

New EPP and SAP Proposal Template

Overview

Eligible organizations seeking initial approval as an educator preparation provider (EPP) in order to prepare and recommend candidates for licensure shall participate in the initial approval process by submitting a proposal to the Department of Education. Information about the approval process, provider and preparation standards, and program requirements may be accessed through the State Board of Education website, in the following:

- [Educator Preparation Rule 0520-04](#)
- [Educator Preparation Policy 5.504](#)
- [Literacy & Specialty Area Standards for Educator Preparation Policy 5.505](#)

Proposals submitted for EPP initial approval will be reviewed by the department. The EPP applicant must provide evidence that the entity has the capacity to serve as an EPP and provide programs leading to licensure. After the review process of the proposal is complete, the department shall recommend to the State Board of Education either initial approval or denial of initial approval. If initial approval is achieved, providers may begin enrolling and subsequently recommending candidates for licensure in approved specialty areas. If initial approval is denied, providers may not recommend candidates for licensure or identify programs as leading to licensure. Providers may submit a revised proposal for consideration during the next published review cycle. The table below indicates the maximum timeline for the EPP applicant proposal review process:

Action	Timeline
Department proposal review and feedback	90 days following submission
EPP applicant proposal revisions	45 days following department feedback
Final review outcome communicated	60 days following submitted revisions

This proposal template consists of five parts:

- PART I is EPP applicant information and proposal submission authorization.
- PART II applies to EPP eligibility.
- PART III applies to the EPP framework.
- PART IV applies to a primary partnership(s).
- PART V applies to the specialty area programs (SAPs) that lead to Tennessee licensure.

If you have any questions or need support while compiling responses for proposal submission, please contact Martin.Nash@tn.gov or call (615) 714-3165.

PART I: EPP Applicant Information and Authorization (See flash drive folder Part I for president's signature)

EPP Applicant Name	<u>Lane College</u>
Mailing Address	545 Lane Ave, Jackson, TN 38301

Required Proposal Authorization and Signature:	
To the best of my knowledge, all of the information in this proposal is true and accurate. As head of the organization seeking approval for a new EPP, I verify that I will support its implementation.	
_____	_____
Head of Organization Signature	Title
_____	_____
Print Name	Date

EPP Proposal Contact/Designee	
Name: Dr. Cell Waller	Title: Director
Email Address: cwaller@lanecollege.edu	Phone Number: 901-489-7540

Type of Organization (check one)
<input checked="" type="checkbox"/> Institution of Higher Education - IHE <input type="checkbox"/> Education Related Organization - ERO <input type="checkbox"/> Local Education Agency - LEA

Anticipated Semester of Full Implementation
<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year 20____

PART II: EPP Eligibility

Instructions: In order to determine the eligibility of the new EPP applicant, respond to each of the eligibility prompts below. In the "Evidence" box, list the items of evidence that are addendums to the proposal or insert links to the evidence that supports the response to each eligibility prompt. All items of evidence attached as addendums must be clearly labeled as related to the specific prompt. Responses to each prompt is limited to **500 words**.

Eligibility Prompt 1: Describe the applicable organization characteristics, such as governance, control (private or public), regional accreditation agency, and THEC authorization.

Lane College, located in Jackson, Tennessee on approximately 55 acres, is a small, private, co-educational, church-related institution that provides a liberal arts curriculum leading to associate and baccalaureate degrees in the arts and sciences. The College admits persons regardless of color, sex, religion or national origin.

The future of Lane is intimately tied to its historic past. The College was founded by individuals who were committed to assuring that newly freed slaves would be able to "read, write, and speak correctly." The vocational goals of the first students to enroll at the College were in the areas of teaching and preaching. It was the view of the founders that neither group would be able to influence the more learned individuals in society unless they had academic, spiritual, cultural, and economic qualifications that were equal to their counterparts.

Lane College played a significant role in reducing the rate of illiteracy among blacks in the South in fewer than fifty years. The pool of Lane College graduates has expanded to include alumni who have entered a multitude of professional disciplines. The College is confident in its future because of its exceptional progress — due in large measure to the advocacy and commitment of its faculty and staff, alumni and friends — all of whom have supported an ambitious agenda of high academic standards, robust support services, new capital improvements, strong financial management, and strict administrative accountability.

While Lane enjoys the solid advantages accruing from a 133-year tradition of educational progress, the College is more confident in its future than ever before. The faculty and staff, under the leadership of President Logan Hampton, have employed a collaborative approach to establishing a revived culture of student-centered, technology-enhanced teaching and learning. This involves viewing students as clients, life-long learners and future leaders, and viewing faculty as life-long learning facilitators who utilize technology as an integral part of the teaching and learning process.

Evidence: List and attach evidence or insert links to evidence.

Evidence Prompt 1: About Lane:

<http://www.lanecollege.edu/lanepage2.asp?id=010000002>

History Lane: <http://www.lanecollege.edu/lanepage2.asp?id=010002002>

Eligibility Prompt 2: Provide information supporting organizational and financial stability including budgetary evidence and possible projections for sustainability.

In 2014, Dr. Logan C. Hampton was appointed the 10th President of Lane College. Dr. Hampton came with fresh new ideas, a new vision and priorities for the college. One of his major priorities was the reestablishment of the Teacher Education Program. A newly appointed Chairperson was hired under new leadership to begin the process for reestablishment. A committee was developed to review the Tennessee Board of Examiners report and determine the key concerns that needed to be addressed.

In 2016, a Teacher Educator Council was established with the following participants; department chairs, campus administrators, alumni and students. The Teacher Education Council (TEC) exercises general oversight of all phases of the Educator Preparation Unit and its programs in the context of the existing academic governance structure at Lane College. Within the TEC, subcommittees have been established: Assessment and Compliance Committee, Conceptual Framework Committee, Disposition Committee, and Field Experience and Clinical Practice Committee.

The Lane College Education Preparation Program has also established a P-16 Advisory Board. The P-16 Advisory Board serves as a broad-based advisory group that provides feedback to the Director of Education and Unit on important items that influence faculty, staff, and teacher candidates within the college. Both the TEC and P-16 Advisory Board meet regularly and evidence such as agendas and minutes are documented.

Key Areas Addressed:

Faculty: The President hired a Director of Education, a Director of Field Experience Coordinator, a Technology Specialist and a Compliance Coordinator. The 2019-2020 budget includes funding to hire additional faculty.

Finances: The President and Board have allocated a substantial amount of financial resources for the reestablishment of the EPP which includes hiring faculty, a designated building (21st Century Classrooms) technology, an assessment systems developer, and professional development.

Assessment System: The assessment system was developed with support from the professional community through joint faculty and committee meetings with input and review from our Teacher Education Council (TEC) (with representatives from the PK-12 community, students, alumni, and faculty), and reflects both the conceptual framework and the candidate proficiencies outlined in professional and state standards.

The assessment system includes a comprehensive and integrated set of evaluation measures – closely aligned with our Conceptual Framework - that are used to monitor candidate performance and improve operations and programs. Decisions about candidate performance are based on multiple assessments made at admission, at appropriate benchmarks, and at program completion.

Evidence: List and attach evidence or insert links to evidence.

Evidence Prompt 2: Proposed Budget and Narrative

Eligibility Prompt 3: Describe the geographic area to be served (e.g., mode of delivery, support for candidates during clinical experiences).

The EPP has several MOU's with the surrounding districts. Our EPP Primary Partnership is with Humboldt School District. The geographic area to be served can be described as a rural community based environment. Humboldt has a population of 8,100. The school district is 90% African American, 17% White and the remaining populations are Hispanic and others. 53% of the population employment is centered around education, health and manufacturing. In regards to Jackson, TN- the population is 67,162 and it is the 548th largest city in the United States. The median age in Jackson is 36 which is approximately 8% lower than the Tennessee average of 39. In Jackson, 50% of the population over 15 years of age are married, 94% speak English and 4% speak Spanish. 71% of Jackson residents were born in Tennessee, 25% were born out of state, 1% were born outside of the United States.

Mode of Delivery of Instruction:

Teacher candidates will take all classes on the main campus. The licensure programs require field- based courses, content- based courses and a traditional mode of student teaching.

Within the field-based and content-courses, candidates will be required to do 10 to 20 hours in the field. During the candidate's student's teaching, candidates will spend 15 weeks in the field (e.g., two placements).

The student teaching experience is a planned professional semester that includes full day teaching and observation activities as an initial step in the induction process for teacher candidates. Lane and partnering school systems will jointly plan the experience of each student teacher with significant input from principals and teachers. During the professional core semester, candidates will focus on direct teaching experience in at least two classrooms. University supervisors and staff will hold regular seminars to focus on application and analysis of teaching knowledge in the classroom. It will be our policy that candidates cannot take other courses during the professional semester. Cooperating teachers will assume mentoring roles and orchestrate, in cooperation with university supervisors, the activities of student teachers in the classroom. Orientation, continuing training, and support are provided to cooperating teachers and faculty mentors to enhance their abilities in mentoring and supervision.

Evidence: List and attach evidence or insert links to evidence.

Evidence Prompt 3: Clinical Practice and Field Experience Handbook

Eligibility Prompt 4: Provide evidence that the proposed EPP leadership/management personnel and faculty/staff who deliver the preparation content or provide direct coaching to candidates possess sufficient knowledge, skills, training, and expertise.

The proposed EPP leadership/management personnel and faculty/staff who will deliver preparation content and provide direct coaching to candidates have extensive experience, training and expertise in their content area. The Chart below is a breakdown of the faculty's position, certification area and years of experience.

Evidence: List and attach evidence or insert links to evidence.

Evidence Prompt 4a: Table with Faculty Credentials

Evidence Prompt 4b: Curriculum Vita'/Resume

Eligibility Prompt 5: Describe admissions procedures, including the criteria which must be met in order for a candidate to be fully admitted to the licensure program.

The **first benchmark** is called Admission. The Admissions Committee of the Teacher Education Council, which is housed in the Teacher Certification Office, makes all final decisions on admission to the EPP. Candidates will first submit application online into the LCAS, complete a face to face interview and complete a writing prompt. Specific requirements for full admittance are the following:

- Completion of forty-nine (49) hour minimum core requirements
- 3.00 cumulative undergraduate GPA,
- Successfully pass all portions of the PRAXIS Core Academic Skills Test for Educators (CORE) unless the candidate has an Enhanced ACT score of 21 or above or a combined score of 1020 or above on the SAT. **Note:** passing the CORE writing exam is a non-negotiable and cannot be appealed
- Cleared [TBI background check](#) on file in the Office of Teacher Education.
- Teacher Education application (Online) Form A
- Written recommendations (Form B) from two full-time faculty members: either two from the major or one from the major and one from general education
- Demonstrate proficiency in oral communication through a departmental screening interview

Evidence: List and attach evidence or insert links to evidence.

Evidence Eligibility Prompt 5: 5 Admission website

Evidence Eligibility Prompt 5: 5a Admission Requirements and Model Benchmark

PART III: EPP Framework

Instructions: Identify how the proposed EPP will address each component of the Council for the Accreditation of Educator Preparation (CAEP) standards below. EPP applicants in a start-up mode may respond by providing descriptive information about plans and items in development; however, such information must be as specific as possible. Along with each CAEP standard component is a guidance statement about responses that meet review expectations. Evidence attachments or links to the evidence that support the response should be listed in the evidence section for each component. All items of evidence attached as addendums must be appropriately labeled (see *New EPP and SAP Proposal Submission Guidance* document).

If there are significant variations among different program pathways (e.g., undergraduate, Post-Baccalaureate, student teaching, job-embedded), describe the variations in the narrative response and provide separate support items. If items of evidence (e.g., assessment instruments, scoring guides) are in development, indicate as such in the *Evidence* section. Responses to each component are limited to **500 words** each.

CAEP Standard 1. Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Component 1.1 Candidate Knowledge, Skills, and Professional Dispositions

Describe how candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning, content, instructional practice; and professional responsibility.

Responses that meet expectations indicate the applicant clearly defines when the progression levels occur within and across programs, aligning preparation content and clinical experiences to support candidate understanding of the InTASC standards.

Response: The Lane's College's Teacher Education Program Conceptual Framework guides the teacher preparation program across all majors, minors, and certificates (*Conceptual Model CF*). Our CF is grounded in the theoretical framework of constructivism. This theory and practice is a common thread throughout the EPP in which teacher candidates are developing their abilities to become facilitators of teaching and learning in project based instruction, in an effort to prepare students for the world of work and college preparation.

As members of educational communities informed by standards, research, and best professional practices, candidates will be held to high expectations. The conceptual framework model and performance outcomes will promote the knowledge, skills, and dispositions new teachers are expected to develop as a result of their teacher preparation to assure they are classroom ready. The teacher preparation programs will emphasize learning as a continuous process that extends over the entire span of the educator's professional life. The knowledge bases of the programs are organized around the outcomes of the Unit's Conceptual Framework (CF). To assure that candidates meet these outcomes, the Unit has developed a set of 21 proficiencies. These proficiencies identify the knowledge, skills, and dispositions candidates must show evidence of

mastery upon exit from our programs (**Evidence/Standard 1.1a: 21 Proficiencies**). The proficiencies have been designed to ensure candidates meet the four unit-developed outcomes within the context of the state and national standards to which they are accountable. These are designed to produce professional educators who are competent, caring, committed, and culturally responsive. Each of these outcomes is significant in the development of a unique kind of professional who is prepared to teach all students, and is specifically equipped to effectively serve urban and rural student populations. Candidates will be required to be knowledgeable about the subject matter that they will teach.

Teacher candidates are expected to learn how to create environments that support the learning and development of all students and clients, how to enrich individual and group learning, and how to use a variety of learning resources, including technology. EPP candidates will demonstrate understanding of the InTASC standards. Additionally, with deep understanding of the learner and learning, content, instructional practice, and professional responsibility, candidates will demonstrate skills and commitment that provide all P-12 students access to rigorous college and career ready standards. Candidates will model and apply technology standards as they design learning, engage learners, implement instruction, and assess learning.

Content and pedagogical knowledge are demonstrated through varied measures. In compliance with our EPP policy, teacher candidates are required to pass the PRAXIS I examination or have a 21 ACT score to gain admittance to teacher education. In addition, common course syllabi, common course assignments, EPP key assessments, course work and clinical evaluation instruments are aligned to CAEP Standards, InTASC standards, the Unit Standards, and Conceptual Framework. The EPP has developed a template for course outlines in which all instructors' course outline/syllabi in the Specialty and Professional courses will have an alignment table.

The alignment table will indicate the alignment of InTASC standards, the EPP Proficiencies, CAEP standards, content standards and state standards. The Alignment table demonstrates candidates' understanding of the 10 InTASC standards at appropriate levels across their programs. The EPP program will impart the InTASC standards in progression throughout the program requirements in knowledge, application and evaluation stages. Teacher Education Program faculty determine the placement of the InTASC standards throughout the program courses. As candidates progress through their program, evidence of content knowledge will be collected through multiple measures such as the Content Lesson Plans, Key Assessments, Unit Plans and Evaluation of Field Experiences. Candidates' development of best pedagogical practices will be tracked throughout clinical experiences through clinical faculty members' completion of the Field Experience Evaluations and Student Teaching Evaluations. Student Teaching Evaluations and an EdTPA Eligibility Portfolio will indicate proficiency at the exit benchmark.

PRAXIS II will be another source of data that will indicate our students have mastery of their content. Based on previous data, our teacher candidates struggled with passing the exam resulting in low passing rates for Lane College. The EPP has developed a course EDU 435- Teacher Certification that is required once admitted. The course will provide test-taking strategies and understanding of the EdTPA requirements (**Evidence/Standard 1.1b: Sample Degree Plan**). Benchmark Admission Data, Field Experience Evaluations, and Student Teaching Evaluations also provide evidence of candidates' content knowledge upon admission to teacher education and progression through course clinical experiences (**Evidence/Standard 1.1c: Conceptual Framework Spiral**).

Lastly, the EPP will ensure that candidates are knowledgeable of best technological practices to enhance instruction. The EPP has developed a course, EDU 231- Technology for Educators, which will explore a wide range of educational technologies investigating in detail technologies that can be applied and integrated into classroom instruction. In this course, candidates plan instruction that is technology based yet culturally and developmentally appropriate. Technology instruction

will also be infused in all content courses. Teacher candidates will be instructed how to access free tools and be able to use digital tools (e.g., blogs, video analysis, podcasts, and e-portfolios) in both methods classes and field experience courses to support their ongoing development as teachers.

Evidence: List and attach evidence or insert links to evidence.

Evidence/Standard 1: Component 1.1a 21 Proficiencies

Evidence/Standard 1: Component 1.1b Sample Degree Plan

Evidence/Standard 1: Component 1.1c: Conceptual Framework Spiral

Component 1.2 Research and Evidence

Describe how the provider ensures that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

Responses that meet expectations indicate the applicant clearly describes how experiences are designed for candidates to use research and evidence to develop an understanding of the teaching profession.

Response: The EPP ensures that candidates use research and evidence to develop an understanding of the teaching profession. Candidates incorporate research regarding educational cognitive and behavioral learning theorists in their educational philosophy courses. In EDU230-Foundations of Education, teacher candidates will be required to reflect on their beginning field experiences and also develop community profiles of the surrounding school district. In ENG 251-English Acquisition Course, candidates will investigate effective teaching strategies to support English Language Learners. In EDU 330-Multicultural Settings, candidates will write papers describing the selection of high-quality multicultural literature and use of research-based strategies to develop students' cultural awareness and literacy skills.

EPP faculty will model research-based practices during course delivery. Faculty will systematically teach research-based strategies during methods and specialty area courses within the programs. For example, in the course EDU 338-Reading and Writing, faculty will teach candidates how to formally assess student's literacy skills and adjust instruction based upon perceived needs. Also, in the secondary methods courses: MAT 331-Methods of Teaching Secondary Math (6-12), candidates will be provided the opportunity to explore research-based strategies for teaching secondary mathematics in alignment with national and state content standards.

Lane's Teacher Education Program InTASC Alignment table and Lane's Course Alignment tables document how course activities and assessments are aligned to InTASC and CAEP Standards. These tables indicate where the standards are introduced, demonstrated and mastered. The alignment tables will document the EPP's efforts to scaffold candidates' research-based practices throughout the program. The Principles of Learning and Teaching, the Lesson Plan Assessment, the Evaluation of Field Experiences, and the EdTPA Eligibility Portfolio indicate candidate use of research-based practices in assessing students' knowledge, adjusting instruction, and accommodating students' special needs in a classroom setting. Student Teaching Evaluations, the teacher performance portion of Student Teachers' EdTPA Eligibility Portfolios, and Lesson Plan

development will document evidence of candidate's use of research to assess, analyze, and appropriately plan P-12 students' educational experiences.

Evidence:

Evidence/Standard 1: Component 1.2: Sample Course Outlines

Component 1.3 Candidate Assessment

Describe how the provider ensures that candidates apply content and pedagogical knowledge as reflected in state required outcome assessments.

Responses that meet expectations indicate the applicant establishes methods to ensure that candidates perform at acceptable levels on state required assessments of content and pedagogical knowledge.

Response: Common course syllabi, content-based key course assessments, and EPP-created assessments that are aligned with EPP Perceptions Unit Outcomes, InTASC and SPA standards will be used to ensure all candidates demonstrate the knowledge and skills necessary to become effective educators. The EPP-InTASC Alignment table documents faculty involvement in curriculum alignment to ensure content is being taught in all courses. The Evaluation of Field Experiences and the Student Teaching Evaluation instrument will provide evidence of the teacher candidate's content and pedagogical knowledge.

The Teacher Education Handbook and Assessment Handbook provides information on the policies and procedures required for candidates to complete the requirements for successful certification. These documents include information on timelines, application processes, dispositions, examination procedures, clinical experiences, and student teaching practices. The Unit's Admission Data will provide information on candidate GPA, Ethnicity, PRAXIS scores, and gender indicating candidate's academic ability. This information is housed in the Lane College Assessment System (LCAS) and will generate an Excel spreadsheet.

Evidence: List and attach evidence or insert links to evidence.

Evidence/Standard 1: Component 1.3 EPP-InTASC Alignment Tables

Component 1.4 College and Career Readiness

Describe how the provider ensures that candidates demonstrate the skills and commitment that afford all pre-K-12 students access to rigorous instruction aligned to college- and career-ready standards (e.g., SPA content standards, pedagogical standards, literacy standards, and state initiatives such as RTI² and Read to be Ready).

Responses that meet expectations indicate the applicant clearly describes opportunities for candidates to demonstrate commitment that affords all pre-K-12 students access to rigorous instruction aligned to college- and career-ready standards.

Response: The EPP will provide opportunities throughout the program to allow the teacher candidate opportunities to demonstrate the skills and commitment needed for pre-K-12 students to access rigorous instruction aligned to college and career ready standards. In EDU 230- Foundations of Education the teacher candidates will develop an understanding of the importance of how education has evolved from historical systems where defined standards was not mandated to modern systems which include defined standards as a bases for developing curriculum. In this course the teacher candidates will develop and present a timeline of how modern state and national standards have unfolded in America’s education system. Included in the timeline project, the teacher candidate will discuss the importance of including standards as a basis for instructional design. They will include in their discussion SPA content standards, pedagogical standards, literacy standards, Common Core standards, RTI 2 and Read to be Ready. As the teacher candidates progress, the course EDU 232- Curriculum and Instruction will provide the opportunity to have a deeper dive into specific standards as it relates to developing instructional design. The teacher candidates will use SPA content standards, literacy standards, RTI 2 and Read to Ready to develop unit plans and lesson plans for grade specific lessons. Teacher candidates will evaluate sample alignment charts to determine if the charts allow for success and rigor with pre-K-12 students.

During the content courses, including EDU 337- Teaching Math, EDU 333- Elem Social Studies, EDU 334- Teaching Elem. Science the teacher candidates will demonstrate their skill set to develop and deliver rigorous instruction aligned to college and career ready standards during their field experience in the pre-K-12 environment. Every lesson plan the teacher candidates design and deliver will be required to include the SPA standards, literacy standards, and state standards. The content faculty will use rubrics to evaluate the development and implementation of the lesson plans using a rubric and performance criteria assessment system.

Lastly, the EPP will allow the candidate to continue their understanding, commitment and implementation of standard driven rigorous instruction during EDU 430 Enhancing Student Teaching. In this final stage of field work, the teacher candidates will not only develop unit plans and lesson plans, but they will also develop an action research project. The teacher candidate’s action research project will be standard driven with the expected outcome of meeting the instruction needs of pre-K – 12 learners. The action research project will allow the teacher candidates to enhance their understanding of the importance of instructional design decision making and how it important alignment with specific standards is required to be effective.

Evidence: List and attach evidence or insert links to evidence.

Evidence/Standard 1: Component 1.4 Alignment Table to National Standards

Component 1.5 Technology throughout Preparation

Describe how the provider ensures that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Responses that meet expectations indicate the applicant clearly demonstrates how candidates, within and across programs, model and apply technology standards as they design, implement, and assess learning experiences.

Response: The Technology Matrix, Evaluation of Field Experiences, Student Teaching Evaluations, Electronic Portfolio, EPP- Lesson Plan Assessment, EPP Course Alignment table, the Feedback Forms and Benchmark 1 Admission Data all include items that demonstrate candidates are equipped to use technology in their course assignments, lesson design, implementation and assessment. Candidates will demonstrate knowledge and skill proficiencies including accessing databases, digital media, and/or electronic sources. Teacher candidates will be expected to design and facilitate digital learning during content block and clinical practices. Further, candidates will be expected to demonstrate the ability to track and share student performance data digitally.

The department has also developed a course EDU 231- Technology for Education. This course explores a wide range of educational technologies investigating in detail technologies that can be applied and integrated into classroom instruction. In this course, candidates plan instruction that is technology based yet culturally and developmentally appropriate.

Evidence: List and attach evidence or insert links to evidence.

Evidence/Standard 1: Component 1.5 Technology Matrix

CAEP Standard 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 necessary to demonstrate positive impact on all P-12 students' learning and development.

Component 2.1 Partnerships for Clinical Practice

Describe how partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Responses that meet expectations indicate the applicant has clearly developed and used an effective process to co-develop the primary partnership(s).

Response: Without the support and efforts of effective partnerships, it is impossible to offer quality programming for a statewide teacher licensure program. The collaborations and partnerships that are formed during a teacher candidates' internship and clinical experiences are vital to the program's success. The EPP has established a P-16 Advisory Board and has established several MOU agreements with surrounding school districts. The State Partnership Agreement, specifically with the Humboldt School District will be submitted with the proposal.

The MOU agreements describe EPP/partners' shared responsibility to provide a range of clinical experiences that allow candidates to link theory to practice. Meaningful partnerships are an integral part of the EPP's Quality Assurance Process because they assure quality clinical experiences which will develop candidates' knowledge, skills and dispositions that will positively impact students' achievement. The EPP has established mutually beneficial partnerships with

clinical faculty and P-12 partners (**Evidence/Standard 2.1a: P-16 Advisory Board Charge and Evidence/Standard 2.1b: Correspondence with Principals, meeting agendas/minutes**). The EPP and P-12 partners will make shared decisions on clinical experiences plus candidate entry, preparation, performance expectations, and exit.

Further, the P-16 Advisory Board serves as a broad-based advisory group that provides feedback to the Director of Teacher Education and Unit on important items that influence faculty, staff, and teacher candidates within the college. The intent of the Advisory Board is to provide a continuous dialogue that will promote a healthy partnership and improvements at the college, district, and school level. We envision a teacher education program where college faculty and P-12 education leaders work together in the spirit of cooperation, promoting a positive change that produces effective educators for the 21st century.

Bringing a congenial and collaborative spirit to the group's mission, members will work to establish opportunities that enhance reciprocal partnerships among Unit leaders and area educators while providing feedback about education programs, policies, and procedures. The board will meet once a semester, discussing P-16 initiatives that impact students from preschool through graduate school and into the educational profession.

The EPP has and will continue to consult with P-12 partners about coherence across clinical and academic components of candidate preparation. During this process our partners are continually evolving and will provide support and suggestions for improvement of candidate preparation. Productive, mutually beneficial partnerships will be an inherent part of quality candidate preparation, and will allow the development of more authentic partnerships and professional development with schools as a focal point of the EPP's.

Evidence: List and attach evidence or insert links to evidence.

Evidence/Standard 2: Component 2.1a: P-16 Advisory Board Charge

Evidence/Standard 2: Component 2.1b: Correspondence with Principals, meeting agendas/minutes

Component 2.2 Clinical Educators

Describe how partners co-select, prepare, observe, and provide actionable feedback to support and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and pre-K-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Responses that meet expectations indicate the applicant presents evidence of a clear process for how partners co-select, prepare, support, and retain high-quality clinical educators.

Response: The EPP will actively engage partners in the design and implementation of clinical experiences. As mentioned previously, the EPP has established a Field and Clinical Practice Committee. The committee is comprised of faculty, students, alumni, community stakeholders and P-12 representatives.

District administrators will help the EPP select quality cooperating teachers (CT) for candidates' formative field experiences and culminating student teaching experiences (e.g. Request for Student Teaching Placement). In collaboration with the LEA, mentors and cooperating teachers will be selected based on years of experience, a rating of four (4) to five (5) on the Tennessee Educator Acceleration Model (TEAM) and the willingness to serve on the advisory board. The Teacher Education Program at Lane will require an interview and roundtable discussion with the

CTs. The CT will be selected, trained through our orientation process and monitored throughout the program. Partners will help the EPP select, prepare, and evaluate candidates during their field and student teaching clinical experiences.

EPP faculty and P-12 partners will cooperatively create quality field and student teaching clinical experiences (Correspondence based on P-16 Advisory Board Meeting and Committee Meeting) Principals and CTs will assist the college faculty in selecting placements for clinical experiences.

Faculty will share expectations with candidates and cooperating teachers before field experiences commence. Course instructors will accompany candidates to the school settings: this will afford an opportunity to monitor candidates' progress and to establish closer partnerships with CTs through face-to-face interaction. CTs and course instructors will affirm candidates' field experience hours and evaluate their efforts through the Lane College Assessment System (LCAS) and log-in sheet.

The EPP will work with P-12 administrators to place student teachers in appropriate settings. A Request for Student Teaching Placement Form will be developed. The Clinical Practice Handbook, placement form, and letters to P-12 administrators, College Supervisors, and CTs will delineate clinical educators' roles/responsibilities and details the process for co-selecting candidates.

Cooperating Teachers, College Supervisors, and candidates will be well-prepared for the student teaching clinical experiences. Clinical faculty must undergo co-teacher training before hosting teacher candidates (e.g., Co-Teacher Training). CT Packets, the Teacher Education Handbook, and Student Teaching Syllabus share guidelines for the student teaching experience. CTs are oriented and trained to provide feedback on the student teaching experience.

The Field Experience and Clinical Practice Coordinator will train College Supervisors before the semester begins. College Supervisors will make official orientation and observation visits throughout the student teaching semester. College Supervisors and CTs will use Student Teacher Evaluations to assess candidates' proficiency toward meeting the CAEP Standards and professional dispositions. These evaluations will be shared with student teachers. CTs will also provide feedback on the College Supervisors (e.g., Feedback Form). Clinical faculty will use the LCAS system to complete evaluations.

The Field Experience and Clinical Practice Coordinator will inform the candidates of student teaching expectations during an initial seminar before they begin co-teaching. Candidates will attend multiple seminars throughout the semester to become acquainted with interview techniques, resume-building, and classroom management. School partners will lead some sessions. Also, during the semester, student teachers will attend their schools' professional development, faculty meetings, Profession Learning Communities (PLCs) and teacher work days.

The Student Teaching Course Syllabus and comprehensive student teaching handbook (**Evidence 2.2a: Field Experience and Clinical Practice Handbook**) inform candidates of the roles of the CT and College Supervisor. Candidates will evaluate cooperating teachers and college coordinators at the end of their experience (e.g. Feedback Form). Candidates will also complete a Student Teacher Survey to share feedback about their experiences and preparedness. The EPP will focus on designing an expanded version of the student teaching semester to better prepare candidates for the rigors and realities of their future classrooms.

Evidence: List and attach evidence or insert links to evidence.

Evidence/Standard 2: Component 2.2a: Field Experience and Clinical Practice Handbook

Component 2.3 Clinical Experiences

Describe how the provider works with partners 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. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Responses that meet expectations indicate the applicant engages district partner(s) in the design of coherent clinical experiences that demonstrate a clear, well-defined sequence of sufficient depth, breadth, diversity, and duration.

Field-based and clinical experiences will reflect the conceptual framework of the EPP through coursework, assessment forms and rubrics. Candidates will be provided opportunities to develop through a continuum of experiences that allow for observation, personal reflection, and professional responsibilities under the guidance of highly qualified clinical educators. All candidates will be provided a variety of field-based and clinical experiences. Candidates seeking state licensure have field experiences as a component of their preparation. The EPP has developed clearly defined placement processes, candidate expectations, and supervisory roles. Currently, the EPP has several MOU agreements with the surrounding school districts. The EPP and LEA have been in continuous collaborations of the development, requirements, structure, assessments of the clinical experiences within the program. Programs specific requirements and expectations for candidates participating in a field or clinical experience are outlined in Field Experience and Clinical Practice Handbook.

The EPP has developed a number of strategies to ensure that field-based and clinical experiences are addressed in a logical and sequential manner. These strategies include the manner in which programs have been planned and designed, systematic and sequenced scheduling of courses, increased emphasis on candidate advising, improved candidate monitoring systems and a formal pre-application procedure. Each teacher candidate will complete three levels of field experiences. During Level 1, field experience will first occur in course EDU-230 Foundations of Education in which teacher candidates can view students and classrooms from the teacher's perspective. Teacher candidates will participate in tutoring, teaching, and other activities as appropriate in the classroom and observe the developmental levels of their students. During Level 2, field experiences will occur during the content and specialty area courses. Teacher candidates will begin independent planning and execution of lessons/units, connect educational philosophy, research, and theory to his/her own practice. The candidate will also be provided an opportunity to develop classroom management skills and utilize effective methods of instruction, including technology. Each experience requires candidates to work in a school setting.

Student teaching, Level 3 clinical practice, is a semester-long, full-day experience in one or more public schools. Student teaching will be approximately fifteen weeks. As the final clinical experience, student teaching will allow the teacher candidates to apply theories, research, and philosophies of education to the practice of teaching in a public school. Teacher candidates will also refine planning, teaching, management, assessment, and reflection skills to achieve a level of professional competence consistent with the institutional, CAEP, and state competency standards. Teacher candidates will critically examine teaching and learning processes as well as

student learning by assuming the full role of a teacher. Candidates will use current technologies and strategies to enhance critical thinking and maximize learning.

Lastly, the clinical experiences will systematically provide opportunities for candidates to work in a variety of settings and are sequenced to allow for candidate development throughout the program. The EPP has established collaborative relationships with P-12 school and community partners to define the competencies candidates must demonstrate in order to meet program entry, preparation, and exit requirements. The EPP will create and maintain a plethora of positive, meaningful and relevant partnerships. The collaboration between the P-16 Advisory Board and our MOU agreements are imperative for a successful preparation of teacher candidates.

Evidence: List and attach evidence or insert links to evidence.

CAEP Standard 3. Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a provider's meeting of Standard 4.

Component 3.1 Plan for Recruitment of Diverse Candidates who Meet Employment Needs

Describe how the provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates increasingly reflects the diversity of Tennessee's pre-K-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently STEM, English-language learning, and students with disabilities.

Responses that meet expectations indicate the applicant has clear plans with specific goals, strategies, timelines, and resources to recruit and support completion of high-quality candidates that reflect a broad range of backgrounds and diverse populations, particularly under-represented groups in the teaching profession, and high-need endorsement areas and/or local employment needs.

Response: The EPP will actively recruit diverse candidates, support efforts toward program completion, and infuse culturally relevant curricula in required courses. The EPP will establish a Recruitment and Retention Committee (RRC) in conjunction with the P-16 Advisory Board to maintain relationships with regional school districts. It is our plan that the RRC staff travel to local and regional high schools and host on-campus events to motivate students to pursue careers in teaching, disseminate scholarship information, and acquaint prospective students with EPP faculty, programs, and facilities.

Upon admission to Lane College, candidates are assigned to an academic advisor who meets with them regularly to schedule classes and address academic/personal needs. The Director of Teacher Education teaches the first education course which is EDU230- Foundations of Education. The instructor will have the ability to assess candidates' current academic and personal needs, track

candidates' academic progress, contact struggling candidates, and work with advisors to support candidates' efforts. At-risk candidates will be identified and support will be provided. We anticipate that these actions will increase retention and program completion.

Finally, diversity is infused throughout the teacher preparation program. Candidates will be exposed to issues surrounding diversity, social justice, and culturally relevant pedagogy. Candidates will explore how this content knowledge applies to their own awareness of self. The course EDU 340- Multicultural Setting is a newly developed course that will be offered during the fourth year of program study. This course focuses on developing knowledge of how student diversity affects and influences instruction. Special attention is given to instructional models which have proven successful with students representing diverse linguistic, cultural, racial, ethnic, economic, and intellectual backgrounds. Teacher candidates will complete a variety of activities in the field that require them to organize instruction and manage the needs of a diverse student population. Teacher candidates will develop and implement instructional strategies, materials and resources, multifaceted authentic assessment techniques, and technology to support the learning and development of all students. Students must earn a grade of B or better to successfully complete the course.

Evidence: List and attach evidence or insert links to evidence.

Component 3.2 Candidates Demonstrate Academic Achievement

Describe how the provider ensures that candidates for admission to educator preparation programs meet admission requirements. Candidates for admission to a baccalaureate level educator preparation program shall, at a minimum, have achieved a postsecondary grade point average (GPA) of 2.75 at the time of admission (per state board rule 0520-02-04-.08). Candidates for admission to a post-baccalaureate educator preparation program shall, at a minimum, achieve an overall GPA of 2.75 from a completed baccalaureate or post-baccalaureate degree program or a GPA of 3.00 in the most recent sixty (60) credit hours earned at a regionally accredited higher education institution. Candidates for admission to preparation programs obtained a 21 ACT, 1020 SAT, or passed all Praxis Core exams.

Responses that meet expectations indicate the applicant clearly identifies and uses for candidate admission, at a minimum and as applicable, the state admission requirements for bachelor's degree level programs, Post-Baccalaureate level programs, and programs that include job-embedded clinical practice.

Response: Lane College and the EPP will strive to recruit quality candidates into the profession. To promote a culture of academic excellence and to increase student success, the college has developed a more selective system for admitting incoming freshmen.

Admission requirements to the teacher education program are aligned with state regulations (e.g. Teacher Education Handbook). Guidelines will be shared during freshman orientation, Teacher Education orientations, and Student Teaching orientations. At **benchmark zero**, the Unit identifies students at the freshman level in course ORN 110 Freshman Orientation who may be interested in majoring in education. **Benchmark one** involves admission to the Educator Preparation Program. To be eligible for admission, candidates must complete an Educator Preparation Program application, submit a degree plan signed by an advisor, and provide evidence of completion of the forty-nine (49) credit hours for general education core requirements. An official transcript from each college and university previously attended is required as well. Also required for admission is a minimum overall grade point average of 3.00. Candidates must pass all portions of the PRAXIS Core Academic Skills Test for Educators

(CORE), unless the candidate has an Enhanced ACT score of 21 or above or a combined score of 1020 or above on the SAT. Lastly, candidates must successfully pass the interview before being fully admitted.

Evidence: List and attach evidence or insert links to evidence.

Component 3.3 Additional Selectivity Factors

Describe how educator preparation provider establishes and monitors attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

Responses that meet expectations indicate the applicant has clearly identified candidate non-academic/dispositional abilities and methods to monitor them at admissions and during preparation.

Response: EPP faculty have conducted extensive research into educational efficacy to collaboratively create a Conceptual Framework for the EPP. To motivate students to learn and to positively impact the development of all P-12 students, candidates need to demonstrate more than just knowledge and skills; they need to have professional dispositions in place as well. With this newly developed Conceptual Framework, we strive to prepare teacher candidates to possess the 4 C's; Caring, Committed, Culturally Responsive, and Competent candidates who possess the deep knowledge in their field of study and work collaboratively to achieve high quality education for all. The Unit houses its disposition indicators under the "Caring" outcome.

A caring educator (dispositions)

1. understands the right of *all* students to have access to a curriculum that allows them to develop to their full potential, and is able to act as an advocate for students in this respect;
2. maintains confidentiality;
3. demonstrates appropriate behaviors during class settings and in the work environment. The candidate has been alert and responsive, consistently.
4. demonstrates respect for the profession;
5. demonstrates punctuality in arrival to class, practicum, student teaching, field experience meetings, etc.
6. demonstrates the ability to compromise and to respect others' opinions during group work;
7. participates in professional development activities that were recommended.

Candidates who exhibit difficulty with professional dispositions will receive an infraction form. After two infractions forms, candidates will need to meet with the Disposition Committee (**Evidence 3.3a: Disposition Handbook**). EPP candidates' professional dispositions are evaluated at multiple points in their program (**Evidence 3.3b: Disposition Handbook and Forms**). Candidates begin by using the disposition instrument to self-assess their own dispositions during EDU 230. Candidates' dispositions are also assessed during methods courses as well as during clinical practice. Cooperating Teachers and EPP faculty use specific assignments, observation, and Field Experience Evaluations to assess candidates' dispositions during their course work. Course instructors will complete analytical rubrics assessing candidates' dispositions. Data will be stored in the LCAS and analyzed to inform program improvement.

Evidence: List and attach evidence or insert links to evidence.

Evidence/Standard 3: Component 3.3a: Disposition Handbook

Evidence 3.3b: Disposition Form (Instrument)

Component 3.4 Selectivity During Preparation

Describe how the provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

Responses that meet expectations indicate the applicant has clearly identified multiple forms of assessment and a minimum of two progression transition points in addition to admission and completion to determine candidate readiness for advancement through program progression.

Response: Continuous assessment procedures will be used to document and systematically monitor candidate progress throughout the education program to ascertain candidates' proficiency in CAEP and InTASC standards. Benchmarks will provide data to facilitate faculty's efforts to make recommendations for improvement, remediation, or candidates' continuance in the program.

Six benchmarks mark the progression of candidates through the Initial Program in the Educator Preparation Program at Lane College. The commonality of these benchmarks allows comparison across programs which facilitate program and department evaluation. In addition, programs within departments across the unit use similar benchmark assessments to facilitate unit evaluation. Multi-dimensional assessment techniques are used to determine the presence of broad-based, substantive behaviors needed by candidates to function successfully in today's and future classrooms. At **benchmark zero**, the Unit identifies students at the freshman level in course ORN 110 Freshman Orientation who may be interested in majoring in education.

The **first benchmark** is called Admission. The Admissions Committee of the Teacher Education Council, which is housed in the Teacher Certification Office, makes all final decisions on admission to the EPP. The **second benchmark** is called content and Field Experience courses. The **third benchmark** is the student teaching /Clinical Practice semester. The **fourth benchmark** is graduation. The **final benchmark** is follow-up assessment collected on each candidate. The benchmarks are located on all course outlines and on the degree plan.

All coursework, common syllabi, clinical experiences, and EPP-created evaluation instruments are aligned with CAEP and InTASC Standards. Each course has the alignment table which is required by the EPP. Furthermore, course content is aligned with Specialized Professional Associations related to that field of study.

After candidates successfully complete required course work and student teaching, they receive their bachelor degrees in teacher education. To be recommended for initial certification, they must successfully complete all benchmarks.

Evidence: List and attach evidence or insert links to evidence.

Evidence/Standard 3: Component 3.4 Benchmark Chart

Evidence/Standard 3: Component 3.4a Sample Course Outline with Alignment Table – EDU 230 Foundations of Education

Evidence/Standard 3: Component 3.4b EDU 231- Technology for Teachers Course Outline

Evidence/Standard 3: Component 3.4c Professional core courses, hours and suggested assessments

Component 3.5 Selection at Completion

Describe how the provider sets high standards and clearly defines requirements for program completion. Completion requirements address candidate content knowledge and ability to provide effective instruction that positively impacts pre-K-12 student learning and development.

Response:

Before the EPP will recommend any completing candidate for licensure or certification, it will document that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development. The Educator Preparation Program ensures the quality of our candidates by the systematic assessment which will note growth over time and impact on student learning. This is accomplished through the usage of two sets of data. First, PRAXIS II Content exam results will be submitted by every candidate to the Certification office. This required licensure exam demonstrates that a teacher candidate has successfully provided evidence of content knowledge on a norm-referenced assessment which is proprietary. Secondly, each candidate will be required to successfully complete the EdTPA exam prior to recommendation for licensure. Also, collaborative evidence of content knowledge is collected during the completion of content major courses and key assessments provided within each course will document the impact on P-12 educators.

Evidence: List and attach evidence or insert links to evidence.

Component 3.6 Selection at Completion

Describe how, before the recommending any completing candidate for licensure or certification, the provider documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.

Responses that meet expectations indicate the applicant has clear criteria and a process for determining that completing candidates understand expectations of the profession, including standards of practice, relevant laws, policies, and codes of ethics.

Response: Candidates' knowledge, skills, and dispositions are assessed continuously throughout the program (**Evidence 3.6: Assessment Handbook**). Teacher candidates will read and examine the Professional Code of Ethics when they attend an admission to teacher education orientation. They will sign the Declaration of Eligibility to attest they (1) understand the standard for personal and professional conduct expected of a professional educator; (2) certify they have read, examined, and understand the Professional Code of Ethics and agree to abide by its terms during the course of preparation and careers as professional educators; and (3) affirm and declare that

all information they give is true, correct, and complete to the best of their knowledge. This is one of the requirements for admission to education preparation program.

In addition, the EPP plans to hold major meetings each semester. During this meeting candidates will be reintroduced to the code of ethics and a training video "Model Code of Ethics for Educators" located on the National Association of State Directors of Teacher Education and Certification's (NASDTEC) website. Students will be required to sign-in and indicate they have received Code of Ethics handout. This document will be stored in the candidate's file.

Lastly, before participating in clinical experiences, candidates must pass criminal background checks. Candidates will sign a Confidentiality Form to document their understanding of the importance of professional conduct during clinical experiences. Candidates' professional dispositions are formally evaluated by cooperating teachers, EPP faculty, and college supervisors during their clinical experiences.

Evidence: List and attach evidence or insert links to evidence.

Evidence/Standard 3: Component 3.6: Assessment Handbook

Instructions for Determining Whether Applicant Should Respond to Standard 4

If the applicant is currently operating or has operated in Tennessee or any other state, information and data on program effectiveness, including but not limited to completer effectiveness, quality of district partnerships, and performance on annual reports, if available, must be described. If the applicant is not currently operating or has not operated in Tennessee or any other state, this section is not applicable.

CAEP Standard 4. Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard 4: Describe how the provider currently determines its effectiveness.

Responses that meet expectations indicate the applicant provides information and data that supports program effectiveness.

Response:

Lane College is not currently operating an EPP, therefore this section is not applicable.

Evidence: List and attach evidence or insert links to evidence.

CAEP Standard 5. Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Component 5.1 Quality and Strategic Evaluation

Describe how the provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards. Provide a spreadsheet, table or chart that illustrates/identifies the candidate assessment transition points and key assessments embedded within each transition.

Responses that meet expectations indicate the applicant has developed a quality assurance system that is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness.

Response: The EPP will maintain a quality assurance system to inform continuous improvement based on data and evidence collected, maintained, and shared. Data informed practices and procedures provide the basis for inquiry, additional data collection, revisions to programs, and new initiatives. Data and evidence will be used to improve the licensure programs, and to measure impacts of programs and completers' impact on P-12 student learning and development.

Data will be collected, monitored, stored, reported, and used by stakeholders both within and outside the EPP. Collecting evidence in response to the standard and reflection of our previous program has illuminated the strength of our quality assurance system by allowing us to use the data for continuous improvement and innovation for our proposed programs. Also, the college has hired a compliance coordinator and assessment system director to maintain the quality assurance for the program.

Monitor candidate progress

The Director of EPP, Compliance Coordinator, and Assessment Coordinator in concert with program faculty will collect, analyze, monitor and report measures for continuous program improvement and effectiveness. To inform program improvement, faculty will consider multiple formative measures of candidate development such as key course assessments and field experience evaluations. Summative measures of candidates' knowledge and skills include the PRAXIS series of exams and student teaching evaluations. Stakeholders' perceptions of program quality and candidate preparedness are gleaned through surveys, focus groups, and advisory councils. Data from these measures are described in the narratives of standards one and three. EPP data will be posted on the LCAS (Lane College Assessment System) exhibit center and analyzed by faculty. Meeting minutes and program review items will document decisions which will be located in the Continuous Improvement Plan. The Continuous Improvement Plan focuses, in part, on the refinement and consistent implementation of the quality assurance process through the creation of a framework for reporting, analyzing and sharing data with the college, EPP, and all stakeholders.

Monitor completer Achievement

The EPP plans to monitor the teacher candidates after completing the program by requesting that the teacher candidates complete an Exit form indicating their place of employment. The Director of Field Experience will periodically check on completers of the program by hosting forums or

conducting P-16 Advisory Board meetings in which school leaders can discuss the performance of the teacher candidate from the EPP in their school. The EPP will also post accomplishments on our website and share information about our candidates. The good news about our candidates can be used as a great marketing tool to increase the enrolment of our program.

Provider operational effectiveness

The EPP uses LCAS to archive and analyze key assessments that are developed by program faculty to assess candidate progress and program effectiveness. Faculty will work with instructional teams to cooperatively design, implement, evaluate and calibrate key course assessments measuring candidates' knowledge, skills, and professional dispositions as they progress throughout the program. Student feedback will be captured at multiple points. Candidates will complete course evaluations each semester. Their proficiency is measured through Field Experience Evaluations and Student Teaching Evaluations. P-12 partners, completers, and advisory council members provide feedback during program/advisory council meetings and focus group sessions and through surveys (i.e., Completer Perceptions, Student Teacher Survey, Employer Perceptions, and Meeting Minutes). Regular program and department meetings will provide opportunities for the faculty to voice evaluative thoughts about the Unit and program operations. The Director of the EPP and Compliance Coordinator are part of the leadership team and will bring forward discussion items based on data pulled from the LCAS.

Evidence: List and attach evidence or insert links to evidence.

Component 5.2 Quality and Strategic Evaluation

Describe how the provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Responses that meet expectations indicate the applicant is implementing a quality assurance system where accurate and reliable data results align to measures of performance to inform program evaluation and continuous improvement.

Response: The EPP will maintain a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The EPP's quality assurance system will monitor candidate progress, completer achievements, and provider operational effectiveness.

Examination of the LCAS key course assessments, surveys, evaluations, and proprietary data will provide evidence that the EPP uses varied measures that are relevant, representative, cumulative and actionable. Key course assessments will be developed by faculty, who as subject matter experts, impart face validity. The establishment of content/construct validation processes for the EPP-created assessments will be a part of the Continuous Improvement Plan. The Continuous Improvement Plan, generated by the Director, will be comprised of data and analysis outlining documented changes regarding teacher candidates, the Unit and the program.

The EPP will include the use of reliable and valid measures and attention to sources of bias. In instances where bias might occur, the EPP will use multiple raters, anonymous scoring, and validated instruments and/or rubrics. The EPP will estimate inter-rater reliability by calculating the correlation between the ratings of two raters of the Eligibility Portfolio. College supervisors and cooperating teachers will enter scores on the LCAS Field Experience Module. The correlation between those ratings will give the faculty an estimate of the reliability or consistency between the raters. Reliability will be determined by the correlation of the scores from two or more

independent raters and the EPP mutual agreement regarding the judgments of the raters. The Continuous Improvement Plan will address the system for establishing validity and reliability for EPP assessments.

All survey items will be aligned to InTASC and CAEP Standards. A committee of faculty and key stakeholders will rate each survey item in terms of whether the knowledge or skills measured by each question are essential.

Evidence: List and attach evidence or insert links to evidence.

Component 5.3 Continuous Improvement-Performance Assessment

Describe how the provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

Responses that meet expectations indicate the applicant is implementing a quality assurance system that clearly supports accurate, actionable decision-making relevant to the provider's goals and relevant standards for provider performance.

Response: The Unit and Department will engage in continuous improvement. The department is in constant review of the report provided by the Tennessee Board of Examiners on areas of concern with our program. The Unit has established several measures to ensure that continuous improvement will occur within the EPP program. First, the Unit established an Assessment Committee and developed an Assessment Handbook which includes information about the LCAS system, benchmarks, key assessment, unit assessments, field based assessment, clinical practice and exit surveys. The handbook also provides information regarding responsible persons, collection and location of data. Work has also been done in collaboration with the College Office of Institutional Effectiveness. The Unit has also established a timeline, flow chart and graph to show the continuous process in which we will collect data, analyze data and share with stakeholders (**Evidence 5.3a: Assessment Handbook and Evidence 5.3b Flow timeline and flow chart**). Further, in our assessment handbook, the Unit explains the timeline for our Continuous Improvement Plans that the assessment coordinator and faculty will generate based on the data and provide to the Unit as well as the Office of Institutional Effectiveness.

Evidence: List and attach evidence or insert links to evidence.

**Evidence/Standard 5: Component Evidence 5.3a: Assessment Handbook
Evidence 5.3b Flow timeline and flow chart**

Component 5.4 Continuous Improvement-Measures of Completer Impact

Describe how 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 related to programs, resource allocation, and future direction.

Responses that meet expectations indicate the applicant has a cohesive process that clearly connects measures of completer impact to continuous improvement.

Response: Through the Continuous Improvement Plan, the EPP will ensure validity and reliability through cross-program evaluation and an analysis in relation to national scoring norms. The Unit will use a pre-assessment survey, lesson designed to address perceived academic needs based upon pre-assessment data, formative assessments, post assessment to determine percentile of student academic growth, and extensive reflection of how candidates impacted student learning. Teacher candidates are first introduced to this model in their foundations course, educational assessment and evaluation courses. Candidates implement mini-units during clinical experiences and in methods courses. Student teachers will complete this evaluation process as part of their final eligibility portfolios.

Evidence: List and attach evidence or insert links to evidence.

Component 5.5 Continuous Improvement- Stakeholder Involvement

Describe how the provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

Responses that meet expectations indicate the applicant has developed structures and mechanisms to utilize stakeholder involvement for continuous improvement.

Response: The EPP will maintain additional channels of communication with stakeholders at different levels. The Teacher Education Program has established a P-16 Advisory Council. The P-16 Advisory Board will serve as a broad-based advisory group that provides feedback to the Director of Teacher Education and Unit on important items that influence faculty, staff, and teacher candidates within the college. Partnering with area educators and administrators has remained a top priority for the Unit at Lane College. These professional partnerships have now developed into a formal P-16 Advisory Board set to specifically address critical field issues. The board is establishing processes aimed at sparking a desire in students to pursue a teaching career, guiding new teachers along a pathway for success in an ever-changing profession, while also providing a voice for open communication among college and school partners. In addition, the P-16 Advisory Board will provide a forum where education faculty and students are guided by discourse related to problems of practice in education.

The intent of the Advisory Board is to provide a continuous dialogue that will promote a healthy partnership and improvements at the college, district, and school level. We envision a teacher education program where college faculty and P-16 education leaders work together in the spirit of cooperation, promoting a positive change that produces effective educators for the 21st century.

Bringing a congenial and collaborative spirit to the group's mission, members will work to establish opportunities that enhance reciprocal partnerships among Unit leaders and area educators while providing feedback about education programs, policies, and procedures. The board will meet once a semester, discussing P-16 initiatives that impact students from preschool through undergraduate studies and into the educational profession (**Evidence 5.5: P-16 Advisory Charge**).

Evidence: List and attach evidence or insert links to evidence.

Evidence/Standard 5: Component 5.5: P-16 Advisory Charge

PART IV: Primary Partnership

Each Tennessee-based EPP must have at least one primary partnership with an LEA in which both parties collaborate to establish an explicit process for identifying and responding to LEA identified areas of need, developing candidate selection criteria, and designing and implementing high-quality, needs-based clinical experiences. The primary partnership must also establish the roles and responsibilities of EPP faculty and LEA staff, including clinical mentors and supervisors and establish clear expectations regarding the delivery of candidate support and evaluation. The applicant EPP must complete the department developed [Primary Partnership Agreement Template](#) and submit it as evidence of at least one primary partnership with an LEA.

PART V: Specialty Area Programs (SAPs) That Lead to Licensure

Information about SAP requirements, design, and standards for initial approval may be accessed through the [State Board of Education's website](#).

- [Educator Preparation Rule 0520-04](#)
- [Educator Preparation Policy 5.504](#)
- [Literacy & Specialty Area Standards for Educator Preparation Policy 5.505](#)

Instructions: The SAPs proposal consists of five sections described below. Section 1 is the list of the SAPs and grade spans the EPP applicant proposes to offer. Section 2 applies to program requirements for all SAPs. Responses to Sections 3-5 must be provided for each SAP or clusters of related SAPs (e.g., subject specific middle grades 6-8, secondary sciences 6-12).

PART V. Section 1: List all specialty area programs and grade spans to be offered (add rows as necessary).

Specialty Area Programs and Grade Spans	
1. Elementary K-5	6. Secondary Social Studies (History)
2. Secondary Math	7.
3. Secondary Science (Concentrations in Physics and Biology)	8.
4. Physical Education All Levels	9.
5. Music All Levels	10.

PART V. Section 2: Program Requirements

Provide a response that describes how the program implements each of the required SAP program requirements below. Each narrative response is limited to **250 words**.

Program Requirement 1

Through delivery of instruction and clinical experiences, EPPs shall provide the candidate with the knowledge and skills to effectively teach all students, including students at-risk, students with disabilities, English learners, students who are economically disadvantaged, highly mobile students, intellectually gifted students, and students from different racial, cultural, and ethnic backgrounds.

Response: As student populations become more diverse, prospective teachers are entering education programs with little experience with population diversity and its implications. Subsequently, since belief systems have been suggested to be one of the more important constructs in teacher development as belief systems influence and often limit what prospective teachers are willing and able to learn about teaching, it is of greatest concern in the development of our newly proposed EPP.

Exposure to issues around diversity, students at-risk, students with disabilities, and culturally linguistically diverse students are integrated throughout in the professional and major core course requirements. In EDU 230- Foundations of Education candidates are required to observe one student over the course of the semester in several developmental areas including language development and to develop a theoretically based lesson plan for the student based upon observed behaviors. Further, teacher candidates will be required to complete reflective journals. The self-reflection journal is an important part of the candidate's personal dimension. By examining their attitudes and beliefs about themselves and others, teacher candidates will begin to discover why they are who they are, and can confront biases that have influenced their value system. We understand that candidate's values may impact relationships with students and their families, this assignment allows candidates to reconcile negative feelings towards any cultural, language, or ethnic group. Oftentimes teacher candidates are resistant to the notion that their values might reflect prejudices or even racism towards certain groups. When candidates are able to rid themselves of such biases, they help to create an atmosphere of trust and acceptance for students and their families, resulting in greater opportunity for student success. Further, it is crucial that teacher candidates explore their personal histories and experiences, as well as the history and current experiences of their students and families. With knowledge comes understanding of self and others, and greater appreciation of differences. When teachers are unbiased in their instruction and knowledgeable about themselves and their students, they can better respond to the needs of all their students.

In course PSY 330- Exceptional Learner candidates will be required to assess exceptional learners and to plan instruction that is developmentally appropriate. In EDU 332- Test and Measurements candidates are required to assess students using several formal and informal assessments and to plan instruction based upon findings. In all methods courses, candidates evaluate, select, and

create learning experiences that are developmentally appropriate, relevant to students, and are based upon principles of effective instruction. Candidates enrolled in ENG 237- Children's Literature, ENG 251- English Acquisition, ENG 252- Language and Literacy and EDU 338- Reading and Writing will focus on planning instruction for reading and literacy. They apply theories of learning to classroom settings using developmentally appropriate strategies and related models of teaching. Candidates pay particular attention to a balanced approach to literacy and to the selection, preparation and organization of materials into integrated units of study using technology. In course EDU 231- Technology for Educators candidates will explore a wide range of educational technologies investigating in detail technologies that can be applied to and integrated into classroom instruction. In this course, candidates plan instruction that is technology based yet culturally and developmentally appropriate. Lastly, in course EDU 340- Multicultural Settings candidates will examine and plan instruction for students of diverse backgrounds. Candidates complete a 15-hour field experience in which they teach a minimum of 10 lessons that are adaptable to students who represent diversity of thought, class, culture, language, religion, race and ability.

Program Requirement 2

EPPs shall ensure candidates are prepared to implement the Tennessee state academic standards in each relevant content area. EPPs shall ensure instructional leadership candidates have the knowledge and skills necessary to lead successful implementation of the academic standards.

Response:

The EPP will ensure candidates are prepared to implement the Tennessee state academic standards in each relevant content area. Standards are highlighted in the program syllabi on what the EPP's calls the alignment table. The alignment table will be on every syllabus and will communicate how candidates learn the standards and how their knowledge of standards will be applied and assessed during their teacher education licensure program. Finally, these standards will be in assessed in a formative and summative manner throughout the program. Assignments as lesson plan development and Unit Plans will be key evidence of the candidates' understanding, knowledge and implementation of standards.

Program Requirement 3

EPPs shall include training to support candidates' understanding of the Tennessee educator evaluation system.

Response:

The EPP will include training to support candidates' understanding of the Tennessee educator evaluation system and the elements of the TEAM will be incorporated throughout the Professional and Required Core course requirements.

Located in folder: PART V. Section 2: Program Requirement3

Evidence: Table 1: edTPA Course Alignment Chart with InTASC and TEAM

Program Requirement 4

EPPs shall provide candidates training on the teacher code of ethics outlined in T.C.A. §§ 49-5-1001 through 49-5-1005 and the National Association of State Directors of Teacher Education and Certification's (NASDTEC) Model Code of Ethics for Educators.

Response:

Teacher candidates at Lane College are expected to demonstrate professional and ethical values, attitudes, and traits ("professional behaviors and dispositions") associated with effective teaching. These professional behaviors and dispositions foster the positive relationships that effective teachers build with students, parents, professional colleagues, and communities to promote student success.

The Council for the Accreditation of Educator Preparation (CAEP) defines dispositions as, "*The habits of professional action and moral commitments that underlie an educator's performance.*" The EPP's teacher candidates will demonstrate these dispositions in many ways, including, but not limited to the following:

A caring educator (dispositions)

1. understands the right of *all* students to have access to a curriculum that allows them to develop to their full potential, and is able to act as an advocate for students in this respect;
2. maintains confidentiality;
3. demonstrates appropriate behaviors during class settings and in the work environment. The candidate has been alert and responsive, consistently.
4. demonstrates respect for the profession;
5. demonstrates punctuality in arrival to class, practicum, student teaching, field experience meetings, etc.
6. demonstrates the ability to compromise and to respect others' opinions during group work;
7. participates in professional development activities that were recommended.

Teacher Candidates at Lane College will understand these professional and ethical dispositions are not just a college expectation, but also professional expectations for all in the field of education. As such, Lane expects candidates to develop and practice these dispositions by demonstrating them in all interactions (verbal, non-verbal, and written) within the community, as well as demonstrating strong academic integrity with all course work.

The EPP plans to hold major meetings each semester. During these meeting, candidates will be introduced to the code of ethics and a training video "Model Code of Ethics for Educators" located on the National Association of State Directors of Teacher Education and Certification's (NASDTEC) website. Students will be required to sign-in and sign that they have received the Code of Ethics handout. This document will be stored in the candidates file.

Program Requirement 5

EPPs shall provide training to support candidates' readiness to deliver or lead instruction informed by Response to Instruction and Intervention Framework (RTI²). Teacher candidates not seeking endorsement in Special Education shall be prepared to deliver instruction and intervention at the Tier I and II levels.

Response:

The EPP will address and train candidates on (RTI²), which is Tennessee's framework for teaching and learning that begins with high-quality, differentiated instruction throughout the day and emphasizes intervening with students when they first start to struggle to avoid prolonged

academic difficulties. Candidates will complete several methods courses. The numbers vary in direct relation to the major and endorsement area. Throughout the methods courses and related field experiences, the candidates are provided knowledge and skills that assist them in understanding the principles and techniques of various instructional strategies and the implementations of differentiated instruction. In earlier professional courses and related field experiences, candidates observe cooperating teachers using multiple strategies. In methods courses and related field experiences, candidates teach a series of mini-lessons that demonstrate their knowledge and skills in direct instruction, whole group instruction, small group instruction, cooperative learning and other methods that foster high expectations in all students. A 15-hour field experience in all methods courses provides candidates with ample opportunities to observe discuss and practice organizing instruction, creating learning experiences, developing lesson and unit plans and providing students with opportunities to develop critical thinking and problem solving skills.

Program Requirement 6

Pursuant to T.C.A. § 49-5-5613, EPPs shall provide candidates with instruction on what is constitutionally permissible with teaching religious content and strategies for dealing with religious content in curriculum that are educationally sound, fair, neutral, and objective.

Response: The EPP will provide candidates with instruction on what is constitutionally permissible with teaching religious content and strategies for dealing with religious content in curriculum that are educationally sound, fair, neutral, and objective beginning with the first general core course REL 130-World Religions. This course is designed to acquaint students with the basic tenets, ideologies, and concepts of the major religions of the world.

In addition, candidates will take EDU 230- Foundations of Education, which will address the historical perspective of religious content and strategies for dealing with religious content. Candidates will also be required to take PSY 131- Educational Psychology. This course focuses on the psychological principles of learning and evaluation of learning from pre-school through high school age. Emphasis is upon developing a model for teaching and the application of theory to the classroom. Further, this course will focus on the psychological study of religion including a focus on both religious behavior and religious belief. Lastly, candidates will take EDU232- Elementary Curriculum and Instruction which will focus on effective instructional methods and curriculum models for K-5 teachers. Common Core Standards and best practices in creating enthusiastic learning environments and writing learning plans will be explored.

Program Requirement 7

All candidates for admission to an educator preparation program must supply a fingerprint sample and submit to a criminal history records check to be conducted by the Tennessee Bureau of Investigation (TBI) and the Federal Bureau of Investigation (FBI) in accordance with T.C.A. § 49-55610.

Response: Students who are entering the EPP must meet all requirements. Background checks will be conducted during admission which is Benchmark One and our LEA (e.g., Humboldt School District) is requiring a second background and fingerprint check during Benchmark Four- Clinical Practice. The EPP has developed a packet with policies and procedures for background checks and fingerprinting.

Located in folder: PART V. Section 2: Program Requirements

Evidence Program Requirement 7: Procedures for Background Checks and Fingerprinting

PART V. Section 3: Items for Each SAP (See Flash drive)

Program Synopsis

In a separate document, provide a narrative for each SAP or clusters of related SAPs. The narrative should include information about the basic structure(s) and design of various licensure pathways (e.g., undergraduate, Post-Baccalaureate, multiple clinical practice options), as applicable. The narrative response is limited to **250 words** for each SAP or cluster of related SAPs.

Program Alignment to the InTASC Standards

The included InTASC Standards spreadsheet provides a standardized tool for EPPs to show how SAPs that require the 10 InTASC Standards align to the standards. For each SAP that requires **the InTASC Standards, complete the worksheet for each standard.** The spreadsheet should identify key assessments used in verifying candidate acquisition of each of the InTASC standards.

The text of each standard is provided across the top of each worksheet. Below each standard there are column headings (A, B, C, etc.). Under these headings, items should be inserted that address or respond to the respective standard. The columns are:

- A. **Program Course/Content (number and/or title of course/content, as appropriate)**
 - This column should include content of the program of study for candidates. The program of study may include traditional courses, seminars, modules, training sessions, etc.
- B. **Clinical Experiences**

- Field Experiences - practice opportunities beyond the job-embedded assignment to apply content and pedagogical knowledge in school settings to progressively develop and demonstrate knowledge, skills, and dispositions (see below Section 5, item 3).
- Clinical Practice - opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators.

C. Other Method(s)

Any EPP-developed or recognized mechanism(s) or event(s) that supports candidate opportunities to become aware of, learn, and/or demonstrate content that aligns with standards (e.g., attendance/participation in meetings, presentations at professional conferences, research projects, etc.).

D. Key Assessment(s)

As part of its candidate assessment system, the primary formative and/or summative assessments that the EPP uses to verify candidate progress in acquiring and mastering the respective standards. Each standard should include at least one key assessment. A key assessment may be listed for more than one standard.

Note: Multiple standards may be addressed by the same item (e.g., course, clinical experience, other method) in the spreadsheet. For example, one course may be listed to address more than one standard in the spreadsheet. Key assessments may also be applicable to multiple standards. With the exception of column D, it may not be necessary to include an item in each column. For example, a standard may have a course number and title listed in column A with no information listed in columns B or C.

Specialty Area Standards Alignment

For each SAP that requires a program alignment to specialty area standards, the required specialty area standards alignment must be submitted on an alignment spreadsheet compiled by the EPP (see Policy 5.550 for required specialty area standards). A similar spreadsheet as provided for the InTASC Standards must be provided where the program content is aligned to the specialty area standards. If additional guidance is needed for the documenting the alignment of the SAPs to the respective specialty area standards, contact the OELP as indicated.

Course/Content Descriptions (See Flash Drive)

For the courses/content included on the InTASC Standards and Specialty Area Standards Spreadsheets, include links or a Word document to provide descriptions.

PART V. Section 4: EPP Literacy Standard and Comprehensive Questions

(See Flash Drive)

PART V. Section 5: Items for Clinical Experiences (See Flash Drive)

- In a separate Word document (**limited to 500 words**), provide narrative that describes the overall design of field experiences and the clinical practice types available for SAP completion. This may be used to support CAEP component 2.3 above.
- Provide a table or spreadsheet that identifies the sequence of clinical experiences for the

SAP and/or clusters of closely related SAPs.

- C. In a separate Word document (**limited to 500 words**), provide a narrative that describes the supervision and evaluation of candidates during clinical experiences.