

# Continuous Improvement in Educator Preparation (CIEP)

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## Purposes of CIEP Process

CAEP Partnership Agreement data requirements.

Alabama's previous program review process did not:  
-collect and use high-quality data  
-analyze data to monitor candidate performance and inform continuous improvement.

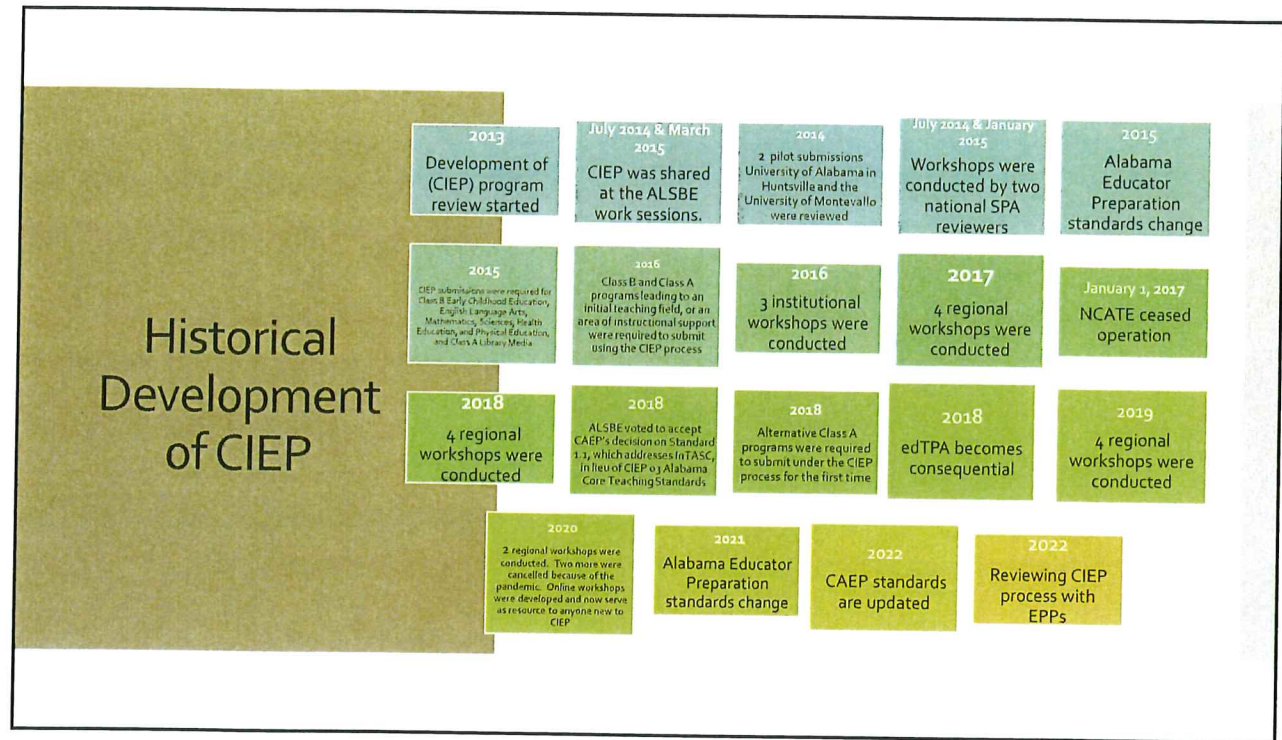
CIEP provides data-based information about program quality to CAEP and state visiting teams.

CIEP allows the Educator Preparation (EP) section to provide targeted support.

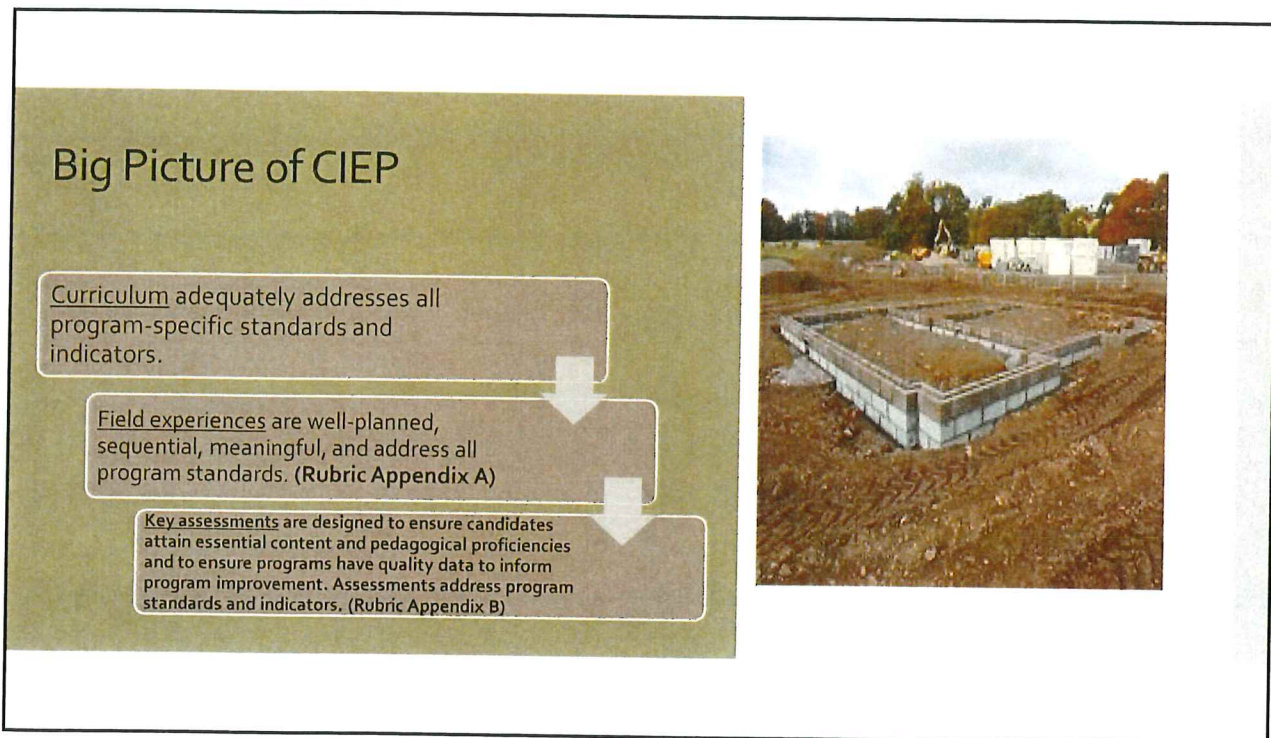
Prepare programs to seek and attain national recognition from specialty professional associations (SPAs), such as the National Council of Teachers of Mathematics (NCTM).



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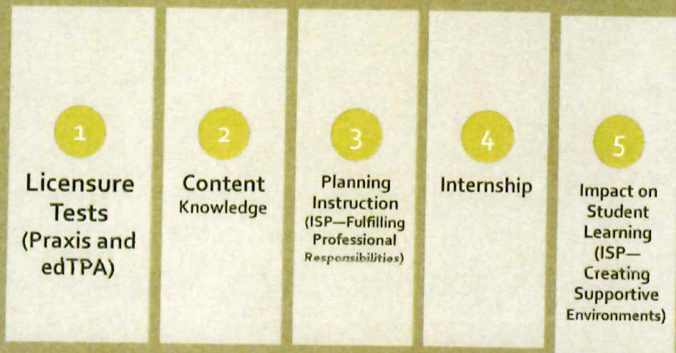
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## Five Required Key Assessments



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## By program:

### Curriculum

Describe how program-specific standards and indicators are met in coursework.

### Field Experiences

Provide field experiences aligned to program standards.

### Key Assessments

Analyze data from nationally normed ability/achievement assessments and EPP-created assessments aligned to program-specific standards and indicators.



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## Ongoing Supports for Colleges and Universities

CIEP templates include detailed instructions for completing each section.

Annual regional workshops led by Educator Preparation staff have been conducted since 2016.

The spring 2020 regional workshop was a "How-To-CIEP" from start to finish.

<https://www.alsde.edu/sec/ep/Pages/programreviews-all.aspx?navtext=Program%20Reviews>.

Educator Preparation staff are available to EPPs by phone, email, and Zoom meetings to answer questions.

Educator Preparation staff are available for one-on-one EPP presentations and support.

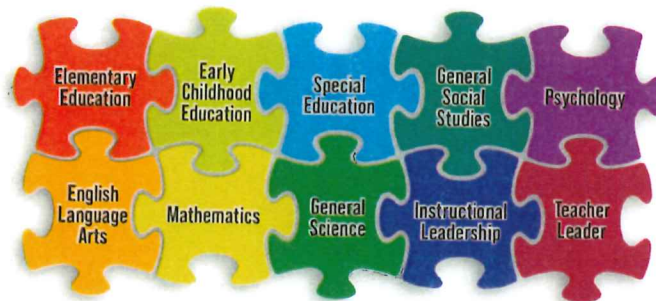
EPPs may send in one CIEP submission per year for informal feedback.

EPPs are invited to serve as reviewers each summer. (P-12 teachers, EPP faculty, and ALSDE staff.) Changes and updates are reviewed each summer with EPPs.

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CIEP  
(individual programs)

CAEP  
(holistic view)



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## Big Picture of CAEP

(New 2022)

\*Standards provided, see  
Appendix C

### Initial

- MEASURE 1: Content and Pedagogical Knowledge
- MEASURE 2: Clinical Partnerships and Practice
- MEASURE 3: Candidate Recruitment, Progression, and Support
- MEASURE 4: Program Impact
- MEASURE 5: Quality Assurance System and Continuous Improvement

### Advanced

- MEASURE 1: Content and Pedagogical Knowledge
- MEASURE 2: Clinical Partnerships and Practice
- MEASURE 3: Candidate Quality and Selectivity
- MEASURE 4: Satisfaction with Preparation
- MEASURE 5: Quality Assurance System and Continuous Improvement

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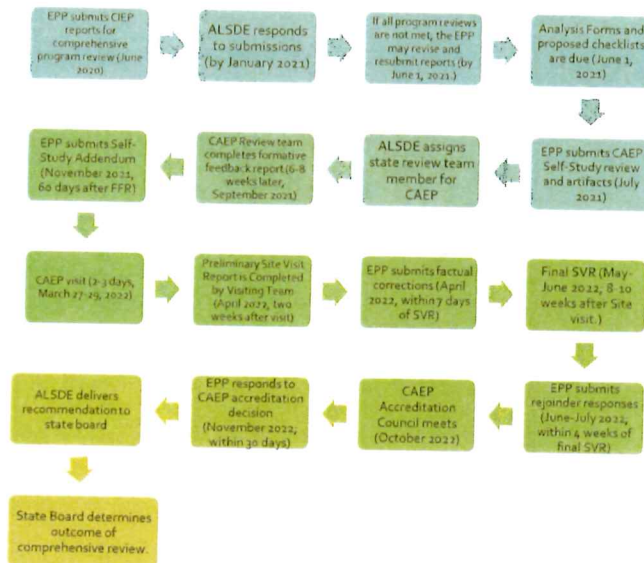
### Initial and Advanced

## CIEP Measures related to CAEP

- Measure 1: Content and Pedagogical Knowledge *at the Program Level*
- Measure 2: Clinical Partnerships and Practice *at the Program Level*
- Measure 5: Quality Assurance System and Continuous Improvement *at the Program Level*

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## Example Timeline for an EPP



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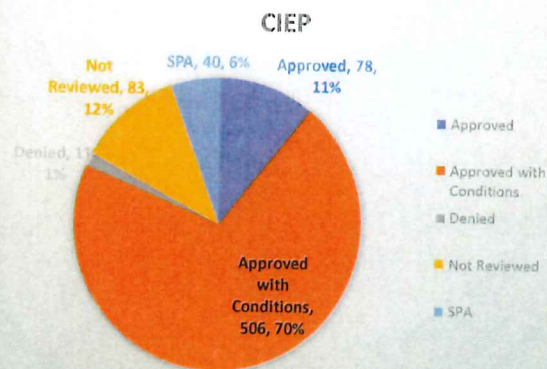
## Questions?

Have all of Alabama's EPPs been through CIEP?

Have all of Alabama's EPPs been through CAEP?

Have Alabama's EPPs been successful with CIEP? (see Appendix D)

Have Alabama's EPPs been successful with CAEP? (see Appendix E)



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## What Has Been Done & Moving Forward

March 16, 2022 Met with Focus Group of deans to discuss:

### Benefits of the CIEP Process

- Helps with pathway to CAEP.
- Gets us prepared to look at and analyze data. CAEP looks at continuous improvement. Guides us down the pathway to CAEP.
- Helps identify gaps in curriculum.
- Forces collaboration with A&S faculty. Gets A&S involved, leads to collaboration.

### Significant Challenges

- CAEP and CIEP don't overlap. CAEP is global. CIEP is detailed to the point that it is cumbersome.
- Reliability of the evaluation. Need more consistency.
- Feedback, some deans, would rather have original feedback, not edited. Generic feedback is not helpful.

### Gaps and Duplication in the Process

- Transparency of review.
- Defined timeline and targeted feedback.
- Streamline transmission process.

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## What Has Been Done & Moving Forward

### Components

#### Curriculum

- Keeping credit hours reasonable. Adding hours causes problems. Added courses for reading initiative. Need to be competitive.

#### Key Assessments

- Math cut score is too high. Would be better to lower score. We need to know they have content knowledge.

#### Field Experiences

- We made good changes with the field experience rubric summer.

#### General Process

April 28, 2022 Survey due regarding CIEP

August 18, 2022 Meeting regarding revising CIEP Process

We will continue to work with colleges to revise the CIEP process, make recommendations for how to move forward, and develop practical guidance to ensure consistency and that all requirements are met.

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# Appendix A



# Rubric for Field Experiences Prior to Internship

(revised 9-29-2021 for 2022 submissions)

Criteria	Not Addressed	Partially Addressed	Addressed
<b>Depth and Breadth</b>	Field experiences do not provide opportunities for candidates to engage with students and others in different grade levels and content areas within the <b>specific teaching field (TF)</b> .  <u>Or</u> For candidates to engage with multiple constituencies across areas of responsibilities in appropriate grade levels for the <b>specific instructional support program (ISP)</b> .	Field experiences provide opportunities for candidates to engage with students and others in different grade levels and content areas within the specific TF.  <u>Or</u> For candidates to engage with multiple constituencies across areas of responsibilities in appropriate grade levels for the specific ISP.	Field experiences require candidates to engage with students and others in different grade levels and content areas within the specific TF.  <u>Or</u> For candidates to engage with multiple constituencies across areas of responsibilities in appropriate grade levels for the specific ISP.
<b>Diversity</b>	Field experiences provide no opportunities to engage with diverse students (i.e., ability, gender, ELL, socio-economic, race/ethnicity, culture).  There is no logical or required sequence.	Field experiences provide opportunities to engage with diverse students (i.e., ability, gender, ELL, socio-economic, race/ethnicity, culture).  There is a suggested sequence of field experiences, but it is not clear how field experiences build upon each other.	Field experiences require candidates to engage with diverse students (i.e., ability, gender, ELL, socio-economic, race/ethnicity, culture).  There is a logical, required sequence of field experiences that build upon each other.
<b>Student Learning</b>	No required activity includes measuring candidate impact on student learning in the TF.  <u>Or</u> No required activity appropriate to the ISP area includes promoting student learning.	At least one required activity includes measuring candidate impact on student learning in the TF.  <u>Or</u> At least one required activity appropriate to the ISP area addresses promoting student learning.	At least one required activity includes measuring and analyzing candidate impact on student learning in the TF.  <u>Or</u> At least one required activity appropriate to the ISP area includes promoting student learning and analyzing impact of the results.
<b>Technology</b>	Field experiences do not require technology for any clear purpose.	Field experiences require using technology for instruction, assessment, <u>or</u> management.	Field experiences require using technology for instruction, assessment, <u>and</u> management.
<b>Alignment to Standards</b>	Assignments are not aligned to appropriate TF or ISP standards.	Assignments are aligned to TF or ISP standards but there are inaccuracies.	Assignments are explicitly and accurately aligned to TF or ISP standards.

# Appendix B



## Rubric for Key Assessments

(revised 9-29-2021 for 2022 submissions)

Criteria	Not Addressed	Partially Addressed	Fully Addressed
<b>Adequate Information about the Required Assessment Instrument</b>	The information provides inadequate information about the assessment and its place within the program.	The information provides a general overview of the assessment and its place within the program, but some critical information is missing.	The information provides a full understanding about the required assessment and scoring criteria. The instrument (or instructions or a rich and full description) and scoring guide are submitted, along with information about when it is administered in the program, and the scoring process.
<b>Required, Program-Specific Assessment</b>	The assessment is not required. The assessment is not designed to assess proficiencies specific to the program.	The required assessment is designed to be used for multiple teaching fields or areas of instructional support, with only generic references to program-specific standards.	The required assessment is designed to assess criteria specific to the teaching field or area of instructional support.
<b>Alignment to Standards and Indicators in Scoring Guide</b>	There is no explicit alignment among the scoring guide, assessment, and the standards and indicators in the Section III chart.	There is an explicit alignment to common professional studies standards but not program-specific standards.	There is an explicit and accurate alignment among the scoring guide, assessment, and standards and indicators in the Section III chart.
<b>Levels of Performance in Scoring Guides</b>	The scoring guide does not describe levels of performance. No minimum acceptable level of competence is identified.	The scoring guide does not clearly describe differences among levels of performance. A minimum acceptable level of competence is identified.	The scoring guide clearly describes observable differences among levels of performance which help candidates and scorers understand expectations. A minimum acceptable level of performance is specified.
<b>Data Reporting Levels</b>	Data tables report only overall scores or passing rates. Data tables are not aligned to standards and indicators.	Data tables report data by categories or sub-scores but the categories or sub-scores are not explicitly or accurately aligned to program-specific standards and indicators.	Data tables report by categories or sub-scores. The categories or sub-scores are explicitly and accurately aligned to program-specific standards and indicators.

# Rubric for Key Assessments

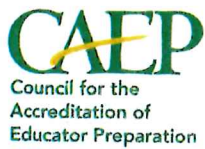
(revised 9-29-2021 for 2022 submissions)

Criteria	Not Addressed	Partially Addressed	Fully Addressed
<b>Aggregated Data</b>	Data are presented by individuals and include names or other identifying information.	Data are presented by individuals without identifying information.	Data are summarized appropriately.
<b>Disaggregated Data</b>	Data are not disaggregated.	Data are disaggregated, at least in part, but not clearly presented.	Data are disaggregated by year. ** Data are disaggregated by teaching field when appropriate (ex., Praxis Special Education or Teaching Reading).
<b>Consistent “n”s</b>	The “n” is not consistent with information provided elsewhere and no explanation is provided.	The “n” is not consistent with information provided elsewhere and no clear explanation is provided.	The “n” is relatively consistent with information provided elsewhere or a reasonable explanation is provided.
<b>Data Presentation</b>	Data are not presented clearly.	Less than three years of data are presented without reasonable explanation. Data collection times are not clear. Tables are sometimes less than clear. The team had some difficulty understanding the data. Frequencies or ranges are not reported.	Three years of data are presented, or a reasonable explanation is given. Times are given for when data was collected. Tables are reader-friendly, with legends and explanatory notes as necessary. Numerical values are consistently used and clearly defined. Frequencies or ranges are reported.
<b>Overall Quality of Data and Data Analysis</b>	The program report does not address overall quality of the data, how they have been analyzed, and what has been learned.	The program report partially explains overall quality of the data, how they have been analyzed, and what has been learned.	The program report discusses overall quality of the data, how they have been analyzed, references specific data points, and reports what has been learned.
<b>Use of Data Analysis for Continuous Improvement</b>	The program report does not explain how data analysis is used in program evaluation and improvement.	The program report provides a vague description of how data analysis is consistently and systematically implemented.	The program report clearly describes how the program consistently and systematically uses data analysis in program evaluation and improvement.

\*\* Data tables may combine up to five years of data to reach the minimum “n” of ten.



# Appendix C



# 2022 Initial Level Standards

## Standard 1: Content and Pedagogical Knowledge

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

**R1.1 The Learner and Learning** The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.

**R1.2 Content** The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Outcome data can be provided from a Specialized Professional Associations (SPA) process, a state review process, or an evidence review of Standard 1.

**R1.3 Instructional Practice** The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure candidates model and apply national or state approved technology standards to engage and improve learning for all students.

**R1.4 Professional Responsibility** The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

## Standard 2: Clinical Partnerships and Practice

The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

**R2.1 Partnerships for Clinical Preparation** Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.

**R2.2 Clinical Educators** Partners co-select, prepare, evaluate, and support high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and diverse P-12 student learning and development.

**R2.3 Clinical Experiences** The provider works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on diverse P-12 students' learning and development as presented in Standard R1.

## Standard 3: Candidate Recruitment, Progression, and Support

The provider demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides supports services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

**R3.1 Recruitment** The provider presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission. The provider demonstrates efforts to know and address local, state, regional, or national needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress towards a candidate pool which reflects the diversity of America's P-12 students.

**R3.2 Monitoring and Supporting Candidate Progression** The provider creates and monitors transition points from admission through completion that indicate candidates' developing content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, professional responsibilities, and the ability to integrate technology effectively in their practice. The provider identifies a transition point at any point in the program when a cohort grade point average of 3.0 is achieved and monitors this data. The provider ensures knowledge of and progression through transition points are transparent to candidates. The provider plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the EPP's mission, so candidates meet milestones. The provider has a system for effectively maintaining records of candidate complaints, including complaints made to CAEP, and documents the resolution.

**R3.3 Competency at Completion** The provider ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought. Multiple measures are provided and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.



#### Standard 4: Program Impact

The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

**R4.1 Completer Effectiveness** The provider demonstrates that program completers:

- effectively contribute to P-12 student-learning growth
- AND
- apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided.

**R4.2 Satisfaction of Employers** The provider demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families.

**R4.3 Satisfaction of Completers** The provider demonstrates program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective.

#### Standard 5: Quality Assurance System and Continuous Improvement

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

**R5.1 Quality Assurance System** The provider has developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to document operational effectiveness. The provider documents how data enter the system, how data are reported and used in decision making, and how the outcomes of those decisions inform programmatic improvement.

**R5.2 Data Quality** The provider's quality assurance system from R5.1 relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent.

**R5.3 Stakeholder Involvement** The provider includes relevant internal (e.g., EPP administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers) stakeholders in program design, evaluation, and continuous improvement processes.

**R5.4 Continuous Improvement** The provider regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, documents modifications and/or innovations and their effects on EPP outcomes.

#### Standard 6: Fiscal and Administrative Capacity

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

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

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

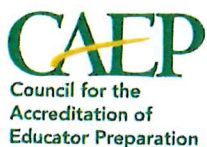
**R6.3 Faculty Resources** The EPP has professional education faculty that have earned doctorates or equivalent P-12 teaching experience that qualifies them for their assignments. The EPP provides adequate resources and opportunities for professional development of faculty, including training in the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

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

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

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





# CAEP Revised Advanced Standards

## Standard RA.1 Content and Pedagogical Knowledge

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

**RA1.1 Candidate Knowledge, Skills, and Professional Dispositions** Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:

- Applications of data literacy;
- Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
- Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments;
- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
- Supporting appropriate applications of technology for their field of specialization; and
- Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

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

## Standard RA.2 Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.

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

**RA2.2 Clinical Experiences** The provider works with partners to design varied and developmental clinical experiences that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component A1.1.

## Standard RA.3 Candidate Quality and Selectivity

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

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

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

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

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

## Standard RA.4 Satisfaction with Preparation

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

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

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



### Standard RA.5 Quality Assurance System and Continuous Improvement

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

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

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

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

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

### Standard 6: Fiscal and Administrative Capacity

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

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

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

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

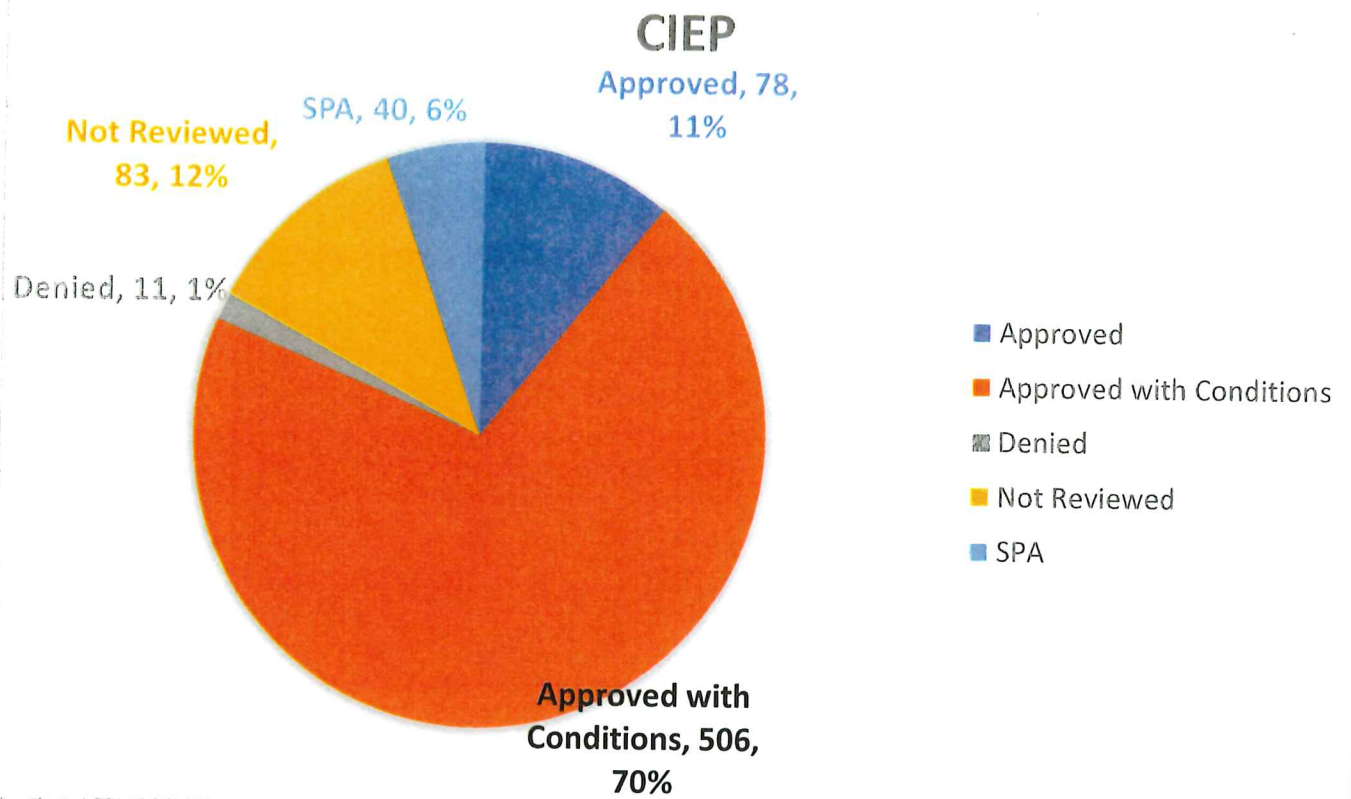
**R6.4 Infrastructure** The EPP has adequate campus and school facilities, equipment, and supplies to support candidates in meeting standards. The infrastructure supports faculty and candidate use of information technology in instruction.

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

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

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

# Appendix D





## CIEP Results by EPP

EPP	MET	MET WITH CONDITIONS	NOT MET	NOT REVIEWED	SPA
ALABAMA A&M	16	0	0	13	0
ALABAMA STATE UNIVERSITY	0	26	3	0	1
ATHENS STATE UNIVERSITY	0	14	0	0	0
AUBURN UNIVERSITY	0	33	0	0	3
AUBURN UNIVERSITY MONTGOMERY	1	20	0	0	3
BIRMINGHAM SOUTHERN COLLEGE	0	8	0	0	0
FAULKNER UNIVERSITY	0	4	0	0	0
HUNTINGDON COLLEGE	0	9	0	0	1
JACKSONVILLE STATE UNIVERSITY	5	21	0	0	4
MILES COLLEGE	1	7	0	0	0
OAKWOOD COLLEGE	0	4	0	0	0
SAMFORD COLLEGE	4	7	0	0	9
SPRING HILL COLLEGE	1	5	0	0	0
STILLMAN COLLEGE	0	0	0	10	0
TALLADEGA COLLEGE	0	5	0	0	0
TROY UNIVERSITY	0	5	0	0	0
TUSKEGEE UNIVERSITY	0	5	0	0	0
UNIVERSITY OF ALABAMA IN BIRMINGHAM	7	19	0	0	5
UNIVERSITY OF ALABAMA	0	0	0	45	0
UNIVERSITY OF ALABAMA IN HUNTSVILLE	2	29	2	0	2
UNIVERSITY OF MOBILE	0	14	0	0	2
UNIVERSITY OF MONTEVALLO	0	3	5	0	3
UNIVERSITY OF NORTH ALABAMA	0	36	0	0	0
UNIVERSITY OF SOUTH ALABAMA	37	0	0	0	2
UNIVERSITY OF WEST ALABAMA	0	22	0	0	4

Met – all conditions are met.

Met with conditions – Conditions exist with program curriculum, field experiences, and/or key assessments.

Not Met – Conditions exist in program curriculum, field experiences, and key assessments.

Not Reviewed – EPPs are on a seven-year cycle. Not all EPPs have completed their cycle.

SPA – Specialized Professional Associations



# Appendix E

Alabama A&M University CAEP Areas for Improvement and Stipulations	
Fall 2018	Fall 2024

Standard 1.1 The Learner and Learning	
Standard 1.2 Content	
Standard 1.3 Instructional Practice	
Standard 1.4 Professional Responsibility	
Standard 2.1 Partnerships for Clinical Preparation	
Standard 2.2 Clinical Educators	
Standard 2.3 Clinical Experiences	
Standard 3.1 Recruitment	
Standard 3.2 Monitoring and Supporting Candidate Progression	
Standard 3.3 Competency at Completion	
Standard 4.1 Completer Effectiveness	
Standard 4.2 Satisfaction of Employers	
Standard 4.3 Satisfaction of Completers	
Standard 5.1 Quality Assurance System	
Standard 5.2 Data Quality	
Standard 5.3 Stakeholder Involvement	
Standard 5.4 Continuous Improvement	

\*Advanced Standards were not reviewed in their first accreditation cycle.

Athens State University CAEP Areas for Improvement and Stipulations	
Fall 2022	Fall 2028

<b>Standard 1.1</b> <b>The Learner and Learning</b>	
<b>Standard 1.2</b> <b>Content</b>	
<b>Standard 1.3</b> <b>Instructional Practice</b>	The EPP provided insufficient evidence that its candidates apply content and pedagogical knowledge in response to state standards. (Component 1.3)
<b>Standard 1.4</b> <b>Professional Responsibility</b>	
<b>Standard 2.1</b> <b>Partnerships for Clinical Preparation</b>	
<b>Standard 2.2</b> <b>Clinical Educators</b>	The EPP provided insufficient evidence that partners prepare and support school-based clinical educators. (Component 2.2)
<b>Standard 2.3</b> <b>Clinical Experiences</b>	
<b>Standard 3.1</b> <b>Recruitment</b>	
<b>Standard 3.2</b> <b>Monitoring and Supporting Candidate Progression</b>	
<b>Standard 3.3</b> <b>Competency at Completion</b>	The EPP provided insufficient evidence that the EPP uses valid and reliable measures to assess candidate dispositions. (Component 3.3)
<b>Standard 4.1</b> <b>Completer Effectiveness</b>	
<b>Standard 4.2</b> <b>Satisfaction of Employers</b>	
<b>Standard 4.3</b> <b>Satisfaction of Completers</b>	
<b>Standard 5.1</b> <b>Quality Assurance System</b>	
<b>Standard 5.2</b> <b>Data Quality</b>	
<b>Standard 5.3</b> <b>Stakeholder Involvement</b>	
<b>Standard 5.4</b> <b>Continuous Improvement</b>	

\*No Advanced Programs

Alabama State University CAEP Areas for Improvement and Stipulations	
Fall 2021	Fall 2028
Standard 1.1 The Learner and Learning	
Standard 1.2 Content	
Standard 1.3 Instructional Practice	
Standard 1.4 Professional Responsibility	
Standard 2.1 Partnerships for Clinical Preparation	
Standard 2.2 Clinical Educators	
Standard 2.3 Clinical Experiences	
Standard 3.1 Recruitment	
Standard 3.2 Monitoring and Supporting Candidate Progression	
Standard 3.3 Competency at Completion	
Standard 4.1 Completer Effectiveness	Insufficient evidence was provided to support that completers positively impact P-12 student learning. (component
Standard 4.2 Satisfaction of Employers	Insufficient evidence was provided to support that completers are effective teachers in P-12 classrooms. (Component 4.2)
Standard 4.3 Satisfaction of Completers	
Standard 5.1 Quality Assurance System	The EPP has established but not fully implemented a quality assurance system (QAS) that handles multiple measures, monitors candidate progress, the achievement of completers, and the operational effectiveness of the provider. (Component 5.1)
Standard 5.2 Data Quality	The EPP provided limited evidence that the assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent. (Component
Standard 5.3 Stakeholder Involvement	The EPP provided limited evidence program changes were linked to their systematic review of their data. (Component 5.3)
Standard 5.4 Continuous Improvement	The EPP provided limited evidence of stakeholder involvement in evaluating, revising, planning, predicting, implementing, and reflecting. (Component 5.4).



## Advanced Standards

<b>Standard 1.1</b> <b>Candidate Knowledge, Skills, and Professional Dispositions</b>	
<b>Standard 1.2</b> <b>Provider Responsibilities</b>	The EPP provided limited evidence to ensure that advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. (Component A1.2)
<b>Standard 2.1</b> <b>Partnerships for Clinical Preparation</b>	
<b>Standard 2.2</b> <b>Clinical Experiences</b>	
<b>Standard 3.1</b> <b>Recruitment</b>	
<b>Standard 3.2</b> <b>Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully</b>	
<b>Standard 3.3</b> <b>Monitoring and Supporting Candidate Progression</b>	
<b>Standard 3.4</b> <b>Competency at Completion</b>	
<b>Standard 4.1</b> <b>Satisfaction of Employers</b>	
<b>Standard 4.2</b> <b>Satisfaction of Completers</b>	
<b>Standard 5.1</b> <b>Quality Assurance System</b>	Quality Assurance inconsistencies still exist in Advanced Programs. (Component A5.1)
<b>Standard 5.2</b> <b>Data Quality</b>	
<b>Standard 5.3</b> <b>Stakeholder Involvement</b>	The EPP provided limited evidence that it assesses its performance against its goals and relevant standards in its Advanced Programs. There is also limited information regarding how the EPP uses data to improve its programs. (Component A5.3)
<b>Standard 5.4</b> <b>Continuous Improvement</b>	The EPP provided limited evidence that its stakeholders are Limited written evidence exists to support that College of Education: Alabama State University Page 2 of 6 involved in program evaluation, improvement, and identification of models of excellence in its Advanced Programs. (Component A5.4)

Auburn University CAEP Areas for Improvement and Stipulations	
Fall 2021	Fall 2028
Standard 1.1 The Learner and Learning	
Standard 1.2 Content	
Standard 1.3 Instructional Practice	
Standard 1.4 Professional Responsibility	
Standard 2.1 Partnerships for Clinical Preparation	
Standard 2.2 Clinical Educators	
Standard 2.3 Clinical Experiences	
Standard 3.1 Recruitment	
Standard 3.2 Monitoring and Supporting Candidate Progression	
Standard 3.3 Competency at Completion	
Standard 4.1 Completer Effectiveness	
Standard 4.2 Satisfaction of Employers	
Standard 4.3 Satisfaction of Completers	The EPP provided limited evidence of using measures that result in valid and reliable data, including employment milestones, that employers are satisfied with completers' preparation. (Component 4.3)
Standard 5.1 Quality Assurance System	
Standard 5.2 Data Quality	
Standard 5.3 Stakeholder Involvement	
Standard 5.4 Continuous Improvement	

## Advanced Standards

<b>Standard 1.1</b> <b>Candidate Knowledge, Skills, and Professional Dispositions</b>	
<b>Standard 1.2</b> <b>Provider Responsibilities</b>	
<b>Standard 2.1</b> <b>Partnerships for Clinical Preparation</b>	
<b>Standard 2.2</b> <b>Clinical Experiences</b>	
<b>Standard 3.1</b> <b>Recruitment</b>	
<b>Standard 3.2</b> <b>Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully</b>	
<b>Standard 3.3</b> <b>Monitoring and Supporting Candidate Progression</b>	
<b>Standard 3.4</b> <b>Competency at Completion</b>	
<b>Standard 4.1</b> <b>Satisfaction of Employers</b>	
<b>Standard 4.2</b> <b>Satisfaction of Completers</b>	
<b>Standard 5.1</b> <b>Quality Assurance System</b>	
<b>Standard 5.2</b> <b>Data Quality</b>	
<b>Standard 5.3</b> <b>Stakeholder Involvement</b>	
<b>Standard 5.4</b> <b>Continuous Improvement</b>	

Auburn University Montgomery CAEP Areas for Improvement and Stipulations	
Spring 2020	Fall 2027
Standard 1.1 The Learner and Learning	
Standard 1.2 Content	
Standard 1.3 Instructional Practice	
Standard 1.4 Professional Responsibility	
Standard 2.1 Partnerships for Clinical Preparation	The EPP provided insufficient evidence that the EPP and its partners co-construct mutually beneficial P-12 school and community arrangements. (Component 2.1)
Standard 2.2 Clinical Educators	
Standard 2.3 Clinical Experiences	
Standard 3.1 Recruitment	
Standard 3.2 Monitoring and Supporting Candidate Progression	
Standard 3.3 Competency at Completion	
Standard 4.1 Completer Effectiveness	
Standard 4.2 Satisfaction of Employers	
Standard 4.3 Satisfaction of Completers	The EPP provided limited evidence of using measures that result in valid and reliable data, including employment milestones, that employers are satisfied with completers' preparation. (Component 4.3)
Standard 5.1 Quality Assurance System	
Standard 5.2 Data Quality	
Standard 5.3 Stakeholder Involvement	
Standard 5.4 Continuous Improvement	The EPP provided limited evidence that measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making. (Component 5.4)



## Advanced Standards

<b>Standard 1.1 Candidate Knowledge, Skills, and Professional Dispositions</b>	
<b>Standard 1.2 Provider Responsibilities</b>	
<b>Standard 2.1 Partnerships for Clinical Preparation</b>	The EPP provided insufficient evidence that the EPP and its partners co-construct mutually beneficial P-12 school and community arrangements. (Component A.2.1)
<b>Standard 2.2 Clinical Experiences</b>	There is limited evidence that the EPP works with partners to design varied and developmental clinical settings. (Component A.2.2)
<b>Standard 3.1 Recruitment</b>	The EPP provided limited evidence of goal setting and progress monitoring for admission, and support of diverse candidates who meet employment needs. (Component A.3.1)
<b>Standard 3.2 Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully</b>	The EPP provided limited evidence of admissions criteria and gathering data to monitor candidate progress from admission to completion. (Component A.3.2)
<b>Standard 3.3 Monitoring and Supporting Candidate Progression</b>	The EPP provided limited evidence of criteria for program progression and use of disaggregated data to monitor candidates' advancement from admissions through completion. (Component A.3.3)
<b>Standard 3.4 Competency at Completion</b>	The EPP provided limited evidence of criteria for candidate completion. (Component A.3.4)
<b>Standard 4.1 Satisfaction of Employers</b>	The EPP provided limited evidence of employer satisfaction with completers' preparation. (Component A.4.1)
<b>Standard 4.2 Satisfaction of Completers</b>	
<b>Standard 5.1 Quality Assurance System</b>	The EPP provided limited evidence that measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making. (Component A.5.1)
<b>Standard 5.2 Data Quality</b>	The EPP provided limited evidence its quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures. (Component A.5.2)
<b>Standard 5.3 Stakeholder Involvement</b>	The EPP provided limited evidence that appropriate stakeholders are involved in program evaluation, improvement, and identification of models of excellence. (Component A.5.3)
<b>Standard 5.4 Continuous Improvement</b>	The EPP provided limited evidence that it regularly and systematically assesses performance against its goals and relevant standards. (Component A.5.4)

Faulkner University CAEP Areas for Improvement and Stipulations (*Dropped all but three programs)	
Fall 2019	Spring 2026
Standard 1.1 The Learner and Learning	
Standard 1.2 Content	
Standard 1.3 Instructional Practice	
Standard 1.4 Professional Responsibility	
Standard 2.1 Partnerships for Clinical Preparation	
Standard 2.2 Clinical Educators	
Standard 2.3 Clinical Experiences	
Standard 3.1 Recruitment	
Standard 3.2 Monitoring and Supporting Candidate Progression	
Standard 3.3 Competency at Completion	
Standard 4.1 Completer Effectiveness	
Standard 4.2 Satisfaction of Employers	
Standard 4.3 Satisfaction of Completers	
Standard 5.1 Quality Assurance System	
Standard 5.2 Data Quality	
Standard 5.3 Stakeholder Involvement	The EPP provided limited evidence of stakeholder Documentation that stakeholders are involved in the involvement in program evaluation, improvement, and identification of models of excellence. (component 5.3)
Standard 5.4 Continuous Improvement	

Jacksonville State University CAEP Areas for Improvement and Stipulations	
Spring 2021	Fall 2027
Standard 1.1 The Learner and Learning	
Standard 1.2 Content	
Standard 1.3 Instructional Practice	
Standard 1.4 Professional Responsibility	
Standard 2.1 Partnerships for Clinical Preparation	
Standard 2.2 Clinical Educators	
Standard 2.3 Clinical Experiences	
Standard 3.1 Recruitment	
Standard 3.2 Monitoring and Supporting Candidate Progression	
Standard 3.3 Competency at Completion	
Standard 4.1 Completer Effectiveness	
Standard 4.2 Satisfaction of Employers	
Standard 4.3 Satisfaction of Completers	
Standard 5.1 Quality Assurance System	
Standard 5.2 Data Quality	
Standard 5.3 Stakeholder Involvement	
Standard 5.4 Continuous Improvement	

## Advanced Standards

<b>Standard 1.1</b> <b>Candidate Knowledge, Skills, and Professional Dispositions</b>	
<b>Standard 1.2</b> <b>Provider Responsibilities</b>	
<b>Standard 2.1</b> <b>Partnerships for Clinical Preparation</b>	
<b>Standard 2.2</b> <b>Clinical Experiences</b>	
<b>Standard 3.1</b> <b>Recruitment</b>	
<b>Standard 3.2</b> <b>Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully</b>	
<b>Standard 3.3</b> <b>Monitoring and Supporting Candidate Progression</b>	
<b>Standard 3.4</b> <b>Competency at Completion</b>	
<b>Standard 4.1</b> <b>Satisfaction of Employers</b>	
<b>Standard 4.2</b> <b>Satisfaction of Completers</b>	
<b>Standard 5.1</b> <b>Quality Assurance System</b>	
<b>Standard 5.2</b> <b>Data Quality</b>	
<b>Standard 5.3</b> <b>Stakeholder Involvement</b>	
<b>Standard 5.4</b> <b>Continuous Improvement</b>	



Miles College CAEP Areas for Improvement and Stipulations	
Fall 2021	Fall 2028
Standard 1.1 The Learner and Learning	
Standard 1.2 Content	
Standard 1.3 Instructional Practice	
Standard 1.4 Professional Responsibility	
Standard 2.1 Partnerships for Clinical Preparation	
Standard 2.2 Clinical Educators	
Standard 2.3 Clinical Experiences	
Standard 3.1 Recruitment	
Standard 3.2 Monitoring and Supporting Candidate Progression	The EPP provided limited evidence of monitoring candidate program transition points. (Component 3.2)
Standard 3.3 Competency at Completion	
Standard 4.1 Completer Effectiveness	
Standard 4.2 Satisfaction of Employers	
Standard 4.3 Satisfaction of Completers	
Standard 5.1 Quality Assurance System	There is insufficient evidence that the provider maintains a quality assurance system that can monitor candidate progress and provider operational effectiveness. (Component 5.1)
Standard 5.2 Data Quality	
Standard 5.3 Stakeholder Involvement	
Standard 5.4 Continuous Improvement	

Samford College CAEP Areas for Improvement and Stipulations	
Fall 2020	Fall 2026
Standard 1.1 The Learner and Learning	
Standard 1.2 Content	
Standard 1.3 Instructional Practice	
Standard 1.4 Professional Responsibility	
Standard 2.1 Partnerships for Clinical Preparation	
Standard 2.2 Clinical Educators	
Standard 2.3 Clinical Experiences	
Standard 3.1 Recruitment	
Standard 3.2 Monitoring and Supporting Candidate Progression	
Standard 3.3 Competency at Completion	
Standard 4.1 Completer Effectiveness	
Standard 4.2 Satisfaction of Employers	
Standard 4.3 Satisfaction of Completers	
Standard 5.1 Quality Assurance System	
Standard 5.2 Data Quality	
Standard 5.3 Stakeholder Involvement	
Standard 5.4 Continuous Improvement	

## Advanced Standards

<b>Standard 1.1</b> <b>Candidate Knowledge, Skills, and Professional Dispositions</b>	
<b>Standard 1.2</b> <b>Provider Responsibilities</b>	
<b>Standard 2.1</b> <b>Partnerships for Clinical Preparation</b>	
<b>Standard 2.2</b> <b>Clinical Experiences</b>	
<b>Standard 3.1</b> <b>Recruitment</b>	
<b>Standard 3.2</b> <b>Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully</b>	
<b>Standard 3.3</b> <b>Monitoring and Supporting Candidate Progression</b>	
<b>Standard 3.4</b> <b>Competency at Completion</b>	
<b>Standard 4.1</b> <b>Satisfaction of Employers</b>	
<b>Standard 4.2</b> <b>Satisfaction of Completers</b>	
<b>Standard 5.1</b> <b>Quality Assurance System</b>	
<b>Standard 5.2</b> <b>Data Quality</b>	
<b>Standard 5.3</b> <b>Stakeholder Involvement</b>	
<b>Standard 5.4</b> <b>Continuous Improvement</b>	



The University of Alabama at Birmingham CAEP Areas for Improvement and Stipulations	
Fall 2021	Fall 2027
Standard 1.1 The Learner and Learning	
Standard 1.2 Content	
Standard 1.3 Instructional Practice	
Standard 1.4 Professional Responsibility	
Standard 2.1 Partnerships for Clinical Preparation	
Standard 2.2 Clinical Educators	
Standard 2.3 Clinical Experiences	
Standard 3.1 Recruitment	The EPP provided limited evidence of a recruitment plan for diverse candidates who meet employment needs. (Component 3.1)
Standard 3.2 Monitoring and Supporting Candidate Progression	
Standard 3.3 Competency at Completion	
Standard 4.1 Completer Effectiveness	
Standard 4.2 Satisfaction of Employers	
Standard 4.3 Satisfaction of Completers	
Standard 5.1 Quality Assurance System	
Standard 5.2 Data Quality	
Standard 5.3 Stakeholder Involvement	
Standard 5.4 Continuous Improvement	

## Advanced Standards

<b>Standard 1.1</b> <b>Candidate Knowledge, Skills,</b> <b>and Professional Dispositions</b>	
<b>Standard 1.2</b> <b>Provider Responsibilities</b>	
<b>Standard 2.1</b> <b>Partnerships for Clinical</b> <b>Preparation</b>	
<b>Standard 2.2</b> <b>Clinical Experiences</b>	
<b>Standard 3.1</b> <b>Recruitment</b>	
<b>Standard 3.2</b> <b>Candidates Demonstrate</b> <b>Academic Achievement and</b> <b>Ability to Complete</b> <b>Preparation Successfully</b>	
<b>Standard 3.3</b> <b>Monitoring and Supporting</b> <b>Candidate Progression</b>	
<b>Standard 3.4</b> <b>Competency at Completion</b>	
<b>Standard 4.1</b> <b>Satisfaction of Employers</b>	
<b>Standard 4.2</b> <b>Satisfaction of Completers</b>	
<b>Standard 5.1</b> <b>Quality Assurance System</b>	
<b>Standard 5.2</b> <b>Data Quality</b>	
<b>Standard 5.3</b> <b>Stakeholder Involvement</b>	
<b>Standard 5.4</b> <b>Continuous Improvement</b>	

University of Alabama in Huntsville CAEP Areas for Improvement and Stipulations	
Fall 2019	Fall 2025
Standard 1.1 The Learner and Learning	
Standard 1.2 Content	
Standard 1.3 Instructional Practice	
Standard 1.4 Professional Responsibility	
Standard 2.1 Partnerships for Clinical Preparation	
Standard 2.2 Clinical Educators	
Standard 2.3 Clinical Experiences	
Standard 3.1 Recruitment	
Standard 3.2 Monitoring and Supporting Candidate Progression	
Standard 3.3 Competency at Completion	
Standard 4.1 Completer Effectiveness	
Standard 4.2 Satisfaction of Employers	
Standard 4.3 Satisfaction of Completers	
Standard 5.1 Quality Assurance System	
Standard 5.2 Data Quality	
Standard 5.3 Stakeholder Involvement	
Standard 5.4 Continuous Improvement	



## Advanced Standards

<b>Standard 1.1</b> <b>Candidate Knowledge, Skills,</b> <b>and Professional Dispositions</b>	
<b>Standard 1.2</b> <b>Provider Responsibilities</b>	
<b>Standard 2.1</b> <b>Partnerships for Clinical</b> <b>Preparation</b>	
<b>Standard 2.2</b> <b>Clinical Experiences</b>	
<b>Standard 3.1</b> <b>Recruitment</b>	
<b>Standard 3.2</b> <b>Candidates Demonstrate</b> <b>Academic Achievement and</b> <b>Ability to Complete</b> <b>Preparation Successfully</b>	
<b>Standard 3.3</b> <b>Monitoring and Supporting</b> <b>Candidate Progression</b>	
<b>Standard 3.4</b> <b>Competency at Completion</b>	
<b>Standard 4.1</b> <b>Satisfaction of Employers</b>	
<b>Standard 4.2</b> <b>Satisfaction of Completers</b>	
<b>Standard 5.1</b> <b>Quality Assurance System</b>	
<b>Standard 5.2</b> <b>Data Quality</b>	
<b>Standard 5.3</b> <b>Stakeholder Involvement</b>	
<b>Standard 5.4</b> <b>Continuous Improvement</b>	

University of West Alabama CAEP Areas for Improvement and Stipulations	
Fall 2021	Fall 2028
Standard 1.1 The Learner and Learning	
Standard 1.2 Content	
Standard 1.3 Instructional Practice	
Standard 1.4 Professional Responsibility	
Standard 2.1 Partnerships for Clinical Preparation	
Standard 2.2 Clinical Educators	The EPP provided limited evidence that the clinical educator evaluation instrument is reliable and valid, aligned with InTASC standards, and results in data that can be used in improvement of clinical educator performance. (Component 2.2)
Standard 2.3 Clinical Experiences	
Standard 3.1 Recruitment	
Standard 3.2 Monitoring and Supporting Candidate Progression	
Standard 3.3 Competency at Completion	
Standard 4.1 Completer Effectiveness	
Standard 4.2 Satisfaction of Employers	
Standard 4.3 Satisfaction of Completers	
Standard 5.1 Quality Assurance System	
Standard 5.2 Data Quality	
Standard 5.3 Stakeholder Involvement	
Standard 5.4 Continuous Improvement	

## Advanced Standards

<b>Standard 1.1</b> <b>Candidate Knowledge, Skills, and Professional Dispositions</b>	
<b>Standard 1.2</b> <b>Provider Responsibilities</b>	
<b>Standard 2.1</b> <b>Partnerships for Clinical Preparation</b>	
<b>Standard 2.2</b> <b>Clinical Experiences</b>	
<b>Standard 3.1</b> <b>Recruitment</b>	
<b>Standard 3.2</b> <b>Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully</b>	
<b>Standard 3.3</b> <b>Monitoring and Supporting Candidate Progression</b>	
<b>Standard 3.4</b> <b>Competency at Completion</b>	
<b>Standard 4.1</b> <b>Satisfaction of Employers</b>	
<b>Standard 4.2</b> <b>Satisfaction of Completers</b>	
<b>Standard 5.1</b> <b>Quality Assurance System</b>	
<b>Standard 5.2</b> <b>Data Quality</b>	
<b>Standard 5.3</b> <b>Stakeholder Involvement</b>	
<b>Standard 5.4</b> <b>Continuous Improvement</b>	



<b>Troy University CAEP Areas for Improvement and Stipulations</b>	
<b>Fall 2017</b>	<b>Fall 2020</b>
<b>Standard 1.1 The Learner and Learning</b>	The EPP provided limited evidence that candidates demonstrate the ability to apply content and pedagogical knowledge and skills.
<b>Standard 1.2 Content</b>	The EPP provided limited evidence that candidates demonstrate knowledge and skills that afford all P-12 students access to rigorous college and career readiness standards
<b>Standard 1.3 Instructional Practice</b>	
<b>Standard 1.4 Professional Responsibility</b>	
<b>Standard 2.1 Partnerships for Clinical Preparation</b>	
<b>Standard 2.2 Clinical Educators</b>	
<b>Standard 2.3 Clinical Experiences</b>	
<b>Standard 3.1 Recruitment</b>	
<b>Standard 3.2 Monitoring and Supporting Candidate Progression</b>	The EPP does not set admission requirements that include a nationally normed ability/achievement assessment in the top 50th percentile or an equivalent measure.
<b>Standard 3.3 Competency at Completion</b>	The EPP does not systematically assess and monitor dispositions.
<b>Standard 4.1 Completer Effectiveness</b>	The EPP provided insufficient evidence or a plan to demonstrate using multiple measures that program completers contribute to an expected level of student learning growth
<b>Standard 4.2 Satisfaction of Employers</b>	
<b>Standard 4.3 Satisfaction of Completers</b>	
<b>Standard 5.1 Quality Assurance System</b>	The quality assurance system does not include a method to establish reliability and validity of EPP created assessments Data are not used to improve programs or candidate performance
<b>Standard 5.2 Data Quality</b>	
<b>Standard 5.3 Stakeholder Involvement</b>	
<b>Standard 5.4 Continuous Improvement</b>	The EPP provided insufficient evidence or a plan that completers effectively apply professional knowledge skills, and dispositions

## Advanced Standards

\*\*Were not reviewed. Will be reviewed in Fall 2023.

<b>Standard 1.1</b> <b>Candidate Knowledge, Skills, and Professional Dispositions</b>	
<b>Standard 1.2</b> <b>Provider Responsibilities</b>	
<b>Standard 2.1</b> <b>Partnerships for Clinical Preparation</b>	
<b>Standard 2.2</b> <b>Clinical Experiences</b>	
<b>Standard 3.1</b> <b>Recruitment</b>	
<b>Standard 3.2</b> <b>Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully</b>	
<b>Standard 3.3</b> <b>Monitoring and Supporting Candidate Progression</b>	
<b>Standard 3.4</b> <b>Competency at Completion</b>	
<b>Standard 4.1</b> <b>Satisfaction of Employers</b>	
<b>Standard 4.2</b> <b>Satisfaction of Completers</b>	
<b>Standard 5.1</b> <b>Quality Assurance System</b>	
<b>Standard 5.2</b> <b>Data Quality</b>	
<b>Standard 5.3</b> <b>Stakeholder Involvement</b>	
<b>Standard 5.4</b> <b>Continuous Improvement</b>	

University of North Alabama CAEP Areas for Improvement and Stipulations	
Spring 2021	Spring 2028
Standard 1.1 The Learner and Learning	
Standard 1.2 Content	
Standard 1.3 Instructional Practice	
Standard 1.4 Professional Responsibility	
Standard 2.1 Partnerships for Clinical Preparation	
Standard 2.2 Clinical Educators	
Standard 2.3 Clinical Experiences	
Standard 3.1 Recruitment	
Standard 3.2 Monitoring and Supporting Candidate Progression	
Standard 3.3 Competency at Completion	
Standard 4.1 Completer Effectiveness	
Standard 4.2 Satisfaction of Employers	
Standard 4.3 Satisfaction of Completers	
Standard 5.1 Quality Assurance System	
Standard 5.2 Data Quality	
Standard 5.3 Stakeholder Involvement	
Standard 5.4 Continuous Improvement	

## Advanced Standards

<b>Standard 1.1</b> <b>Candidate Knowledge, Skills, and Professional Dispositions</b>	
<b>Standard 1.2</b> <b>Provider Responsibilities</b>	
<b>Standard 2.1</b> <b>Partnerships for Clinical Preparation</b>	
<b>Standard 2.2</b> <b>Clinical Experiences</b>	
<b>Standard 3.1</b> <b>Recruitment</b>	
<b>Standard 3.2</b> <b>Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully</b>	
<b>Standard 3.3</b> <b>Monitoring and Supporting Candidate Progression</b>	
<b>Standard 3.4</b> <b>Competency at Completion</b>	
<b>Standard 4.1</b> <b>Satisfaction of Employers</b>	
<b>Standard 4.2</b> <b>Satisfaction of Completers</b>	
<b>Standard 5.1</b> <b>Quality Assurance System</b>	
<b>Standard 5.2</b> <b>Data Quality</b>	
<b>Standard 5.3</b> <b>Stakeholder Involvement</b>	
<b>Standard 5.4</b> <b>Continuous Improvement</b>	



University of South Alabama CAEP Areas for Improvement and Stipulations	
Spring 2020	Spring 2027
Standard 1.1 The Learner and Learning	
Standard 1.2 Content	
Standard 1.3 Instructional Practice	
Standard 1.4 Professional Responsibility	
Standard 2.1 Partnerships for Clinical Preparation	
Standard 2.2 Clinical Educators	
Standard 2.3 Clinical Experiences	
Standard 3.1 Recruitment	
Standard 3.2 Monitoring and Supporting Candidate Progression	
Standard 3.3 Competency at Completion	
Standard 4.1 Completer Effectiveness	
Standard 4.2 Satisfaction of Employers	
Standard 4.3 Satisfaction of Completers	
Standard 5.1 Quality Assurance System	
Standard 5.2 Data Quality	
Standard 5.3 Stakeholder Involvement	
Standard 5.4 Continuous Improvement	

## Advanced Standards

<b>Standard 1.1</b> <b>Candidate Knowledge, Skills, and Professional Dispositions</b>	
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<b>Standard 5.4</b> <b>Continuous Improvement</b>	

# Appendix F



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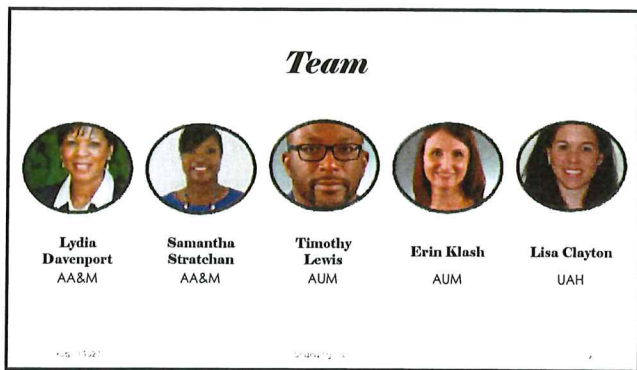
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### *Team*



**Kelli Shumack**  
AUM



**Lee Vartanian**  
Athens State University



**David Crowe**  
Auburn University



**Donna Pitts**  
Athens University



**Amy Hoaglund**  
Samford University

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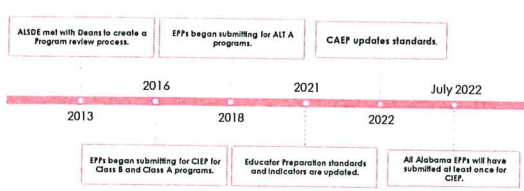
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### *Timeline*



The timeline shows the progression of the EPP program:
 

- 2013:** EPPs began submitting for CLEP for Class B and Class A programs.
- 2016:** AISDE met with Deans to create a Program review process.
- 2018:** EPPs began submitting for AIT A programs.
- 2021:** CAEP updates standards.
- 2022:** Educator Preparation standards and indicators are updated.
- July 2022:** All Alabama EPPs will have submitted at least once for CLEP.

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### *Agenda*

Curriculum	Field Experiences	Key Assessments
<ul style="list-style-type: none"> <li>• Discuss Changes</li> </ul> 	<ul style="list-style-type: none"> <li>• Discuss Changes</li> </ul> 	<ul style="list-style-type: none"> <li>• Discuss Changes</li> </ul> 

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**PATs**  
Cross walked courses with program standards/indicators. Required writing a course name next to an indicator.

**What CIEP requires:**  
EPPs provide course descriptions aligned to program standards and indicators.  
Requires EPP to think about and explain how the topics are addressed.

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**Keep in mind....**

<p><b>Analyze and Crosswalk Standards/Indicators</b></p> <ul style="list-style-type: none"> <li>Analyze the goals and objectives of the courses.</li> <li>Review course sequences.</li> <li>Ensure total curriculum is taught. (All standards, all indicators.)</li> </ul>	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>Redesign the curriculum to correct the deficiencies.</li> <li>Design new courses or revise current courses.</li> <li>Design teaching enhancements to support the standards/indicators and all student populations in meeting the standards.</li> <li>Both content as well as teaching and learning strategies can be modified to address the deficiencies.</li> </ul>	<p><b>CAEP Requirements</b></p> <ul style="list-style-type: none"> <li>Measure 1: Content and Pedagogical Knowledge</li> <li>R1.2: The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area and are able to apply the content in developing equitable and inclusive learning experiences for diverse P-12 students.</li> </ul>
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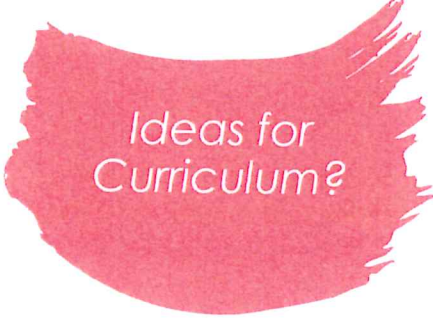
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**Ideas for Curriculum?**

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**CIEP Requires:**  
Each program must submit a field experience for each applicable program standard.

Cover sheet

Field experience Rubric

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***Keep in mind...***

**State Program-review**

- All relevant program-specific standards must be addressed.
- Implementation plan. (What course, what semester.)
- Depth, breadth, diversity, coherence, technology.

**CAEP Requirements**

- Measure 2: Clinical Partnerships and Practice
- Cross-cutting themes: Diversity and Technology

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**Key Assessments**

What CIEP requires:

- Key Assessment #1a Praxis/#1b edTPA
- Key Assessment #2 Content Knowledge Assessment
- Key Assessment #3 Planning Instruction (ISP-Fulfilling Professional Responsibilities)
- Key Assessment #4 Internship
- Key Assessment #5 Impact on Student Learning (ISP-Creating Supportive Environments)

Key: 10/21/21

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**Keep in mind....**

**State Program-review**

- Assessments should verify attainment of program-specific standards and indicators.
- Program alignment of standards and indicators is necessary if we are producing mastery of required skills.
- Assessment methods and tools must be developed in direct reference to program standards and indicators.
- Results must be evaluated for continuous improvement.

**CAEP Requirements**

- Quality Assurance System and Continuous Improvement

Key: 10/21/21

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**Ideas for Key Assessments?**

Key: 10/21/21

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***The way to get  
started is to quit  
talking and  
begin doing.***

Walt Disney

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