

Teacher Education Program Assessment (TEPA)[®]:

Assessing Innovation and Quality Design in Teacher Preparation

Charles R. Coble

with

Lizanne DeStefano, Nancy Shapiro, and Jennifer Frank

Purpose of the TEPA

To serve as a tool to assess, analyze and improve policies and practices related to the recruitment, preparation, induction and development of teachers for education program providers.

TEPA Background

The Teacher Education Program Assessment (TEPA) was created to fill a void – the lack of a common framing tool for use in analyzing, designing and implementing more coherent, engaging and effective teacher education programs. In developing the tool the authors, with funding from APLU, the Carnegie Corporation, and the National Science Foundation, have sought out the advice and critique from dozens of P-20 experts, opinion leaders individually and in focus groups across the nation. Essential to the development of TEPA has been site visits and field-tests in ‘traditional’ and ‘non-traditional’ settings. TEPA is a dynamic tool that continues to evolve as additional insights are gained from users, researchers and critics of the strategies included within the framework. While the TEPA will never fully describe all that occurs in the hundreds of teacher education programs across the nation, it can hopefully serve as a common structure for identifying and making known strategies that may be helpful as educators work to create the most effective preparation programs possible.

TEPA can be used: (a) to help identify desirable, feasible and comparable strategies across institutions; (b) as a common structure for identifying effective teacher education practices and making those strategies known to others; and (c) to celebrate differences among programs by showing how different but equally valid strategies can contribute toward the same goals and objectives. The TEPA is intended to help educators and policymakers to both better understand the complexity of teacher education and to be useful in identifying desirable practices that can be employed to build programs that are not only more coherent and effective, but more interesting and intellectually challenging for faculty and teacher candidates.

Organizational Structure of TEPA

The TEPA is structured around *five components of teacher preparation*, which stretch the traditional, and limiting, conceptions of teacher education beyond the generally perceived boundaries of pre-service preparation. Each of the five components contributes, in essential ways, to the development of more reliably effective teachers.

- **Component 1. Leadership, Policy and Infrastructure.** Thoughtful leadership, willing to commit time and resources, is critical to help form institutional, local, state and federal policies that support the preparation of high-quality teachers.
- **Component 2. Recruitment, Selection, Admission, Support and Development.** Significant effort and care must be given to

recruiting, selecting, admitting, supporting and developing candidates with the demonstrated passion and potential for teaching and for working collaboratively to advance student learning.

Component 3. Content, Pedagogy, and Clinical Preparation. Teacher candidates' must demonstrate a high level of proficiency in the knowledge of their discipline as well as pedagogical knowledge necessary for integrating content into well-structured lessons for K-12 students in authentic school settings.

- **Component 4. Beginning Teacher Support.** The success of teacher candidates, as beginning teachers, is not assured even with the best preparation; disciplinary and pedagogical faculties must extend support to program completers as beginning teachers.
- **Component 5. Teacher and School Development.** Teachers (and leaders) in partnership schools must be supported to model the high expectations, passion and skill for creating student success that can inspire and instruct prospective teachers.

Four Crosscutting Themes of TEPA

- ***First, teacher education must be an “all-campus” responsibility.*** Faculty must insure that teacher students have a comprehensive understanding of concepts and theories in all subject areas to be taught. Content-specific faculty should also collaborate with pedagogical faculty who must assure that pre-service teachers learn how to teach subjects effectively to students with different preconceptions and levels of understanding. Campus leaders must foster policies that support collaboration for effective teacher preparation
- ***Second, teacher education must be clinically based, requiring close links with P-12 schools.*** Deep and sustained partnerships between higher education and the P-12 schools are focused on creating and sustaining a culture of collaboration, which is foundational for preparing effective teachers.
- ***Third, teacher education must be focused on reliably preparing beginning teachers who can advance student achievement.*** The end-goal of P-12 student success must be kept clearly in mind; all teacher education graduates must demonstrate the passion and ability to work collaboratively in professional learning communities to advance student learning for all
- ***Fourth, teacher education must fully embrace digital technology and communications strategies to be made more efficient and effective.*** Accessing digital content, using social media and applying other technologies appropriately to teaching and learning are now essential skills for teachers and teacher candidates to master.

Using TEPA for Program Improvement

TEPA provides an easily administered structure for analyzing and reflecting on perceived strengths and areas of needed improvement in the larger context of the college or university and specifically within and across teacher preparation programs. TEPA is particularly useful in assessing program alignment to the Common Core State Standards.

TEPA was designed with the understanding that no one person possesses all of the knowledge about a teacher preparation program; people involved in the same program can and do have different perceptions about the same program. Thus, the developers of the TESA strongly suggest that people with different roles and responsibilities (including P-12 partners) associated with a program complete the assessment and use the individual and summative responses as data for seeking consensus about what is valued and what is implemented in a program and use that data to map program improvement strategies.

Promising Practices

TEPA can be useful in identifying and achieving consensus around one or more of the tool's core competencies, goals, objectives or strategies that may be particularly noteworthy for consideration as a 'promising practice.' Education program providers that submit strategies/practices for consideration as a Promising Practice will be requested to provide documentation and evidence of the impact or success of the practice. Panels of experts engaged to review nominations submitted to TEPA developers, may request additional information.

Note: The online TEPA survey requires approximately 60 minutes to complete. Results can be made available individually and summarized across all respondents for use in helping achieve consensus on program strengths and areas of needed improvement.

TEPA been developed with the tireless enthusiasm, prodding and active engagement of *Howard Gobstein*, Executive Vice President, Research, Innovation, and STEM Education, APLU.

The authors thank the following individuals for their substantive critique and helpful suggestions: *Michael Allen, Debra Ambrosetti, Josh Anderson, David Andrews, Deborah L. Ball, Cynthia Bauerle, Camilla Benbow, Marty Bonsangue, Jana Bouwma-Gearhart, Jim Boyd, Valerie Brown-Schilds, Jennifer Bruckner, Bonnie Brunckhorst, Herb Brunckhorst, Tony Bryk, Tom Carroll, Jim Cibulka, Marta Civil, Angelo Collins, Jane Coggshall, Carlos Contreras, Vikki Costa, Amy Cox-Peterson, Ed Crowe, Linda Darling-Hammond, Melissa Dodson, Francis Eberle, Roy Edelfelt, Mark Ellis, Susan Elrod, Mary Lou Fulton, Eugene Garcia, Cynthia Gautreau, Barbara Gonzalez, Daniel Goroff, Gene Hall, Victoria Hammer, Jim Hamos, Joseph Heppert, Ted Hodapp, Dan Howard-Greene, George Hynd, Karen Ivers, Gladis Kersaint, Tom Koballa, Bob Koch, Steve Koziol, Sabrina Laine, Frances Lawrenz, Marsha Levine, Jim Lewis, Michael Loverude, Gary Martin, Michael Marder, Jim Middleton, Dennis Minchella, David Monk, Sidney Moon, Margaret Mohr-Schroeder, Cherilynn Morrow, Mary Nakhleh, Valerie Otero, Michael Padilla, Tracy Le Quey Parker, Susan Parry, Sue Parsons, Monica Plisch, Janet Prado, Jennifer Presley, Kristen Shand Heidi Ramirez, Mary Ann Rankin, James Raths, Jr., Kacy Redd, Barbara Reys, Jeff Roberts, Sharon Robinson, Chris Roe, Maryann Santos de Barona, William Schmidt, Kay Shallenkamp, Sam Silverstein, Linda Slakey, Sam Stern, Gay Stewart, Marilyn Strutchen, Linwood "Buddy" Swain, Megan Tommerup, Catherine Walker, Mary Walker, Lynne Weisenbach, Gerald Wheeler, Jennifer Wilhelm, Jennie Whitcomb, Suzanne Wilson, Donna Wiseman and John Yopp.*

Advisory Committee for the TEPA: *Deborah L. Ball, Dean, School of Education, University of Michigan; Cynthia Bauerle, Senior Program Officer, Pre-College and Undergraduate Science Education, Howard Hughes Medical Institute; Carlos Contreras, US Education Director, Intel Corporation; Daniel Goroff, Program Director, Alfred P. Sloan Foundation; David Imig, Professor of the Practice, College of Education, University of Maryland; Jim Lewis, Professor of Mathematics, University of Nebraska-Lincoln; Deborah Lowe Vandell, Professor and Chair, Department of Education, University of California, Irvine; Lynne Weisenbach, Vice Chancellor for Educator Preparation and Innovation, Board of Regents of the University System of Georgia; Stamatis Vokos, Professor of Physics, Seattle Pacific University; Suzanne Wilson, Chair Department of Teacher Education, College of Education, Michigan State University.*

The organizing structure of TEPA is graphically presented, with selected strategies included, in the figure below:

Teacher Development Continuum

PRE-PRE-SERVICE

Multiple sources

PRE-SERVICE

Undergraduate, Graduate or Alternative Route

IN-SERVICE

Initial Employment To Retirement

Assessment & Feedback

Assessment & Feedback

Assessment & Feedback

RECRUITMENT

- K-12 Outreach
- Teacher Cadet & FT Clubs
- Community College and University Students
- Mid-Career & Para-professionals

PREPARATION

- Disciplinary Content & Research
- Pedagogical Content and Research
- Clinical, Field & Intern Experiences

Initial License

Performance Based

MENTORING & INDUCTION

Beginning Teacher Support

Continuing License

Performance Based

DEVELOPMENT

- Advanced Academic Study
- Aligned & Standards Based Professional Growth Activities
- NBPTS Preparation & other Master Teacher Preparation

Leadership, Policy and Infrastructure

Higher Levels of Learning For All Students

**Teacher Education Program Assessment (TEPA)@
Assessing Innovation and Quality Design in Teacher Preparation
v.1.16.15**

Not to be used or distributed without permission

Institution: _____

Provide a brief title/description of program being assessed (such as B.A./B.S. Degree with teacher licensure option; M.A.T.; etc.):

Institutional or Program Profile (Please provide 1-3 sentences that provide context for your survey responses, such as mission, particular demographic focus, rural or urban serving, etc.):

Respondent (check primary role): ___University President/Chancellor; ___Provost or Assoc. or Asst. Provost; ___Dean or Assoc. or Asst. Dean of Education; ___Dean or Assoc. or Asst. Dean of Arts & Sciences; ___Dept. Chair (list department) _____; ___Director of Teacher Education; ___Faculty(unit affiliation) _____; ___School administrator; ___Partnership administrator/staff; ___Cooperating Teacher/Clinical faculty; ___Current/former student; ___Other (describe) _____.

Should be a valued component of most any teacher preparation program.

- U = Uncertain
- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly Agree

Is an effectively implemented component in our teacher preparation program.

- U = Uncertain
- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly Agree

TEPA Components, Goals, Objectives and Strategies		Value Assessment U1 2 3 4	Implementation Assessment U1 2 3 4
Component I: Leadership, Policy and Infrastructure			
Goal I: Promote and Sustain a Strong Institutional Commitment to the Recruitment, Preparation, Support and Development of Highly Capable Teachers			
Objective I.A Institutional Policies, Practices and Infrastructure Ensure a Strong Institutional Commitment to the Recruitment, Preparation, Support and Continuing Professional Development of Highly Capable Teachers.			
Strategies	1. Mission & Strategy: The institution’s mission and strategic priorities are supportive of teacher preparation, as expressed by its academic policies and budget allocations.		
	2. Policy & Practice: Institutional policies and practices, including financial allocations, are aligned to strengthen clinically based teacher recruitment, preparation, support and development at the institution (e.g., mission, visibility, funding).		
	3. Internal Collaboration: The institution and/or preparation programs have identified the needs and opportunities for internal collaboration among education, disciplinary departments and/or other professional schools regarding teacher preparation and development and have made significant progress toward establishing those collaborations.		
	4. Boundary Crossers: Interdisciplinary “boundary crossers” between education and other disciplinary departments and between university and P-12 faculty have positively contributed to the program’s success (e.g., joint faculty appointments, collaboration on research and teaching, joint projects, etc.).		
	5. Special Organizational Structures: The institution and/or academic units have created special institutes, offices, or departments that have contributed to the success of science-mathematics teacher preparation and development programs.		
Objective I.B The institution or program has an infrastructure and commitment to set targets, collect data, and report annually on the recruitment, completion/graduation, employment, retention and success of different degree and certification programs in teacher education.			
	1. Setting Targets: The program determines sets targets for numbers of students for recruitment and completion of their teacher certification programs each year, based on assessed needs and university capacity.		
	2. Tracking Success: The program collects data and reports on the number of students recruited/enrolled in teacher certification program coursework each year, their progress in the program, program and degree completion, employment, retention and evidence of success as teachers Additional data that should be included are grade-point averages, major and demographics of the student population enrolled.		

TEPA Components, Goals, Objectives and Strategies		Value Assessment U1 2 3 4	Implementation Assessment U1 2 3 4
Objective I.B The institution or program has an infrastructure and commitment to set targets, collect data and report results annually on the recruitment, completion/graduation, employment, retention and success of different grade level preparation/certification programs in teacher education.			
Strategies	3. Data-driven Program Improvement: The institution or program systematically collects and analyzes both student and program level data to make informed decisions about program development and improvement; program leaders, master teachers, tenure-track faculty, and other appropriate staff regularly review data on program indicators, reflect on successes and challenges, using this process to refine program components.		
	4. Makes Program Data Publically Available: The program reports targets, recruitment, completion and retention in the profession results annually for public dissemination.		
Objective I.C The Institution and Practices Provide Encouragement, Support, and Rewards for Shared Disciplinary & Pedagogical Faculty Leadership in Teacher Preparation			
Strategies	1. Roles & Responsibilities: Clear roles and responsibilities have been established for disciplinary and education faculty, as well as university-based clinical faculty and affiliates from P-12 partnership schools, demonstrating authentic and shared involvement in teacher preparation.		
	2. Promotion & Tenure: Faculty appointment, promotion, and tenure policies encourage disciplinary faculty and education faculty and university-based clinical faculty involvement in teacher preparation and professional advancement programs (<i>including research leading to improved programs and practices</i>).		
	3. Incentives & Rewards: Incentives and rewards (beyond tenure and promotion) are used successfully to encourage increased disciplinary and education faculty engagement in teacher preparation, mentoring beginning teachers, and in professional advancement programs for inservice teachers, particularly those in partnership schools.		
	4. Improving Courses & Teaching: The institution and academic units encourage all disciplinary faculty, through faculty appointment policies, promotion and tenure policies, and other incentives and rewards, to improve teaching, learning and student assessments.		
	5. Professional Engagement: The institution and/or teacher preparation programs encourage faculty to be professionally active with local, state, regional, and national associations, committees, and university-school partnerships as a strategy for promoting effective science-mathematics teacher education and development.		

TEPA Components, Goals, Objectives and Strategies		Value Assessment U1 2 3 4	Implementation Assessment U1 2 3 4
Objective I.D The Institution and Programs Pursue Partnerships and External Financial and Policy Support for Teacher Preparation and Development			
Strategies	1. Partnerships with P-12 Schools, Business and Community: Institutional and program policies and practices support formal external partnerships as an essential strategy for assessing needs and designing and delivering student/problems-centered teacher preparation and development programs.		
	2. External Funding: The institution is successful in securing external funding (e.g., state and federal grants, private foundation support, endowments for ongoing funding) to address identified needs for teacher preparation and development.		
	3. External Advocacy: Campus administration and/or faculty are active in advocating for policy changes (local, state, national) to strengthen teacher preparation generally and/or specifically for university-school partnerships and clinical practice, scholarships for teacher candidates, support for program completers, and professional advancement programs for inservice teachers.		

TEPA Components, Goals, Objectives and Strategies		Value Assessment U1 2 3 4	Implementation Assessment U1 2 3 4
Component II: Recruitment, Selection, Admission and Support			
Goal II: Recruit High Quality and Diverse Candidates into Teacher Preparation			
Objective II.A Institutional and Program Policies and Practice Ensure that Teacher Preparation Actively Recruits, Selects, Admits and Supports High Quality Teacher Candidates Academically Capable and with the Passion and Determination to Succeed in Teaching			
Strategies	1. Recruit High Quality Candidates: The program has developed practices and procedures to actively recruit support and develop potential teacher candidates who are not only academically capable, but also demonstrate passion, persistence, high expectations and success in working with diverse learners and exhibit other characteristics that align with program expectations.		
	2. Recruit and Support Diverse Candidates from Multiple Sources: The program is resourceful in recruiting and supporting talented and diverse teacher candidates from a variety of sources such as: high school students; community college students; currently enrolled university students; mid-career adults, including teacher paraprofessionals; military retirees; and/or retirees from businesses and industries.		
	3. Enforce High Program Admission Standards: The institution and teacher preparation programs provide strong support structures and set high standards for preservice teacher development throughout all phases of the program. These standards require candidates, without exception, to demonstrate strong performance in college coursework, most especially in content areas as well as in all clinical teaching experiences.		
Objective II.B The Program has Developed and Sustained an Infrastructure to Recruit and Retain Diverse Teacher Candidates Matched to Assessed Needs for Teachers in the Region or State			
Strategies	1. Assess Local Needs: The program has data on the needs for teachers (quantity, quality and diversity) in the region and districts most served by the institution.		
	2. Respond to Local Needs: The institution, academic units and teacher preparation programs have made a quantifiable commitment to help meet the identified needs for new and/or stronger teachers in the region and districts most served by the institution.		
	3. Funding Recruitment: Funds are available to support the recruitment of teacher candidates.		
	4. Financial Incentives for Students: Financial incentives are in place to support students recruited to prepare for teaching.		
	5. Monitor & Mentor for Student Success: The program monitors the progress of all teacher candidates, from multiple pathways: high school students; community college students; currently enrolled university students; mid-career adults; paraprofessionals; military and other retirees; and from underserved populations (Native Americans, Hispanics, African Americans, and others) - and mentor them through the academic pipeline from recruitment to program completion to beginning teaching.		

TEPA Components, Goals, Objectives and Strategies		Value Assessment U 1 2 3 4	Implementation Assessment U 1 2 3 4
Component III: Content, Pedagogy, and Clinical Practice			
Goal III: Prepare Quality Teachers with Demonstrated Capability to Improve Student Success			
Objective III.A The Teacher Preparation Program Ensures that Teacher Candidates Have the Disciplinary Knowledge and Understanding of Content Areas to Promote Student Success			
Strategies	1. Disciplinary Knowledge. The program ensures that teacher candidates fulfill the disciplinary major requirements for those seeking high school licensure and at least a minor for those seeking middle grades licensure.		
	2. Knowledge for Teaching: The program ensures that teacher candidates possess the content knowledge, skills and dispositions necessary for teaching the curriculum, including the conceptual areas embedded within the Common Core State Standards.		
	3. Disciplinary Research and Applied Learning: The program offers opportunities for teacher candidates and (other students) to engage in inquiry, research and/or applied applications in all disciplines.		
	4. Students Are Well Supported: The disciplinary departments provide academic support from faculty, student tutors, peer support or other resources to: (a) help all students succeed in their major and; (b) help ensure that teacher candidates possess the necessary background in content they will likely be required to teach in schools (in that area or state.)		
	5. Teaching/Learning Assistant Opportunities: The programs offer opportunities for students to learn and demonstrate their ability to work as teaching/learning assistants or tutors to other students.		

TEPA Components, Goals, Objectives and Strategies		Value Assessment U 1 2 3 4	Implementation Assessment U 1 2 3 4
Objective III.B The Program Ensures Students Have the Pedagogical Knowledge and Skills to implement Educational Practices Found to be Effective in Improving Student Success			
Strategies	1. Lesson Design: The program ensures that teacher candidates can design coherent, scaffolded classroom curricula and content-rich, developmentally appropriate, and engaging lessons.		
	2. Teachers-in-Residence: The program engages ‘teachers-in-residence’ or clinical faculty with strong disciplinary backgrounds, experience teaching in K-12 schools and evidence of exemplary understanding of teaching, as essential colleagues and instructors in teacher preparation courses and field experiences.		
	3. Differentiation of Instructional Strategies: The program ensures that teacher candidates understand how students’ come to learn content and design instruction using multiple instructional strategies and demonstrate proficiency at managing classroom discourse that actively engages, motivates and meets the needs of the full range of students with a range of preconceptions and levels of understanding in their classes.		
	4. Attention to Diversity. The program ensures that teacher candidates understand, acknowledge and engage the unique contributions of all students in their classes – including low-performing students; gifted students; students of different racial, sociolinguistic, and socioeconomic status; and students with disabilities – and maintains high expectations for all students.		
	5. Assessment Use and Design: The program ensure that teacher candidates can design assessments for entry-level knowledge and assess on-going learning of students using both formative and summative assessments, and use data from these assessments to better assure access and equity to knowledge to all students.		
	6. Instructional Technology: The program ensures that teacher candidates are able to demonstrate their ability to access digital content, to use social media and to apply other educational technologies to increase the efficiency and effectiveness of teaching and learning.		
	7. Research on Teaching and Learning. The program ensures that teacher candidates are aware of the research literature on content areas and are able to collaborate with others in designing and conducting classroom-based action research on teaching and learning.		

TEPA Components, Goals, Objectives and Strategies		Value Assessment U 1 2 3 4	Implementation Assessment U 1 2 3 4
Objective III.C The Program Embeds Sequential and Diverse Clinical Experiences in Partnership Schools that Ensure Teacher Candidates Develop and Demonstrate the Proficiency in Improving Student Success			
Strategies	1. Intensive Well-Supervised Clinical Experience: The program provide teacher candidates with early, sequential and increasingly intensive clinical experience in both laboratory settings and embedded experiences in partnership schools, in which:		
	(a) Teacher candidates learn and demonstrate good practice in managing the complexity of teaching subjects to diverse learners;		
	(b) Teacher candidates demonstrate growth in teaching proficiencies through cycles of well supervised practice, reflective analysis and feedback over an extended period of time in school settings; and		
	(c) Supervision of teacher candidate’s clinical experiences is a partnership between mentor teachers in K-12 classrooms, clinical faculty/master teachers and knowledgeable university education faculty.		
	2. Diverse Clinical/Field Placements: The program provides teacher candidates with early and continuing field placements and guided supervision with master teachers and/or clinical faculty with extensive K-12 experience in partnering schools that are experiencing success with historically diverse populations in successful or improving schools, and where candidates learn and demonstrate their comfort and capacity to work in schools and communities with high numbers of minority and at-risk learners.		
	3. Placements in Non-Traditional Schools: The program provide teacher candidates with opportunities to study and demonstrate their ability to teach in alternative schools, such as small schools, charter schools, magnet schools or science-mathematics or technology oriented schools.		
	4. Informal Learning Settings: The program provide teacher candidates guidance in how to use informal learning opportunities, such as those provided by museums, science centers, outdoor education or other out-of-school settings, to support P-12 learning objectives.		
5. Professional Communities: The program ensures that teacher candidates engage in a pattern of active professional involvement and collaboration, such as in university-school learning communities, local student-led chapters of state and national professional organizations, and awareness of and participation in school or university initiatives designed to improve teaching and to learn the ethics and mores of the teaching profession.			

TEPA Components, Goals, Objectives and Strategies		Value Assessment U 1 2 3 4	Implementation Assessment U 1 2 3 4
Objective III.D The Program Ensures Alignment with Local and State Education Policies and Meets or Exceeds National and International Standards to Produce Teacher Candidates with the Demonstrated Capacity to Teach to High Standards			
Strategies	1. Coherent and Efficient Design: The program is a coherently designed sequence of disciplinary content courses, pedagogical courses (child/adolescent development, student motivation and learning, social behavior and classroom management, questioning strategies, content methods, teaming, etc.) and mentored clinical/field experiences (primarily within partnership schools) that produce verifiably effective beginning teachers.		
	2. Frequent Teacher Candidate Screening Practices: The program ensures that teacher candidates can demonstrate through practice, self-reflection and faculty feedback, using instruments (developed with the input of P-12 educators) that they are on track toward acquisition of the knowledge, skills and dispositions necessary to work with colleagues and teach content effectively to a wide range of diverse learners.		
	3. Aligned with State & District Curricula: The program ensures that teacher candidates are familiar with and can design and teach lessons aligned to the curricula used in the state, district and partnerships schools where they have clinical and field placements.		
	4. Aligned with K-12 Standards: The program ensures that teacher candidates can incorporate the Common Core State Standards into the design and delivery of instruction.		
	5. Aligned with National and International Assessments: Both the disciplinary and pedagogical components of the teacher preparation programs ensure that teacher candidates have demonstrated acquisition of and proficiency with the knowledge and critical thinking skills necessary to perform well themselves and to help their students perform well on NAEP, TIMSS, PISA, and other national and international assessments.		
	6. Aligned with Teacher Preparation Standards: The programs' assessments of teacher candidates' knowledge, skills and dispositions are used as essential evidence supporting claims of program effectiveness and that the programs meet standards for best practice in teacher preparation.		

TEPA Components, Goals, Objectives and Strategies		Program Assessment U 1 2 3 4	Implementation Assessment U 1 2 3 4
Component IV: Beginning Teacher Support			
Goal IV: Support and Learn from Program Completers as Beginning Teachers			
Objective IV.A The Program Provides Mentoring and Support for Recent Program Completers			
Strategies	1. Beginning Teachers Seek Support: Program completers are provided strategies for how to be active in seeking on-line and face-to-face support from their program, from experienced teachers, from peers and from professional associations for employment and support as a beginning teacher.		
	2. Extending Support to Beginning Teachers: The program is proactive in helping teacher candidates seek employment in supportive environments and provides mentoring or other support to recent program completers.		
Objective IV.B The Program Tracks and Assesses the Effectiveness of Support for Program Completers as Beginning Teachers			
Strategies	1. Tracking Beginning Teacher Support: The program, in cooperation with local or state agencies, tracks supports provided to program graduates from initial employment to mentoring and induction as teachers, using multiple measures, such as surveys of graduates, mentor teachers and principals - analyzing the data, by demographic groups, licensure areas, schools and districts employed, for strengths and weaknesses in beginning teacher support.		
	2. Using Beginning Teacher Data: The program has established a feedback loop that seeks input from program completers, their principals and their mentors, using the information to collaborate with districts to improve supports for beginning teachers.		

TEPA Components, Goals, Objectives and Strategies		Value Assessment U 1 2 3 4	Implementation Assessment U 1 2 3 4
Component V: Teacher and School Development			
Goal: Provide Continuing Learning Opportunities and Advanced Studies for Teachers			
Objective V.A The Program Partners with Schools and Community to Assess, Plan and Implement Professional Advancement Options for Teachers			
Strategies	1. Partnerships with P-12 School & Districts: Structures (such as consortia, alliances, P-20 councils, partnerships, or other mechanisms) exist to engage P-12 educators in the collaborative design and delivery of professional development, advanced studies and provide teacher leadership opportunities, especially teachers who support pre-service candidates' clinical and field experiences.		
	2. Communities of Practice: Advanced studies and professional development are designed to build teachers' academic and pedagogical content knowledge and skills as well as the leadership skills of teachers in a community of practice that supports faculty and teachers as well as program improvement in both the schools and college/university.		
	3. Aligned with Standards: The scope and sequence of the institution's professional development program is aligned with district, state and the Common Core State Standards.		
	4. Online Extended Access: Advanced studies and professional advancement programs in content areas are increasingly available online or in "blended" models of instruction.		
	5. Research or Work-Learn Experiences: The programs extend opportunities to involve teachers in authentic research with disciplinary faculty and/or engage in discipline-related summer employment opportunities, on or off campus.		
Objective V.B The Program Promotes and Sustains Professional Development Programs for Graduates and Other Teachers			
Strategies	1. Leadership and Policy: The institution and teacher preparation programs place a priority on extending the human and material capacity of the university to support the continuing development of teachers and the improvement of P-12 education, particularly cooperating teachers in partnership schools, as a strategy for improving the clinical preparation of teacher candidates.		
	2. Assessment and Program Improvement: The program use teacher and employer surveys to assess the impact of professional development and advanced study programs and uses the data for continuous program improvement.		