



Closing the Loop

2024

Continuous Improvement through Data Analysis

During the 2023–2024 academic year, EPP faculty reviewed data through multiple touchpoints including formal Data Days, committee and team meetings, and external stakeholder discussions. Instruments included completer and employer surveys, first-year teacher surveys, program exit surveys, gateway assessments, and focus groups. Faculty were organized into data teams focused on learner development, instructional practice, content knowledge, and professional responsibility.

This year, the EPP placed an intentional emphasis on deeper inquiry and action planning aligned with observed trends in completer efficacy, program-specific needs, and preparation for state initiatives such as Alabama's Numeracy Act.



Improvement Initiatives

1. Strengthening State Initiative Awareness

Action: Embed targeted instructional content into methods and seminar courses to increase candidate familiarity with Alabama-specific education initiatives (e.g., Literacy and Numeracy Acts).

Measurement: Analyze survey items related to graduate knowledge of state mandates and track the inclusion of initiative-specific assignments across courses.

2. Enhancing Differentiation and Classroom Routines

Action: Integrate modeled mini-lessons and walkthroughs into coursework that address classroom management, instructional differentiation, and routine setting.

Measurement: Use candidate work samples and field evaluations to assess growth in these competencies across the internship period.

3. Improving Survey Return Rates and Usability

Action: Redesign surveys to be shorter and more role-specific. Implement digital reminders and track return rates by program.

Measurement: Compare survey response rates to previous cycles and analyze changes in item completeness and quality of narrative feedback.

4. Expanding Assessment Literacy

Action: Introduce a deeper focus on assessment design and ethical implementation, with emphasis on formative feedback, bias reduction, and data-informed decision-making.

Measurement: Review candidate assessment artifacts for quality and alignment with instructional goals; consider adding a dedicated assessment literacy course.

5. Supporting Early-Career Graduates

Action: Build structured follow-up supports for Year 1 teachers using survey data to identify common struggles and gaps. Provide optional mentoring or microlearning series.

Measurement: Use the First-Year Teacher Survey to track patterns and link targeted supports to areas of greatest need.

6. Program-Specific Improvements

Action: Teams reviewed specific findings tied to areas like content knowledge, learner support, and instructional responsiveness. Recommended actions included revising rubrics, adding simulations, and updating resource repositories.

Measurement: Program faculty will document changes in course syllabi, rubrics, and Canvas modules, then track outcome shifts through key assessments.

What's next?

In the year ahead, the EPP will:

- Finalize and launch a secondary-level immersive partnership model using the Partnership Planning Tool.
- Continue revising key assessments and program rubrics to align with updated content area standards and field-specific demands.
- Complete development of a candidate-facing guide aligned with the ACD Dispositions Framework, designed to support dispositional growth and mentor feedback.
- Expand faculty development opportunities in the areas of instructional data use and performance-based assessment calibration.



Summary

This academic year marked the full implementation of the revised First-Year Teacher Survey and data review protocols focused on employer and program completer perceptions. Faculty used structured team formats to investigate findings related to self-efficacy, state initiative awareness, and assessment literacy. The EPP also continued refining its clinical supervision model through walkthrough calibration and strengthened Canvas resources for mentors and interns. The most comprehensive project however, was updating all program assessments, curriculum alignment, and streamlining processes and procedures across all levels and licensure areas for an ALSDE review.

Innovations

In 2023–2025, the EPP completed two faculty-authored companion texts—The Commitment-Based Teacher and The Commitment-Based Leader—to deepen dispositional development across initial and advanced programs. These texts are grounded in distinct but aligned frameworks: the Eight Commitments of the Teaching Profession and the Six Commitments of the Educational Leader. Together, they provide a shared language and structure for guiding candidates in reflecting on how their beliefs and actions align with professional values such as equity, stewardship, ethical practice, and collaboration. Integrated into coursework and clinical experiences, both texts are used alongside the ACD Dispositions Framework to support meaningful reflection, targeted feedback, and intentional growth in character and professional identity.

