III. Complaint/Appeal Procedure for Grade, Course, or Program Concerns

It is the policy of Lipscomb University College of Education to ensure that services are provided and concerns addressed in an appropriate and professional manner. The candidate should make every effort to resolve any class, grade, course, or program concern by discussing it informally with the Lipscomb personnel (faculty or staff) involved. If the candidate is not comfortable discussing the concern with this person or is not satisfied with the response, the candidate may register a complaint/appeal using the procedure established by the College of Education outlined below (see flow chart on p. ??).

Level I

The candidate should first contact the Lipscomb personnel (faculty or staff) involved and request a meeting. This request should briefly describe the nature of the complaint. The Lipscomb personnel involved will notify the candidate in writing of the date and time for the meeting within three (3) business days following this request. This meeting will be held within seven (7) business days of the request and will be presided over by the Lipscomb personnel who will take notes of the meeting and file them in the candidate's record folder.

Level II

If the candidate is not satisfied with the response resulting from the initial meeting, the candidate may request a meeting with the Director of Undergraduate Education or Director of Accreditation, Assessment, & Research, using the College of Education *Statement of Complaint/Appeal* form. This request must be made within ten (10) business days of the initial meeting and delivered directly to the appropriate Director.

Within five (5) business days of the receipt of the *Statement of Complaint/Appeal*, the director of the appropriate program will notify the candidate of a date, time, and place for the administrative review. The candidate will be provided the opportunity to withdraw or amend the *Statement of Complaint/Appeal* in writing before the date of the review and will have the opportunity to request rescheduling of the review for good cause. This administrative review will be presided over by the Director of Undergraduate Education or his/her designee.

A written decision will be sent to the candidate by the director of the appropriate program within seven (7) business days following the completion of the administrative review.

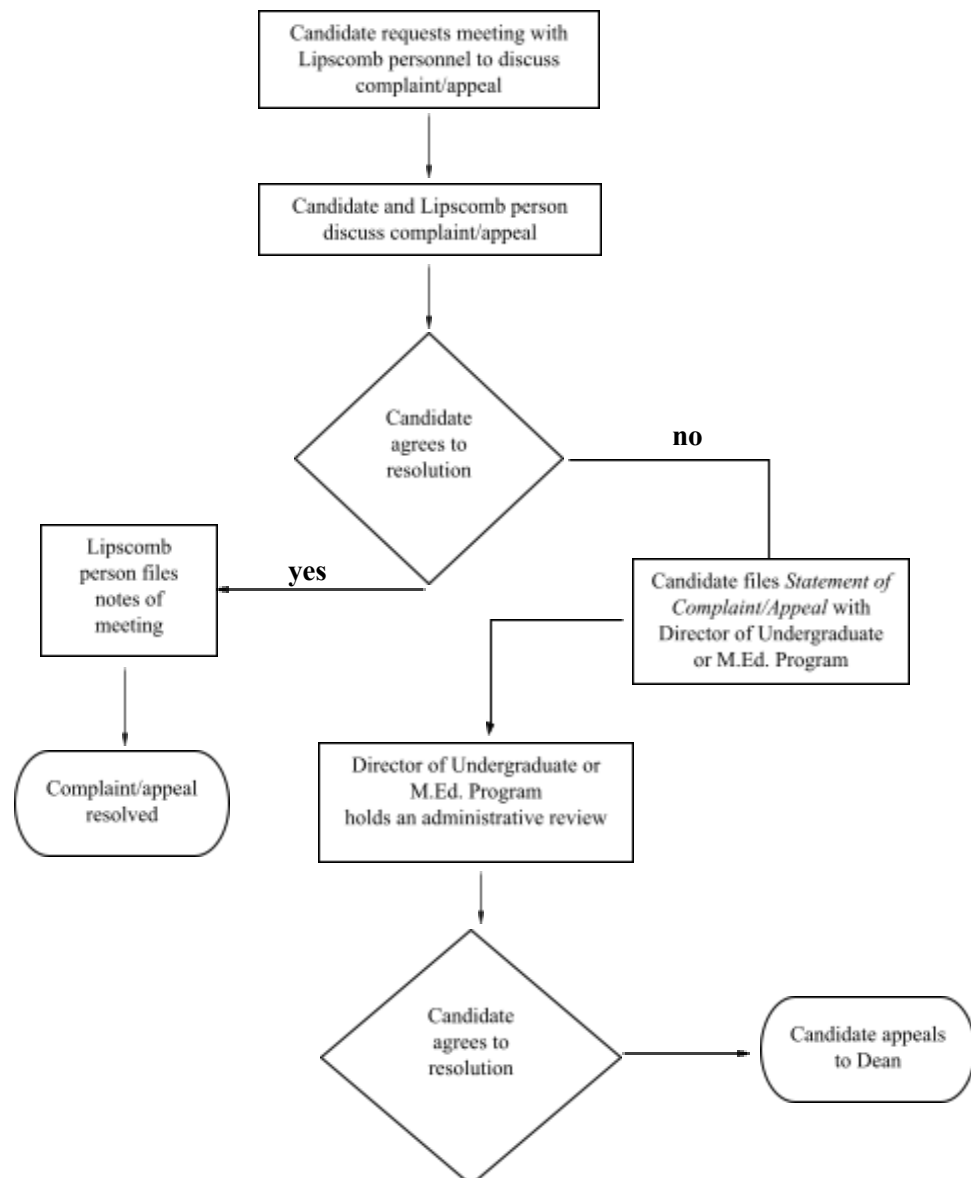
Any *Statement of Complaint/Appeal* will be discussed with faculty and/or staff involved at the time of a complaint or at the end of the term.

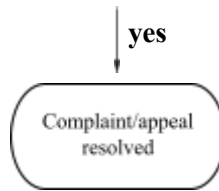
Level III

If the candidate is not satisfied with the response resulting from the administrative review, the candidate may request within ten (10) business days a review of the concern by the Dean of the College of Education.

Please note that the Lipscomb University Disciplinary Appeals Process can be found in the *LIPSCOMB UNIVERSITY CATALOG AND STUDENT HANDBOOK*. The handbook states that a complaint or grievance related to a specific course or instructor should be addressed first with the instructor. If that interaction is unsatisfactory, the candidate should take the complaint to the department chair (procedure outlined above). The process notes that a candidate with a concern unresolved at that point may directly contact the office of the dean of the college in which the department resides. Following the above procedure, any appeal of a course grade must be filed in the Provost's Office within 60 days following posting of the grade to the candidate's record. In no case may a candidate appeal a grade that has been recorded on the transcript for as long as twelve months.

Complaint/Appeal Procedure Flow Chart





Tracking field Placements

The EPP has developed systems to track candidate placements. Placement activities and types are predetermined by course to meet the professional standards and expectations of the course and to ensure that all candidates obtain particular experiences to meet professional standards by completion of the program. Field experiences per course are delineated in the Clinical Experiences handbook as well as individual course syllabi. Each semester, the instructors of courses identified as having embedded field experience are sent a Google spreadsheet of candidates enrolled in their course(s) and asked to verify the placement location, activities associated with the placement, and student completion of required hours. Enrollment from VeeraBridge is pulled into the Google spreadsheet. Candidates also keep track of their placements per course, and these are reviewed at the student teaching interview to ensure that candidates continue to participate in a diversity of clinical experiences that match their area of licensure. The Director of Clinical Experiences maintains an online database of practicum placements and student teaching placements. Graduate candidates in initial licensure programs complete a spreadsheet of each field placement that includes locations. Field placements are dictated by course to meet the professional standards and expectations of the course and to ensure that all candidates obtain particular experiences to meet professional standards by completion of the program. This spreadsheet is reviewed by course faculty, advisors, and program director to ensure that candidates experience a diversity of experiences by the program's end that also match their area of licensure.

Programs have established scope and sequence degree plans. Once the Google spreadsheets are finalized each term, the information is recorded in the EPP online tracking system where updated state data on school demographics are cross-referenced with that placement (source: <https://myschoolinfo.Tennessee.gov/>). These demographics include the school race/ethnicity demographics and percentage of students at the school considered low income. From the predetermined experiences, candidates participate in field experiences in urban, multicultural, rural, suburban, private, public, and low-income school environments. Our predetermined field experiences ensure that candidates have a diversity of experiences within their licensure gradespan by the end of the program.

When traditional candidates apply for student teaching, appropriate program directors review candidates' prior clinical experiences to ensure that they have had experiences working in both high diversity and high poverty schools. Program directors then use that review process to determine placements for candidates in their final clinical experiences. Program coordinators also review and verify their program's scope and sequence map each fall and are specifically asked to review that candidates in their program are intentionally placed so that they have experiences working with different populations of students.

Advanced programs track candidate field experiences via established requirements aligned to course enrollment and placement of program assessments. Program directors verify candidate clinical experiences on scope and sequence maps annually. Placement activities and types are predetermined by course to meet the professional standards and expectations of the course and to ensure that all candidates obtain particular experiences to meet professional standards by completion of the program. Advanced program coordinators also track where candidates complete clinical experiences to establish MOUs and State Recognized Partnership Agreements with partner districts. Advanced Programs have established scope and sequence degree plans that require specific field experiences aligned to professional standards and course objectives.

For the most part, advanced preparation candidates already serve in their schools/districts and fulfill their clinical expectations within those schools as the EPP and the school/district collaborate to support the candidate's development. For those very few candidates who need help finding a placement, the program director works with the candidate to find an appropriate school or district.

Appendix A - Program Alignment and Review

Program Name – Initial Programs	Director	Standards	Review Option
Elementary K-5/SPED	Ally Hauptman	NAEYC, CAEP K-5	State/CAEP
Special Education K-12, K-8, 6-12	Robbie Hampton, Ally Hauptman	CEC	State/CAEP
Middle Level 6-8 (MA, ELA, SS, SCI)	Ally Hauptman	AMLE	State/CAEP
English 6-12	English Dept; Ally Hauptman	NCTE	State/CAEP
Integrated Prek-3/SPED	Robbie Hampton, Ally Hauptman	NAEYC, CAEP K-5	State/CAEP
History 6-12	History Dept; Ally Hauptman	NCSS	State/CAEP
Mathematics 6-12/6-10	Math Dept; Ally Hauptman	NCTM	State/CAEP
Marketing 6-12	Ally Hauptman		State/CAEP
Science 6-12 (Bio, Chem, Phys)	Science Dept; Ally Hauptman	NSTA	State/CAEP
Art K-12	Art Dept; Ally Hauptman	NASAD	State/CAEP
PE/Health K-12	Ally Hauptman	NASPE	State/CAEP
Music K-12 (Instrumental, Vocal)	Music Dept; Ally Hauptman	NASM	State/CAEP
Foreign Language K-12 (Ger, Fren, Span)	Modern Languages Dept; Ally Hauptman	ACTFL	State/CAEP
Theater K-12	Theater Dept; Ally Hauptman	NCAS	State/CAEP
ELL	Jeanne Fain; Ally Hauptman	TESOL	State/CAEP
Computer Science	Ally Hauptman	ISTE	State/CAEP
Program Name – Advanced Programs	Lead Faculty/Director	Standards	Review Option
School Counseling	Lisa Davies	ASCA	State/CAEP
Literacy	Jeanne Fain	ILA/TN Literacy	State/CAEP
Gifted and Advanced Academics	Emily Mofield; Megan Parker Peters	CEC/NAGC	State/CAEP
Ed Leadership	Kesha Walrond; Lance Forman	PSEL/TILS	State/CAEP

Appendix B - Proprietary Assessments

The EPP uses data from proprietary assessments to analyze candidate and completer performance. The Associate Dean and Director of Assessment ensure that all data are collected according to an identified schedule, that data are staged and analyzed, and that data are shared to appropriate program and committee structures.

Proprietary Assessment	Data Use	Platform	Data Collection	Data Staged	Data Review
Praxis Core	Initial Program Admission Option	ETS	Pgm Adm	Summer	CAEP 3, Asst Dean of Teacher Education
ACT/SAT	Initial Program Admission Option	ETS	Pgm Adm	Summer	CAEP 3, Asst Dean of Teacher Education
Praxis Subject Assessments	Admission to Student Teaching, Job-Embedded program, Advanced programs	ETS	ST Admission, licensure - Fall, Spring	Summer, Spring, Fall	CAEP 1, Asst Dean of Teacher Education, Dir of Assessment
ALTA	Licensure (initial licensure teaching programs)	Pearson	Program Admin	Summer, Spring, Fall	CAEP 3, Asst Dean of Teacher Education; Licensing Manager
NES	Licensure (initial licensure teaching programs)	Pearson	Program Admin	Summer, Spring, Fall	CAEP 3, Asst Dean of Teacher

					Education; Licensing Manager
edTPA	Licensure (initial licensure teaching programs)	ETS	Graduation/Licensure - Fall, Spring	Summer	CAEP 1, Asst Dean of Teacher Education; edTPA Liaison
SLLA	Licensure (Ed Leadership)	ETS	Graduation/Licensure - Fall, Spring	Summer	CAEP 1, Data Mgr, EDLD Prgm Dir
TBMS	Program Start and Completion (all initial programs)	Jotform, Google	Admission/Completion- Fall, Spring	Summer	CAEP 1, Student Success, Director of Assessment
Panorama Surveys	All student teachers	Jotform, Google	During student teaching placements (2)	Spring/Fall	Associate Dean; Dir of Assessment
360 Performance Reviews	All EDLD candidates	Canvas Submissions	During the three mentor-based courses	Spring/Fall	Director of Educational Leadership

NIET ATR Rubric	All initial licensure candidates	Jotform	Clinical I, Clinical II, Student Teaching, Job Embedde d teaching	Spring/F all	Assistant Dean of Teacher Education; Director of Clinical Experiences
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Proprietary Assessment	Data Use	Platform	Data Collection	Data Staged	Data Review
Multicultural Efficacy Survey ³	Impact on Student Perceptions of Diverse Learners. Survey used at candidate program admission and program exit. The survey includes three constructs; Experience, Attitude and Efficacy. An additional question requires candidates to select a Multicultural statement that most aligns with their own beliefs. To assess program impact, candidates create a Unique ID to complete the survey. Data analyzed include matched pairs data and “snapshot” data by semester.	RedCap, Google	Fall, Spring	Summer	Diversity Comm, Dir of Assessment
TDOE Employer Satisfaction Survey	Post-Graduation	TDOE	Spring	Upon Receipt	CAEP 4, Assoc Dean
TDOE Novice Teacher Survey	Post-Graduation	TDOE	Spring	Upon Receipt	CAEP 4, Assoc Dean

³ Guyton, E. M., & Wesche, M. V. (2005). The multicultural efficacy scale: Development, item selection, and reliability. *Multicultural Perspectives*, 7(4), 21-29.

Appendix C - EPP-Created Assessments

The EPP has created unit-wide assessments at both the initial (four assessments) and advanced levels (one shared assessment). The Associate Dean and Director of Assessment ensure that all assessments and surveys are deployed according to an identified schedule, that data are staged and analyzed, and data are shared to appropriate program and committee structures. The Associate Dean and Director of Assessment monitor Canvas Pending Assessments to encourage appropriate faculty, candidate, and completers to provide feedback on the EPP-wide and program-specific assessments.

EPP-Created Assessment	Point(s) of Distribution	Platform	Data Collection	Data Staged	Data Review
Unit Plan (Initial)	Undergraduate Program: Unit Plan Rubric: Clinical Practice II CP III (Final Clinical Placement) Graduate: Planning, Instruction, and Assessment	Canvas	Fall, Spring	Summer	CAEP 1, Asst Dean of Teacher Ed
Lesson Plan (Initial)	Undergraduate: Lesson Plan Rubric: Planning for Learning, Primary Ed, CP I and CP II; Final Clinical Internship Graduate: Planning, Instruction, and Assessment, Integrated Literacy, Literacy Foundations	Canvas	Fall, Spring	Summer	CAEP 1, Asst Dean of Teacher Ed
Disposition (Initial, Advanced)	Ongoing – used as part of the EPP system for program progression, used in all clinical experiences Undergraduate: CP I, CP II, CP III (Final Clinical Placement) Graduate: EG 5000, 6000	Canvas	Fall, Spring	Summer	Asst Dean of Teacher Ed; Asst Dean of Advanced Programs, Dir of Assessment

EPP-Created Assessment	Point(s) of Distribution	Platform	Data Collection	Data Staged	Data Review
Course Grades (Initial, Advanced)	All program coordinators analyze candidate content course grades prior to approving candidate for final clinical experience.	CNS	Fall, Spring	Summer	Asst Dean of Teacher Ed; Asst Dean of Advanced Programs, Dir of Assessment
Summative Portfolio (Initial, Advanced)	Program Completion Summative: Survey used at candidate program exit. Formative: Secondary Evaluation Rubric attached to every program assessment	CNS	Fall, Spring, Summer	August	Program Directors.; Asst Dean of Teacher Ed; Asst Dean of Advanced Programs, Dir of Assessment

Course	Title	Assignment	Rubric
EG 5023	Principles of Learning	Advocacy Paper	Evaluation Rubric for College of Education Graduate Comprehensive Assessment
EG 5033/6033	Collaborative Professional Learning	Collaborative Professional Learning Plan	Leadership in Collaborative Professional Learning – Action Plan Rubric Advanced
EG 5053*	Planning, Instruction, & Assessment	Lesson Plan	Lesson Plan Rubric
EG 5053*	Planning, Instruction, & Assessment	Unit Plan	Unit Plan Rubric
EG 5063	Building Classroom Communities	Classroom Management Plan	Classroom Management Plan Rubric
EG 5083	Research in Classroom Practice	Proposal Paper	Research Writing Rubric
EG 5093/6093	Cultural Perspectives in Schools	Case Study Rubric	Writing Rubric
EG 5143	Methods in STEM K-5	Lesson plan	Lesson Plan Rubric
EG 5163	Early Childhood Methods PreK-3	Lesson plan	Lesson Plan Rubric
EG 5173	Methods in Arts Education	Program/Course Map Portfolio	Program/Course Map Portfolio
EG 5183	Teaching English Language Arts	Literacy Pedagogy Portfolio	Literacy Pedagogy Final Portfolio Rubric
EG 5193	Teaching History/Soc Sciences	Teaching History/Social Studies Key Assignment	Teaching History/Social Studies Key Assignment Rubric
EG 5213/6213**	Instructional Design-Online En	Course of Study	Unit Plan Rubric
EG 5233/6233	Leadership Behavior & Practice	Personal Leadership Philosophy Paper	Leadership Reflection Rubric
EG 5253/6253	Organizational Planning & Change (formerly Vision & Change)	SWOT Analysis	Leadership Action Plan Rubric
EG 5263/6263	School Community	Internal & External	Action Plan Rubric (School

	Relations (Formerly Communication & Community)	Communication Plan (Fall 2019)	Community Relations)
EG 5273/6273**	Coaching Models & Practices	Coaching Implementation Plan	Instructional Coaching Models Action Plan Rubric
EG 5283/6283	Developing Critical Cultural Competence	Personal Action Plan Paper	Developing Critical Cultural Competence - Action Pan Rubric
EG 5293/6293**	Principles of Adult Learning	Professional Development Plan	Principles of Adult Learning – Action Plan Rubric
EG 5303	Teaching the Diverse Learner	Advocacy Paper	Evaluation Rubric for College of Education Graduate Comprehensive Assessment
EG 5333/6333	Law & Ethics in Leadership	The Third Case Brief	Case Brief Rubric
EG 5343/6343	Curriculum Design & Development	in progress	in progress
EG 5373/6373	Consultation & Collaboration	Intervention Plan and Presentation for Professional Development	School Counseling Intervention Plan and Presentation Rubric
EG 5393/6393	Professional Orientation & Management	Compare and Contrast paper. Elementary vs. Secondary Counseling Program Management	School Counseling Writing Rubric
EG 5423*	Methods in STEM	Science Methods Unit Plan	Science Methods Unit Plan Rubric
EG 5423*	Methods in STEM	Teaching Mathematics: The Non-Negotiable Elements Paper	Teaching Mathematics: The Non-Negotiable Elements Paper Rubric
EG 5443/6443	College Access & Success - Elementary/Middle	Career Development Program Creation Presentation	SC Elementary Case Study Rubric
EG 5453/6453	College Access & Success - Secondary	Career Development Program Creation Presentation	SC Secondary Case Study Rubric
EG 5473/6473	Guidance and Counseling	Professional Development Paper	School Counseling Reflection Rubric
EG 5483/6483	Instructional Leadership	in progress	in progress
EG 5513/6513	Curriculum Development	Peer Observation	Leadership Reflection Rubric

EG 5523/6523	Technology Applications	Dynamic Learning Plan	Technology Applications for Teaching and Learning Reflection Rubric
EG 5543/6543	Teaching Writing	Scaffolded Teaching of a Writing Mini Lesson	Lesson Plan Rubric (Advanced) - Reading Specialist
EG 5563/6553	Collaborations & Conversations (Formerly Crucial Conversations & Political Implications)	Growth Reflection Paper	Leadership Clinical Experience Reflection Rubric
EG 5573/6573	ORG3 Human Capital and Operations Management	Growth Reflection Paper	Leadership Clinical Experience Reflection Rubric
EG 5583/6683	ORG4 School Resource Management	Growth Reflection Paper	Leadership Clinical Experience Reflection Rubric
EG 5593/6593	Characteristics & Needs of Gifted Learners	Issues in Gifted Education Project	Issues in Gifted Education Project rubric
EG 5653	Capstone I	Presentation	Research Proposal Exit Presentation Rubric
EG 5663	Capstone II	Research Manuscript	Research Writing Rubric (Advanced)
EG 5673/6673	Curriculum, Planning, and Instruction for Gifted Learners	CPI Unit Plan	Gifted Unit Plan Rubric
EG 5683/6683	Legal and Ethical Practice	Literature Review & Case Study Using the STEPS Model	SC Literature Review and Case Study Rubric
EG 5693/6693	Issues and Advocacy in Gifted Education and Special Populations	Gifted Education Advocacy Plan (Canvas) Presentation (Scored in class)	Gifted Education Advocacy Plan Rubric
EG 5703/6703	Theory and Practices in Gifted Education	Practicum Portfolio Entries	Practicum Portfolio Entry Rubric
EG 570V PE Methods	Methods in Health/PE	PE Portfolio	PE Portfolio Rubric
EG 5753/6753	Emergent Literacy	Case Study: Emergent Literacy Assessments	Case Study Rubric - Reading Specialist Advanced
EG 5763/6763	Reading in the Content Area	ELA Unit Plan	Literacy Unit Plan Rubric
EG 5773/6773	Diagnosis & Remediation of Reading Difficulties	Case Study: Literacy Assessments, Diagnosis, and Researched Based Plan	Case Study Rubric - Reading Specialist Advanced

EG 5793	Integrated Literacy	Integrated Literacy Unit Plan (Grade Specific, CCSS Integrated within plan)	Unit Plan Rubric
EG 5803*	Literacy Foundations & Standards	Literacy Foundations Case Study	Literacy Foundation Case Study
EG 5803*	Literacy Foundations & Standards	Literacy Foundations Test	Literacy Test Rubric
EG 5853/6853	Leadership and Coaching in Literacy	Literacy Concept Professional Development Plan and Presentation	Literacy Concept Professional Development Plan and Presentation Rubric
EG 5863/6863	School-Based Assessment	School Based Assessment Case Study	School Based Assessment Case Study Rubric
EG 5933/6933	Elementary/Middle Grades Counseling Practicum	Individual Counseling Reflection	School Counseling Practicum Reflection Rubric
EG 5943/6943	Secondary Counseling Practicum	Individual Counseling Reflection	School Counseling Practicum Reflection Rubric
EG 6000	Graduation Seminar	Portfolio	Summative Portfolio Rubric
EG 6013	Systems Thinking	Advocacy Plan	Leadership Advocacy Plan Rubric
EGEL 5013/6013	Theory & Practice in Second Language Acquisition	Theory and Practice Major Inquiry Project	Theory and Practice Major Inquiry Rubric
EGEL 5033/6033	Grammar for ELL Teachers	Grammar Instruction Lesson Plan	Lesson Plan Rubric (Advanced)
EGEL 5043/6043	Curriculum Design & Instruction in the ELL Classroom	Teaching Practice Assessment	Lesson Plan Rubric (Advanced)
EGEL 5053/6053	Culture, Communication & Community in the ELL Classroom	Family & Community Engagement & Action Plan	Family & Community Engagement & Action Plan Rubric
EGEL 5203/6203	Global Literature in Linguistically Diverse Classrooms	Annotated Bibliography	Annotated Bibliography Rubric
EGSE 5023	Special Education Disabilities	IDEA Eligibility Framework	IDEA Eligibility Framework Rubric
EGSE 5033/6033	Special Education Law & Ethics	Individual Education Plan	IEP Rubric

EGSE 5043/6043	Special Education Methods	Culminating Project Rubric (Spring 2022) - is it switching to case study or something different	Culminating Project Rubric
EGSE 5213/6213	Methods of Inclusive Education	Co-Teaching Demonstration	Co-Teaching Demonstration Rubric
EGSE 5223	Build Supportive Learning Envir	Classroom Management Plan	Classroom Management Plan Rubric
EGSE 5233	Complex Disabilities	Adapted Book Project	Adapted Book Rubric
EGSE 5313	Methods in Complex Disabilities	Intervention Plan	Intervention Plan Rubric

*Source of Graduate Key Assignments - [Here](#)

For program-specific matrices, see [this Google folder](#). Undergraduate programs are separated by license-area endorsements. Matrices feature the licensure area (e.g., PreK-3) with course alignment to InTASC standards, CAEP Standards, specialty area standards, Tennessee Literacy Standards, course objectives, key assignments, and clinical experiences completed as a part of each course in the program.

Appendix D - EPP-Created Surveys

The EPP has created unit-wide surveys at both the initial and advanced levels. The Associate Dean and Director of Assessment ensure that all assessments and surveys are deployed according to an identified schedule, that data are staged and analyzed, and data are shared to appropriate program and committee structures. The Associate Dean and Director of Assessment monitor response rates to encourage appropriate faculty, candidate, and completers to provide feedback on the provided surveys.

EPP-Created Survey	Point(s) of Distribution	Platform	Data Collection	Data Staged	Data Review
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Candidate Reflection Feedback on Field Experiences (Initial)	Candidates complete a reflection for each field experience; these data are shared with course faculty and program directors.	Canvas, Canvas	Fall, Spring, Summer	Each term	Program Directors
Candidate Feedback on Field Experiences (Advanced)	Candidates complete a reflection for each field experience; these data are shared with course faculty and program directors.	Canvas, Canvas	Fall, Spring, Summer	Each term	Program Directors

EPP-Created Survey	Point(s) of Distribution	Platform	Data Collection	Data Staged	Data Review
Rookie Post-Graduate Satisfaction (Initial)	Dir of Assessment/Assoc Dean sends survey link to all initial program graduates at the 1-, 3, 5- year out mark. <i>Note: (1) TDOE also surveys candidates teaching in TPS at 1-year post graduation and provides data to EPPs</i>	Jotform, Google	Fall	Summer	CAEP 4 Assoc Dean, Prgm Directors, Dir of Assessment

EPP-Created Survey	Point(s) of Distribution	Platform	Data Collection	Data Staged	Data Review
Rookie Post-Graduate Satisfaction (Advanced)	Assoc Dean/Dir of Assessment sends survey link to all advanced program graduates at the 1, 3, 5- year out mark.	Jotform, Google	Spring (May)	Summer	Pgm Dir, Faculty
Employer (Initial)	Sent to all employers of graduates. Names/emails pulled from Licensure documents, online searches, as well as TDOE data on graduates teaching in Tennessee public schools <i>Note: TDOE also surveys employers and provides data to EPPs</i>	Jotform, Google	Spring (May)	Summer	CAEP 4 Assoc Dean, Dir of Assessment
Employer (Advanced)	Sent to all employers of graduates. Names/emails pulled from Licensure documents, online searches, as well as TDOE data on graduates	Jotform, Google	Spring (May)	Summer	Assoc Dean, Dir of Assessment
edTPA survey	Sent to all candidates who complete edTPA each semester, asks about resources used, technology, and support.	Jotform, Google	Fall, Spring	Summer	Dir of Clinical Exper, Dir of Assessment, edTPA team
Program Disposition Reporting and Tracking	Each department has a survey for faculty to report concerns regarding candidate dispositions. Data available to program faculty and directors each semester.	Jotform, Google	Fall, Spring, Summer	Summer	Prgm Dir, Dir of Assessment

School Counseling Exit Interview	Each semester, as school counseling candidates reach program completion, they complete an exit interview to gauge program content, completeness, and preparation.	Canvas	Fall, Spring, Summer	Fall, Spring, Summer	Program Director; Lead Faculty
Gifted Education Exit Interview	Each semester, as gifted education candidates reach program completion, they complete an exit interview to gauge program content, completeness, and preparation.	Canvas	Fall, Spring, Summer	Fall, Spring, Summer	Program Director; Lead Faculty
Initial Licensure Exit Interview	Each semester, as initial licensure candidates reach program completion, they complete an exit interview to gauge program content, completeness, and preparation.	Canvas	Fall, Spring, Summer	Fall, Spring, Summer	Program Director; Lead Faculty

EDLD Group Exit Interview	Each semester, as EDLD candidates reach program completion, they complete an exit interview to gauge program content, completeness, and preparation.	Canvas	Fall, Spring, Summer	Fall, Spring, Summer	Program Director; Lead Faculty
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In addition to the surveys listed above, the EPP uses a collection of surveys around the initial programs' final clinical internship to ensure ongoing quality of that experience.

EPP-Created Survey	Point(s) of Distribution	Platform	Data Collection	Data Staged	Data Review
Mentor Feedback on Field Practices	Survey link shared to all mentor teachers by field coordinator at end of each semester	Canvas, Google, RedCap	Fall, Spring	Each Term	CAEP 2, Prgm Dir Data Mgr
Mentor Teacher Evaluation of University Supervisor					
Mentor Teacher Feedback on Candidate Dispositions and Performance					
University supervisor evaluation of the mentor teacher	Survey link shared to all university supervisors at end of each semester.	RedCap, Google	Fall, Spring	Each Term	Prgm Dir
Teacher candidate evaluation of the mentor teacher	Survey link shared to all teacher candidates by field coordinator at end of each semester.	RedCap, Google	Fall, Spring	Each Term	CAEP 2, Prgm Dir,
Teacher candidate evaluation of the supervisor		RedCap, Google	Fall, Spring	Each Term	Prgm Dir

Appendix E - EPP-Created Surveys (Links)

Beginning Program Surveys for Undergraduate Licensure Candidates

- Teaching Beliefs and Mindsets Survey (2020-2021) - Deans for Impact/CIS - (Schooling in America) <https://vwredcap.lipscomb.edu/surveys/?s=JTNK3EJL33>

Beginning Program Surveys for Graduate Advanced Licensure Candidates

- Graduate Disposition - (beginning and ending of program)
<https://vwredcap.lipscomb.edu/surveys/?s=EK8TXNLL9P>

Beginning Program Surveys for Graduate Initial Licensure Candidates

- Teaching Beliefs and Mindsets Survey (2020-2021) - Developed by Deans for Impact/CIS
<https://vwredcap.lipscomb.edu/surveys/?s=JTNK3EJL33>
- Graduate Disposition - (beginning and ending of program)
<https://vwredcap.lipscomb.edu/surveys/?s=EK8TXNLL9P>

End of Program Surveys for Graduate Initial Licensure Candidates

- Teaching Beliefs and Mindsets Survey (2020-2021) - Developed by Deans for Impact/CIS
<https://vwredcap.lipscomb.edu/surveys/?s=JTNK3EJL33>
- Graduate Disposition - (beginning and ending of program)
<https://vwredcap.lipscomb.edu/surveys/?s=EK8TXNLL9P>

End of Program Surveys for all Graduate Advanced Licensure Candidates

- Advanced Program Completion Survey - End for Advanced Programs -
<https://vwredcap.lipscomb.edu/surveys/?s=H88F8PFTTM>

Student Teaching

- Teaching Beliefs and Mindsets Survey (2020-2021) - Developed by Deans for Impact/CIS - UG/Grad Initial Teacher programs - Given at the beginning and end of Student teaching
<https://vwredcap.lipscomb.edu/surveys/?s=JTNK3EJL33>
- Evaluation of Student Teaching Experience (Candidate)
https://docs.google.com/forms/d/e/1FAIpQLScpEW4QqOYrZG3-g-82uBxrCJI0tjaVTTdsmRUKzBMDvyjdKg/viewform?usp=sf_link
- Mentor Teacher Evaluation (Candidate)
https://docs.google.com/forms/d/e/1FAIpQLSfC1YG5wZ7II2_xXDWKMM0M5xRV9UvV0GqBixqtO5-5GyTZbg/viewform?usp=sf_link
- Mentor Teacher Evaluation of Student (Mentor)
https://docs.google.com/forms/d/e/1FAIpQLSc_vUvWSI6oro0uxCjZxfUr1-lwepv7-c-dRoU8dmbA6SVrAw/viewform?usp=sf_link
- University Supervisor Evaluation (Candidate)
https://docs.google.com/forms/d/e/1FAIpQLSc5rbuuRjUhGrn8XPV1pYgMtp5qv5zUZ_wokNd1YQTdXjdVMQ/viewform?usp=sf_link

- University Supervisor Evaluation of Student Teaching (Supervisor)
https://docs.google.com/forms/d/e/1FAIpQLSfdJ8Ej9sHL_hcWVZ9nth2ds0cw_uM2bp2VP69n4Rd3xeQdyQ/viewform?usp=sf_link

edTPA

- edTPA Feedback Survey (Candidates) -
https://docs.google.com/forms/d/e/1FAIpQLSffgdWqm_8JLGPuojPY_doqdV-XZgRduECY0g84zC6YV4igCA/viewform?usp=sf_link
- edTPA Feedback Survey - Nonstudents -
https://docs.google.com/forms/d/e/1FAIpQLSdlhRPvsm4TdAbPc4TRq5OkVBUEPeZaSMf91EW66oIKs_rvwg/viewform?usp=sf_link
- edTPA Feedback Survey (Job-Embedded Candidates) - 2020-2021 -
https://docs.google.com/forms/d/e/1FAIpQLScCcCdGmcyF3KuNgL1DhHurgffdYMPVGxk8OpZLCyxlzQr6-w/viewform?usp=sf_link

Post-Graduation

- Rookie Teacher Education Survey 2020- 1, 3, 5 - (Initial)
https://docs.google.com/forms/d/e/1FAIpQLSctrA13REkqsqRLohkdPo5vxbNj_u-eaeSKJzs7LUhTtGdL-w/viewform?usp=sf_link
- Advanced Preparation Survey 2020 (Advanced) -
https://docs.google.com/forms/d/e/1FAIpQLSc4Xc01NQUzYEI62Y2krpCCjUStpSjWR0KuApVy8zoxN-78dA/viewform?usp=sf_link
- Beginning Teacher Preparation Survey - Employer 2020:
https://docs.google.com/forms/d/e/1FAIpQLSctrA13REkqsqRLohkdPo5vxbNj_u-eaeSKJzs7LUhTtGdL-w/viewform?usp=sf_link
- Lipscomb Administrator Survey - Employer 2020:
https://docs.google.com/forms/d/e/1FAIpQLSc4Xc01NQUzYEI62Y2krpCCjUStpSjWR0KuApVy8zoxN-78dA/viewform?usp=sf_link

Undergraduate Initial Programs

GATE	Place in Program	Criteria
GATE 1	Approval to enroll in professional education courses	Candidates must complete the following steps to be approved to enroll in designated professional education courses: · Submit teacher education application · Clear preliminary background check · Satisfactorily complete foundation coursework · Demonstrate basic skills proficiency (ACT/SAT/Core) · Earn required minimum grade point average (2.75 GPA) · Receive a satisfactory candidate interview · 3 Recommendations
GATE 2	Approval to enroll in Student Teaching	To be approved for student teaching, candidates must: · Complete all requirements to be approved for professional education courses with a C or better · Maintain cumulative GPA of 2.75 or better · Receive recommendation by program director who will review class performance and verify that candidate has sufficient preparation · Receive satisfactory candidate interview by program director · Pass all appropriate Praxis II Content Exams
GATE 3	Approval to graduate	To be approved for graduation, candidates must: · Complete all major and professional education coursework requirements with a C or better · Have a minimum cumulative GPA of 2.75 · Earn satisfactory score on key assignments · Submit passing scores on required Praxis subject assessment(s) and edTPA · Clear criminal history and child maltreatment background checks · Demonstrate appropriate dispositions as measured by COE rubric · Receive satisfactory candidate review by program or program coordinator(s)
GATE 4	Teacher education licensure	To exit the program, candidates must: · Have minimum cumulative GPA of 2.75 · Complete Internship II with grade of C or better · Complete satisfactory summative portfolio · Complete satisfactory Exit Presentation · Satisfactorily complete of all program key assessments (including Praxis II and edTPA) · Earn undergraduate degree Note: Candidates meeting teacher education program completion requirements may not have met Tennessee teacher licensing requirements. These candidates will not be recommended for licensure until the completion of all Tennessee Department of Education requirements.

Initial Graduate Programs (traditional) – Transition Points

GATE	Place in Program	Criteria
GATE 1	Program Admission	In addition to meeting the graduate school requirements, candidates are required to · Complete the application · Provide evidence of a valid baccalaureate degree from an accredited institution · Provide evidence of acceptable background check results · Submit a written statement of purpose (see guidelines). · Have achieved a competitive grade point average on prior work (TN 5.504: undergraduate GPA of 2.75 or higher OR last 60 hours with 3.0 or higher)
GATE 2	Mid-Program Review	Candidate communicates with advisor each semester to review progress in program). Candidates must maintain a 3.0 GPA.
GATE 3	Approval to enroll in final clinical experience (ST/JE)	Successful application and interview Candidates must submit passing Praxis II Content scores. Candidates must also have an overall minimum GPA of 3.0 in program coursework No dispositional issues that could impact their performance
GATE 4	Teacher education program exit	Candidates must submit passing scores on the edTPA (if not job-embedded; JE candidates submit NIET PoP cycles of ATR rubric) Complete satisfactory portfolio Complete exit interview Note: In order to apply for a standard teaching license in any K–12 content area, candidates MUST pass the Praxis II content assessment and the edTPA

Initial Graduate Programs (alternative) – Transition Points

GATE	Place in Program	Criteria
GATE 1	Program Admission	In addition to meeting the graduate school requirements, candidates are required to • Complete the application • Provide evidence of a valid baccalaureate degree from an accredited institution • Submit a written statement of purpose (see guidelines). • Provide evidence of acceptable background check • Have achieved a competitive grade point average on prior work (TN 5.504: undergraduate GPA of 2.75 or higher OR last 60 hours with 3.0 or higher) • After admission to the graduate school, passing Praxis II content scores must be submitted within the first semester of enrollment to complete teacher education program admission. Failure to submit these scores will result in the candidate being unable to move forward in their chosen program of study. • Candidates must submit passing Praxis II Content scores.
GATE 2	Mid-Program Review	Job-embedded alternative license awarded Candidate communicates with advisor each semester to review progress in program). Candidates must maintain a 3.0 GPA.
GATE 3	Approval to enroll in final clinical experience (JE)	Successful application and interview Candidates must also have an overall minimum GPA of 3.0 in program coursework No dispositional issues that could impact their performance
GATE 4	Teacher education program exit	Candidates must submit satisfactory scores on NIET ATR rubric and TEAM rubric Complete satisfactory portfolio Complete exit interview

Advanced Programs – Transition Points

GATE	Place in Program	Criteria
GATE 1	Program Admission	Advanced program candidates must: · Complete the graduate school application · Provide evidence of a valid baccalaureate degree from an accredited institution · Provide evidence of a minimum cumulative undergraduate GPA of 2.75 on a scale of 4.00 OR at least a 3.00 in the last 60 hours of undergraduate study (<u>with cohort average held at to CAEP minimum criteria</u>); · Provide evidence of a minimum 3.00 GPA on any graduate course work taken at another accredited institution · Submit a valid standard educator license (except school counseling initial program option) · Engage in a successful interview · Program specific statement of purpose/intent and/or · Provide three professional references (for EDLD, one must be a current supervisor · Experience Verification - 2 years minimum (EDLD only) · Level of Effectiveness (LOE) score (EDLD only) · Two writing prompts (personal statement and one of the applicants' choosing)
GATE 2	Ongoing Review	Programs establish retention criteria separately based on guidance from the graduate school. Retention is contingent upon making satisfactory academic progress toward the degree. Candidates must maintain a 3.0 GPA. Candidates are reviewed for their academic performance throughout the program. EPP advanced students are expected to maintain continuous enrollment throughout their program of study until achieving program completion. Specifically, EPP graduate students are expected to be enrolled in at least two of the three semesters in a given calendar year (Spring, Summer I or II, and Fall). If a student must take a time-out, the student is expected to notify his/her home department. If a student fails to register for more than one semester out of three in a given calendar year, he/she may be ineligible for readmission unless granted by the home department. Serious violations of the state ethics mandates for P-12 educators, and/or serious violations of EPP student academic conduct policies may result in suspension or dismissal from the program. To remain within their program, candidates must (1) maintain at least a 3.00 GPA, and (2) satisfactorily complete all student assessments required as part of the program and EPP accreditation process. Candidates are reviewed by their assigned faculty advisor and program coordinator <u>each semester</u> for ongoing progress. Candidates are reviewed for grades earned in coursework and performance on key assessments. Candidate enrollment holds <u>are not lifted</u> until they speak with their coordinator and/or assigned faculty advisor and complete actions necessary to remove holds. Program advisors communicate directly with candidates who do not connect with the EPP for advising prior to the start of each term based on a list provided by the graduate school of non-enrolled, active students in each program.
GATE 3	Education program exit	To be recommended for a degree and/or license, candidates must meet the following requirements: · (degree/license) Complete all required coursework and any required clinical hours with at least a 3.00 GPA with a maximum of six hours of "C" grades;

		• (degree/license) Complete satisfactorily all student assessments required as part of the state and CAEP accreditation process with a score at the “basic” or “progressing” level; • (license) Present score report on the state-mandated external standardized examination (Praxis/SLLA) and meet at least the minimum score set by the state for licensure; and • (license) Present other documentation that is required by the state in order for the department to recommend you for the appropriate license. • (degree) Complete satisfactorily all components of the portfolio.
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Appendix G - EPP Committees

Committee	Description
Teacher Education Council (TEC)	Primary committee structure for discussions and decisions for initial licensure-level changes and assurance of EPP curricular integrity. The TEC analyzes EPP-wide aggregate data and disaggregated program data to inform EPP-wide changes affecting all licensure programs. Membership: Program directors, Dean, Associate Dean, Initial Level Faculty, Candidate representative, Director of Accreditation
Teacher Education Unit (Unit)	Larger committee structure for discussions and decisions for EPP-wide changes and assurance of EPP curricular integrity. The Unit analyzes EPP-wide aggregate data and disaggregated program data to inform EPP-wide changes affecting all licensure programs. Membership: Program directors, Dean, Associate Dean, Initial Level Faculty, Advanced Faculty, Candidate representative (as needed), Director of Accreditation
Teacher Education Advisory Council (TEAC)	The council provides vision, direction, and decision making to achieve the college goals and initiatives. The council is committed to creating and supporting within the college a culture of collaboration, responsiveness, transparency, leadership, fiscal responsibility, inclusivity, and innovation. Data are shared. New initiatives are shared for feedback and collaboration. Membership: Program Directors, Dean, Director of Accreditation, Alumni, District Partners, Educators, Principals, Superintendents
Board of Visitors (BOV)	The council provides vision, direction, and decision making to achieve the college goals and initiatives. The council is committed to creating and supporting within the college a culture of collaboration, responsiveness, transparency, leadership, fiscal responsibility, inclusivity, and innovation. Membership: Donors, Dean, Director of Accreditation, Alumni, District Partners, Educators, Office of Development
Gifted Education Advisory Council	The council provides feedback and relevance to support gifted education program curriculum and programs at large. The GEAC reviews program content, assignments, assessments, and experiences to ensure that program completers have a rich and relevant experience that prepares them for the gifted classroom of today. Membership: Program Directors, District Partners, current teachers, alumni, current candidates, experts in field
School Counseling Advisory Council	The school counseling advisory board provides feedback and direction of latest trends to support comprehensive school counseling programs throughout the state of Tennessee. The board reviews current curriculum, program goals, professional development opportunities, and experiences to ensure school counseling candidates are rooted in counseling skills and techniques dedicated to serving students in a diverse and equitable environment. Membership: Program Directors, Private and Public School Counselors, alumni, and experts in the field

CAEP Standard 1	Analyze COE data aligned to initial candidate content and pedagogical knowledge and make recommendations for continuous improvement. Continue oversight comparing and verifying alignment of current EPP key assessments and common surveys to relevant standard sets and expectations for candidate content and pedagogical knowledge (INTASC, CAEP, TESS). Review, develop, and/or revise EPP key (not program) assessments and assessment practices based on best-practices research on validity and reliability (including all support materials: descriptions, support materials, resources, etc.). Membership: Even distribution of faculty members from all initial licensure program levels
CAEP Standard 2	Analyze COE data aligned to initial candidate clinical experiences and make recommendations for continuous improvement including review of candidates' experiences with technology (e.g., support in integrating technology) and diversity (e.g., range and diversity in placements, support in understanding diverse needs of K-12 students). Compare current practices in field/clinical experiences to relevant standards set and best practices expectations (e.g., CAEP, AACTE). Maintain oversight of partnerships for clinical experiences to include criteria for selection of mentor teachers, support for mentor teachers, and data collection for feedback on clinical experiences. Membership: Field coordinators from all programs, Dir of Clinical Experiences

Committee	Description
CAEP Standard 3	Analyze COE data aligned to initial candidate quality, recruitment, and selectivity and make recommendations for continuous improvement (e.g., recommendations might focus on “gates” within programs). Analysis should include tracking candidates’ attributes and dispositions beyond academic ability that candidates must demonstrate at admission and during the program. Compare current practices in candidate quality, recruitment, and selectivity to relevant standards set and best practices expectations (e.g., CAEP Standard 3). Maintain 5-7 year plan for COE recruitment to include recruitment of diverse candidates. Membership: Even distribution of faculty members from all initial licensure program levels
CAEP Standard 4	Analyze COE data aligned to initial graduate impact and experiences in the field and make recommendations for continuous improvement. Analysis should include review of data from graduate surveys, employer surveys, ADE and other EPPR data, and data from induction experience. Compare current practices in supporting and assessing graduates’ impact to relevant standards set and best practices expectations (e.g., CAEP Standard 4, Teacher Work Sample, EdTPA, etc). Make recommendations for collecting and analyzing evidence of initial teacher licensure graduates’ impact on K-12 student learning and their success in the field. Membership: Even distribution of faculty members from all initial licensure program levels
Diversity Committee	Analyze COE data for initial and advanced programs supporting candidate proficiency in diversity compared to COE adopted diversity proficiencies and recommend how to increase candidate competence in working in diverse settings with diverse stakeholders (CAEP Standard 2). 4. Write annual Diversity Report Membership: Distribution of faculty members from all initial and advanced licensure program levels
AI in Education Committee	The AI in Education Committee is a dedicated interdisciplinary group within the College of Education that explores the integration, impact, and ethical considerations of artificial intelligence (AI) in teaching, learning, and educational research. The committee is composed of faculty, staff, and student representatives who collaborate to assess emerging AI technologies, develop best practices, and provide guidance for responsible AI use in teacher education and K-12 settings. Membership: Distribution of faculty members from all initial and advanced licensure program levels

Appendix H - CAEP Standard 4

The EPP is able to demonstrate the impact of its completers on P-12 student learning and development, classroom instruction, and schools. Additionally, the EPP is able to provide data on the satisfaction of its completers with the relevance and effectiveness of their preparation as well as the satisfaction of employers on completer preparation. All initiatives and data sources with summary data are described here. All data are reviewed annually and disaggregated for each program where possible. Program directors and lead faculty receive program data and available comparative benchmark data. Data are also reviewed by the CAEP Standard 4 committee, appropriate advisory groups, and CELT.

The EPP has multiple measures documenting completer impact on their P-12 students' learning and development to include:

Measure	Source	Data Description	Data Shared
Value-Added Scores	TDOE	TDOE provides EPPs student growth measures tied to EPP completers. The TVAAS report provided a summary of the value-added growth scores for the EPP for three years of completer cohorts (AY 2018-19, 2021-22, 2022-23). Tables provided include overview of value-added growth scores, summary of growth scores, trend charts, confidence bands, and distributions. State level data were provided as a benchmark. Data are limited to student scores for grades 3-11 and only for ELA, math, and science.	Dir of Assessment, Directors, Lead Faculty, Data Meetings, TEC, CAEP 4
Case Study: Teacher Impact Measure	Redcap, Google	Completers volunteer to complete an Impact on Student Learning project after responding to our Rookie Teacher survey. They teach a unit of instruction in their classrooms and gather pre/post data around the identified unit. They report the unit context, learning targets, pre/post-test data, and their response to the data. The EPP is able to drill down to program specific enrollment of completers to examine performance according to licensure area and program enrollment.	Directors, Assoc Dean, Lead Faculty, Data Meetings, CAEP 4
TN EPP Report Card	SBE	The State Board of Education provides an annual EPP Report Card . Program Impact is one of the metrics and analyzes the impact of EPP completers' on their P-12 students' performance.	Directors, Lead Faculty, Advisory Groups, Data Meetings
EPP Annual Report	DOE	The TN Department of Education provides an internal annual report to each EPP that includes a program impact measure delineating EPP completers' impact on P-12 student performance.	Directors, Lead Faculty, Advisory Groups, Data Meetings

The EPP collects data using multiple measures to provide evidence that completers effectively apply the professional knowledge, skills, and dispositions that the preparation program experiences were designed to achieve. These sources of evidence all center on the state-wide use of the TEAM model as a measure of candidates' and completers' abilities to enact the expected professional knowledge, skills, and dispositions based on an observation of their teaching practices. In addition, employment and retention metrics are reported annually on our EPP report card and [Accreditation website](#).

Measure	Source	Data Description	Data Shared
EPP-Based Induction Initiative (Rookie Visit Process)	EPP	Data from faculty observations of the novice teachers in their classrooms. Faculty partnered with novice teachers throughout the academic year and visited their classrooms at least once for observation and completion of an interview to gauge completers' satisfaction and effectiveness of the EPP to prepare them for the classroom. Data are aggregated across all observations and disaggregated by licensure area to give insight into completers' performances. All faculty participate in Rookie process, collecting and receiving data for program analysis and use.	Program Dir. Faculty, Advisory groups, CAEP 4
Rookie Post-Graduate Satisfaction (Advanced)	EPP	IR sends survey link to all advanced program graduates at the 1, 3, 5- year out mark.	Program Dir. Faculty, Advisory groups, CAEP 4
Employer (Initial)	EPP	Sent to all employers of graduates. Names/emails pulled from Licensure documents, online searches, as well as TDOE data on graduates teaching in Tennessee public schools <i>Note: TDOE also surveys employers and provides data to EPPs</i>	Program Dir. Faculty, Advisory groups, CAEP 4
Employer (Advanced)	EPP	Sent to all employers of graduates. Names/emails pulled from Licensure documents, online searches, as well as TDOE data on graduates	Program Dir. Faculty, Advisory groups, CAEP 4

Leading with Character



Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house - Matthew 5:15

Craft of Leading, Attitudes and Values, Relationships, Essential Knowledge

Spiritual

Spirituality, Forgiveness, Mercy, Humility, Love

Intellectual

Teamwork, Love of Learning, Creativity, Curiosity, Open Mindedness, Perspective



Moral

Citizenship, Fairness, Justice, Appreciation, Gratitude, Hope, Humor, Honesty



Civic

Prudence, Social Intelligence, Self-Regulation, Kindness



Performance

Bravery, Persistence, Perseverance, Leadership, Vitality, Judgement

Practical Wisdom

powered by



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