

**College of Education-Stakeholder Involvement Table**

Meeting/Event	Stakeholder(s)	Agenda Items	Insights
Regular Faculty Meetings at each level	<ol style="list-style-type: none"><li>1. Initial Certification Faculty meet biweekly</li><li>2. Advanced Programs meet monthly</li><li>3. All programs schedule emergent check ins as needed</li></ol>	<ol style="list-style-type: none"><li>1. Programmatic Updates</li><li>2. University Updates</li><li>3. EPSB/CAEP/Regulatory</li><li>4. Updates</li><li>5. Faculty Updates</li></ol>	Various: See Program Level Faculty Meeting Agendas
Co-constructed EPP and School District Recruitment Events	<ol style="list-style-type: none"><li>1. Teach Kentucky/JCPS/ Initial Certification Interview Weekends</li><li>2. JCPS/Principal Prep Advanced Program Recruitment Zoom and Interviews</li><li>3. 2Revs/Teacher Leadership Advanced Program Recruitment Zooms and application review</li></ol>	<ol style="list-style-type: none"><li>1. Vetting of applicants for various programs</li><li>2. Trend analysis of candidate ratings Trend analysis of addressing high need areas</li></ol>	Various: See Program Level Recruitment Plans and Schedules

<p>Program specific meetings with Advisory Council members</p>	<ol style="list-style-type: none"><li>1. Initial Cert and JCPS HR</li><li>2. Initial Cert and JCPS Teaching and Learning Academies</li><li>3. Initial Cert and Teach KY</li><li>4. Advanced Programs, JCPS, and 2Revs</li><li>5. Advanced Programs, JCPS and Wallace Foundation</li><li>6. Advanced Programs and OVEC</li></ol>	<ol style="list-style-type: none"><li>1. Regular review of partnership tasks, health of partnership, and emergent needs</li></ol>	<p>Various: See Program Level Schedules</p>
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<p>Advisory Council Winter 2024</p>	<p>Local School Districts (n=2) Community Partner Organizations (n=3) Instructors (n=3)</p>	<ol style="list-style-type: none"> <li>1. COE Updates</li> <li>2. Stakeholder Perspectives             <ol style="list-style-type: none"> <li>a Guiding Questions</li> <li>b How do you see your group/role in terms of educator preparation?</li> <li>c What trends or questions to you notice around educator preparation?</li> <li>d What do you want the CoE to know about you/your group?</li> </ol> </li> <li>3.</li> </ol>	<p><b>NCFL</b>- 54 students in the community who need tutoring (for stipend/pay).SU sent out a message to ALL CoE students to recruit individuals in the program in addition to all undergraduates university wide. Potentially recruit candidates from program graduates.</p> <p><b>Archdiocese of Louisville</b>- In order to build a program that engages younger students who want more opportunities. How can CoE meet the needs of learners who want “different” experiences (virtual/hybrid). Concern: Pipeline is dry across state/nation.</p> <p><i>How do we ensure quality educator training in a flexible model?</i> Without quality programming, may place individuals in programs who are not adequately prepared. <i>KH:</i> Research regarding online programming. Key is University Supervisors in classrooms. <i>RClaypool:</i> Essential foundational drive to create cohorts. Do not underestimate the value of cohorts. Relationships that are built are outstanding. <i>GB:</i> Success with Advanced Program students has been successful, as SU combined online, synchronous virtual, and face-to-face content. <i>FStroud:</i> Cohorts are also a retention strategy. Even if online, in-person touch points are needed. Hard to gauge body language/interactions/ etc. in an online environment. Seriousness sometimes lags in online courses as well. New wave of conflicting parents (more aggressive). Work on conversation skills. Anything that can be done to improve communication skills and crucial conversations. Critical need for well qualified mentors.</p> <p><b>TeachKY</b>- Pipe Dream. Could SU sponsor two-week summer “school” environments where candidates can learn skills? <i>FStroud:</i> Backpack League, Lincoln Foundation</p> <p><b>2Revolutions</b>- Begin work with OVEC (micro credentialing). May include summer work. <i>GB:</i> As we work with OVEC regarding summer programming, could possibly link MAT students with classrooms.</p> <p><b>Saundra Hamon- NCFL</b>- Partnership with CoE, undergraduate tutoring in program. NCFL provides tutoring training for Spalding students</p> <p><b>2Revolutions</b>- Work with school districts across the country. Successes include expanding mindsets to meet needs of local contexts. Flexibility is important and an</p>
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<p>Advisory Council Fall 2025</p>	<p>Local School Districts (n=2) Community Partner Organizations (n=3) Instructors (n=3)</p>	<p>4. COE Updates 5. Stakeholder Perspectives</p> <ul style="list-style-type: none"> <li>a Guiding Questions</li> <li>b How do you see your group/role in terms of educator preparation?</li> <li>c What trends or questions to you notice around educator preparation?</li> <li>d What do you want the CoE to know about you/your group?</li> </ul>	<p><b>1. Accreditation Readiness and Data Strategy</b></p> <ul style="list-style-type: none"> <li>• <b>Impending CAEP Review:</b> The university is actively preparing for a virtual site visit by the Council for the Accreditation of Educator Preparation (CAEP) in December 2025.</li> <li>• <b>Closing the P-12 Impact Gap:</b> A major focus of the accreditation preparation is addressing prior CAEP feedback regarding the measurement of graduate impact on P-12 learning. Spalding plans to mine performance-based data in collaboration with partners like Two Revolutions to build a stronger evidence narrative.</li> <li>• <b>Data Streamlining:</b> There is a concerted effort to improve and streamline data collection methods for program evaluation, ensuring clear communication with P-12 partners about how this data is utilized.</li> </ul> <p><b>2. Enrollment Growth and Pipeline Development</b></p> <ul style="list-style-type: none"> <li>• <b>Historic Highs:</b> The College of Education is seeing its highest enrollment levels since before 2000, with graduate enrollment reaching multi-year peaks and initial certification programs holding stable at 70-80 candidates annually.</li> <li>• <b>Recruitment Incentives:</b> To attract undergraduate education majors, Spalding is leveraging a full tuition scholarship and emphasizing the financial benefits of teaching to dispel negative career myths.</li> <li>• <b>"Grow Your Own" Pathways:</b> Spalding is looking to expand its pipeline through "Grow Your Own" recruitment concepts, building upon existing articulation agreements with Jefferson County Public Schools (JCPS) education academies and exploring dual-credit opportunities.</li> <li>• <b>State Testing Shifts:</b> The programs are adapting to upcoming state-level changes, notably the transition from the ACT to the SAT for mandated testing.</li> </ul> <p><b>3. Expanding Geographic and Programmatic Reach</b></p> <ul style="list-style-type: none"> <li>• <b>Out-of-State Cohorts:</b> Spalding is significantly expanding its reach through a new partnership with the Eureka, California School System, which will fund up to 30 teachers for a master's degree program.</li> <li>• <b>Regional and Global Exploration:</b> Discussions are underway to renew cohort work in Southern Indiana, and the university is exploring the logistics of serving American expats abroad in international schools, pending regulatory clarification from admissions.</li> </ul>
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<p>Advisory Council Spring 2026</p>	<p>Local School Districts (n=2) Community Partner Organizations (n=1) Instructors (n=3)</p>	<ol style="list-style-type: none"> <li>1. COE Updates</li> <li>2. Stakeholder Perspectives <ol style="list-style-type: none"> <li>a. Guiding Questions</li> <li>b. How do you see your group/role in terms of educator preparation?</li> <li>c. What trends or questions to you notice around educator preparation?</li> <li>d. What do you want the CoE to know about you/your group?</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li><u>1. Strategic Program Expansion &amp; New Offerings</u> <ul style="list-style-type: none"> <li>• Targeting High-Need Areas: Spalding is actively developing programs to address specific local shortages, notably a new 60-hour specialist degree (Ed.S.) in school psychology to meet Jefferson County's needs, and expanding the 12-hour Teaching English as a Second Language (TESL) certification to support the 22,000+ multilingual learners in JCPS.</li> <li>• Flexible Career Pathways: An application is in progress for a Continuing Education Option 2 for the Teacher Leader Program, which would offer an alternative to a traditional master's degree for teacher rank changes. There are also discussions about translating portfolio and community of practice work into master's degree credits.</li> <li>• Geographic Expansion: Spalding is actively revisiting potential expansion into Hawaii as a state-approved teacher education program (SATEP), overcoming past resistance from the state's standards board.</li> </ul> </li> <li><u>2. Deepening Institutional Partnerships</u> <ul style="list-style-type: none"> <li>• JCPS (Jefferson County Public Schools): Despite JCPS transitioning under a new superintendent, Spalding remains a critical partner, focusing on strategic planning, supporting multilingual learner cohorts, and collaborating to track the impact of graduates on P-12 student learning.</li> <li>• Archdiocese of Louisville: There is a strong mutual interest in deepening the partnership to build a pipeline for Catholic school teachers and leaders. Spalding plans to use Year 6 grant funding to contract with the Archdiocese and develop specialized principal preparation classes.</li> <li>• Collaborative Initiatives: Spalding is engaged with external initiatives like the "Arc of an Educator's Career," which aims to build robust pre-service, in-service, and leadership residency models.</li> </ul> </li> <li><u>3. Data-Driven Tracking and Technology Integration</u> <ul style="list-style-type: none"> <li>• Advanced Tracking Systems: Spalding has developed a robust, technology-based national leader tracking system linked directly to their Canvas LMS.</li> <li>• Impact Measurement: The system utilizes a visualization dashboard that allows for real-time tracking of student progress and programmatic impact. Crucially, it maps graduate placements across Kentucky and correlates their performance with school demographics and student proficiency metrics.</li> </ul> </li> <li><u>4. Accreditation &amp; Continuous Improvement</u></li> </ol>
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