



**KEAN**  
COLLEGE OF EDUCATION

**KEAN UNIVERSITY  
COLLEGE OF EDUCATION  
ASSESSMENT AND QUALITY  
CONTROL SYSTEM PROTOCOL**

Revised Spring 2024 v2

This document was designed to provide guiding principles, quality control system, and the assessment system and protocols of the Kean University College of Education.

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**Kean University College of Education**  
**Assessment and Quality Control System Protocol**

**Table of Contents**

Assessment and Quality Control System Overview ..... page 3

Kean University Mission Statement ..... page 4

College of Education Mission Statement ..... page 4

Pillar I: Equity Diversity and Inclusion ..... page 5

Pillar II: Future-Ready, Adaptable, and Life-Long Learners ..... page 6

Pillar III: Holistic Teaching and Learning ..... page 6

Domain I: Academic Content Knowledge and Planning for Learning ..... page 7

Domain II: Environments for Learning ..... page 7

Domain III: Instructional Practices for Learning ..... page 8

Domain IV: Professional Disposition and Values for Learning ..... page 8

Domain V: Network for Learning ..... page 9

Structure of the Assessment and Quality Control System (AQCS) ..... page 10

Data Sources ..... page 11

Quality Control Systems ..... page 13

Key Common and Program Assessments (Initial and Advanced) .....page 16

Transition Points .....page 20

Fairness, Accuracy, Consistency, and Elimination of Bias .....page 28

Use of Information Technology in Assessments.....page 29

References .....page 30

Additional Suggested Readings .....page 31

Appendix I..... page 32

Appendix II .....page 35

Appendix III .....page 36

**Kean University College of Education**  
**Assessment and Quality Control System Protocol**

Originally approved June 2014  
Reaffirmed with minor changes January 2017  
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**Overview**

The College of Education faculty and staff regularly review the Assessment and Quality Control System (AQCS) for continuous improvement processes. Developed in 2014, this protocol provides direction on the guiding principles and quality control and assessment system for our educator preparation programs through the lens of the Kean University and College of Education mission statements. Kean’s educator preparation programs are housed in the College of Education, as well as the College of Liberal Arts (CLA), the College of Science, Mathematics, and Technology (CSMT), and College of Health and Human Services (CHPHS).

Since the last Council for the Accreditation for Educator Preparation (CAEP) visit in 2017, the framework has been re-examined and updated to assure integration at all program levels. Formal discussions of the framework and quality control and assessment system have occurred at college retreats, executive team meetings, department and assessment/program coordinator meetings, and advisory board meetings. Refinements were discussed collaboratively with a final endorsement of the AQCS at the college-wide meeting in spring 2024. Staff received a copy of the protocol.

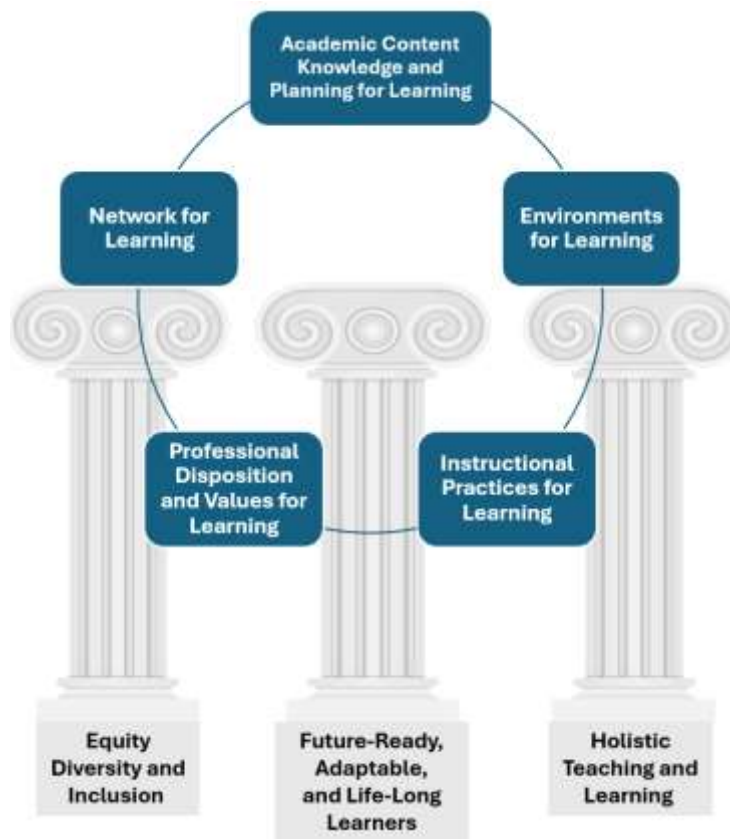
The guiding principles are five domains that tie into three pillars: Equity, Diversity, and Inclusion; Future-Ready, Adaptable, and Life-Long Learners; and Holistic Teaching and Learning. The pillars represent the building blocks for which we structure our domains and establish learning outcomes. Together these principles serve as our conceptual framework.

## Kean University Mission Statement

Kean University, New Jersey's first Urban Research University, creates a world-class, innovative, and inclusive society through equity and excellence in teaching, learning, global research, and impactful public engagement.

## College of Education Mission Statement

The College of Education's mission is to prepare professionals who are committed to equity, excellence, and evolution, and have the knowledge, skills, and dispositions to succeed in diverse settings.



The Dean's Office is responsible for ensuring that the College's mission is upheld in that the instructional program effectively delivers the knowledge, skills, and dispositions necessary for teaching success, and that data is collected on an ongoing basis to demonstrate the quality of activities and the progress of candidates.

**Kean University College of Education**  
**Assessment and Quality Control System Protocol**

**PILLARS**

The three pillars (formerly conceptual cornerstones) represent the building blocks for which we structure our domains and establish learning outcomes for our educator preparation programs.

- Equity, Diversity, and Inclusion
- Future-Ready, Adaptable, and Life-Long Learners
- Holistic Teaching and Learning

**EQUITY, DIVERSITY, AND INCLUSION**

The paradigms and the practices utilized in training the teacher education candidates far exceed an attributive approach to addressing equity and diversity (Banks and McGee, 2012). We hail our heroes and celebrate our holidays; however, we are deliberate in providing multiple opportunities for our teacher candidates to experience the competencies that will enable them to function as culturally responsive educators (Gay, 2010). Investing in strengthening and transforming university-based preparation and ongoing professional development for educators is crucial to enhancing academic success for the nation's learners. (AACTE, 2020) We are deliberate in providing multiple opportunities for our teacher candidates to experience identity, ideology and action, the competencies that will enable them to function as culturally responsive educators (Gay, 2023).

Teacher education candidates should be able to demonstrate the ways by which their approaches to instruction accommodate for and build upon the cultural capital (Franklin, 2004) and funds of knowledge (Gonzales, Moll, and Amanti, 2005) that all learners bring to the classroom. Through content integration, knowledge construction process, prejudice reduction, equity pedagogy and empowering culture and social structure, teacher education candidates should be able to implement culturally (relevant) teaching in their classrooms. (Banks, 2023). Furthermore, our teacher education candidates create learning environments that promote a commitment to and respect for equity and diversity in all forms - racially, ethnically, emotionally, linguistically, and cognitively.

## **FUTURE-READY, ADAPTABLE, AND LIFE-LONG LEARNERS**

Future-Ready, Adaptable, and Life-Long Learners involve global competencies and an in-depth exploration of the learner and learning through making global connections to tackle challenges. This effort represents meaningful growth of learners' knowledge, skills, cultural participation, empathy, and capacity for understanding complexities and contradictions. Learners' proficiency matures through collaborative projects involving them with people from regions and nations other than their own, aided by innovative technology.

The teacher's role is to create settings in which learners experience multiple perspectives, participating with them in inquiry, dialogue, and action. Development of global competencies is an approach to pedagogy, not a curriculum topic. Globally competent people demonstrate their ability to connect, collaborate, and create meaningful products or artifacts with others throughout the world.

Educating our children in the 21st century and beyond has and will continue to be influenced by global varieties that will profoundly change what we teach and how we teach. In the past decade, educators, business, and government leaders have come together and collaboratively advanced that, in addition to the 3R's (reading, writing, and arithmetic), national and state standards driving curriculum development must address learning and innovating skills: creativity and innovation, critical thinking and problem solving, communication, and collaboration (Battelle for Kids, 2019).

## **HOLISTIC TEACHING AND LEARNING**

Educating the whole learner requires that teacher candidates work in tandem with their local school districts and professional development schools to instill an understanding of healthy lifestyle practices and learners, design physically and emotionally safe classrooms that encourage learning, promote active engagement of learners through activities that connect the school with surrounding communities, recognize the importance of functioning as a caring adult to support student growth through individualized instruction, and prepare learners for college and career readiness by challenging them to succeed in global context.

## DOMAINS

### **Domain I: Academic Content Knowledge and Planning for Learning**

The candidate will demonstrate the ability to:

- acquire academic knowledge of content areas taught in schools to develop all PK-12 learners' understanding and performance.
- recognize and apply New Jersey Student Learning Standards and national standards as the framework for planning.
- understand the components of effective teaching in various content areas and for various learners.
- plan instruction appropriate to the diversity, skills, and real needs of all PK-12 learners in the classroom.
- specify learner outcomes in clear, concise objectives and assessment align the objectives to authentic and varied assessments.
- incorporate a range of evidence-based instructional strategies, resources, and technological tools.

### **Domain II: Environments for Learning**

The candidate will demonstrate the ability to:

- create and maintain an inclusive, accessible, and culturally responsive environment throughout academic and social spaces.
- foster relationships with all learners that center their funds of knowledge, identities, and cultural capital.
- collaborate and engage with school professionals to promote collective responsibility for the wellbeing of the school and greater community.
- establish a positive classroom environment and maintain this climate as a whole.

### **Domain III: Instructional Practices for Learning**

The candidate will demonstrate the ability to:

- include people in higher education and other educational contexts.
- implement pedagogical practice to engage all learners' strengths, needs, interests, and experiential backgrounds.
- incorporate relevant learning activities that provide meaningful experiences that foster creativity, critical thinking, communication, and collaboration for all learners.
- analyze and integrate technology appropriately to enhance learning outcomes.
- synthesize their knowledge and pedagogical skills across content areas so learners can transfer and apply their learning in relevant situations.
- model for all learners how to monitor their own understanding through self-reflection and metacognitive strategies.

### **Domain IV: Professional Disposition and Values for Learning**

The candidate will demonstrate the ability to:

- nurture individual, cultural, and linguistic perspectives, show respect for the diverse talents of all learners, and is committed to developing their self-confidence and competence.
- have positive expectations for all students and demonstrates commitment to meet their educational needs in a compassionate, just, and equitable manner.
- foster community values and cultural norms.
- demonstrate their responsibility to model behavior that exemplifies educational advocacy, professionalism, inclusivity, and equity.
- be a life-long learner who engages in continued intellectual and professional growth.



## **Domain V: Network for Learning**

The candidate will demonstrate the ability to:

- advocate for equitable academic, civic, and social emotional outcomes with stakeholders who have been historically underserved.
- collaborate through multiple modalities with stakeholders: families, school professionals, businesses, and community organizations to promote growth and development.
- engage in professional development as a lifelong learner and practitioner.
- use technology in appropriate ways, modeling digital citizenship.
- engage in global cross-cultural communities and collaboration.
- utilize inquiry and critical thinking skills to address local and global contexts.
- engage in a community of practice with educators and school personnel in diverse settings to make decisions, design learning, and establish goals that consider all learners.

## STRUCTURE OF THE ASSESSMENT AND QUALITY CONTROL SYSTEM (AQCS)

In accordance with accreditation requirements to maintain a quality assurance system, the College has developed a functioning quality assurance system that ensures a sustainable process to document operational effectiveness (CAEP, 2022).

The Assessment and Quality Control System (AQCS) is designed to determine eligibility for entrance into and exit from educator preparation programs and to continuously monitor the professional growth of candidates towards proficiency at both the initial and advanced level. It is structured to provide assessments at critical stages and to guarantee common assessments across programs. The matrices identify the assessment points at critical stages (levels), the benchmarks, the assessment tools, and the persons responsible for each assessment. In addition, the matrices explain the assessment process and how the documentation is used for program improvement.

The assessment system matrix graphic provides a snapshot of how data enter the system, are reported, and used in decision making, and how the outcomes of those decisions inform programmatic improvement (Appendix II). The matrices are divided into three sections: initial licensure (traditional route) programs, initial licensure (alternate route) programs, and advanced/endorsement programs.

The process is cyclical in nature. Each pathway uses key performance indicators (data) that are regularly and systematically compiled and analyzed to **inform** program outcomes. These outcomes are shared with the leadership team, faculty and staff, and external stakeholders to **advise** on program development, candidate performance improvement and **impact** unit operations for each of the three certification/endorsement pathways.

## DATA SOURCES

### Key Performance Indicators

Institutional data such as admission, enrollment, demographics, cumulative credits, grade point average, and completions are collected by the Office of Admissions and the Office of the Registrar. These data are analyzed, interpreted, and made available by the Office of Institutional Research through the Strategic Analytics & Data Illumination (SADI) division. Select data are accessible to the public at <https://www.kean.edu/sadi>.

### Professional Education Coursework (Pedagogy)

Program and course level data, including clinical experience (entry) and the teacher performance assessment (exit), are collected by the assessment/program coordinator or department chairperson. Program reports and data are stored in a repository managed by the University's Office of Accreditation and Assessment (OAA) in the Watermark Assessment Management System (accessible only with Kean authentication).

Syllabi are managed and stored in the Simple Syllabus system. Accessible only with Kean authentication: <https://kean.simplesyllabus.com/en-US/>.

### Survey Administration

Data on course evaluations are also managed by the University's Office of Accreditation and Assessment (OAA) and shared with individual colleges across the University. Accessible only with Kean authentication: <https://www.kean.edu/offices/strategic-analytics-data-illumination-sadi/accreditation-and-assessment/course-evaluations>.

Exit, Alumni, and Employer Survey feedback are collected via Qualtrics or Anthology Portfolio (formerly Chalk and Wire) and are shared on the College's accreditation webpage accessible to the public at <https://www.kean.edu/academics/college-education/college-education-accreditation>. An exit survey is also administered by the State of New Jersey to all candidates who apply for certification. The alumni survey has been revised and relaunched in spring 2024. Results will be available in Summer 2024. Employer surveys have been revised and relaunched as focus groups taking place each spring and fall.

### Student Placement and Clinical Experiences

Clinical practice data are collected, stored, and analyzed by the Office of Student Placement and Clinical Experiences. This office also collects candidate's portfolios. All data are stored in the Anthology Portfolio (formerly Chalk and Wire) system. Accessible only with Kean authentication: <https://kean.chalkandwire.com/Login.aspx>.

## Standardized Assessments

Aggregated data on standardized testing is published on the College's accreditation webpage, accessible to the public at <https://www.kean.edu/academics/college-education/college-education-accreditation> and available in Title II reports, accessible to the public at: <https://title2.ed.gov/Public/Home.aspx>.

Disaggregated data specific to Praxis examinations are stored in the Educational Testing Services (ETS) portal. Accessible only with ETS authentication: <https://tlcs.ets.org/sign-in?appid=tlcs>. OPI/WPT scores are verified by the department chairperson and are not required to be kept on record.

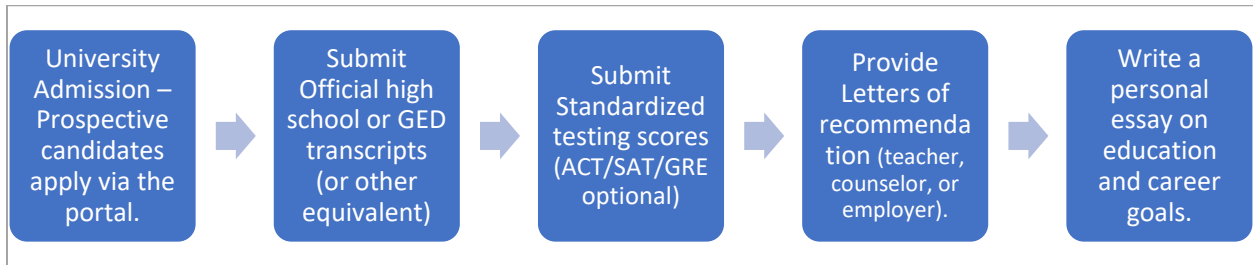
Qualifying examinations are designed, proctored, and scored by the program coordinator; results are recorded with the University Registrar.

Overall, the Dean of the College of Education is responsible for the aggregation and dissemination of data. Summary reports are presented at executive team meetings, college committee meetings, and advisory board (external stakeholder) meetings.

In accordance with CAEP's reporting measures requirement, data are published on the College's accreditation webpage, accessible to the public at <https://www.kean.edu/academics/college-education/college-education-accreditation>.

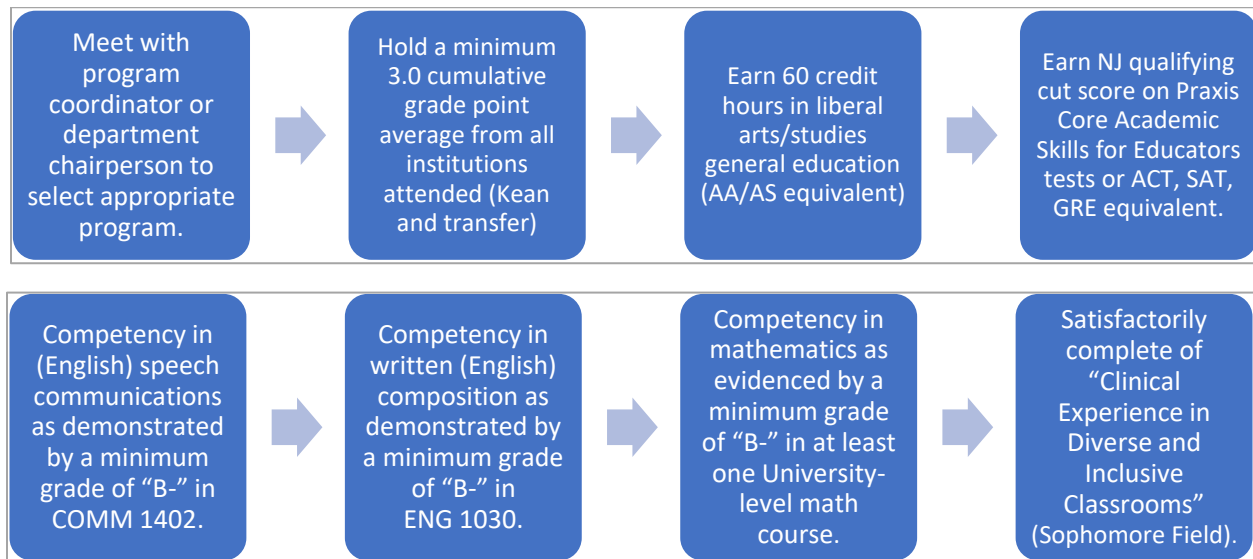
## QUALITY CONTROL SYSTEM – INITIAL TRADITIONAL ROUTE

### KEAN UNIVERSITY - ADMISSION



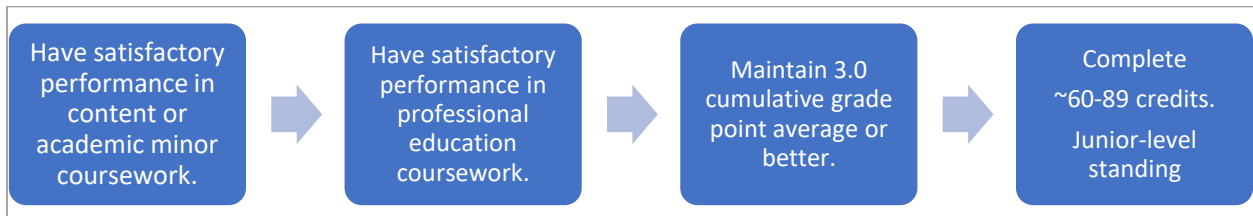
### TRANSITION POINT – ENTRY (DECLARATION)

Minimum criteria for declaration in an undergraduate education program that leads to initial certification.



The program coordinator or department chairperson reviews all academic transcripts and score report(s). Applicants who meet all criteria are admitted to the program. The student completes an official 'change of major/minor form,' signed by the department and processed by the University's One-Stop Service Center. The student's program status is changed from "intended" to "declared" and a faculty advisor is assigned in the Student Information System (Ellucian). Students may complete the Clinical Experience course prior to declaration.

### TRANSITION POINT - PRE-PROFESSIONAL

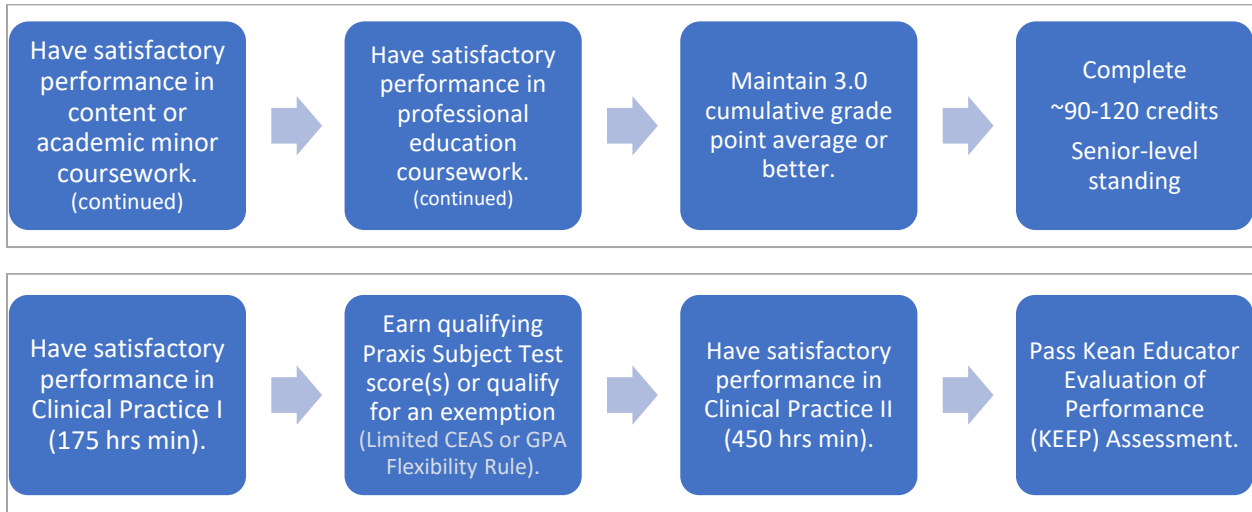


The faculty advisor, department chairperson, or other departmental staff will review academic transcripts and results of professional education, content, and/or minor courses. Candidates are notified in writing if

they need to complete a remediation plan. Candidates will earn between 60-89 credits in this stage and will advance to the next transition point if they have met the benchmarks.

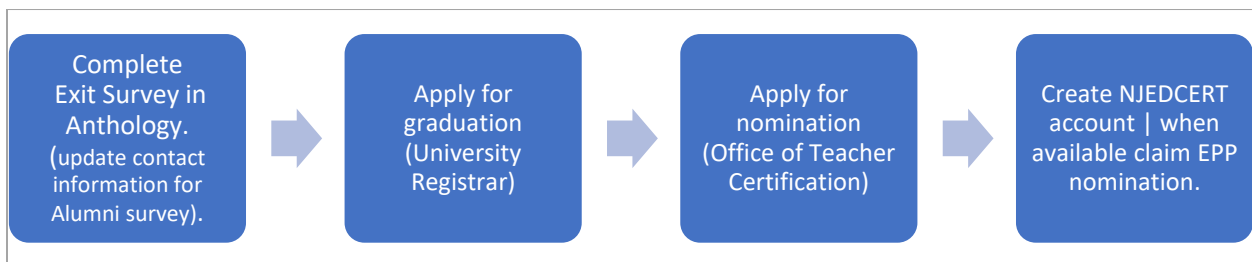
Candidates may refer to Student Planning via Kean Wise or curriculum sheets for course sequencing in the pre-professional stage: <https://www.kean.edu/offices/registrars-office/curriculum-sheets>

### TRANSITION POINT - PROFESSIONAL



The faculty advisor, department chairperson, or other departmental staff reviews transcripts and results of professional education, content and minor coursework, and performance in clinical practice. Candidates are notified in writing if they need to complete a remediation plan. Candidates will earn between 90-120+ credits in this stage and will advance to the next transition point if they have met the benchmarks.

### TRANSITION POINT - EXIT



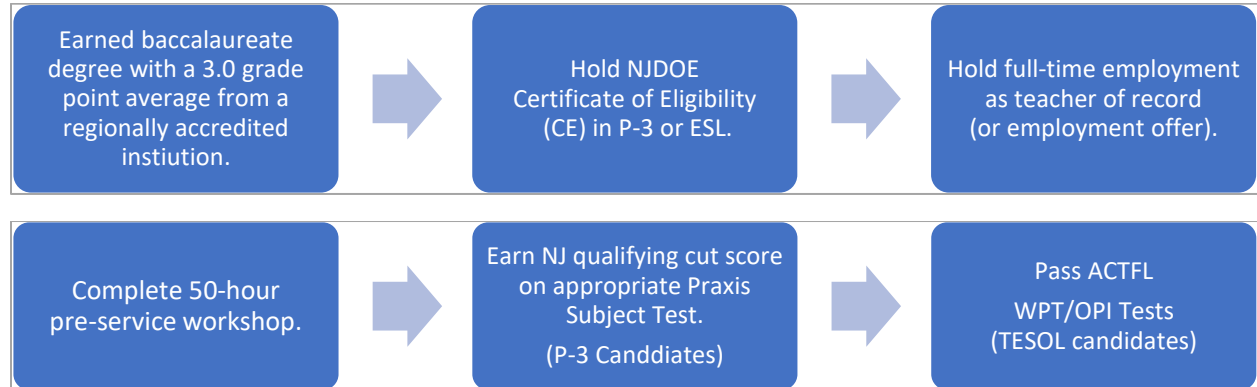
In the final semester, candidates will apply for graduation with the University Registrar and register for an NJEDCERT account with the state department of education. At the close of Clinical Practice II, they will be requested to complete an exit survey prior to applying for nomination with the Office of Teacher Certification and Alternate Route Programs. Once the University Registrar clears the candidate for program completion, the Certification office will verify exit requirements and nominate the candidate for certification, which the candidate will claim in the NJEDCERT system.

The New Jersey Office of Certification and Induction administers a survey on completer satisfaction each year. Program completers are surveyed when they apply for certification (claim their nomination) to teach in a New Jersey public school.

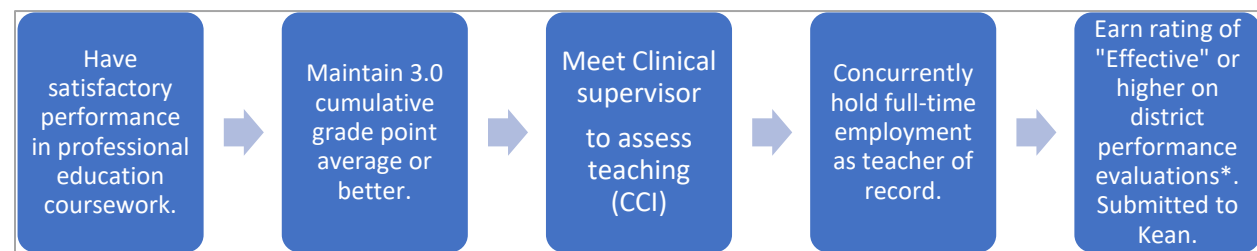
## QUALITY CONTROL SYSTEM – INITIAL ALTERNATE ROUTE

### TRANSITION POINT – ENTRY (ADMISSION)

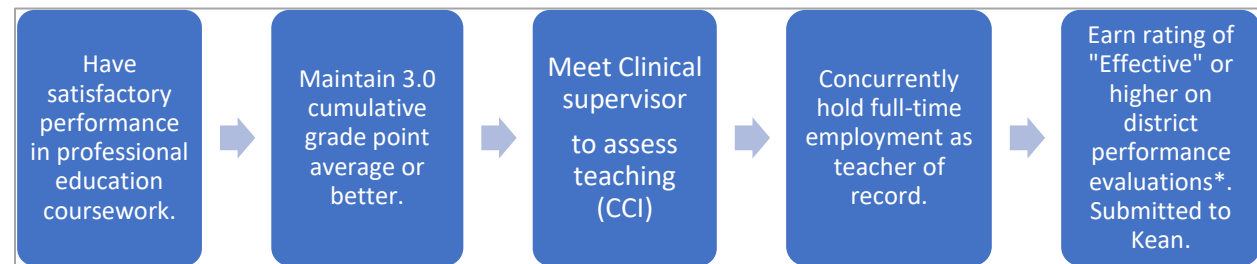
Minimum criteria for declaration in a graduate alternate route program that leads to initial certification.



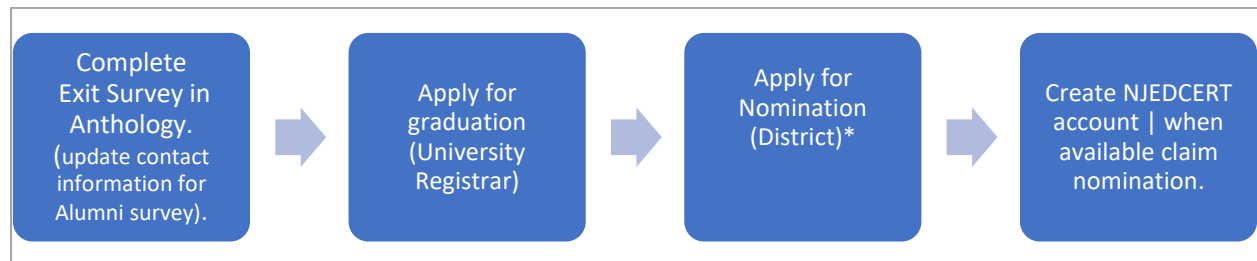
### TRANSITION POINT – PROFESSIONAL – YEAR ONE



### TRANSITION POINT – PROFESSIONAL – YEAR TWO



### TRANSITION POINT – EXIT



\*Once the district nominates the candidate, the Office of Teacher Certification and Alternate Route Programs will verify that all requirements have been met and submit a Verification of Program Completion (VOPC) form in NJEdCert.

## KEY COMMON COLLEGE AND PROGRAM ASSESSMENTS FOR CONTINUOUS IMPROVEMENT

(I = Initial Program, A = Advanced Program, ALT = Alternate Route Initial Program)

Assessment Purpose	When Collected	How Collected	Implementation Outcome
<p>Praxis Academic Skills for Educators (Core) ----- Regulations adopted by the State Board of Education (6/2014) - a basic skills requirement for teacher preparation program entry and certification. ----- (I)</p>	<p>Transition Point: Entry</p>	<p>Educational Testing Services (ETS) to the College via secure portal.</p> <p>Official score reports may be delivered from the candidate to department (hardcopy or electronic copy).</p>	<p>Used by faculty advisor and/or department chairperson for entry (declaration) to a teacher education program.</p> <p>Used by the Office of Teacher Certification and Alternate Route Programs to nominate candidates for certification.</p>
<p>Clinical Competency Inventory (CCI) ----- Provides feedback on the progress of individual candidates (student teachers) during clinical practice. ----- (I, ALT – in pilot)</p>	<p>Clinical Practice I (at the end of placement).  Clinical Practice II (at the midpoint and end of placement).</p>	<p>The clinical supervisor and cooperating teacher observe the student-teacher during clinical practice and record scores in the Anthology (Chalk and Wire) assessment system.</p> <p>The student-teacher also completes this instrument as a self-assessment and records their scores in the electronic assessment system.</p>	<p>It specifies the defining set of competencies that pre-service teachers should demonstrate. It is used as a formative and summative assessment.</p> <p>Results may be shared with: - the executive team for program improvement, unit evaluation, and program development. - college committees for program improvement; and - advisory boards for insight into candidate performance to inform best practices.</p>
<p>Disposition Assessment ----- Provides feedback on the progress of individual candidates (student teachers) during clinical practice. ----- (I)</p>	<p>Clinical Practice I (at the end of placement).  Clinical Practice II (at the midpoint and end of placement).</p>	<p>The clinical supervisor and cooperating teacher observe the student-teacher during clinical practice and record scores in the Anthology (Chalk and Wire) assessment system.</p> <p>The student-teacher also completes this</p>	<p>It specifies the defining set of professional dispositions that pre-service teachers should demonstrate.</p> <p>Results may be shared: - with the executive team for program improvement, unit evaluation, and program development. - with college committees for program improvement; and</p>



		instrument as a self-assessment and records their scores in the electronic assessment system.	- with advisory boards for insight into candidate performance to inform best practices.
Praxis Subject Tests ----- Provides evidence of competency in content knowledge. ----- (I, A, ALT)	Admission to Clinical Practice II  Nomination for certification.	Educational Testing Services (ETS) to the College via secure portal.  Official score reports may be delivered from the candidate to department (hardcopy or electronic copy).	Used by the faculty advisor to issue a petition to register for clinical practice II.  Used by the Director of Student Placement and Clinical Experiences to verify that the candidates may advance to clinical practice II.  Used by the Office of Teacher Certification and Alternate Route Programs to nominate candidates to the state board of education for certification.  Results may be shared: - with the executive team for program improvement, unit evaluation, and program development. - with college committees for program improvement; and - on the College's public-facing accreditation webpage - disaggregated by program.
edTPA ----- Assesses subject specific knowledge and skills of teacher candidates. ----- (I, ALT)  Ended in Fall 2022 per state legislation.	Traditional: During the Education Capstone: EC-4000; EMSE-4900; PED-4610; MUS-4000; FA-4600; EDUC-4000; or SPED-4200.  Alternate Route: TESL-5810 or EC-5222.	Submitted electronically and scored by Pearson.  Results are downloaded and compiled into a report by the edTPA program coordinator.	Used by the Office of Teacher Certification and Alternate Route Programs to nominate candidates to the state board of education for certification.  Results may be shared: - with the executive team for program improvement, unit evaluation, and program development; and - with college committees for program improvement.
Kean Educator Evaluation of Performance (KEEP) ----- Assesses the dispositions of a beginning teacher -	Traditional: EC-4000   EMSE-4900   PED-4610   MUS-4000   FA-4600   EDUC-4000   SPED-4200: Education Capstone.	Scored by the capstone instructor and recorded in the LMS - Canvas.  Pilot Spring 2024 per state legislation.	Used by the Office of Teacher Certification and Alternate Route Programs to nominate candidates (or verify program completion) to the state board of education for certification.

<p>including lesson planning, classroom management, communication, professionalism, problem solving and reflection.</p> <p>-----</p> <p>(I, ALT)</p>	<p>Alternate Route: TESL-5810 or EC-5222.</p>		<p>Results may be shared:</p> <ul style="list-style-type: none"> <li>- with the executive team for program improvement, unit evaluation, and program development; and</li> <li>- with college committees for program improvement.</li> </ul> <p style="text-align: right;">&lt;Performance Assessment&gt;</p>
<p>District Evaluations</p> <p>-----</p> <p>(ALT)</p>	<p>Alternate Route: Collected during program enrollment, typically across a two-year period.</p>	<p>Submitted to the Office of Teacher Certification and Alternate Route programs.</p>	<p>Used by the Office of Teacher Certification and Alternate Route Programs to verify program completion to the state board of education for certification.</p> <p>Results may be shared:</p> <ul style="list-style-type: none"> <li>- with the executive team for program improvement, unit evaluation, and program development.</li> </ul> <p style="text-align: right;">&lt;Performance Assessment&gt;</p>
<p>Exit Survey</p> <p>-----</p> <p>Collects feedback on levels of preparation and satisfaction with the program.</p> <p>-----</p> <p>(I, ALT – in pilot)</p>	<p>Administered at the end of Clinical Practice II.</p>	<p>Senior-standing candidates complete online via Anthology (Chalk and Wire).</p>	<p>Results may be shared:</p> <ul style="list-style-type: none"> <li>- with the executive team for program improvement, unit evaluation, and program development; and</li> <li>- with college committees for program improvement; and</li> <li>- on the College’s public-facing accreditation webpage</li> </ul>
<p>Alumni Survey</p> <p>-----</p> <p>Collects feedback on levels of preparation and satisfaction.</p> <p>-----</p> <p>(I, A, ALT)</p>	<p>Administered at least one year after graduation.</p>	<p>Graduates complete online via Qualtrics.</p>	<p>Results may be shared:</p> <ul style="list-style-type: none"> <li>- with the executive team for program improvement, unit evaluation, and program development; and</li> <li>- with college committees for program improvement; and</li> <li>- on the College’s public-facing accreditation webpage.</li> </ul>
<p>Employer Survey</p> <p>-----</p> <p>Collects feedback on levels of preparation of program completers.</p> <p>-----</p> <p>(I, A, ALT)</p>	<p>Administered in tandem with alumni survey (when employer data is provided).</p>	<p>Employers complete online via Qualtrics.</p>	<p>Results may be shared:</p> <ul style="list-style-type: none"> <li>- with the executive team for program improvement, unit evaluation, and program development; and</li> <li>- with college committees for program improvement.</li> <li>- advisory boards for insight into candidate performance to inform best practices; and</li> </ul>

			- on the College's public-facing accreditation webpage.
<p>Certification Survey</p> <p>-----</p> <p>Collects feedback on preparation of program completers.</p> <p>-----</p> <p>(I, A, ALT)</p>	<p>Program completers are surveyed when they apply for certification to teach in a New Jersey public school</p>	<p>Graduates complete online through the state department of education.</p>	<p>Results may be shared:</p> <ul style="list-style-type: none"> <li>- with the executive team for program improvement, unit evaluation, and program development; and</li> <li>- with college committees for program improvement.</li> <li>- in program evaluation and self-study reviews.</li> </ul>
<p>Focus Groups</p> <p>-----</p> <p>Collects feedback on initiatives, projects, and program quality.</p> <p>-----</p> <p>(I, A)</p>	<p>Varies by program</p>		<p>Results may be shared:</p> <ul style="list-style-type: none"> <li>- with the executive team for program improvement, unit evaluation, and program development; and</li> <li>- with college committees for program improvement.</li> </ul>
<p>Qualifying Examination and/or project</p> <p>-----</p> <p>Provides evidence of competency in content knowledge.</p> <p>-----</p> <p>(A)</p>	<p>Varies by program</p>	<p>Administered and scored by program coordinator.</p>	<p>Used as an exit requirement for select advanced programs.</p> <p>Results may be shared:</p> <ul style="list-style-type: none"> <li>- with the executive team for program improvement, unit evaluation, and program development.</li> </ul>
<p>Graduate Practicum</p> <p>-----</p> <p>Provides evidence of competency in content knowledge.</p> <p>-----</p> <p>(A)</p>	<p>Varies by program</p>	<p>Evaluations completed by district mentors and shared with assessment/program coordinator(s) and department chairperson.</p>	<p>Used as an exit requirement for some advanced programs.</p> <p>Results may be shared:</p> <ul style="list-style-type: none"> <li>- with the executive team for program improvement, unit evaluation, and program development.</li> </ul>

Additional program assessments based on national standards provide further evidence of candidate knowledge, skills, and dispositions are accomplished through key assignments within courses.

## TRANSITION POINTS – INITIAL

The transition points table documents how data enter the system, are reported, and used in decision making, and how the outcomes of those decisions inform programmatic improvement.

Stage	Benchmark	Measure	Charge	Process
<b>ENTRY</b> Admission to College of Education (declaration)	Earn 60+ credit hours in general education with a 3.0 grade point average (cumulative).  Grade of B- or better in English Composition, Speech Communications, and Mathematics.  Earn qualifying score on Praxis Core Academic Skills for Educators tests or ACT, SAT, GRE equivalent.  Satisfactory performance in Clinical Experience in Diverse and Inclusive Classrooms or optional essay.	Transcript review in Ellucian.  Interview (optional).  Official score report(s) issued by ETS meeting NJDOE basic skills requirement regulation. <a href="https://www.nj.gov/education/certification/testing/basicskills/">https://www.nj.gov/education/certification/testing/basicskills/</a>  Assignment and Rubrics.  Optional reflective essay: “Why do I want to teach?”	Program coordinator, department chairperson, or other authorized staff.	Candidates apply through the University’s admission portal: <a href="https://cougarapp.kean.edu/portal/login">https://cougarapp.kean.edu/portal/login</a> .  The program coordinator, department chairperson, or designee will review academic transcripts, score report(s), and supporting documentation. An interview and/or results of a common assignment from the clinical experience course may be used to support the student’s application.  Applicants who meet all criteria are admitted to the program. If criteria are not met, applicants may continue to work with advisors to determine a plan of action.  The student completes an official ‘change of major/minor form,’ signed by the department and processed by the University’s One-Stop Service Center. The student’s program status is changed from “intended” to “declared” and a College of Education faculty advisor is assigned in the Student Information System (Ellucian).

### Documentation and Use for Program Improvement:

Declared candidates are assigned a faculty advisor who monitors academic progression. The advisor ensures that the candidate maintains the minimum grade point average, enrolls in the appropriately aligned coursework for their program of study, and that courses are taken in the correct sequence. Data on candidates’ status (i.e., intended v. declared, full- v. part-time) are used for internal enrollment management tracking. Data from common assignments in key courses may be aggregated and submitted to the assessment/program coordinator or department chairperson to write annual program report(s). These reports are housed in the Watermark Assessment Management System, managed by the Office of Accreditation and Assessment. The College Dean reviews and approves these reports and uses them in decision-making processes, including program modifications for continuous programmatic improvement.

Stage	Benchmark	Measure	Charge	Process
<p><b>PRE-PROF-ESSIONAL</b></p> <p>Retention ----- Academic Progress</p>	<p>Maintain 3.0 cumulative grade point average (cumulative).</p> <p>Satisfactory performance in content courses or academic minor. + Satisfactory performance in professional education coursework.</p> <p>Junior-level standing.</p>	<p>Transcript review in Ellucian.</p> <p>Review of assignments and rubrics assessing performance in key courses (B- or better is required).</p> <p>Earn ~60-89 credit hours.</p>	<p>Faculty advisor or department chairperson.</p> <p>Candidate.</p>	<p>Transcripts and results of professional education, content, and/or minor coursework are reviewed by the faculty advisor, department chairperson, or other departmental staff. (e.g., results of a common assessment in the education methods course may be used to support the student’s continued candidacy).</p> <p>All candidates are expected to understand and comply with the Kean University Code of Conduct and the Academic Integrity Policy. Candidates are notified in writing if they need to complete a remediation plan.</p> <p>Candidates refer to Student Planning (Kean Wise) or curriculum sheets for course sequencing in the pre-professional stage: <a href="https://www.kean.edu/offices/registrars-office/curriculum-sheets">https://www.kean.edu/offices/registrars-office/curriculum-sheets</a></p> <p>Candidates may continue in the educator preparation program and advance to the next transition point if they have met the benchmarks.</p>
<p><b>Documentation and Use for Program Improvement:</b></p> <p>The assigned faculty advisor will continue to monitor the candidate’s academic progression to ensure that they maintain the minimum grade point average and enroll in the appropriately aligned coursework for their program of study in the correct sequence. Data on candidates’ status (e.g., grade point average, full- v. part-time) are used for internal enrollment management tracking. Data from common assignments in key courses may be disaggregated and submitted to the assessment/program coordinator or department chairperson to write annual program report(s). These reports are housed in the Watermark Assessment Management System, managed by the Office of Accreditation and Assessment. The College Dean reviews and approves these reports and uses them in decision-making processes, including program modifications for continuous programmatic improvement.</p>				

Stage	Benchmark	Measure	Charge	Process
<b>PROF- ESSIONAL</b>  Retention ----- Academic Progress	Maintain 3.0 grade point average (cumulative).  Satisfactory performance in content courses or academic minor. + Satisfactory performance in professional education coursework.  Satisfactory performance in clinical practice.  Earn qualifying cut scores on Praxis Subject Test(s) or qualified NJDOE exemption  Senior-level standing	Transcript review in Ellucian.  Review of assignments and rubrics assessing performance in key courses (B- or better is required).  Clinical Competency Inventory and Disposition Assessment (Score 3.0+)  ETS score reports or exemption granted by the Office of the Dean. (Limited CEAS or GPA Flex Rule).  Earn ~90-120+ credit hours.	Faculty advisor or department chairperson.  Candidate.	Transcripts and results of professional education, content, and/or minor coursework are reviewed by the faculty advisor, department chairperson, or other departmental staff. (e.g., results of a common assessment in the education practicum course may be used to support the student’s continued candidacy).  An application (anthology) and petition (student planning) are required for entry to clinical practice. Candidates are observed and evaluated in the field by a university clinical supervisor and district assigned cooperating teacher.  Candidates may refer to Student Planning (Kean Wise) or curriculum sheets for course sequencing: <a href="https://www.kean.edu/offices/registrars-office/curriculum-sheets">https://www.kean.edu/offices/registrars-office/curriculum-sheets</a>  All candidates are expected to understand and comply with the Kean University Code of Conduct and the Academic Integrity Policy. Candidates are notified in writing if they need to complete a remediation plan.  Candidates may continue in the educator preparation program and advance to the next transition point if they have met the benchmarks.

**Documentation and Use for Program Improvement:**

The assigned faculty advisor will continue to monitor the candidate’s academic progression to ensure that they maintain the minimum grade point average and enroll in the appropriately aligned coursework for their program of study in the correct sequence. Data on candidates’ status (i.e., earned credits, grade point average, full- v. part-time) are used for internal enrollment management tracking. Disaggregated data from clinical practice are shared with the executive team, at college-wide meetings, and with advisory boards. Data from common assignments in key courses may be disaggregated and submitted to the assessment/program coordinator or department chairperson to write annual program report(s). These reports are housed in the Watermark Assessment Management System, managed by the Office of Accreditation and Assessment. The College Dean reviews and approves these reports and uses them in decision-making processes, including program modifications for continuous programmatic improvement.

Stage	Benchmark	Measure	Charge	Process
<b>EXIT</b> Program Completion and Nomination	Maintain 3.0 grade point average (cumulative).	Transcript review in Ellucian.	Faculty advisor / department chairperson	<p>The candidate shall:</p> <ul style="list-style-type: none"> <li>- complete an exit survey in Anthology.</li> <li>- apply for graduation with the University Registrar.</li> <li>- register for an NJEDCERT account with the state department of education.</li> <li>- apply for nomination with the Office of Teacher Certification and Alternate Route Programs.</li> </ul> <p>The College of Education shall:</p> <ul style="list-style-type: none"> <li>- complete a final transcript review (faculty advisor, department chairperson, or designee).</li> <li>- review the nomination application and collect supporting documentation including score reports or exemptions, and a copy of the performance assessment.</li> <li>- nominate the candidate for certification once they are moved to “graduate” by the University Registrar.</li> </ul>
	Satisfactory complete all professional education, academic content, and academic minor coursework.	Final review performance in key courses (B- or better is required).	Director of the Office of Teacher Certification and Alternate Route Programs.	
	Teacher Performance Assessment.	KEEP Scores (formerly edTPA).	Candidate.	
	Earn qualifying cut scores on Praxis Subject Test(s) or qualified NJDOE exemption.	ETS score reports or exemption granted by the Office of the Dean. (Limited CEAS or GPA Flex Rule).		
Senior-level standing.	Earn 120+ credit hours.			

**Documentation and Use for Program Improvement:**

Data from exit survey may be disaggregated and submitted to the assessment/program coordinator or department chairperson to inform annual program report(s) which are uploaded to the Watermark Assessment Management System for review and approval by the Dean.

The assigned faculty advisor or designee will complete a final check of the candidate’s academic transcript to ensure that all requirements have been satisfied. Data on candidates’ status (i.e., earned credits, grade point average, full- v. part-time, exemptions) are used for internal enrollment management tracking. Data from common assignments in key courses (KEEP) may be disaggregated and submitted to the assessment/program coordinator or department chairperson to write annual program report(s). These reports are housed in the Watermark Assessment Management System, managed by the Office of Accreditation and Assessment. The College Dean reviews and approves these reports and uses them in decision-making processes, including program modifications for continuous programmatic improvement.

**TRANSITION POINTS – INITIAL (ALTERNATE ROUTE)**

The transition points table documents how data enter the system, are reported, and used in decision making, and how the outcomes of those decisions inform programmatic improvement.

Stage	Benchmark	Measure	Charge	Process
<p><b>ENTRY</b></p> <p>Admission to College of Education via Alternate Route</p>	<p>Baccalaureate degree or higher with a 3.0 grade point average (cumulative).</p> <p>NJDOE Certificate of Eligibility (CE) in P-3 or ESL.</p> <p>Pass Praxis Subject Test(s) and if applicable ACTFL (TESOL candidates).</p> <p>Complete 50-hour pre-service workshop.</p> <p>Hold Full-time employment as teacher of record.</p>	<p>Transcript review in Ellucian.</p> <p>Confirmation of Certificate of Eligibility in NJEDCERT system.</p> <p>Official score report(s) issued by ETS or ACTFL meeting NJDOE testing requirements.</p> <p>50 hours pre-service workshop verification form.</p> <p>Official letter or contract from district.</p> <p>Interview (optional).</p>	<p>Director of the Office of Teacher Certification and Alternate Route (or designee) in consultation with the program coordinator and/or department chairperson.</p> <p>Candidate.</p>	<p>Prospective candidates apply via University’s admission portal: <a href="https://cougarapp.kean.edu/portals/login">https://cougarapp.kean.edu/portals/login</a>.</p> <p>The Director, in consultation with the program coordinator and department chairperson, will review academic transcript(s), score report(s) and other supporting documentation. An interview may be required.</p> <p>-----</p> <p>All candidates must complete a 50-hour pre-service workshop and submit a verification form to the Office of Certification and Alternate Route Programs.</p> <p>-----</p> <p>Applicants who meet all criteria are admitted to the program. Admission requirements are firm.</p>
<p><b>PROFESSIONAL</b></p> <p>Retention</p> <p>-----</p> <p>Year One + Year Two</p>	<p>Maintain 3.0 grade point average (cumulative).</p> <p>Satisfactory performance in professional education coursework.</p>	<p>Transcript review in Ellucian.</p> <p>Review of assignments and rubrics assessing performance in key courses (B or better is required).</p>	<p>Program coordinator or department chairperson.</p> <p>Director of the Office of Teacher Certification and Alternate Route.</p> <p>Candidate.</p>	<p>The program coordinator, department chairperson, or designee will review transcripts and results of education coursework are reviewed by. Formal observations (CCI) and district performance evaluations may also be used.</p> <p>The Director will verify that the candidate maintains full-time employment as teacher of record in a qualified NJ district.</p>



	<p>Concurrently hold full-time employment as teacher of record.</p> <p>Demonstrate effective teaching (SP24 Pilot via KEEP)</p> <p>Year-end district performance evaluation for year one of provisional teaching.</p>	<p>Official letter or contract from district.</p> <p>Assigned instructor/supervisor may meet and evaluate (KEEP via CCI)</p> <p>Provisional teachers must receive a rating of "effective" or higher. Copies are stored in the candidate's file.</p>		<p>All candidates are expected to understand and comply with the Kean University Code of Conduct and the Academic Integrity Policy. Candidates are notified in writing if they need to complete a remediation plan.</p> <p>Candidates may continue in the educator preparation program and advance to the next transition point if they have met the benchmarks.</p>
<p><b>EXIT</b></p> <p>Program Completion and Nomination</p>	<p>Maintain 3.0 grade point average (cumulative).</p> <p>Satisfactory performance in all required professional education coursework.</p> <p>Hold full-time employment as teacher of record.</p> <p>Demonstrate effective teaching (SP24 Pilot via KEEP)</p> <p>Year-end district performance evaluation for year two of provisional teaching.</p>	<p>Transcript review in Ellucian.</p> <p>Final review performance in key courses (B or better is required).</p> <p>Official letter or contract from district.</p> <p>Assigned instructor/supervisor may meet and evaluate (KEEP via CCI)</p> <p>Provisional teachers must receive a rating of "effective" or higher. Copies are stored in the candidate's file.</p>	<p>Director of the Office of Teacher Certification and Alternate Route (or designee) in consultation with the program coordinator and/or department chairperson.</p> <p>Candidate.</p> <p>District.</p>	<p>The candidate shall:</p> <ul style="list-style-type: none"> <li>- complete an exit survey in Anthology (piloting SP24).</li> <li>- apply for graduation with the University Registrar.</li> <li>- register for an NJEDCERT account with the state.</li> <li>- apply for nomination with the district.</li> </ul> <p>-----</p> <p>College of Education shall:</p> <ul style="list-style-type: none"> <li>- complete a final transcript review (faculty advisor, department chairperson, or designee).</li> <li>- verify that the candidate maintains full-time employment as teacher of record.</li> <li>- Collect annual district performance evaluations, applicable score reports, and other supporting documentation.</li> <li>- complete a verification of program completion (VOPC) form on behalf of the candidate.</li> </ul> <p>-----</p> <p>The district shall:</p> <ul style="list-style-type: none"> <li>- complete final performance evaluations.</li> <li>- recommend the candidate for certification upon successful completion of mentoring.</li> </ul>

<b>Documentation and Use for Program Improvement:</b>
Candidates are advised by the program coordinator or department chairperson who monitors their academic progression, ensuring that enrolled courses are aligned with the program of study and in compliance with benchmarks. Data from common assignments may be disaggregated and submitted to the assessment/program coordinator or department chairperson to inform annual program report(s) which are uploaded to the Watermark Assessment Management System for review and approval by the Dean of the College. Program modifications and improvements are made based on the results.
<b>Note(s):</b>
The Commissioner-approved assessment for a basic skills examination (Praxis Core Academic Skills for Educators or equivalent) is no longer an admission requirement for CE programs.

### TRANSITION POINTS – ADVANCED PREPARATION

The transition points table documents how data enter the system, are reported, and used in decision making, and how the outcomes of those decisions inform programmatic improvement.

Stage	Benchmark	Measure	Charge	Process
<b>ENTRY</b>  Admission to College of Education	Baccalaureate degree (or higher) with a 3.0 grade point average (cumulative).  New Jersey Standard Instructional Certificate.  Additional benchmarks vary by program.	Transcript review in Ellucian.  Confirmation of Certificate – hardcopy or NJEDCERT system.  Interview. (optional)	Program coordinator or department chairperson.  Candidate.	Candidates apply via University’s graduate admission portal: <a href="https://cougarapp.kean.edu/portal/login">https://cougarapp.kean.edu/portal/login</a> .  The program coordinator, department chairperson, or designee will review academic transcripts, score report(s), and supporting documentation. An interview may be required.  Admission requirements are firm. Applicants who meet all criteria are admitted to the program.
<b>PROF- ESSIONAL</b>  Retention ----- Academic Progress	Maintain 3.0 grade point average (cumulative).  Satisfactory performance in professional education coursework.  Satisfactory performance in Clinical Practicum (if applicable)	Transcript review.  Rubrics assessing performance in key assignments.  Clinical evaluations conducted by mentor	Program coordinator or department chairperson.  Course instructor.	The program coordinator or department chairperson reviews the candidate’s academic transcripts and results of professional education coursework.  All candidates are expected to understand and comply with the Kean University Code of Conduct and the Academic Integrity Policy. Candidates are notified in writing if they need to complete a remediation plan. Candidates may continue in the advanced educator preparation

				program if they have met the benchmarks.
<b>EXIT</b> Program Completion and Nomination	3.0 grade point average.  Satisfactory performance in all required professional education coursework.  Satisfactory performance on departmental qualifying examination.  Evidence of competency in content knowledge.	Transcript review  Qualifying Examination  Thesis or project  Official score report(s) issued by ETS.  Official ACTFL score report (if applicable).  Exit interview.	Director of the Office of Teacher Certification and Alternate Route (or authorized staff) in consultation with the program coordinator and/or department chairperson  Course instructor.	Candidates: - apply for graduation with the University Registrar. - register for an NJEDCERT account with the state. - apply for nomination with the Office of Teacher Certification and Alternate Route Programs. ----- The respective college: - completes a final transcript review done by the program coordinator or department chairperson. - submits qualifying examination results to the University Registrar - may hold an exit interview with the candidate.
<b>Documentation and Use for Program Improvement:</b>				
Candidates are advised by the program coordinator or department chairperson who monitors their academic progression, ensuring that enrolled courses are aligned with the program of study and in compliance with benchmarks. Data from common assignments may be disaggregated and submitted to the assessment/program coordinator or department chairperson to inform annual program report(s) which are uploaded to the Watermark Assessment Management System for review and approval by the Dean of the respective College. Program modifications and improvements are made based on the results.				

## **FAIRNESS, ACCURACY, CONSISTENCY, AND ELIMINATION OF BIAS**

The College uses the following strategies to ensure fairness, accuracy, consistency, and the elimination of bias throughout its assessment system:

### **Overview**

The College ensures that program assessments are linked to the mission and conceptual framework and align with CAEP, state, and professional program standards. All candidates are informed of the requirements of the education program during admission, at student orientation (new and transfer), when they meet with their academic advisor.

### **Rubrics**

Rubrics are used in assessing candidates' competencies throughout program evaluations – in program assignments and clinical practice. Scoring is shared with students allowing them to know in advance what they will be assessed on, what is expected of them, and the level of proficiency associated with each scoring decision.

### **Clinical Practice, Practicum, and Internships**

Initial Program: requirements and expectations for clinical practice, including professional dispositions, lesson plans, and creating a teaching portfolio are reviewed at orientation for student-teachers prior to placement. The clinical supervisor reviews the rubrics used to assess clinical performance with the student-teacher (clinical intern) and cooperating teacher at the beginning of each semester. The primary assessment instrument for clinical practice is the Clinical Competency Inventory (CCI). This performance-based assessment tool measures key competencies aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and the New Jersey Professional Standards for Teaching (NJPST). Cooperating teachers and supervisors are regularly trained on this tool to increase consistency and reliability of raters. A number of clinical supervisors and cooperating teachers have served the College for several years. This high retention of raters serves to increase the reliability of the data.

Advanced Programs: Candidates are informed of practicum requirements upon meeting with their program coordinator (advisor).

### **Curriculum**

Program coordinators and department chairpersons, in collaboration with the College's curriculum committee, regularly review program alignment, course descriptions, scoring rubrics, and student learning outcomes.

### **Survey Data**

Data are triangulated where possible to enhance the reliability of findings. For example, many of the same questions are asked on the Exit Survey and Alumni Survey. The same questions are also asked across multiple years.

## USE OF INFORMATION TECHNOLOGY IN ASSESSMENTS

The University's student information system (Ellucian Colleague) is used to collect and maintain candidate data, including name, address, demographic data (race/ethnicity, age) and transcript data (grade point average, major, degree status, course list, and grades), institutions attended, and test scores.

For advisement and monitoring candidate's progress at transition points, academic advisors can access student information via student planning (formerly KeanWISE). Data retrieved in student planning is pulled directly from Ellucian Colleague in real-time.

Institutional datasets on admission, enrollment, and retention may also be obtained from the Office of Institutional Research through the Strategic Analytics & Data Illumination (SADI) division. Select aggregated data are accessible to the public at <https://www.kean.edu/sadi> and on the Kean Institutional Research page (<http://ir.kean.edu/irhome/irhome.asp>).

The Office of Student Placement and Clinical Experiences uses Anthology Portfolio (formerly Chalk and Wire) to track the placement, assessment, and supervision of traditional certification (traditional) programs. Plans are in place to include initial candidates in the alternate route program through this system.

The College of Education maintains an accreditation webpage which houses several assessment data reports. This public-facing webpage is accessible at: <https://www.kean.edu/academics/college-education/college-education-accreditation>.

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## ADDITIONAL SUGGESTED READINGS

### EQUITY, DIVERSITY, AND INCLUSION

Paris, D., & Alim, H. S. (Eds.). (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. Teachers College Press.

Ladson-Billings, G. (2021) *Culturally Relevant Pedagogy: Asking a Different Question*. Teachers College Press. <https://www.tcpres.com/culturally-relevant-pedagogy-9780807765913>

Alim, H. S., Paris, D., & Wong, C. P. (2020). Culturally sustaining pedagogy: A critical framework for centering communities. In *Handbook of the cultural foundations of learning* (pp. 261-276). Routledge.

### FUTURE-READY, ADAPTABLE, AND LIFE-LONG LEARNERS

Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How People Learn: Brain, Mind, Experience, and School*. Washington DC: National Academy Press.

National Academies of Sciences, Engineering, and Medicine. 2018. *How People Learn II: Learners, Contexts, and Cultures*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/24783>.

Matsumoto-Royo, K., Ramírez-Montoya, M. S., & Conget, P. (2021). Opportunities to Develop Lifelong Learning Tendencies in Practice-Based Teacher Education: Getting Ready for Education 4.0. *Future Internet*, 13(11), 292. <https://www.mdpi.com/1999-5903/13/11/292>

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## APPENDIX I: Operational Effectiveness

Data Sources	Data Collection and Initial Review Responsibility	Timeline	Review & Use of Data
Entry: Praxis Core scores or equivalent ACT, SAT, GRE), interview, cumulative credits, and grade point average).	<ul style="list-style-type: none"> <li>Faculty advisor.</li> <li>Department chairperson via assessment or program coordinator.</li> </ul>	On-going	<ul style="list-style-type: none"> <li>Executive leadership team and meetings.</li> <li>College committees and college-wide meetings.</li> <li>Dean's Advisory Board.</li> <li>Clinical Advisory Board.</li> </ul>
Key assessment data collection for accreditation, state department of educational, specialized programmatic agencies.	<ul style="list-style-type: none"> <li>Department chairperson via assessment or program coordinator.</li> <li>Dean's office (state and accreditation coordinator).</li> </ul>	On-going	<ul style="list-style-type: none"> <li>Executive leadership team and meetings.</li> <li>College committees and college-wide meetings.</li> <li>Department meetings.</li> <li>Annual program reports (Watermark AMS).</li> </ul>
Clinical Competency Inventory Disposition Assessment	<ul style="list-style-type: none"> <li>Director, Student Placement and Clinical Experiences. (clinical practice).</li> <li></li> </ul>	On-going	<ul style="list-style-type: none"> <li>Executive leadership team and meetings.</li> <li>College committees and college-wide meetings</li> <li>Clinical supervisors and Advisory Board.</li> </ul>
edTPA Kean Educator Evaluation of Performance (KEEP)	<ul style="list-style-type: none"> <li>Department chairperson via assessment or program coordinator.</li> </ul>	On-going	<ul style="list-style-type: none"> <li>Executive leadership team and meetings.</li> <li>College committees and college-wide meetings.</li> <li>Department meetings.</li> </ul>
Praxis II Subject Tests ACTFL examinations	<ul style="list-style-type: none"> <li>Faculty advisor (petition).</li> <li>Director, Student Placement and Clinical Experiences (placement)</li> <li>Director, Teacher Certification and Alternate Route (nomination)</li> </ul>	On-going	<ul style="list-style-type: none"> <li>Executive leadership team and meetings.</li> <li>College committees and college-wide meetings</li> <li>Department meetings.</li> </ul>
Survey Administration and Data	<ul style="list-style-type: none"> <li>Office of Assessment and Accreditation (course evaluations)</li> <li>Director, Student Placement and Clinical Experiences.</li> <li>Career Services (alumni, employer).</li> <li>SADI.</li> </ul>	On-going	<ul style="list-style-type: none"> <li>Executive leadership team and meetings.</li> <li>College committees and college-wide meetings</li> <li>Dean's Advisory Board.</li> <li>Clinical Advisory Board.</li> </ul>
Performance Reports for Educator Preparation.	<ul style="list-style-type: none"> <li>New Jersey Department of Education sends raw data to Office of the Dean for verification.</li> </ul>	Annually	<ul style="list-style-type: none"> <li>Executive leadership team and meetings.</li> <li>College committees and college-wide meetings.</li> </ul>



Resources	Data Collection and Initial Review Responsibility	Timeline	Review & Use of Data
Curriculum Sheets	<ul style="list-style-type: none"> <li>Managed by the Office of the University Registrar.</li> <li>Departments review and update as needed.</li> </ul>	On-going	<ul style="list-style-type: none"> <li>Faculty advisement</li> <li>Curriculum Committee.</li> </ul>
Learn more: <a href="https://www.kean.edu/offices/registrars-office/curriculum-sheets">https://www.kean.edu/offices/registrars-office/curriculum-sheets</a>			
Student Planning KeanWise	<ul style="list-style-type: none"> <li>Managed by the Office of the University Registrar.</li> <li>Departments review and update as needed.</li> </ul>	On-going	<ul style="list-style-type: none"> <li>Faculty advisement</li> <li>Curriculum Committee</li> </ul>
Learn more: <a href="https://webreg.kean.edu/WebAdvisor/WebAdvisor?TYPE=M&amp;PID=CORE-WBMAIN&amp;TOKENIDX=7987047714">https://webreg.kean.edu/WebAdvisor/WebAdvisor?TYPE=M&amp;PID=CORE-WBMAIN&amp;TOKENIDX=7987047714</a>			
Academic Advisement Co-curricular Programming Academic Planning	<ul style="list-style-type: none"> <li>Faculty Advisors</li> <li>Center for Advising, Persistence and Success</li> </ul>	On-going	<ul style="list-style-type: none"> <li>College committees and college-wide meetings.</li> <li>Department meetings.</li> </ul>
Learn more: <a href="https://www.kean.edu/offices/center-academic-success">https://www.kean.edu/offices/center-academic-success</a>			

Governance	Data Collection and Initial Review Responsibility	Timeline	Review & Use of Data
Recruitment and Admission <ul style="list-style-type: none"> <li>Accepted Student Report</li> <li>Applications and offers</li> <li>Wait-list Report</li> </ul>	Office of Admissions Office of the University Registrar -	Weekly – system generated sent via email.	<ul style="list-style-type: none"> <li>Executive leadership team and meetings.</li> <li>College committees and college-wide meetings.</li> <li>Department meetings.</li> </ul>
Learn more: <a href="https://www.kean.edu/offices/admissions/graduate">https://www.kean.edu/offices/admissions/graduate</a>			
Grading policies (Faculty and Adjunct Academic Policy Manual)	Office of the University Registrar		<ul style="list-style-type: none"> <li>Executive leadership team and meetings.</li> <li>College committees and college-wide meetings.</li> </ul>
Learn more: <a href="https://www.kean.edu/media/new-faculty-and-adjunct-academic-policy-manual">https://www.kean.edu/media/new-faculty-and-adjunct-academic-policy-manual</a>			
Catalog	Office of the University Registrar	Annual	
Learn more: <a href="https://www.kean.edu/offices/academic-affairs/catalog">https://www.kean.edu/offices/academic-affairs/catalog</a>			
Satisfactory Academic Progress	Office of Financial Aid		
Learn more: <a href="https://www.kean.edu/offices/financial-aid/satisfactory-academic-progress-policy">https://www.kean.edu/offices/financial-aid/satisfactory-academic-progress-policy</a>			
Student Code of Conduct	Office of Student Accountability, Standards, and Education		
Learn more: <a href="https://www.kean.edu/offices/community-standards-and-student-conduct/student-code-conduct">https://www.kean.edu/offices/community-standards-and-student-conduct/student-code-conduct</a>			
Academic Integrity	Office of the Provost and Senior Vice President for Academic Affairs.		
Learn more: <a href="https://www.kean.edu/offices/community-standards-and-student-conduct/student-code-conduct">https://www.kean.edu/offices/community-standards-and-student-conduct/student-code-conduct</a>			
Moonshot for Equity Key Performance Indicators (KPIs)	Office of the Senior Vice President for Administration	Spring 2024 launch	<ul style="list-style-type: none"> <li>University Planning Council</li> </ul>

	(college specifics provided by the Office of the Dean).		
<b>Partnerships</b>	<b>Data Collection and Initial Review Responsibility</b>	<b>Timeline</b>	<b>Review &amp; Use of Data</b>
Future Teacher Academy - Tomorrow's Teachers	Coordinator, FTA-KEAN	On-going	<ul style="list-style-type: none"> <li>Executive leadership team and meetings.</li> <li>College committees and college-wide meetings</li> </ul>
Entrepreneurial Education Initiatives (EEL) - Kean Scholar Academy - High School Partnerships - Project Adelante - Generation-2-Generation - Upward Bound	Entrepreneurial Education Initiatives leadership team.	On-going	<ul style="list-style-type: none"> <li>Executive leadership team and meetings.</li> </ul>

<b>Faculty Promotion and Tenure</b>	<b>Data Collection and Initial Review Responsibility</b>	<b>Timeline</b>	<b>Review &amp; Use of Data</b>
Course Evaluations	Office of Accreditation and Assessment (OAA)	Twice per Semester	<ul style="list-style-type: none"> <li>Executive leadership team and meetings.</li> <li>Dean's one-on-one faculty meetings.</li> </ul>
Learn more: <a href="https://www.kean.edu/offices/strategic-analytics-data-illumination-sadi/accreditation-and-assessment/course-evaluations">https://www.kean.edu/offices/strategic-analytics-data-illumination-sadi/accreditation-and-assessment/course-evaluations</a>			
Faculty Promotion and Tenure	Office of the Provost and Senior Vice President for Academic Affairs.  - 1st Year Reappointment - 2nd–6th Year Reappointment	Annually	<ul style="list-style-type: none"> <li>Executive leadership team and meetings.</li> <li>Provost and SVP for Academic Affairs</li> <li>Dean's one-on-one faculty meetings.</li> <li></li> </ul>
Learn more: <a href="https://www.kean.edu/media/calendar-reappointment-activities-2nd-6th-2022-2023">https://www.kean.edu/media/calendar-reappointment-activities-2nd-6th-2022-2023</a>			

<b>Budget</b>	<b>Data Collection and Initial Review Responsibility</b>	<b>Timeline</b>	<b>Review &amp; Use of Data</b>
Budget allocation	Office of the Chief Financial Officer (CFO) and Budget Office.	On-going	<ul style="list-style-type: none"> <li>Executive leadership team and meetings.</li> <li>Dean's one-on-one faculty meetings.</li> </ul>
Financial Statements	Office of General Accounting	Annually	<ul style="list-style-type: none"> <li>Executive leadership team and meetings.</li> <li>Publicly available</li> </ul>
Learn more: <a href="https://www.kean.edu/offices/administration-and-finance/general-accounting/financial-statements">https://www.kean.edu/offices/administration-and-finance/general-accounting/financial-statements</a>			

## APPENDIX II: Stakeholder Involvement

### Kean University

Committee	Stakeholders	Use of Input	Frequency
University Senate Committee	<ul style="list-style-type: none"> <li>Faculty, Nancy Thompson Library Learning Commons</li> <li>Professional Staff, Transformational Learning and External Affairs</li> <li>Faculty, School of English Studies</li> <li>Faculty, School of Health &amp; Human Performance</li> <li>Faculty, School of Curriculum and Teaching</li> <li>Faculty, Psychology, Doctoral Studies</li> <li>Professional Staff, CLA Dean's Office</li> <li>Faculty, School of Curriculum and Teaching</li> <li>Faculty, Special Education and Literacy</li> <li>Faculty, School of Fine and Performing Arts</li> </ul>	Communicates recommendations to the President on such matters as faculty affairs, curriculum, instruction, student affairs, finances and other matters relevant to the welfare of Kean University.	Monthly
Academic Standards & Policy Committee  (Senate sub Committee)  The goal of this committee is to maintain and improve the academic standards of the university.	<ul style="list-style-type: none"> <li>Faculty, College of Business &amp; Public Management (2)</li> <li>Faculty, College of Education (2)</li> <li>Faculty, College of Liberal Arts (2)</li> <li>Faculty, College of Science, Mathematics and Technology (2)</li> <li>Faculty, College of Health Professions and Human Services (2)</li> <li>Faculty, Michael Graves College (2)</li> <li>Senate Representative</li> </ul> <p><b><u>Appointed, Non-Voting</u></b></p> <ul style="list-style-type: none"> <li>Kean Federation of Teachers (KFT)</li> <li>Online Office</li> <li>Provost and Academic Affairs Office</li> <li>Registrar</li> <li>Division of Student Success and Retention</li> <li>Office of Accreditation and Assessment</li> <li>Student, Student Government Association</li> <li>Student, Graduate and Part-Time Council</li> </ul>	Review all matters related to academic standards ( academic integrity, grading, examination, standards and policies for student admission, readmission, academic progress, probation, dismissal, and other academic policies).	Under direction of University Senate.
University Appeals Board Committee  (Senate sub Committee)	<ul style="list-style-type: none"> <li>Faculty, College of Business &amp; Public Management</li> <li>Faculty, College of Education</li> <li>Faculty, College of Liberal Arts</li> <li>Faculty, College of Science, Mathematics and Technology</li> <li>Faculty, College of Liberal Arts -School of Visual and Performing Arts</li> <li>Faculty, Michael Graves College (4)</li> <li>Faculty, NJ Center for Science, Technology and Mathematics</li> </ul>	Review all student appeals of violations of academic integrity.	Under direction of University Senate.

	<ul style="list-style-type: none"> <li>Professional Staff, One Stop Service Center</li> <li>VP Academic Affairs Appointee, Office of the Provost</li> <li>Non-Voting:</li> <li>Professional Staff, Vice President for Student Affairs (Observer)</li> <li>Student, Student Government Association</li> <li>Student, Graduate and Part-Time Council</li> </ul>		
<p>University Curriculum Committee</p> <p>(Senate sub Committee)</p>	<ul style="list-style-type: none"> <li>Faculty, College of Business &amp; Public Management (2)</li> <li>Faculty, College of Education (2)</li> <li>Faculty, College of Liberal Arts (2)</li> <li>Faculty, College of Science, Mathematics and Technology (CSMT) (2)</li> <li>Faculty, College of Health Professions and Human Services (CHPHS) (2)</li> <li>Faculty, Michael Graves College (2)</li> <li>Senate Representative</li> </ul> <p><b><u>Appointed, Non-Voting:</u></b></p> <ul style="list-style-type: none"> <li>KFT</li> <li>VP Academic Affairs Appointee, Office of the Provost</li> <li>Registrar</li> <li>GE Curriculum Committee</li> <li>Office of Accreditation and Assessment</li> <li>Student, Student Government Association</li> <li>Student, Graduate and Part-Time Council</li> </ul> <p>The goal of this committee is to help deliver the highest quality curriculum across the university that is consistent with the mission, the social and economic demographics of the region, and institutional resource and budgetary issues</p>	Review policies, procedures, programmatic offerings and curricular issues of the university.	Under direction of University Senate.
University Planning Council	<ul style="list-style-type: none"> <li>8 members appointed by the President (including the UPC Chair and Vice-Chair)</li> <li>8 members appointed by the University Senate (one from each college, New Jersey Center for Science, Technology and Mathematics, and the School of Fine and Performing Arts)</li> <li>University Senate Chairperson or designee</li> <li>3 student representatives (one undergraduate, one graduate, one part-time student)</li> <li>5 bargaining agent representatives, one each from KFT, KUAFF, CWA, IFPTE, and PBA</li> <li>14 members representing the major University divisions: the VP (or designee) and one member from Academic Affairs, Administration &amp; Finance, Enrollment</li> </ul>	<p>Responsible for writing, implementing, and assessing the strategic plan by establishing measurable goals, objectives, and indicators of institutional effectiveness.</p> <p>Serves as the University's internal program review committee.</p>	<p>Six times throughout the academic year</p> <p>Sept, Oct, Nov, Jan, Mar, Apr</p>

	<p>Management, Planning, Student Affairs, Student Success &amp; Retention, and University Relations</p> <ul style="list-style-type: none"> <li>• Kean University Foundation CEO (or designee) and one appointment from the Foundation.</li> <li>• Ex Officio members (Director of Accreditation and Assessment, Director of Institutional Effectiveness, Director of Institutional Research)</li> </ul>	<p>Assesses program review documents and make recommendations to the President and program faculty.</p>	
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## College of Education

Committee	Stakeholders	Use of Input	Frequency
Executive Team Committee	<ul style="list-style-type: none"> <li>• Dean</li> <li>• Associate Dean</li> <li>• Assistant Dean</li> <li>• Office Manager</li> <li>• Chairperson, Department of Early Childhood Education chairperson.</li> <li>• Chairperson, Department of Bilingual Education, TESOL, and World Languages.</li> <li>• Chairperson, Department of Educational Leadership and Secondary Education.</li> <li>• Chairperson, Department of Special Education and Literacy.</li> <li>• Chairperson, Department of Elementary Education, and Physical Education and Health.</li> <li>• Director, Student Placement and Clinical Experiences.</li> <li>• Director, Teacher Certification and Alternate Route Programs.</li> </ul>	<p>Discuss academic issues.</p> <p>Discuss program changes.</p> <p>Discuss state code revisions.</p> <p>Discuss assessment data.</p>	Monthly
Appointment, Retention, Tenure and Promotion (ARTP)	<ul style="list-style-type: none"> <li>• Department Chairperson</li> <li>• Faculty (2-3)</li> <li>• Student Representative (1)</li> </ul>		As needed
Research Committee	<ul style="list-style-type: none"> <li>• Chairperson</li> <li>• Faculty (4)</li> </ul> <p>The goal of this committee is to facilitate the research and scholarly activities of the students, faculty, and staff in accordance with the University mission. Per the resolution, these committees will cease on April 15, 2024.</p>	Promotes and Supports research and scholarly activities of the students, faculty, and staff.	As needed
College Curriculum Committee	<ul style="list-style-type: none"> <li>• Chairperson, Tenured Faculty</li> <li>• Faculty (4)</li> </ul> <p>The goal of this committee is to help deliver the highest quality curriculum for the college and university and maintain the highest academic standards for the course offerings.</p>	<p>Review course outlines for College of Education.</p> <p>Review and approve curriculum changes for College of Education.</p>	Twice per year – Fall and Spring or as needed.
Teaching and Service Committee	<ul style="list-style-type: none"> <li>• Chairperson, Tenured Faculty</li> <li>• Faculty (4)</li> </ul> <p>Per the resolution, these committees will cease on April 15, 2024.</p>	<p>First-year reappointment evaluations.</p> <p>2nd and 6th year reappointment evaluations.</p>	Twice per year – Fall and Spring or as needed.

College-wide Faculty and Staff Meetings	<ul style="list-style-type: none"> <li>• Dean</li> <li>• Associate Dean</li> <li>• Assistant Dean</li> <li>• All Chairs</li> <li>• All Faculty</li> <li>• All Professional Staff</li> </ul>		Monthly
Department Meetings	<ul style="list-style-type: none"> <li>• Department Chairperson</li> <li>• Department Faculty</li> </ul>		Monthly or as needed.

**External**

<b>Committee</b>	<b>Stakeholders</b>	<b>Use of Input</b>	<b>Frequency</b>
Dean’s Advisory Board - Teacher Education and Training	<ul style="list-style-type: none"> <li>• Dean</li> <li>• Assistant Dean</li> <li>• District Partners (administration and instruction)</li> <li>• Alumni</li> </ul>	Review policies.	Twice per year – Fall and Spring
Clinical Advisory Board	<ul style="list-style-type: none"> <li>• Director, Office of Student Placement and Clinical Experiences</li> <li>• Assistant Dean</li> <li>• District Clinical Partners</li> </ul>	Review policies.  Review assessment instruments.  Conduct validity and reliability of instruments.	Twice per year – Fall and Spring
Focus Groups (ad-hoc)	<ul style="list-style-type: none"> <li>• Associate Dean</li> <li>• Ad-Hoc - Superintendents and Principals from district partners.</li> </ul>	Review programs.  Provide feedback on employer satisfaction.	As needed.

## APPENDIX II: ASSESSMENT SYSTEM (graphic)

The assessment system (graphic) provides a snapshot of how data enter the system, are reported, and used in decision making, and how the outcomes of those decisions inform programmatic improvement.

Initial Licensure (Alternate Route)	Initial Licensure (Traditional)	Advanced / Endorsement
<b>ENTRY REQUIREMENTS</b> Certificate of Eligibility, BA/BS degree or higher (regionally accredited with a 3.0 GPA, Pre-service workshop (50 hrs), Praxis II or ACTFL passing scores, CV and Interview (optional).	<b>ENTRY REQUIREMENTS</b> Praxis Academic Skills for Educators, 60 credits in Liberal Arts/Studies (regionally accredited) with a 3.0 GPA, Speech communication, English composition, and Mathematics Competency demonstrated, Essay and Interview (optional).	<b>ENTRY REQUIREMENTS</b> Standard Instructional Certificate, BA/BS or Masters degree for endorsement (regionally accredited with 3.0 GPA), ACTFL passing scores, CV and Interview (optional).
<b>PROFESSIONAL EDUCATION COURSEWORK</b> w/key assessments aligned the appropriate standard(s) and maintain cumulative 3.0 grade point average (18-24 crs).	<b>CLINICAL EXPERIENCE (Sophomore Field)</b> In a diverse setting w/key assessments aligned to InTASC/NIPST with a grade of "S" or better (3 crs).	<b>PROFESSIONAL EDUCATION COURSEWORK</b> w/key assessments aligned the appropriate standard(s) and maintain cumulative 3.0 grade point average (18-36 crs).
<b>MENTORSHIP AND EVALUATION</b> Maintain full-time employment as teacher of record with earned rating of "effective" or higher on annual district performance evaluations.	<b>CONTENT AND PROFESSIONAL EDUCATION COURSEWORK</b> w/key assessments aligned the appropriate standard(s) and maintain cumulative 3.0 grade point average (40-50 crs).	<b>CLINICAL PRACTICUM/INTERNSHIP/EXTERNSHIP</b> Clinical practice/practicum under supervision of a district mentor and/or university clinical supervisor.
<b>SUPERVISION AND EVALUATION</b> Participate in observation with clinical supervisor and score rating of "proficient" (3.0) or higher on clinical competency inventory (CCI) assessment (Spring 2024 pilot).	<b>CLINICAL PRACTICE</b> CPH: Orientation, 175 hours, CCI, Observation & Conference (x4), Disposition Assessment, and Placement Survey. CPE: Orientation, 450 hours, CCI, Observation & Conference (x6), Disposition Assessment, Placement Survey, and Exit Survey.	<b>COMMON ASSESSMENTS</b> Qualifying Examination (select programs), and Praxis Subject Test(s).
<b>COMMON ASSESSMENTS</b> Kean Educator Evaluation of Performance (Pilot Spring 2024) edTPA (through Fall 2022).	<b>COMMON ASSESSMENTS</b> Kean Educator Evaluation of Performance (Pilot Spring 2024), edTPA (through Fall 2022), ACTFL and Praxis Subject Test(s).	

### ADDITIONAL DATA SOURCES

**KEY PERFORMANCE INDICATORS:** Periodic data runs are conducted on admissions (accepted students report; applications and offers report), enrollment (low enrolled, wait-list), course completion (D/F/W rates), time to completion (graduation rate), program completers. Data are also available through Kean's Strategic Analytics & Data Illumination (SADI) division.

**SURVEY ADMINISTRATION:** Data are collected through various survey administration including course evaluations (each semester), exit surveys, alumni surveys, employer surveys, and employer focus groups. Additional survey data are available through Kean's Office of Accreditation and Assessment.

