









- 3.6. Establishes performance routines that strengthen the practice of individual faculty and staff (including field supervisors) to address and achieve prioritized outcomes.

#### Essential Action 4: Continuous Improvement Practices

4. **Program demonstrates a programmatic-wide commitment to continuous improvement in mindsets, practices, and enabling conditions for systematic collection, analysis, and use of most important data to make programmatic decisions.**
  - 4.1. Enables a culture of continuous improvement by providing training to faculty/instructors and staff (including field supervisors) on continuous improvement practices and reinforces a culture of transparency, feedback, prioritizing research-based best practices, and use of leading teacher candidate performance measures to inform practice.
  - 4.2. Defines clear roles and responsibilities for monitoring the quality of the teacher preparation program, including monitoring the efficacy of data review practices.
  - 4.3. Systematically collects reliable teacher candidate performance data, K-12 partnership feedback, faculty performance data, and teacher candidate outcomes data to enable meaningful continuous improvement practices. A variety of data are collected, analyzed, and used, in the aggregate (i.e., for a cohort of teacher candidates) and disaggregate (in ways that are appropriate for the program), to assess the quality of the curriculum and related coursework and practice-based training so that the program and teacher candidates may continuously focus on improvement.
  - 4.4. Conducts a regular analysis of key data points relating to programmatic goals in partnership with LEA partners to make decisions and apply support to improve teacher candidate outcomes and program quality.
  - 4.5. Provides ongoing and responsive training, feedback, and support to program faculty and staff (including field supervisors) to improve program practices that address objectives and goals for teacher candidate success (for example: teacher educator pedagogy for practice-based preparation, effective coaching, and feedback practices, etc.)
  - 4.6. Regularly monitors and performance manages the organizational approach to continuous improvement for its utility and efficacy to improve and reach intended programmatic outcomes.







- 3.1. Develops teacher candidates' understanding of, and application of principles from, the cognitive and developmental needs of all students.
- 3.2. Includes evidence-based practices for building positive relationships with students and families to develop a comprehensive understanding of their prior academic learning and assets (i.e., strengths, individual experiences, interests, and culture).
- 3.3. Includes evidence-based practices for providing safe, supportive, inclusive, and academically challenging learning environments.
- 3.4. Prepares all teacher candidates to understand and use evidence-based practices to meet the needs of emergent bilingual students, multilingual learners, gifted learners, and students who receive special education services or with a 504 plan.

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