



PHASE-IN PLANS FOR ADVANCED PROGRAM

**Employer information for the EPP's Advanced programs will be made available (Fall, 2019), and is articulated in the *EPP's Advanced Phase-in Plans*.

Code: A = All; EL = M.S.E in Elementary Education; SE = M.S.E in K-12 Collaborative Special Education; G = M.S.E in Gifted Education; ML = M.S.E in Instructional Leadership; L = Ed.S in Instructional Leadership

STANDARD A.1 ADVANCED PREPARATION CONTENT AND PEDAGOGICAL KNOWLEDGE

The provider will ensure that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college and career readiness standards.

<u>Element</u>	<u>Action Step (Programs)</u>	<u>Who?</u>		<u>When?</u>		<u>Resources</u>	<u>Evidence of Accomplishment</u>
		<u>Responsible</u>	<u>Involved</u>	<u>Start date</u>	<u>End Date</u>		
A.1.1	Candidate Knowledge Demonstrate ability to select appropriate tests/assessments/diagnostic tools for use with students (gifted/talented; disabilities; diverse populations). (A)	Directors and/or Chairs	Instructors	Spring 2019	Spring 2022	Course-based Training	Course Assessments

	Administer, score, and analyze Comprehensive Exams (ML, L)	Directors	Instructors	July 2019	June 2022	Comprehensive Exams	Scoring rubric results
	Research the Disposition Survey developed by Boston College (Carnegie's Teacher for New Era) and others to determine instrument for systematic use across all Advanced programs	Directors and Chairs	Directors and Instructors	Fall 2018	Spring 2019	Possible costs associated with copyright	Decision for survey use
	Administer and analyze dispositions systemically across all Advanced programs	Directors; Chairs	Directors; Instructors	Fall 2019	Spring 2022	Possible costs associated with copyright	Timeline for data collection; Results
	Model the use/application of research in schools and or school districts (L)	Directors; Instructors	Directors; Instructors	July 1	June 30	Course time	Project Presentation
	Assemble a budget plan for school/district (L)	Directors; Instructors	Directors; Instructors	July 1	June 30	Course time	Budget Proposal
	Provide information and guidance for registration of Praxis Exam (SE, G, ML)	Directors	Directors; Students	Fall 2018	Spring 2022	Candidate assumes cost of exam	Pass rate by candidates
	Annually analyze PRAXIS Exam results and make program modifications as needed (SE, G, ML)	Directors; Chairs	Directors; Faculty; Adjuncts	Fall 2018	Spring 2011	Candidate assumes cost of exams	Pass rate by candidates; Program Review Reports
	Create case studies for use in seminar courses for training school administrators to use for the building of capacity of teachers (ML, L)	Faculty; Students	Faculty; Students	Fall 2020	Spring 2021	Case Studies	Reflective entries; report
	Engage in Action Research (EL)	Directors	Instructors; Students	July 1	June 30	Course time	Met or higher on rubric
	Engage in qualitative research-case study (G)	Director	Instructors	July 1	June 30	Course time	Met or higher on rubric

	Document evidence of research by creating a Master's Thesis (EL)	Director	Instructors	July 1	June 30	Course time	Met or higher on rubric
	Create E-portfolio of program experiences (EL)	Director	Instructors	July 1	June 30	E-portfolio platform	Met or higher on rubric
	Institute and hold annual research day or electronic display research among all Advanced program students (A)	Research Event Organizer	Chairs; Directors; Students	Dec 2018	TBD		

STANDARD A.2 CLINICAL PARTNERSHIPS & 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.

<u>Element</u>	<u>Action Step</u>	<u>Who?</u>		<u>When?</u>		<u>Resources</u>	<u>Evidence of Accomplishment</u>
		<u>Responsible</u>	<u>Involved</u>	<u>Start date</u>	<u>End Date</u>		
A.2.1	Clinical Partnerships						
	Secure Memorandum of Understanding (MOU) for candidate placements (A)	Directors; Clinical director; University administration	Directors; Partners, Chairs; Dean	July 1	June 30	Time and funds for travel and technology	Agreements on file; conforming to specifics of agreements
	Secure participation for partnerships for MSE in IL with a variety of school districts. (ML)	Director	Director; Faculty	Fall 2017	Spring 2019	Time and travel funds	Presentation of project results to stakeholders
	Implement Elementary Mathematics Leadership Academy for Teachers partnership with local school districts (EL)	Principal Investigator; Director	Instructors; Local school administrators; Students; Advancement Office	July 1	June 30	Obtain grant funding	End of academy evaluations
	Pursue partnership for critical need areas (Math, Science, & Special Education) with Jefferson County Schools and Birmingham City Schools (EL)	Director	Instructors; Partners	July 1	June 30	Time and travel funds	Secured partnerships
	Collaborate with school/district personnel as consultant on school/district need (L)	Director	Directors; Faculty; Partners	Fall 2019	Spring 2022	Time and Travel funds	Proposal and project

	Schedule on-site visits to schools/districts to observe effective administrative strategies and interview administrator. (L)	Director, Faculty	Director, Faculty	Fall 2020	Spring 2022	Time and travel funds	Interview and Reflective Log
A.2.2	Clinical Experiences						
	Conduct observation of teaching across P-12 levels (G; SE)	Directors	Instructors	Fall 2018	Spring 2022	Time and travel funds	Observation checklists; rubrics indicating Met or Higher
	Meet with Advisory Team to review, evaluate and adjust experiences based on employer and candidate feedback (L)	Director, Faculty	Director, Faculty; Advisory Team	Spring 2019	Spring 2022	Time and travel funds	Feedback log
	Develop mentoring programs that address needs of candidates and partner schools/districts (L)	Director	Director; Faculty; Partners	Fall 2020	Spring 2022	Time and travel funds	Mentoring plan; evaluation documents
	Continue mentoring programs with urban schools/districts. (ML; L)	Directors	Partners	July 1	June 30	Time and travel funds	Evaluation documents
	Conduct briefing for a superintendent on the adequacy of Special Education, the state assessment program, or reading initiative and its impact on students (L)	Director; Faculty	Directors, Faculty	Fall 2019	Spring 2022	Time and travel funds	Presentation documents
	Create clinical experiences in the summer as part of coursework (EL; SE)	Directors	Instructors	July 1	June 30	Time and travel funds	Documented course addition

STANDARD A.3 CANDIDATE QUALITY & SELECTIVITY

The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification where applicable.

<u>Element</u>	<u>Action Step</u>	<u>Who?</u>		<u>When?</u>		<u>Resources</u>	<u>Evidence of Accomplishment</u>
		<u>Responsible</u>	<u>Involved</u>	<u>Start date</u>	<u>End Date</u>		
A.3.1 ADMISSION OF DIVERSE CANDIDATES WHO MEET EMPLOYMENT NEEDS							
	Monitor employment trends across diverse candidate populations (A)	Directors; Chairs	Directors; Chairs	July 1	June 30		Trend Analysis Reports
	Secure database from State Department of Education on employment data (A)	Data Manager	Certification Officer; Data Manager	July 1	June 30		Access to database
	Focus recruitment on schools/districts with diverse student populations (A)	Recruitment Committee	Recruitment Committee	July 1	June 30	Funds and time for travel and materials	Admission of candidates from diverse populations
	Provide scholarships to prospective candidates from diverse populations (A)	Advancement Office	Advancement Office	July 1	June 30	Scholarship funds	Award of scholarships to diverse candidates
	Write a Candidate-Faculty research project grant proposal for funding to support novice career principals in rural Alabama schools (L)	Faculty; Students	Faculty; Students	Fall 2019	Spring 2020	Time and travel funds	Submitted grant proposal
	Continue and maintain partnerships with schools with diverse student populations (A)	Directors	Directors	July 1	June 30	Time and travel funds	Documentation of partnerships

	Provide professional development training at diverse schools to meet teachers interested in programs (EL, SE, G)	Directors	Directors; Faculty	July 1	June 30	Time and travel funds	Training session documents
	Develop a Professional Learning Network to build relationships in diverse school districts (EL; SE)	Directors	Directors	July 1	June 30	Time and travel funds	Establishment of PLN within diverse schools
	Recruit at local, national, and international conferences, with focus on underrepresented populations such as males. (A)	Directors; Recruitment Committee	Directors; Recruitment Committee	July 1	June 30	Time and travel funds	Tracking log of prospective candidates
A.3.2 DEMONSTRATE ACADEMIC ACHIEVEMENT AND ABILITY TO COMPLETE PREPARATION SUCCESSFULLY							
	Admit candidates who demonstrate previous evidence of academic achievement (A)	Graduate Admissions Office	Graduate Admissions Committee	Fall 2018	Spring 2022	Technology for admissions	Admissions Checklist
	Analyze three cycles of candidate data (A)	Directors; faculty; Staff	Directors; faculty; Staff	Spring 2017	Spring 2022	Data Management System	Data tables; Data analysis reports
	Disaggregate data by programs and locations for race/ethnicity, SES, and gender (A)	Directors; Faculty; Staff	Directors; Faculty; Staff	Spring 2017	Spring 2022	Data Management System	Data tables; Data analysis reports
	Assess candidate ability to use academic and professional writing skills (A)	Faculty; Instructors	Faculty; Instructors	Fall 2020	Spring 2022	Time	Rubric to assess writing skills
	Document passing grade of B (3.0) or higher in all courses using GPA analysis (A)	Directors	Faculty; Instructors	July 1	June 30	Time	Data tables; Data analysis reports

	Determine candidates have obtained <i>Met</i> or higher on all key assessments in each program (A)	Directors	Faculty; Instructors	July 1	June 30	Time	Data tables; Data analysis reports
	Monitor progress and provide supporting services and counseling for candidates as needed (A)	Directors; Chairs	Faculty; Instructors	Fall 2020	Spring 2022	Financial support for remediation	Completion of program; Transition Point 2 Disposition Assessment
A.3.3 CANDIDATE PROGRESS DURING PREPARATION							
	Support candidate submissions to academic journals and conferences (A)	Faculty; Instructors	Faculty; Instructors	Fall 2020	Spring 2022	Time and travel funds	Acceptance of manuscripts and presentation proposals
	Document two measures of candidate progression (A)	Faculty; instructors	Faculty; instructors	Spring 2019	Spring 2022	Time	Disposition evaluation; completion of program
	Document candidate maintenance of required GPA for continuing in programs (A)	Faculty; Instructors	Faculty; Instructors	Fall 2018	Spring 2022	Time	Candidate transcript
	Modify curriculum and/or clinical experiences based on candidate progression (A)	Directors; Chairs	Faculty; Instructors	Fall 2019	Spring 2022	Time	Course syllabi
	Provide interventions and support for candidates (A)	Directors; Chairs; Faculty	Directors; Chairs; Faculty	Fall 2017	Spring 2022	Time; funding as needed for support systems	Candidate progression in program

A.3.4 PROFESSIONAL & ETHICAL PREPARATION

	Encourage attendance of candidates at professional conferences (A)	Directors; Chairs; Faculty	Directors; Chairs; Faculty	Fall 2018	Spring 2022	Time and travel funds	Documentation of attendance
	Develop a new candidate disposition evaluation to address CAEP and EPP competencies (A)	Directors; Chairs	Directors; Chairs; Faculty	Fall 2019	Spring 2022	Time for research and expertise	Dispositions Survey report
	Revise course content to reflect current case law (A)	Directors; Chairs	Directors; Chairs; Faculty	Spring 2019	Spring 2022	Time for research and course revision	Course syllabi
	Encourage candidate participation in professional organizations (A)	Directors; Chairs; Faculty	Directors; Chairs; Faculty	Fall 2019	Spring 2022	Time	Candidate membership in professional organizations
	Apply effective practices of leadership (A)	Directors	Faculty; Instructors	Fall 2020	Spring 2022	Time	Rubrics; Project evaluations
	Maintain confidentiality in all programs	Directors	Faculty; Instructors	July 1	June 30	Time	Course-based evidence
	Reflect on personal practice	Directors	Faculty; Instructors	July 1	June 30	Time	Reflection

STANDARD A.4 PROGRAM IMPACT

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

<u>Program(s)</u>	<u>Action Step</u>	<u>Who?</u>		<u>When?</u>		<u>Resources</u>	<u>Evidence of Accomplishment</u>
		<u>Responsible</u>	<u>Involved</u>	<u>Start date</u>	<u>End Date</u>		
A.4.1 Employer Satisfaction with Preparation and Employment Persistence of Completers							
	Schedule dates for focus groups for Advanced Programs each semester (A)	Alumni office	Directors; Chairs; Faculty; Staff	Spring 2019	Spring 2022	Funding for incentives	Number of attendees; data analysis
	Disseminate employer satisfaction surveys (A)	Data Manager	Employers	Spring 2019	Spring 2022	Database of employers	Return rate of at least 20%
	Analyze employer satisfaction surveys for gaps in continuous improvement and exemplary status (A)	Directors; Faculty	Directors; Faculty; Advisory Committee	July 1, 2019	Annually	Data charts from data manager	Program and/or course revision
	Conduct outreach/follow-up with employers (A)	Directors; Chairs	Directors; Chairs	Spring 2020	Spring 2022	Time and funds for travel and technology	Summary feedback reflection
A.4.2 Completer Satisfaction with Preparation							
	Examine focus group data from initial programs focus meetings (A)	Directors	Directors	Fall 2018	Ongoing	Time	Analysis of data
	Organize, schedule, and conduct Advanced Programs focus groups (A)	Directors; Alumni Office	Directors; Alumni Office	Spring 2019	Fall 2022	Time; funds for incentives to participants	Focus Group schedule; Sign in sheets

	Compile and report consumer information as starting salary levels and cost of program completion (ML, L)	Directors	Directors	Fall 2021	Spring 2022	University and State documents	Report; attendance log
	Disseminate completer satisfaction survey (A)	Data Manager	Directors; Chairs; Faculty	Spring 2019	Spring 2022	Database; Technology	Return rate of at least 20%
	Analyze completer satisfaction surveys for gaps in continuous improvement and exemplary status (A)	Directors; Faculty	Directors; Faculty; Advisory Committee	July 1, 2019	Annually	Data charts from data manager	Program and/or course revision