

The intent of this rejoinder is to correct what appears to be a misperception of the EPP capacity that is referenced in the Site Visit Report, Section 5d, entitled “The potential of the EPP to demonstrate a higher level of excellence beyond what is required in the standards.” Specifically, the reviewers state, “Although the intent of the SIP is clear, the capacity of the EPP to implement the plan is questionable since it has fallen behind its intended schedule. The capacity to implement the plan was also questionable, because of the lack of sustained leadership in the COE and the University.”

This misperception of capacity most probably relates to the EPP’s description in the SSR and the SSR addendum of the “many leadership changes (3 deans) and faculty turnover over the past seven years. The impact of the turnover resulted in limited use of data to inform continuous improvement and to collect data primarily for compliance purposes.” The EPP’s SSR correctly described some of the consequences of the leadership turnover including the failure to maintain key components of its quality assurance system (PeTAL and Taskstream). The EPP’s SSR correctly stated that, “Thus the EPP is in essence at the beginning phases of building a quality assurance system that is informed by reliable and valid data.”

The intent of the EPP in providing this information was to describe a context within which our efforts could be better understood. We are fully cognizant of the developing status of our quality assurance system. At the same time, we believe that our efforts to date demonstrate our commitment and our ability to implement a quality assurance system that informs our decision-making and enables us to engage in a cycle of continuous improvement that serves our students and State in an exemplary manner.

There is little in the site visit report that focuses on progress attained by the EPP. Rather, the report focuses on descriptions and enumerations of elements that are not in place. While this is important to the EPP in terms of setting a direction, some discussion of our progress would also have helped to inform next steps.

To the extent that our candid description of leadership turnover in the EPP may have influenced the lens through which the visiting team evaluated our progress, we want to assure CAEP reviewers that our capacity is adequate and our commitment firm. To wit, since the receipt and analysis of the site visit report in May, the EPP has accomplished the following:

- Completion of an analysis of Praxis 1 scores that demonstrate that our candidates exceed the 50th percentile CAEP expectation.
- Completion of a SPA report to be submitted to NSTA by September 15th for the Secondary Science Program.
- Completion of an intensive, two-week research and reflective effort by representatives from all initial licensure programs that resulted in a decision to join the EdTPA network. Membership in this network will ensure that

- assessments used to evaluate instructional planning; student teaching and impact on P-12 learners meet national standards.
- Completion of an EdTPA implementation plan that requires all initial licensure programs to examine program and course materials to align with EdTPA materials during the fall 2018 semester; the completion of a common (all initial licensure programs) handbook for students during the fall 2018 semester; submission of student portfolios to EdTPA during the spring 2019 semester.
 - Engagement in research on options for an assessment of non academic factors and the scheduling of a Teaching and Learning Department meeting for August 24th to discuss options.

To be clear, we are not disputing any conclusions of the Site Visit Report except as relates to our capacity. We appreciate the time, the effort, and the candid feedback of the visiting team. The Site Visit Report is a valuable document that provides specific direction to the unit's implementation of practices, procedures and systems that support our commitment to the use of data to inform a cycle of continuous improvement.