

Key EPP Internal and External Stakeholders

The EPP benefits from long-standing relationships and involvement in the continuous improvement (CI) process. The EPP holds regular meetings to engage in discussions in which the stakeholders provide feedback. This feedback has led to CI decisions, actions, and improvements for the EPP.

Clinical Partners

School partnerships are vital to the success of the EPP. Local school district representatives provide ongoing support and feedback to enact changes through our CI process. For example, as discussed in Standard 2, the Clinical Experiences Advisory Committee (CEAC), which is comprised of classroom teachers, school district personnel, and university faculty/staff, discuss issues related to field experiences/clinical practice and assessments and provide recommendations and feedback to EPP leadership. The CEAC chair (Director of Clinical Experiences), submits committee recommendations to the EPP's leadership. Members of the CEAC were instrumental in the selection of the most recent EPP internship assessments, elect and CFAST. Other initiatives include recruiting teachers to serve as clinical placement mentors and family engagement support for teacher candidates. Clinical partners are involved in other continuous improvement activities such as collaborations to address the teacher shortage.

School-Based Mentor Teachers

School-based mentor teachers are partners in the candidate's clinical experiences throughout their programs. As noted in Standard 2, during the teacher internship (student teaching) the role of Cooperating Teacher and Clinical Master Teacher are critical to the success of the candidates. In some programs, mentor teachers serve as adjunct instructors. In addition, a subgroup of mentor teachers played an essential role during the development of the EPP's Dispositions rubric. Mentor teachers provided feedback on the Dispositions rubric and a small group of school-based practitioners served on the content validity panel.

Office of School Partnerships

The Office of School Partnerships is a collaborative network of partners that exists to promote innovation in schools and communities. In 2018, the EPP and its two closest school districts (Tuscaloosa City Schools and Tuscaloosa County Schools) reviewed its practices. Careful review of the partnership occurred through surveys, needs assessment, and planning process with an outside facilitator. After the development of a strategic plan in 2018, the Partners in Education Council was formed. Membership includes central office leaders, school administrators, classroom teachers, and university faculty. Meetings occur throughout the academic year to discuss initiatives to improve and enhance the experiences of all three partners. Most recently, Council members have been developing teacher recruitment initiatives.

UA Educator Preparation Council

The UA Educator Preparation Program Council, which includes school district personnel, UA administrators, Faculty Senate representatives, ALSDE personnel, Alabama State School Board of Education members, COE representatives, College of Arts and Sciences representatives, and College of Engineering representatives, is an important component of the College's assessment system as it provides feedback and support to the College. Over time, this council has provided important contributions to continuous improvement efforts (e.g., A&S Math faculty aligned elementary Praxis content to A&S Math courses, Writing Center faculty assisted with support for the Praxis Core writing test)

The Counselor Education Advisory Committee

The Counselor Education Advisory Committee includes leaders in the counseling field with a vested interest in the Counselor Education program (i.e., supervisors, adjunct faculty, licensed counselors, community

citizens). An essential external program influence, the Counselor Education Advisory Committee, is described below. The Counselor Education Advisory Committee members are graduates, representing the CACREP tracks in Counselor Education. As graduates, the committee has a vested interest in the program, while offering an outside perspective. They often serve as site supervisors, licensed counselors, and leaders in the field. Typical committee meetings relate to program decisions, needs, goals, and recommendations (e.g., curricular changes, Comprehensive Assessment Plan [CAP], policy, student outcomes).

Educational Leadership Advisory Board

The Educational Leadership was organized to provide advice and assistance to the faculty and staff concerning the multiple course of study for the programs within the Educational Leadership, Policy, and Technology Studies Department (Educational Leadership MA, Ed.S, Teacher Leader) This mission of the advisory board is to ensure the department remains innovative, solves business problems or explore new opportunities by stimulating robust, high-quality conversations concerning the curriculum and courses to be sure students are learning the most current research-based information concerning their certification program.

External Partners

Advisory alumni boards (e.g., Board of Advisors, Counselor Education Advisory Committee) provide support to the unit through ongoing feedback. The College of Education's Board of Advisors meets twice a year to discuss college initiatives. Members of the board have been supportive of college activities (e.g., serve as guest speakers for unit courses, clinical supervisors, teacher recruitment). A recent example of the board's involvement with continuous improvement is associated with family engagement. The board was presented with select Teacher Exit Survey and the State Report Card results (employer and first year teachers) that showed that candidates and new completers lacked confidence in working with families and communities. A board member developed a plan to address this concern. The same data was presented to the CEAC which resulted in recommendations for the teacher internship. One result was a session by a CEAC member (school principal) and teacher during the Spring 2022 Teacher Internship Workshop. In addition, a Family Engagement Toolkit based on the board members' suggestions was developed and presented to teacher interns at the internship workshop.

Cognia (formerly AdvancEd)

Until 2021, the Alabama state office for Cognia was housed in an EPP building on the UA campus. University resources were provided to the office and staff for many years. Due to internal restructuring and COVID, Cognia staff moved to remote locations. However, the College of Education will continue to host meetings for Cognia's Alabama State Advisory Committee on the UA campus. Additionally, the EPP's Senior Associate Dean serves as a member of the state committee. Another important aspect of the partnership has been the piloting and implementation of the Effective Learning Environments Observation Tool® (eleot®) for both initial and advanced programs. eleot®, which allows for observations of candidates' impact of student learning, has been used in early field experiences and the teacher internship. In addition, the tool has been used in the advanced programs for educational leaders. EPP members have collaborated with Cognia leadership to examine using the tool in an educator preparation program, rather than a P-12, inservice educator setting.