

## 2026 CAEP AAM Stakeholder Involvement

The Partnership and Placement Director and Education Placement Coordinator meet regularly with local districts to facilitate placements and partnerships. The placement director held an average of 23 meetings with school district personnel per year with meeting logs and minutes used to review some of the partner/stakeholder work.

Faculty members also are in frequent contact with district and school leadership. In this way, both faculty and SPCP staff discuss issues related to licensure candidates and clinical placement, with the goal of learning from each other and meeting each other's needs. The close working communication that SPSC has with district partners allows us to receive constant constructive feedback from our district and school partners, especially during our "placement season", when we are working to place our candidates in our partner schools.

Stakeholders/Clinical partners' participate in our Quality Assurance System (QAS) in many ways. We document many of the roles and the stakeholders' engagement in the table that is provided following our text.

Program-level examples of stakeholder involvement in the QAS

### Part-Time Elementary MAT Track for School Employees

One example of this mutually beneficial partnership work is our Part-Time Elementary MAT Track for School Employees, which began in 2021 as a direct response to district needs to create a pathway for school support staff to become licensed teachers. We co-created the clinical experience for this track with our local school district partners and maintain an almost daily communication to this day. When it is time for a teaching candidate in that program to begin their placement, the SPCP director, a district liaison, and the school principal meet to talk about the needs of the teaching candidate, as well as the school in which they are employed/will be completing their placement, and co-select their cooperating educators. As the program has evolved, the College and the districts have each made adjustments to improve the clinical experience for candidates; we have also invited district teachers to serve as adjunct faculty in the program. Based on the strong foundational work we did with one Oregon school district; we now have five school districts that we partner with and we plan to expand further with each new cohort. We stay connected to the districts and school principals in both informal and formal ways, agreeing to a responsive communication style to support these teaching candidates.

MAT Elementary and Secondary program faculty also provide orientations and ongoing training/support for our clinical educators. The first takes place at the beginning of the academic year, to prepare the teacher to work with their teacher candidate [Initial Program Mentor-Candidate Meetings]. Additionally, during the 2024-25 AY, a local Oregon school district invited our current Secondary program director to co-present at their Cooperating Teacher Leader/Teacher Candidate Orientation event. All candidates with placements were required to attend, and many of their mentors were also present. She co-led a session on Co-Teaching with a colleague from another local EPP.

As faculty reviewed feedback from our partners, we have learned that the best way to meet the ever-evolving needs of our district partners and clinical educators is to maintain robust channels of communication with them and often to work in larger partnerships with them, other EPPs and stakeholders. Also, faculty developed three areas for improvement: 1) figuring out more ways to share with mentors what candidates are learning in their coursework and where they are at developmentally,

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2) improving strategies for teaching mentors how to work with adult learners, and 3) soliciting strategies that mentors use to support the development of their candidate.

English for Speakers of Other Languages (ESOL): Most adjunct instructors also work as ESOL specialists and instructional leaders in various local school districts and over the years they have been extremely influential in helping to develop course content and methods. These faculty typically have extensive experience in providing professional development and are very familiar with current district goals and methods which they use to inform their instruction.

While the ESOL PD meets with instructors prior to each course and materials, adjuncts are also encouraged to modify course content and instructional approaches based on their expertise and knowledge of current district trends. At the conclusion of the semester, the PD also meets with instructors to debrief course evaluation results and share ideas for modifying future course content. Two recent examples illustrate how adjuncts who are also local instructional leaders have made significant contributions in designing and modifying course content: After recently teaching the class ESOL 535 A in fall 2025, the adjunct instructor Nichole Leger made significant changes to the culminating assignment which requires students to write a description of their ELL School Program Model. This assignment requires students to collect demographic data on their ELL students and interview an ESOL specialist at their school site which some students found cumbersome to complete due to the numerous questions and time constraints. As a current ESOL TOSA in a local Oregon school district, she is familiar with the assignment both as an instructor and as someone who has previously been interviewed by students on this assignment, she felt this was a very important assignment, but that it could be streamlined to make it more manageable to complete from both the student and ESOL specialist viewpoint. In order to make the assignment feel more manageable for students, our adjunct instructor updated how the information is organized. She put the central question at the top of each section along with the additional/optional questions listed below. She also reorganized the “resources” section so they are listed more consistently. With fewer questions required and consistency of the resources, students will hopefully be able to approach this assignment with more confidence.

Analyzing observation notes and hours recorded in the practicum logs is also helpful for ensuring the content provided in ESOL classes aligns with the needs of candidates in the field and helps us to make instructional decisions so that we are preparing candidates for the roles they are expected to take on in the future. For example, we know that many districts in the area have provided SIOP training to their teachers and school leaders are familiar with this model when observing sheltered instruction so we continue to train candidates in this approach in our Strategies courses in order to prepare them for the practicum experience.

Principal License (PL): Through the Wallace Foundation grant, Lewis & Clark engaged in a comprehensive process to redesign its programming. This process was done in deep collaboration with district partners.

The first step of this work involved a comprehensive self-study, the [Quality Measures \(QM\)](#) process, was conducted. The QM process provided a structured framework for data-informed examination and collaborative enhancement of program quality. To complete the process, the program director convened a team of external partners, including district leaders, state representatives, and program alumni, to systematically review and rate evidence of the program’s design and implementation across six domains: candidate admissions, course content, pedagogy, clinical practice, performance assessment, and graduates’ success (ranging from state certification to job performance). This

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collaborative data analysis identified both strengths and areas for improvement within the principal licensure program.

Once that process was completed and areas of improvement were identified, LC engaged in a collaborative, community-driven program redesign sequence that focused on bringing together a diverse group of district and state partners, current and former students, and leadership experts from across the nation to develop a new graduate profile of a racial equity-centered leader. This collaboratively generated profile, aligned with state and national standards as well as the PPS Leader Profile, reflected the essential skills identified by working administrators for leaders committed to centering racial equity in their practice. Then, additional collaborative redesign sessions were held to develop how this new graduate profile would inform the development of new program curriculum, assessments, collaborative admission processes, and program support designs. This work was facilitated by a program director (retired), a dean, and an associate professor, all of whom are experts in the high-quality leader preparation design.

Reading Intervention (READ): Outside of the supervisor, the mentor has the most substantial input regarding the assessment of the candidate due to their observations of and feedback to the candidate, as well as their participation in the summative evaluation of the candidate at the culmination of the field experience. Other stakeholders, such as the building principal and school district at large, have influence on the candidate's clinical experience regarding district approved/purchased curriculums and, in some cases, instructional methods (site dependent). Program evaluation is largely the responsibility of the candidate.

An example of modification of Reading Endorsement course content with district learning goals in mind is as follows: During the launch of our partnership with a local Oregon school district, prior to the start of term, the program director met with the adjuncts that had been hired to teach the first course during that initial year of collaboration. The program director and adjuncts discussed district learning targets that they (as literacy leaders in the district) had identified for their teachers, including a strong need pertaining to explicit phonics instruction. As a result, we decided on a different required textbook through which to ground their first course (Reading Comprehension & Instruction) and co-designed instructional methods in order to provide more robust knowledge-building in this specific area for their teachers.

Beyond this specific example, tailoring instruction to meet district needs is an ongoing process. Our program application prompts potential candidates to describe what they hope to learn through the program with regards to literacy teaching and learning, and through this (as well as frequent prompts during each term) applicants will let us know their own professional goals, as well as learning goals as outlined by their individual districts, all of which we onboard in order to tailor our instruction, whether that be greater emphasis in/around certain content areas, or adding practice and/or resources in order to address teacher-specific needs.

School Counseling (SCED): The program director serves as a supervisor for all practicum placements and meets individually with every practicum supervisor. In one-on-ones with each practicum supervisor, she discusses the placement and solicits feedback from them directly in order to complete evaluations for all practicum students.

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We invite supervisors to complete a survey after practicum and internship are over. Program faculty also attend monthly comprehensive school counseling program meetings with the Oregon Department of Education and other counselor leaders across the state.

Special Education (SPED): We are always looking at the alignment of assignments and reviewing the special education directors feedback on current trends in their rural school districts. Their suggestions on what their 'New Teachers' need are shared each semester via virtual Zoom calls.

To ensure our Special Education Endorsement Program remains responsive to current field needs, we continuously align our coursework with feedback from rural Special Education Directors. These directors share real-time trends and 'new teacher' competencies during semi-annual virtual consultations. Furthermore, a diverse range of stakeholders—including P-12 partners, alumni, clinical supervisors, and district autism specialists—contributes to the ongoing refinement of all major program components.

Here are the Input Areas:

Curriculum & Instructional Methods: Partners participate in joint curriculum design and redesign to ensure that coursework aligns with current P-12 classroom needs-SPED law and district new adoptions. We meet at the end of June before each new cohort cycle that starts in July (usually at a local coffee shop plus virtually for those who need it). During these sessions, stakeholders refine assessment tools, including practicum dispositions and performance rubrics, and update coursework to reflect current IEP legal standards. We discuss the depth and breadth of our candidates' current emergency teaching positions to ensure all candidates have the resources to work with diverse student populations and complex family dynamics.

Candidate Assessment and Clinical Assessment: Stakeholders assist in reviewing our assessment tools, such as practicum dispositions and performance-based rubrics/midterm/final.

Designing the depth and breadth of our candidates' current emergency teaching positions to ensure all candidates have the resources to work with diverse student populations and a good understanding of the family dynamics in special education.

We look at our course alignment to both add and also discard outdated practices around our Mentor training and current IEP legal updates.

We discuss any oversight and problem-solving protocols for any concerns in the last year with partnerships.

SPED Evaluation & Continuous Improvement: The program operates on a model of shared responsibility. Stakeholders do not merely advise; they actively evaluate program efficacy by analyzing longitudinal candidate data. By reviewing principal evaluations and teacher contract renewal rates, the partnership ensures that the program's pedagogical output directly addresses the real-world challenges of the special education landscape. This data-driven approach fosters a program that is both responsive to the field and accountable to the districts it serves.

Our Partners share responsibility for evaluating the program's effectiveness by analyzing candidate outcome data from their internal Principal evaluations. This "shared accountability" ensures that the preparation program remains responsive to real-world special education teaching challenges.

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### Reporting

Each year, program directors work with program faculty to complete their annual program report, where they share major developments and events that occurred in the program over the past year; as well as any changes made or proposed based upon enrollment data, course evaluation data, mentor/supervisor feedback, student feedback, and student achievement. Programs maintain granular data reviews at the program level to identify and address emerging areas for improvement in real-time using multiple methods that include stakeholder feedback, internal data collection, student evaluations, and key assessment data. This regular oversight ensures that programs will continue to make immediate, targeted programmatic adjustments as needed.

## GSEC QAS Engagement by Role

| Role               | Engagement Activity                                                                            |
|--------------------|------------------------------------------------------------------------------------------------|
| Prospect/Applicant | Review CAEP Annual Accountability Measures on Website                                          |
|                    | Provide Application Materials for Evaluation                                                   |
| Student            | Learn About Scope and Purpose of Data Collection in New Student Orientation                    |
|                    | Provide Key Assessment Materials for Evaluation                                                |
|                    | Review Own Key Assessment Results as a Participant in Triad Meetings                           |
|                    | Provide Feedback via Course Evaluations                                                        |
|                    | Provide Feedback via Exit Survey                                                               |
|                    | Review CAEP Annual Accountability Measures on Website                                          |
| Faculty            | Evaluate Applications                                                                          |
|                    | Develop Curriculum & Key Assessments in Alignment with Standards                               |
|                    | Evaluate Key Assessments                                                                       |
|                    | Review and Explain Students' Key Assessment Results as a Participant in Triad Meetings         |
|                    | Participate in Assessment Validity & Reliability Exercises                                     |
|                    | Review Aggregate Key Assessment Data Outputs                                                   |
|                    | Collaborate with Cooperating Teachers & Field Supervisors on Placement-Related Data Collection |
|                    | Review Own Course Evaluation Results                                                           |
|                    | Review Program Demographic Data                                                                |
|                    | Review Exit Survey & Alumni Survey Data                                                        |
|                    | Advise on Program Change (in program meetings)                                                 |
|                    | Advise on Revisions to Key Assessments (in program meetings)                                   |
|                    | Revise Instruction Based on Review of QAS Data Findings                                        |
| Program Director   | All Forms of Faculty Engagement, Plus...                                                       |
|                    | Propose Program Change Based on Review of QAS Data Findings                                    |
|                    | Propose Revisions to Key Assessments Based on Review of QAS Data Findings                      |
|                    | Evaluate Adjunct Faculty Based on Review of QAS Data Findings                                  |
|                    | Forecast Enrollment Goals and Program Needs                                                    |
|                    | Collect Formal & Informal Clinical Partner Feedback                                            |
|                    | Summarize Program Developments & Outcomes in Program Annual Report (to the Dean)               |
|                    | Summarize Program Developments & Outcomes in TSPC Annual Report                                |
|                    | Summarize Program Developments & Outcomes in TSPC Program Review Report                        |

|                                                               |                                                                                                 |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Chair                                                         | All Forms of Faculty Engagement, Plus...                                                        |
|                                                               | Review & Approve Proposed Program Changes                                                       |
|                                                               | Budget for Enrollment Goals and Program Needs                                                   |
|                                                               | Evaluate Roster Faculty Based on Review of QAS Data Findings                                    |
| Associate Dean                                                | Liaise with Faculty on Policy and Processes Impacting Data Quality                              |
|                                                               | Serve as Dean's Office Representative on the Administration Team for Select QAS Data Systems    |
| Dean                                                          | Review & Approve Proposed Program Changes                                                       |
|                                                               | Review Unit-Level QAS Data Outputs                                                              |
|                                                               | Review Program Annual Reports                                                                   |
|                                                               | Budget for Enrollment Goals & Unit-Level Needs                                                  |
|                                                               | Set Policy & Strategic Vision Based on Review of QAS Data Findings                              |
| Curriculum Committee                                          | Review & Approve Proposed Program Changes                                                       |
|                                                               | Provide Feedback to Programs re: Unit-Level Impacts of Proposed Program Changes                 |
| Admissions                                                    | Administer Admissions CRM                                                                       |
|                                                               | Audit Data Quality in Admissions CRM                                                            |
|                                                               | Produce & Distribute Meaningful Analyses of Admissions Data                                     |
|                                                               | Participate in Monthly GSEC Data Administrators Meeting                                         |
| Registrar                                                     | Collaborate with Information Technology Department to Administer Student Information System     |
|                                                               | Set Standards & Procedures for GSEC Student Data                                                |
|                                                               | Audit Data Quality in Student Information System                                                |
|                                                               | Collaborate with Other Data Owners on Campus to Set Institutional Data Policy                   |
|                                                               | Participate in Monthly GSEC Data Administrators Meeting                                         |
| Research & Assessment                                         | Advise & Collaborate with Faculty, Dean, & IR on GSEC Assessment Practices                      |
|                                                               | Advise & Collaborate with Stakeholders on Survey Design Practices                               |
|                                                               | Advise & Collaborate with Staff on Data Collection & Business Processes Impacting Data Quality  |
|                                                               | Collaborate with Program Directors on Annual Update of Programs' Standards Alignment            |
|                                                               | Collaborate with Career & Licensing Services on Annual Revision of Licensure Requirements Audit |
|                                                               | Collaborate with Information Technology Department to Develop Processes & Implement Systems     |
|                                                               | Collaborate with Information Technology Department to Administer QAS Data Systems               |
|                                                               | Administer QAS Surveys                                                                          |
| Review Aggregate Data & Audit Data Quality in All QAS Systems |                                                                                                 |

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|--------------------------------------|----------------------------------------------------------------------------------------------------------------|
|                                      | Maintain Awareness of Flow & Interaction of QAS Data Across All Systems                                        |
|                                      | Produce & Distribute Meaningful Analyses of All QAS Data                                                       |
|                                      | Participate in Monthly GSEC Data Administrators Meeting                                                        |
| Career & Licensing Services          | Collaborate with Research & Assessment on Annual Revision of Licensure Requirements Audit                      |
|                                      | Recommend Candidates for Licensure Based on Placements Data & Licensure Requirements Audit                     |
| Information Technology               | Collaborate with Research & Assessment to Develop Processes & Implement Systems                                |
|                                      | Collaborate with Research & Assessment, Partnerships & Placement, and Registrar to Administer QAS Data Systems |
|                                      | Assume Primary Responsibility for Integrations Between Data QAS Systems                                        |
|                                      | Assume Primary Responsibility for Security, Confidentiality, and Resiliency of QAS Data Systems                |
| Board of Trustees                    | Review Reports, Presentations, and Proposals by the Dean, Based on QAS Data Outputs.                           |
|                                      | Review & Approve Budget in Light of Data Findings                                                              |
|                                      | Provide Feedback on Policy & Strategic Vision                                                                  |
| Alumni                               | Provide Feedback via Alumni Survey                                                                             |
|                                      | Provide Feedback through Service as Cooperating Teachers & Field Supervisors                                   |
| Partnerships & Placement             | Audit Data Quality in Placements System                                                                        |
|                                      | Collaborate with Cooperating Teachers & Field Supervisors re: Placement-Related Data Collection                |
|                                      | Communicate with Clinical Partners re: Placement-Related Data Findings                                         |
|                                      | Collect Formal & Informal Clinical Partner Feedback                                                            |
| Cooperating Teacher/Field Supervisor | Evaluate Key Assessments                                                                                       |
|                                      | Participate in Assessment Validity & Reliability Exercises                                                     |
|                                      | Provide Feedback on Placement-Related Data Needs                                                               |
| Clinical Partner                     | Provide Feedback on Placement-Related Data Needs                                                               |
|                                      | Provide Feedback on Workforce Needs                                                                            |
|                                      | Provide Feedback via Alumni Employment Rates                                                                   |
|                                      | Review CAEP Annual Accountability Measures on Website                                                          |