

Selected Improvement Plan

Dewar College of Education and Human Services, Valdosta State University

Introduction

As educational reform efforts gain momentum, increasing attention has been focused on improving teacher preparation. As the NCATE Blue Ribbon Panel (2010) observed in their report, *Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers*,

We need teachers who are well versed in their curricula, know their communities, apply their knowledge of child growth and development, use assessments to monitor student progress and effectively engage students in learning. Teachers need collaboration, communication, and problem-solving skills to keep pace with rapidly changing learning environments and new technologies (p. 1).

In order to prepare teachers who possess the knowledge, skills and dispositions to fulfill the aforementioned roles and responsibilities, the Panel recommended nothing less than a “dramatic overhaul” (p.2) of how teacher preparation programs prepare candidates and the accountability systems that ensure teacher candidate quality. Subsequently, efforts to improve teacher preparation programs have emerged at the national, state and local levels, through accreditation agencies such as the Council for the Accreditation of Educator Preparation (CAEP), state regulatory agencies, and collaborative initiatives between individual Educator Preparation Programs (EPPs) and local educational authorities.

Two critical elements in improving the quality of teacher preparation involve increasing meaningful, high-quality collaborations between EPPs and P-12 school partners and providing candidates with field experiences that, according to CAEP (2013), are comprised of “sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development”. Moreover, collaboration and improving teacher candidate field experiences and clinical practice cannot be considered to be mutually exclusive. Rather, the two processes must be strongly interlinked so that all relevant stakeholders cooperate to produce collaborations marked by “mutual trust and respect; sufficient time to develop and strengthen relationships at all levels; shared responsibility and accountability among partners, and periodic formative evaluation of activities among partners” (CAEP 2013, para. 3). Ultimately, all partnership efforts should lead to an improvement in the quality of field experiences and, by extension, improvement in the quality of teachers prepared by the EPPs.

Description of Focal Area for Selected Improvement Plan

As a result of the NCATE Blue Ribbon Panel Report (2010), CAEP Standards (CAEP, 2013), and recent changes in the Georgia Professional Standards Commission (GaPSC) teacher preparation rules, the Valdosta State University (VSU) Dewar College of Education and Human Services (COEHS) recognized the importance of collaborative efforts in improving the field experiences, clinical practices, and academic components of its teacher preparation programs. As part of the CAEP self-study process, the Dewar College of Education and Human Services identified Standard 2, Clinical Partnership and Practice, and its elements on which to focus its Selected Improvement Plan (SIP).

Rationale for SIP Focal Area Selection

There are several rationales behind the development of the SIP and its strong affiliation with CAEP Standard 2. To begin, as a result of data collection, conclusions drawn from the recent self-study report, and dialogue with P-12 partners and other stakeholders, the EPP desired to strengthen its current collaborations with its external stakeholders and begin new collaborative initiatives. CAEP Standard 2, particularly element 2.1, calls for the EPP to form strong, reciprocal and mutually beneficial collaborations. Collaborative efforts should be centered on mutually defined goals designed to improve P-12 student learning and to effectively prepare teacher candidates for successful professional engagement (CAEP, 2013). CAEP's call for stronger, more meaningful collaborations is supported by the NCATE Blue Ribbon Panel (2010) which called for reduced barriers to collaborations between EPPs and partner schools, increased incentives to encourage EPP and P-12 partnerships, targeted human and capital resources for increasing collaboration, and joint efforts to redefine stakeholder roles and redefine curriculum to improve the teacher preparation process. EPP teacher preparation faculty, P-12 mentors, and P-12 administrators were surveyed as to their perceptions regarding collaboration between their schools and the EPP (See *Stakeholders Survey*). The results of the survey indicated that respondents were in favor of more collaborative initiatives with the EPP. Respondents also indicated that collaboration with the EPP is mutually beneficial to both partner schools and the EPP. These findings, when taken in conjunction with the EPP's desire to expand upon extant collaborative initiatives such as forming partnership agreements with the P-12 schools involved in clinical experiences, confirmed the need to include collaboration as a major component in the SIP. As a result the goals, objectives, activities, and organizational structure contained in the SIP are strongly dependent upon effective collaborations. Successful implementation of the SIP will move the EPP and P-12 partners closer to the types of collaborations endorsed by CAEP Standard 2, element 2.1.

Collaboration is a critical component in all aspects of the EPP's SIP and reflects the tenets contained in CAEP Standard 2, element 2.1. The establishment of the goals and objectives contained in the proposal were a result of feedback from, and ongoing dialogue with, EPP initial teacher preparation faculty, EPP leadership, P-12 mentor teachers, and P-12 administrators. Additional inspiration and guidance for the SIP came from collaborative discussions and activities among stakeholders in program and COEHS advisory councils, participation in the Georgia National Teacher Educator Program Grant initiative, EPP and P-12 school and district partnerships, and other joint undertakings. Structurally, the organization of the SI initiative ensures collaboration with P-12 partners and other relevant stakeholders at the administrative, design, implementation, and evaluative levels with multiple partners involved in all components of the initiative (See *Selected Improvement Implementation Groups*). As the SI progresses, the quantity and the quality of these relationships will increase as they are essential to the SIP's success and the creation of effective educators in the larger context.

The second rationale for the SIP involves the desire to create more effective clinical experiences for teacher candidates so they will develop the knowledge, skills, and dispositions needed to positively impact their students' learning. CAEP Standard 2, component 2.3 addresses the need to "design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development" (CAEP, 2013, para 3).

The NCATE Blue Ribbon Report (2010) and other research such as Castle, Fox, and Fuhrman (2009) on Professional Development Schools support the initiative to create more effective clinical experiences for teacher candidates. The EPP's SIP reflects the collective intention of the EPP and P-12 partners to reform clinical experiences to meet the criteria CAEP outlines for high-quality in-field preparation for teacher candidates. The goals and their attendant objectives, activities and outcomes are intended to create teachers who are able to positively impact student learning, in large part, through the preparation they obtain through clinical experiences. It should be noted here that, according to CAEP the knowledge, skills and dispositions necessary to meet Standard 2, element 2.3, also indicate alignment with Standard 1 as the standard relates to positively impacting P-12 student learning.

Central to the idea of strong clinical experiences is the need to recruit, prepare, and retain strong mentor teachers, as indicated in CAEP Standard 2, component 2.2. Cuenca (2011) and Bigham, Hively, and Toole (2014) noted that mentor teachers exerted major influences on teacher candidate preparation as a result of their roles as professional gatekeepers and guides for teacher candidates as they enter the teaching profession. Bigham, Hively, and Toole (2014) also argued that mentor teachers are responsible for overseeing the manner in which candidates employ and synthesize the knowledge, skills, and dispositions associated with effective teaching and student academic achievement. Often, student teachers consider the mentor teacher to be the most important factor in their professional preparation (Weiss and Weiss, 2001), even superseding the importance of the university-based supervisors. When viewed in the context of the professional literature, the importance of supporting quality mentors as indicated by element 2.2 and the SIP becomes clear.

An important benefit from implementing an effective reform of clinical experiences is the development of self-efficacy among the teacher candidates that will correlate to increased learning impacts on the students whom they will teach. The development of a strong sense of self-efficacy in pre-service teachers is important, since efficacy is a key to developing a positive and effective classroom dynamic through its influence on such factors as pedagogical decision-making, classroom management, communication with parents, and collaboration with fellow educators (Gaudreau, Royer, Frenette, Beaumont, & Flanagan, 2013). Beisser (2008) observed that teachers who were involved in "innovative and intense" (p.2) teacher preparation programs tended to experience higher levels of self-efficacy, were rated as more effective, and demonstrated a greater intention to stay in teaching long-term than those teachers who had dissimilar preparatory experiences. Thus the development of teacher candidate self-efficacy through the development of more effective clinical experiences as indicated in the SIP correlates strongly with the call for wider and more complex field experiences and clinical practices included in Standard 2, component 2.3. Moreover, increased teacher candidate self-efficacy and its relation to increased student learning impacts also align with CAEP Standard 1.

Further rationale for the SIP focus area to address Standard 2: Clinical Partnerships and Practice is the close relationship of the standard elements to current initiatives in Georgia regarding teacher preparation, evaluation (both pre-service and in-service teachers), and certification. The ability to determine the needs of not only the EPP teacher candidates, but also the P-12 partners is a process supported by the collection and analysis of multiple data sets. The table below represents the baseline data and the established projected final outcomes as they relate to the SIP goals and objectives. Data for each goal will be collected and analyzed

yearly to assess the EPP's progress in meeting the final outcomes. Changes to the SIP will be made as data indicates.

Baseline Data Matrix

Objective	Measure and Baseline Data Prior to Fall 2015	Mid-Point Goal Spring 2018	Final Year Goal Spring 2022
Goal 1: Create collaborate initiatives to foster mutually beneficial sustainable practices that positively impact teacher preparation.			
Objective 1: Increase the number of formal collaborative agreements between initial teacher preparation programs and P-12 schools/agencies.	Reciprocity Agreement: Addendum to Valdosta State University College of Education and Human Services Partnership Agreement N = 4	Reciprocity Agreement: Addendum to Valdosta State University College of Education and Human Services Partnership Agreement N = 7	Reciprocity Agreement: Addendum to Valdosta State University College of Education and Human Services Partnership Agreement N = 11
Objective 2: Plan and implement mutually-beneficial professional development opportunities for P-12 and EPP faculty.	Number of mutually developed professional development opportunities offered for P-12 and EPP faculty: PACE Workshop June 2015 N = 1	There will be a minimum of 4 mutually developed professional development opportunities offered.	There will be a minimum of 7 mutually developed professional development opportunities offered.
Objective 3: Implement an effective communication system that engages multiple and varied professionals from P-12 schools and VSU.	Results from 2015 <i>Stakeholders Survey</i> indicate 62%, 56%, and 77% of VSU faculty, P-12 administrators, and P-12 mentors, respectively, strongly agree or agree with the statement “The communication between the University supervisor and the school/mentor teacher is effective.”	Results from <i>Stakeholders Survey</i> indicate at least 80% of VSU faculty, P-12 administrators, and P-12 mentors, respectively, strongly agree or agree with the statement “The communication between the University supervisor and the school/mentor teacher is effective.”	Results from <i>Stakeholders Survey</i> will indicate 95% of VSU faculty, P-12 administrators, and P-12 mentors, respectively, strongly agree or agree with the statement “The communication between the University supervisor and the school/mentor teacher is effective.”
Goal 2: Reform clinical experiences in order to positively impact teacher candidate preparation and self-efficacy.			
Objective 1: Recruit, train, and retain a pool of highly qualified clinical faculty (P-12 mentors and university supervisors).	<i>Mentor Retention Data:</i> (excluding mentors of candidates who are employed teachers) – Fall 2013 retention at 21.4%	<i>Mentor Retention Data</i> will indicate that EPP mentor retention is at 40% for mentors of candidates who are not employed teachers.	<i>Mentor Retention Data</i> will indicate that EPP mentor retention is at 60% for mentors of candidates who are not employed teachers.
	<i>Candidate Evaluation of Mentor Teacher:</i>	<i>Candidate Evaluation of Mentor Teacher</i> will indicate that 93% of	<i>Candidate Evaluation of Mentor Teacher</i> will indicate that 95% of teacher

Objective	Measure and Baseline Data Prior to Fall 2015	Mid-Point Goal Spring 2018	Final Year Goal Spring 2022
	84.7% of teacher candidates rated their mentor's performance at level 5 (high).	teacher candidates will rate their mentor's performance at level 5 (high).	candidates will rate their mentor's performance at level 5 (high).
	<i>Candidate Evaluation of Supervisor:</i> 70.0% of the teacher candidates rated their university supervisor's performance at level 5 (very satisfied).	<i>Candidate Evaluation of Supervisor</i> will indicate that 80% of teacher candidates will rate their university supervisor's performance at level 5 (very satisfied).	<i>Candidate Evaluation of Supervisor</i> will indicate that 90% of teacher candidates will rate their university supervisor's performance at level 5 (very satisfied).
	<i>Mentor Evaluation of the University Supervisor and Clinical Practice:</i> 38.9% of mentor teachers rated the university supervisor's performance at level 10 (highly effective).	<i>Mentor Evaluation of the University Supervisor and Clinical Practice</i> will indicate that 50% of mentor teachers will rate the university supervisor's performance at level 10 (highly effective).	<i>Mentor Evaluation of the University Supervisor and Clinical Practice</i> will indicate that 75% of mentor teachers will rate the university supervisor's performance at level 10 (highly effective).
Objective 2: Increase quality and scope of clinical experiences to support teacher candidate development and self-efficacy.	<i>COEHS Continuous Improvement System:</i> Current curriculum and assessment matrices for programs: http://www.valdosta.edu/colleges/education/center-for-accreditation-and-curricular-innovation/coehs-continuous-improvement-system/	<i>COEHS Continuous Improvement System:</i> Curriculum and assessment matrices for programs will indicate curricular revisions that increase the quality and scope of field experiences in all programs.	<i>COEHS Continuous Improvement System:</i> Curriculum and assessment matrices for programs will indicate curricular revisions that increase the quality and scope of clinical practice in all programs.
	<i>Teacher's Sense of Self-Efficacy Scale:</i> Mean self-efficacy for B.S.Ed. Middle Grades Education candidates is 7.76 (out of 9) at the end of clinical practice.	<i>Teacher's Sense of Self-Efficacy Scale</i> will indicate a mean self-efficacy for candidates in <u>all</u> initial teacher programs will be greater than or equal to 6 (out of 9) by the end of clinical practice.	<i>Teacher's Sense of Self-Efficacy Scale</i> will indicate a mean self-efficacy for candidates in <u>all</u> initial teacher programs will be greater than or equal to 7 (out of 9) by the end of clinical practice.
	<i>edTPA:</i> EPP pass rate for edTPA in Spring 2015 (based on Georgia proposed cut scores for academic year 2015-16) was 85.7%, 57.0%, and 38.5%	<i>edTPA</i> scores will indicate an EPP pass rate for edTPA based on Georgia proposed cut scores for 2017-18 is 70% or greater for all handbooks.	<i>edTPA</i> scores will indicate an EPP pass rate based on Georgia proposed cut scores for 2017-18 is 90% or greater for all handbooks.

Objective	Measure and Baseline Data Prior to Fall 2015	Mid-Point Goal Spring 2018	Final Year Goal Spring 2022
	for 13-rubric, 15-rubric, and 18-rubric handbooks, respectively.		

Plan for Selected Improvement

The following goals have been created for the VSU COEHS SIP:

Goal 1: The EPP will create collaborative initiatives to foster mutually-beneficial, sustainable practices that positively impact teacher preparation.

Goal 2: The EPP will reform clinical experiences in order to positively impact teacher candidate preparation and self-efficacy.

The goals for the SIP were formulated as a result of collaborations and other feedback from EPP initial teacher preparation faculty, EPP administration, institutional administration, P-12 partner mentor teachers, and P-12 partner administrators. The EPP created and distributed a survey to aggregate information in order to make informed decisions on the focal areas as they relate to CAEP Standard 2: Clinical Partnerships and Practice. Concerted meetings were held to provide additional opportunities for EPP faculty and P-12 partners to review, discuss, and solidify goals and objectives. The EPP believes the goals incorporated in the SIP reflect the dual foci of collaboration and improving teacher candidate clinical experiences as indicated by accreditation organizations, national, state, and local regulatory agencies, and professional organizations. In addition to the goals and objectives, key personnel were identified to lead and facilitate the SIP (See *Selected Improvement Plan Matrix* and *Selected Improvement Plan Implementation Groups*).

Contained within each of the broader goals are specific objectives to be achieved during the life of the SIP. As was the case for identifying the goals contained in the SIP, the attendant objectives were predicated upon the feedback provided by EPP initial teacher preparation faculty, P-12 partner mentor teachers, and P-12 administration. For the first goal regarding the creation of collaborative initiatives to foster mutually-beneficial, sustainable practices that positively impact teacher preparation, the EPP and its P-12 partners identified three objectives. The first objective involves increasing the number of formal collaborative agreements, known as Reciprocity Agreements, between initial teacher preparation programs and P-12 schools/agencies. This objective reflects the expansion of an ongoing EPP initiative to increase, formalize, and strengthen partnerships with the P-12 schools and systems that work with the EPP. The primary activity for this objective involves increasing the number of new Reciprocity Agreement Addenda established between initial teacher preparation programs and P-12 schools/agencies at a minimum rate of one per year. Reciprocity Agreements increase the level of collaborative engagement beyond that of the initial P-12 School Partnership Agreement and the Field Experience and Clinical Practice Agreement addenda to identify specific commitments by the P-12 partner and the initial teacher preparation programs.

The second objective addresses the need to plan and implement mutually beneficial professional development opportunities for P-12 and EPP faculty. Activities associated with this objective include surveying EPP faculty to determine professional development needs, collecting data from P-12 schools to determine professional development needs, and developing a plan to enhance collaboration with P-12 schools and agencies through the development and implementation of professional development opportunities. The objective and attendant activities will not only support Goal 1 of the SIP, but also has the potential to support

the SIP's second goal of reforming clinical experiences to positively impact teacher preparation and self-efficacy.

The third objective for Goal 1 is the implementation of an effective communication system that engages multiple and varied people from P-12 schools and VSU. This objective was the result of P-12 mentor survey feedback calling for more efficient communications with the EPP. Subsequent discussions with P-12 partners and EPP faculty determined that improving the content and delivery of communications between the EPP and mentor teachers to be a needed and viable objective to pursue. Activities associated with this objective include the development, implementation, and updating of a mobile application for mentor teachers, candidates, and university supervisors; developing, implementing, and updating training and informational videos tailored to the needs of EPP field experience and clinical practice mentor teachers and candidates; coordinating, expanding, and updating an online hub which offers useful resources for mentors and teacher candidates; and establishing asynchronous and synchronous video telepresence in schools to ensure access to EPP service initiatives.

Two objectives are currently aligned with the second goal of the SIP, involving the reformation of clinical experiences in order to positively impact teacher candidate preparation and self-efficacy. The first objective is to recruit, train, and retain a pool of highly qualified clinical faculty (P-12 mentors and university supervisors). A major activity for this objective is the establishment of a Mentor Academy by identifying the guidelines, criteria, incentives, duties, and responsibilities of inductees. Other activities for this objective include implementing the EPP Process for Selection and Assignment of Mentors in all initial teacher preparation programs, implementing the EPP Process for Selection/Assignment of Clinical Supervisors in all initial teacher preparation programs, the redefining of university supervisor, program faculty, and P-12 mentor roles, and the provision of professional learning for co-teaching.

The second objective focuses on the need to increase the quality and scope of clinical practices to support teacher candidate development. Activities related to this objective include establishing new protocols for assigning teacher candidate placements, and planning and implementing revisions to accommodate the redesign of field experiences and clinical practice. It should be noted that all of the objectives and activities associated with Goal 2 will be undertaken collaboratively. Thus, the components of Goal 2 are complementary to and support Goal 1 of the SIP.

Selected Improvement Plan Matrix

Objective	Measures	Yearly Timeline	Activities/ Initiatives	Human and Capital Resources	Personnel Reporting and Leading Activity/Initiative
Goal 1: Create collaborative initiatives to foster mutually-beneficial sustainable practices that positively impact teacher preparation.					
Objective 1: Increase the number of formal collaborative agreements between initial teacher preparation programs and P-12 schools/agencies.	<i>P-12 Partnerships</i> Reciprocity Agreement: Addendum to Valdosta State University College of Education and Human Services Partnership Agreement	2015-2016 to 2021-2022	Increase the number of new Reciprocity Agreement Addenda established between the initial teacher preparation programs and P-12 schools/agencies at a minimum rate of one per year.	<i>Human:</i> EPP Department Heads, Program Coordinators, Program Faculty, Program Advisory Councils, P-12 Administrators, P-12 <i>Capital:</i> College and University Operating Budget, Grants	Administrative Team, Council of Program Coordinators, CPAAE, CACI
Objective 2: Plan and implement mutually-beneficial professional development opportunities for P-12 and EPP faculty.	Professional Development Agendas and Evaluations (Annually)	2015-2016 to 2021-2022	Survey EPP faculty to determine professional development needs.	<i>Human:</i> COEHS Professional Development Committee, Operational Team, CPAAE, CACI <i>Capital:</i> VSU Qualtrics survey system	Administrative Team, Council of Program Coordinators, CPAAE, CACI
	<i>Stakeholders Survey</i> (Annually)	2015-2016 to 2021-2022	Collect data from P-12 schools to determine professional development needs.	<i>Human:</i> Operational Team, P-12 Schools, Regional Educational Service Agencies, CPAAE, CACI <i>Capital:</i> College and University Operating Budget	Administrative Team, Council of Program Coordinators, CPAAE, CACI

Objective	Measures	Yearly Timeline	Activities/ Initiatives	Human and Capital Resources	Personnel Reporting and Leading Activity/Initiative
		2015-2016 to 2021-2022	Develop a plan to enhance collaboration with P-12 schools and agencies through the development and implementation of professional development opportunities.	<i>Human:</i> Operational Team, Mentor Academy, Field Experience Committee, Council of Program Coordinators, center directors, CACI <i>Capital:</i> College and University Operating Budget, Grants, P-12 Schools, Regional Educational Service Agencies	Administrative Team, Council of Program Coordinators, CPAAE, CACI
Objective 3: Implement an effective communication system that engages multiple and varied people from P-12 schools and VSU.	Stakeholders Survey (Annually)	2017-2018 to 2021-2022	Develop, implement, enhance, and update mobile application for mentor teachers, teacher candidates, and supervisors.	<i>Human:</i> VSU Information Technology, VSU Media Services, Operational Team <i>Capital:</i> College and University Operating Budget	Administrative Team, Council of Program Coordinators, CPAAE, CACI
		2016-2017 to 2020-2021	Develop, implement, and update training and information videos tailored to the needs of EPP field experience and clinical practice mentor teachers and teacher candidates.	<i>Human:</i> VSU Access Office, VSU Center for E-Learning, VSU Information Technology, VSU Media Services, Operational Team, CACI <i>Capital:</i> College and University Operating Budget	Administrative Team, Council of Program Coordinators, CPAAE, CACI
		2017-2018 to 2019-2020	Coordinate, expand and update an online hub which offers useful resources for	<i>Human:</i> Operational Team, Mentor Academy, CPAAE, CACI	Administrative Team, Council of Program Coordinators, CPAAE, CACI

Objective	Measures	Yearly Timeline	Activities/ Initiatives	Human and Capital Resources	Personnel Reporting and Leading Activity/Initiative
			mentors and teacher candidates.	<i>Capital:</i> College and University Operating Budget	
		2017-2018 to 2021-2022	Establish asynchronous and synchronous video telepresence in schools to ensure access to EPP service initiatives.	<i>Human:</i> Operational Team, Mentor Academy <i>Capital:</i> College and University Operating Budget	Administrative Team, Council of Program Coordinators, CPAAE, CACI
Goal 2: Reform clinical experiences in order to positively impact teacher candidate preparation and self-efficacy.					
Objective 1: Recruit, train, and retain a pool of highly qualified clinical faculty (P-12 mentors and university supervisors).	<i>Mentor Retention Data</i> (Annually)	2015-2016 To 2017-2018	Establish a Mentor Academy by identifying the guidelines, criteria, incentives, duties, and responsibilities of inductees.	<i>Human:</i> Operational Team and Council of Program Coordinators, and advisory councils <i>Capital:</i> College and University Operating Budget	Administrative Team, Council of Program Coordinators, CPAAE, CACI
	<i>Candidate Evaluation of Mentor Teacher</i> (Twice a Year: Fall & Spring Semesters)			Implement EPP Process for Selection and Assignment of Mentors in all initial teacher preparation programs.	<i>Human:</i> Office of Field Experience and Clinical Practice, CACI, CPAAE, department heads, program faculty, and advisory councils <i>Capital:</i> College and University Operating Budget
	<i>Candidate Evaluation of University Supervisor</i> (Twice a Year: Fall & Spring Semesters)	2015-2016	Implement EPP Process for Selection/Assignment of Clinical Supervisors	<i>Human:</i> Office of Field Experience and Clinical Practice, CACI, CPAAE, department heads,	Administrative Team, Council of Program Coordinators, CPAAE, CACI
	<i>Mentor Evaluation of University Supervisor and Clinical Practice</i> (Twice a Year: Fall & Spring Semesters)	2015-2016			

Objective	Measures	Yearly Timeline	Activities/ Initiatives	Human and Capital Resources	Personnel Reporting and Leading Activity/Initiative
			in all initial teacher preparation programs.	program faculty, and advisory councils <i>Capital:</i> College and University Operating Budget	
		2016-2017 to 2017-2018	Redefine the roles of university supervisors, P-12 mentors, and program faculty.	<i>Human:</i> Operational Team, Field Experience Committee, Mentor Academy <i>Capital:</i> College and University Operating Budget	Administrative Team, Council of Program Coordinators, CPAAE, CACI
		2016-2017 to 2017-2018	Provide professional learning for co-teaching.	<i>Human:</i> Operational Team, Mentor Academy, Office of Field Experience and Clinical Practice, Regional Educational Service Agencies <i>Capital:</i> College and University Operating Budget	Administrative Team, Council of Program Coordinators, CPAAE, CACI
Objective 2: Increase quality and scope of clinical experiences to support teacher candidate development and self-efficacy.	<i>COEHS Continuous Improvement System</i> (Annually) <i>Teacher's Sense of Self-Efficacy Scale</i> (Twice a Year: Fall & Spring Semesters)	2016-2017 to 2018-2019	Establish new protocols for assigning teacher candidate placements.	<i>Human:</i> Operational Team and Field Experience Committee <i>Capital:</i> College and University Operating Budget	Administrative Team, Council of Program Coordinators, CPAAE, CACI
		2015-2016 to 2020-2021	Plan and implement curriculum revisions to accommodate the	<i>Human:</i> Council of Program Coordinators, CACI, department heads,	Administrative Team, Council of Program

Objective	Measures	Yearly Timeline	Activities/ Initiatives	Human and Capital Resources	Personnel Reporting and Leading Activity/Initiative
	<i>Stakeholders Survey</i> (Annually) <i>edTPA</i> (Twice a Year: Fall & Spring Semesters)		redesign of field experiences and clinical practice.	program faculty, and advisory councils <i>Capital:</i> College and University Operating Budget	Coordinators, CPAAE, CACI

Collaborators for this SIP will include school districts within a 60-mile radius of the university where the teacher candidates will be placed for their field-based experiences. The specific plan for the collaboration with individual schools in these districts will be outlined in the P-12 school partnership agreements (available at <http://www.valdosta.edu/colleges/education/deans-office/partnershipagreements.php>). The demographics of the identified school districts are provided in the table below.

School District	Number of Students Eligible to Receive Services through the Migrant Education Program	FY 2011 Average Monthly Number of Food Stamp Households	2009 Per Capita Income	2011 Unemployment Rate	2010 Census Bureau Population Estimate
Atkinson County	42	803	\$21,314	13.6%	8,375
Berrien County	79	1,599	\$29,331	12.0%	19,286
Brooks County	54	1,482	\$28,424	9.0%	16,243
Clinch County	26	633	\$23,172	11.8%	6,798
Colquitt County	659	4,153	\$26,134	10.3%	45,498
Cook County	78	1,516	\$24,663	12.7%	17,212
Echols County	97	295	\$21,614	7.5%	4,034
Lanier County	20	835	\$26,207	9.7%	10,078
Lowndes County	95	7,435	\$29,834	9.9%	109,233
Tift County	175	3,486	\$27,159	12.7%	40,118
Valdosta City	Not Available	3,959	\$17,879	8.9%	54,518

Capacity to Initiate, Implement, and Complete the Plan

The EPP has the leadership, organization, and resources to effectively implement the SIP. The EPP is headed by the Dean, who is responsible for overseeing the day-to-day operations of the COEHS. The Dean is assisted by an Associate Dean and the directors of the EPP's administrative branches. These EPP administrators, working in concert with their P-12 counterparts when appropriate, will facilitate this initiative as it relates to their assigned duties in terms of policy, budget, personnel, facilities, assessment, evaluation, curriculum, and community relations. The EPP has an Executive Committee composed of the Dean's Office administrators, department heads, and faculty representatives that meets regularly to oversee college operations related to curriculum standards, academic policy, and other procedural issues. At the departmental level, department heads are responsible for the management of departmental operations, including instructional, budgetary, personnel, assessment, and evaluation. These personnel will work as members of the SIP implementation groups and in their individual capacities to ensure the efficient and effective implementation of the initiative. Additionally, each department maintains an advisory council made up of relevant stakeholders from the college, other relevant units in the institution, the P-12 educational community, business, and other salient organizations. These advisory councils provide feedback to the departments on the quality and effectiveness

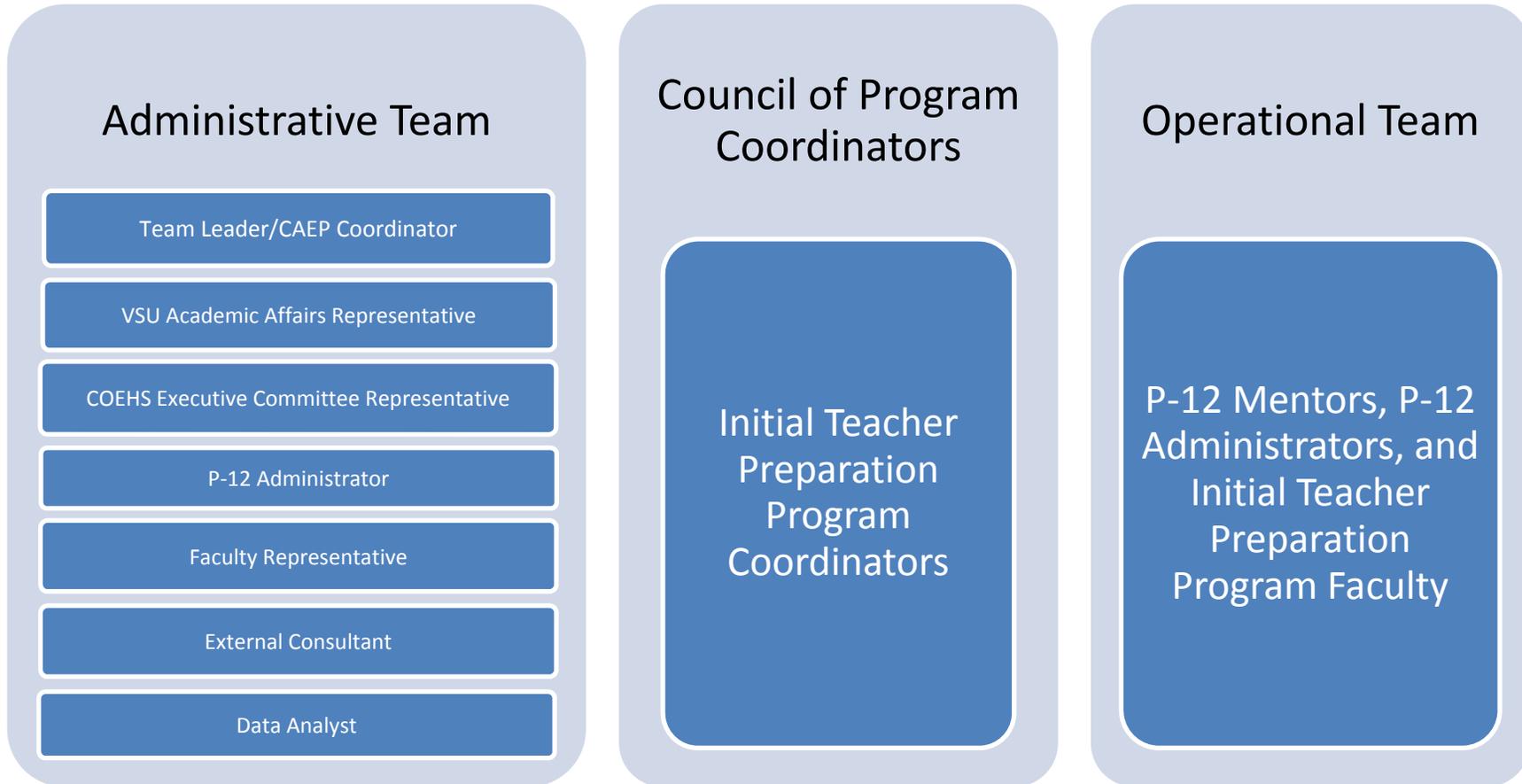
of departmental programs and are instrumental in assisting with program improvement. These councils will play important roles in providing feedback and supporting the successful implementation of the SIP.

The university and college are adequately funded to implement the SIP. Fiscal resources will be allocated to provide the necessary funding for professional development, personnel, materials, and travel. In addition, the EPP and the institution are equipped with a variety of technology resources including interactive video, mobile computing, and other forms of instructional technology. These technologies are available to teacher candidates, P-12 partners, and university faculty. Modern instructional space is available throughout the COEHS Education Center and the adjacent Jeanette Lecture Hall. The VSU Center for e-Learning provides advanced technologies and support personnel for online instruction and the Valdosta State Division of Information Technology provides support for the various technologies that will be involved in the SIP.

The COEHS Center for Program Assessment, Analytics, and Evaluation (CPAAE) and the Center for Program Accreditation and Curricular Innovations (CACI) staff will work cooperatively to gather data, conduct data analyses, and work with the COEHS faculty and P-12 partners to implement, assess, and evaluate SIP goals, objectives, and activities. The collection of qualitative and quantitative data associated with the SIP will not require any significant modification to the Centers' operations.

The SIP will be implemented through three key groups who will play critical roles in designing the activities outlined in the SIP goals and objects, carrying out the activities outlined in the SIP, assessing and evaluating the impacts of the goals, objectives, and activities, updating and revising the goals, objectives, and activities, and making recommendations for the EPP and partner schools for the short-and long-term future. The Administrative Team, comprised of members from the EPP, the institution, a data analyst, a P-12 representative, and an external consultant will coordinate and facilitate the SIP through its development and implementation. The Administrative Team will also assist in assessment, evaluation, and any revisions that need to be made during the implementation period. The Council of Program Coordinators, comprised of initial teacher preparation program coordinators and the Operational Team, composed of P-12 mentors, administrators, initial teacher preparation faculty, and program coordinators will be responsible for the actual design and implementation of the activities and objectives in the SIP. These teams, assisted by the Administrative Team, will also be largely responsible for assessing and evaluating the impacts of the Proposal. Finally, these two teams will generate the recommendations for revisions and updates as the SIP moves forward. In addition to these three teams, there will also be support groups, comprised of the COEHS Dean's Advisory Council, COEHS program advisory councils, COEHS Executive Committee, program faculty, center directors, COEHS Professional Development committee, and COEHS Field Experience Committee. These groups will support and assist the other teams as needed in carrying out the goals and objectives of the SIP. Furthermore, the EPP Center for Accreditation and Curricular Innovation (CACI) and the Center for Program Assessment, Analytics, and Evaluation (CPAAE) will be instrumental in the data collection and dissemination to all levels of the SIP Implementation Groups.

Selected Improvement Plan Implementation Groups



Support Groups/Committees: COEHS Dean’s Advisory Council, COEHS program advisory councils, COEHS Executive Committee, COEHS academic center directors, Center for Accreditation and Curricular Innovation (CACI), Center for Program Assessment, Analytics, and Evaluation (CPAAE), Office of Field Experiences and Clinical Practice, COEHS Professional Development Committee, and COEHS Field Experience Committee.

Evidence of Success

CAEP Standard 2 addresses the need for mutually beneficial partnerships between EPPs and their P-12 partners and places emphasis on the relationship between EPP and P-12 collaborations and effective clinical practice. The COEHS SIP embraces these two critical teacher preparation concepts and builds upon them by offering goals, objectives and activities that create deeper and longer-lasting benefits for both the EPP and its P-12 stakeholders. The objectives and activities under Goal 1, represent a deep collaboration between the EPP and its partners that transcends the traditional cooperative models. For instance, the Reciprocity Agreements between the EPP and partner schools and districts are the result of joint efforts by both parties to develop programs and initiatives that are tailored to the specific needs of constituent partners while benefitting the candidates enrolled in EPP teacher preparation programs. The development of increased mutually beneficial professional development opportunities derive their benefit from the joint EPP and P-12 partner involvement from the identification of joint professional development needs, to joint design, delivery and evaluation. The communication objective is an example of EPP responsiveness to the needs of their partners.

Goal 2 objectives and activities have been designed in concert with the EPP's P-12 partners to develop long-lasting initiatives to support clinical reforms that will positively impact teacher preparation over the short-and long-term horizons. The establishment of a Mentor Academy, for example, will not only better prepare mentors who will, in turn, play a vital role in creating effective teachers through their work with candidates, but also has the potential to improve overall mentor quality. The Mentor Academy graduates can provide leadership and expertise to colleagues who work with teacher candidates. Additionally, jointly redefining mentor and university supervisor roles will significantly change the nature of experiences for teacher preparation candidates, improving candidate knowledge, skills, dispositions, and self-efficacy for the foreseeable future.

The relevance of the proposed model is evidenced by the relationship to the current literature, the standards-based approach, and the goal to meet statewide initiatives regarding teacher preparation. As a Race to the Top state, Georgia has adopted significant teacher preparation reform initiatives including tiered certification, performance assessment, new definitions of clinical experience and school/university partnerships, and alignment of observation instruments at the pre-service level with those at the in-service professional development level. These initiatives are consequential, in that educator preparation programs will be evaluated on their ability to produce teachers who are capable of positively impacting P-12 student learning and who remain in the field of education. An important component of Georgia's reform effort is the Georgia Professional Standards Commission's (GaPSC) adoption of the Teacher Preparation Program Effectiveness Measurement (TPPEM). The TPPEM will provide quantitative outcome data that will be used by programs for continuous improvement.

The GaPSC developed the Teacher Preparation Program Effectiveness Measure (TPPEM) to provide data on program quality, as well as program impact on teaching and learning in P-12 schools (GaPSC, Preparation Program Effectiveness Measures [PPEMs], 2012, para 1). The four components of the TPPEM that will be reported to teacher preparation programs in Georgia based on the performance of their graduates during their first three years of induction include the Teacher Effectiveness Measure (TEM) scores of graduates,

induction success rate, content knowledge and GaPSC annual program performance data. More information regarding TPPEM is available on the GaPSC website (<http://www.gapsc.com/GaEducationReform/PPEMs/PPEMS.aspx>). The full set of data from the PPEMs will be available from the GaPSC in 2019.

The GaPSC has adopted the edTPA as one of the measures for TPPEM. The edTPA is a national performance assessment designed to be used as a summative assessment for teacher candidates. More information of the Georgia policy for edTPA is available at <http://www.gapsc.com/GaEducationReform/PPEMs/edTPA.aspx>. All COEHS initial teacher preparation programs for which edTPA is available that are included in the edTPA assessments began implementation in Fall 2014. edTPA is a proprietary assessment which has been validated by its developers.

The expanded use of The Teachers' Sense of Efficacy Scale, a validated instrument by its authors (Tschannen-Moran & Woolfolk Hoy, 2001), will provide the EPP data from teacher candidates to determine how they perceive their own ability to affect change in the areas of student engagement, instructional strategies, and classroom management.

The COEHS piloted some of the principles, practices, and assessment protocols described as part of the SIP. For the past several years, the initial teacher preparation programs have been adjusting their curriculum to meet the recommendations proposed in NCATE's Blue Ribbon Report (2010), the InTASC Standards (2011), and new initiatives set forth by the GaPSC. As a Race to the Top state, Georgia developed a teacher performance assessment, Teacher Keys Effectiveness System (TKES), which includes student achievement scores and teacher performance observations. This assessment will be used statewide to evaluate teacher performance and to identify goals for professional development plans. The COEHS has adopted a pre-service observation instrument, Candidate Assessment on Performance Standards (CAPS), which is closely aligned with the observation instrument used for TKES. The EPP participated in the statewide validation of the summative assessment based on TKES for pre-service teachers.

In addition to the net benefits for the EPP and P-12 partners as a result of the SIP, it should be noted that the initiative transcends the conventional concepts of collaboration and clinical experiences in that the goals, objectives, and activities work in tandem so that they form one cohesive plan, rather than individual, unrelated initiatives. Moreover, the results of the collaborative initiatives contained in the SIP are intended to impact teacher preparation for a period of time exceeding the SIP life cycle. Thus, rather than merely meeting the criteria outlined in CAEP Standard 2, the SIP is designed to model cooperation and clinical reforms that have the potential to change how partnerships and clinical experiences are perceived.

The SIP is supported by direct and indirect measures to ensure that the initiative is meeting its indicated goals and objectives. SIP outcomes will be directly measured through P-12 Reciprocity Agreements, the number of professional development opportunities offered, *Stakeholders Survey*, *Mentor Retention Data*, *Candidate Evaluation of the Mentor Teacher*, *Candidate Evaluation of Supervisor*, *Mentor Evaluation of the University Supervisor and Clinical Practice*, *COEHS Continuous Improvement System*, *Teacher's Sense of Self-Efficacy Scale*, and *edTPA*. Direct measures will be monitored yearly and reported during the duration of the SIP cycle.

In addition to the identified direct measures, the effects of the SIP on the overall quality of our teacher preparation programs will be further informed by measures related to CAEP standards 1, 4, and 5. These measures include data collected through the identified evidence aligned to CAEP standards 1, 4, and 5 in the *Alignment of Evidence with CAEP Standards and Components* that will be monitored and reviewed yearly during the accreditation period and the duration of the SIP as part of the EPP's Quality Assurance System.

As stated previously and as presented in the *Baseline Data Matrix*, the EPP will use baseline data to determine the beginning point of the SIP. A goal has been determined for each objective at the mid-point and final year of the seven year accreditation cycle. The evidence provided in AIMS as part of the EPP's self-study report, addendum to the self-study, and additional attachments included with this SIP outline the measures for meeting the CAEP standards and cross-cutting themes. Measures presented in the SIP as well as those outlined in the *Alignment of Evidence with CAEP Standards, Components, Cross-Cutting Themes, and AFI Responses* provide the evidence of success. The means of ensuring quality, including reliability and validity, are explained for each evidence piece in the self-study report.

Alignment of Evidence with CAEP Standards and Components

Note: Evidence highlighted in blue are used to support the Selected Improvement Plan.

Evidence	Standard 1					Standard 2			Standard 3						Standard 4				Standard 5					AFI 1	AFI 2
	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	3.1	3.2	3.3	3.4	3.5	3.6	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4	5.5		
2013-14 Advisory Board Minutes for Teacher Preparation Programs						X																	X		
2014-2015 Candidate, Mentor Teacher, and Supervisor Clinical Practice Handbooks (Initial Teacher)							X	X																	
ACT and SAT Scores Compared with National Norms (Initial Teacher)										X															
Advanced Educator Disposition Survey (Advanced Teacher & OSP)	X			X															X	X	X	X	X		
Advanced Graduate Survey for Program Improvement (AGSPI)	X	X	X	X	X																				
Advanced Literature Review	X	X																							
Alignment of Evidence with CAEP Standards, Components, Cross-Cutting Themes, and AFI Responses																					X				
AP Exam Scores Compared with National Norms (Initial Teacher)										X															
Candidate Assessment on Performance Standards (CAPS)	X	X	X	X	X							X	X	X					X	X	X	X			
Candidate Impact on Student Learning (Initial Teacher)		X	X	X	X																				
Candidate Survey for Program Improvement (Initial Teacher)	X		X		X														X	X	X				
COE Advanced Impact on P-12 Learning (Advanced Teacher & OSP)	X	X	X	X															X	X	X		X		

Evidence	Standard 1					Standard 2			Standard 3						Standard 4				Standard 5					AF1	AF2
	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	3.1	3.2	3.3	3.4	3.5	3.6	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4	5.5		
COE Observation Instrument - Advanced Teacher Self-Assessment (Advanced Teacher)	X	X	X	X	X							X	X						X	X	X		X		
COE Observation Instrument (Initial Teacher)	X	X	X	X	X							X	X						X						
COEHS Continuous Improvement (CI) System	X	X	X	X	X														X	X	X	X		X	X
COEHS Council of Program Coordinators																					X		X		
COEHS Professional Development Plan																			X	X	X				
COEHS Technology Plan																					X		X		
Demographic Composition of EPP Teacher Candidates and Completers (Initial Teacher)																			X	X	X				
Diversity Plan									X																
edTPA Documentation	X	X	X	X	X							X	X		X	X									
Educator Disposition Survey (Initial Teacher)	X			X															X	X	X		X		
EduVentures Report for EPP																					X				X
Employer Survey for Program Improvement (Initial Teacher & Initial OSP)	X	X	X	X	X												X								
EPP Quality Assurance System																			X		X				
EPP Recruitment Plan									X																
GACE Basic Skills and Program Admission Assessment Performance (Initial Teacher)										X															
GACE Content Assessment Pass Rates (OSP)	X		X	X						X		X	X						X	X	X				
GACE Content Assessments Overview and Pass Rates (Initial Teacher)	X		X	X								X	X						X	X	X				
GaNTEP Grant and Action Plan						X		X																	

Evidence	Standard 1					Standard 2			Standard 3						Standard 4				Standard 5					AF1	AF2
	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	3.1	3.2	3.3	3.4	3.5	3.6	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4	5.5		
Georgia Code of Ethics Assessment Results by Program (Exit) (Initial Teacher)														X					X	X	X				
Graduate Follow-Up and Employer Surveys (Initial Teacher)	X	X	X	X	X																				
Graduate Follow-Up and Employer Surveys (OSP & Endorsement)	X	X	X	X	X																				
Graduate Survey for Program Improvement (Initial Teacher & Initial OSP)	X	X	X	X	X													X							
GRE and MAT Scores Compared with National Norms (Advanced Teacher & OSP)										X															
Hiring Patterns and Teaching Fields for 2011-13 Completers (Initial Teacher)								X									X				X				
Institutional Effectiveness Report and Plan and COEHS Data Use for Program Improvement																									X
Mentor Teacher Application and Candidate Evaluation of the Mentor Teacher (Initial Teacher)							X	X																	
Mentor Teacher Evaluation of VSU Supervisor and Clinical Practice (Initial Teacher)								X																	
P-12 Demographics							X	X																	
P-12 Partnerships						X		X											X				X		
Preparation Program Effectiveness Measure															X	X	X	X							
Program Admissions Requirements and Admission and Completion GPA (Advanced Teacher & OSP)										X															

Evidence	Standard 1					Standard 2			Standard 3						Standard 4				Standard 5					AFI 1	AFI 2		
	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	3.1	3.2	3.3	3.4	3.5	3.6	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4	5.5				
Program Admissions Requirements and Admission and Completion GPA (Initial Teacher)													X														
Progression Point GPAs (Initial Teacher)									X			X															
Retention of P-12 Mentor Teachers (Initial Teacher)							X																				
Self-Assessment of Georgia Framework for Teaching Standards (Advanced Teacher)	X	X	X	X	X																						
SPA National Recognition Final Reports																										X	X
State Licensure Assessment Pass Rates Compared to Peer Institution (Initial Teacher)																			X	X	X						
Sullivan Literacy Center						X		X																			
Teacher Candidate Evaluation of the VSU Supervisor (Initial Teacher)								X																			
Teacher Keys Effectiveness System																X											
Three Year Completion Rates (Initial Teacher)																			X	X	X						
Tripod Student Survey Pilot (Initial Teacher)												X			X	X											
University Cost of Attendance Compared to Peer Institution																			X	X							
Valdosta Early College Academy						X		X																			

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