

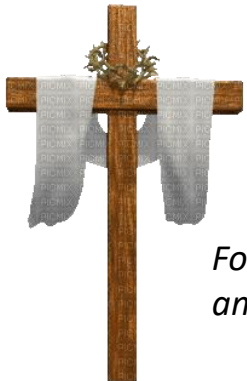


FALL DATA DAY

SEPTEMBER 23RD, 2021

10:00 A.M.

Dr. David Little



For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11

DEAN'S WELCOME

Dean Anna McEwan



Samford
University

CAEP 2022 Initial Level Standards

Dr. Amy Hoaglund



Samford
University

Standard 1

Standard 1: Content and Pedagogical Knowledge

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

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

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

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

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



Standard 2

Standard 2: Clinical Partnerships and Practice

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

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

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

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



Standard 3

Standard 3: Candidate Recruitment, Progression, and Support

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

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

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

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



Standard 4

Standard 4: Program Impact

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

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

- effectively contribute to P-12 student-learning growth

AND

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

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

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



Standard 5

Standard 5: Quality Assurance System and Continuous Improvement

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

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

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

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

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



Standard 6

Standard 6: Fiscal and Administrative Capacity

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

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

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

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

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



OBSOE Enrollment & Recruitment

Dr. Monique Witherspoon



**Samford
University**

Summer/Fall 2021 Graduate Recruitment Activities

- CLAS Summer Conference 2021 – Marcie and Brooke attended in-person!
- Our first out of area in-person recruiting opportunity will be in October – ALA CASE
- Graduate Admission Open Forum – standing monthly interest meetings
- Fall travelling will continue to be TBD
- Zoom has been our biggest and most useful method of recruitment during the past year



Recruitment Team Update

- Recently the Recruitment Team was reassembled to include all members of the Dean's Council.
- The Dean's Council meets monthly to discuss updates in each department, biannually review the School's recruitment plan, and offer suggestions for revisions as well as monitor recruitment efforts and update target enrollment numbers.



Fall 2021 Graduate Admission Stats

- EDD 22 new admits
- EDS 2 new admits
- MSE/CER INLD 9 new admits

- Alt. A (Summer) 15 new admits

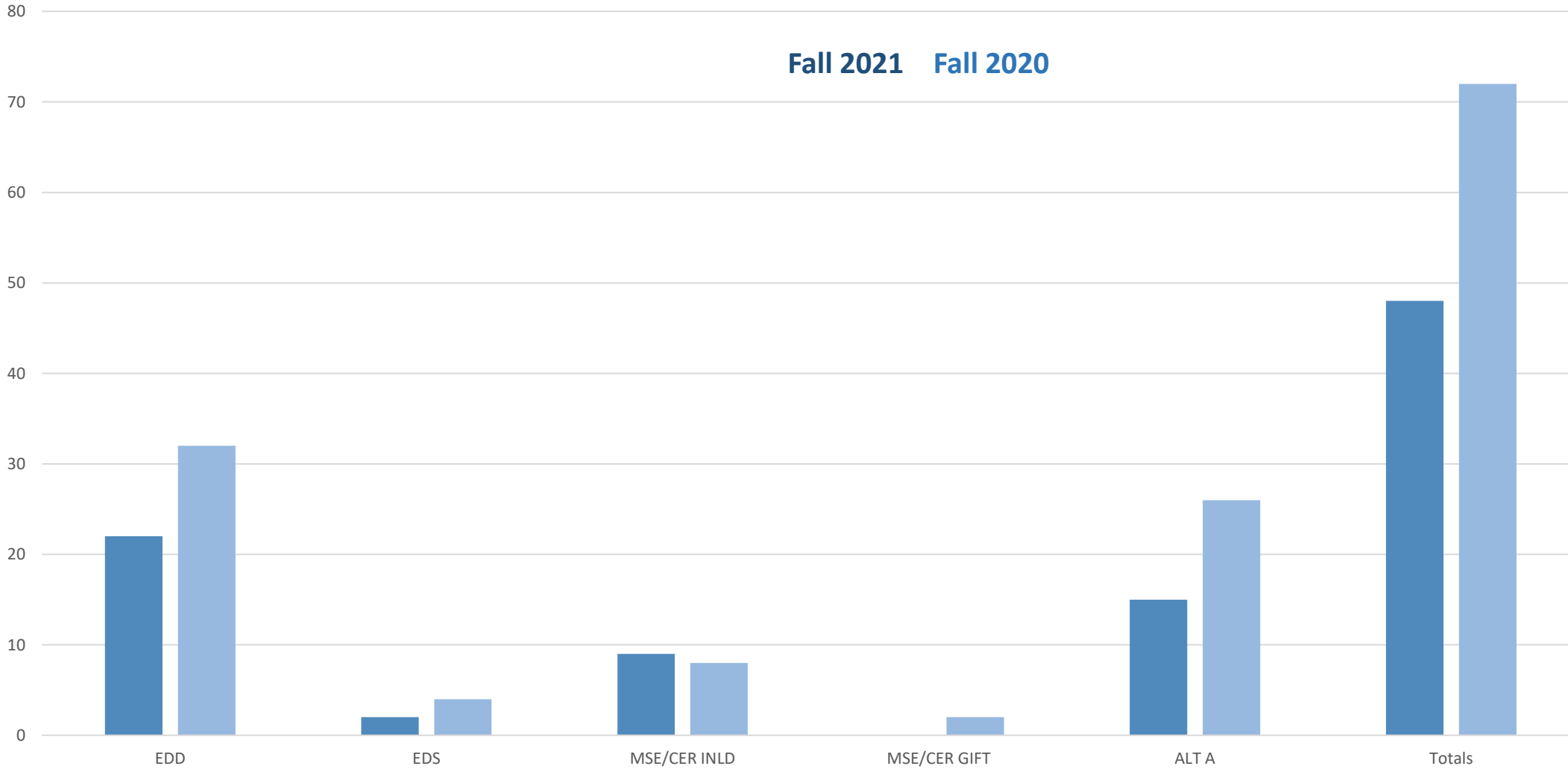
Fall 2020 Graduate Admission Stats

- EDD 32 new admits
- EDS 4 new admits
- MSE/CER INLD 8 new admits
- MSE/CER GIFT 2 new admits

- Alt. A (Summer) 26 new admits

ENROLLMENT & RECRUITMENT

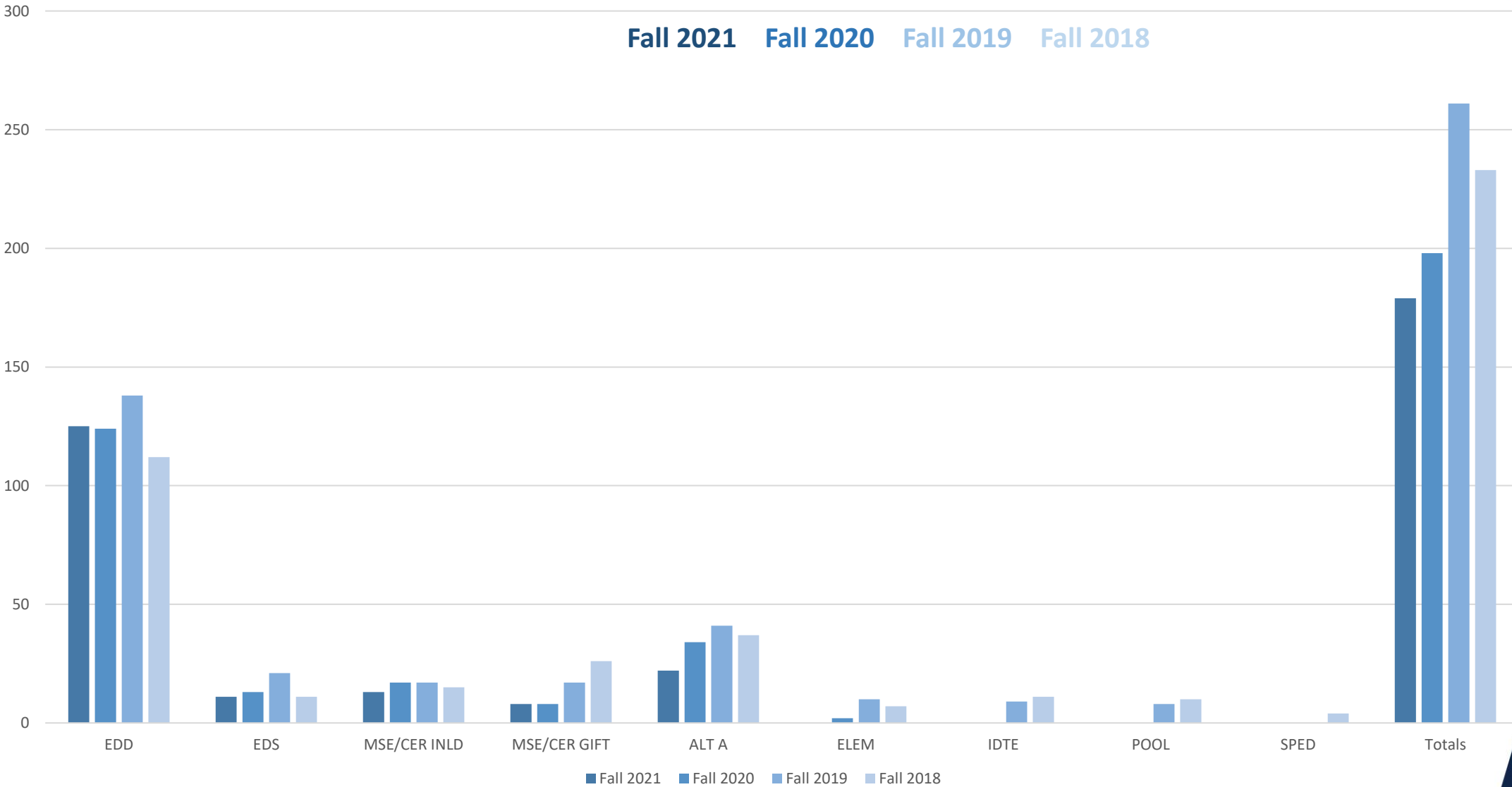
2020/2021 Graduate Admission Comparison



ENROLLMENT & RECRUITMENT

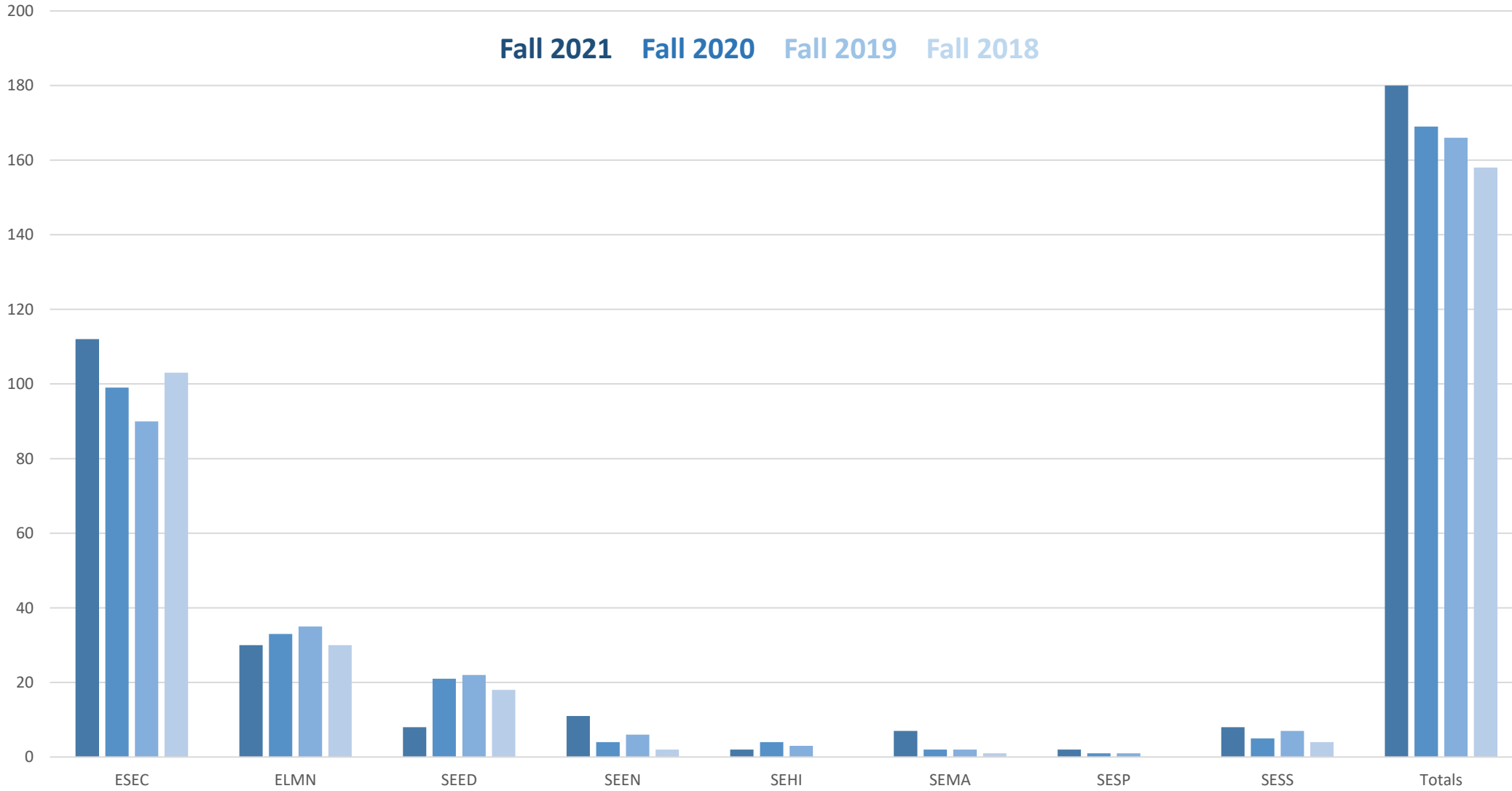
2018-2021 Fall Graduate Enrollment Comparison

Fall 2021 Fall 2020 Fall 2019 Fall 2018



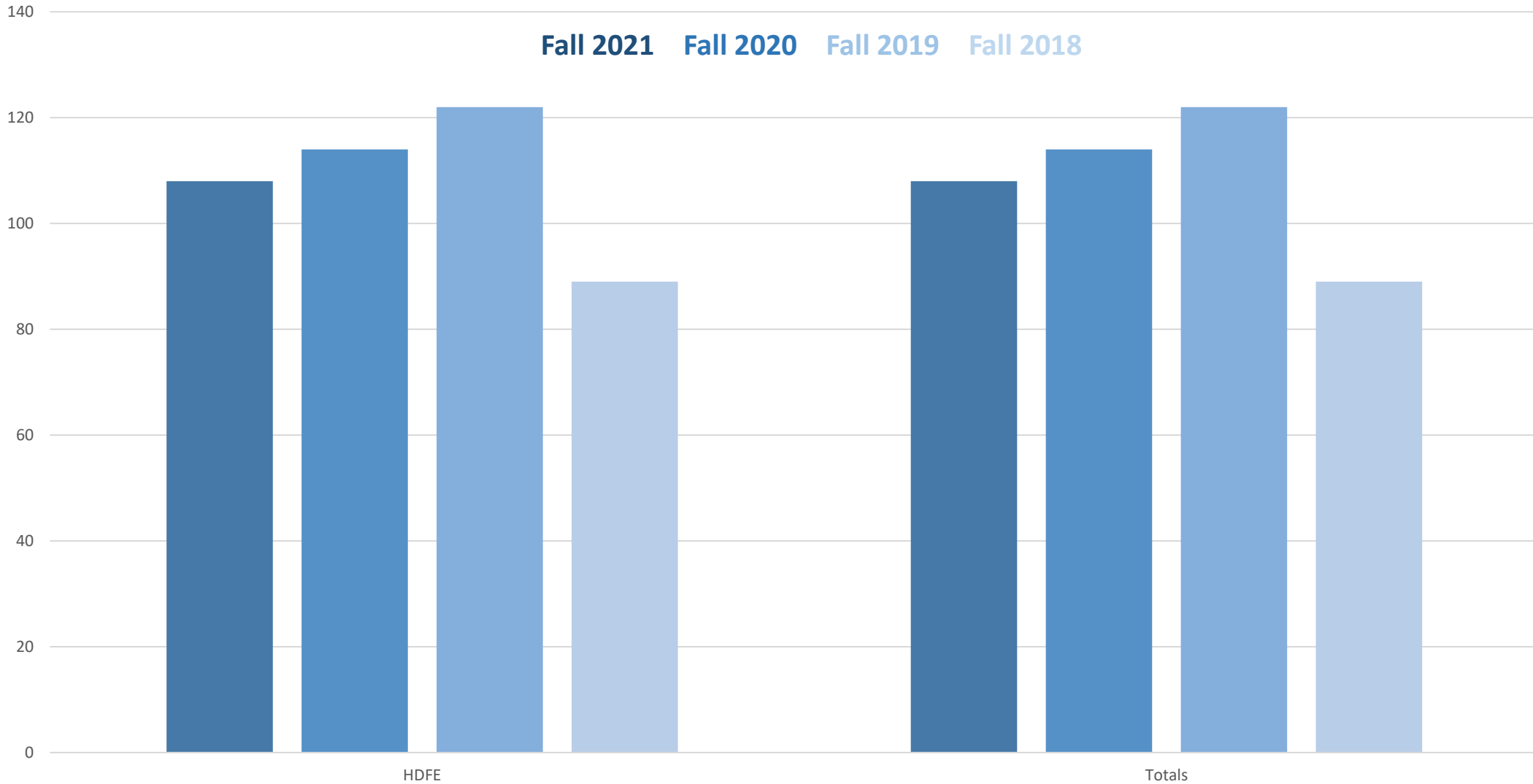
ENROLLMENT & RECRUITMENT

2018-2021 Teacher Education Enrollment Comparison



ENROLLMENT & RECRUITMENT

2018-2021 Human Development & Family Science Enrollment Comparison



Graduate Program Completers

Graduate Program	Completing Fall 2021
Ed.D Educational Leadership	11
Ed.S Instructional Leadership	7
MSE Instructional Leadership	0
CER Instructional Leadership	1
MSE Gifted Education	0
CER Gifted Education	5
MSE Elementary Education	0
Alt. A Secondary	TBD
Alt. A Elementary	TBD
Alt. A Special Education	0
Totals	24+

edTPA

Mrs. Dana Mungenast



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Number of Fall 2020-Spring 2021 Candidates: 68
Retakes: One (Transitioned to Non- Certification)
Samford Fall and Spring Pass Rate: 100%

Spring Non-Certification Route: 4

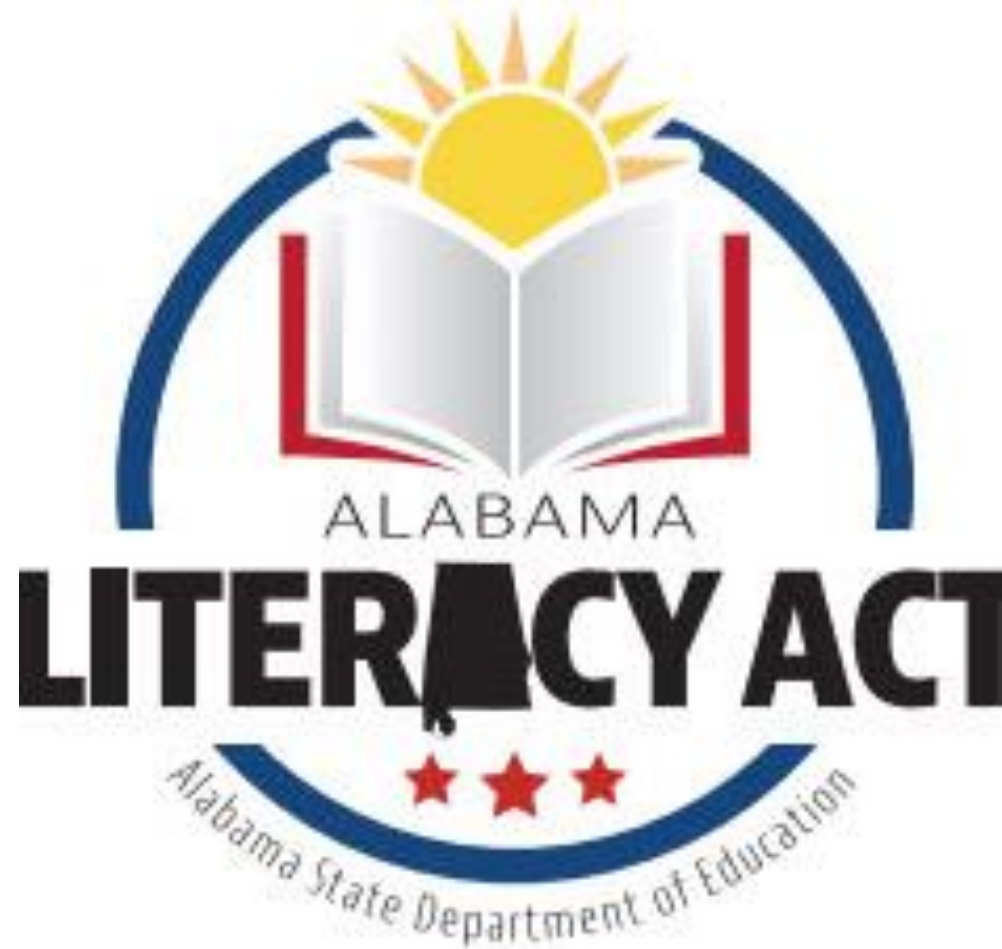
Consequential Candidate Total: 188
Samford Overall Pass Rate: 100%
Passed: 188 candidates
Non-Certification Route: 6 candidates

edTPA Fall 2020-Spring 2021
Cut Scores: Secondary ENLA, History, Science, Math, PE, and Special Education-37, World Language-32 and Elementary-44

Program Mean Scores	Samford	State	National
Secondary ALTA			
Secondary ENLA n: 4	47.8	46	45.7
Secondary History n: 2	47	45.1	44.5
Secondary Science n: 2	45	41.1	41.4
Physical Education n: 2	40.5	39.4	38.8
CALTA	Samford	State	National
Special Education n: 3	43.3	43.5	43.7
SEED	Samford	State	National
Secondary ENLA n: 5	50	46	45.7
Secondary History n: 5	46	45.1	44.5
Secondary Math n: 1	33	39.5	39.4
Performing Arts n: 9	52.2	45	44
Elementary	Samford	State	National
ESEC/ELEM CEM n: 26	54.9	52.4	50.8
EALTA n: 7	58.6	52.4	50.8
SEED and ALTA	Samford	State	National
World Language n: 2	41	34.9	35

ALSDE/ Literacy Act Compliance

Dr. Tarsha Bluiett



ALSDE LITERACY ACT

- ❖ Teacher preparation programs at public colleges and universities in the state shall offer dyslexia therapy teacher preparation courses that are approved by the International Multisensory Structured Language Education Council or the International Dyslexia Association.
- ❖ All teacher preparation programs authorized to prepare students for state licensure shall seek accreditation by the council or association for the accreditation of educator preparation on or before December 31, 2020.
- ❖ As a requirement of initial licensure, beginning with the 2020-2021 school year, candidates for initial elementary certification shall receive a passing score, as determined by the State Board of Education, which shall base its determination on the national score average during the preceding academic year, on the—Foundations-of—Reading a foundational reading assessment for entry level teachers of reading.
- ❖ Beginning with the 2020—2021 academic year, public teacher preparation programs leading to the attainment of an initial elementary teaching certification shall require no less than nine credit hours of reading or literacy coursework, or both, based on the science of learning to read, including multisensory strategies in foundation reading skills. The nine credit hours of reading or literacy coursework shall be incorporated within the current credit hours currently approved for the degree program and not require additional credit hours for graduation.



ALA Updates

- **Faculty**

- Reading Professors have completed Units 1-4 of LETRS(Language Essentials for Teachers of Reading and Spelling) training.

- **The Barksdale Reading Institute**

- The review process includes looking at the 9 hours of early reading instruction from several angles, such as the Course Materials, Course Session Observation, or Faculty Interview.
- All parts of any course review, observation, or focus group will be aimed at answering four essential questions.
- <https://drive.google.com/file/d/1xgKlirzTKb3pCmoLy9VmG16Gqa1E6v6r/view?usp=sharing>

- **Tasks completed**

- Meetings via Zoom with a Barksdale Representative
- Canvas Courses are open for review
- Syllabi and Assignments
- Recorded Lessons from Professors and students (November)
- Focus group has been selected
- Faculty interviews (Oct.)
- EdTPA data identified



The International Multisensory Structured Language Education Council (IMSLEC)

1. In an effort to comply with the Alabama Literacy Act, Samford Teacher Education contacted representatives regarding a potential affiliation with IMSLEC.
2. Currently, IMSLEC does not offer an affiliation with initial teacher preparation programs.
3. Samford will be the first in the nation to pursue this affiliation.

- **MISSION OF IMSLEC**

- The mission of IMSLEC is to accredit quality training courses for the professional preparation of multisensory structured language education specialists.

- **VISION**

- IMSLEC's vision is to improve the instruction of reading for all children and adults.

- **PURPOSE OF IMSLEC**

- To advocate for high standards in the professional preparation of multisensory structured language education specialists — clinicians and teachers
- To establish standards and criteria of excellence
- To evaluate and accredit:
 - Comprehensive MSLE training courses offered by existing independent agencies and centers; and
 - MSLE courses offered by other already accredited institutions.

- **Application has been submitted!**



Urban Education Focus Group

Myrtis Johnson



Samford
University

URBAN FOCUS GROUP

On September 15, 2021, we held 2 Urban Education Focus Group Meetings with 14 Samford TEP Graduates . I asked questions with Amy serving as notetaker for invited administrators and Marcie asked questions with Karen Birkenfeld serving as notetaker for invited teachers.

The purpose of the focus group was to gain information regarding how well Samford School of Education prepares teachers to teach in urban settings as well as get input for how we can improve future candidates 'preparation in that area.

We respect their wisdom and experiences and believe that listening to our partners and alumni is the best way for us to gain valuable insight for continuous improvement.

Our evaluations consisted of a series of questions with no wrong answers that would provide formative and qualitative data for us. This means that our primary point is to gather information that helps our school fine-tune and improve its ongoing efforts for quality improvement; and that the information we collected was by design descriptive rather than numeric. The format of the discussions were conversational and lasted about one hour. We encouraged our participants to speak freely because we were very interested in hearing their perspectives as professionals.

Our evaluations will be analyzed, and a written report of both meetings will be shared with a small group of stakeholders and with all faculty and staff during another Data Day.



Continuous Improvement Spotlight

Dr. Kristie Chandler – HDFS

Dr. Kara Chism – Advanced

Dr. Karen Birkenfeld - Initial



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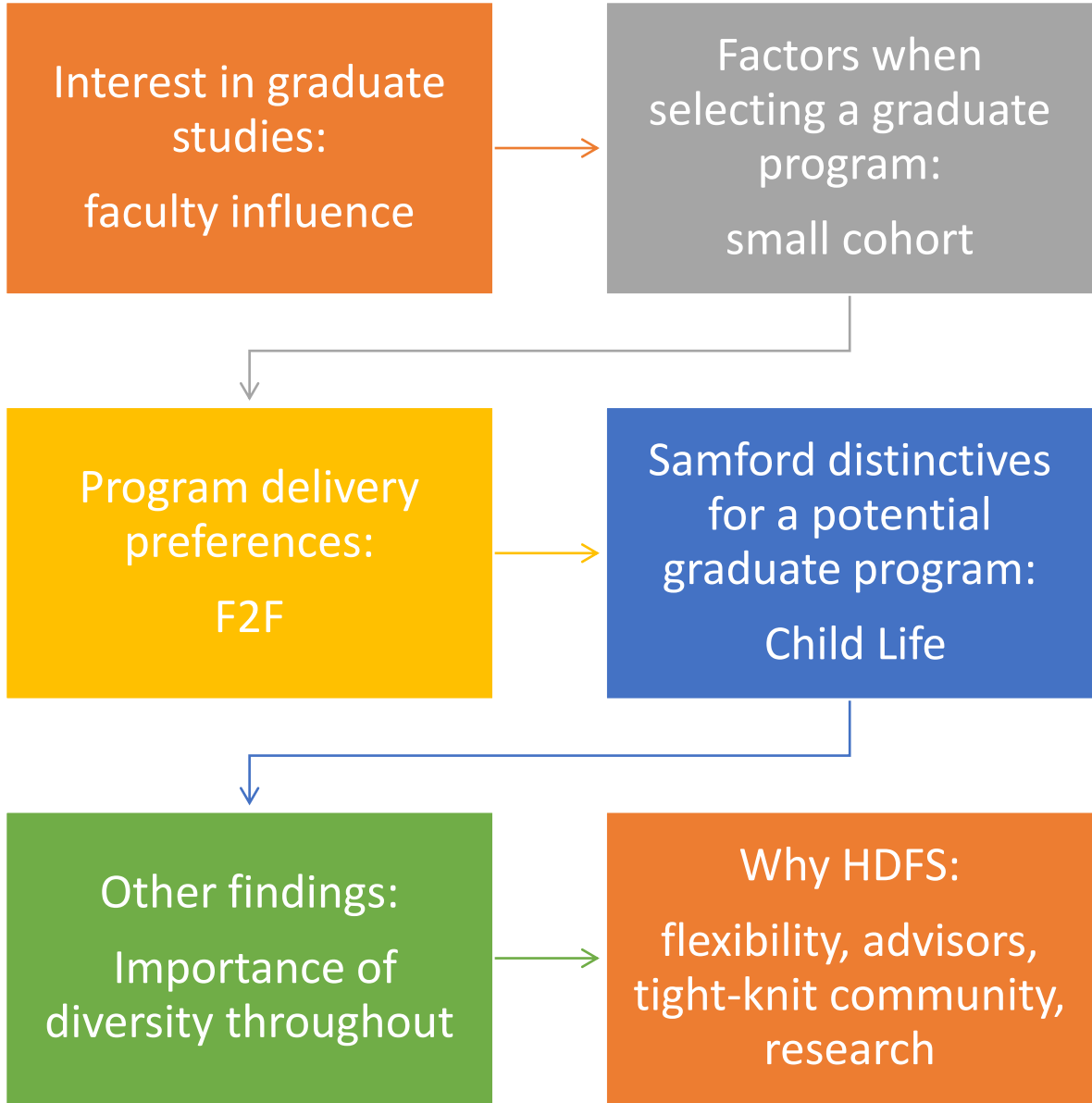
HDFS

Dr. Kristie Chandler

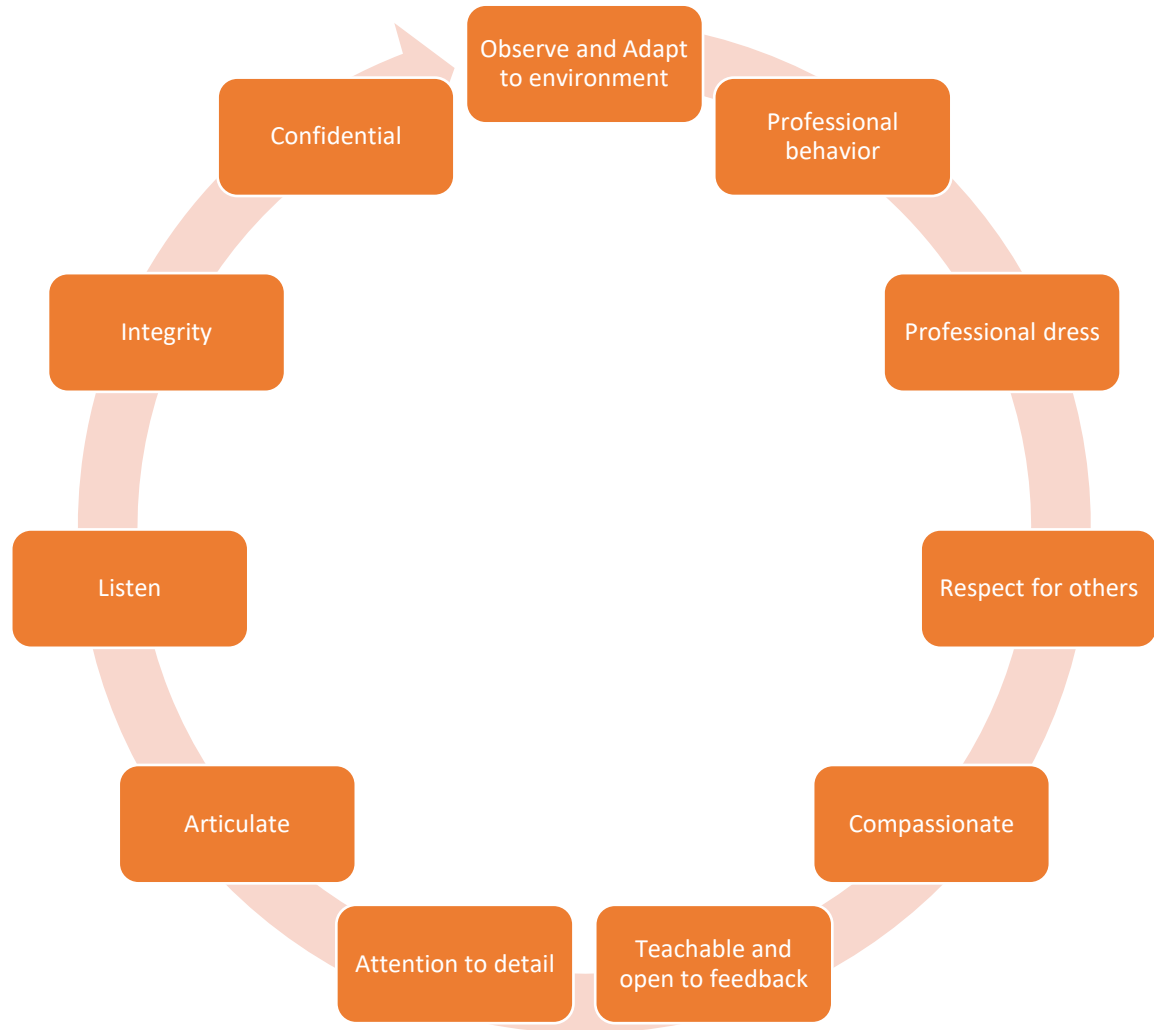


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HDFS FOCUS GROUPS - GRADUATES



Community Partner Focus Group



Ten Content Areas

12.7	Family in Social Contexts
7.1	Family Dynamics
1.3	Lifespan Development
10.2	Human Sexuality
5.4	Interpersonal Relationships
18.5	Family Resource Mgt
5.8	Parenting
18.9	Family Law
10.6	Ethics
14.3	FLE
9.4	Overall

ED. LEADERSHIP

Dr. Kara Chism



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MSE/18-hour Certificate

- Revised Key Assessment to align with state and national standards
- EDLD 504- ESL Parent Night
- EDLD 521- development of local school budget for federal or local funds with line items directly correlated to the state McAleer program

Ed.S.

- EDLD 681- Action Research Project with a partner that includes development of 2 surveys (1 qualitative and 1 quantitative) and implementation of 1 survey
- EDLD 630 – Added LGBTQ+, mental health, resiliency in stressful times
- EDLD 628 - Module on cultural equity with regard to assessment of both students and teachers

Ed.D.

- Added EDLD 700 to introduce a character/ethics focus; to align with school mission/vision/goals; to introduce academic writing and research
- Changed course titles to reflect an expanded content focus to include organizational leadership in settings other than P-12 schools and systems
- Added optional writing workshops to support graduate students in transitioning from work-related writing to academic-scholarly writing
- Added Doctoral Institutes (2x/year) to build camaraderie among students and support their progress throughout the dissertation process
- Transitioned to ProQuest for publishing dissertations



Teacher Education

Dr. Karen Birkenfeld



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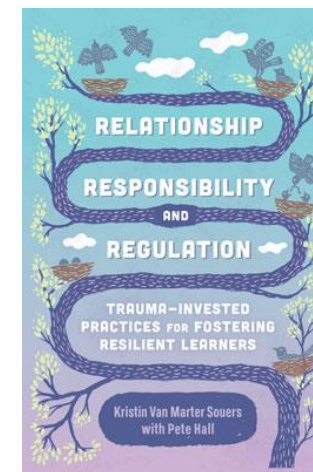
Innovations in Teacher Education

- Change based on recommendations from Extended Assessment Committee
- Incorporation of Social Emotional Learning and Trauma Informed Instruction to support teacher education candidates' development of critical skills related to teaching children who have experienced trauma.
- Teacher Ed faculty awarded a Faculty Development Grant
- Implementing pilot Fall 2021

Social Emotional Learning

- Incorporated book study into one undergraduate course:

RELATIONSHIP, RESPONSIBILITY, AND REGULATION:
TRAUMA-INVESTED PRACTICES FOR FOSTERING RESILIENT LEARNERS



- Implementation

- Forward, will embed elements of SEL into a Teacher Education course in all programs, undergrad and ALT

WHERE'S VIA ?

3 Important facts about VIA:

- Supports our Goal – more efficient
- Price is better
- Interfaces with Canvas



BREAKOUT SESSIONS

Time	Data Teams Breakout Sessions
11:15 AM – 12:00 PM	Breakout Session 1 : Data Team Meetings Task 1
12:00 PM – 1:00 PM	Breakout Session 2: Working Lunch – Data Teams Meetings Task 2 & 3
1:00 PM – 2:00 PM	Breakout Session 3: Data Team Meetings Task 4 and/or SACSCOC

