

**R.4.1. Transition Plan**

**R 4.1 Transition Plan**

<b>CAEP R 4.1 Transition Plan</b>			
<b>Relationship to Standard or Component</b>			
Explicit link of the intended data/evidence to standard	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.		
Description of content and objective of the data/evidence collection	<p>Goal 1: Establish a means of collecting Teacher Growth Rubric and develop a means of measuring P-12 student growth data on initial program completers in years 1 - 3.</p> <ul style="list-style-type: none"> <li>• Collaborate with Jackson Public Schools to develop a means of collecting P-12 student growth data on initial program completers</li> <li>• Implement pilot with Jackson Public Schools (MOUs, data sharing agreements, development of processes, pilot, and review of pilot)</li> <li>• Standardize and expand pilot to other partner school districts</li> </ul> <p>Goal 2: Increase MDE survey response rates and improve overall quality of completer effectiveness data received.</p> <ul style="list-style-type: none"> <li>• Identify Strategies to increase completer and employer participation in completing surveys</li> <li>• Increase relevant feedback through EPP created surveys, focus groups, and advisory boards</li> </ul>		
<b>Timeline and Resources</b>			
	<b>Spring 2020 – Spring 2021</b>	<b>Fall 2021 – Fall 2022</b>	<b>Spring 2023 Spring 2024</b>
Strategies, steps and a schedule for data collection through full implementation, and indication of what is to be available by the time of a site visit	<p>Goal 2: Increase MDE survey response rates and improve overall quality of completer effectiveness data received</p> <ul style="list-style-type: none"> <li>• Develop EPP created completer and employer surveys based on the Teacher Growth Rubric that also collect data on employee performance/awards and graduate school attendance to supplement MDE surveys. <b>(completed)</b></li> </ul>	<p>Goal 1: Establish a means of collecting Teacher Growth Rubric and develop a means of measuring P-12 student growth data on initial program completers in years 1 – 3</p> <ul style="list-style-type: none"> <li>• Conduct TGR pilot with JPS on 2018-2019 completer cohort <b>(completed)</b></li> <li>• Identify revisions needed to TGR pilot <b>(completed)</b></li> </ul> <p>Goal 2: Increase MDE survey response rates and improve overall quality of completer effectiveness data received</p>	<p>Goals 1 &amp; 2:</p> <ul style="list-style-type: none"> <li>• Begin comparison of TGR data, EPP completer and employer survey data based on TGR for patterns and trends</li> <li>• Amend Quality Assurance and Assessment Calendar for an additional EPP wide data day to solely focus on stakeholder input (survey, focus group, and advisory board input)</li> </ul>

	<ul style="list-style-type: none"> <li>• Pilot EPP created completer and employer surveys based on the Teacher Growth Rubric that also collect data on employee performance/awards and graduate school attendance to supplement MDE surveys. <b>(completed)</b></li> </ul>	<ul style="list-style-type: none"> <li>• QAAC examination of piloted surveys for relevance to data needs and overall quality <b>(in-progress)</b></li> <li>• Organize program advisory boards consisting of (external stakeholders and district personnel, completers, and current student) <b>(completed)</b></li> <li>• Begin collecting input from candidates and completers through focus groups <b>(in-progress)</b></li> <li>• Amend candidate admission and student teaching applications in TK20 to collect additional email information (JSU and personal) to replace process of requesting personal emails from the university for completers to increase accuracy of personal email addresses. <b>(in-progress)</b></li> <li>• Add employment/contact link to candidate resource webpage where completers can share updated contact information and awards, etc. received.</li> </ul>	
<p>Additional data/evidence that will become available in the calendar years following accreditation until completion of the phase-in-steps</p>	<p>JPS TGR Pilot Data on completers (cohorts 2019 - 2021)          Focus group and Advisory Board Input          Summer 2022 EPP created survey responses</p>		
<p>Description of personnel, technology, and other resources available and needed to fulfill the plan; IRB approvals; if appropriate and EPP</p>	<p>TK20, Qualtrics, and MDE Surveys Links are the primary sources of technology needed. The Coordinator of Quality Assurance and Assessment and the QAAC will assume primary responsibility for data compilation, analysis, and sharing with EPP and stakeholders.</p>		

access to data compilation, and analysis capability	
<b>Data Quality</b>	
Copy of the Collection Instruments if available, together with information called for in the scoring rubrics, Sufficiency Criteria for EPP-Created Assessments and Surveys	<p><b><i>MDE Surveys</i></b>  Mississippi Initial Employer &amp; Completer Survey Link  <a href="https://education.olemiss.edu/assessment/extras/epp/report.php">https://education.olemiss.edu/assessment/extras/epp/report.php</a></p> <p><b>INITIAL PROGRAMS</b>  JSU Completer follow up Initial  <a href="https://jsu.az1.qualtrics.com/jfe/form/SV_3gVha5mUR7j0sg5">https://jsu.az1.qualtrics.com/jfe/form/SV_3gVha5mUR7j0sg5</a>  JSU Employer follow up Initial  <a href="https://jsu.az1.qualtrics.com/jfe/form/SV_bHkdmaUKu8ViVTL">https://jsu.az1.qualtrics.com/jfe/form/SV_bHkdmaUKu8ViVTL</a></p>
Description of procedures to ensure surveys and assessments reach the sufficient level of the EPP-Created Assessments and Surveys	Review by QAAC utilizing processes outlined in the Quality Assurance Handbook (5.2)
Steps that will be taken to attain a representative response, including the actions to select and follow up a representative sample	<p>Use state-provided employment placement data of completers and EPP completers' data files to ensure employer survey invitations are extended to all completers and administrators where completers are currently employed.</p> <p>Amend candidate admission and student teaching applications in TK20 to collect additional email information (JSU and personal) to replace process of requesting personal emails from the university for completers to increase accuracy of personal email addresses.</p> <p>Add employment/contact link to candidate resource webpage where completers can share updated contact information and awards, etc. received.</p>
Steps to ensure validity and validate the interpretations made of the data	Review by QAAC utilizing processes outlined in the Quality Assurance Handbook (5.2)
Steps to analyze and interpret the findings and make use of them for continuous improvement	<ul style="list-style-type: none"> <li>• Begin comparison of TGR data and EPP completer and employer survey data based on TGR for patterns and trends</li> <li>• Add an additional EPP wide data day to solely focus on stakeholder input (survey, focus group, and advisory board input)</li> </ul>